



SPECIAL EDUCATION

Cooperating Teacher HANDBOOK

Department of Special Education
College of Education
St. Cloud State University

<http://www.stcloudstate.edu/SPED/>

2017-2018

**SCHOOL OF EDUCATION***Teaching Leading Serving*

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August 31, 2017

Dear Teachers ~

I would like to take this opportunity to express our deepest gratitude for your willingness to give back to your profession in a very important way – by hosting a student teacher in your classroom this semester. Our newest professionals absolutely require the modeling, mentoring, support, assurances, and challenges that we know participation in your classroom will provide. Your legacy as a professional will be realized, in part, through the new teacher candidates with whom you work.

The final clinical experience (student teaching) is a very important capstone in the preparation of our teacher candidates. Here the teacher candidates are able to put into practice all of the knowledge, skills, dispositions, and professional development that they have been honing for many semesters. Your role in helping them to bridge their university preparation into their professional practice is key in their journey. This is the time that sets the stage for the teacher candidates in terms of how they will approach their work as new professionals. We cannot emphasize enough the importance of your role and our faith in the learning that they will experience under your tutelage.

Be assured that you will be well supported throughout this experience. This clinical experience is a collaborative effort between university faculty and, you, our colleagues in the public schools. The Office of Clinical Experiences (OCE) has worked hard to ensure that the teacher candidates are well prepared and that they will collaborate with you to enhance your positive learning environment. We will support you in understanding your roles and responsibilities during this time. Should you have any questions regarding your clinical experience, please do not hesitate to contact the OCE.

Finally, I would like to acknowledge the tremendous impact you will have as an educator and mentor. We believe that these classroom and school interactions are crucial experiences, and you can expect from our students a strong work ethic, commitment, and dedication to teaching that will result in a positive impact on learning for every student in your classroom. Thank you for walking with us in this journey of preparing the next generation of educators.

I wish you the best during this exciting time!

Sincerely,

A handwritten signature in cursive script that reads 'Jennifer Mueller'.

Dr. Jennifer Mueller
Dean, SCSU School of Education

Cooperating Teacher Packet

Special Education Student Teaching Practicum

St. Cloud State University

Instructor:	Bradley Kaffar	Jolaine Beddow-Beste
Office:	EB B-133	EB B-242
Email:	bjkaffar@stcloudstate.edu	jmbeddowbeste@stcloudstate.edu
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Requirements

- Teacher candidates must attend all contracted hours that the cooperating teacher is expected to be at school.
- Teacher candidates must attend all IEP and other due process meetings that the cooperating teacher attends.
- Based on individual student progress and skills, university supervisors may require teacher candidates to access specific materials that will support their individual growth and development.
- Teacher candidates may be asked to implement specific strategies independent of what you as their cooperating teacher do. As the certifying agency, teacher candidates must be able to perform to the standards set by the special education department.
- Teacher candidates must meet the teaching standards set by the Minnesota Board of Teaching (links included in this document).
- Teacher candidates should spend approximately one-third of the time they are placed with you in control of the classroom. The first third could be dedicated to getting to know you, the students, and your systems. The middle third could have you and the student teacher co-teaching with the majority of the lesson plans being done by him/her. Finally, the last third could be transitioning full control back to you.

Minnesota Board of Teaching Standards

All teacher candidates must meet the Minnesota Board of Teaching competency standards. These standards can be found at the links below. You should review them so that you can monitor the progress of your teacher candidate, just as the university supervisor(s) will.

Standards of Effective Practice that apply to all teachers

<https://www.revisor.mn.gov/rules/?id=8710.2000>

Area specific standards

DD: <https://www.revisor.mn.gov/rules/?id=8710.5400>

EBD: <https://www.revisor.mn.gov/rules/?id=8710.5600>

SLD: <https://www.revisor.mn.gov/rules/?id=8710.5700>

Professional Concerns

The Department of Special Education has Professional Concerns Process in place. Unprofessional performance and/or conduct by the teacher candidate in the practicum may result in the initiation of this process.

These dispositions are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) principles, the Minnesota Standards of Effective Practice for Teachers, and will be part of how you evaluate your teacher candidate.

1. Demonstrates enthusiasm
2. Is reliable – arrives on time, ready to participate
3. Accepts and completes responsibilities assigned by instructor and group members
4. Demonstrates flexibility, adapts easily to changing circumstances
5. Demonstrates initiative – seeks to make a contribution to the class
6. Demonstrates respect for fellow students and instructor
7. Dresses appropriately for the classroom
8. Demonstrates mature, respectful and appropriately friendly behavior and mannerisms
9. Demonstrates ability to work collaboratively
10. Exercises sound professional judgment when working with others

