

# **A Handbook for Cooperating Teachers of Teacher Candidates for K-12 and 5-12 Licensure**

**St. Cloud State University**  
School of Education  
Department of Teacher Development, Secondary Education,  
and Office of Clinical Experiences

**Revised for Spring 2016**

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## SCHOOL OF EDUCATION

*Teaching Leading Serving*

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Dear Teacher Candidate:

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

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

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

Sincerely,



Steven M. Hoover  
Interim Dean

## 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 a written final evaluation on each teacher candidate.

The cooperating teacher should inform the building principal(s) that they have a teacher candidate.

### Continuing Education Units for Cooperating Teachers

(form available to document experience to count toward district CEUs)

Please go to:

<http://www.stcloudstate.edu/oce/partners/default.asp>

## ORIENTATION

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

### **The cooperating teacher assists with general orientation by:**

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

### **The cooperating teacher orients the teacher candidate by:**

- talking and getting acquainted
- discussing and planning cooperatively
- giving consideration to ideas and suggestions from the teacher candidate

- providing opportunities to become thoroughly familiar with the classroom and all teaching aids and materials that are available
- providing information about the total school experiences that occur throughout the academic year
- suggesting and implementing techniques for becoming acquainted with students

**The cooperating teacher orients the pupils by:**

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

## **OBSERVATION**

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

**The cooperating teacher assists in the observation phase by:**

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

## **PARTICIPATION**

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

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

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

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

## FULL TEACHING RESPONSIBILITY

- A teacher candidate should assume responsibility for teaching a lesson as soon as the cooperating teacher believes he/she is ready. It is desirable that this be a cooperative decision between the teacher candidate and cooperating teacher. **Greater responsibility for teaching should proceed gradually.** Before the experience is successfully completed, he/she should demonstrate ability to assume total responsibility as a beginning teacher. The teacher candidate should assume the teacher role on several consecutive days as well as have time for reflection.
- **Required Teaching Time:** In 5-12 licensure areas, students will teach a minimum of four consecutive weeks although many students teach nearly full term. In K-12 licensure areas, a minimum of two consecutive weeks of teaching is required at each level. This is also true of 5-12 science education majors—a minimum of two consecutive weeks of teaching is required at each level. Students in co-teaching settings will have the lead role in planning, teaching and evaluation during the full teaching responsibility phase.
- **Number of Teaching Preparations:** Full time teaching would translate to four classes in a six-period day, three classes in a five-period day, and two out of four blocks in a block schedule. In a third block, the teacher candidate could observe and assist. It is advisable that teacher candidates have responsibility for no more than two preparations except in atypical circumstances.
- **NEVER** use a teacher candidate as a substitute teacher. He/she is not licensed. The Code of Ethics for Minnesota Teachers prohibits this.
- **Lesson plans** are required and should be reviewed by the cooperating teacher at least 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.
- **Unit development** is expected. *(This will now be part of the Teacher Performance Assessment – TPA)* One week is the required minimum. The unit will be developed in cooperation with the cooperating teacher. Units are to be shared with the university supervisor during observations. The cooperating teacher will indicate his/her approval with a signature; the university supervisor must approve the unit as well. The unit should demonstrate the positive impact of the teacher candidate on his/her students' learning (in other words, assessment and your response to the assessment are key). The unit must include, then, the following:
  - tools used for pre and post assessment of student learning, tabulation of assessment results, and analysis of those results (including reflection and future planning ideas)
  - rationale for unit
  - stated unit objectives
  - at least five detailed lesson plans
- **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. Contact the university supervisor at any time to express concerns or to share reservations.
- **Final evaluation forms are due the last week of the student teaching assignment.** Please share this evaluation with your teacher candidate and provide the teacher candidate with a hard copy.
- Follow the guidelines for completing the Summative Assessment online.
- Thank you for your cooperation and for sharing your professional talents with the teacher candidate.

### **Professional Dispositions of Teacher Candidates**

- 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
- Demonstrates respect for students and their families
- 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, school personnel and community members

## **EXPECTATIONS OF UNIVERSITY SUPERVISORS**

- Inform the cooperating teacher of any university expectations.
- Confer with the cooperating teacher about the teacher candidate placed with them.
- Make contact with the teacher candidate weekly and cooperating teacher(s) generally bi-weekly.
- Write a minimum of 6 formal observation reports, reporting on the strengths and and/or weaknesses of the teacher candidate and facilitate the cooperating teacher's completion of 6 formal observations. Please note that for some licensure areas a content faculty member will also observe the teacher candidate once or twice during the semester. These observations are included in the total of at least six formal observations.
- Review all student teaching assignments (lesson plans, unit, self-assessment, etc.), and provide constructive feedback for the teacher candidate. Assess Unit using rubric (Submit rubric to Secondary Program Coordinator on Professional Development Conference Day at SCSU. At least a 2 rating is required on the unit for a satisfactory grade in student teaching.)
- Complete a Summative Assessment for each student teaching placement and facilitate the cooperating teacher's completion of the Summative Assessment.
- 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.
- Be available to assist individual teacher candidates with personal and professional problems as they relate to student teaching.
- Provide necessary orientation for teacher candidates concerning their responsibilities.
- Three way conferences, with CT, TC & US, need to be held within the first week to talk about expectations, handbook items.
- Three way conferences, with CT, TC & US, need to be held at the end of each experience to go over summative assessments.
- Introduce self to building principal and inform them that you have a teacher candidate in their building.



