Becoming a Reflective Teacher

Elementary Education

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

School of Education
Department of Teacher Development
Office of Clinical Experiences
Revised for 2017-2018
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Section I
Foundational Documents

- Elementary Education Program Transition Points
- Code of Ethics
- MN Standards of Effective Practice
Elementary Education Program Transition Points

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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.
Minnesota Standards of Effective Practice for Teachers

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

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

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

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

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

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

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

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

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

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

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

Section II
Professional Responsibilities

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

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

Student Teaching Policies

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

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

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

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

The Teacher Candidate will:

- bring to the teaching experience, adequate knowledge in the area of basic subject matter, human growth and development, and teaching strategies and procedures.

- display a highly professional attitude with respect to confidential information about children and youth, and with respect to relationships and practices with colleagues and the respective educational systems.

- develop an understanding of the role of administrators, teacher, lay people, support staff, and the Board of Teaching in determining school policies and in decision making.

- adhere to the Code of Ethics of the Education Profession.

- display enthusiasm and interest in all phases of the teaching experience.

- abide by patterns of conduct expected of professional personnel.

- be punctual; reporting on time for all school appointments including school meetings and functions required of other teachers and staff.

- read the school handbook to become familiar with essential information in order to comply with all school system and building regulations.

- strive to exemplify the attitudes and actions of a teacher rather than those of a student.

- demonstrate responsibility in accepting and completing assigned tasks.

- dress appropriately for a professional person.

- interact with non-teaching personnel (custodians, secretaries, nurses, cooks, etc.) and discover how all must relate effectively within the school setting.

- plan all work and submit lesson plans 2 days in advance to the Cooperating Teacher and the University Supervisor prior to teaching a lesson. Include, when necessary, safety rules for the pupils to follow.

- attempt a variety of teaching techniques in an effort to discover and develop a personal style of teaching. If necessary set short term goals for improvement (voice quality and projection, non-verbal skills, use of media, opening motivators and closure, etc.).

- accept constructive feedback and engage in regular self-appraisal

- experience the use of varied media in the instructional process.

- observe a variety of classes (unique programs, exemplary teachers, varied levels, etc.). Check with your Cooperating Teacher and/or the building principal as to who might be the best teachers to observe.

- contact the Cooperating Teacher and University Supervisor when ill.

- maintain a written reflective journal.

Some information in this section was gathered by researching other university Teacher Candidate/field experience handbooks including, the University of Northern Iowa and Southern Illinois University at Carbondale.
Elementary Student Teaching Experience: Block 3 Requirements

Student teaching in Block 3 is the first of two student teaching experiences. It is generally recommended that Teacher Candidates gradually assume responsibility in the room by observing, assisting, team teaching and eventually teaching on their own. The guidelines below are to help the participants plan the experience.

Before Block 3 Student Teaching:

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

Early in the Block 3 Student Teaching Experience

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

During the Block 3 Student Teaching Experience:

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

Near the end of the Block 3 Student Teaching Experience:

- Assume full planning, teaching, and assessing responsibilities for units of study in two or more content areas (math, social studies, and reading/language arts) for a minimum of 5 consecutive days
- Complete student teaching self-evaluation as directed by University Supervisor found in Section VI.
- Complete Feedback to University Supervisor form found in Section VI.
- Participate in a 3-way Midterm (End of Block 3) Student Teaching Assessment conference with Cooperating Teacher and University Supervisor and sign Midterm (End of Block 3) Student Teaching Assessment form
Elementary Student Teaching Experience: Block 4 Requirements

This is the second student teaching experience. It is generally recommended that Teacher Candidates gradually assume full responsibility for the class by observing, assisting, team teaching and eventually teaching on their own. The guidelines below are to help the Teacher Candidates plan the experience.

Early in the Block 4 Student Teaching Experience

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

During the Block 4 Student Teaching Experience

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

Near the end of the Block 4 Student Teaching Experience

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

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

Assignment of Teacher Candidates

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

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

Withdrawal and Removal from Student Teaching

1) In cases where a student is removed from a student teaching placement for reasons unrelated to the student’s dispositions or performance, all efforts will be made to secure a new placement as quickly as possible.