Checklist and Timeline of Tasks for Cooperating Teacher

- ☐ **SCSU Formative Observation Assessments** **When: Throughout**
Using the SCSU Indicators of Effective Teaching as a guide, observe three lessons and share your observations with the teacher candidate after each lesson. Give the teacher candidate a copy of your written comments.
- ☐ **Checklist for Professional Behavior** **When: At the end**
The Checklist for Professional Behavior form assesses things such as establishing relationships, meeting deadlines, taking initiative, etc. You can fill the form out anytime if you have concerns about the teacher candidate's professionalism or you might use it in the style of a weekly discussion starter. At a minimum, please discuss with the teacher candidate within the first week, at the middle of the experience, and once again in the last week. Fill it out in week eight and share it with the teacher candidate, then return this final version with the rest of these documents.
- ☐ **Checklist for Classroom Management** **When: At the end**
The Classroom Management form assesses things such as the physical arrangement of the room, how expectations are conveyed, if the teacher candidate follows through and how consequences are given, etc. Use as a discussion starter or generalized outcome measure. At a minimum, please discuss with the teacher candidate within the first week, at the middle of the experience, and once again in the last week. Fill this form out in week eight, share with student, then send in final version.
- ☐ **SCSU Summative Assessment of Student Teaching** **When: At the end**
There are 4 boxes. Check the one that best fits, remembering that it's likely that a teacher candidate will be at the developing (with a score of 2) or competent level (with a score of 3) by the end of student teaching. Experienced teachers would be considered proficient (with a score of 4). If a teacher candidate is failing, s/he will be in the unsatisfactory range (with a score of one).
- ☐ **Letter of Recommendation** **When: At the end**
Write a letter of recommendation and print it on school letterhead. Give a copy to the teacher candidate and include a copy with the rest of these documents.
- ☐ **University Supervisor Evaluation** **When: At the end**
Complete the evaluation and include it with the rest of these documents or send it separately to the attention of the "OCE Liaison".
- ☐ Mail all documentation to:

(Dr. Jolaine Beddow-Beste)
Department of Special Education
Education Building, A211
720 So. 4th Ave
St. Cloud, MN 56301-4498

Teacher Candidate's Assignments

Student teaching assignments will be completed according to the following table:

Assignments

Student teaching assignments will be completed according to the following table:

1st Block	2nd Block
Tasks 1, 2, and 3 of edTPA	Remediation of Tasks 1, 2, and 3 of edTPA
Foundational Knowledge of Special Education	
Physical Environment Review	Physical Environment Review
Behavioral Environment Review	Behavioral Environment Review
<-----Subject Matter Reflection----->	
Evaluation Summary Report (either block)	Evaluation Summary Report (either block)
<-----IEP Development----->	
	Curriculum-Based Measurement (Aligned with Methods Class)
Planning Instruction/Lesson Plans	Planning Instruction/Lesson Plans
<----- Co-Teaching Experiences Reflection ----->	
	Self and Program Reflection

1. Foundational Knowledge of Special Education

The purpose of this assignment is to establish your competency as a teacher of students with disabilities. Review the state and district handbooks for the disability category in which you're student teaching. [If no district handbook exists, the state one alone will be sufficient.] Write a paper that describes the following points. Do not cut and paste from external sources; whenever possible use your own words. Refer to the rubric on D2L. Done only in first placement and due before starting the second placement.

- State definition of the disability category
- State eligibility requirements for your disability area
- State and federal safeguards of the rights of stakeholders (e.g., the child, parents, general education teachers, the school district). Specifically reference the parents' Rights and Responsibilities brochure that is required to be distributed to parents at IEP team meetings.
- List the components of a legally defensible IEP
- How are the following laws addressed in your building?
 - Americans with Disabilities Act
 - Section 504 of the Vocational Rehabilitation Act
 - Individuals with Disabilities Education Act
- Roles and responsibilities of the special education teacher
- What are the best practices regarding communication with stakeholders?
- Potential bias issues that impact teaching and interactions with students and their families

2. Physical Environment Review

Describe the physical setting of school. Describe classroom and draw a map of its layout. What things do you find to work out well for the teacher, paraprofessionals, and the students? Describe three things you would change or improve if it were your own classroom? Check out this website for ideas: <http://pinterest.com/janauma/classroom-set-up-ideas/>. Done in both placements.

3. Behavioral Environment Review

Describe the classroom management systems that are used by your cooperating teacher. Even though your teacher may not subscribe to an entire program or there may not be an obvious system, behavior is always being managed or not managed. Describe the routines in place and evaluate whether new routines would be useful. Discuss the expectations for behavior in the room and how those expectations were established and how they are communicated. Discuss the use of positive reinforcement (making some behaviors occur more often by adding or saying something), negative reinforcement (making some behaviors occur more often by taking something away), and punishment (making some behaviors occur less often by any method). Are logical consequences used? How about restorative justice? Done in both placements.

4. Subject Matter Reflection

Find the grade-level state standards for the content areas you're teaching. In one paragraph, provide a general statement of the types of skills students of this grade level should have or should be learning. How do the activities of the classroom (and your lesson planning) address these grade-level benchmarks for the students you are teaching? If you and your cooperating teacher are not teaching at the students' grade levels, provide a rationale and describe what standards you use to measure the students' progress. Done in both placements.

5. Evaluation or Summary Report

Participate in an eligibility assessment for a child with or suspected of having a disability in the area in which you are student teaching. Using the forms available as a template on the D2L site, write the evaluation summary report with the help of your cooperating teacher. If your cooperating teacher doesn't have any students who are being evaluated or re-evaluated during your placement, you should seek another teacher you could work with for this project. You should include assessment information done by other professionals directly word for word, exactly as would be done in a regular evaluation team meeting. Any identifying information of the school or of the child left in will require you to resubmit this assignment, as any breach of confidentiality on the job could be reason for termination. Done in only one placement.

6. IEP Development

With the help of your cooperating teacher, create an individualized education plan (IEP) for one student. Use the template that is available on D2L. You may not submit your IEP on the school district forms. You must include a data collection sheet for every goal that you identify. Any identifying information of the school or of the child left in will require you to resubmit this assignment, as any breach of confidentiality on the job could be reason for termination. The grading rubric is available on D2L. Done in both settings.

7. Ongoing Academic Assessment - (CBM)

Ongoing academic assessment has become an integral component of good teaching for both general and special education teachers. Academic assessment that can be done informally and on an ongoing-basis is the most practical and effective. For this assignment you must design and implement an academic curriculum based measurement (CBM) project using one student on your cooperating teacher's caseload. Done in one setting.

