

“Becoming the Best”

*A Handbook for
Cooperating Teachers
In the Birth - Grade 3 Program
CFS MAJORS
St Cloud State University
School of Education
Office of Clinical Experiences
Revised for Fall 2015*

“BECOMING THE BEST”

The Office of Clinical Experiences (OCE), a department within the School 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 Candidates, Cooperating Teacher, 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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Cooperating Teacher(s)

Important Phone Numbers

Use this sheet to keep track of important phone numbers.

Director, Office of Clinical Experiences

Fran Umerski

320-308-4783

oce@stcloudstate.edu

fwumerski@stcloudstate.edu

Assistant Director, **Office of Clinical Experiences**

Kathy Watson

320-308-4783

oce@stcloudstate.edu

kjwatson@stcloudstate.edu

University Supervisor

School Office

Others

SCHOOL OF EDUCATION*Teaching Leading Serving*

OFFICE OF THE DEAN
720 Fourth Avenue South
St. Cloud, MN 56301-4498
tel 320.308.3023
fax 320.308.4237
www.stcloudstate.edu/soe

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,



Steven M. Hoover
Interim Dean

SCSU School of Education Mission Statement

The School 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.

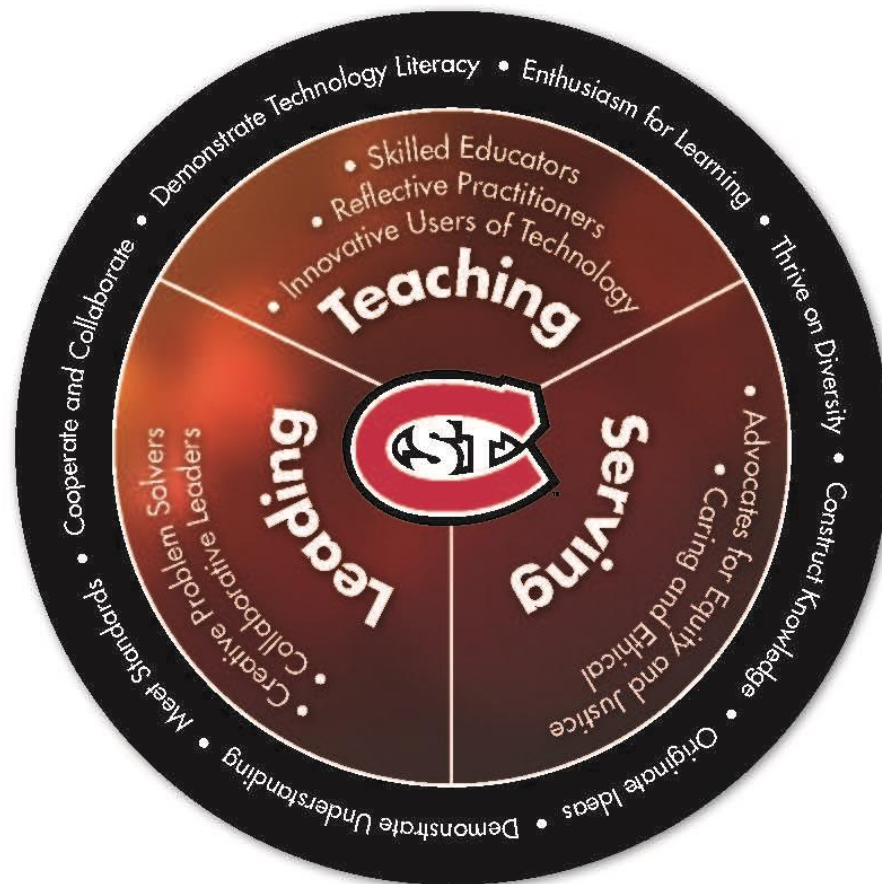
The goals of the school are to:

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

OBJECTIVES OF THE STUDENT TEACHING PROGRAM

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

Educating for a New Era



Teaching

Developing educators who understand instructional strategies, planning and assessment and use their content and pedagogical knowledge and skills to inspire P-12 learners to move beyond learning the current "facts" to being able to put knowledge together in new and creative ways.

Leading

Developing collaborative leaders who understand that teaching is no longer a solitary activity within the walls of a classroom, but depends upon working in a collaborative manner with other educators, professionals, families and community members.

Serving

Developing educational leaders who advocate for both individual students and groups of students who may face social injustices in our society.



TEACHER EDUCATION

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The teacher preparation programs at St. Cloud State University have been nationally accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1954. Accreditation by NCATE demonstrates that our programs meet rigorous standards with regard to the preparation of high quality teachers, education specialists and administrators. Our programs are also approved by the Minnesota Board of Teaching.

Effective July 1, 2013, NCATE and Teacher Education Accreditation Council (TEAC) have formally merged, resulting in the Council for Accreditation of Educator Preparation (CAEP). Moving forward, CAEP will be the sole accrediting authority for educator preparation programs.

St. Cloud State is scheduled for an accreditation visit in early 2015, which will focus on addressing the NCATE standards. As we transition from NCATE to CAEP accreditation, St. Cloud State will continue to meet the standards set forth by NCATE while referring to the proposed CAEP standards in our accreditation process.

We are proud of our educator preparation programs and welcome the opportunity to strengthen our work by meeting rigorous national standards. After our 2015 NCATE visit, our teacher preparation unit will fully transition to the CAEP standards.