## ATTENDANCE/ABSENCES

More than three absences in a given semester will cause your student teaching assignment to be extended to make up lost days or to be cancelled due to lack of professionalism. All absences must be discussed with your university supervisor and cooperating teacher. Teacher candidates are not given “personal days” and are expected to adhere to the school calendar. Absences are acceptable only under the following conditions:

<b>In case of illness/bereavement</b>	Contact your <b>building principal, cooperating teacher, and university supervisor</b> as soon as you know you will not be at school.
<b>In case of emergency</b>	Contact your <b>cooperating teacher, university supervisor, and the Office of Clinical Experiences</b> as soon as possible.
<b>In case of strike in the school district</b>	Contact your <b>university supervisor</b> for instruction. Do not enter the building or participate in strike-related activities.
<b>In case of poor weather conditions</b>	Listen for closing or late-start announcements on radio or television and follow your building’s policies.

## CALENDAR ISSUES

Follow a full teacher-day and the school’s schedule, not St. Cloud State University’s schedule, between the beginning and ending dates of the placement.

<b>In-service and Parent-Teacher Conferences</b>	Attend all functions required of your cooperating teacher, including meetings.
<b>Conferences/job fair/interviews</b>	Discuss any absences due to such professional events with your cooperating teacher and university supervisor at least two weeks prior to the event. Attendance at Professional Development Conference Day at SCSU is mandatory.

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

## BASIC POLICIES OF THE STUDENT TEACHING PROGRAM

1. Teacher candidates are not assigned to buildings where they have been a student, are well-known by school personnel, have children in attendance, or have other relatives employed. Teacher candidates are not assigned in a school where they will be coaching.
2. A secondary education major must have student teaching experience in each licensable area. During a school day, the teacher candidate is assigned to the equivalency of four classes in a six period day, three classes in a five period day, or two classes in a four block day with the remaining time left for conferences, planning, and other activities.
3. Teacher candidates majoring in any K-12 teaching area must student teach at both the elementary and secondary levels.
4. Teacher candidates **are required to attend** the Professional Development Conference held at SCSU.
5. Teacher candidates registered for a Career Fair (applies spring semester only) are allowed to be absent for that day; however, this absence must be prearranged and will count as an absence.
6. The student teaching assignment may be **changed or canceled at any time if the building principal, the cooperating teacher, the university supervisor, and/or the Clinical Experiences Director believe the change beneficial to the teacher candidate or cooperating school.**
7. Secondary faculty believe it is important for K-12 and 5-12 teacher candidates to have a variety of field placements to increase the richness of experience in their teacher preparation programs. Becoming too comfortable in a repeated site can limit growth; therefore, we strongly recommend that students are not placed in the same site twice.
8. Teacher candidates continue to be held to the standards set forth in the *St. Cloud State University Code of Conduct*.
9. The teacher candidate **may not accept compensation or be used as a replacement for a qualified teacher.** A teacher candidate may not be used as a substitute teacher. The teacher candidate may teach in the absence of the cooperating teacher with a substitute teacher in the room.
10. The teacher candidate **may not satisfy his/her military obligation** and student teaching requirement during the same university semester.
11. Policy passed by TDEV on September 24, 2007: Teacher Candidates in elementary and secondary (5-12 & PK-12) may not be registered for coaching practicum credits or academic credits during student teaching. No class, practicum, or job may interfere with contractual teaching days, mentoring time or other professional duties that may extend beyond the contractual day. The demands of planning and preparation for teaching should be the first priority of all Teacher Candidates.
12. The teacher candidate must have a **minimum of \$25,000** liability insurance before being accepted into any public school for student teaching.

## 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 student removed from a placement for performance or dispositional reasons be offered a new placement during the semester in which they were removed.**
- 3) A student who withdraws from a student teaching placement after the placement has begun without the consent of his/her university supervisor will be required to meet with their university supervisor, a representative of the program (currently the liaison or program coordinator), the Director of OCE, and if appropriate, their cooperating teacher to design and agree upon an appropriate action plan. The requirements of the plan shall be successfully completed prior to the student being offered a new placement. **In no event shall the student be offered a new placement during the semester in which they withdrew.**

### Action Plans

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 10<sup>th</sup> school day (inclusive of the day the plan is first discussed) after the initiation of the action by the university supervisor. The cooperating teacher and the Director of OCE shall be notified of the potential for removal within 24 hours of the meeting with the student at which the action plan is discussed.

A student removed from a placement for failure to comply with an action plan will be given a new placement only when the action plan has been successfully completed. . In no event shall the student be offered a new placement during the semester in which the removal took place.