Your project must include all of the following steps:

- a) Assess a student's current level with at least 3 baseline data points.
- b) Develop an instructional blueprint.
- c) Create a chart on which you plot the baseline data, a long-range goal (LRG), and the daily intervention data.
- d) Teach and monitor the student regularly gathering and 20 intervention data points.
- e) Adjust the long-range goal based on the guidelines discussed in SPED 419/519.
- f) Case Study Report which should include:
 - a. Student's background information
 - b. The student's (and peers' if you have that data) baseline data
 - c. The long range goal
 - d. The short term objective
 - e. The rationale for the selection of the skills and goal
 - f. A detailed description of the measurement procedures
 - g. The completed blueprint
 - h. The performance graph
 - i. Evaluation of the program, including whether the goal was attained, the effectiveness of the instructional blueprint and changes you made
 - j. Recommendations for future programming

8. Planning Instruction/Lesson Plans

You will write lesson plans every time you teach. However, you will need to provide detailed lesson plans using the edTPA lesson plan for two learning segments that you teach at each placement. Each learning segment will be at least 3 lessons long which means you will write a minimum of 12 edTPA lessons over the course of the semester.

9. Co-Teaching Experiences Reflection

A best-practices special education program will provide for instruction to occur in the least restrictive environments, which oftentimes is the general education setting. Being explicit about co-teaching strategies can benefit the relationship between the general and special education teachers or among professionals and paraprofessionals working together in self-contained settings. Working with your cooperating teacher or paraprofessionals review the co-teaching strategies included in this packet and then, together, pick two strategies that **you haven't been using yet** and try to implement them. In an email to your university supervisor, describe your experiences with the co-teaching models. Reflect on what worked and what didn't, and then what you would change to make co-teaching work better for you. Done in one setting, and no more than one page.

Co-Teaching Strategies

One Teach, One Observe	One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.
One Teach, One Assist	One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.

Station Teaching	The co-teaching pair divides the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used.
Parallel Teaching	Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.
Alternative/Differentiated Teaching	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.
Team Teaching	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

Adapted from Cook & Friend (1995)

10. Self and Program Reflection

Three questions that your supervisors will ask themselves about you as you complete this semester of student teacher are 1) Would I want my own child with a disability to be in this person's classroom? 2) Would I want to work next door to this person's classroom? And 3) Would I want to supervise this person if I were the principal or director? This reflection asks you to ask each of those questions to yourself and then respond with the things about you that would make you worthy of each of those positions, and then to declare what you will do to make yourself even more worthy. Be honest with yourself and in your writing because your supervisors will be honest with you.

The second part of this reflection asks you to comment on how your understanding of special education issues has changed from the time you entered to the time you completed your program. Done in last setting.

Teacher Candidate Questionnaire

Beginning	Middle	End
<ul style="list-style-type: none"> • What specific skills do you hope to learn from me? • What would you like to learn about writing an IEP? • How comfortable are you with administering the Woodcock-Johnson? • What would you like to learn about writing an Evaluation Report? • What skills do you feel you are very confident with? • At times I may have you work with other teachers, writing IEP's, assessments, etc. as possible. I will have you watch me do things, then we will do it together, then you will do it on your own. Do you have any concerns with this? • How comfortable are you with using a SmartBoard / ActivBoard? • Anything else you would like me to know? 	<ul style="list-style-type: none"> • Now that you have been here for a few weeks...please let me know how you think things are going. • What specific skills do you hope to learn that we have not yet covered? • What would you like to focus on for the remainder of your placement? • What can I do to help you get the most out of your teaching experience at [school]? • List any concerns you have about your placement so far...please feel free to be honest. That way I can do my best to meet your needs? • Anything else you would like me to know? 	<ul style="list-style-type: none"> • What do you feel you learned the most? • What do you wish we would have spent more time doing? • After this placement how would you rate your training and experience in writing an IEP? • After this placement how would you rate your training and experience in writing an evaluation summary report? • After this placement how would you rate your training and experience in teaching small groups? • After this placement how would you rate your training and experience in writing lesson plans? • After this placement how would you rate your training and experience in progress monitoring? • What can I do better to meet the needs of future teacher candidates? • What if anything was beneficial to you during your placement? • Anything else you would like me to know?

© 2012 Adapted from cooperating teacher Kelly Peterson at Pleasantview Elementary, Sauk Rapids, Minnesota.

Work to Rule Policy

Sometimes teachers who are working without a contract may implement a “work to rule” policy. The aim is to focus their professional time on students rather than on “extra” time in meetings and on committee work. You must finish all the requirements of your student teaching, but you should be aware of this situation and be empathetic. Because you are not a part of the local bargaining unit, however, you should in no way participate in formal or informal groups activities/issues regarding this matter. If you have questions, contact your supervisor and/or the Director of the Office of Clinical Experiences.