St. Cloud State University – Teacher Education Unit

Conceptual Framework

Educating for a New Era

Key Elements

Commitments:

- **Excellence in Teaching-** The St. Cloud State University teacher education program is committed to preparing teachers who understand the importance of pursuing excellence by developing the knowledge and skills to become effective teachers and continuing to develop their knowledge and skills throughout their careers. This commitment is reflected in faculty who model excellence in their own teaching, reflect on their work and aspire towards continued improvement.
- **Access and Opportunity-** The SCSU teacher education program has a strong history and commitment to providing access to students from different (socioeconomic, student with disabilities and cultural) backgrounds and giving students the support that they need to succeed in our program. As a state university, we offer affordable programs and provide financial assistance to help our students to pay for their programs.
- **Active and Applied Learning-** The SCSU teacher education program is committed to providing students with clinical experiences that allow them to practice the skills they are learning. Faculty engage students in a variety of projects inside and outside the classroom to learn in an active and real manner.
- **Community Engagement-** SCSU as an institution of higher education is committed to involve students in the community to learn with and from community members, programs and professionals. The teacher education unit reflects this commitment through strong and active partnerships with P-12 schools.
- **Accountability that Improves Teaching-** SCSU teacher education program is committed to working with students to study and implement meaningful accountability measures and processes that are connected with assessing learning and improving teaching by better understanding student learning and being able to individualize approaches to learning to match student needs, level of understanding and style of learning.
- **Global and Cultural Understanding-** SCSU is committed to cultivating a multicultural and engaged campus that prepares students and faculty to embrace living, learning and working in a global community.

Conceptual Framework

Educating for a New Era

Key Elements

Transforming Candidates and Supporting Faculty Co-Learners:

- **Knowledgeable and Skilled Educators**-The basic knowledge base and skills for teachers are identified in the 2011 InTASC standards and refer to four areas: 1) Understanding the learner and learning environments; 2) Content knowledge- that is specific to each licensure area; 3) Instructional Practice-that involves understanding instructional strategies, planning for instruction and assessment; and 4) Professional Responsibility- A commitment to ongoing professional development and ethical practice and collaboration with others.
- **Caring and Ethical Professionals**- The understanding of the importance of building caring relationships with learners and colleagues as a basis for promoting individual and group learning. Ethical practice refers to an awareness of the ethical dimensions of teaching with diverse learners and the nature of educational professionalism in the 21st Century.
- **Collaborative Leaders**- This role acknowledges that teaching is no longer a solitary activity within the walls of a classroom but depends upon working in a collaborative manner with other educators, other professionals, families and community members and the responsibility to be advocates for individual learners and the education system.
- **Reflective Practitioners**- Reflective practice involves the ability to assess educational practice by reviewing assessment data, understanding self as an educator/ learner and making adjustments to be more skilled and effective as an educator. Being a reflective practitioner requires a life-long commitment to learning and continuous improvement.
- **Creative Problem Solvers**-Teachers need the ability to work with students in creative ways to maximize student learning and be effective with learners from diverse backgrounds with differing abilities, learning styles and interests. They also need to be creative in engaging parent and family members in learning about a learner's background, interests and needs.
- **Advocates for Equity and Justice in Education**- The current context for education in the US reflects gaps in opportunities, inequity of resources for students in poverty and bias based on race, gender, sexual orientation and SES. Educators have to advocate for both individual students and groups of students who may face social injustices in our society.

St. Cloud State University – Teacher Education Unit

Conceptual Framework

Educating for a New Era

Key Elements

Leading P-12 Students to:

- **Display Inquiry and Enthusiasm for Learning-** Learners need support for their innate curiosity to be understood and stimulated by activities in their educational settings. Educators model this enthusiasm for learning in their approach to education. They continue their own professional development and embrace new information, new ways of thinking and new ways of learning.
- **Thrive on Diversity-** Learners growing up in the 21st Century face new opportunities to interact in a global environment where physical boundaries will no longer constrain their exposure to different ways of thinking and living. Educators demonstrate global awareness and reinforce the importance of diverse ideas and values.
- **Construct Knowledge and Originate Ideas-** Learners will need to move beyond learning the current “facts” to being able to put knowledge together in new and creative ways. Educators model creative presentation and engagement with knowledge, using a variety of modalities including artistic, kinesthetic, technological and traditional.
- **Demonstrate Understanding through Authentic Assessment-** Learners need to demonstrate not just their memorization of facts or concepts but show how this understanding is applied in real-life situations. Educators construct and utilize authentic assessment to ascertain learners’ mastery of skills and understanding.
- **Meet Well-Defined Standards-** Learners must demonstrate mastery of a core set of subjects that will continue to evolve with our understanding of what is most important. Educators continue to review and refine their understanding of current standards and develop relevant learning experiences.

Cooperate and Collaborate with Others in Multiple Contexts- Learners and workers in the 21st Century will collaborate on projects that may stretch across different disciplines and cultures. Learning how to communicate and work as a member of a team on complex real-world issues is a necessary new mind-set and set of skills. Educators model collaboration in their interactions with colleagues, learners, families and community.

St. Cloud State University – Teacher Education Unit

Conceptual Framework

Educating for a New Era

Overview

History

The current Conceptual Framework for the Education Unit at St. Cloud State University was developed in the 1990's and has been used through the last NCATE review process during 2007. It has served the unit well as a holistic and integrated description of the teacher candidate roles and the process of moving towards developing skills to carry out the desired roles. The model served as description of our shared vision and represented our intellectual philosophy during that time period.

The College of Education embarked upon a reform of our teacher preparation program in the summer of 2009 when the Bush Foundation provided a planning grant to review our program and propose a long-term process for change. In early 2010 the College was selected as one of 14 institutions to participate in the Bush Foundation Teacher Effectiveness initiative to transform the preparation of teachers by examining our recruitment, preparation, placement and support for our teacher candidates. Over the last 4 years the Teacher Preparation Initiative (TPI) at St. Cloud State University has engaged faculty and P-12 partners in examining current structures and policies, reviewing alternatives and proposing new ways of preparing our teacher candidates. At the same time the University has gone through a reorganization process and the College of Education has become the School of Education, which is smaller and more focused on teacher preparation while strengthening our connections with content area departments and the P-12 schools through the work of TPI. These TPI discussions and university changes have had a profound impact on how teacher preparation faculty think about and approach teacher preparation.