## **\*\*\*\* Code of Ethics of the Education Profession \*\*\*\***

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

**Preamble:** *The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards. The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct. The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.*

### **Principle I: Commitment to the Student**

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

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly . . .
  - Exclude any student from participation in any program
  - Deny benefits to any student
  - Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

### **Principle II: Commitment to the Profession**

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons. In fulfillment of the obligation to the profession, the educator:

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

2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statement about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

## **CODE OF ETHICS FOR MINNESOTA TEACHERS**

Public Information

Minnesota Board of Teaching

### **8700.7500 Code of Ethics for Minnesota Teachers.**

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

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

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

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

## **SCSU School of Education Mission Statement**

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

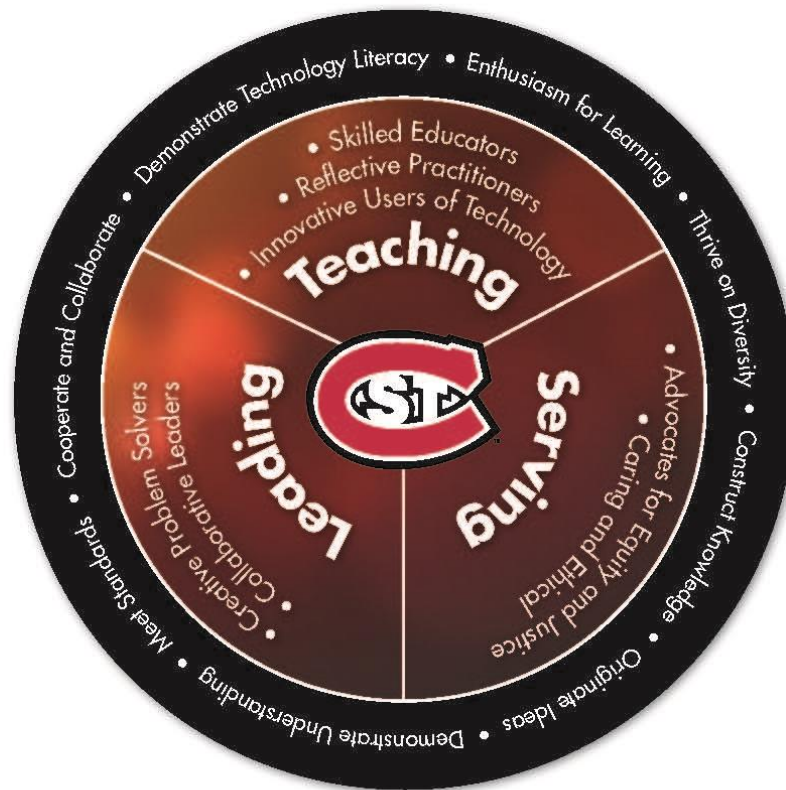
### **The goals of the school are to:**

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

## **OBJECTIVES OF THE STUDENT TEACHING PROGRAM**

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

# Educating for a New Era



## Teaching

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

## Leading

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

## Serving

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



TEACHER EDUCATION

ST. CLOUD STATE UNIVERSITY.

[www.stcloudstate.edu/soe](http://www.stcloudstate.edu/soe)

EDUCATION FOR LIFE.

# Educating for a New Era



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

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

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

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





**St. Cloud State University – Teacher Education Unit**  
**Conceptual Framework**  
**Educating for a New Era**  
**Key Elements**

***Commitments:***

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

**Global and Cultural Understanding-** SCSU is committed to cultivating a multicultural and engaged campus that prepares students and faculty to embrace living, learning and working in a global community.

- **St. Cloud State University – Teacher Education Unit**

**Conceptual Framework  
Educating for a New Era  
Key Elements**

***Transforming Candidates and Supporting Faculty Co-Learners:***

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

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**Key Elements**

*Leading P-12 Students to:*

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

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

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**History**

The current Conceptual Framework for the Education Unit at St. Cloud State University was developed in the 1990's and has been used through the last NCATE review process during 2007. It has served the unit well as a holistic and integrated description of the teacher candidate roles and the process of moving towards developing skills to carry out the desired roles. The model served as description of our shared vision and represented our intellectual philosophy during that time period. The College of Education embarked upon a reform of our teacher preparation program in the summer of 2009 when the Bush Foundation provided a planning grant to review our program and propose a long-term process for change. In early 2010 the College was selected as one of 14 institutions to participate in the Bush Foundation Teacher Effectiveness initiative to transform the preparation of teachers by examining our recruitment, preparation, placement and support for our teacher candidates. Over the last 4 years the Teacher Preparation Initiative (TPI) at St. Cloud State University has engaged faculty and P-12 partners in examining current structures and policies, reviewing alternatives and proposing new ways of preparing our teacher candidates. At the same time the University has gone through a reorganization process and the College of Education has become the School of Education, which is smaller and more focused on teacher preparation while strengthening our connections with content area departments and the P-12 schools through the work of TPI. These TPI discussions and university changes have had a profound impact on how teacher preparation faculty think about and approach teacher preparation.

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Alignment**

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

*This resource list includes only studies subsequent to that publication.*

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## INTASC Standards

The Interstate New Teacher Assessment and Support Consortium (INTASC) is a consortium of state education agencies, higher education institutions, and national educational organizations dedicated to the reform of the education, licensing, and on-going professional development of teachers. Created in 1987, INTASC's primary constituency is state education agencies responsible for teacher licensing and professional development. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with pedagogical understanding to assure that all students learn and perform at high levels.