Suggestions to Guide Teacher Candidates

Policies of note:

- **All student teachers must have liability insurance.**
- **Even if the teacher candidate has Crisis Prevention Intervention (CPI) training, they should not use physical restraints with children (OCE, 2008).**
- **Teacher candidates should read the school's handbook and procedure manual prior to beginning student teaching. Special note should be taken regarding fire and tornado drill and lock down procedures. You may be responsible for providing directions to students to ensure their safety.**
- **Do not use schools computers for personal purposes. If you require privacy, don't use the school's computer to write your student teaching journals.**
- **Inappropriate photos and information on your Facebook or My Space sites should be deleted prior to student teaching. See to it that your friends delete pictures and information about you that would be inappropriate for your students to see.**
- **“Google” yourself so you are aware of the content that is on the Internet. Potential employers often do this too.**

During the first days in the placement the teacher candidate will find it helpful to:

- Become familiar with administrators, faculty members, related services professionals, and other school personnel;
- Learn about the expectations of student behavior, standards for evaluating students' behavior, and the particular disciplinary and behavior management system in place;
- Obtain a school handbook and other school bulletins which deal with school policies and regulations;
- Learn about school procedures such as attendance reports, nurse's services, and lunchroom facilities;
- Become familiar with school schedules, homeroom activities, assemblies, and teachers' duties;
- Learn the rules and regulations governing such activities as registration, fire drills, field trips, and excursions;

The teacher candidate may want to ask the following questions on the first day at the site:

- What time is the teacher candidate expected to be in the building each day? What time can s/he leave?
- What is the dress code?
- How does the teacher candidate work with paraprofessionals?
- What is the class make up?
- Can files be reviewed? What is the process for obtaining them?
- What kind of curricula and other materials are in the room?
- How are other materials obtained?
- What are the procedures for classroom management?
- Why is the room arranged the way it is arranged?
- When is a good time to meet every week?

Subsequent suggestions for the teacher candidate include:

- Learn as much as possible about the teaching situation;

- Initiate discussion with your cooperating teacher and determine a mutually agreed upon time to meet;
- Carefully observe the cooperating teacher;
- Carefully observe the students;
- Ask questions during conferences with the cooperating teacher;
- Remember that a positive attitude toward suggestions and feedback is best reflected in actions that follow the conference. Candidates may find it helpful to take notes;
- Remember that much success as a student teacher depends upon the ability to work effectively with the cooperating teacher and other professionals in the setting.

The teacher candidate should become acquainted with the students, preferably before assuming responsibility for teaching. The following suggestions may help establish rapport:

- Learn the names of students. A seating chart may facilitate this.
- Strive to gain an appreciation of cultural influences on individual students.
- Meet students in a social atmosphere such as a school party, lunchroom, or other situations suggested by the cooperating teacher.
- Strive to gain professional respect of students.
- Strive to gain rapport with students.
- Become informed about the specific learning and behavior expectations for individual and groups of students.

To increase effectiveness as a professional person, it is recommended that awareness and involvement in community activities while involved in the field experience should be encouraged. This awareness and involvement can result from:

- Studying the community and its cultural climate;
- Acquainting oneself with community organizations;
- Participating in community activities and organizations;
- Planning with the cooperating teacher to make the best use of available community resources.

Guidelines for developing professional awareness and responsibility can result from:

- Becoming familiar with the Minnesota Academic Standards, curricula, materials and procedures for all subject areas you teach.
- Reading various professional books, periodicals, journals and bulletins, and state publications;
- Assembling a bibliography of professional books, magazines, and other resource material;
- Becoming acquainted with the nature and functions of national, state and local professional organizations;
- Attending state and local workshops, clinics, conferences, or other meetings at which professional practices and developments are discussed;
- Talking with many practicing teachers to understand that there are multiple perspectives on the same topic.
- Teacher candidates are expected to follow the guidelines and regulations of the host school district as well as those guidelines and regulations that have been established by the building principal and cooperating teacher.

Expectations of Cooperating Teachers

Policies of note:

A licensed teacher must be in the room with the teacher candidate at all times when students are present.

A teacher candidate cannot be used as a substitute teacher.

Teacher candidates cannot perform physical holds even if they are CPI certified.

The cooperating teacher plays a major role in the education of the teacher candidate. Because of the significance attached to this supervisory role, it is necessary that the cooperating teacher be thoroughly

familiar with a number of guidelines. The policies and procedures described in this handbook should provide assistance in this role. In addition, we invite your suggestions and comments for future revisions of this document. The teacher candidate's background including a current resume and autobiography will be given to each cooperating teacher.

Throughout the teaching experience, the cooperating teacher and teacher candidate will function as a teaching team. **This will include cooperative planning, teaching, and evaluating. The quality of the daily supervision is essential to a high quality student teaching performance.** No other single factor is as important in the development of the total potential of a beginning teacher. During the early part of the experience, the cooperating teacher typically assumes the major responsibility for planning, teaching, and evaluating students while the teacher candidate thoughtfully observes.

The cooperating teacher is responsible for providing supervision and completing formal written observations on a teacher candidate as well as completing a final evaluation of each teacher candidate.

In their daily work with teacher candidates, cooperating teachers should:

- Meet at least once per week with the teacher candidate;
- Conduct three formal observations with written or verbal feedback;
- Help teacher candidates relate teaching theory to actual teaching in the classroom. Discuss with them the reasons for selection of methods and materials to be used;
- Try to assure understanding and application of the basic principles of learning;
- Monitor the development of teacher candidate's lesson plans; discuss the plans, and offer suggestions prior to the teaching of the lesson; help teacher candidates evaluate lessons after they are taught; encourage independent thinking in planning, use of materials, motivation, and teaching approaches;
- Submit a final evaluation and/or letter of recommendation. Send these to EB A-211;
- Withhold criticisms during a lesson except in rare cases;
- Help develop consistent classroom control, which is conducive to learning. This should include promoting self-control, positive behavior management strategies and respect for others;
- Help promote a natural, working atmosphere in the classroom in which the teacher is poised and confident and the pupils are self-directed and free from tensions;
- Help teacher candidates meet the needs of the individual students;
- Emphasize the development of such attitudes as concern for others, willingness to do the best quality of work possible, willingness to help others, honesty and fair play, and appreciation for cultural, linguistic, and intellectual values;
- Assist teacher candidates in becoming familiar with various sets of cultural values that exist within the community and school. Also familiarize them with resources that exist to enhance learning especially for those students whose cultural experiences differ from those of the student teacher;
- Assist teacher candidates in realizing the need for continuous evaluation of their teaching techniques. This should affect their planning and improve the quality of classroom instruction.

