Student Teaching Manual:

2022-2023

SOUTHWEST
MINNESOTA STATE UNIVERSITY

Student Teaching Manual

Office of Placement and Licensure

507-537-6152 | 800-642-0684 | www.SMSU.edu

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SMSU STUDENT TEACHING MANUAL
Southwest Minnesota State University

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Dear Teacher Candidate, Cooperating Teacher, and University Supervisor,

Welcome to this very important collaborative experience called student teaching! This marks the beginning of a wonderful and unique experience for each of you!

As a **Teacher Candidate**, you are to be congratulated on your success in reaching this milestone. SMSU's Office of Placement and Licensure and the SMSU School of Education are very proud of you!

As a **Cooperating Teacher**, we couldn't do this without you. Your willingness to mentor a future teacher shows your dedication to the wonderful field of education. Thank you so much for opening up your classroom and sharing your students!

As a **University Supervisor**, you oversee this collaborative experience in a way that is evidence of your long-standing value of education and dedication to teaching. Thank you for the guidance and experience you offer our teacher candidates.

Enjoy this special time as you learn and grow from this experience! **You** are helping to shape our children and our future!

Sincerely,

Rebecca Panka

Director of Clinical Experiences in Education

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Not sure who to contact?
Use the lists below to determine who to contact <u>first</u>. We are all knowledgeable about all the listed topics and are happy to help if the first contact is unavailable. However, it is faster for you to go to the person designated for each topic and it allows for us to deliver consistent service and communication to all.

We are here to support you in the student teaching experience!

<u>Kala Kopitski</u>	<u>Rebecca Panka</u>	<u>Stephanie Fladhammer</u>	<u>Faye Johnson</u>
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SMSU Education Department's

VISION: Inclusive communities of practice investigating learning and teaching.

MISSION: The mission of the Professional Education programs at SMSU is to create inclusive communities of practice where each learner is an active participant in the investigation of learning, teaching, and leadership processes. Teachers and learners will engage in educational theory, research, inquiry, critical reflection, and application in pursuit of excellence in a culturally responsive education.

Southwest Minnesota State University's

MISSION: "Southwest Minnesota State University prepares students to meet the complex challenges of this century as engaged citizens in their local and global communities. Our comprehensive degree programs, taught in the liberal arts tradition, are dedicated to connecting students' academic and practical professional development experiences in southwestern Minnesota to the wider world."

VISION: SMSU aspires to be recognized throughout Minnesota and beyond for being an inclusive and student-centered university.

VALUES:

1. Discovery through innovative teaching, research and other high-impact experiences.

2. Civic engagement and strategic partnerships.

3. Developing broadly educated and well-rounded leaders.

SMSU Student Learning Outcomes

Upon completion of the Liberal Education Program at SMSU, students will:

- Communicate effectively.

- Be creative thinkers able to identify, formulate, and solve problems using interdisciplinary perspectives.

- Be critical thinkers who evaluate information wisely and examine how assumptions and positions are shaped.

- Understand both physical and social aspects of the world and their place in it.

- Embrace the similarities among peoples and appreciate the diversity that enriches the human experience.

- Analyze moral judgments and engage in moral discourse.

- Practice responsible citizenship in their local and global communities.

Code of Ethics for Minnesota Teachers

A.   The Code of Ethics for Minnesota Teachers is established in the Professional Educator Licensing and Standards Board's administrative rules. 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. The principles are reflected in the code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation. The code applies to all individuals licensed under the rules established by the Professional Educator Licensing and Standards Board. (PELSB)

   This code shall apply to all persons licensed according to rules established by PELSB.

B.   Standards of professional conduct. Minn. Rule 8710.2100, Subp. 2.

   1.   A teacher shall provide professional educational services in a non-discriminatory manner.

   2.   A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.

   3.   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.

   4.   A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conductive to learning.

   5.   A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.

   6.   A teacher shall delegate authority for teaching responsibilities only to licensed personnel.

   7.   A teacher shall not deliberately suppress or distort subject matter.

   8.   A teacher shall not knowingly falsify or misrepresent records of facts relating to that teacher's own qualifications or to other teachers' qualifications.

   9.   A teacher shall not knowingly make false or malicious statements about students or colleagues.

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

NEA Code of Ethics can be found at: https://www.nea.org/resource-library/code-ethics-educators

SMSU School of Education Professional Dispositions

The Professional Dispositions adopted by the Southwest Minnesota State University School of Education promote and support professionalism as outlined in state and national standards. These dispositional statements represent one of the foundational tenets of the SMSU Teacher Education Program.

These dispositional standards identified are developed in conjunction with the Teacher Education Conceptual Framework, Standards of Effective Practice, and are incorporated throughout the Teacher Education Program. Specifically, dispositions are patterns of behaviors and actions that occur frequently and in the absence of coercion, and constitute "habits of mind and heart". They are intentional and directed toward particular people and situations, in order to achieve goals. Teacher Education must model and support the development of desirable dispositions and provide opportunities to weaken or eliminate undesirable dispositions. Dispositions that apply the knowledge and skills of teaching and learning are critical to becoming an effective candidate.

Such dispositions valued by the Teacher Education Program include, but are not limited to, the following:

- Shows eagerness and enjoyment working with children, adolescents, parents, and adults
- Treats children, parents, and other adults with respect
- Has the ability and enjoys working with children and adolescents
- Displays an attitude of patience and looks at alternatives fairly
- Uses reasoning, common sense, and a problem-solving approach in judgment
- Displays a positive and problem-structuring attitude
- Shows initiative and originates or starts activities
- Exhibits a capacity to effectively listen to others
- Expresses thoughts clearly and effectively to children, adolescents, parents, and adults;
- Values the collegial process and is open to adjustment and revision, based on learner needs
- Values ongoing assessment and strategies for promoting learning
- Dependability – someone that can be counted on to get things done
- Shows a self-pride in appearance and uses best judgment with situational appropriate dress
- Displays a personality as he/she interacts with others
- Demonstrates potentiality and a capability for growth and development of becoming a teacher
- Uses a positive approach plus tact when working with children, adolescents, parents, and adults
- Inspires others through his/her leadership qualities.