The state of Minnesota also initiated changes in requirements for teacher candidates to focus on literacy and technology standards, initial basic skills testing, and adoption of edTPA as an assessment for teacher candidates as they complete their student teaching. These changes as well as the national level development of new INTASC standards, 21st Century Skills and an emphasis on accountability based on student outcomes in P-12 have created new demands on our teacher preparation program that propelled us to revisit our current Conceptual Framework.

During the spring of 2012 a new structure was developed to represent the various teacher licensure programs in our education unit and to add the voices of P-12 teachers and administrators to addressing proposals for transforming our teacher preparation at the unit level. One of the first charges for this group called the Teacher Education Advisory Council (TEAC) was to review and revise the Conceptual Framework. TEAC is composed of 35+ faculty, students, P-12 teachers and administrators. During the 2012-13 academic year this body met on a regular basis and included the Conceptual Framework as an official agenda item at 6 meetings. One meeting in November 2012 was dedicated to assessing the current conceptual framework. At this meeting the current framework was reviewed for strengths and weaknesses, including data collected from student focus groups. In addition, a number of CF models from other institutions were presented and reviewed to help identify areas that our model was missing or for new ways of thinking

St. Cloud State University – Teacher Education Unit

Conceptual Framework

Educating for a New Era

Overview

about representing our values and vision for teacher preparation at St. Cloud State University. While there were a number of strengths that were identified in the current model that still reflected some key aspects of our identity, there were also new areas that were not represented (e.g., assessment, role of technology, explicit connections to P-12 schools and student outcomes). The work of developing a revised CF continued in meetings, with a focus on the critical values that SCSU wanted to be depicted. The group began to sort through the old model and to add new concepts. It was clear that a new model should be developed that retained the basic role performances of the original model that were still relevant. It was also clear that in order to better represent who we are and what we are striving to be “at our best”, some of the changes that have occurred in the national educational environment and at the university needed to be included in our new model. A small group began meeting during spring 2013 and through the summer to create a new model that depicted our evolving vision and values.

In the analysis of the old model the **strengths** that were identified were:

- Clear focus on role performances as important outcomes for teacher candidates
- Comprehensive view of the preparation process
- Reflection of important unit values in the roles that teachers would be expected to play.
- Careful depiction of learning as a process
- Incorporated liberal education as a foundation for teacher preparation

The role performances were seen as an important foundation on which to build as the group developed a new model. Table 1 depicts the alignment between the Role Performances of the current model and the outcomes for teacher candidates in the proposed model.

Some of the weaknesses of the current model that were identified include:

- The model is too complex and not easily understood
- It did not include connections to P-12 schools and students.
- The language was outdated.
- Our institutional vision had changed and the model did not include important elements of the new vision.
- There were a number of concepts that are central to teacher preparation as it has evolved over the last decade that were not included in the model (e.g., accountability, technology, 21st Century skills).

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Overview

This analysis led the TEAC group to a new set of ideas that would guide the development of a revised Conceptual Framework for the Education Unit at St. Cloud State University. Some of the ideas that emerged were:

1. Clarity and updated language so that it would be easy to understand and easy for students and faculty to explain.
2. Reflect the changes at the university level that align our model with the current SCSU and School of Education mission and vision.
3. Illustrate the important connections and collaborative partnerships that we have been building with our TPI teacher reform initiative.
4. Make a clear connection to P-12 student outcomes that also reflects an emphasis on 21st Century skills
5. Align with the new INTASC framework that emphasizes ongoing professional growth and development.
6. Depict faculty and teacher candidates as co-learners in relation to teacher outcomes, preparing students to work with our co-teaching model as they move into their student teaching assignments.

The new model draws from a variety of sources in creating a clear image of our vision, values and educational philosophy. The model begins with the institutional vision that stresses our commitments to: 1) access and opportunity to students who want to become teachers; 2) excellence in teaching; 3) active and applied learning; 4) community engagement; 5) global and cultural understanding; and 6; accountability that improves teaching/learning. This clearly reflects the vision of St. Cloud State University and the new emphasis in the Education unit on collaboration with schools and accountability that matters. The focus on active and applied learning is consistent with the NCATE report (2010) on field experiences as an essential element in teacher preparation.

The second level of the proposed model identifies essential elements of effective teachers that extend beyond the narrow version assessing learning only through test scores to include the multiple role performances of teachers. These reflect both the foundational roles from the current CF model as well as the roles of collaborative leaders and creative problem solvers. Faculty are seen as co-learners with students and have the responsibility to model the important characteristics of effective teachers and continue to be open-minded, curious and excited about learning with teacher candidates. This disposition reflects an important change in the revised INTASC framework that depicts standards as aspirational and acknowledges the developmental trajectory of effective teachers. This also complements with the TPI model that begins to focus on induction and support for beginning teachers. The effective teacher in the 21st Century is multi-dimensional and serves as an intellectual role model for students.

The third level of the model makes the direct connection to the P-12 students and our vision of the characteristics that P-12 students will need to develop in order to be successful in the 21st Century. The model includes some of the essential concepts from the 21st Century model of education (2008) that go beyond the basic skills to include collaboration, creativity, curiosity and thriving on diversity.

St. Cloud State University – Teacher Education Unit

Conceptual Framework

Educating for a New Era

Alignment

Note: The Council of Chief State School Officers published an excellent research synthesis in connection with the updated InTASC Model Core Teaching Standards. It is available at http://www.ccsso.org/Resources/Publications/InTASC_Research_Synthesis.html.

This resource list includes only studies subsequent to that publication.

Akiba, M. (2011). Identifying program characteristics for preparing pre-service teachers for diversity. *Teachers College Record*, 113(3), 658-697.

Aleccia, V. (2011). Walking our talk: The imperative of teacher educator modeling. *Clearing House*, 84(3), 87-90.

Anderson, L. M., & Stillman, J. A. (2013). Student teaching's contribution to pre-service teacher development: A review of research focused on the preparation of teachers for urban and high-needs contexts. *Review of Educational Research*, 83(1), 3-69.