Expectations of University Supervisors

- Assesses various special education settings in order to determine the best placements for meet the needs of the teacher candidate.
- Informs the cooperating teacher of any university expectations.
- Confers with the cooperating teacher about the teacher candidate.
- Provides necessary orientation for teacher candidates concerning their responsibilities.
- Visits the teacher candidate and cooperating teacher a minimum of three times per placement.
- Conducts and writes 2-3 formal observations per setting/per placement, reporting on strengths and areas of improvement for the teacher candidate.
- Provides constructive feedback to the teacher candidate.

- Informs the teacher candidate whether his/her progress and performance is satisfactory/unsatisfactory following each observation.
- Meets with teacher candidates an average of one hour per week in mentor group.
- Reads and responds to the teacher candidate's journal.
- Assists individual teacher candidates with personal and professional problems as they relate to their student teaching.
- Informs the teacher candidate of professional concerns and/or performance concerns arising anytime during the semester.
- Coordinates the process for the termination of the teaching candidate if necessary.
- Submits grades.

Withdrawing from Student Teaching

A teacher candidate who voluntarily withdraws from student teaching must contact the Office of Clinical Experiences, the university supervisor, cooperating teacher, and any other university personnel whom s/he deems necessary. It is the responsibility of the teacher candidate to withdraw from the courses in accordance with university policies. It is also the responsibility of the candidate to determine whether university policy provides a partial or full refund of tuition and fees. If appropriate, the teacher candidate also needs to contact the Financial Aid office to notify them of the withdrawal.

In the case of a voluntary withdrawal on the part of the teacher candidate, the university supervisor will write a report describing, in detail, the circumstances of the withdrawal. It will be placed in the teacher candidate's student teaching file. The file will be held in the Special Education office for 10 years.

Even if the last day to withdraw has passed, the teacher candidate, with the approval of the university supervisor may receive credit for the time that was spent in the schools. The university supervisor will determine whether the student teaching credits can be converted to SPED 499 credits (for undergraduates) or SPED 600, (for graduate students) credits. However, if the teacher candidate wants to withdraw because it is not likely s/he will successfully complete the student teaching experience, the university supervisor may assign a grade of unsatisfactory (U) or give the teacher candidate an In Progress (IP) grade. In situations such as this, the student teaching credits cannot be converted to SPED 499 or SPED 600 credits. See the next section of the handbook for procedures to be used if a student teacher is terminated.

Procedures for a Teacher Candidate with Deficiencies in Student Teaching

Unsatisfactory performance during student teaching may include problems in any of the following categories:

1. Deficiencies in teaching skills.
2. Deficiencies in knowledge of academic subject matter.
3. Deficiencies in interpersonal relationships.
4. Personal problems that hinder professional accomplishment.
5. Chronic tardiness and/or absences.

A written action plan will be made to determine if the suggested changes will make a difference in the successful completion of student teacher. If the action plan will most likely not make a difference, the teacher candidate will switch to SPED 499 or 600. If the action plan is written and prescribed, but was not successful, the teacher candidate will switch to SPED 499 or 600. The Office of Clinical Experience Director will be informed and the Student Teaching Cancellation form must be signed, completed, and returned to OCE. The Student Teaching Cancellation form may be completed by OCE if the Teacher Candidate gives permission to do so via an email request.

Procedures for Termination: Traditional Teacher Candidates

Unsatisfactory performance during student teaching may include problems in any of the following categories:

6. Deficiencies in teaching skills.
7. Deficiencies in knowledge of academic subject matter.
8. Deficiencies in interpersonal relationships.
9. Personal problems that hinder professional accomplishment.
10. Chronic tardiness and/or absences.

Existence of the problem and its degree of severity will be determined by the university supervisor and/or cooperating teacher. The university supervisor can bring in other university faculty to observe the teacher candidate and/or consult with the university supervisor regarding the teacher candidate.

After the conference, the university supervisor will write an Action Plan or contract. It will include a description of the concerns, the steps to be taken to remediate the situation, and a timeline for the completion of the steps and resources needed. This contract will be given to the teacher candidate, along with an explanation of its contents. The teacher candidate must sign the Action Plan. If the teacher candidate refuses to sign the Plan s/he will not be allowed to student teach.

After the university supervisor and cooperating teacher have determined the scope and severity of the problem, the university supervisor will advise the student about the nature of the problem and the process to be followed to remedy the situation. Next, the university supervisor will set up a conference with the teacher candidate, university supervisor, and the cooperating teacher unless the cooperating teacher requests not to be present. Other appropriate school personnel may be a part of the conference.

At this conference the problem will be described, as well as the steps and timeline the student should follow to remediate the situation. Also, the decision to terminate or continue the teacher candidate's student teaching should be conveyed to all at the conference by the university supervisor. The teacher candidate may be removed from the student teaching site immediately if the school so desires. When schools ask to have a student teacher removed from the building, the decision is not appealable. When there are severe skills deficits and professional concerns, the student teacher may be terminated from student teaching permanently. This will be determined based on a vote of the Special Education Department Committee of the Whole.