Timeline: Student Teaching Calendar

Teacher Candidates are expected to adhere to the school calendar of their cooperating school, fulfilling all attendance expectations of the Classroom Mentor Teacher.
Student Teaching Contract Days: Follow the calendar of your cooperating school, *not* the calendar of SMSU. You must be present for the full contractual teaching day.
In-service/meetings: Attend all functions that your Cooperating Teacher is required to attend, including meetings, in-service days, and/or conferences.

The number of weeks a student teacher is required to complete depends on the degrees and licensure areas the student teacher is seeking. All candidates are required to complete a minimum of 12 weeks, however multiple majors and licensure areas will require more weeks. Alternate programs such as the Para to SPED and Para to TESL programs have a full semester teaching 1/2 days.

Keep in mind you only need to complete 1 edTPA, so at your other placement you will just teach during the 2nd-third of placement weeks. Para to SPED and Para to TESL will complete their edTPA during their second semester.

Break your weeks at <u>each</u> placement into <u>Thirds</u> and use the guide below.

<u>1st-Third of Placement Weeks</u> Observe and Partime Teach

- Become familiar with curriculum, texts, supplementary materials
- Become familiar with procedures, discipline expectations, and routines
- Copy seating charts and learn students' names
- Assist with small groups
- Work one on one, or tutor individuals
- Correct papers, quizzes, tests: enter scores
- Send a parent communication, including an introduction of yourself and the parent permission to videotape, take photos, and collect student work.
- Complete the Context for Learning section of the edTPA with your Cooperating Teacher.
- Discuss when/what unit would be appropriate to teach for your edTPA requirement.
- Team teach lessons/co-teach part of each day

<u>2nd-Third of Placement Weeks</u> edTPA and Fulltime Teach

- Completion of your edTPA – Teacher Performance Assessment
- Gather materials, sources for designing units of study
- Plan, prepare, teach and assume primary responsibility for teaching (as many weeks as possible at least 2-4 weeks solo)
- Videotape lessons and reflect for edTPA use

<u>Last-Third of Placement Weeks</u> Partime Teach and Complete Livetext Requirements

- Team teach lessons/co-teach part of each day
- Transition primary teaching back to the Cooperating Teacher
- Enter scores into grade book
- Seek feedback from your Cooperating Teacher
- Complete all evaluations, demographics and timelog (first day, last day) in Livetext

A Guide for Integrating the Teacher Candidate into the Classroom
Special Circumstances

Global Student Teaching:

<u>Weeks 1-8</u>
Student Teach globally

<u>Weeks 9-14</u>
Student Teach locally

- Prior to starting, visit the classroom to meet the teacher, students, and become familiar with school/curriculum.
- Spend 6 weeks in the assigned classroom
  - o Weeks 1,2 – Observe, team-teach, gradually pick up teaching various subjects
  - o Weeks 3,4 – Teach full time, complete edTPA
  - o Weeks 5,6 – Gradually return teaching of subjects to the regular classroom teacher
  - o Complete all evaluations, demographics and timelog (first day, last day) in Livetext

Double Majors:

- Prior to starting, visit the classroom to meet the teacher, students, and become familiar with school/curriculum.
- Spend assigned weeks (4 to 6) weeks in the classroom
  - o First week – Observe, team-teach, gradually pick up teaching various subjects
  - o Middle weeks – Teach full time
  - o Last week – Gradually return teaching of subjects to the regular classroom teacher
  - o Complete all evaluations, demographics and timelog (first day, last day) in Livetext

Absences

We expect you to be at school every day for your semester of Student Teaching but understand that there are times when it might not be possible. Absences are acceptable only under the following conditions: illness, emergency, and in-service. More than **two** such absences **in an entire semester** will cause your student teaching assignment to be extended to make up **all** the lost days. The student teaching experience can be canceled due to excessive tardiness or absences. All absences must be discussed with your university supervisor. Teacher candidates are not given "personal days" and are expected to adhere to the school calendar.

Illness: Contact your **Cooperating Teacher** and **University Supervisor** as soon as you know you will not be at school. Fill-out absence form and forward to the Director of Clinical Experiences in Education.

Emergency: Contact your **Cooperating Teacher** and **University Supervisor** as soon as possible. Fill-out attendance form and forward to the Director of Clinical Experiences in Education.

In-service: Pre-arranged. Attend all functions required for your CooperatingTeacher, including professional meetings. Your Cooperating Teacher and University Supervisor should approve attendance at other conferences and meetings. Let the Director of Clinical Experiences know you have gained the proper approval to attend.

Career Fair: Pre-arranged. This will count as an absence. Fill-out attendance form and forward to the Director of Clinical Experiences in Education.

MTLE Testing: Pre-arranged. This will count as an absence. Fill-out attendance form and forward to the Director of Clinical Experiences in Education.

The following are determined by your cooperating school and are <u>not</u> counted as an absence:

Poor weather conditions	Follow your **cooperating school's policy** check for late starts/closing announcements on the radio, television, or Internet.
Holidays	Follow the school's calendar, not SMSU calendar

The following constitutes mandatory attendance and are <u>not</u> counted as an absence:

SMSU Student Teacher Orientation	Attendance required at Virtual Orientation.
SMSU Mandatory Seminars	Attendance required at Student Teaching Seminar days at SMSU. Virtual option for those

that live 2.5 hours or more from
Marshall.

Leave of Absence

From Student Teaching Form

This form is to be submitted to your University Supervisor as soon as possible following an absence. Note: approval for a planned absence must be made 48 hours prior to the absence with approval from both the Classroom Mentor Teacher and University Supervisor.

Leave to be granted to _____

Today's date _____

Dates and times of leave _____

Reason for leave: (Check those that apply)

_____ Illness

_____ Emergency. Specify_

_____ In-service. Specify_

_____ Other.   Specify_____

Signed: _____
                        Teacher Candidate

Signed: _____
                        Cooperating Teacher

Signed: _____
                        University Supervisor

After signatures, please forward this form to the Director of Clinical Experiences in Education

Positive Qualities and **Red Flags of Ineffective Teaching**

The Education Faculty of Southwest Minnesota State University adopted the book, *Qualities of Effective Teachers, 2nd Ed.* by James H. Stronge. A portion of this book will be used as a resource for our Cooperating Teachers and University Supervisors as they work with our student teachers.