2) Students removed from student teaching for dispositional or performance reasons will be required to meet with their University Supervisor, a representative of the program (currently the liaison or program coordinator), the Director of OCE, and if appropriate, their Cooperating Teacher to design and agree upon an action plan to remediate the concerns raised during the student teaching placement. The requirements of the plan shall be successfully completed prior to the student being offered a new placement. (In no event will a) Students removed from a placement for performance or dispositional reasons should not expect to be offered a new placement during the semester in which they were removed.

3) A student who withdraws from a student teaching placement after the placement has begun without the consent of his/her University Supervisor will be required to meet with their University Supervisor, a representative of the program (currently the liaison), the Director of OCE, and if appropriate, their Cooperating Teacher, to design and agree upon an appropriate action plan. The requirements of the plan shall be successfully completed prior to the student being offered a new placement. In no event shall the student expect to be offered a new placement during the semester in which they withdrew.
Action Plans

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

There are two levels of action plans:

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

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

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

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

A student removed from a placement for failure to comply with an action plan will be given a new placement only when the action plan has been successfully completed. (In no event shall the) Students should not expect to be offered a new placement during the semester in which the removal took place. *(Adopted Fall 2013)*

**Student Teaching Calendar**

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

**Student Teaching Contract Days** Once you begin full-time you will follow the calendar of your cooperating school, not the calendar of St Cloud State University. This includes taking breaks only when your cooperating school is on break.

You must be present for the full contractual teaching day.

**Inservice/meetings** Attend all functions that your Cooperating Teacher is required to attend, including meetings, inservice days, and/or conferences provided those activities do not interfere with SCSU classes.
Attendance Expectations

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

All absences (including partial day absences) must be discussed with your University Supervisor as well as your Cooperating Teacher. **More than two absences in a given semester will cause your student teaching assignment to be extended or canceled.** Absences should be handled as follows:

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

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

- **In case of emergency/bereavement**
  
  Contact* your Cooperating Teacher and University Supervisor as soon as possible.

- **In case of strike**
  
  Contact* your University Supervisor or Elementary Program Coordinator as soon as possible. During the strike the university will provide alternative courses of action to meet the educational needs of the Teacher Candidate.

- **In case of poor weather conditions**
  
  Follow your cooperating school’s policies.

- **Attendance at Career Fair**
  
  Students registered for a Career Fair (applies to spring semester only) are allowed to be absent for that day; however, this absence must be prearranged and will count as an absence.

**NOTE:** Students are required to attend the On Campus Professional Development Conference during their Block Four student teaching, which will not count as an absence.

*Contact-Communication is complete when response is received.

*(Taken from MnSCU agreement)*

The Student understands and agrees that:

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

- Data Privacy
- Boundary Issues
- Child Abuse
- Diversity
- School Safety
Data Privacy--“Keep student information private”

(Education Minnesota, Classroom Essentials 2007-08)

Much of the information you will deal with is private educational data on students and is protected by both state and federal privacy laws. Sharing information when there is no valid educational reason for doing so may subject you to discipline by the district and to civil liability. When discussing students with colleagues, ask yourself whether the discussion is really necessary to provide educational services to the student. **Do not discuss individual students outside the school setting. Be extremely careful what you say about students in the Teacher’s Lounge as not everyone in the room has a right to know private data—this includes other teachers in the building.** Be sure volunteers in your classroom know they must keep information on students private.

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

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

(Education Minnesota, Classroom Essentials 2007-08)

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

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

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

Child Abuse--“Teachers must report suspected abuse”

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

(Education Minnesota, Classroom Essentials 2007-08)

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

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

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

Diversity--“Bring balance to your classroom”

(Education Minnesota, Classroom Essentials 2007-08)

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

Here are some suggestions:

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

• **Vary your teaching style.** Students bring different experiences and learning styles to your classroom, so use a variety of approaches to be sure everyone is successful.