If the teacher candidate is removed from the site, but still has materials that belong to the school, s/he will bring the materials to the university supervisor, who will then deliver them to the school. The teacher candidate must not return to the student teaching site or contact the cooperating teacher, paraprofessionals or students in any manner.

The university supervisor will contact the Office of Clinical Experiences as soon as the decision to terminate student teaching has been made. The amount of academic credit the teacher candidate will be granted is discussed. A passing or in progress grade **will not** be given for student teaching courses in situations where the student teaching experience has been terminated. If the teacher candidate **is terminated**, student teaching credits **cannot be converted to SPED 499 or SPED 600** credits. The teacher candidate will receive a grade of unsatisfactory (U) for the student teaching credits that apply to the session in which the teacher candidate was terminated. For example, if the teacher candidate is working on an EBD license and is terminated in the first setting, the person will receive a U for SPED 470 /670. In this case, the Director of OCE may write a letter on behalf of the teacher candidate requesting that tuition be refunded for the second half student teaching credits, which in this case would be SPED 471/671. If the teacher candidate is terminated during the second placement, s/he will get a U for the second half student teaching credits. For a teacher candidate pursuing EBD license, the U would be in SPED 471/671

Requests to reenter student teaching cannot be made for **at least one year** after the semester in which the student was terminated. The request to reenter student teaching must be initiated by the teacher candidate sending a letter to a committee comprised of at least four Special Education student teaching supervisors. The letter must include evidence that the issues that led to the termination are remediated. Again, reentry cannot take place sooner than one year after the date of termination, nor until all the steps of the Action Plan have been successfully completed.

After **ONE YEAR** the student may enter back into Student Teaching. When, and if, the teacher candidate reenters student teaching, s/he will be under an Action Plan or contract. This Action Plan or contract will be shared with potential cooperating teachers and/or their administrators prior to the teacher candidate being placed at a new site. The teacher candidate may be expected to successfully complete the entire student teaching semester to be eligible for licensure.

edTPA Sample Lesson Plan

ELECTRONIC COPY AVAILABLE ON D2L

Name:

Date:

About the learner(s) (Age/grade level, backgrounds and interests of students)

Content Area:

Lesson Title:

Lesson Rationale:

Content Standards/ Benchmark:

Relevant IEP Goals and Benchmarks:

Learning Objectives:

Language Objectives:

Academic Language

- Key vocabulary: (content-specific terms)
- Academic language functions:
- Linguistic forms:
- Student practice: (written or oral)?

Assessment

Formative Assessment (Process)

How are you going to collect these?

- Baseline data (Pre-test)
- Intervention/Instruction data

Summative Assessment (Product)

Materials:

Procedure:

Time	Learning Activities
	<p><u>Orientation/Engagement/Motivation:</u> (Introduction of the topic: making connections)</p> <p><u>Presentation/Explicit Instruction:</u></p> <p><u>Structured Practice:</u></p> <p><u>Guided Practice/Feedback:</u></p> <p><u>Independent Practice/Application:</u></p> <p><u>Closure:</u></p> <p><u>Management and Safety Issues:</u></p>

Lesson Evaluation (Derived from analysis of student response):

Student Teaching On-Site Observation Form

Practicum Student:	Date & Time:
Location:	Observation #:
Subject/Grade:	Supervisor:
Number of Students Receiving Instruction:	Lesson Plan Presented to Supervisor?

Standard 1: Subject Matter					
1. Demonstrates specific knowledge of the content being taught.	5	4	3	2	1
2. Demonstrates background knowledge and skills to support in-depth treatment of the content.	5	4	3	2	1
3. Demonstrates knowledge of appropriate grade-level standards.	5	4	3	2	1
Evidence:					
Strategies for Improvement:					

Standard 2: Student Learning					
4. Demonstrates knowledge of students' developmental levels.	5	4	3	2	1
5. Maintains flexibility to adapt to self-assessment of instruction and student performance.	5	4	3	2	1
6. Links new ideas to already familiar ideas and experiences from within the subject.	5	4	3	2	1
7. Provides opportunities for active student engagement.	5	4	3	2	1
Evidence:					
Strategies for Improvement:					

Standard 3: Diverse Learners					
8. Connects classroom to the real-life, outside of school experiences of the students in the class.	5	4	3	2	1
9. Uses strategies to support the learning of English Language Learners.	5	4	3	2	1
10. Provides opportunities for community building e.g. cooperative learning, discussions, storytelling, etc.	5	4	3	2	1
Evidence:					
Strategies for Improvement:					

Standard 4: Instructional Strategies					
11. Rotates attention effectively.	5	4	3	2	1
12. Differentiates instruction as needed; can anticipate student misconceptions and challenge those who excel.	5	4	3	2	1
13. Demonstrates enthusiasm for the lesson.	5	4	3	2	1
14. Uses a variety of methods and materials.	5	4	3	2	1
Evidence:					
Strategies for Improvement:					

Standard 5: Classroom Management					
15. Displays/introduces rules, procedures, and consequences.	5	4	3	2	1
16. Clearly states in advance of activity what behavior is expected.	5	4	3	2	1
17. Addresses rule noncompliance quickly; cites rule or procedure in responding to disruptions.	5	4	3	2	1
18. Administers praise contingently and frequently (i.e. 5 positives to 1 negative or neutral statements).	5	4	3	2	1
19. Circulates frequently among students to assist and monitor progress.	5	4	3	2	1
20. Uses preventative management systems effectively.	5	4	3	2	1
Evidence:					
Strategies for Improvement:					