Positive Qualities and Red Flags of Ineffective Teaching are covered in the following areas:

The Teacher as a Person
Classroom Management and Organization
Planning and Organizing for Instruction
Implementing Instruction
Monitoring Student Progress and Potential
Professionalism

The Teacher as a Person

Positive Qualities

- Assumes ownership for the classroom and students' success
- Uses personal experiences to provide real-world examples in teaching
- Understands students' feelings
- Admits mistakes and corrects them immediately
- Thinks about and reflects on practice
- Displays a sense of humor
- Dresses appropriately for the position
- Maintains confidential trust and respect
- Is structured, yet flexible and spontaneous
- Is responsive to situations and students' needs
- Enjoys teaching and expects students to enjoy learning
- Finds the win-win solution in conflict situations
- Listens attentively to student questions, comments, and concerns
- Responds to students with respect, even in difficult situations
- Communicates high expectations consistently
- Conducts one-on-one conversations consistently
- Treats students equally and fairly
- Engages in positive dialogue and interaction with students outside the classroom
- Invents time with single students or small groups of students outside the classroom
- Maintains a professional manner at all times
- Addresses students by name
- Speaks in an appropriate tone and volume
- Works actively with students
- Provides tutoring to students before and after school

Stronge, J. H. (2007). *Qualities of Effective Teachers*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

- Believes that teaching is just a job
- Arrives late to school and class on a regular basis
- Has numerous classroom discipline problems
- Is not sensitive to a student's culture or heritage
- Expresses bias (positive or negative) with regard to students
- Works on paperwork during class rather than working with students
- Has parents complaining about what is going on in the classroom
- Uses inappropriate language
- Demeans or ridicules students
- Exhibits defensive behavior for no apparent reason
- Is confrontational with students
- Lacks conflict resolution skills
- Does not accept responsibility for what occurs in the classroom
- Fails to acknowledge student and parent concerns

Classroom Management and Organization

Positive Qualities

- Establishes instructional and non-instructional procedures starting on the first day of school
- Positions chairs in groups or around tables to promote interaction
- Manages classroom procedures to facilitate smooth transitions, instructional groups, procurement of materials and supplies, and supervision of volunteers and paraprofessionals in the classroom
- Manages student behavior through clear expectations and firm and consistent responses to student actions
- Maintains a physical environment where instructional materials and equipment are in good repair
- Covers walls with student work, student-made signs, memos, and calendars of student events
- Has students welcome visitors and observers and explain activities to the them
- Emphasizes students addressing one another in a positive and respectful manner
- Encourages interaction and allows low hum of conversations about activities or tasks
- Maximizes the physical aspects of the environment
- Arranges classroom so that all students can see and hear instruction
- Provides easy access to instructional materials
- Manages emergency situations as they occur
- Maintains acceptable personal work space
- Establishes procedures for running the classroom and handling routine student needs (e.g. bathroom visits, pencil sharpening, throwing away trash)
- Provides positive reinforcement and specific, timely feedback
- Notes positive interactions among students
- Disciplines students with dignity and respect
- Shows evidence of established student routines for responsibilities and student leadership
- Exhibits consistency and fairness in management style
- Uses proximity to students to manage behavior
- Involves students in formulating classroom rules
- Posts classroom and school rules
- Posts appropriate safety procedures

Stronge, J. H. (2007). *Qualities of Effective Teachers*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Red Flags of Ineffective Teaching

- Uses no (or very few) lesson plans or plans that are poorly written
- Does not have student assessment and diagnostic data available
- Makes no connection between assessment data and instructional planning
- Does not provide differentiated instruction
- Uses the textbook as the primary tool for planning
- Does not align lesson plans with local or district curriculum guides
- Does not incorporate state learning objectives into lesson plans
- Selects activities that are unrelated to the learning objective
- Teaches content that is inaccurate
- Develops lessons that are too difficult or too easy for the grade level
- Does not plan for or anticipate potential problems
- Writes lesson plans that mainly consist of text, lecture, or worksheets
- Does not actively engage students in learning
- Fails to address different learning styles or modalities of students in lesson plans
- Does not make accommodations for students with special needs in lesson plans
- Fails to post state standards or essential questions in the classroom
- Develops lesson plans in which information on pacing is not discernible
- Creates lesson plans that are disjointed
- Writes lesson plans that are sketchy and do not allow for smooth transitions between activities
- Shows a prevalent pattern of poor or inconsistent student achievement
- Does not provide emergency lesson plans
- Does not provide materials for substitutes (e.g., attendance rolls, class procedures, lesson plans, fire and tornado drill evacuation route maps)

Implementing Instruction

Positive Qualities

- Uses students' questions and prior knowledge to guide the lesson
- Responds spontaneously to student questions
- Helps students to make real-world connections to the content
- Delivers instruction in a logical, sequential manner
- Uses pre-assessments to guide instructions
- Makes subject matter relevant to students
- Develops elements of an effective lesson
- Uses established procedures to capture more class time (e.g., students have roles to play, such as passing out materials so that the teacher doesn't need to stop the momentum of the lesson)
- Incorporates higher-order thinking strategies
- Uses a variety of activities and methods to actively engage students
- Monitors student engagement in all activities and strategies
- Continuously has high numbers of students on task
- Adjusts the delivery and pacing of the lesson in response to student cues
- Effectively uses the entire classroom (e.g., moves throughout the room)
- Plans for student-centered classroom rather than teacher-centered classroom
- Provides specific feedback (verbal, nonverbal, written)
- Designs and bases assignments on measurable objectives
- Assists students in planning for homework assignments
- Makes changes to instruction throughout the lesson based on student feedback
- Encourage student-to-student and student-to-teacher interaction throughout the lesson
- Provides opportunities for review and practice
- Focuses learning at the beginning of the class time
- Provides closure at the end of the class time
- Models learning for students

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Stronge, J. H. (2007). *Qualities of Effective Teachers*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Red Flags of Ineffective Teaching

