"Becoming the Best"

A Handbook for
Teacher Candidates

In the Birth – Grade 3 Program

CFS MAJORS

St. Cloud State University

College of Education
Office of Clinical Experiences
Revised Fall 2012

"BECOMING THE BEST"

The Office of Clinical Experiences (OCE), a department within the College of Education at St. Cloud State University worked with several departments to prepare this student teaching handbook. **"Becoming the Best**" is intended to serve as a helpful guide for SCSU Teacher Candidate candidates, cooperating teachers, university supervisors, and administrators who assist them during their student teaching experience. These documents are revised each academic year. Your comments and suggestions are welcome.

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Important Phone Numbers

Use this sheet to keep track of important phone numbers.

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Cooperating Teacher(s)

_____	_____	_____
_____	_____	_____

University Supervisor

_____	_____	_____
_____	_____	_____

School Office

_____	_____	_____
_____	_____	_____

Others

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ST. CLOUD STATE UNIVERSITY

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Dear Teacher Candidate:

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

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

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

Sincerely,

Osman Alawiye
Dean

St. Cloud State University values diversity of all kinds, including but not limited to race, religion and ethnicity (full statement at bulletin.StCloudState.edu/ugb/generalinfo/nondiscrimination.html).
TTY: 1-800-627-3529 SCSU is an affirmative action/equal opportunity educator and employer.
This material can be made available in an alternative format. Contact the department/agency listed above. A member of the Minnesota State Colleges and Universities system.

**** Code of Ethics of the Education Profession ****

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

Preamble

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

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

Principle I
Commitment to the Student

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

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

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly –
   - Exclude any student from participation in any program
   - Deny benefits to any student
   - Grant any advantage to any student

7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Principle II

Commitment to the Profession

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

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

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

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.

2. Shall not misrepresent his/her professional qualifications.

3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.

4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

5. Shall not assist a none educator in the unauthorized practice of teaching.

6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

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

8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

CODE OF ETHICS FOR MINNESOTA TEACHERS

Public Information

Minnesota Board of Teaching

8700.7500 Code of Ethics for Minnesota Teachers.

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

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

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

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

A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

POSITION STATEMENT

Code of Ethical Conduct and Statement of Commitment

naeyc

Revised April 2005

A position statement of the National Association for the Education of Young Children

Section I

Ethical Responsibilities to Children

Childhood is a unique and valuable stage in the human life cycle. Our paramount responsibility is to provide care and education in settings that are safe, healthy, nurturing, and responsive for each child. We are committed to supporting children's development and learning; respecting individual differences; and helping children learn to live, play, and work cooperatively. We are also committed to promoting children's self-awareness, competence, self-worth, resiliency, and physical well-being.

Ideals

I-1.1—To be familiar with the knowledge base of early childhood care and education and to stay informed through continuing education and training.

I-1.2—To base program practices upon current knowledge and research in the field of early childhood education, child development, and related disciplines, as well as on particular knowledge of each child.

I-1.3—To recognize and respect the unique qualities, abilities, and potential of each child.

I-1.4—To appreciate the vulnerability of children and their dependence on adults.

I-1.5—To create and maintain safe and healthy settings that foster children's social, emotional, cognitive, and physical development and that respect their dignity and their contributions.

I-1.6—To use assessment instruments and strategies that are appropriate for the children to be assessed, that are used only for the purposes for which they were designed, and that have the potential to benefit children.

I-1.7—To use assessment information to understand and support children's development and learning, to support instruction, and to identify children who may need additional services.

I-1.8—To support the right of each child to play and learn in an inclusive environment that meets the needs of children with and without disabilities.

I-1.9—To advocate for and ensure that all children, including those with special needs, have access to the support services needed to be successful.

I-1.10—To ensure that each child's culture, language, ethnicity, and family structure are recognized and valued in the program.

I-1.11—To provide all children with experiences in a language that they know, as well as support children in maintaining the use of their home language and in learning English.

I-1.12—To work with families to provide a safe and smooth transition as children and families move from one program to the next.

* There is not necessarily a corresponding principle for each ideal.

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Principles

P-1.1—Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children. *This principle has precedence over all others in this Code*.

P-1.2—We shall care for and educate children in positive emotional and social environments that are cognitively stimulating and that support each child's culture, language, ethnicity, and family structure.

P-1.3—We shall not participate in practices that discriminate against children by denying benefits, giving special advantages, or excluding them from programs or activities on the basis of their sex, race, national origin, religious beliefs, medical condition, disability, or the marital status/family structure, sexual orientation, or religious beliefs or other affiliations of their families. (Aspects of this principle do not apply in programs that have a lawful mandate to provide services to a particular population of children.)

P-1.4—We shall involve all those with relevant knowledge (including families and staff) in decisions concerning a child, as appropriate, ensuring confidentiality of sensitive information.

P-1.5—We shall use appropriate assessment systems, which include multiple sources of information, to provide information on children's learning and development.

P-1.6—We shall strive to ensure that decisions such as those related to enrollment, retention, or assignment to special education services, will be based on multiple sources of information and will never be based on a single assessment, such as a test score or a single observation.

P-1.7—We shall strive to build individual relationships with each child; make individualized adaptations in teaching strategies, learning environments, and curricula; and consult with the family so that each child benefits from the program. If after such efforts have been exhausted, the current placement does not meet a child's needs, or the child is seriously jeopardizing the ability of other children to benefit from the program, we shall collaborate with the child's family and appropriate specialists to determine the additional services needed and/or the placement option(s) most likely to ensure the child's success. (Aspects of this principle may not apply in programs that have a lawful mandate to provide services to a particular population of children.)

P-1.8—We shall be familiar with the risk factors for and symptoms of child abuse and neglect, including physical, sexual, verbal, and emotional abuse and physical, emotional, educational, and medical neglect. We shall know and follow state laws and community procedures that protect children against abuse and neglect.

P-1.9—When we have reasonable cause to suspect child abuse or neglect, we shall report it to the appropriate community agency and follow up to ensure that appropriate action has been taken. When appropriate, parents or guardians will be informed that the referral will be or has been made.

P-1.10—When another person tells us of his or her suspicion that a child is being abused or neglected, we shall assist that person in taking appropriate action in order to protect the child.

P-1.11—When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

Section II

Ethical Responsibilities to Families

Families* are of primary importance in children's development. Because the family and the early childhood practitioner have a common interest in the child's well-being, we acknowledge a primary responsibility to bring about communication, cooperation, and collaboration between the home and early childhood program in ways that enhance the child's development.

Ideals

I-2.1—To be familiar with the knowledge base related to working effectively with families and to stay informed through continuing education and training.

I-2.2—To develop relationships of mutual trust and create partnerships with the families we serve. **I-2.3**—To welcome all family members and encourage them to participate in the program.

* The term *family* may include those adults, besides parents, with the responsibility of being involved in educating, nurturing, and advocating for the child.

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I-2.4—To listen to families, acknowledge and build upon their strengths and competencies, and learn from families as we support them in their task of nurturing children.

I-2.5—To respect the dignity and preferences of each family and to make an effort to learn about its structure, culture, language, customs, and beliefs.

I-2.6—To acknowledge families' childrearing values and their right to make decisions for their children.

I-2.7—To share information about each child's education and development with families and to help them understand and appreciate the current knowledge base of the early childhood profession.

I-2.8—To help family members enhance their understanding of their children and support the continuing development of their skills as parents.

I-2.9—To participate in building support networks for families by providing them with opportunities to interact with program staff, other families, community resources, and professional services.

Principles

P-2.1—We shall not deny family members access to their child's classroom or program setting unless access is denied by court order or other legal restriction.

P-2.2—We shall inform families of program philosophy, policies, curriculum, assessment system, and personnel qualifications, and explain why we teach as we do—which should be in accordance with our ethical responsibilities to children (see Section I).

P-2.3—We shall inform families of and, when appropriate, involve them in policy decisions.

P-2.4—We shall involve the family in significant decisions affecting their child.

P-2.5—We shall make every effort to communicate effectively with all families in a language that they understand. We shall use community resources for translation and interpretation when we do not have sufficient resources in our own programs.

P-2.6—As families share information with us about their children and families, we shall consider this information to plan and implement the program.

P-2-7—We shall inform families about the nature and purpose of the program's child assessments and how data about their child will be used.

P-2.8—We shall treat child assessment information confidentially and share this information only when there is a legitimate need for it.

P-2.9—We shall inform the family of injuries and incidents involving their child, of risks such as exposures to communicable diseases that might result in infection, and of occurrences that might result in emotional stress.

P-2.10—Families shall be fully informed of any proposed research projects involving their children and shall have the opportunity to give or withhold consent without penalty. We shall not permit or participate in research that could in any way hinder the education, development, or well-being of children.

P-2.11—We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness working with their children.

P-2.12—We shall develop written policies for the protection of confidentiality and the disclosure of children's records. These policy documents shall be made available to all program personnel and families. Disclosure of children's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require familial consent (except in cases of abuse or neglect).

P-2.13—We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we have reason to believe that a child's welfare is at risk, it is permissible to share confidential information with agencies, as well as with individuals who have legal responsibility for intervening in the child's interest.

P-2.14—In cases where family members are in conflict with one another, we shall work openly, sharing our observations of the child, to help all parties involved make informed decisions. We shall refrain from becoming an advocate for one party.

P-2.15—We shall be familiar with and appropriately refer families to community resources and professional support services. After a referral has been made, we shall follow up to ensure that services have been appropriately provided.

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Section

Ethical Responsibilities to Colleagues

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In a caring, cooperative workplace, human dignity is respected, professional satisfaction is promoted, and positive relationships are developed and sustained. Based upon our core values, our primary responsibility to colleagues is to establish and maintain settings and relationships that support productive work and meet professional needs. The same ideals that apply to children also apply as we interact with adults in the workplace.

A—Responsibilities to co-workers

Ideals

I-3A.1—To establish and maintain relationships of respect, trust, confidentiality, collaboration, and cooperation with co-workers.

I-3A.2—To share resources with co-workers, collaborating to ensure that the best possible early childhood care and education program is provided.

I-3A.3—To support co-workers in meeting their professional needs and in their professional development.

I-3A.4—To accord co-workers due recognition of professional achievement.

Principles

P-3A.1—We shall recognize the contributions of colleagues to our program and not participate in practices that diminish their reputations or impair their effectiveness in working with children and families.

P-3A.2—When we have concerns about the professional behavior of a co-worker, we shall first let that person know of our concern in a way that shows respect for personal dignity and for the diversity to be found among staff members, and then attempt to resolve the matter collegially and in a confidential manner.

P-3A.3—We shall exercise care in expressing views regarding the personal attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge, not hearsay, and relevant to the interests of children and programs.

P-3A.4—We shall not participate in practices that discriminate against a co-worker because of sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation.

B—Responsibilities to employers

Ideals

I-3B.1—To assist the program in providing the highest quality of service.

I-3B.2—To do nothing that diminishes the reputation of the program in which we work unless it is violating laws and regulations designed to protect children or is violating the provisions of this Code.

Principles

P-3B.1—We shall follow all program policies. When we do not agree with program policies, we shall attempt to effect change through constructive action within the organization.

P-3B.2—We shall speak or act on behalf of an organization only when authorized. We shall take care to acknowledge when we are speaking for the organization and when we are expressing a personal judgment.