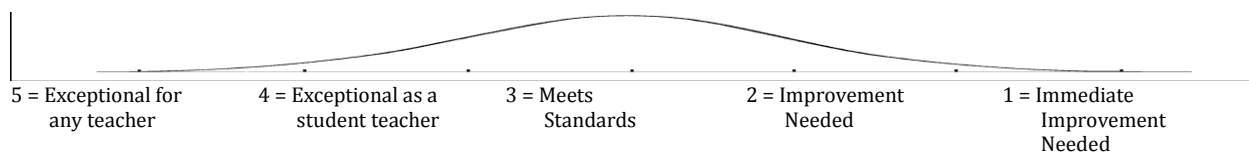
Standard 6: Communication					
21. Listens thoughtfully and responds appropriately.	5	4	3	2	1
22. Uses correct English in all visual and auditory communications with students and adults.	5	4	3	2	1
23. Deals with situations that could cause conflict in a proactive style.	5	4	3	2	1
24. Communicates in ways that demonstrate sensitivity to cultural and gender differences, fostering culturally sensitive communication by and among all students in the class.	5	4	3	2	1
Evidence:					
Strategies for Improvement:					

Standard 7: Planning Instruction					
25. Plans instruction to meet curriculum goals, linking item, lesson, and unit plans to student needs and performance.	5	4	3	2	1
26. Plans instruction using contextual considerations that bridge curriculum and student experiences.	5	4	3	2	1
27. Plans instruction to meet individual student's IEP goals and objectives.	5	4	3	2	1
28. Needed materials are available and close at hand when they're needed in the lesson.	5	4	3	2	1
Evidence:					
Strategies for Improvement:					

Standard 8: Assessment					
29. Plans and implements opportunities for frequent (multiple times per hour) formative assessment.	5	4	3	2	1
30. Collects and maintains data to monitor effectiveness of instruction.	5	4	3	2	1
31. Uses data to determine instructional techniques.	5	4	3	2	1
Evidence:					
Strategies for Improvement:					

Standard 9: Reflection and Professional Development					
Will be documented through the portfolio, professional dispositions, online discussions, and in student teaching seminar meetings					

Standard 10: Partnerships
Will be documented through the portfolio



Professional Dispositions					
1. Demonstrates enthusiasm (e.g., body language, eye contact, using students' names)	S	N	2. Focuses attention on students and instruction when at school—is not distracted	S	N
3. Is reliable—arrives on time and ready to teach	S	N	4. Is sensitive and responsive to the needs of students and staff	S	N
5. Accepts responsibilities assigned by the cooperating teacher and university supervisor	S	N	6. Dresses appropriately for the classroom or professional situation	S	N
7. Carries out assignments independently when appropriate	S	N	8. Demonstrates mature, respectful and appropriately friendly behaviors and mannerisms	S	N
9. Demonstrates flexibility—adapts easily to changing circumstances	S	N	10. Demonstrates ability to work collaboratively	S	N
11. Demonstrates initiative—seeks to make a contribution to the classroom and the school	S	N	12. Exercises sound professional judgment when working with colleagues, students, parents and community members	S	N

Goals for Improvement	
Goal 1	
Goal 2	

Based on the INTASC Principles and Minnesota Standards of Effective Practice for Teachers. Revised 03/24/2011

EVALUATION FOR PROFESSIONAL BEHAVIOR
Teachers of Students with DD, EBD, and LD

Date: _____

Student Teacher: _____ **Undergraduate** or **Graduate**

License: DD EBD LD ABS

Semester: Fall

Spring

Summer

Observer: _____ **School &/or District:** _____

5 = Excellent/Exceptional 4 = Above Average 3 = Satisfactory 2 = Needs Work 1 = Unsatisfactory

Criteria: All teacher candidates must receive satisfactory (3) ratings or higher to be approved for licensure.

		<i>COMMENTS</i>
Meets time commitments	5 4 3 2 1	
Dresses according to the building dress code	5 4 3 2 1	
Conducts professional activities in a legal and ethical manner by protecting student confidentiality and maintaining student health and safety	5 4 3 2 1	
Conducts professional activities in a legal and ethical manner by discussing program or personnel information only with designated staff and during appropriate times	5 4 3 2 1	
Adapts to unforeseen circumstances and occurrences by demonstrating flexibility in program and lesson planning	5 4 3 2 1	
Carries out assignments independently without excessive questions	5 4 3 2 1	
Carries out assignments without requiring continuous feedback and clarification	5 4 3 2 1	
Accepts ideas and input from others	5 4 3 2 1	
Demonstrates responsiveness to suggestions for change by engaging in positive discussions with supervisor and implementing those suggestions	5 4 3 2 1	

Demonstrates effective listening skills with staff, students, and parents	5 4 3 2 1	
Demonstrates effective reflective skills with staff, students, and parents during professional discussions	5 4 3 2 1	
Is able to build professional rapport with others by acknowledging their strengths and recognizing one's own weaknesses/needs	5 4 3 2 1	
Establishes positive relationships with staff and students	5 4 3 2 1	
Demonstrates mature, respectful, and appropriately friendly behaviors and mannerisms	5 4 3 2 1	
Exercises sound professional judgment when working with colleagues, students, parents, and community members	5 4 3 2 1	
Demonstrates fairness and sensitivity by respecting appropriate staff and student boundaries	5 4 3 2 1	
Demonstrates industriousness by taking initiative when planning and adapting class activities/materials	5 4 3 2 1	
Demonstrates resourcefulness by engaging in effective problem solving with other colleagues	5 4 3 2 1	
Demonstrates proficiency in oral communication expression of concepts, correct use of professional terminology, and clear articulation	5 4 3 2 1	
Demonstrates proficiency in written communication through correct grammatical usage, concise expression of concepts, correct use of professional terminology, and nonjudgmental language	5 4 3 2 1	
Demonstrates ongoing pursuit of professional growth by eliciting feedback, asking questions, consulting resource persons, and consulting reference materials	5 4 3 2 1	
Relates in a poised, confident, and professional manner	5 4 3 2 1	
Demonstrates ongoing professional development by reading and evaluating current research literature and participating in professional development activities	5 4 3 2 1	