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Cavanaugh, B. (2013). Performance feedback and teachers' use of praise and opportunities to respond: A review of the literature. *Education & Treatment of Children (West Virginia University Press)*, 36(1), 111-137.

Cochran-Smith, M., Cannady, M., Meachern, K. P., Mitchell, K., Piazza, P., Power, C., & Ryan, A. (2012). Teachers' education and outcomes: Mapping the research terrain. *Teachers College Record*, 114(10), 1-49.

Gaskins, C. S., Herres, J., & Kobak, R. (2012). Classroom order and student learning in late elementary school: A multilevel transactional model of achievement trajectories. *Psychology*, 33(5), 227-235.

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Israel, M., Maynard, K., & Williamson, P. (2013). Promoting literacy- embedded, authentic STEM instruction for students with disabilities and other struggling learners. *Teaching Exceptional Children*, 45(4), 18-25.

Lampert, M., Franke, M., Kazemi, E., Ghouseini, H., Turrou, A., Beasley, H., & ... Crowe, K. (2013). Keeping it complex: Using rehearsals to support novice teacher learning of ambitious teaching. *Journal Of Teacher Education*, 64(3), 226-243.

St. Cloud State University – Teacher Education Unit

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Alignment

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- McDonald, M., Tyson, K., Brayko, K., Bowman, M., Delport, J., & Shimomura, F. (2011). Innovation and impact in teacher education: Community-based organizations as field placements for preservice teachers. *Teachers College Record*, 113(8), 1668-1700.
- Miksza, P., & Berg, M. H. (2013). A longitudinal study of preservice music teacher development: Application and advancement of the Fuller and Bown teacher-concerns model. *Journal of Research in Music Education*, 61(1), 44-62.
- Norris, J. M. (2013). Some challenges in assessment for teacher licensure, program accreditation, and educational reform. *Modern Language Journal*, 97(2), 554-560.
- Ronfeldt, M., & Reininger, M. (2012). More or better student teaching? *Teaching & Teacher Education*, 28(8), 1091-1106.
- Ronfeldt, M., Reininger, M., & Kwok, A. (2013). Recruitment or preparation? Investigating the effects of teacher characteristics and student teaching. *Journal Of Teacher Education*, 64(4), 319-337.
- Sandoval-Lucero, E., Shanklin, N. L., Sobel, D. M., Townsend, S. S., Davis, A., & Kalisher, S. (2011). Voices of beginning teachers: Do paths to preparation make a difference? *Education*, 132(2), 336-350.
- Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of Educational Research*, 83(3), 357-385.
- Watson, S., Miller, T., & Patty, T. (2011). Peer collaboration in an early field teaching experience: A replicable procedure for pre-service teacher trainers. *Education*, 131(4), 798-817.
- Wood, M. B., Jilk, L. M., & Paine, L. W. (2012). Moving beyond sinking or swimming: Reconceptualizing the needs of beginning mathematics teachers. *Teachers College Record*, 114(8), 1-44.
- Wyss, V. L., Siebert, C. J., & Dowling, K. A. (2012). Structuring effective practicum experiences for pre-service teachers. *Education*, 132(3), 600-606.
- Zimpher, N. L., & Howey, K. R. (2013). Creating 21st-century centers of pedagogy: Explicating key laboratory and clinical elements of teacher preparation. *Education*, 133(4), 409-421.

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.

ABSENCES

Absences are acceptable only under the following conditions. More than two 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 STUDENT TEACHING 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.**

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.

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 Child and Family Studies Department 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.

****** 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

naeyc Code of Ethical Conduct and Statement of Commitment

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,

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

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.

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.

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.

Section

Ethical Responsibilities to Colleagues

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.

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."

Ideal (Individual)

I-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 resources 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.

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.

* 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.

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 any future employment for the student/ and
5. the student understands that he/she is responsible for providing his or her own health insurance and for any and all medical expenses incurred by him/her related to any injury, loss or illness sustained by him/her while participating in the training experience at the placement Site.

(Minnesota State Colleges and Universities agreement)

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.

EVALUATION

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.

Complete (3 FORMAL OBSERVATIONS) during the 8 weeks student teaching.

Complete the FINAL EVALUATION form that is included in the packet. Discuss the evaluation with the teacher candidate during a 3-way conference with the SCSU supervisor.

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 three formal observation reports, reporting on the strengths and and/or weaknesses of the teacher candidate. The university supervisor will facilitate the cooperating teacher's completion of three formal observations.
- The university supervisor will review all student teaching assignments (lesson plans, self-evaluation, etc.), and provide constructive feedback for the teacher candidate.
- The university supervisor will complete 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 VII.
- The university supervisor will be available to assist individual teacher candidates with personal and professional problems as they relate to student teaching.
- The university supervisor will be available to assist the cooperating teacher with problems or concerns related to their teacher candidate.
- The university supervisor provides necessary orientation for candidates and cooperating teachers concerning their responsibilities.

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

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.

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 any 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.) 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 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)

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 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 when ill.
- maintain a written reflective journal.

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

Pre-K 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 can be submitted the same way weekly schedules are submitted.

Format of 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.

Remember: Select at least three significant encounters per week.

*After writing about your encounters this **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!

**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

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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Planning for Groups

	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)					



PreK STUDENT TEACHING MIDTERM EVALUATION

*(*To be completed separately by the cooperating teacher and teacher candidate)*

Student's Name: _____ Semester/Year: _____

Site Supervisor: _____ SCSU Supervisor: _____

	<u>COMPETENCY</u>	<u>STRENGTH</u>	<u>NEEDS MORE EXPERIENCE</u>	<u>WEAKNESS</u>
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 the form separately, teacher and candidate meet and discuss the results. The form is then given to the University Supervisor.

K-3 Assignments

K-3 Expectations

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 _____

[illegible]

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 two days before the lesson is taught.*

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

OBSERVATION & EVALUATION FORMS

PreK or 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 **three 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

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

Co-Taught lesson: Yes No Strategy(ies): One Teach/One Observe One Teach/On Assist Station Parallel Supplemental Alternative/Differentiated Team Combination

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

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

Additional standards specific to the discipline may also be required.