P-3B.3—We shall not violate laws or regulations designed to protect children and shall take appropriate action consistent with this Code when aware of such violations.

P-3B.4—If we have concerns about a colleague's behavior, and children's well-being is not at risk, we may address the concern with that individual. If children are at risk or the situation does not improve after it has been brought to the colleague's attention, we shall report the colleague's unethical or incompetent behavior to an appropriate authority.

P-3B.5—When we have a concern about circumstances or conditions that impact the quality of care and education within the program, we shall inform the program's administration or, when necessary, other appropriate authorities.

C—Responsibilities to employees

Ideals

I-3C.1—To promote safe and healthy working conditions and policies that foster mutual respect, cooperation, collaboration, competence, well-being, confidentiality, and self-esteem in staff members.

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I-3C.2—To create and maintain a climate of trust and candor that will enable staff to speak and act in the best interests of children, families, and the field of early childhood care and education.

I-3C.3—To strive to secure adequate and equitable compensation (salary and benefits) for those who work with or on behalf of young children.

I-3C.4—To encourage and support continual development of employees in becoming more skilled and knowledgeable practitioners.

Principles

P-3C.1—In decisions concerning children and programs, we shall draw upon the education, training, experience, and expertise of staff members.

P-3C.2—We shall provide staff members with safe and supportive working conditions that honor confidences and permit them to carry out their responsibilities through fair performance evaluation, written grievance procedures, constructive feedback, and opportunities for continuing professional development and advancement.

P-3C.3—We shall develop and maintain comprehensive written personnel policies that define program standards. These policies shall be given to new staff members and shall be available and easily accessible for review by all staff members.

P-3C.4—We shall inform employees whose performance does not meet program expectations of areas of concern and, when possible, assist in improving their performance.

P-3C.5—We shall conduct employee dismissals for just cause, in accordance with all applicable laws and regulations. We shall inform employees who are dismissed of the reasons for their termination. When a dismissal is for cause, justification must be based on evidence of inadequate or inappropriate behavior that is accurately documented, current, and available for the employee to review.

P-3C.6—In making evaluations and recommendations, we shall make judgments based on fact and relevant to the interests of children and programs.

P-3C.7—We shall make hiring, retention, termination, and promotion decisions based solely on a person's competence, record of accomplishment, ability to carry out the responsibilities of the position, and professional preparation specific to the developmental levels of children in his/her care.

P-3C.8—We shall not make hiring, retention, termination, and promotion decisions based on an individual's sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation. We shall be familiar with and observe laws and regulations that pertain to employment discrimination. (Aspects of this principle do not apply to programs that have a lawful mandate to determine eligibility based on one or more of the criteria identified above.)

P-3C.9—We shall maintain confidentiality in dealing with issues related to an employee's job performance and shall respect an employee's right to privacy regarding personal issues.

Section IV

Ethical Responsibilities to Community and Society

Early childhood programs operate within the context of their immediate community made up of families and other institutions concerned with children's welfare. Our responsibilities to the community are to provide programs that meet the diverse needs of families, to cooperate with agencies and professions that share the responsibility for children, to assist families in gaining access to those agencies and allied professionals, and to assist in the development of community programs that are needed but not currently available.

As individuals, we acknowledge our responsibility to provide the best possible programs of care and education for children and to conduct ourselves with honesty and integrity. Because of our specialized expertise in early childhood development and education and because the larger society shares responsibility for the welfare and protection of young children, we acknowledge a collective obligation to advocate for the best interests of children within early childhood programs and in the larger community and to serve as a voice for young children everywhere.

The ideals and principles in this section are presented to distinguish between those that pertain to the work of the individual early childhood educator and those that more typically are engaged in collectively on behalf of the best interests of children—with the understanding that individual early childhood educators have a shared responsibility for addressing the ideals and principles that are identified as "collective."

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Ideal (Individual)

1-4.1—To provide the community with high-quality early childhood care and education programs and services.

Ideals (Collective)

I-4.2—To promote cooperation among professionals and agencies and interdisciplinary collaboration among professions concerned with addressing issues in the health, education, and well-being of young children, their families, and their early childhood educators.

I-4.3—To work through education, research, and advocacy toward an environmentally safe world in which all children receive health care, food, and shelter; are nurtured; and live free from violence in their home and their communities.

I-4.4—To work through education, research, and advocacy toward a society in which all young children have access to high-quality early care and education programs.

I-4.5—To work to ensure that appropriate assessment systems, which include multiple sources of information, are used for purposes that benefit children.

I-4.6—To promote knowledge and understanding of young children and their needs. To work toward greater societal acknowledgment of children's rights and greater social acceptance of responsibility for the well-being of all children.

I-4.7—To support policies and laws that promote the well-being of children and families, and to work to change those that impair their well-being. To participate in developing policies and laws that are needed, and to cooperate with other individuals and groups in these efforts.

I-4.8—To further the professional development of the field of early childhood care and education and to strengthen its commitment to realizing its core values as reflected in this Code.

Principles (Individual)

P-4.1—We shall communicate openly and truthfully about the nature and extent of services that we provide.

P-4.2—We shall apply for, accept, and work in positions for which we are personally well-suited and professionally qualified. We shall not offer services that we do not have the competence, qualifications, or re sources to provide.

P-4.3—We shall carefully check references and shall not hire or recommend for employment any person whose competence, qualifications, or character makes him or her unsuited for the position.

P-4.4—We shall be objective and accurate in reporting the knowledge upon which we base our program practices.

P-4.5—We shall be knowledgeable about the appropriate use of assessment strategies and instruments and interpret results accurately to families.

P-4.6—We shall be familiar with laws and regulations that serve to protect the children in our programs and be vigilant in ensuring that these laws and regulations are followed.

P-4.7—When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

P-4.8—We shall not participate in practices that are in violation of laws and regulations that protect the children in our programs.

P-4.9—When we have evidence that an early childhood program is violating laws or regulations protecting children, we shall report the violation to appropriate authorities who can be expected to remedy the situation.

P-4.10—When a program violates or requires its employees to violate this Code, it is permissible, after fair assessment of the evidence, to disclose the identity of that program.

Principles (Collective)

P-4.11—When policies are enacted for purposes that do not benefit children, we have a collective responsibility to work to change these practices.

P-4-12—When we have evidence that an agency that provides services intended to ensure children's wellbeing is failing to meet its obligations, we acknowledge a collective ethical responsibility to report the problem to appropriate authorities or to the public. We shall be vigilant in our follow-up until the situation is resolved.

P-4.13—When a child protection agency fails to provide adequate protection for abused or neglected children, we acknowledge a collective ethical responsibility to work toward the improvement of these services.

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Statement of Commitment*

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will

- Never harm children.
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

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* This Statement of Commitment is not part of the Code but is a personal acknowledgment of the individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession.

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Section I
Conceptual Framework, Standards, and Licensure Requirements

- College of Education Mission Statement
- Objectives of Student Teaching Program
- College Of Education Conceptual Framework
- INTASC Standards
- Standards of Effective Practice for Teachers
- Minnesota Fact Sheet "Using Praxis II Tests"
- Licensure Requirements – For current information about Minnesota teacher licensure; please go to www.stcloudstate.edu/registrar - click on Teacher licensure. Information regarding current updates and requirements can be found within this site.

SCSU College of Education Mission Statement

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

The goals of the college are to:

1. Facilitate in each student the development of perspectives, attitudes, learning strategies, sense of self-worth and productive habits of mind essential to higher order thinking, critical thinking, and creative problem solving.

2. Facilitate in each student acquisition of the values, dispositions, and abilities necessary for the lifelong assimilation, integration, transformation and application of knowledge to life's opportunities and challenges, and to evolution of our free democratic society.

3. Prepare students within their respective disciplines and majors to become transformative professionals, able to continually transform themselves through knowledge, and able to facilitate attainment of Goals 1 and 2 above in other learners.

OBJECTIVES OF THE TEACHER CANDIDATE PROGRAM

1. To provide teacher candidates with: (a) a gradual induction into the role of a professional teacher; and (b) opportunities to teach under guidance.

2. To help teacher candidates develop an understanding of and demonstrate competence in the role of a professional teacher.

3. To provide teacher candidates with feedback and evaluation in terms of growth in understanding and abilities needed to assume the responsibilities of a beginning teacher.

4. To develop improved programs by encouraging cooperative efforts between public school and university personnel.

5. To provide opportunities for student teaching experiences in multi-cultural and international sites.

Conceptual Framework
St. Cloud State University
College of Education

The development of the **conceptual framework** began in the fall of 1990 and flowed directly from the **institutional mission** and **unit mission**. The conceptual framework represents a shared vision and is based on the assumption that the model is dynamic and will grow and evolve as it maintains contingent relationships with changing contexts and as inquiry about teaching and learning advances. A second assumption is that the conceptual framework consists of multiple forms of knowledge, drawn from many disciplines and sources, including research, best practices, historical and cultural perspectives, and professional and community values. The conceptual framework not only represents the knowledge and teaching abilities that we expect for our candidates, but also clearly articulates the dispositions that we value as an education community. Finally, in developing the conceptual framework, the foundation was built based on the premise that teaching is a profession. Teachers are not technicians, but professionals, able to make reflective decisions based on professional knowledge adapted to the context of teaching.

The College of Education conceptual framework is titled "Educator as Transformative Professional" and serves as the foundation for decision-making and planning for the unit. At first glance, the conceptual framework may appear complex, yet there has always existed a clear consensus that teaching is a complex profession, requiring high level skills and expertise. After months of research, analysis, and contemplation, a multidimensional model and organizing theme was developed, based on the belief that educators perform many complex roles, and that they are more than just transmitters of knowledge. Educators need to be proactive and performance capable in many role arenas if they are to act and think in a transformative way, facilitating transformation in themselves, in the learner, in education, and in society. Kasl and Elias (1997) point out that transformative education fosters capacities such as "the ability to balance divergence and convergence, reflection and action, chaos and order, and the ability to challenge uncritical subjectivity, manage unaware projections, and sustain both authenticity and open boundaries."

The conceptual framework is based on the metaphor of education as a "crucible," containing the experiences and process through which candidates pass during their pre-service education. At the heart of the conceptual framework are seven **Role Performance Expectations** (A), all of which represent the various roles in which a transformative educator must be proficient. The role performance expectations are attained through a **Process** (E) in which candidates learn content that is specified in three content strands within the model, including **Pervasive Knowledge Requirements** (D), **Knowledge Arenas** (C), **and Dimensions of Learning** (B). Candidates are expected to attain ten **Exit Outcomes** during their coursework, field experiences, and other learning opportunities. The ten exit outcomes are drawn from the seven role performance expectations, and the three pervasive knowledge requirements that form the base and walls of the crucible. Each strand of the conceptual framework adds to the crucible, "filling" candidates with the knowledge, skills, and dispositions necessary to become transformative educators.

Components of the Conceptual Framework:

Strand D – Pervasive Knowledge Requirements (D1 – D3): Three separate knowledge arenas form the walls of the crucible. Candidates arrive at SCSU with their personal knowledge base (D1) serving as a foundation for personal growth. The unit and university provide ongoing modeling and experiences in the integration of multiple perspectives (D2), in learning about and capitalizing on each student's current knowledge base as developmental capital, and in learning to work collaboratively with others (D3).