### INTASC Core Standards

- Principle #1 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- Principle #2 The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- Principle #3 The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle #4 The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Principle #5 The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Principle #6 The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Principle #7 The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Principle #8 The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Principle #9 The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Principle #10 The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Excerpted from: <http://www.ccsso.org/content/pdfs/corestrd.pdf>

## STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS

According to state law, any candidate for teacher licensure in Minnesota shall show verification of completing the following standards in a teacher preparation program. These 10 standards and their 120 specific competencies reflect the National INTASC standards, and are adopted permanent rules of the Minnesota Board of Teaching. Students in SCSU teacher education programs are expected to develop a pre-professional portfolio of class work, field work and life experiences demonstrating accomplishment of the standards. The complete standards and competencies are available on the internet at <http://www.mnstate.edu/howell/310/310res/STEP.pdf>

**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.

# **ISTE National Educational Technology Standards (NETS)**

## **I. Technology Operations and Concepts**

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- A. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students).
- B. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

## **II. Planning and Designing Learning Environments and Experiences**

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- B. Apply current research on teaching and learning with technology when planning learning environments and experiences.
- C. Identify and locate technology resources and evaluate them for accuracy and suitability.
- D. Plan for the management of technology resources within the context of learning activities.
- E. Plan strategies to manage student learning in a technology-enhanced environment.

## **III. Teaching, Learning, and the Curriculum**

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- A. Facilitate technology-enhanced experiences that address content standards and student technology standards.
- B. Use technology to support learner-centered strategies that address the diverse needs of students.
- C. Apply technology to develop students' higher order skills and creativity.
- D. Manage student learning activities in technology-enhanced environment.

## **IV. Assessment and Evaluation**

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- A. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- B. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- C. Apply multiple methods of evaluation to determine student' appropriate use of technology resources for learning, communication, and productivity.

## **V. Productivity and Professional Practice**

Teachers use technology to enhance their productivity and professional practice. Teachers:

- A. Use technology resources to engage in ongoing professional development and lifelong learning.
- B. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- C. Apply technology to increase productivity.
- D. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

## **VI. Social, Ethical, Legal, and Human Issues**

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

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

## **National Educational Technology Standards (NETS) for Students**

The technology foundation standards for student are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

### **Technology Foundation Standards for Students**

#### **1. Basic operations and concepts**

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

#### **2. Social, ethical, and human issues**

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

#### **3. Technology productivity tools**

- 9. Students use technology tools to enhance learning, increase productivity, and promote creativity.
- 10. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

#### **4. Technology communications tools**

- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

#### **5. Technology research tools**

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

#### **6. Technology problem-solving and decision-making tools**

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

## STUDENT TEACHING/INTERNSHIP PERFORMANCE PROFILE

*Students have completed or are finalizing their professional education coursework and are out in the classroom completing their final student teaching or intern teaching experience with extensive time spent with students. These individuals will obtain their initial licensure or credential required for a teaching job at the completion of this phase of their education. They are being supervised by a mentor or master teacher on a consistent basis. Upon completion of the culminating student teaching or internship experience, and at the point of initial licensure, teachers should meet the competencies described in this profile.*

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

- I. Technology operations and concepts
- II. Planning and Designing Learning Environments and Experiences
- III. Teaching, Learning, and the curriculum
- IV. Assessment and Evaluation
- V. Productivity and Professional Practice Social, Ethical, Legal, and Human Issues
- VI. Social, Ethical, Legal, and Human Issues

### **Upon completion of the culminating student teaching or internship experience, and at the point of initial licensure, teachers:**

1. apply troubleshooting strategies for solving routine hardware and software problems that occur in the classroom. (I)
2. identify, evaluate, and select specific technology resources available at the school site and district level to support a coherent lesson sequence. (II, III)
3. design, manage, and facilitate learning experiences using technology that affirm diversity and provide equitable access to resources. (II, VI)
4. create and implement a well-organized plan to manage available technology resources, provide equitable access for all students, and enhance learning outcomes. (II, III)
5. design and facilitate learning experiences that use assistive technologies to meet the special physical needs of students. (II, III)
6. design and teach a coherent sequence of learning activities that integrates appropriate use of technology resources to enhance student academic achievement and technology proficiency by connecting district, state, and national curriculum standards with student technology standards (as defined in the ISTE National Educational Technology Standards for Students). (II, III)
7. design, implement, and assess learner-centered lessons that are based on the current best practices on teaching and learning with technology and that engage, motivate, and encourage self-directed student learning. (II, III, IV, V)
8. guide collaborative learning activities in which students use technology resources to solve authentic problems in the subject area(s). (III)
9. develop and use criteria for ongoing assessment of technology-based student products and the processes used to create those products. (IV)
10. design an evaluation plan that applies multiple measures and flexible assessment strategies to determine students' technology proficiency and content area learning. (IV)
11. use multiple measures to analyze instructional practices that employ technology to improve planning, instruction, and management. (II, III, IV)
12. apply technology productivity tools and resources to collect, analyze, and interpret data and to report results to parents and students. (III, IV)
13. select and apply suitable productivity tools to complete educational and professional tasks. (II, III, V)
14. model safe and responsible use of technology and develop classroom procedures to implement school and district technology acceptable use policies and data security plans. (V, VI)
15. participate in online professional collaboration with peers and experts as part of a personally designed plan, based on self-assessment, for professional growth in technology. (V)