Teacher Candidate: _____

Date of Observation: _____

Grade Level: _____

Course/Subject: _____

School: _____

Week in this placement: _____ of _____

Lesson Topic (s): _____ Cooperating Teacher: _____

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

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 the form are marked indicating additional information is attached.

White Copy – OCE / Observer Canary Copy – Student

Page _____

St. Cloud State University Observation and Conference Guide

Teacher Candidate _____ Cooperating Teacher _____

Grade _____ Lesson _____

School/City _____

In this lesson, indicators
of effective practice were
observed

Subsequent
lessons must

YES NO

- | | | | |
|--------------------------|--------------------------|-------------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Subject Matter | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Student Learning | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Diverse Learners | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Instructional Strategies | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Lrng.Env./ Class Mgmt. | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Communication | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Planning / Instruction | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Assessment | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Reflection and Prof. Dev. | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Partnerships | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. Professional Dispositions | <input type="checkbox"/> |

Strengths:

☐

Suggestions for Development:

Observation Notes:

Co-Taught Lesson: Yes No

Strategy(ies) used: One Teach/One Observe

Observer _____ Teacher Candidate _____ Date _____

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

Revised

7/14

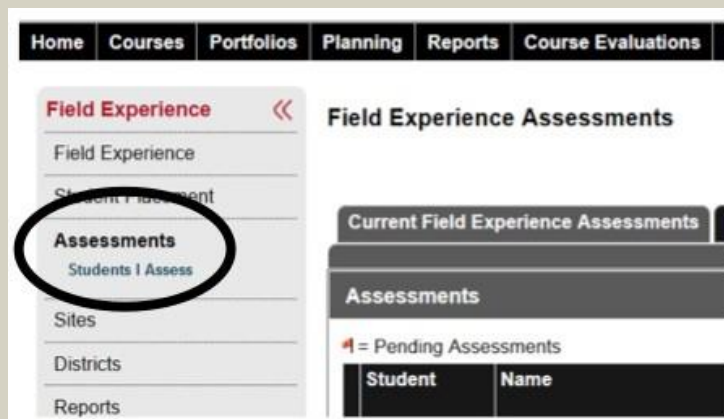
Tk20™

<https://stcloudstate.tk20.com>

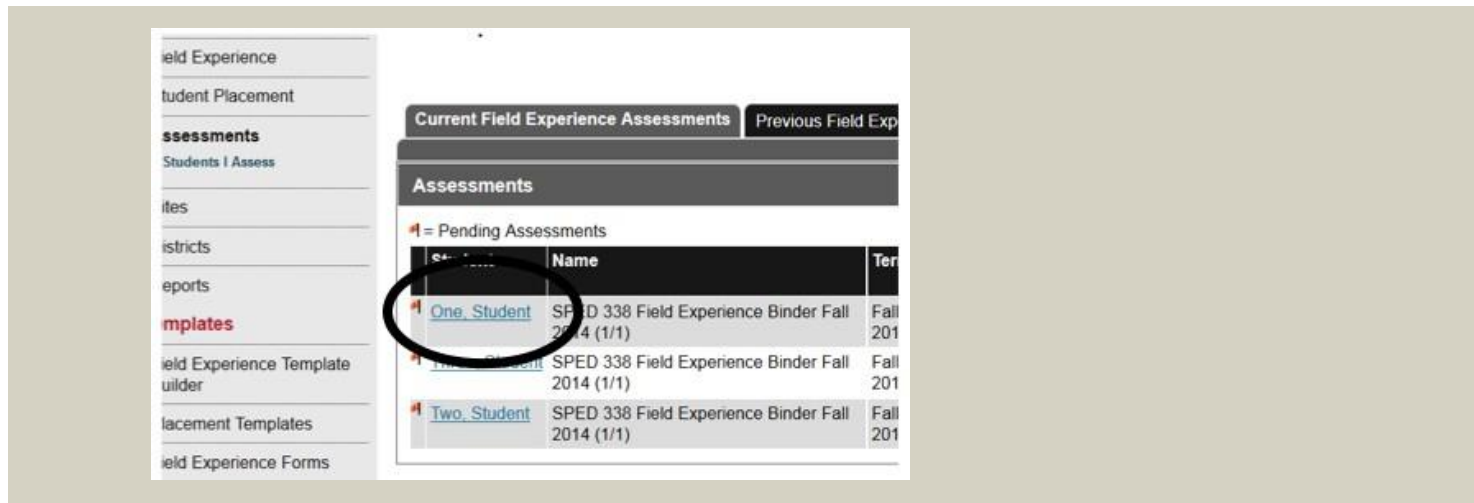
1. Log into Tk20 using the provided username and password. (Hint: usually your email address for both)
2. Once logged into Tk20, you will land on the Home tab.
3. Select the Field Experience Tab.



4. Click on the Assignments link located on the left hand navigation bar.



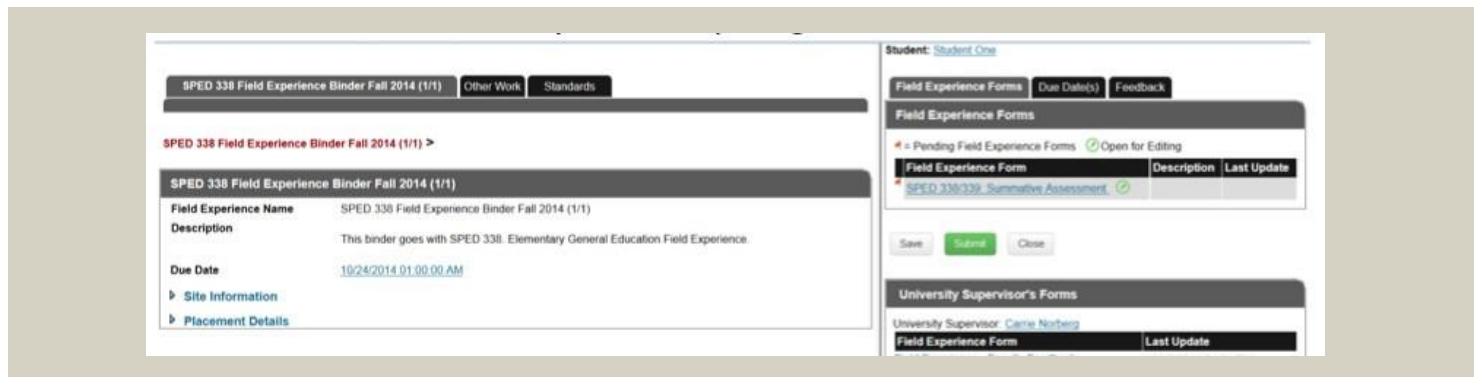
5. Click on the blue hyperlink of the student's name to access that student's evaluations.