• **Build on diversity in your everyday teaching.** Students’ multicultural experiences are assets that can be used to help all students develop literary and critical thinking skills. Make connections through instructional themes relevant to many cultures.

• **Familiarize yourself with your district’s harassment policies.** Every district is required to have policies on racial and sexual harassment.

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

(Education Minnesota, Classroom Essentials 2007-08)

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

• **Familiarize yourself** with your district’s crisis management policy. Minnesota law requires all school districts to develop such a policy—in cooperation with staff, parents, law enforcement and others—to deal with a broad range of crises. The law spells out the minimum number of lock-down, fire and tornado drills to be included in the policy.

• **Make sure you receive training in crisis procedures,** including opportunities to practice the procedures with students present. Contact your union’s building representative or local president if your district does not offer this.

• **Know your school building.** Make sure you get a map and a complete tour of your school. Know where designated safe areas are and how to get there. Familiarize yourself with evacuation routes and alternate routes if the main route is blocked.

• **Know the staff and other adults** authorized to be in your school. If you see someone you don’t recognize, follow your school’s policy for reporting an unauthorized visitor.

• **Pay attention to warning signs** that a student could become violent. These include preoccupation with weapons and death, cruelty to animals and expressions of anger or violence in writings or drawings. Ask others at your school how to access resources for troubled youth.

• **Help foster a safe and respectful environment** in your classroom and school. Don’t tolerate bullying, harassment or physical violence. Teach students how to resolve conflicts and manage anger, and help them practice these skills in everyday life. Work with others at your school to implement school-wide anti-bullying and school safety programs.

• **For additional assistance,** you can access Education Minnesota’s Crisis Response Team through your building representative or local president. The team offers not only crisis assistance, but resources, training and preventative services.
Section V
Guiding Materials

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

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

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

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

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

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


The Lesson Planning Cycle

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

**Key Components of a Lesson Plan**

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

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

1. Are the objectives stated clearly? What is the purpose of this lesson?

2. Is the lesson at the student's correct level of difficulty?

3. Are the instructions specific and meaningful?

4. Is this the best way of obtaining this particular understanding, attitude or skill? Have alternative methods been considered?

5. Are the plans flexible?

6. Are a variety of activities being provided?

7. Is the homework assignment necessary, realistic, and consistent with the lesson taught?

8. What is the justification for viewing this film, discussing this news article, or assigning this reading?

9. Do the projected plans relate to the interests and experiences of the students in this classroom?

10. Has the Cooperating Teacher(s) been consulted on the various methods or techniques of teaching?

11. Are all of the materials readily available?

12. Are these lesson plans consistent with the philosophy of the Cooperating Teacher, the school, and the program?

13. Was enough time allowed to complete the assignments?

14. Does the lesson match the objective/s?

15. Does the assessment match the objective/s?

16. Have multiple (racial, gender, class, etc.) perspectives on the content of the lesson been considered and included where appropriate?
ed TPA Video Taping Reflection—Watch your videotaped lesson, reflect on the following points and ask yourself if this lesson meets the criteria for the edTPA:

1. **Context of Lesson**—when, where, how many children, title of activity, etc. and any other pertinent information you think necessary to explain the context of the lesson.

2. **Body Language**: What did you notice about how your body language affected the lesson/activity. What was the body language of the children informing you of your practice? Be sure to reflect on your strengths and ways you could improve.

3. **Fairness in Including All Children**: Gender, ethnicity, quiet children, demanding children, children with other special needs, etc. How fair were you in including all children? What evidence shows this?

4. **Your Voice quality, articulation and proper use of the English Language**: Could you be heard and understood by all? Fluent, hesitant, use of weak speech (tags at end of sentences: OK?) etc.

5. **Encouraging Strategies**: Acknowledgements, reflective speech (of actions and feelings), encouraging words. Tone of voice, etc.

6. **Questioning Techniques**: Types of questions asked (give examples) Higher order thinking, comprehension, rote, etc. How much wait time did you give?

7. **Classroom Management Techniques**: What strategies did you try? Were they effective? Did you set expectations for transitions?