**Note: Refer to [www.iste.org](http://www.iste.org) and go to NETS for Students and/or NETS for Teachers, to view lesson plans that correlate to ISTE National Educational Technology Standards (NETS) And Performance Indicators.**

## OBSERVATION & EVALUATION FORMS

Evaluation of a teacher candidate has two major purposes:

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

### Assessment of Unit

The teacher candidate is required to develop and teach a unit of at least one week in length. The cooperating teacher must approve the unit and the university supervisor indicates his/her approval by signing the form used for assessment. **Note that this will be part of the required Teacher Performance Assessment that the teacher candidate will be doing during their student teaching experience. More information to come.**

### Student Teaching Self-Assessment

The teacher candidate is expected to gain competence in reflective teaching. To this end, the teacher candidate is required to complete a self-assessment form at the midpoint and again at the end of the semester. The expectation is that the teacher candidate will share this self-assessment with both the cooperating teacher and the university supervisor.

### Action Plan for Professional Growth

At times concerns arise regarding the teacher candidate's development of specific professional skills. The Action Plan format can then be used during a three-way conference with the teacher candidate, cooperating teacher, 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.

### **Formative Observation Assessment**

The Formative Assessment is to be used in a program of continuous communication with the teacher candidate in order to measure progress toward the level of competence needed by beginning teachers. **Six observation forms** must be completed during the student teaching experience (three are required for each eight-week experience). Assessment of teaching effectiveness is a daily process. The cooperating teacher is encouraged to discuss written observations on a weekly basis with the teacher candidate.

### **Summative Assessment of Student Teaching**

The Summative Assessment of Student Teaching is used by the cooperating teachers and university supervisors for evaluating the teacher candidate at the completion of the assignment. These final evaluations are sufficient documentation of the student teaching experience; therefore, letters of recommendation from cooperating teachers and university supervisors are not required or expected. These forms become a part of the teacher candidate's placement file. **Follow the guidelines shared by the Office of Clinical Experiences to submit this assessment online.**

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

### **Education Teacher Performance Assessment. EdTPA**

It is suggested that teacher candidates begin to work in their edTPA portfolio during the first placement of the student teaching in order to review, correction of incomplete parts of the assignment and avoid delays. For teacher candidates in one school during the entire experience the best suggestion should be to start and complete the portfolio during the first eight weeks of the student teaching.

It is recommended that university supervisors in coordination with cooperating teachers, establish along with the students a schedule of tasks that allow them to select the topic, within the content, develop lesson plans, organize and develop materials that will be used as resources during their teaching.

The following suggest ideas for university supervisor and cooperating teachers to schedule sequence of tasks:

#### **University Supervisors**

1. Understand the parameters of the implementation of the EdTPA:
  - a. Three (3) consecutive lessons: these lessons can be part of the required 10 full days of teaching.
  - b. Fifteen (15) minute video clip of the students presenting lesson information and interacting with students limited to no more than two (2) segments. *Follow the edTPA handbook for your content area.*
  - c. Three (3) distinct tasks that must be completed. 1. Planning for Instruction and Assessment 2. Instructing and Engaging Student in Learning 3. Assessing Student Learning. ***For specific requirement in your licensure area consult the current version of the edTPA Handbook for your content area.***
2. Monitor the planning progress for the student and cooperating teacher (CT). The lessons and video must be completed to meet the due date schedule below so that students have one week to complete the written tasks. Several of the written tasks will need to be done prior to actually teaching the segment.

University supervisor should check in with candidates regarding a final submission to Pearson.

When the students make the “transfer to Pearson” the work is not complete. It requires additional steps. When they submit portfolio for scoring, the final submission occurs to Pearson.

#### **Cooperating Teachers**

1. Plan with student when the three lessons will be taught. Lessons and video clip (see above) need to be completed by the seventh week of the student teaching
2. Support the lesson planning component by reviewing EdTPA lessons. Lessons should contain strong objectives, procedures/activities that support the objectives and clear assessments that also support the objectives.
3. Provide support for the videotaping. CTs are encouraged to either do the taping or help provide someone in the room who will.
4. Encourage the teacher candidate to work according to a schedule that will allow him/her to upload the completed EdTPA to Tk20 site, and submit to Pearson to meet the due date schedule below. The Board of Teaching mandates the completion and uploading of the edTPA for licensure.

#### **Students**

1. Submission to Pearson: See pages 22-23 edTPA guidelines posted in TK20

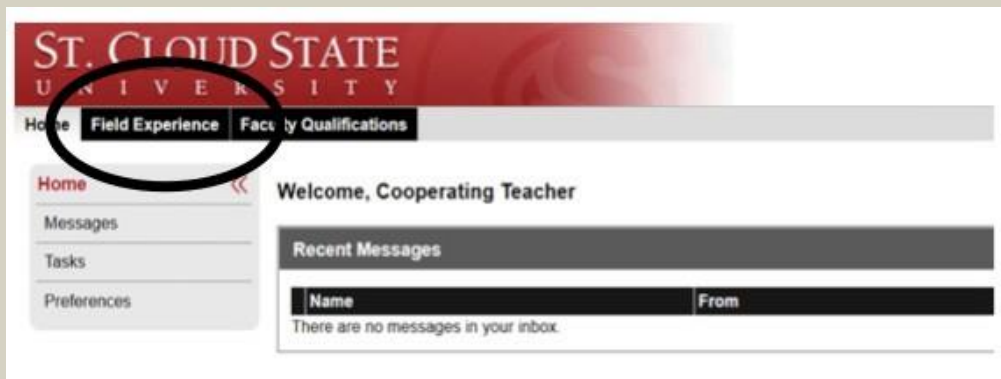
**edTPA DUE DATES:**                      **Fall semester: The 8<sup>th</sup> Monday after Labor Day.**  
   **Spring semester: The 8<sup>th</sup> Monday after classes begin.**