6. A split screen will appear, showing the student's work on the left and your evaluation forms on the right.

There will be a small red flag to the left of the hyperlinked title of the task, indicating it is pending. There will also be a green pencil to the right of the title, indicating that it is "open for editing".

7. Click the hyperlink. The form will open in a pop-up window on the right side of the screen. If you would like to view the student's work while you are completing the form, it will remain on the left side of the screen.



8. When you have completed filling out the form, click Save Draft, which will be available at both the top and bottom of the form.

SPED 338 Field Experience Binder Fall 2014 (1/1) Other Work Standards

SPED 338 Field Experience Binder Fall 2014 (1/1) >

SPED 338 Field Experience Binder Fall 2014 (1/1)

Field Experience Name SPED 338 Field Experience Binder Fall 2014 (1/1)

Description This binder goes with SPED 338. Elementary General Education Field Experience.

Due Date 10/24/2014 01:00:00 AM

Site Information

Placement Details

Student: One, Student

<< Back

Please do not use the browser back button while completing field experience assessments as it may cause data inconsistencies.

Save Draft Cancel without Saving

SPED 338/339 Summative Evaluation Form

The following summative assessment, based on the INTASC and Minnesota Board of Teaching Standards, describes this beginning teacher's competencies at the end of Special Education SPED 338/339 field experience.

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

9. This will bring you back to the previous view, but the small red flag should no longer appear next to the hyperlinked title. If you have no further tasks, click the green Submit button.

SPED 338 Field Experience Binder Fall 2014 (1/1) Other Work Standards

SPED 338 Field Experience Binder Fall 2014 (1/1) >

SPED 338 Field Experience Binder Fall 2014 (1/1)

Field Experience Name SPED 338 Field Experience Binder Fall 2014 (1/1)

Description This binder goes with SPED 338. Elementary General Education Field Experience.

Due Date 10/24/2014 01:00:00 AM

Site Information

Placement Details

Student: Student One

Field Experience Forms Due Date(s) Feedback

Field Experience Forms

Pending Field Experience Forms Open for Editing

Field Experience Form	Description	Last Update
SPED 338/339 Summative Assessment		10/15/2014 04:25 PM

Save Submit Close

University Supervisor's Forms

University Supervisor: Carrie Norberg

Field Experience Form	Last Update
Field Experience - Faculty Feedback	10/15/2014 04:21 PM

10. Once you click submit, you will be brought back to the page that lists the students you have been assigned to assess. A green checkmark will appear next to the student's name if you have both completed and submitted their evaluation.

Field Experience <<

Field Experience Assessments

Current Field Experience Assessments Previous Field Experience Assessments

Assessments

🚩 = Pending Assessments

Student	Name	Term	Course Number	Section Title
✓ One Student	SPED 338 Field Experience Binder Fall 2014 (1/1)	Fall Semester 2014	SPED 338	General Education Field Experience I
🚩 Three Student	SPED 338 Field Experience Binder Fall 2014 (1/1)	Fall Semester 2014	SPED 338	General Education Field Experience I
🚩 Two Student	SPED 338 Field Experience Binder Fall 2014 (1/1)	Fall Semester 2014	SPED 338	General Education Field Experience I

Thank you again for your partnership with St. Cloud State University!



ST. CLOUD STATE

U N I V E R S I T Y

ST. CLOUD STATE UNIVERSITY
Summative Assessment of Student Teaching

REV. SPRING 2009

Office of Clinical Experiences
 Phone (320) 308-4783

720 Fourth Avenue South , EB – B120
 Fax (320) 308-6442

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

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

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

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

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

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

1 - At this level of performance the teacher candidate does not demonstrate an understanding of the specific standard and its underlying indicators. The teacher candidate's performance does not meet Minnesota Standards of Effective Practice (Minn. Statute 8710.2000). ***A performance level of "1" on any standard indicates an unsatisfactory student teaching experience.***

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

Standard	Indicators	Level of Performance
Standard 1- SUBJECT MATTER <i>The candidate understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</i>	Demonstrates knowledge of content and pedagogy • Uses multiple representations to capture key ideas • Creates interdisciplinary learning experiences • Engages students in generating knowledge • Makes topics relevant to students' lives • Demonstrates enthusiasm for discipline	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Standard 2 – STUDENT LEARNING <i>The candidate understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.</i> Name: _____ Cooperating Teacher of University Supervisor Signed: _____ Date: _____	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: _____	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Rev. Spring 2009

Standard	Indicators	Level of Performance
Standard 3 – DIVERSE LEARNERS <i>The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</i>	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	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Standard 4 – INSTRUCTIONAL STRATEGIES <i>The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.</i>	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	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Standard 5 – LEARNING ENVIRONMENT <i>The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.</i>	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	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Standard 6 – COMMUNICATION <i>The candidate uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.</i>	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	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Standard 7 – PLANNING INSTRUCTION <i>The candidate plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.</i> Name: _____ Cooperating Teacher or University Supervisor Signed: _____ Date: _____	Teacher Candidate Name: _____ Signed: _____ Rev. Spring 2009	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