8. **Other**: How will you use this feedback to increase the quality of your instruction?
Self-Managed Credentials for Teacher Candidates

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

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

Credentials often include:

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

Teaching Portfolios (optional)

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

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

- Observation and Evaluation Procedures
- Formative Observations
- Tk20 Data Management System
- Midterm (End of Block 3) Assessment
- Summative Assessment
- Action Plan
- Feedback to University Supervisor
- Student Teaching Self-Evaluation
- Contact Information Form
Observation and Evaluation Procedures

Evaluation of a Teacher Candidate has two major purposes:

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

Formative Observation Assessment

A minimum of six observation forms must be completed during the two semesters of student teaching experience by both the Cooperating Teacher and the University Supervisor. The forms are signed by both the Teacher Candidate and observer. Evaluation of teaching effectiveness is a daily process. The Cooperating Teacher is encouraged to discuss written observations on a continuous basis with the Teacher Candidate.

Midterm (End of Block 3) Assessment of Student Teaching

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

Summative Final Evaluation of Student Teaching

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

Action Plan for Professional Growth

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

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

Teacher Candidate Self-Evaluation

The Teacher Candidate is expected to gain competence in reflective teaching. To this end, the Teacher Candidate is required to complete a self-evaluation form at the end of first student teaching experience and again at the end of the final student teaching experience. The Teacher Candidate will share these self-evaluations with the Cooperating Teacher for comment and signature and will submit the completed form to the University Supervisor.
**STANDARD & INDICATORS:** List the indicator for which evidence is provided.  
E = Effectively Used;  
NI = Needs Improvement

**EVIDENCE:** *Specific evidence must be provided for each indicator observed.*  
List *specific examples* of what the candidate did to meet the standard – do not just repeat the indicator.

**SUGGESTIONS FOR GROWTH and/or action needed:**  
*Check the box ☑ if an action plan or additional comments are attached.*

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<tbody>
<tr>
<td><strong>1) SUBJECT MATTER □</strong></td>
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<td>E:</td>
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<td>NI:</td>
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<td><strong>2) STUDENT LEARNING □</strong></td>
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<td>E:</td>
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<td><strong>3) DIVERSE LEARNERS □</strong></td>
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<td><strong>4) INSTRUCTIONAL STRATEGIES □</strong></td>
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<td><strong>5) LEARNING ENVIRN/CLSRM MGMT □</strong></td>
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Observer:_________________________ Date:________________

Teacher Candidate:_________________ Date:_____________

**REV. MAY 2014**

**STANDARD & INDICATORS:** E = Effectively Used;  
NI = Needs Improvement

**EVIDENCE:** *Specific evidence must be provided for each indicator observed.*  

**PAGE 2 OF 2**

**SUGGESTIONS FOR GROWTH and/or action needed:**
6) **COMMUNICATION** □

   E: 
   
   NI: 

7) **PLANNING INSTRUCTION** □

   E: 
   
   NI: 

8) **ASSESSMENT** □

   E: 
   
   NI: 

9) **REFLECT AND PROF. DEVELOP** □

   E: 
   
   NI: 

10) **PARTNERSHIPS** □

   E: 
   
   NI: 

11) **PROF. DISPOSITIONS** □

   E: 

   NI: 

*Additional standards specific to the discipline may also be required.*

Teacher Candidate: ________________________________

Date of Observation: ______________________________

Grade Level: ___________________________ Course/Subject: ___________________________ School: ___________________________

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

Observer: ________________________________ Date: ________ Teacher Candidate: ________ Signature Signature

White copy – OCE/Observer  Canary Copy – Student
ST. CLOUD STATE UNIVERSITY
Formative Observation Assessment

ADDITIONAL COMMENTS

Teacher Candidate ____________________________ Subject / Grade ________________

Observer ____________________________ Date ______________________

The comments below are related to Standard # ______

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

Rev. June 2005

White Copy – OCE/Observer Canary Copy – Student Page_____
St Cloud State University Observation and Conference Guide

Teacher Candidate ____________________________ Cooperating Teacher ____________________________ Grade __________