Summary for Candidates: ***Pervasive Knowledge Requirements*** involves learning how to build upon your personal knowledge base by integrating different viewpoints and perspectives while learning to work with others.

Strand E – Process (E1 – E4): The base of the model represents a crucible containing the experiences and process through which candidates pass. The process includes General Studies (E1), Foundational Studies (E2), Professional and Specialty Studies (E3), and Clinical Experiences (E4). During this process, candidates focus on the acquisition of knowledge, dimensions of learning, and performance expectations that are specified in the model.

Summary for Candidates: ***Process*** represents the types of learning and experiences you will encounter at SCSU.

Strand C – Knowledge Arenas (C1 – C7): This strand contains the knowledge arenas deemed important to the professional knowledge base of educators. The knowledge base from which the unit's organizing theme and model was drawn is necessarily broad and diverse, and represents knowledge drawn from many sources, including knowledge commonly associated with the following "knowing" arenas:

C1 – Subject Matter: Includes philosophy, sources, concepts, understandings, facts, and methods of inquiry. Deborah Loewenberg Ball (2000) notes, "Knowing content is crucial to being inventive in creating worthwhile opportunities for learning that takes learners' experiences, interests, and needs into account."

C2 – Pedagogy: Includes general and subject specific strategies, tasks and associated programs of action, and learner assessment. Pedagogy, according to Ball (2000), is "rooted in content knowledge, it comprises more than understanding the content oneself."

C3 – Curriculum: Includes definitions, planning, design, technology, diversity, resources, references and models, evaluation, assessment, renewal, and integration. Linda Darling-Hammond (1998) states, "Teachers need to know about curriculum resources and technologies to connect their students with sources of information and knowledge that allow them to explore ideas, acquire and synthesize information, and frame and solve problems."

C4 – Learner Variables: Includes culture, language, intra- and inter-individual differences, gender, age, developmental status, personality, learning style, family, socioeconomic status, and prior experience and knowledge. Linda Darling-Hammond (1998) supports these essential elements when she states, "Teaching in ways that connect with students requires an understanding of differences that may arise from culture, family experiences, developed intelligences, and approaches to learning. Teachers need to be able to inquire sensitively, listen carefully, and look thoughtfully at student work, as well as to structure situations in which students write and talk about their experiences."

C5 – Context: Includes community values and traditions, political values and traditions, cultural and linguistic differences, professional and ethical values and standards, legal standards, educational policy, learner population configuration, physical and structural parameters, technology, parent desires and perspectives, and educational purposes and values.

C6 – Philosophies and Perspectives: Includes technical rationality, humanistic, change-oriented, personalistic, content-centered, social advocacy, constructivist, outcome-based, and cognitive restructuring. Deborah Loewenberg Ball (2000) purports, "Being able to see and hear from someone else's perspective, to make sense of a student's apparent error or appreciate a student's unconventionally expressed insight requires this special capacity to unpack one's own highly compressed understandings that are the hallmark of expert knowledge."

C7 – Research and Inquiry: Includes process-product, ecological, ethnographic, action, craft/practice, effective schools, and cognitive inquiry and research models. Linda Darling-Hammond (1998) states, "If teachers investigate the effects of their teaching on students' learning, and if they read about what others have learned,

they become sensitive to variation and more aware of what works for what purposes in what situations. Training in inquiry also helps teachers learn how to look at the world from multiple perspectives and to use this knowledge to reach diverse learners."

Summary for Candidates: ***Knowledge arenas*** represent what you should know and what you should be able to do as a teacher or educational professional.

Strand B – Dimensions of Learning (B1 – B5): The Dimensions of Learning specifically address the tactics and strategies used for developing in the candidate the capability for higher order application of knowledge and for developing productive habits of mind which include critical and self-regulated thinking. Hamilton and Pinnegar (2000) point out that "Developmentally, pre-service teachers must move from the role of student to the role of teacher, from being cared for to being the one who cares for others." The five Dimensions of Learning include:

- Developing positive attitudes and perceptions (B1);
- Acquiring and integrating knowledge (B2);
- Extending and refining knowledge (B3);
- Using knowledge meaningfully (B4); and
- Developing productive habits of mind and body (B5).

Linda Darling-Hammond (1998) surmises that, "Teachers learn best by studying, doing, and reflecting; by collaborating with other teachers; by looking closely at students and their work; and by sharing what they see." Dean Elias (1997) states that several conditions exist under which optimal learning takes place, including "An interpersonal context that provides affective support and ensures that all participants have equal access to information and processes of information exchange; personal capacities for self-awareness, discernment and inner dialogue, and critical reflection; and the flexibility within individuals and the group to approach some learning appreciatively, some critically, as well as the wisdom to know one from the other." The Dimensions of Learning allow candidates to move from "self-knowledge to world making" (Britzman, 2000).

Summary for Candidates: ***Dimensions of Learning*** represent what you will do and the dispositions you will develop as you prepare to become a teacher or educational professional.

Strand A - Role Performance Expectations (A1 – A7): Role Performance Expectations represent the various roles in which a transformative educator must be proficient. In our view, Transformative Educators must do more than transmit; they must participate in and encourage students to participate in the transformation of society.

A1 – Content Transformer: The Content Transformer engages in on-going transformation of content scope, sequence, outcomes and materials. As new content is considered for inclusion into the curriculum, the candidate will continually evaluate the overall scope of the curriculum, will analyze content placement to include only "authentic" content, and will modify outcomes appropriately. Candidates need to be aware of and sensitive to content and how it may be applied within the classroom to meet the diverse needs of all learners. Content demands can only be transformed into meaningful learning when teacher candidates analyze the various challenges faced within today's classroom. This requires the skills of mediating student ideas and viewpoints, modifying curriculum materials, choosing from multifarious means of representation, and applying what is known in the varied contexts of practice (Ball, 2000). The Educator as Content Transformer helps learners synthesize information to create personal meaning for content studies, and to recognize that knowledge is personal, cultural, changeable, and perspective-driven.

A2 – Inclusive Educator: As an Inclusive Educator, candidates will demonstrate an understanding of the role of gender, race, religion, culture, socioeconomic level, sexual orientation, and disability awareness in school success. Kasl and Elias (1997) point out that transformative education aides in confronting the challenges with

regard to diversity, "The capacity to respond to the increasing diversity in our culture in a manner that is creative rather than destructive is critical for the health of our communities and our planet." The Inclusive Educator will also consider diversity issues in the design, development, delivery, and evaluation of curriculum and instruction. Solomon and Levine-Rasky (1996) encourage teacher candidate programs to concentrate on studying education in its social context, examining current curricular practices critically, integrating the studies of multiculturalism, diversity, and social difference into the mainstream, providing a link between social action and teacher education, and developing a critical reflective practice of multi-dimensional proportions.

A3 – Humanistic Educator: As a Humanistic Educator, candidates will model and teach reasoned discourse in arguing a position and will demonstrate an understanding of the philosophical and ethical foundations that shape societies. The Humanistic Educator will also understand the influence of education on the dispositions, beliefs and values of peoples, and consider those beliefs and values in planning, instruction, and assessment. Candidates will also model critical thinking and creative problem solving, create and maintain a learning environment that provides success for *all* learners, and demonstrate the highest regard for all persons.

A4 – Cultural Transformer: As a Cultural Transformer, the candidate will critically evaluate and transform contemporary cultures consistent with legal, ethical, and professional standards. S/he will help learners understand past and present ideas and debates in the humanities and sciences through planning, instruction, and assessment. Candidates will also recognize that knowledge is personal, cultural, changeable, and perspective-driven and will help the learner critically assess and synthesize current and historical elements of contemporary cultural dimensions. Dean Elias (1997) supports this role expectation by stating, "Transformative learning is the transformation of meaning schemes (specific beliefs about the self or world) and meaning perspectives (comprehensive worldviews) through reflection on underlying premises, leading to meaning perspectives that are more inclusive, differentiated, permeable, and integrated." Each of our candidates, as a representative of one culture and race, will seek not only to communicate and model his/her personal cultural imperatives, but will also engineer the manner and content of instruction to ensure that open dialogue about and understanding of other cultures, races, and perspectives is infused into the learner's school experience.

A5 – Researcher: The Transformative Educator will also fulfill the role of Educator as Researcher. Vukelich and Wrenn (1996) note the need to view "Teachers as intellectuals, engaged in the pursuit of answers to genuine questions, problems, and curiosities." They join Deborah Loewenberg Ball in challenging educators to "Investigate, experiment, consult, and consider outcomes – to take on a stance of critique and inquiry toward practice." The Educator as Researcher will recognize and promote a variety of ways of knowing and use appropriate research tools. Linda Darling-Hammond (1996) states "Teacher preparation and induction programs are increasingly helping prospective teachers and interns develop a reflective, problem-solving orientation by engaging them in teacher research, school-based inquiry, and inquiry into students' experiences. These approaches help teachers build an empirical understanding of learners and a capacity to analyze what occurs in their classrooms and in the lives of their students." Research is utilized in an on-going manner to yield information useful in program design, development, and improvement.

A6 – Problem Solver/Decision Maker: The Educator as Problem Solver and Decision Maker will use formal and informal data to evaluate student learning in order to make necessary changes in curriculum, learning outcomes, planning, and teaching methodology. The candidate will be aware of and utilize educational research findings and information from the professional literature in designing an effective learning environment and program. The educator will plan for professional growth and development utilizing self-evaluation, collaboration, critical thinking, creative problem solving, and effective communication skills. Vukelich and Wrenn (1999), in studying LeMahieu, Roy, and Foss (1996), and Smylie (1996), discovered that, "In quality