- Arranges desks and chairs in rows facing forward (without regrouping)
- Displays inconsistencies in enforcing class, school, and district rules
- Is not prepared with responses to common issues (e.g. bathroom visits, pencil sharpening, disruptions)
- Uses strictly commercial posters to decorate walls
- Lists teacher-formulated rules and consequences for negative behaviors
- Emphasizes facts and correct answers
- Gives unclear directions or explanations
- Punishes the entire class for the behavior of a few students
- Confronts student behavior in front of the entire class
- Assigns one task to be completed by all students
- Does not post or is not clear about expectations of the students
- Does not display school or classroom rules
- Allows student disengagement from learning
- Is unavailable outside of class for students
- Complains inappropriately about administrative details
- Maintains an unsafe environment or equipment
- Fails to provide students with specific routines or responsibilities
- Keeps an unclean or disorderly classroom
- Uses many discipline referrals
- Makes up rules and consequences or punishment according to mood; is unpredictable
- Does not start class immediately; takes roll and dallies

Planning and Organizing for Instruction

Positive Qualities

- Write lesson plans for every school day
- Develops a syllabus to serve as a blueprint for the school year
- Gives students an agenda of objectives and activities so that they know the daily plan
- Uses student assessment data and pretest results in preparation of lesson plans
- Considers student work samples when writing lesson plans
- Aligns lesson plans with school district curriculum guides
- Creates teacher-developed assessments that promote higher-order thinking skills and are aligned with curriculum guides
- Incorporates state learning objectives into the lesson plans
- Incorporates technology in lesson plans
- Integrates other content area when appropriate
- Indicates start and ending times for activities in lesson plans
- Includes activities and strategies to engage students of various ability levels in lesson plans
- Writes lesson plans that address review of materials or remediation and enrichment
- Incorporates effective questioning into lesson plans
- Addresses different learning modalities and styles in lesson plans
- Includes required accommodations for students with special needs in lesson plans
- Develops lesson plans that anticipate student misconceptions and prior knowledge and identifies strategies for addressing these
- Posts state standards or essential questions in classroom
- Provides pacing information in lesson plans
- Makes lesson plans for a substitute or an emergency that contain all necessary information available in an easily accessible area of the classroom

Stronge, J. H. (2007). *Qualities of Effective Teachers*. Alexandria, Virginia: Association for Supervision and

<u>**Red Flags of Ineffective Teaching**</u>

- Consistently experiences student behavior problems
- Has unengaged students (bored, off-task, asleep)
- Has poor student performance in class and on assessments
- Gives vague instructions for seatwork, projects, and activities
- Fumbles through subject matter during instruction
- Is unresponsive to student cues that the delivery of instruction is ineffective
- Lacks variety in instructional methods used
- Has difficulty individualizing instruction
- Fails to incorporate technology
- Overuses paper and pencil tasks
- Uses outdated material or terminology
- Fails to implement needed changes pointed out by peers or supervisors
- Tells students to "know the material"
- Does not apply current research-based strategies or best practices
- Uses improper English
- Transitions slowly between activities or lessons
- Interacts very little with students during instruction
- Provides little time for students to interact with each other during the lesson
- Is unprepared to begin the lesson at the beginning of class or during transitions
- Pacing of the lesson is either too slow or too fast, not taking into account the developmental and ability levels of students
- Does not state or clarify the objective during the lesson
- Does not summarize learning at the end of the lesson

Monitoring Student Progress and Potential

<u>**Positive Qualities**</u>

- Provides methods for students to track their own performances
- Grades homework
- Gives specific oral and written feedback
- Documents student progress and achievement over time
- Makes instructional decisions based on student achievement data analysis
- Circulates in the room to assist students and provide praise
- Gives pre-tests and post-tests and graphs results
- Considers multiple assessments to determine whether a student has mastered a skill
- Keeps a log of parent communications
- Uses student intervention plans and maintains records of the plans' implementation
- Records team conference or teacher conference with students
- Gives informal and formal assessments on a regular basis
- Makes use of a variety of assessments
- Provides a description of record-keeping system and how it is used to inform parents, students, and administrators
- Provides assessment data that are both accurate and current
- Provides time and ways for students to self-assess
- Designs assessments to assess both higher-level and lower-level content and skills
- Provides progress reports in a timely manner
- Uses rubrics or scoring guide for student assignments, products, and projects
- Practices differentiated instruction based on assessment analysis
- Exercises testing accommodations for students with special needs
- Maintains copies of all correspondence (written, e-mail, phone log) concerning student progress
- Holds teacher-parent –students conferences and meetings
- Produces class newsletters
- Invites parents and guests to special class events
- Communicates using informal progress reports
- Uses appropriate and clear language in communications
- Participates in Individualized Education Program (IEP) meetings for students with special needs

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Stronge, J. H. (2007). *Qualities of Effective Teachers*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Red Flags of Ineffective Teaching

- Does not monitor student progress or allow for questions
- Infrequently analyzes or lacks appropriate data
- Determines grades using only a few assignments
- Infrequently monitors or fails to monitor student progress
- Does not keep a communication log
- Does not record conferences with students or parents or guardians
- Uses extremes in grading-high failure rates or unrealistically high percentage of excellent grades
- Fails to re-teach after assessment to correct gaps in student learning
- Uses only textbook assessments
- Records grades either incompletely or in an unclear way
- Does not include higher-order thinking questions or tasks in assessments
- Is slow in providing feedback
- Fails to acknowledge student achievement
- Offers little or no variety of assessments
- Ignores testing accommodations for students with special needs
- Does not document or holds few parent communications (communication may include conferences, phone calls, e-mail, newsletters, Web sites)
- Uses vague, technical, or inappropriate language in communications
- Does not participate in or attend IEP meetings for students with special needs

Professionalism

Positive Qualities

- Practice honest, two-way communication between teachers and administrators
- Communicates consistently with students' families
- Maintains accurate records
- Reflects on teaching, personally and with peers
- Is able to discuss teaching philosophy
- Attends grade-level meetings; is a true team player
- Attends and participates in faculty and other school committee meetings
- Focuses on students
- Performs assigned duties
- Implements school and school district goals and policies
- Acts "globally" around the school for the benefit of the whole school community
- Volunteers to assist others
- Seeks community involvement
- Seeks leadership roles on school committees and teams
- Contacts central office personnel for technique support when needed
- Treats colleagues with respect and collegiality
- Works collaboratively with faculty and staff
- Attends professional development opportunities (e.g., conferences, graduate classes, workshops)
- Maintains current teaching certification
- Initiates communication with parents
- Provides constructive feedback during meetings
- Supports school initiatives
- Mentors new teachers
- Submits required reports accurately and on time
- Writes constructive, grammatically correct communications
- Writes appropriately for the intended audience
- Evidences no testing irregularities that are within the control of the teacher
- Submits lesson plans and assessment documents on time
- Submits grades on time
- Maintains a calendar of report deadlines
- Keeps an accurate and complete grade book