Lesson ___________ School/City ____________________________

Co-Taught Lesson: Yes  No
Strategy(ies) used: One Teach/One Observe  One Teach/One Assist  Station  Parallel  Supplemental
Alternatives: Team

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>☐ 1. Subject Matter</td>
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<td>☐ 2. Student Learning</td>
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<td>☐ 3. Diverse Learners</td>
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<td>☐ 4. Instructional Strategies</td>
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<td>☐ 5. Lrng.Env./ Class Mgmt.</td>
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<td>☐ 6. Communication</td>
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<td>☐ 7. Planning / Instruction</td>
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<td>☐ 8. Assessment</td>
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<td>☐ 9. Reflection and Prof. Dev.</td>
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<td>☐ 10. Partnerships</td>
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<tr>
<td>☐ 11. Professional Dispositions</td>
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Strengths:

Suggestions for Development:

Observer ___________________________________________ Teacher Candidate ____________________________

Date ___________

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

Revised 5/07
**St. Cloud State University**  
Elementary Education Program  
Midterm (End of Block 3) Assessment of Student Teaching

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

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

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

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<table>
<thead>
<tr>
<th>Standard 1: Subject Matter</th>
<th>Projects a strong conceptual background, builds connections, finds information, integrates multiple perspectives.</th>
<th>Projects an adequate background and understanding.</th>
<th>Displays a weak background and/or a disinterested attitude.</th>
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</thead>
<tbody>
<tr>
<td>Standard 2: Student Learning</td>
<td>Provides opportunities for students to think, apply information and skills, make connections and create meaning.</td>
<td>Transfers information adequately /provides few opportunities for students to think, apply information and skills, make connections and create meaning.</td>
<td>Transfers information inadequately / provides few opportunities for students to think, apply information and skills, make connections and create meaning.</td>
</tr>
<tr>
<td>Standard 3: Diverse Learners</td>
<td>Consistently strives to create instructional opportunities that accommodate learners with diverse cultural backgrounds, varied learning styles, and exceptionality in learning.</td>
<td>Occasionally creates instructional opportunities that accommodate learners with diverse cultural backgrounds, varied learning styles, and exceptionality in learning.</td>
<td>Makes little effort to accommodate diversity in learners.</td>
</tr>
<tr>
<td>Standard 4: Instructional Strategies</td>
<td>Understands and strives to consistently use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.</td>
<td>Understands and occasionally uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.</td>
<td>Uses a limited variety of instructional strategies.</td>
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**Name: ___________________________  Signed: ___________________________  Date: ___________________________**  
Cooperating Teacher or University Supervisor

**Rev. October 2008**  
University Supervisor/Cooperating Teacher  
SCSU is an affirmative action/equal opportunity educator and employer. Upon request this document will be made available in large print or audio tape.
Standard 6: Communication
Demonstrates effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
Conveys ideas reasonably well, provides some opportunities for student interaction.
Communicates in a confusing simplistic, or inarticulate manner, provides minimal social interaction.

Standard 7: Planning Instruction
Consistently plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
Occasionally plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
Minimally plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment
Consistently uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.
Occasionally uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.
Minimally uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.

Standard 9: Reflection & Professional Development
Consistently demonstrates reflective practice to evaluate the effects of his/her choices and actions on others.
Occasionally demonstrates reflective practice to evaluate the effects of his/her choices and actions on others.
Fails to demonstrate reflective practice to evaluate the effects of his/her choices and actions on others.

Standard 10: Partnerships
Consistently fosters relationships with school colleagues, parents/guardians, and larger community to support students’ learning and well-being.
Cooperates with school colleagues and fulfills requirements.
Demonstrates minimal concern for cooperation, inadequately fulfills requirements.