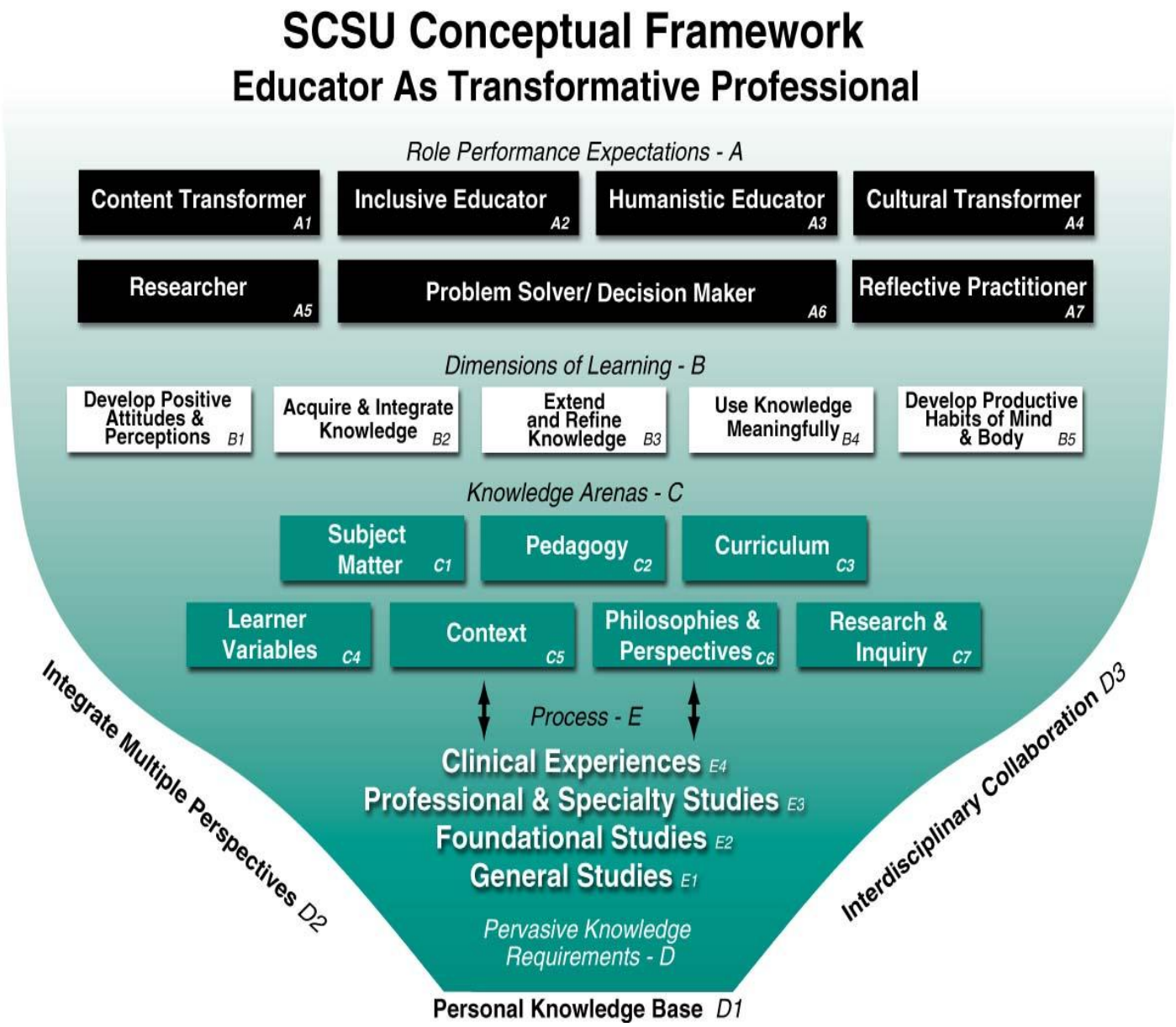
professional development experiences, teams of professionals work collaboratively to develop curriculum, experiment, solve real problems, reflect on pedagogy, and engage in reciprocal observation and feedback."

A7 – Reflective Practitioner: As a Transformative Professional, the candidate will demonstrate traits related to reflectiveness such as open-mindedness and introspection. S/he will reflect on and understand the long term implications of classroom teaching behaviors and will understand the overt and hidden curriculum. Linda Darling-Hammond (1998) declares, "Teachers need to be able to analyze and reflect on their practice, to assess the effects of their teaching, and to refine and improve their instruction. They must continuously evaluate what students are thinking and understanding and reshape their plans to take account of what they've discovered." The candidate will incorporate ethical principles into curriculum development, instructional strategies, and assessment procedures, and will demonstrate knowledge of various theories of moral and ethical education. S/he will demonstrate knowledge of reflective thinking, research, and theory, and demonstrate congruence between reflective thought and reflective practice.

Summary for Candidates: ***Role Performance Expectations*** represent the different roles you will integrate to become an effective teacher or education professional.

As a result of candidates "passing through" the crucible, they will be *performance capable* in all seven role expectation areas as well as in the three pervasive knowledge requirements, comprising the unit's ten **exit outcomes**. Performance indicators of the ten exit outcomes have been developed including examples of performance-based assessments that may be infused into programs in the unit. Although candidates will not be expected to master all there is to know within each strand, the essential knowledge for a given level or program will be drawn from these strands and mastery requirements will be designated within particular programs for individual candidates.

Summary for Candidates: The ***Exit Outcomes*** represent what you should be able to demonstrate at the culmination of your educational program at St. Cloud State University.


SCSU Conceptual Framework
Educator As Transformative Professional
Role Performance Expectations - A
Content Transformer A1
Inclusive Educator A2
Humanistic Educator A3
Cultural Transformer A4
Researcher A5
Problem Solver/ Decision Maker A6
Reflective Practitioner A7
Dimensions of Learning - B
Develop Positive Attitudes & Perceptions B1
Acquire & Integrate Knowledge B2
Extend and Refine Knowledge B3
Use Knowledge Meaningfully B4
Develop Productive Habits of Mind & Body B5
Knowledge Arenas - C
Subject Matter C1
Pedagogy C2
Curriculum C3
Learner Variables C4
Context C5
Philosophies & Perspectives C6
Research & Inquiry C7
Process - E
Clinical Experiences E4
Professional & Specialty Studies E3
Foundational Studies E2
General Studies E1
Pervasive Knowledge Requirements - D
Integrate Multiple Perspectives D2
Interdisciplinary Collaboration D3
Personal Knowledge Base D1

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.html

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.leg.state.mn.us/arule/8710/2000.html**

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.**

Note: MN has not yet adapted the new INTASC standards.

MINNESOTA BOARD OF TEACHING

Teacher Testing Requirements

FREQUENTLY ASKED QUESTIONS

On September 1, 2010, the Minnesota Board of Teaching launched 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?

As of September 2010, the Minnesota Teacher Licensure Examinations (MTLE) are 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.

How can I register to take the MTLE?

On the MTLE Website (www.mtle.nesinc.com) by creating an account and selecting a test and date.

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. Saint Cloud State University is an authorized CBT site.

What are the test administration dates?

The CBT examinations will be available twelve 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?

*Candidates **can no longer 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 study guides are available for purchase through the MTLE Website. 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 are 240.

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, however; you must wait 60 days after you have to take it again.

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.

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?

A registration fee of fifty dollars must be paid each year, lasting from September 1st – August 31st. In addition, Basic Skills tests are $25.00 each and pedagogy and content are $35.00 each.

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.

Section II
General Information

- Definitions
- Absences
- Basic Policies of the Student Teaching Program
- Expectations of all Teacher Candidates
- Student Teaching Requirements/Responsibilities
- St Cloud State University-Dispositional Statements
- Student Teaching Files
- Procedure for Withdrawal/removal of Teacher Candidatess
- Policy in the event of a Strike
- Health Service Policy for Teacher Candidates and Interns

DEFINITIONS

Cooperating School - a public school in which teacher candidates are placed.

Cooperating Teacher - a public school classroom teacher who assumes responsibility for the direct supervision of a teacher candidate.

Director of the Office Clinical Experiences - a university faculty member who administers the total field experience program.

District Student Teaching Coordinator - a public school administrator designated to coordinate the student teaching program within a school or district, and to work directly with the Director of the Office of Clinical Experiences.

Liaison Supervisor - a public school faculty member who has been selected jointly by the school district and university to serve as a university supervisor and liaison between the two.

Teacher Candidate - a university student participating in an intensive field experience in a public school under the direction of cooperating teachers and a university supervisor.

Student Teaching Consultants - university faculty members representing secondary or K-12 subject matter areas who are available to work with university supervisors, cooperating teachers, and teacher candidates as needed.

University Supervisor - a university faculty member who observes the teacher candidate in the classroom and shares guidance responsibility with the cooperating teacher.

ABSENCES

Absences are acceptable only under the following conditions. **More than three such 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. Teacher candidates are not given "personal days," and are expected to adhere to the school calendar.**

Illness/Bereavement

In case of illness	Contact your **building principal**, **cooperating teacher**, and **university supervisor** as soon as you know you will not be at school (follow school policy for reporting the absence of a teacher).
In case of emergency	Contact your **cooperating teacher, university supervisor**, and the **Office of Clinical Experiences** as soon as possible.
In case of strike	Contact your **university supervisor** for instruction. Do not enter the building or participate in strike-related activities.
In case of poor weather conditions	Follow your **building's policies**; listen for closing or late-start announcements on radio or television.

Calendar Issues

Follow the school's schedule, not St. Cloud State University

Holidays	Follow the school's schedule, not St. Cloud State University
In-service	Attend all functions required of your cooperating teacher, including meetings.

CFS
BASIC POLICIES OF THE TEACHER CANDIDATE PROGRAM

Assignment of Teacher Candidates

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

2. Students 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 absence.

3. 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 student or cooperating school.**

EXPECTATIONS OF ALL TEACHER CANDIDATES

Professionalism

It is your responsibility to:

- **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 turning in all necessary lesson plans, schedules, and journals promptly.

- **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 and enthusiasm!** Consult the cooperating teacher first; and, if approved, follow through with the necessary action. Avoid having to be told everything you need to do.

- Notify your building principal, cooperating teacher, and university supervisor if you must be absent for <u>any</u> reason. This includes an absence of any duration, whether it is a full school day or any part of it. **Do not be absent unless necessary.**

- Develop good rapport with students, faculty, staff, administration, and the public.

- Teacher candidates should not engage in activities in the cooperating school or school district that do not meet with the full knowledge and consent of the local school administration.

- **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. Make no statements or promises you cannot or will not be able to keep. It is important to keep in mind that teachers owe students adequate supervision and instruction; 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.

- **Use your time efficiently**. Plan long range to provide direction for yourself. Plan effectively for each day of teaching. List the tasks you need to complete and execute the plan well. It is important to think through tasks carefully; it will save time and you will be a better teacher. Use the teacher's lounge prudently, thereby conducting yourself in a professional manner.

- **Make constructive notes during your observation periods and apply them to your teaching**. Be inquisitive and 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

- **Know the materials contained in this handbook**. You are responsible for the rules, assignments, forms, etc. included herein.

- **Each teacher candidate must attend the "On-Campus' Professional Development Day.** It is recommended that teacher candidates also attend additional professional development opportunities arranged by the University Supervisor. Opportunities include those arranged by the university supervisor, those offered by the Office of Clinical Experiences, or other activities approved by your university supervisor.

- **Make detailed lesson plans**. (Refer to the lesson plan formats included in this handbook.) These lesion plans must be aligned with TPA. 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 teacher.

- **Lesson plans must be readily available for the university supervisor when he/she observes.**

- **Submit a weekly schedule to your university supervisor, making certain that it is correct and properly completed**. Changes that affect your daily schedule must be reported immediately to the university supervisor.

Teacher Candidate Responsibilities

- Teacher candidates continue to be held to the standards set forth in the ***St. Cloud State University Code of Conduct, as well as the Code of Ethics for Minnesota Teachers.***

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

- During this assignment, **follow the public school calendar** of your district rather than the university calendar, including pre-school workshops, in-service, and vacation days.

- 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.

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

- Any teacher candidate who is **absent from his/her assignment for more than a total of three days** is required to confer with the cooperating teacher, the university supervisor, and the Director of Clinical Experiences to determine if the assignment will be terminated or extended.

- Continue to develop and update your professional portfolio.

- Teacher candidates must provide proof of certification in First Aid and CPR (for all ages that you will be certified to teach).

St. Cloud State University
Dispositional Statements

The characteristics listed below, based upon the INTASC consortium principles and other Resources on effective teaching, reflect the dispositions expected of graduates of the College of Education at St. Cloud State University. We ask that you read through each of The statements listed below and understand that these characteristics may be used to evaluate teacher candidates.