Stronge, J. H. (2007). *Qualities of Effective Teachers*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Red Flags of Ineffective Teaching

- Routinely gives negative feedback at meetings
- Displays unwillingness to contribute to the mission and vision of the school
- Refuses to meet with parents and guardians or colleagues outside of contract hours
- Resents or feels threatened by other adults visiting the classroom
- Does the minimum required to maintain certification or emergency certification status
- Submits reports late or incomplete
- Submits grades late
- Writes inaccurate or unclear reports
- Does not update grade book or fails to keep it accurate
- Sends home notes that are illegible or contain grammatical and spelling errors
- Fails to return e-mail or phone calls
- Fails to respond to notes from parents
- Has problems with attendance
- Fails to maintain appropriate student and teacher roles

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Student Teaching Concerns

Concerns with Placement
Great care is taken in finding excellent placements for SMSU's teacher candidates. Rarely are there issues which cannot be worked through, but it does happen occasionally. If you have concerns with your placement, please discuss your concerns first with your mentor teacher, second with your university supervisor, and third with the Director of Placement & Licensure.

Concerns with Supervision
SMSU's mentor teachers and supervisors have years of experience in education. If you are frustrated with the supervision you have received, reflect carefully before taking any action. Are you open to constructive criticism? Have suggestions been useful? What exactly is frustrating you? If after careful reflection, you can clearly articulate why you are frustrated, begin by addressing your frustrations with the mentor teacher, then the university supervisor, and then if necessary, the Director of Placement & Licensure.

Concerns with Your Performance or Professional Dispositions
Student teaching is a time to grow professionally. There will likely be many times during your experience you will wish you had made a different decision, planned a little more carefully, or listened to the suggestions of your mentor teacher or university supervisor a little more closely. Occasionally, a student teacher will make an error in judgment which requires immediate correction from the mentor teacher which can be difficult to take. When these mistakes occur, journal about them, talk to your supervisors about them, and above all learn from them.

Mentor has Concerns
Your mentor teacher will share constructive criticism with you. If you are unwilling/unable to respond effectively, the mentor teacher will bring concerns to the university supervisor and then to the Director of Placement & Licensure if appropriate.

University Supervisor has Concerns
Your university supervisor will share constructive criticism with you. If you are unwilling/unable to respond effectively, the university supervisor will bring concerns to the mentor teacher, and then to the Director of Placement & Licensure if appropriate.

Student Teaching Growth Plans
If concerns are brought to the attention of the Director of Placement & Licensure, the Director will contact the university supervisor and mentor teacher to determine if a growth plan is necessary. In most cases, a growth plan will be written collaboratively by the Director, Supervisor, and Mentor. Once the growth plan has been developed, it will be shared with the teacher candidate along with expectations and timeline for completion. A sample of the format of the growth plan is included in this handbook.

It is our intention that the Growth Plan will be implemented in the same semester if possible. By successfully completing the Growth Plan, the SMSU student teacher may earn a last chance to move forward in the student teaching experience. This last chance student teaching experience will occur in the following semester (student teaching available only in Fall and Spring semesters). The student will need to register and pay for ED 472 – Extended Student Teaching. This course WILL NOT have the edTPA fee associated with it.

Reassignment/Extension/Withdrawal/Termination
On rare occasions, situations arise which make it impossible for the teacher candidate to complete their original assignment. When this occurs, the following options are considered:

Extension – This is typically granted when a health or personal emergency prevents completion of student teaching in the semester assigned. If you need an extension, contact your university supervisor.

Reassignment – Sometimes a placement just doesn't work. If this happens, a reassignment will be considered. Typically, an extension is needed to complete student teaching.

Withdrawal or Termination – If a student is unable to complete their assignment and an extension is not granted, the student will need to withdrawal from student teaching. Termination occurs when the SMSU Education Department has documented evidence of inappropriate academic and/or professional behavior.

Student Teaching: Reassignment/Extension/Withdrawal/Termination

Withdrawal
The SMSU Education Department reserves the right to withdraw a teacher candidate from an assignment for documented academic and/or professional reasons. This means that the student has earned an Incomplete (I), and the individual is not ready to assume the responsibilities of the teaching profession and is not recommended for licensure at the time. A letter, with a copy to the advisor, will be placed in the student's licensure folder after the termination or withdrawal from student teaching, which will include the following:

1. A statement of the reasons for the termination or withdrawal.

2. An original growth plan and evaluation (if one exists).

3. If the teacher candidate is going to be reassigned, a growth plan needs to be documented, signed, and placed in the student's file before reassignment occurs.

4. A statement about how much time should pass between the termination of the student teaching and a second student teaching experience.

5. The letter will be written by the Director of Placement and Licensure and mailed to the student within a month of the termination. After documented completion of the Growth Plan, the student may discuss student teaching with the Director. *The student who wishes to student teach the following semester should reactivate their application by contacting the field experience secretary.* The student who wishes to delay student teaching longer than 1 year must reapply/register, which includes all tuition fees/costs. Student teaching placements will depend on availability of site and timelines of request.

6. A student may choose to withdraw from student teaching by sending a letter to the Director of Placement and Licensure. If a student chooses to withdraw, the students must reapply through the typical application process. A student should understand that satisfactory completion of student teaching is required for an Education degree (Early Childhood, Elementary, Secondary, K-12, 5-12) and for licensure recommendation.

Extension
Sometimes teacher candidates need more than a semester of experience because of extenuating circumstances or to develop the knowledge, skills and attitudes to be an effective teacher. If progress is observed, but the teacher candidate is not ready to assume the responsibilities of the profession or has not met the time requirement, an In Progress (IP) grade may be assigned. In these cases, the Director of Placement and Licensure and the Placement Coordinator will decided if the teacher candidate should continue in the same site or in a different site, and will specify the time period of the extension. If necessary, a growth plan will be written.

Teacher Education Dispositions

Please complete the form entirely and submit to the Advisor **after discussion with the student.** The advisor will then give the form to the Education Department Chair to be placed in the student advising file.