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

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

High Performance Low Performance

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

Name:___________________________________________ Signed:________________________________________  Date:_________________
Cooperating Teacher or University Supervisor

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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Level of Performance</th>
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<tbody>
<tr>
<td><strong>Standard 1 - SUBJECT MATTER</strong></td>
<td>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.</td>
<td>□ 4 □ 3 □ 2 □ 1</td>
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<td></td>
<td>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</td>
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<td>Name:_________________________________________ Signed:_________________________________________ Date: __________</td>
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<td>Cooperating Teacher or University Supervisor</td>
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<td>Teacher Candidate Name: ____________________</td>
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<td></td>
<td>SCSU is an affirmative action/equal opportunity employer. Upon request this document will be made available in large print or audio tape.</td>
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<tr>
<td><strong>Standard 2 – STUDENT LEARNING</strong></td>
<td>The candidate understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.</td>
<td>□ 4 □ 3 □ 2 □ 1</td>
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<td>Addresses physical, social, emotional, moral &amp; cognitive development in instructional decision-making • Demonstrates respect for diverse talents of all learners • Links new ideas to already familiar ideas and provides opportunities for active engagement • Encourages students to assume responsibility for learning • Listens thoughtfully and responds appropriately • Uses strengths as a basis for growth &amp; errors as an opportunity for learning • Assesses student learning and designs instruction accordingly • Uses</td>
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<td>Standard</td>
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<tr>
<td>Standard 7 – PLANNING INSTRUCTION</td>
<td>The candidate plans instruction based upon effective instruction to meet curriculum goals, linking short and long range term plans to students needs and performance, based on principles of effective instruction • Plans instruction using contextual considerations that bridge curriculum and student experiences • Values planning as a collegial activity</td>
<td>☐ 4 ☐ 3 ☐ 2 ☐ 1</td>
</tr>
<tr>
<td>Standard 6 – COMMUNICATION</td>
<td>The candidate uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.</td>
<td>☐ 4 ☐ 3 ☐ 2 ☐ 1</td>
</tr>
<tr>
<td>Standard 5 – LEARNING ENVIRONMENT</td>
<td>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.</td>
<td>☐ 4 ☐ 3 ☐ 2 ☐ 1</td>
</tr>
<tr>
<td>Standard 4 – INSTRUCTIONAL STRATEGIES</td>
<td>The candidate understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.</td>
<td>☐ 4 ☐ 3 ☐ 2 ☐ 1</td>
</tr>
<tr>
<td>Standard 3 – DIVERSE LEARNERS</td>
<td>The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</td>
<td>☐ 4 ☐ 3 ☐ 2 ☐ 1</td>
</tr>
<tr>
<td>Standard 2</td>
<td>Plans instruction using content and learning goals to engage students in active learning, using materials, resources &amp; technology</td>
<td>☐ 4 ☐ 3 ☐ 2 ☐ 1</td>
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<tr>
<td>Standard 1</td>
<td></td>
<td>☐ 4 ☐ 3 ☐ 2 ☐ 1</td>
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<tr>
<td>Standard</td>
<td>Indicators</td>
<td>Level of Performance</td>
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<tr>
<td>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.</td>
<td>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</td>
<td>□ 4 □ 3 □ 2 □ 1</td>
</tr>
<tr>
<td>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.</td>
<td>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</td>
<td>□ 4 □ 3 □ 2 □ 1</td>
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<tr>
<td>SCSU is an affirmative action/equal opportunity employer. Upon request this document will be made available in large print or audio tape.</td>
<td>Name: ____________________________ Signed: ____________________________ Date: ________ Cooperating Teacher or University Supervisor Teacher Candidate Name: __________________________________________________________________________________________</td>
<td>Page 3</td>
</tr>
<tr>
<td>Rev. Spring 2009 Standard 10 – PARTNERSHIPS The candidate fosters relationships with school colleagues, parents and agencies in the larger community to support students’ learning and well-being.</td>
<td>Understands how factors outside of school influence student learning • Understands &amp; implements laws related to student rights and teacher responsibilities • Respects the privacy of students and confidentiality of information • Understands the influence of use and misuse of tobacco, alcohol, drugs and other chemicals on student life and learning • Collaborates with other professionals to enhance the overall learning environment for students • Develops respectful, cooperative partnerships with families, colleagues and community to foster student learning and well being</td>
<td>□ 4 □ 3 □ 2 □ 1</td>
</tr>
<tr>
<td>Standard</td>
<td>Indicators</td>
<td>Level of Performance</td>
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<td>-------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>PROFESSIONAL DISPOSITIONS</strong> The candidate models professional behaviors and attitudes consistent with that of a high quality teacher.</td>
<td>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</td>
<td>□ 4 □ 3 □ 2 □ 1</td>
</tr>
</tbody>
</table>