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

CT _____ US _____ CoTeaching? Yes _____ No _____ Undergraduate _____ Graduate _____ Midterm?(End of 1st 8 weeks) _____ Rev. Spring 2009

Name: _____ Signed: _____ Date: _____

Cooperating Teacher or University Supervisor

Teacher Candidate Name: _____ Signed: _____

Rev. Spring 2009

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: _____

Rev. February 2009 – 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) | e) Makes topics relevant to students' lives (P) |
| b) Uses multiple representations to capture key ideas (P) | f) Demonstrates enthusiasm for discipline (D) |
| c) Creates interdisciplinary learning experiences (P) | |
| d) Engages students in generating knowledge (P) | |
-

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

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

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

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

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

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

Standard 5 – LEARNING ENVIRONMENT/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) | g) Develops expectations for student interactions and responsibilities (P) |
| b) Helps students work productively and cooperatively (K) | h) Makes decisions and adjustments to enhance social relationships, student motivation and student engagement (P) |
| c) Creates an environment of openness, mutual respect, support, inquiry and learning (P) | i) Organizes and monitors independent and group work to allow for participation of all students (P) |
| d) Expresses and uses democratic values in the classroom (D) | j) Ensures a physically and emotionally safe environment that promotes effective learning (P) |
| e) Uses different motivational strategies to support continual learning for each student (D) | |
| f) Maximizes the amount of class time spent in learning (P) | |
-

Rev. February 2009 – Reference Sheet

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

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

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

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

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

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

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

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

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

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

Rev. February 2009 – Reference Sheet

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) | g) Focuses attention on students and instruction when at school – is not distracted |
| b) Is reliable – arrives on time and ready to teach | h) Is sensitive and responsive to the needs of students and staff |
| c) Accepts responsibilities assigned by the cooperating teacher and university supervisor | i) Dresses appropriately for the classroom or professional situation |
| d) Carries out assignments independently, when appropriate | j) Demonstrates mature, respectful and appropriately friendly behaviors and mannerisms |
| e) Demonstrates flexibility – adapts easily to changing circumstances | k) Demonstrates ability to work collaboratively |
| f) Demonstrates initiative – seeks to make a contribution to the classroom and the school | 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**

Teacher Candidate

____ **Date**

____ **Not Achieved**

University Supervisor

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

K-3 Midterm Evaluation

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

Subject Matter

proficient competent developing unsatisfactory

|_____||_____||_____||_____||

Areas of strength:

Student Learning

proficient competent developing unsatisfactory

|_____||_____||_____||_____||

Diverse Learners

proficient competent developing unsatisfactory

|_____||_____||_____||_____||

Instructional Strategies

proficient competent developing unsatisfactory

|_____||_____||_____||_____||

Learning Environment

proficient competent developing unsatisfactory

|_____||_____||_____||_____||

Areas to develop further:

Communication

proficient competent developing unsatisfactory

|_____||_____||_____||_____||

Planning Instruction

proficient competent developing unsatisfactory

|_____||_____||_____||_____||

Assessment

proficient competent developing unsatisfactory

|_____||_____||_____||_____||

Reflection and Personal Development

proficient competent developing unsatisfactory

|_____||_____||_____||_____||

Partnerships

proficient competent developing unsatisfactory

|_____||_____||_____||_____||

Professional Dispositions

proficient competent developing unsatisfactory

|_____||_____||_____||_____||

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

Cooperating Teacher

(signature)

(date)

Teacher Candidate

(signature)

(date)

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

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 or kindergarten student teaching assessment guide	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.)

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

CFS PreK and K-3 TEACER CANDIDATES ONLY
Student Teaching Checklist for University Supervisors

TEACHER Candidate NAME: _____

This sheet must accompany your final evaluations and observation forms!

Please return these materials to OCE in the following order:

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

- _____ Summative Assessment of Student Teaching - University Supervisor – completed in TK20
If not, then please submit 2 total copies to OCE.
- _____ Summative Assessment of Student Teaching - Cooperating Teacher – completed in TK20
If not, then please submit 2 total copies to OCE.
- _____ Minimum of 3 formative assessment observation forms* from university supervisor – 3 per each 8 week student teaching experience.
- _____ Minimum of 3 formative assessment observation forms* from cooperating teachers – 3 per each 8 week student teaching experience.
- _____ Student Teaching Self-Evaluation (Students download from ST handbook)
_____ Check here if completed in TK20. No copies needed.
- _____ Action Plan for Professional Growth (if appropriate)
- _____ Completed Student Teaching Experience Data Form (Students download from ST handbook, page 89, Forms section. Complete only once.)
- _____ Completed Pre-Student Teaching Experience Form (Students download from ST handbook, page 90, Forms section. Complete only once.)

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

Please note:

- It is your responsibility to ensure that all student teaching materials are received by the Office of Clinical Experiences no later than 5 days after the end of the semester.

We appreciate your assistance in providing the above information.

Updated 2014

Teachers Who Support Teacher Candidates

Developed for educators by educators, edTPA® is the first nationally available, performance-based assessment for beginning teachers. This brochure offers information and guidance to P-12 teachers as they partner with preparation programs to support candidates completing edTPA® in their local contexts.



COLLABORATING TO PROMOTE EFFECTIVE INSTRUCTION

Teachers Who Support Teacher Candidates

edTPA® thanks cooperating teachers for the essential role they play to support and mentor teacher candidates. These teachers are helping to ensure that all beginning teachers are prepared to teach effectively. In many states this work includes edTPA®, an assessment and support system that requires candidates to demonstrate what they can and will do in the classroom to help all students learn.