Student Name:_____ Advisor Name:_____

Disposition(s):_____

_____

_____

In the following area, please explain the context in which the situation occurred (e.g. course number or name, where occurred, specifically what transpired, date) and relation to the specific disposition:

_____

_____

_____

Suggestions for Student:

_____

_____

_____

_____

Student response and plan for improvement:

_____

_____

_____

_____

School of Education Faculty/Staff:_____Date:_____

Student Signature:_____Date:_____

Teacher Education Dispositions Continued

Action taken by Advisor: _____

_____

_____

_____

_____

Advisor Date: _____

Follow-up to document improvement: _____

_____

_____

_____

_____

Advisor Date: _____

Action Taken by Education Department: _____

_____

_____

_____

Department Date: _____

This form will be given to the Department Chair to be placed in the student's advising folder. This action may be appealed by writing a formal statement of appeal to the Chair of Education Department. If an appeal is filed, the Chair will convene a faculty panel within ten (10) University business days to hear the appeal. Further appeals should be directed to the Dean of Business, Education, and Professional Studies following the usual SMSU appeal process.

Southwest Minnesota State University

Professional Growth Plan for Student Teachers

STUDENT:_____   **FACULTY ADVISOR:** _____

LICENSURE AREA: _____   **UNIVERSITY SUPERVISOR:** _____

CLASSROOM MENTOR TEACHER: _____

WORKSITE:_____   **DATES OF IMPLEMENTATION:** _____

STANDARD:	
Standard 1. Subject Matter: A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.	
Standard 2, 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 3. 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 4. 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 5, Learning Environment: The teacher uses an understanding and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	
Standard 6, Communication: A teacher must be able to use knowledge of effective verbal, nonverbal, and media techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:	
Standard 7. 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 8. 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 student. ***Standard 9. 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 learning community, and who actively seeks out opportunities for professional growth.* ***Standard 10. 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.*	
GROWTH OBJECTIVE(S):	
PRESENT STAGE OF DEVELOPMENT:	
PROCEDURES & ACTIVITIES FOR ACHIEVING OBJECTIVES:	
APPRAISAL METHOD & TARGET DATES:	

This growth plan has been reviewed and approved for implementation:

_____   _____
Student Signature and Date   University Supervisor Signature and Date

_____   _____
Faculty Advisor Signature and Date   Classroom Mentor Teacher Signature and Date

_____
Director of Clinical Experiences in Education Signature and Date

Education Department
DUE PROCESS POLICY AND PROCEDURES
Approved October 20, 2010

Students in the Education Program at SMSU are afforded due process rights related specifically to the Teacher Education Program. Student appeals include, but are not limited to, programmatic issues, sub-committee decisions and/or field experience related issues. Grade appeals and other issues normally covered by university-wide policies will continue to be handled through the institutional process. Refer to the SMSU Catalog / Student Handbook for the grade appeal process and other student issues not specific to the Teacher Education Program.

Appeals – Field Experience Issues

Director of Placement and Licensure

A student's first contact regarding a field experience decision should be with the Director. The Director will keep written notes of the meeting and other communications. In many instances, the Director of Placement and Licensure reaches decisions relating to field experiences after consulting with the Field Experience Coordinator.

Field Experience Issues Committee

If a student wishes to appeal a decision made by the Director of Placement and Licensure relating to a field experience issue, the formal appeal is made to the Chair of the Education Department. The Field Experience Issues Committee is made up of the Chair of the Education Department, the Director of Placement and Licensure, and the Field Experience Coordinator. The professor of record for the class that the field experience is tied to will also be included.

Requests must be made in writing, must state the reasons for petitioning to the Field Experience Issues Committee, and must be received within *10 working days* of the student being notified of the initial decision. The written appeal must state the reason(s) for the review and provide factual information substantiating one of the following:

- Procedures not followed,
- Regulations not applied correctly,
- Information not known or available at the time of the original hearing which could alter the outcome, or
- Action not appropriate.

The written appeal to the Field Experience Issues Committee must also include:

- A copy of the original decision and any documentation relating to the Director of Placement and Licensure decision.
- Any other documentation the student thinks would enhance his/her position with this appeal.

The Committee will respond in writing within *10 working days*. During that time, the student's placement will remain on hold until the issue can be resolved.

Education Department

If the decision reached by the Field Experience Issues Committee is not satisfactory to the student, he/she may appeal to the Education Department on the Marshall campus. A hearing will be scheduled to occur within *15 working days* after the formal appeal is filed (based on the SMSU Academic Calendar).

Student Rights

- The student has the right to appear at the hearing.
- The student may bring and/or use expert resource persons, e.g. college faculty and staff or other appropriate professionals, to support the appeal.

Required Documentation

- Original appeal letter and supporting documentation submitted to the Field Experience Issues Committee
- The decision rendered by the Field Experience Issues Committee.

Hearing steps

- Student and/or expert witness(es) present evidence.
- Faculty members ask questions and review relevant data with student present.
- Student and expert witnesses (if present) are excused from the hearing.
- Faculty members deliberate and take action.
- The decision of the Education Department is communicated in writing to the student, the academic advisor, Director of Placement and Licensure, the professor for the course the field experience is tied to, and/or other individuals impacted by the decision rendered.

Dean: College of Business, Education, and Professional Studies

If a student is not satisfied with the decision of the SMSU Education Department, an appeal may be filed with the Dean of the College of Business, Education, and Professional Studies or his/her designated representative. This appeal must be filed within seven (7) days of notification of the Education Department's decision. The Dean will review all associated documentation, decisions rendered by the previous individuals/committees, and other evidence pertinent to this case. The Dean's decision will be relayed back to the Education Department Chairperson, who will be responsible for communicating to the student and other related parties. The decision of the Dean is final.

Appeals - Non-Field Experience Issues

Appeals not related to field experiences follow the established due process policies and procedures of Southwest Minnesota State University.

Appeals related to recommendation for licensure

Appeals related to recommendation for licensure from Southwest Minnesota State University's Teacher Education Program should be brought initially to a committee composed of the Director of Clinical Experiences in Education, the Chair of the Education Department, and the Dean of Business, Education, and Professional Studies. If the appeal is not resolved at this level, the Professional Educator Licensure and Standards Board, at the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution's recommendation for licensure affecting the person or person's credentials. At the board's discretion, assistance may include the application of chapter 14. This appeals process is in accordance with MN Statute 122A.09 subd. 4(c).