_____ Have a passion for teaching and believe it is hard work;

_____ Demonstrate enthusiasm for learning and teaching;

_____ Believe that all students can learn and respect them as individuals;

_____ Like children and/or young adults;

_____ Exhibit a commitment to understanding how children learn and develop;

_____ Value the contribution and needs of diverse learners;

_____ Understand the need to create a positive learning environment;

_____ Value active inquiry, reflection and problem-solving as student skills;

_____ Believe that instruction should be linked to standards, curriculum and students;

_____ Value ongoing assessment strategies;

_____ Examine actions continuously as a reflective practitioner and believe in life-long learning;

_____ Have an openness to constructive criticism;

_____ Have a strong work ethic and a mature, professional demeanor.

I understand that these characteristics may be considered in the evaluation process for SCSU teacher candidates.

(Some information on this sheet was adapted from materials created by John Hopkins University)

STUDENT TEACHING FILES

Student teaching files are housed in the Office of Clinical Experiences. A file is created for each student as he or she applies for the Introduction to Education (Ed 200) field experience. Clinical experience files 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 Assistant Dean of the College of Education.
3. Chair of the Department of Teacher Development.
4. University Supervisor (supervisee files only).
5. Other education officials within the university institution with legitimate educational interests. (The Director of 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.

PROCEDURES for WITHDRAWAL/REMOVAL of TEACHER CANDIDATES

Teacher Candidate Withdrawal - If a teacher candidate withdraws voluntarily at any time during his/her assignment, the university supervisor will do the following:

A. Verbally report the withdrawal to the Director of Clinical Experiences and/or a department secretary the same day.

B. Return the teacher candidate's folder from the public school to the Office of Clinical Experiences within 24 hours. Any observation reports made by the university supervisor and cooperating teacher(s) should be included in the folder.

C. Make a written report to the Director of Clinical Experiences which describes in detail the circumstances of the withdrawal. A copy of this report is to be placed in the department files and the teacher candidate's file. This report should be made as soon as possible after the withdrawal.

D. Inform the student that he/she is to report to the Teacher Development Office and make an appointment to meet with the Director of Clinical Experiences.

Teacher Candidate Removal - **Except in extreme or unusual cases where the public school requests an immediate removal of a teacher candidate,** the following procedures should be followed prior to the removal of a teacher candidate.

A. The teacher candidate should be informed **in writing** whether his/her progress is satisfactory or unsatisfactory following each observation. This report must be signed by both the university supervisor and teacher candidate. It is imperative that the teacher candidate be kept informed of his/her evaluation during the entire student teaching experience.

B. The university supervisor should conduct **at least one** three-way conference involving the teacher candidate, cooperating teacher, and university supervisor as soon as progress is determined to be unsatisfactory. This conference should result in a report which is to be signed by the university supervisor, cooperating teacher and teacher candidate.

C. At any time during the assignment that progress of the teacher candidate is determined to be unsatisfactory the university consultant and/or the teacher candidate's advisor **must** be informed. Either or both should be brought in for observation and/or consultation prior to removal.

D. If removal seems likely, the university supervisor should arrange for a conference involving the cooperating teacher, university supervisor, teacher candidate, and, if appropriate, the building principal. If the participants in the conference agree on the action to be taken, the university supervisor will inform the teacher candidate of the group's decision. The university supervisor will assume responsibility for whatever action is taken as a result of the conference.

Students Withdrawn or Removed from Student Teaching

When a student withdraws or is removed from his/her student teaching assignment after the assignment has begun, it is the student's responsibility to **drop** via the university registration system. **If it is past the drop deadline, the withdrawal must be approved by the Office of Clinical Experiences and the Associate Dean**. A written notice is then sent to the Records and Registration Office and a copy placed in the student's file.

When a student withdraws, is removed, or is to be given a grade of "unsatisfactory," a complete hold is to be placed on his/her academic program. A conference will be held within one week of withdrawal with a committee, usually composed of the Director of Clinical Experiences, university supervisor, teacher candidate, and, if appropriate, the cooperating teacher. A plan of action will be formulated for most students who withdraw, and the plan of action will be implemented the following semester, remediating the areas of deficiency which led to withdrawal. Students who are withdrawn will not ordinarily be allowed to student teach a second time until the plan of action is fulfilled and a semester of remediation has been completed.

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 students, 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. Students 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, students are not to enter school buildings/facilities; nor are they to participate in strike-related activities during normal school hours. University supervisors 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. Students 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 Clinical Experiences will be responsible for the learning activities of SCSU teacher candidates.

HEALTH SERVICE POLICIES FOR TEACHER CANDIDATES AND INTERNS

Revised 9/17/98
Reviewed: 5/26/04

To provide Teacher Candidates and interns with the opportunity for health care that is comparable to the health care available to on-campus students, the following policy was established by the Student Fee Task Force.

Procedure:

1. Teacher Candidates and interns assigned more than 30 miles from the St. Cloud area and needing medical care for an acute condition should obtain appropriate health care in the area they are assigned.

2. After receiving appropriate health care, they should pay their bill and send an itemized copy of their receipt with an explanation of the reason for seeking care to Student Health Services. Reimbursement will be made to the student for expenses of health care that are comparable with those available at the campus center.

3. This policy is for acute care; routine exams should be scheduled at the campus Health Services.

4. Reimbursement will not be made for services provided when the campus health service is not available to on-campus students (i.e. evenings or weekends) nor for services that on-campus students pay for (i.e. lab tests, medications, special procedures, and office visit co-pays).

5. Student are encouraged to submit their claims to their health insurance company when appropriate.

6. Students requesting and receiving a refund of activity fees from SCSU are not eligible.

7. The final decision for reimbursement will be made at Student Health Services.

STUDENTS WITH MEDICAL INSURANCE

Students having their own medical insurance need to take care of medical expenses as necessary and according to their own medical insurance policies. For example, a teacher candidate that breaks an arm on public school property needs to have his/her own medical insurance coverage. Neither the public school nor the university is responsible unless either can be proven negligent.

Section III

The Teacher Candidate Partnership

- Responsibilities of the Teacher Candidate
- Expectations of the Cooperating Teacher
- Expectations of the University Supervisor
- Responsibilities of the Building Principal

RESPONSIBILITIES OF ALL TEACHER CANDIDATES

The Teacher Candidate will:

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

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

EXPECTATIONS OF COOPERATING TEACHERS

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

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

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

ORIENTATION

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

The cooperating teacher assists with general orientation by:

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

The cooperating teacher orients the teacher candidate by:

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

The cooperating teacher orients the pupils by:

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

OBSERVATION

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

The cooperating teacher assists in the observation phase by:

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

PARTICIPATION

It is a good policy to have the teacher candidate assume some responsibilities immediately. These responsibilities will vary from school to school and with different grade levels.

Participation is intended to help the teacher candidate gain confidence. Possibilities for participating might include:

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

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

FULL TEACHING RESPONSIBILITY

A teacher candidate should assume responsibility for teaching a lesson as soon as the cooperating teacher believes he/she is ready. It is desirable that this be a cooperative decision between the teacher candidate and cooperating teacher. Greater responsibility for teaching should proceed gradually. Before the experience is successfully completed, he/she should demonstrate the ability to assume total responsibility as a beginning teacher. In co-taught classroom, the cooperating teacher and teacher candidate collaboratively plan and deliver instruction from the very beginning of the experience. As the experience continues, the pair seamlessly alternates between assisting and/or leading the planning, teaching, and evaluation. As this occurs, the cooperating teacher partners with the teacher candidate rather than exiting the classroom for long periods of time. As the term progresses, the teacher candidate assumes more responsibility, ultimately taking the lead in planning, teaching, assessing, including directing the contributions of the cooperating teacher. A candidate should be prepared to take the lead position for 5 full days in an 8-week placement and 10 full days in a 16-week placement.

- NEVER use a teacher candidate as a substitute teacher. He/she is not licensed and it is illegal.

- Lesson plans are required and should be reviewed by the cooperating teacher two days before the lesson is taught. Each lesson plan should contain objectives, materials needed, procedures, plans for follow-through, and summarization of evaluation procedures. During the first part of the teaching assignment, the lesson plans should be in much greater detail.

- Conferences with the teacher candidate should be regularly scheduled. It is important to share evaluations and observations with specific suggestions (some examples) for: areas that might need improvement; understanding the necessity to remain flexible; hints to help develop their individual style; and assistance to guide the teacher candidate toward his/her fullest potential.

- The cooperating teacher needs to complete a minimum of three observation forms (three for half semester assignments) to share with the teacher candidate and the university supervisor.

- A successful student teaching experience is based on open, honest communication among all parties involved. Periodic three-way conferences (teacher candidate, cooperating teacher, and university supervisor) are suggested. Cooperating Teachers is encouraged to contact the university supervisor at any time to express concerns or to share reservations.

- Final evaluation forms are due the last week of the student teaching assignment. Cooperating Teacher please share this evaluation with teacher candidate.

- PLEASE TYPE the evaluation form (make sure to sign both pages) and submit the form to the university supervisor.

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

The Student understands and agrees that:

1. placement and participation in this training experience is not employment with the University or placement Site;
2. the student is not covered by the University worker's compensation coverage; and
3. the student will not receive any money or compensation or benefits of any kind from the University in exchange for his/her participation in the training experience;
4. the placement Site does not promise or guarantee ay future employment for the student/ and
5. the student understands that he/she is responsible for providing his or her own health insurance and for any and all medical expenses incurred by him/her related to any injury, loss or illness sustained by him/her while participating in the training experience at the placement Site.

(Minnesota State Colleges and Universities agreement)

EXPECTATIONS OF UNIVERSITY SUPERVISORS

Supervisor Responsibilities:

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

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

RESPONSIBILITIES OF THE BUILDING PRINCIPAL

Regarding teacher candidates per se, the principal should:

- assume the leadership in establishing a climate of acceptance of the teacher candidate by faculty members and other school staff members.
- discuss the school's policy for acceptable attire while teaching.
- assist the teacher candidate in developing an appropriate professional relationship with faculty, staff, students and the community.
- explain school policies.
- share the responsibility of supervising the teacher candidate if requested to do so by the cooperating teacher and/or university supervisor.

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

Section IV
Student Teaching Issues

- 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 t**hat 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 mange anger, and help them practice these skills in everyday life. Work with others at your school to implement school-wide anti-bullying and school safety programs.
- **For additional assistance,** you can access Education Minnesota's Crisis Response Team through your building representative or local president. The team offers not only crisis assistance, but resources, training and preventative services.

Section V
PreK and K-3 Teacher Candidates

- Developmental Stages of the Teacher Candidate
- PreK Student Teaching Assignments
- Video Taping Reflection
- TWS (Teacher Work Sample) Content Rubrics
- Teacher Work Sample Rubrics
- Guidelines for PreK Teacher Candidates
- ECE Cooperating Teacher Responsibilities
- PreK Checklist for Lesson Planning
- PreK Lesson Plan
- PreK Weekly Planning Form
- PreK Planning for Group Form
- PreK Midterm Evaluation Form
- Do You Know?
- CFS: Elementary K-3 Student Teaching Experience Expectations
- K-3 Observation with a Purpose
- K-3 Weekly Schedule
- K-3 Checklist for Lesson Planning
- Sample Lesson Plan Formats PreK and K-3

Developmental Stages of the Teacher Candidate:
(Hatten and Smith, 1993)

The first level is Pre-teaching Concern.