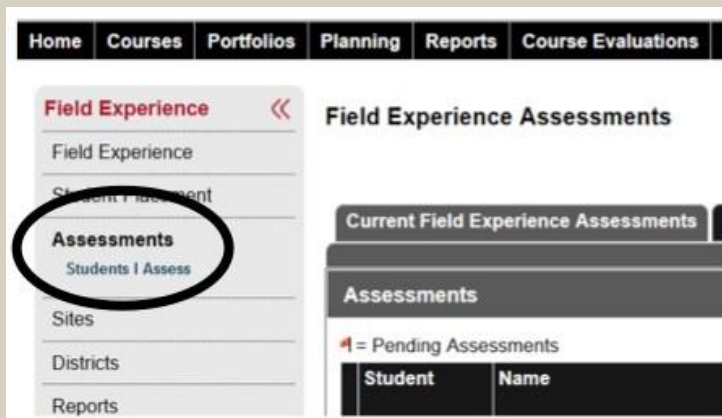


<https://stcloudstate.tk20.com>

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



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



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



6. A split screen will appear, showing the students work on the left and your evaluation forms on the right. There will be a small red flag to the left of the hyperlinked title of the task, indicating it is pending. There will also be a green pencil to the right of the title, indicating that it is "open for editing".
7. Click the hyperlink. The form will open in a pop-up window on the right side of the screen. If you would like to view the student's work while you are completing the form, it will remain on the left side of the screen..

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

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

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

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

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

Site Information

Placement Details

Student: Student One

Field Experience Forms

Field Experience Forms: Pending Field Experience Forms, Open for Editing

Field Experience Form: SPED 338/339 Summative Assessment

Save Submit Close

University Supervisor's Forms

University Supervisor: Carrie Norberg

Field Experience Form: Last Update

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

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

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

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

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

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

Site Information

Placement Details

Student: One, Student

<< Back

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

Save Draft Cancel without Saving

SPED 338/339 Summative Evaluation Form

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

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

3 - At this level of performance the teacher candidate demonstrates a sound understanding of the specific standard and its underlying

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

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

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

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

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

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

Site Information

Placement Details

Student: Student One

Field Experience Forms

Field Experience Forms: Pending Field Experience Forms, Open for Editing

Field Experience Form: SPED 338/339 Summative Assessment

Save Submit Close

University Supervisor's Forms

University Supervisor: Carrie Norberg

Field Experience Form: Last Update

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

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

**Field Experience Assessments**

Current Field Experience Assessments Previous Field Experience Assessments

**Assessments**

🚩 = Pending Assessments

Student	Name	Term	Course Number	Section Title
✓ <a href="#">One Student</a>	SPED 338 Field Experience Binder Fall 2014 (1/1)	Fall Semester 2014	SPED 338	General Education Field Experience I
🚩 <a href="#">Three Student</a>	SPED 338 Field Experience Binder Fall 2014 (1/1)	Fall Semester 2014	SPED 338	General Education Field Experience I
🚩 <a href="#">Two Student</a>	SPED 338 Field Experience Binder Fall 2014 (1/1)	Fall Semester 2014	SPED 338	General Education Field Experience I

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



# ST. CLOUD STATE UNIVERSITY

## Student Teaching Self-Assessment

\_\_\_\_\_ Midterm Assessment

\_\_\_\_\_ Final Assessment

**Teacher Candidate:** Complete sections above double line. Review this form with your cooperating teacher.

### Subject Matter

proficient                      competent                      developing                      unsatisfactory

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

**Areas of strength:**

### Student Learning

proficient                      competent                      developing                      unsatisfactory

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

### Diverse Learners

proficient                      competent                      developing                      unsatisfactory

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

### Instructional Strategies

proficient                      competent                      developing                      unsatisfactory

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

### Learning Environment

proficient                      competent                      developing                      unsatisfactory

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

**Areas to develop further:**

### Communication

proficient                      competent                      developing                      unsatisfactory

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

### Planning Instruction

proficient                      competent                      developing                      unsatisfactory

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

### Assessment

proficient                      competent                      developing                      unsatisfactory

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

### Reflection and Personal Development

proficient                      competent                      developing                      unsatisfactory

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

### Partnerships

proficient                      competent                      developing                      unsatisfactory

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

### Professional Dispositions

proficient                      competent                      developing                      unsatisfactory

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

---

---

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

Cooperating Teacher \_\_\_\_\_  
(signature & date)