Special Notes to the Teacher Candidate

While it is impossible to provide in this handbook all the information you would like regarding your student teaching assignment, there are some responsibilities that are particularly important for you.

- You will be responsible to make arrangements for a visit to your school prior to the beginning of your assignment. This will help orient you to specifics such as parking, location of your room, the office, etc. It is also a good time to discuss expectations, your schedule, units to design and teach, and classroom management systems.
- Some School Districts require a 'Background Check' before you can student teach. Make sure you double check with your assigned District so you can get this taken care of ahead of time.
- You are responsible for making your own housing and travel arrangements.
- Take the opportunity to become acquainted with the community, you will have the advantage of attending a variety of school events, allowing you to identify with your students in diverse roles.
- Make sure the University Supervisor and your Cooperating Teacher know your contact information.
- In the event of illness or an emergency necessitating your absence, be sure to inform the teacher and/or principal and your University Supervisor. You will also need to complete an absence form and send it to the Director of Clinical Experiences in Education. Discuss procedures to follow if an absence becomes necessary.
- Since student teaching is a full-time commitment, carrying additional coursework, a coaching practicum or being employed during your assignment is not recommended. Please discuss any departure from this recommendation with the Director of Clinical Experiences in Education.
- You are required to have personal and current liability coverage. Insurance coverage may be obtained by joining the Education Minnesota Student Program.
- You must subscribe to the listserv for student teachers at Smsu-emsp-subscribe-request@lists.minnstate.edu; leave the body and subject line blank. You will receive a confirmation email.
- You will follow the same calendar, daily schedule, parent/teacher conferences and extra-curricular activities as the Cooperating Teacher. These are governed by the district's master contract or other policies.
- You are expected to adhere to the philosophy, general policies, and professional standards of dress and behavior of the cooperating school. Consider yourself a faculty member and participate in all appropriate social and professional activities. Remember, place school obligations ahead of personal wishes.
- Get a copy of the cooperating school handbook; find out about school classroom routines.
- Become aware of sources of information and knowledge concerning the students. At the same time, safeguard confidential information, using it only in a professional way.
- Your University Supervisor is assigned to support your efforts. They will work with you to schedule observations and triad meetings. We ask them to give you actionable feedback for professional growth. Bring unresolved concerns to the University Supervisor's attention as soon as possible. Communicate by way of email throughout

your experience with your University Supervisor.

- Many teacher candidates say that they feel insecure and experience stress during student teaching. Rest, relaxation, a positive attitude, and sense of humor will go a long way toward helping you through this exciting and important time.
- 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, major responsibility should be assumed by the Cooperating Teacher.
- Detailed written lesson plans by the teacher candidate are expected and essential, and will be completed and shared with the mentor teacher prior to teaching the lesson.
- Completion/submission of the edTPA, Teacher Performance Assessment, is required.
- Keep the University Supervisor informed of your weekly schedule and changes that arise. Changes that affect your daily schedule must be reported to your University Supervisor.
- Grading for student teaching is CR (Credit) or NC (No Credit). Guidelines for evaluation of your performance are included later in this handbook.

Imperative to a Successful Student Teaching Experience

Demonstrate initiative and responsibility. Take every opportunity to make yourself a useful, functioning member of the classroom. Go that extra mile, and SMILE!

Write and speak with proper grammar. You are a model for students. Work continuously to develop professional teaching language.

Show Gratitude! Make sure to thank those that are allowing you to complete your student teaching including your Cooperating Teacher, University Supervisor, building Principal, etc.…

Be pro-active and plan ahead for back up transportation, child care, etc. Make sure all materials are ready for lessons at least a couple of days in advance. Car problems, flat tires or dead batteries, sick children, and broken copy machines can all create havoc with a student teacher's plans. Having a 'Plan B' in place is the only way to beat Murphy's Law…"If something can go wrong, it will!

IF YOU FAIL TO PLAN, you are planning to fail.

Requirements for the Teacher Candidate

Each University Supervisor will review the activities with the teacher candidate and Classroom Mentor Teacher(s) to decide what is appropriate in specific classrooms and settings. All teacher candidates are expected to be involved in assessment of their own progress throughout the experience, as well as conferences with their Cooperating Teacher and University Supervisor.

_____ Keep a **daily journal** of activities, thoughts, reactions, and what was learned; send this electronically to your University Supervisor.

_____ Design and implement a **3 to 5 day learning segment as part of your edTPA** with a specific content tied to the curriculum and standards including:
- attending to multi-culture/gender-fair/disability sensitive curriculum requirements
- planning daily lessons that describe critical goals, provide for individual learning styles, and promote cooperative learning
- using research-based instructional models
- developing and using a final assessment tool
- gathering student work samples with feedback including strengths and next steps
- Identifying the adaptations for ELL and Sped students
- including a reference list of resources used
- including a technology component
- incorporating the necessary academic language for student understanding
- Any teacher candidate who has a score less than 13 (Task 1), 13 (Task 2), and 12 (Task 3) on the edTPA will need to complete remediation on each affected task and then resubmitted to Pearson. This will be at the teacher candidate's expense.

_____ Teach lessons with **lower and higher order thinking**, **inquiry**, and **questioning skills**. Demonstrate your ability to put Bloom's Taxonomy to use in the classroom.

_____ During the first week, **follow a student or students** for a day to develop an understanding of the student's day. Observe the student(s) behavior, record your observations, and reflect on what you noticed. Be sure that you understand and discuss the ethical responsibility of confidentiality before doing this activity.

_____ Carry out a strategy for **communicating with parents**; write reactions in your journal.

_____ **Video record** your lessons and review with your Cooperating Teacher and University Supervisor (component of edTPA). What did you do well? What would you change?

_____ Attend **professional meetings or in-service workshops**; write reactions in your journal.

_____ **Observe a Special Education teacher**; write reactions in your journal.

_____ **Observe other classrooms** (Special Education, ELL, Art, Physical Education, Computer, etc.); write reactions in your journal.

_____ Observe **cultural interactions** in the school setting and reflect on them in your journal.

_____ Attend at least **one staffing** for students on an IEP due to special needs; write reactions in your journal.

_____ Conduct a **teacher/advisor activity or observe a group counseling** session conducted by a counselor;

write reactions in your journal and discuss with your mentor teacher and University Supervisor.