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

Name: _____________________________________  Signed: ___________________________________________  Date: _____________

Cooperating Teacher or University Supervisor

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

Name: _______________________________ Signed: _______________________________ Date: ______________

Teacher Candidate Name: ____________________________________________________________

Rev. Spring 2009
SCSU is an affirmative action/equal opportunity educator and employer. Upon request this document will be made available in large print or audio tape.
Standard 1 - Subject Matter  The candidate understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

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

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

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

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

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

Standard 4 – Instructional Strategies  The candidate understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.

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

Standard 5 – Learning Environment  The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

a) Draws from a variety of disciplines to develop strategies for organizing and supporting individual and group work (K)  
b) Helps students work productively and cooperatively (K)  
c) Creates an environment of openness, mutual respect, support, inquiry and learning (P)  
d) Expresses and uses democratic values in the classroom (D)  
e) Uses different motivational strategies to support continual learning for each student (D)  
f) Maximizes the amount of class time spent in learning (P)  
g) Develops expectations for student interactions and responsibilities (P)  
h) Makes decisions and adjustments to enhance social relationships, student motivation and student engagement (P)  
i) Organizes and monitors independent and group work to allow for participation of all students (P)
Standard 6 – COMMUNICATION The candidate uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

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

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

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

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

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

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

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

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

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

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

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

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

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

Name: ___________________________________________ Date: ______________________________

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

Skill or trait to work on:

Plan for Action: (be specific)

Time needed: ________________ Date to be accomplished: ________________

Resources needed: (people and materials)

__________________________________________________________
Teacher Candidate Date

__________________________________________________________
Cooperating Teacher University Supervisor

_______ Achieved ______________________________ Date ________________
Teacher Candidate

_______ Not Achieved ______________________________
University Supervisor

Use the back of this sheet or an additional sheet for comments
# FEEDBACK TO UNIVERSITY SUPERVISOR

0 = Did Not Occur; NA = Not Applicable

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Never</th>
<th>Sometimes</th>
<th>Always</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Stated expectations clearly</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>B. Observed regularly (minimum of three visits per half semester)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>C. Shared observation and conference guides</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>D. Conducted helpful conferences</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>E. Provided diagnosis, feedback, and guidance</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>F. Gave tactful criticism and useful suggestions</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>G. Helped develop self-evaluation skills</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>H. Permitted you to express your needs and ideas</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I. Made you comfortable in relating your feelings/concerns</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>J. Showed interest in and concern for you as a person</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Comments**: (Include reasons for your ratings.)

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

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

47
Student Teaching Self-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 Learner:**

- **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)

Elementary: Block 3  
Block 4
Important Contact Information

Kathryn Young (director of OCE) kayoung@stcloudstate.edu 320-308-4783

Cooperating Teacher(s) __________________________________________
________________________________________

University Supervisor ___________________________________________

Cooperating School Office _________________________________________

Others (student teaching cohort) __________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Section VII
Cooperating Teacher Documents
Expectations of Cooperating Teachers

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

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

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

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

Orientation

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

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

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

**The Cooperating Teacher orients the pupils by:**
- informing them before the Teacher Candidate arrives that there will be another teacher in the room
• establishing the Teacher Candidate in the role of another teacher
• introducing the Teacher Candidate to all classes

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

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

Participation
It is important to have the Teacher Candidate assume some responsibilities immediately. These responsibilities will vary from school to school and with different grade levels. Participation is intended to help the Teacher Candidate gain confidence. Possibilities for participating might include:
• taking roll
• giving assignments
• reading a story or poem
• assisting with supervision of students
• administering and checking tests
• providing individual help for pupils
• sharing in lesson planning
• contributing as a member of an instructional team
• sharing special talents or experiences

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

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

• NEVER use a Teacher Candidate as a substitute teacher. He/she is not licensed and it is illegal.
Lesson plans are required and should be reviewed by the Cooperating Teacher two days before the lesson is taught. Each lesson plan should contain objectives, materials needed, procedures, plans for follow-through, and summarization of evaluation procedures. During the first part of the teaching assignment, the lesson plans should be in much greater detail.