Teacher Candidate \_\_\_\_\_  
(signature & date)

## **ACTION PLAN FOR PROFESSIONAL GROWTH**

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

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Skill or trait to work on:**

**Plan for Action: (be specific)**

**Time needed:** \_\_\_\_\_ **Date to be accomplished:** \_\_\_\_\_

**Resources needed: (people and materials)**

\_\_\_\_\_  
Teacher Candidate

\_\_\_\_\_  
Date

\_\_\_\_\_  
Cooperating Teacher

\_\_\_\_\_  
University Supervisor

\_\_\_\_\_  
Achieved  
Teacher Candidate

\_\_\_\_\_  
Date

\_\_\_\_\_  
Not Achieved  
University Superviso

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

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

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

<b>REV. JULY 2014</b>  <b>STANDARD &amp; INDICATORS:</b> E = Effectively Used; NI = Needs Improvement	<b><u>ST CLOUD STATE UNIVERSITY – FORMATIVE ASSESSMENT OF BEGINNING TEACHER COMPETENCIES</u></b>  <b>EVIDENCE:</b> <i>Specific evidence must be provided for each indicator observed.</i>	<b>PAGE 2 OF 2</b>  <b>SUGGESTIONS FOR GROWTH</b> and/or action needed:
<b>6) <u>COMMUNICATION</u></b> <input type="checkbox"/> E: _____ NI: _____		
<b>7) <u>PLANNING INSTRUCTION</u></b> <input type="checkbox"/> E: _____ NI: _____		
<b>8) <u>ASSESSMENT</u></b> <input type="checkbox"/> E: _____ NI: _____		
<b>9) <u>REFLECT AND PROF. DEVELOP</u></b> <input type="checkbox"/> E: _____ NI: _____		
<b>10) <u>PARTNERSHIPS</u></b> <input type="checkbox"/> E: _____ NI: _____		
<b>11) <u>PROF. DISPOSITIONS</u></b> <input type="checkbox"/> E: _____ NI: _____		

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

Teacher Candidate: \_\_\_\_\_ Date of Observation: \_\_\_\_\_  
 Grade Level: \_\_\_\_\_ Course/Subject: \_\_\_\_\_ School: \_\_\_\_\_  
 Week in this placement: \_\_\_\_\_ of \_\_\_\_\_ Lesson Topic (s): \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_  
 Observer: \_\_\_\_\_ Date: \_\_\_\_\_ Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature
Signature

White copy – OCE/Obersserver;      Canary Copy – Student;

**ST. CLOUD STATE UNIVERSITY**  
**Formative Observation Assessment**

**ADDITIONAL COMMENTS**

Teacher Candidate \_\_\_\_\_ Subject / Grade \_\_\_\_\_

Observer \_\_\_\_\_ Date \_\_\_\_\_

---

**The comments below are related to Standard # \_\_\_\_\_**

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

White Copy – OCE/Observer

Canary Copy – Student

Page\_\_\_\_\_

Rev. June 2005



# St Cloud State University Observation and Conference Guide

Teacher Candidate \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Lesson \_\_\_\_\_  
 School/City \_\_\_\_\_

In this lesson,  
indicators of effective  
practice were observed

Subsequent  
lessons must  
show evidence

**YES NO**

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

**Strengths:**

**Suggestions for Development:**

**Co-Taught Lesson: YES NO**

**Strategy(ies) used:** One Teach/One Observe    One Teach/One Assist  
 Station                  Parallel                  Supplemental  
 Alternative/Differential                  Team

**Observation Notes:**

Observer \_\_\_\_\_ Teacher Candidate \_\_\_\_\_ Date \_\_\_\_\_

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

Revised 7/14

ST. CLOUD STATE UNIVERSITY  
**Summative Assessment of Student Teaching**  
 720 Fourth Avenue South, EB – B120  
 Fax (320) 308-6442

Office of Clinical Experiences  
 Phone (320) 308-4783

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

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

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

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

*A performance level of "1" on any standard indicates an unsatisfactory student teaching experience.*

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

Standard	Indicators	Level of Performance
<b>Standard 1- SUBJECT MATTER</b> <i>The candidate understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</i>	Demonstrates knowledge of content and pedagogy • Uses multiple representations to capture key ideas • Creates interdisciplinary learning experiences • Engages students in generating knowledge • Makes topics relevant to students' lives • Demonstrates enthusiasm for discipline	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
<b>Standard 2 – STUDENT LEARNING</b> <i>The candidate understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.</i>	Addresses physical, social, emotional, moral & cognitive development in instructional decision-making • Demonstrates respect for diverse talents of all learners • Links new ideas to already familiar ideas & experiences • Provides opportunities for active engagement • Encourages students to assume responsibility for learning • Listens thoughtfully and responds appropriately • Uses strengths as a basis for growth & errors as an opportunity for learning • Assesses student learning and designs instruction accordingly • Uses developmentally appropriate instructional strategies • Encourages discussion • Elicits samples of student thinking orally & in writing	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