At this state, teacher candidates are still closer to the student role, rather than the teacher role. The real concerns of pupils and teachers are very remote to the teacher candidates. Teacher candidates are often highly critical of the teacher with whom they are working. They may seem unsympathetic or even hostile to the teacher. At this point the teacher candidate has only their idealism to go on (Company in Your Classroom, 2000). There are often concerns about their personal life that interfere and inhibit growth.

The second stage of development is Concerns about Survival.

As teacher candidates become more involved in the classroom and begin to understand the magnitude of the profession, there is a concern about their own survival as teachers. Idealized, "book-learned" concerns about pupils are replaced by concern about class management and mastery of content. There is also concern about the evaluations by supervisors and cooperating teachers. Being observed causes a great deal of stress at this stage.

The third stage is Teaching Situation Concerns

At this stage the teacher candidates are beginning to feel a mastery of the areas of concern from the second state. They are, however, feeling the frustrations and limitations of the teaching situation. Concerns about methods and materials, which are the focus of education courses taken before their student teaching experiences, are now taken seriously. This is the "Why didn't I pay closer attention?" lament that is so common. The difference between theory and practice is being felt.

The final stage is Concerns about Pupils.

At this point the teacher candidates begin to see the trees in the forest. There is a concern for the individual pupil. Understanding individual learning styles and social-emotional needs of pupils is of concern. There is also an understanding that "he or she can be caring and strong, flexible and consistent, child-centered and in-control" (Company in Your Classroom, 2000, p.69). There is also an awareness of the broader issues in education and a connection to how these issues impact individual students.

PreK Assignments

Pre-K Student Teaching Assignments

Child and Family Studies Department
Contact Number: (320) 308-2132

New Assignments aligned with Teacher Performance Assessment (TPA)
(Separate Document)

Weekly Journal Reflections:

Weekly reflective journals are to be submitted each week. These are to be emailed to the University Supervisor by Saturday noon unless specified otherwise.

Format of Weekly Journal:

*After carefully reflecting on your **week** in the classroom select 3 **significant encounters** that were particularly important to you and write a summary of those experiences which includes the following information:*

Note: You may choose to describe encounters with students, planning, materials, staff and/or parents.

1. A description of the specific situation. This description should focus on your role in this significant encounter.
2. A description of the reactions and feelings this encounter generated.
3. The ways your knowledge base and your previous experiences informed your thinking about this encounter. Please be specific.
4. What you learned about yourself, the students, and your teaching from this encounter.
5. How this encounter will influence your future practice as a teacher.
6. Whether you have discussed this encounter with your cooperating teacher(s), and if so, what feedback you received from them.

Select at least three significant encounters per week.

*After writing these encounters each **week**, please answer the following questions:*

1. What was the high point of your week? Describe the event and express your feelings about it.
2. What was the low point of your week? Describe the event and express your feelings about it.
3. Based on the INTASC Standard(s) you chose to focus on this week, give specific examples of especially challenging in regard to these competencies. Give attention to what you learned about yourself as you worked on these competencies. (The INTASC Standards are found in your handbook.)
4. List the competencies you plan to focus on next week. Specifically describe ways you will work to develop/demonstrate these competencies.
5. As you consider what you've learned this week and what you want to concentrate on next week, are there any specific concerns or questions you would like to address with your cooperating teacher(s) or with me? If so, what?
6. Please discuss any other thoughts, concerns, or feelings you have regarding your student teaching experience.

Remember . . . be succinct!

Student Teaching
Early Childhood Education

Guidelines For Teacher Candidates

1. Begin your student teaching assignment with a positive attitude. Use positive guidance; be firm but fair! Obtain and maintain good classroom control. Make no promises or statements you cannot or will not keep. Talk to the cooperating teacher often about his/her classroom management techniques. Keep in mind, cooperating teachers are there to help you learn and grow.

2. Obtain and learn the policies of your school. Know the rules and regulations as much as possible.

3. Make very detailed lesson plans so that if necessary someone else could teach the activity. Set forth your objectives and methods of presentation. Be specific. As you become more experienced, you will rely less upon the plans, but have them prepared for possible future use. You can revise them if necessary. **Have your cooperating teacher's approval at least one day (one week on Unit) ahead of the time you plan to use them.** This strategy should reduce your own anxiety and assure an organized learning atmosphere.

4. Use proper grammar, spelling, and punctuation. Make a positive attempt to improve your communications--both written and oral. Consult a dictionary if necessary. Avoid trite and slang expressions. Your role is now one of being an exemplary model.

5. Take initiative! Do something constructive without being told. Consult your cooperating teacher first, and if approved, take action. Avoid having to be told everything you are to do.

6. Use your time efficiently. Plan your day--organize everything you are to do. Plan for success!

7. Be well groomed at all times. Check what is appropriate for your school.

8. Be prompt. Avoid absences. If you are sick, stay home and do not bring illness into a center or classroom. Notify your cooperating teacher and supervisor if you will be late or absent for any reason.

9. Make constructive notes during your observation periods and apply them. Be inquisitive and ask your cooperating teacher "why" and "how" and "when" a certain situation should be handled.

10. Develop good rapport with students, faculty, staff, administration, and parents. Show respect for them to gain their respect.

11. When you feel anxious or self-conscious, direct your energy to helping students with their fears, anxieties or needs. Your own will disappear.

12. Maintain your liability insurance and your health insurance. These are important protections for you.

Remember, you are representing SCSU, the Department of Child and Family Studies, the Early Childhood Education Professional Field, and yourself. Be professional at all times.

EARLY CHILDHOOD EDUCATION

Cooperating Teacher Responsibilities

1. Allow the teacher candidate adequate time to observe the classroom procedures/routine prior to his/her planning and teaching of activities. Provide them with appropriate expectations for classroom involvement, interactions with children and staff. The cooperating teacher assists in introductions, involvement and acceptance of the teacher candidate at the site. Some may be unfamiliar with your environment so it is important that opportunity to observe is adequate.

2. Be available to the teacher candidate for daily discussion/critiques on their activity ideas, plans and classroom practices. Also meet with the student on a weekly basis for planning and include them in staff meetings.

3. A MIDTERM EVALUATION is included in this packet for you to complete half way through the student teaching experience. It includes evaluation items regarding the teacher candidate's progress, indicating strengths and areas in need of more experience. After discussing the midterm evaluation with the teacher candidate, submit the evaluation to the SCSU supervisor.

4. Complete (3 FORMAL OBSERVATIONS) during the 8 weeks student teaching. When observing the teacher candidate be aware of:

   A. Planning and instruction
      Lesson plans
      - Developmentally appropriate practices
      - Completeness, follow through
      - Use of materials
      - Planning for transitions
      - Use of teaching strategies

      Schedule:
      - Appropriate use of time and ability to be flexible

   B. Personal and professional behavior
      - Punctuality
      - Appearance
      - Attitude
      - Initiative
      - Nurturance

   C. Interactions with students/staff
      - Rapport
      - Language usage
      - Reinforcement
      - Behavior management

5. Complete the FINAL EVALUATION form that is included in the packet. Discuss the evaluation with the teacher candidate prior to submitting the evaluation to the SCSU supervisor.

Checklist for Lesson Plans
Early Childhood Education

All lesson plans must be approved by your cooperating teacher before you teach the activity.

1. Have I stated my objectives? Do I know why I am teaching this activity?

2. Is this the best way of getting this particular understanding, attitude, skill across? Have I considered alternative ways?

3. Have I related my projected plans to the interests and experiences of the students in this preschool?

4. Are my instructions specific and meaningful?

5. Do I have all the materials at my fingertips?

6. Have I provided enough time? Are my plans flexible?

7. Have I noted information for my evaluation?

Lesson Plan
Must be approved by cooperating teacher and aligned with TPA requirements

Title:

Goal: **(Indicators of Progress)**

Lesson Objective: **(3 parts)**

Time Allotment:

Materials:

Anticipatory Set:

Procedure:

1.

2.

3.

4.

5.

Closure:

Modifications:

Assessment: The following system will be used to assess their progress:

Reflection: (completed after you have taught the lesson)

Weekly Planning Form

Planning for Groups

THE CREATIVE CURRICULUM

	Monday	Tuesday	Wednesday	Thursday	Friday
Group Time (songs, stories, games, discussions, etc.)					
Story Time					
Small-Group Activities					
Special Activities (field trips, special events, etc.)					

Notes *(reminders, changes, children to observe)*

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Weekly Planning Form

THE CREATIVE CURRICULUM® FOR PRESCHOOL

Planning Changes to the Environment

Week of:_____ Study/Project:_____

Teacher:_____ Assistant:_____

Blocks	Dramatic Play	Toys and Games	"To Do" List
Art	Library	Discovery	
Sand and Water	Music and Movement	Cooking	
Computers	Outdoors	Family / Community Involvement	

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PreK

STUDENT TEACHING MIDTERM EVALUATION

(*To be completed separately by the Cooperating Teacher and the Teacher Candidate)

Student's Name: _____ Semester/Year: _____

Site Supervisor: _____ SCSU Supervisor: _____

	COMPETENCY	STRENGTH	NEEDS MORE EXPERIENCE	WEAKNESS
1.	Promptness			
2.	Reliability			
3.	Respect for students			
4.	Desire to learn (accepts & implements constructive input)			
5.	Observation skills			
6.	Interaction with children			
7.	Initiative and perception (as opposed to having to be told when/what to do continuously)			
8.	Lesson Plans:			
	a. Planned with clear objectives			
	b. State specific content			
	c. Plan fills allotted time			
	d. Plan carried out appropriately			
9.	Flexibility (student can move with moods, interests, etc. of children)			
10.	Communication skills			
11.	Bulletin Board (if applicable)			
12.	Rapport with other teaching staff			
13.	Group control			
14.	Enthusiasm			
15.	Creativity			

Additional comments or areas of concern:

Signature of Classroom Teacher _____ Date _____

*After completing this form separately, the teacher and candidate meet and discuss the results. The form is then given to the University Supervisor.

Do You Know?

(A sample list of things you should learn early in your student teaching experience)

1. What are the performance expectations that your cooperating teacher and school have regarding:
   --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:

- ❑ Principal
- ❑ Assistant Principal
- ❑ Dean of Students
- ❑ Counselors
- ❑ Department Chair
- ❑ Principal's Secretary
- ❑ Attendance Secretary
- ❑ Library Media Specialist and Staff
- ❑ Custodians
- ❑ Technology Coordinator
- ❑ Food Service Personnel
- ❑ All Departmental Colleagues
- ❑ Other teacher candidates and new teachers in the building
- ❑ Student Activities and Athletic Director

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

- ❑ School library
- ❑ Professional library
- ❑ Community library
- ❑ Computer lab(s)
- ❑ Teacher's lounge and dining area
- ❑ Restrooms for students and staff
- ❑ Special education department
- ❑ Nurse's office
- ❑ A-V Materials you can use
- ❑ Staff mailboxes
- ❑ Copier
- ❑ 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

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

K-3 Assignments

K-3 Student Teaching:
It is generally recommended that teacher candidates gradually assume full responsibility for the class by observing, assisting, team teaching and eventually teaching on their own. The guidelines below are to help the participants plan the experience.