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

The Cooperating Teacher needs to complete at least six observation forms (three per eight-week experience) to share with the Teacher Candidate and the University Supervisor.

A successful student teaching experience is based on open, honest communication among all parties involved. Periodic three-way conferences (Teacher Candidate, Cooperating Teacher, and University Supervisor) are suggested. You are encouraged to contact the University Supervisor at any time to express concerns or to share reservations.

Midterm (End of Block 3) Assessment and Final Summative Assessment forms are to be completed the last week of the student teaching assignment. Please share these assessments with your Teacher Candidate. PLEASE TYPE the Narrative Assessments in both forms, make sure to sign both pages, and submit the forms to the University Supervisor.

Thank you for your cooperation and for sharing your professional talents with the Teacher Candidate.
Section VIII
University Supervisor Documents

- Expectations of University Supervisors
- Three-Way Meetings
- University Supervisor Checklist
- Important Pages
EXPECTATIONS OF UNIVERSITY SUPERVISORS

Supervisor Responsibilities:

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

Some information in this section was gathered by researching other university teacher candidate/field experience handbooks including, the University of Northern Iowa and Southern Illinois University at Carbondale.
First Three-way Meeting  
(Teacher Candidate, Cooperating Teacher, University Supervisor)  
(schedule before school, after school, planning time, lunch-20 minute time frame)

First Three-way meeting agenda

- Discussion of expectations of Teacher Candidate and Cooperating Teacher
  - 3 formal observations
  - Create an overall schedule for the entire experience
  - Lesson plans (format, turn around time, notebook)
  - Journaling, daily, weekly summary that addresses standards
  - edTPA requirements
  - Action plans (when things are mentioned, do it), formal plan
  - Plans for absences

- Exchange contact information

Final Three-way Meeting-Block 3  
(Teacher Candidate, Cooperating Teacher, University Supervisor)  
(schedule before school, after school, planning time, lunch-time frame 20+ minutes)

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

Final Three-way Meeting-Block 4  
(Teacher Candidate, Cooperating Teacher, University Supervisor)  
(schedule before school, after school, planning time, lunch-time frame 20-45 minutes)

- Final Summative Assessment
**Student Teaching Checklist**

**Elementary K-6 Teacher Candidates**  

**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.*

**BLOCK 3:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td></td>
<td>Minimum of 3 formative assessment forms from university supervisor</td>
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|   | Block 3 MIDTERM – complete in TK20  
  |   | _____ Check here if completed in TK20. No copies needed. |
|   | Student Teaching Self-Evaluation (Students will find in ST handbook. They download and fill out. Bring to final 3-way conference)  
  |   | _____ Check here if completed in TK20. No copies needed. |
|   | Action Plan for Professional Growth (if appropriate) |

**BLOCK 4:**

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|   | Action Plan for Professional Growth (if appropriate) |
|   | Summative Assessment of Student Teaching - University Supervisor – completed in TK20  
  |   | If not, then please submit 2 total copies for OCE.  
  |   | _____ Check here if completed in TK20. No copies needed. |
|   | Summative of Student Teaching each semester - Cooperating Teacher – completed in TK20  
  |   | If not, then please submit 2 total copies for OCE.  
  |   | _____ Check here if completed in TK20. No copies needed. |

- The materials listed above are required for each student teacher you supervise and 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. It is your responsibility to ensure that all student teaching materials are received by the Office of Clinical Experiences within five days after the end of finals after the student teaching experience has ended.

Revised 2014