Standard	Indicators	Level of Performance
<b>Standard 3 – DIVERSE LEARNERS</b> <i>The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</i>	Designs instruction to meet individual needs of students • Brings multiple perspectives to the content • Uses strategies to support ELL students' learning • Persists in helping all children achieve success • Utilizes teaching materials that reflect a diverse society • Knows about areas of exceptionality in learning • Demonstrates knowledge of student interests and heritage • Collaborates with resource teachers in planning and instruction, Pre and Post • Recognizes and deals with prejudices and discrimination • Respects students as individuals and helps them learn to value each other	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
<b>Standard 4 – INSTRUCTIONAL STRATEGIES</b> <i>The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.</i>	Understands and can implement grade level standards • Monitors & adjusts strategies to meet student needs • Nurtures the development of critical thinking and independent problem-solving skills in students • Reciprocity in teaching • Demonstrates flexibility and develops a variety of clear, accurate presentations based on content and learning goals to engage students in active learning, using materials, resources & technology	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
<b>Standard 5 – LEARNING ENVIRONMENT</b> <i>The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.</i>	Draws from a variety of disciplines to develop strategies for organizing and supporting individual and group work • Helps students work productively and cooperatively • Creates an environment of openness, mutual respect, support, inquiry and learning • Expresses and uses democratic values in the classroom • Uses different motivational strategies to support continual learning for each student • Maximizes the amount of class time spent in learning • Develops expectations for student interactions and responsibilities • Makes decisions and adjustments to enhance social relationships, student motivation and student engagement • Organizes and monitors independent and group work to allow for participation of all students • Ensures a physically and emotionally safe environment that promotes effective learning	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
<b>Standard 6 – COMMUNICATION</b> <i>The candidate uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.</i>	Communicates in ways that demonstrate sensitivity to cultural and gender differences, fostering culturally sensitive communication by and among all students in the class • Models effective verbal, nonverbal and media communication strategies in conveying information, asking questions and leading discussions • Uses thoughtful and responsive listening • Supports and expands student expression in speaking, writing and other media • Uses a variety of media communications to enrich learning	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
<b>Standard 7 – PLANNING INSTRUCTION</b> <i>The candidate plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.</i>	Plans effective instruction to meet curriculum goals, linking short and long range term plans to student needs and performance, based on principles of effective instruction • Plans instruction using contextual considerations that bridge curriculum and student experiences • Values planning as a collegial activity	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

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

CT\_\_\_\_\_ US\_\_\_\_\_ CoTeaching? Yes\_\_\_\_\_ No\_\_\_\_\_ Undergraduate\_\_\_\_\_ Graduate\_\_\_\_\_ Midterm?(End of 1<sup>st</sup> 8 weeks)\_\_\_\_\_

Name: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher or University Supervisor

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.

**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.

# St. Cloud State University • School of Education • Indicators of Effective Teaching

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

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

---

**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)
- g) Is committed to continuous learning (D)
- h) Engages in professional discourse about subject matter (D)

---

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

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

---

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

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

---

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

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

---

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

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

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

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

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

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

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

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

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

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

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

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

- f) Develops respectful, cooperative partnerships with families, colleagues and community to foster student learning and well being (P)
- 

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

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



## Teachers Who Support Teacher Candidates

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



# COLLABORATING TO PROMOTE EFFECTIVE INSTRUCTION

## Teachers Who Support Teacher Candidates

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

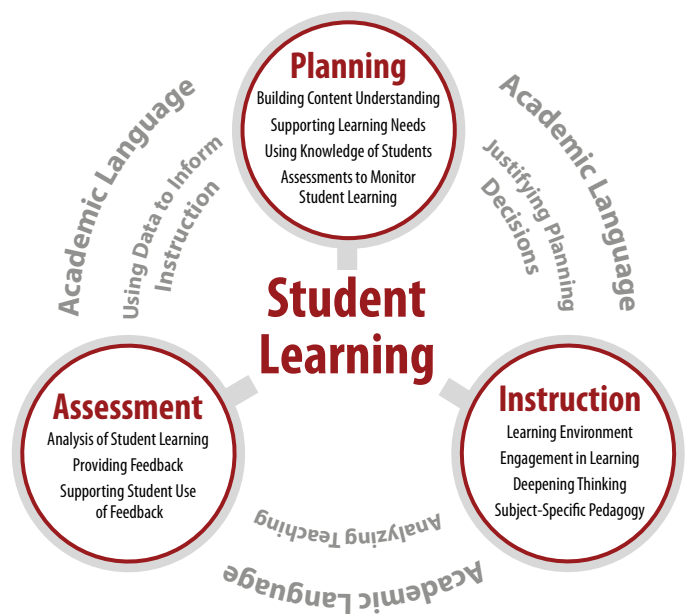
edTPA® is intended to be used at the end of an educator preparation program for program completion or teacher licensure and to support state or national program accreditation.

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

## Evidence of Effective Practice

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

**The edTPA® Teaching Cycle is Focused on Student Learning**



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

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

# What You Can Expect

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

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

## Candidate Supports within the edTPA® Process

### Acceptable Supports

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



Discuss edTPA® tasks and scoring rubrics



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



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



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



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



Arrange technical assistance for the video portion of the assessment

### Unacceptable Supports

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



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



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



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



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





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

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

## Consider Becoming an edTPA® Scorer



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

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

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

## edTPA® Scorer Qualifications



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

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

## For More Information

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

## About edTPA®

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

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