Prior to Student Teaching
- Attend specific orientations and seminars

Early in the Student Teaching Experience
- Observe, assist, team and teach small/large groups as directed by cooperating teacher and university supervisor
- Study the entire curriculum and be prepared to teach as directed

Throughout the Student Teaching Experience
- Teach in all subject areas of the curriculum including mathematics, science, social studies, reading/language arts
- Prepare, write and teach daily lesson plans in a format that is acceptable to both the cooperating teacher and the university supervisor
- Submit lesson plans to cooperating teacher at least one to two days prior to teaching a lesson
- Observe in other classrooms, including special education, ESL and specials, at the discretion of the cooperating teacher and university supervisor
- Participate in parent/teacher conferences, staff development opportunities, school board meetings and extra-curricular activities when possible
- Submit teaching schedules to university supervisor as requested
- Submit weekly reflections to university supervisor
- Videotape and critique at least one lesson for self-evaluation

Near the end of the Student Teaching Experience
- Assume full teaching responsibilities for a minimum of five consecutive days
- Complete student teaching self-evaluation as directed by university supervisor
- Complete feedback to university supervisor
- Participate in a 3-way exit conference with cooperating teacher and university supervisor

OBSERVATION WITH A PURPOSE

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 on a separate sheet of paper. 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.

Building Protocol

1. Who is responsible for proper lighting, heating, and ventilation?
2. Who is contacted for help when needed? How is the contact made?
3. What matters of concern are reported to the school principal?
4. How are the media/audio visual resources obtained and used?
5. How are teaching materials duplicated for classroom use?
6. When and how are daily/weekly announcements given?
7. What are the provisions for fire/tornado drills and other emergencies?

Specific Classroom Customs/Procedures To Be Observed

1. How are attendance and tardiness issues handled?
2. What are the procedures for greeting visitors to the classroom?
3. What procedures are followed when a student becomes ill?
4. What are the routine procedures and rules for sharpening pencils, leaving the room, and talking to other classmates?
5. How are materials distributed and collected?
6. Are there any automatic privileges and/or penalties?
7. What specific routines or activities are used to provide time for the students to talk with the teacher? (make-up work, library books, questions about assignments, etc.)

Students

1. What are the characteristics of the students who are the natural leaders?
2. What are the characteristics of the students who finish their work first and those who finish their work last? What is the quality of their work?
3. What do students do with their free time?
4. In what way do the students show their interest in or indifference to what is going on in the classroom?
5. What are the characteristics of the students who show cooperative behavior?
6. What are the characteristics of the students who are unpredictable?
7. What are the characteristics of the students who tend to be noisy and disorderly and what seem to be the underlying causes?
8. How and where do disciplinary problems seem to arise?
9. What supportive services are available outside of the classroom?
10. What are the special needs of some students in your class? How are they met?

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 this lesson?
10. What skills are being developed during this 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:

K-3 WEEKLY SCHEDULE

Name _____ Week _____ District _____

O = Observing
P = Participating
TT = Team Teaching
T = Full Teaching
PT = Prep Time
LT = Lunch Time
(Color coding is helpful.)
Prep Time _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday

Indicate the class name in the rectangle. Star any special events or activities that you want your supervisor to see if possible. Indicate times for testing, films, or special programs.

A CHECKLIST FOR LESSON PLANNING

NOTE: *Lesson plans must be approved by the cooperating teacher* ***<u>two days</u>*** *before the lesson is taught.*

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

Lesson Plan

Title:

Goal: ***(Indicators of Progress)***

Lesson Objective: ***(3 parts)***

Time Allotment:

Materials:

Anticipatory Set:

Procedure:

1.

2.

3.

4.

5.

Closure:

Modifications:

Assessment: The following system will be used to assess their progress:

Reflection: ***(completed after you have taught the lesson)***

Section VI
Necessary Forms

- Observation & Evaluation Forms PreK and K-3
- Formative Observation Assessment
- Summative Assessment of Student Teaching
- Standard Reference Sheet
- Action Plan for Professional Growth
- Student Teaching Experience Data
- Pre-Student Teaching Experiences - CFS
- Feedback to University Supervisor
- Teacher Candidate Self-Evaluation
- University Supervisor Checklist
- Suggested guide for a Professional Resource Notebook

OBSERVATION & EVALUATION FORMS PREK, K-3

Evaluation of a teacher candidate has two major purposes:

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

Formative Observation Assessment

The Observation forms are 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. Both the cooperating teacher and the university supervisor are required to complete **six observation forms** during the student teaching experience (three are required for each half semester experience).

Evaluation of teaching effectiveness is a daily process. The cooperating teacher is encouraged to discuss written observations on a weekly basis with the teacher candidate.

Student Teaching Self-Evaluation

The teacher candidate is expected to gain competence in reflective teaching. To this end, the teacher candidate is required to complete a self-evaluation form at the midpoint and again at the end of the quarter. The expectation is that the teacher candidate will share this self-evaluation 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**.

Summative Final Evaluation of Student Teaching

The Summative Final Evaluation of Student Teaching is used by 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. These forms become a part of the teacher candidate's placement file. **They must be typed and signed by the cooperating teacher. These evaluation forms are due upon the completion of the student teaching assignment, and should be turned in to the university supervisor.**

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

Rev. June 2005 **St. Cloud State University – Formative Assessment of Beginning Teacher Conpetencies** **Page 1 of 2**

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

STANDARD & INDICATORS: List the indicator for which evidence is provided. E = Effectively Used; NI = Needs Improvement	**EVIDENCE:** *Specific evidence must be provided for each indicator observed.* List *specific examples* of what the candidate did to meet the standard – do not just repeat the indicator.	**SUGGESTIONS FOR GROWTH** and/or action needed: *Check the box ☑ if an action plan or additional comments are attached.*
1) SUBJECT MATTER ☐ E: NI:		
2) STUDENT LEARNING ☐ E: NI:		
3) DIVERSE LEARNERS ☐ E: NI:		
4) INSTRUCTIONAL STRATEGIES ☐ E: NI:		
5) LEARNING ENVIRN/CLSRM MGMT ☐ E: NI:		

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

Signature White copy – OCE / Observer Canary copy - Student Signature

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

Additional standards specific to the discipline may also be required.

Teacher Candidate: _____ Date of Observation: _____

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

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

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

Signature **Signature**

White copy – OCE/Oberserver; Canary Copy – Student

ST. CLOUD STATE UNIVERSITY
Formative Observation Assessment

ADDITIONAL COMMENTS

Teacher Candidate _____ Subject / Grade _____

Observer _____ Date _____

The comments below are related to Standard # _____

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

Rev. June 2005

White Copy – OCE/Observer Canary Copy – Student Page_____

St. Cloud State University Observation and Conference Guide

Teacher Candidate_____ _____
Cooperating Teacher _____**Date**_____
School/City _____

In this lesson, indicators of effective practice were observed		Subsequent lessons must show evidence of:
YES	NO	
☐	☐ Subject Matter	☐
☐	☐ Student Learning	☐
☐	☐ Diverse Learners	☐
☐	☐ Instructional Strategies	☐
☐	☐ Lrng.Env./ Class Mgmt.	☐
☐	☐ Communication	☐
☐	☐ Planning / Instruction	☐
☐	☐ Assessment	☐
☐	☐ Reflection and Prof. Dev.	☐
☐	☐ Partnerships	☐
☐	☐ Professional Dispositions	☐

Strengths:

Suggestions for Development:

Observation Notes:

Observer_____
Teacher Candidate _____
Date _____

Reference Sheet of Indicators of Effective Teaching can be found in the Student Teaching Handbook Revised 5/07 Grade _____ Lesson_____

ST. CLOUD STATE UNIVERSITY REV. SPRING 2009

Summative Assessment of Student Teaching

Office of Clinical Experiences 720 Fourth Avenue South , EB – B120 St. Cloud, MN 56301-4498
Phone (320) 308-4783 Fax (320) 308-6442 TTY: 1-800-627-3529

Teacher Candidate _____ Subjects / Grade Level(s) Taught _____ Sem. / Year _____
Site(s) _____ City, State _____

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

4– At this level of performance the teacher candidate demonstrates a well developed understanding of the specific standard and its underlying indicators, ***at the level of an experienced teacher***. The teacher candidate consistently performs at a high level, already showing attributes of effective practice.
3 - At this level of performance the teacher candidate demonstrates a sound understanding of the specific standard and its underlying indicators. The teacher candidate performs competently ***at a level expected for a beginning teacher***.
2 - At this level of performance the teacher candidate demonstrates understanding of the specific standard and its underlying indicators. The teacher candidate generally performs adequately ***at the level of a beginning teacher. Further experience could result in greater understanding and success.***
1 - At this level of performance the teacher candidate does not demonstrate an understanding of the specific standard and its underlying indicators. The teacher candidate's performance does not meet Minnesota Standards of Effective Practice (Minn. Statute 8710.2000).
A performance level of "1" on any standard indicates an unsatisfactory student teaching experience.
Check the box ☑ that best reflects the candidates' competency at the end of student teaching.

Standard	Indicators	Level of Performance
Standard 1- SUBJECT MATTER *The candidate understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.*	Demonstrates knowledge of content and pedagogy • Uses multiple representations to capture key ideas • Creates interdisciplinary learning experiences • Engages students in generating knowledge • Makes topics relevant to students' lives • Demonstrates enthusiasm for discipline	☐ 4 ☐ 3 ☐ 2 ☐ 1
Standard 2 – STUDENT LEARNING *The candidate understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.* *Name:*_____ *Cooperating Teacher or University Supervisor* *Signed:*_____	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 Teacher Candidate Name:_____ Signed:_____	☐ 4 ☐ 3 ☐ 2 ☐ 1 Date:_____

Standard	Indicators	Level of Performance
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.*	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	☐ 4 ☐ 3 ☐ 2 ☐ 1
Standard 4 – INSTRUCTIONAL STRATEGIES *'The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.*	Understands and can implement grade level standards • Monitors & adjusts strategies to meet student needs • Nurtures the development of critical thinking and independent problem-solving skills in students • Reciprocity in teaching • Demonstrates flexibility and develops a variety of clear, accurate presentations based on content and learning goals to engage students in active learning, using materials, resources & technology	☐ 4 ☐ 3 ☐ 2 ☐ 1
Standard 5 – LEARNING ENVIRONMENT *The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.*	Draws from a variety of disciplines to develop strategies for organizing and supporting individual and group work • Helps students work productively and cooperatively • Creates an environment of openness, mutual respect, support, inquiry and learning • Expresses and uses democratic values in the classroom • Uses different motivational strategies to support continual learning for each student • Maximizes the amount of class time spent in learning • Develops expectations for student interactions and responsibilities • Makes decisions and adjustments to enhance social relationships, student motivation and student engagement • Organizes and monitors independent and group work to allow for participation of all students • Ensures a physically and emotionally safe environment that promotes effective learning	☐ 4 ☐ 3 ☐ 2 ☐ 1
Standard 6 – COMMUNICATION *The candidate uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.*	Communicates in ways that demonstrate sensitivity to cultural and gender differences, fostering culturally sensitive communication by and among all students in the class • Models effective verbal, nonverbal and media communication strategies in conveying information, asking questions and leading discussions • Uses thoughtful and responsive listening • Supports and expands student expression in speaking, writing and other media • Uses a variety of media communications to enrich learning	☐ 4 ☐ 3 ☐ 2 ☐ 1
Standard 7 – PLANNING INSTRUCTION *The candidate plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.* *Name:*_____ *Cooperating Teacher Or University Supervisor* *Signed:*_____ *Date:*_____	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 Teacher Candidate Name: _____ Signed: _____	☐ 4 ☐ 3 ☐ 2 ☐ 1