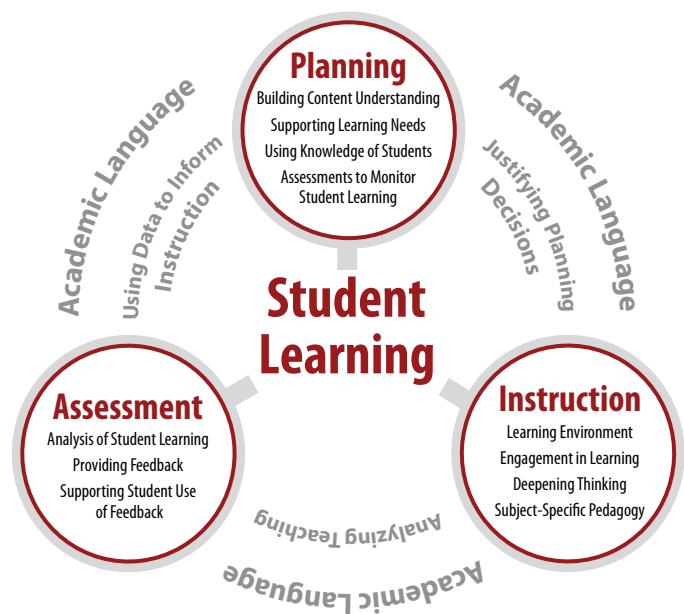
edTPA® is intended to be used at the end of an educator preparation program for program completion or teacher licensure and to support state or national program accreditation.

P-12 teachers who supervise or support teacher candidates in their clinical experiences will see how the edTPA® process encourages feedback and self-reflection that nurtures professional growth and preparation for classroom instruction. edTPA® also supports the school in which candidates teach. Teacher candidates will develop lesson plans to engage students in learning consistent with the host school's standards and curricula.

Evidence of Effective Practice

Teacher candidates preparing for edTPA® will document their classroom work by submitting a portfolio that includes lesson plans, student assignments, assessments, unedited video clips of the candidate teaching, and commentaries on student learning and how the candidate adjusted instruction to meet student needs.

The edTPA® Teaching Cycle is Focused on Student Learning



“I love the fact that they video record and analyze what they are doing. The commentaries require them to think about their work. They are forced to teach in every sense of the word.”

– Cooperating Teacher LaSaundra Colson Wade
Science Department Chair
A. E. Beach High School, Savannah, GA

What You Can Expect

As a supervising teacher, your role will be the same as always—offering support for excellent teaching. Teacher candidates going through edTPA®, however, may need your input about the context and background of the students in your classroom early in the process so that they can learn to plan instruction based on specific student strengths and needs. Also, you may find that candidates want to spend more time reflecting on their instruction and lessons in preparation for the written commentaries they must submit.

Video recording may be a new requirement for teacher candidates. Candidates are expected to follow the cooperating school's policies and protocols for obtaining the necessary parental/guardian permission or to place those students without permission off-camera. Teacher candidates are instructed to submit video clips that do not include the candidate's name, the names of the cooperating teacher, school, district or the last names of students. During the edTPA® registration and submission process, candidates acknowledge and agree that the video can only be used according to the parameters of the release forms obtained for children and/or adults who appear in the video, and that public posting or sharing of videos is prohibited unless expressed permission has been received from those individuals appearing in the video.

Candidate Supports within the edTPA® Process

Acceptable Supports

Cooperating teachers working with candidates going through edTPA® are encouraged to support candidates as they always would, though edTPA® offers unique opportunities for support:



Discuss edTPA® tasks and scoring rubrics



Use rubric constructs or rubric language to evaluate and debrief observations made by cooperating teachers as part of the clinical supervision process



Discuss samples of previously completed edTPA® portfolio materials (with permissions granted)



Ask probing questions about candidates' draft edTPA® responses or video recordings, without directly editing the writing or providing specific answers to edTPA® prompts



Discuss support documents (such as Making Good Choices) about lessons or examples to use within the assessment



Arrange technical assistance for the video portion of the assessment

Unacceptable Supports

Because edTPA® is a summative assessment typically tied to licensure or program completion, certain forms of support are not allowed, such as:



Don't edit a candidate's official materials prior to submission



Don't instruct candidates on which video clips to select for submission



Don't offer critiques of candidate responses that provide specific, alternative responses, prior to submission for official scoring



Don't upload candidate edTPA® responses (written responses or videotape entries) on public access social media websites



"As an edTPA® scorer, I work to forward the great cause that was the reason I became a teacher—that is, student learning—and I am able to sharpen my professional skills and knowledge in the process."

– Tracy Spesia, nationally trained edTPA® scorer
University of Saint Frances, Joliet, Illinois

Consider Becoming an edTPA® Scorer



Scoring edTPA® portfolios is an engaging way to grow as a professional educator and better support teacher candidates. The experience also provides a common ground to discuss best practices with colleagues and learn from other educators around the nation.

Half of edTPA® scorers come from the P-12 community and many are National Board Certified Teachers. Scorers are compensated for training time and for portfolios scored.

SCALE, AACTE and the Evaluations Systems Group of Pearson invite you to join our professional learning community of committed professional educators who score edTPA®.

edTPA® Scorer Qualifications



- Expertise in the subject matter or developmental level of the teaching field (degree and professional experience)
- Teaching experience in that field (or teaching methods or supervising student teachers in that field)
- Experience mentoring or supervising beginning teachers or administering programs that prepare them

Learn more at: <http://scoreedtpa.pearson.com>

For More Information

The best way to get information about edTPA® in your community, to access edTPA® materials or to learn more about the role of cooperating teachers is to contact your educator preparation program. For more information on edTPA® in general, visit <http://edtpa.aacte.org>.

About edTPA®

edTPA® was developed under the leadership of the Stanford Center for Assessment, Learning and Equity (SCALE) in partnership with the American Association of Colleges for Teacher Education. The edTPA® process draws on experience gained from the 25-year development of performance-based assessments of teaching, including the National Board for Professional Teaching Standards and the Performance Assessment for California Teachers. Thousands of teacher educators and P-12 teachers collaborated to develop edTPA® to meet the need for a nationally available research- and standards-based assessment of candidate performance. Today, 700-plus campuses in some 40 states use edTPA®.

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