OTHER COMMENTS AND OBSERVATIONS:

Observation Checklist for Classroom Management

Student Teacher: _____ Cooperating teacher: _____

School & District: _____ Class/Subj./Grade: _____

Date: _____ Semester/Year: _____

5 = Excellent

3 = Satisfactory

1 = Needs Work

	5	4	3	2	1	Notes
Arranges physical space to maintain minimally disruptive traffic patterns and procedures						
Creates rules and procedures for non-instructional events (e.g., movement about room, student talk, distributing materials, bathroom use, etc.)						
Creates rules and procedures related to instructional events (e.g., getting ready for lessons, expected behavior of the instructional group, obtaining help, seatwork procedures, out-of-seat procedures, etc.)						
Establishes rules that involve respect for other members of the class and provides verbal reminders to students about how to treat others						
Clearly states in advance what behavior will be tolerated and what will not						
Introduces rules, procedures, and consequences (e.g., states rules, posts rules, gives rationale for rules, provides discussion of rules, defines specific contexts within which rules apply states consequences in advance)						
Demonstrates what behavior is acceptable by presenting examples and non-examples of the target behavior						
Requires student rehearsal of rules and procedures; monitors rule compliance, and provides feedback during rehearsal						
Consequences rule noncompliance quickly; cites rule or procedure in responding to disruptions						
Positions self in the room to provide high degree of visibility (e.g., can make eye contact with all students)						
Scans class frequently						
Uses nonverbal signals whenever possible to direct students in a nondisruptive manner when teaching other groups of students						
Administers praise contingently, and uses specific praise statements						
Includes students in the management of their own behavior and cues self-regulation (e.g., self-monitoring, self-charting, self evaluating)						
Provides behavioral corrections to students that indicate how they can control themselves						

Englert, S.E., Tarrant, K.L., & Mariage, T.V. (1992). Defining and redefining instructional practice in special education: Perspectives on good teaching. Teacher Education and Special Education, 15, 62-86. Adapted from Englert, 1984. Love Publishing Co. Reprinted with permission from editors.

[Intentionally left blank]

University Supervisor Evaluation

Please return with your formative and summative evaluations.

Semester and Year	Cooperating Teacher	University Supervisor

Place a check in the box that best describes your feelings about how your university supervisor performed on each of these items. Make any additional comments regarding each statement on the back of this sheet and mark it with the number of the corresponding statement.			
	Below Expectations	Met Expectations	Exceeded Expectations
1. The university supervisor acted in a professional manner with me and with other school personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The university supervisor provided a thorough explanation of the procedures and expectations for the student teaching experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The university supervisor provided the information necessary for me to be an effective cooperating teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The university supervisor was accessible for questions, counseling, or conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The university supervisor observed and evaluated the teacher candidate three times during the placement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The university supervisor gave constructive feedback so that the teacher candidate could enhance his/her effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The university supervisor solicited my viewpoints regarding the teacher candidate's performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The university supervisor respected the teacher candidate as an individual and provided appropriate encouragement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. What was the most helpful about the university supervisor?

10. What was the least helpful about the university supervisor?

11. Any additional comments or concerns?

1. **Completing Feedback to University Supervisor; Self Evaluations; Exit Survey (DO LAST):**

April 2014

- Go to Field Experience tab.
- Click on ST Assignment link (blue).
- Go to “Feedback to University Supervisor” tab; “Self Evaluation” tab; Exit Survey tab (DO LAST!!!). (Exit survey in Block 4 only for Elem. Ed.)
- “Click here to attach”.
 - A window will open up. Make the window larger: drag at the corner.
- Create a new feedback to US/self-assessment/survey (radio button at top).
- Click Continue.
- The feedback form/self-assessment/survey will should show up.
- SAVE at the end of page/bottom of survey!

ST. CLOUD STATE UNIVERSITY

Home Applications

Field Experience

Field Experience

Inbox

Feedback to University Supervisor

Select Artifact

☒ Create a new Feedback to University Supervisor

OR

Please select an existing artifact from the list below.

Search by Title Search

Feedback to University Supervisor Artifact

Title	Type	Last Update
-------	------	-------------

Continue > Cancel

2. **PLEASE HELP your cooperating teacher(s) find their Cooperating Teacher surveys using the above instructions!**

3. **Assessment Tab**

This is where you VIEW what your CT and US have entered into Tk20. YOU do not enter anything. Your CT and US must go in to Tk20 and complete these documents, using their own user names and passwords. Then you VIEW their information using this tab.

4. **SUBMIT this “Field Experience binder” (click green button) when all items are done in the Field Experience binder.**
5. **Congratulations! You are finished!**

Remember: To access Tk20 go to:

<https://stcloudstate.tk20.com>.

Use your star ID and password.

Cooperating teachers use their email address (case sensitive) as their initial user name and password. See your ST contract for the correct email address format for your cooperating teacher.

Tk20 Questions?: email soetk20@stcloudstate.edu