Standard	Indicators	Level of Performance
Standard 8 – ASSESSMENT *The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.*	Knows how to select, construct and use assessment strategies and instruments appropriate to the learning outcomes and Minnesota Standards to enhance knowledge of students, identify strengths, evaluate progress and modify teaching • Recognizes that many different assessment strategies are necessary for monitoring and promoting student learning, and appropriately uses a variety of formal and informal assessment techniques including student self assessment • Involves students in setting learning goals • Monitors teaching in relation to student success and modifies instructional approaches accordingly • Assesses and reflects on individual and group effects of class activities • Establishes and maintains accurate and complete records of student work and performance and communicates student progress based on appropriate indicators • Provides continuous, timely feedback to students in order to assist learning progress	☐ 4 ☐ 3 ☐ 2 ☐ 1
Standard 9 – REFLECTION AND PROFESSIONAL DEVELOPMENT *The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.*	Demonstrates a willingness to give and receive help • Demonstrates a commitment to reflection, self-assessment and on-going learning • Understands the influences of the teacher's behavior on student growth and learning • Draws on colleagues as supports for reflection, problem-solving and new ideas	☐ 4 ☐ 3 ☐ 2 ☐ 1
Standard 10 – PARTNERSHIPS *The candidate fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.*	Understands how factors outside of school influence student learning • Understands & implements laws related to student rights and teacher responsibilities • Respects the privacy of students and confidentiality of information • Understands the influence of use and misuse of tobacco, alcohol, drugs and other chemicals on student life and learning • Collaborates with other professionals to enhance the overall learning environment for students • Develops respectful, cooperative partnerships with families, colleagues and community to foster student leaning and well being	☐ 4 ☐ 3 ☐ 2 ☐ 1
PROFESSIONAL DISPOSITIONS *The candidate models professional behaviors and attitudes consistent with that of a high quality teacher.*	Demonstrates enthusiasm (e.g., body language, eye contact, using students' names) • Is reliable – arrives on time and ready to teach • Accepts responsibilities assigned by the cooperating teacher and university supervisor • Carries out assignments independently, when appropriate • Demonstrates flexibility – adapts easily to changing circumstances • Demonstrates initiative – seeks to make a contribution to the classroom and the school • Focuses attention on students and instruction when at school – is not distracted • Is sensitive and responsive to the needs of students and staff •Dresses appropriately for the classroom or professional situation • Demonstrates mature, respectful and appropriately friendly behaviors and mannerisms • Demonstrates ability to work collaboratively • Exercises sound professional judgment when working with colleagues, students, parents and community members	☐ 4 ☐ 3 ☐ 2 ☐ 1

CT_____ US_____ CoTeaching? Yes_____ No_____ Undergraduate_____ Graduate_____ Midterm?(End of 1st 8 weeks)_____

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

Teacher Candidate Name: _____ Signed: _____

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

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

Teacher Candidate Name:_____ Signed: _____

Revised October 2008 **Reference Sheet**

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

a) Demonstrates knowledge of content and pedagogy (P)
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)

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

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

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

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

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

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

Standard 5 – LEARNING ENVIRONMENT/CLASSROOM MANAGEMENT *The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.*

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

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

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

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

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

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

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

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

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

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

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

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

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

St. Cloud State University · College of Education · Indicators of Effective Teaching

(Based on the INTASC Principles and Minnesota Standards of Effective Practice for Teachers)

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

ACTION PLAN FOR PROFESSIONAL GROWTH

At times, concerns arise regarding the teacher candidate's development of specific professional skills. The Action Plan format can then be used during a three-way conference with the teacher candidates, cooperating teacher, and university supervisor. Completing an Action Plan does not necessarily indicate unsatisfactory progress overall.

Name:_____ Date:_____

Skill or trait to work on:

Plan for Action: (be specific)

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

Resources needed: (people and materials)

_____ _____

Teacher Candidate **Date**

_____ _____

Cooperating Teacher **University Supervisor**

____ Achieved _____ _____ **Date**

Teacher Candidate

____ Not Achieved _____

University Supervisor

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

STUDENT TEACHING EXPERIENCE DATA

Semester _____ Year _____ Licensure Area _____

The Office of Clinical Experiences is committed to collecting data about the student teaching program. Your ideas and comments are important to this process. Please respond to the items below.

	Helpfulness			
	Very	Some-what	Not Really	Did Not Occur
Meetings				
A. Student Teaching Placement Meeting	_____	_____	_____	_____
B. Orientation Seminar by the Director of Clinical Experiences	_____	_____	_____	_____
C Seminars	_____	_____	_____	_____
Orientation By School Personnel				
A. Roles of School Personnel	_____	_____	_____	_____
B. Use of School Facilities and Resources	_____	_____	_____	_____
Student Teaching Assignments				
A. Observation With A Purpose	_____	_____	_____	_____
B. Daily Lesson Plans	_____	_____	_____	_____
C. Unit Development	_____	_____	_____	_____
D. Self-Evaluation Form	_____	_____	_____	_____
E. Professional File as Assigned	_____	_____	_____	_____
F. Weekly Schedules and Journal	_____	_____	_____	_____
G. Observations in Other Classrooms/Districts as Assigned	_____	_____	_____	_____
H. Video and/or Audio Taping as Assigned	_____	_____	_____	_____
Student Teaching Assignment				
A. Extent to Which Program Prepared Me to Student Teach	_____	_____	_____	
B. Overall, My Student Teaching Experience Was	_____	_____	_____	

** ** **

PRE-STUDENT TEACHING EXPERIENCES - CFS

To be completed by SCSU students only.

Student Teaching Semester_____ **Major**_____

A. Courses

Please check those *most* helpful:

CFS 200 Intro to Education		CFS 406 Early Literacy	
CFS 315 Intro to Early Education		CFS 413 Guidance/Young Child.	
IM 423 Media Mat. & Meth.		CFS 408 Assessment	
HURL 497 Human Relations		PESS 388 Phys act. For early ed	
HLTH 301 Health Issues/Strat for tchr		SCI 226 Science El. Ed	
MATH 330 Math		CFS 423 Methods in Early Ed	
CFS 220 Intro to Partents & Children		CFS 433 Methods: Disabilities	
CFS 260 Children in Changing World		CFS 460 Early Ed Student Tchg	
CFS 421 Dev. of Young Children		ED 417 Methods/Literacy K-4	
CFS 431 Dev. of Infants/Toddlers		ED 418 Instruct Math/Sci/SS K-4	
CFS 223 Educ Strat for Inf/Toddlers		ED 419 Organization/Mgmt	
CFS 422 Parent Involvement		ED 420 Elem Student Tchg	

Please explain:

Please check those *least* helpful:

CFS 200 Intro to Education		CFS 406 Early Literacy	
CFS 315 Intro to Early Education		CFS 413 Guidance/Young Child.	
IM 423 Media Mat. & Meth.		CFS 408 Assessment	
HURL 497 Human Relations		PESS 388 Phys act. For early ed	
HLTH 301 Health Issues/Strat for tchr		SCI 226 Science El. Ed	
MATH 330 Math		CFS 423 Methods in Early Ed	
CFS 220 Intro to Partents & Children		CFS 433 Methods: Disabilities	
CFS 260 Children in Changing World		CFS 460 Early Ed Student Tchg	
CFS 421 Dev. of Young Children		ED 417 Methods/Literacy K-4	
CFS 431 Dev. of Infants/Toddlers		ED 418 Instruct Math/Sci/SS K-4	
CFS 223 Educ Strat for Inf/Toddlers		ED 419 Organization/Mgmt	
CFS 422 Parent Involvement		ED 420 Elem Student Tchg	

Please explain:

B. Field Experiences

Please check those *most* helpful

413 Book Buddy		223 Infant/Toddler Methods	
406 Book Buddy		423/433 Methods	
408 Assessment		460 Student Teaching	

Please Explain

Please check those least helpful

413 Book Buddy		223 Infant/Toddler Methods	
406 Book Buddy		423/433 Methods	
408 Assessment		460 Student Teaching	

Please Explain:

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

FEEDBACK TO UNIVERSITY SUPERVISOR

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

Comments: (Include reasons for your ratings.)

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

_____

(University Supervisor's Name)
St. Cloud State University – Education Building
720 S. 4th Ave.
St Cloud, MN 56301

K-3
Student Teaching *Midterm* Self-Evaluation

Teacher Candidate: Complete sections above double line. Review this form with your Cooperating Teacher.

Subject Matter
proficient competent developing unsatisfactory
|_____|_____|_____|_____|_____|_____|

Student Learning
proficient competent developing unsatisfactory
|_____|_____|_____|_____|_____|_____|

Diverse Learners
proficient competent developing unsatisfactory
|_____|_____|_____|_____|_____|_____|

Instructional Strategies
proficient competent developing unsatisfactory
|_____|_____|_____|_____|_____|_____|

Learning Environment
proficient competent developing unsatisfactory
|_____|_____|_____|_____|_____|_____|

Communication
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
|_____|_____|_____|_____|_____|_____|

Areas of strength:

Areas to develop further:

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

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

Elementary: Block 3_____ Block 4_____
Secondary: Midterm_____ Final_____

CFS ONLY **TEACHER CANDIDATE NAME: _____**

Student Teaching Checklist – for University Supervisors

<u>This sheet must accompany your final evaluations and observation sheets!</u>

Please return these materials to OCE in the following order:

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

____ **Final Evaluation of Student Teaching - University Supervisor**
(<u>Give a copy to student teacher</u>), please make 2 copies for our office.

____ **Final Evaluation of Student Teaching - Public School Cooperating Teacher**

(<u>Give a copy to student teacher</u>), please make 2 copies for our office.

____ **Minimum of 3 observation forms* <u>from university supervisor</u> – 3 per each 8 week student teaching experience.**

____ **Minimum of 3 observation forms* <u>from cooperating teachers</u> – 3 per each 8 week student teaching experience.**

____ **Student Teaching Self-Evaluations**

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

____ **Completed Student Teaching Experience Data Form**

____ **Completed Pre-Student Teaching Experience Form**

- - - -

Suggested Guide for
Developing a Professional Resource Notebook

1. The ***purpose*** of a professional notebook or file is to aid in developing a resource that will be useful to you as you begin teaching.

2. ***Index or color code the file*** in order to be able to locate information easily.

3. ***Include information about*** subject matter areas
   classroom management techniques
   sources of teaching materials
   suggestions from your cooperating teacher & university supervisor
   other professional aids which may help you in the future.

   List enriching experiences concerts
   field trips
   plays
   lectures
   other experiences which enrich your teaching background. Evaluate each experience

   Books
   Films
   Periodicals
   Other materials which you find valuable
   (include publisher, date, and price)

4. ***Keep your lesson plans*** with notes on them.

5. ***Provide for expansion*** of the file throughout your teaching years.