_____Email your daily journal and a **weekly reflection** to your University Supervisor.
<u>Reflection Ideas:</u>
- o Things I have done well this week that helped students learn:
- o Thoughts I have had this week:
- o Feelings I have had this week:
- o One important thing I have learned this week:
- o Things I want to remember to do in the future to help students learn:
- o Things my University Supervisor should know:
- o Areas I would like assistance with:

_____Design and implement a project or center that **promotes reading** and creates a motivating environment.

_____Discuss your **philosophy of education** with your Cooperating Teacher and write philosophical insights gained in your journal.

_____Make sure your **LiveText** teaching portfolio is complete and includes items from your student teaching experience. Portfolio reviews will typically take place during finals week.

_____Complete the required Exit Survey.

_____Complete **LiveText** evaluations and demographics.
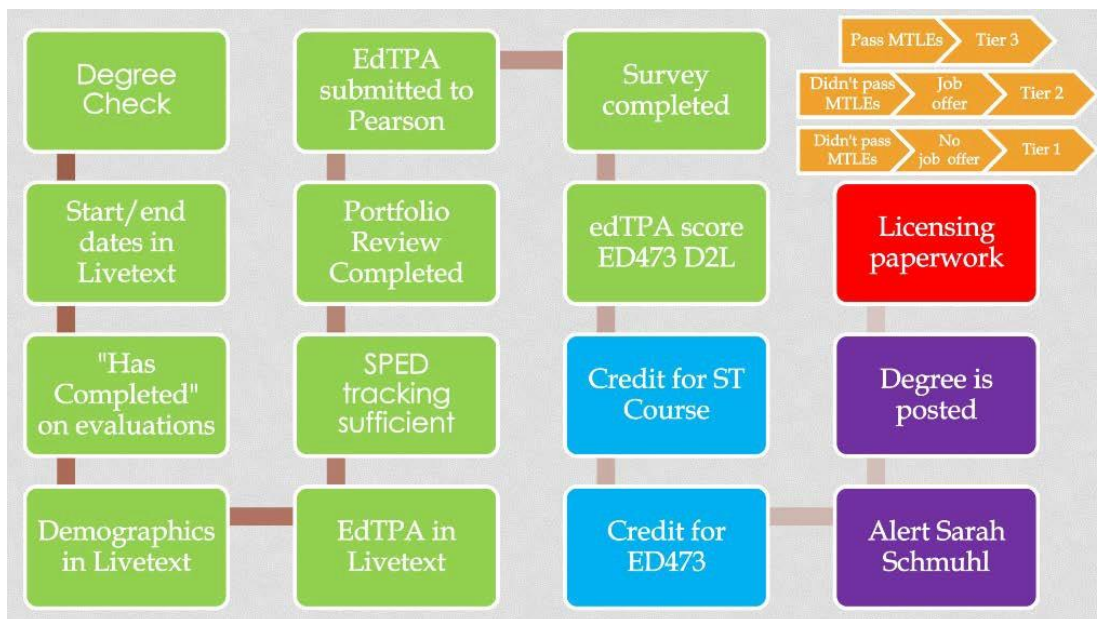
Specific Classroom Procedures Observed During the First Week

During the first several days of the student teaching assignment, most of the day will be spent in observation of the classroom. To make these observations meaningful, write out the answers to the following questions for **Classroom Procedures, Student Observations and the Teaching Process**. Each teacher candidate should feel free to raise question about the activities of the day and/or share concerns with the Cooperating Teacher.

Discuss your responses with your University Supervisor during their first site visit.

Classroom Procedures:

1. How are attendance and related tardiness handled?

2. Who is responsible for proper lighting, heating, and ventilation?

3. Who is contacted for help when needed for serious behavior or health problems? What is the procedure?

4. What procedures are followed when a student becomes ill? Is there a school nurse?

5. What are the routine procedures for sharpening pencils, leaving the room, and talking to other classmates?

6. What are the privileges and/or consequences used for discipline?

7. What specific routines or activities are used to provide time for the students to talk with the teacher about missed work, library books, questions about assignments, etc.?

8. What matters of concern are reported to the school principal?

9. How are the media/audio visual resources obtained and used?

10. How are teaching materials duplicated for classroom use?

11. When and how are daily/weekly announcements given?

12. What are the provisions for fire/tornado drills and other emergencies?

13. Other:

Student Observations:

1. What are the characteristics of the students who are the natural leaders?

2. What are the characteristics of the students who finish their work first and those who finish their work last? What is the quality of their work?

3. What do students do with their free time?

4. In what way do the students show their interest or indifference to what is going on in the classroom?

5. What are the characteristics of the students who show cooperative behavior?

6. What are the characteristics of the students who are unpredictable?

7. What are the characteristics of the students who tend to be noisy and disorderly and what seems to be the underlying causes?

8. How and where do disciplinary problems seem to arise?

9. What supportive services are available outside of the classroom?

10. What are the characteristics of students with special needs in your classroom?

11. Other:

The Teaching Process:

1. What are the objectives of this lesson?

2. What materials and methods (motivation, introduction, and closure) are used to help accomplish these objectives?

3. How are unexpected events handled, and what are the results? Give an example.

4. What learning experiences are provided for students with special needs?

5. Did the teacher modify the original plans? If modified, how?

6. How does the teacher use eye contact, voice, proximity, etc?

7. What attitudes and understandings are being formed?

8. Other:

PARENT COMMUNICATION

Dear Parent or Guardian,

I am a student teacher from Southwest Minnesota State University and I will be teaching in your child's class. I look forward to getting to know your child as part of my semester long experience. Please do not hesitate to contact me if you have any questions or concerns. (Current teacher's name here) will still be your child's teacher and will supervise my student teaching experience.

As part of the assessment of my progress to develop the knowledge and skills required to effectively teach in the classroom, I am required to develop a portfolio of a few of the lessons that I conduct. In the portfolio I plan to include photographs and examples of student work to document what students have learned from lessons I have taught. I also plan to videotape lessons; this will be used to evaluate my performance. Segments may also be shown to potential future employers as I begin my job search for teaching positions.

I am requesting your signature on the permission form (see attachment) so I may include and use pictures or videos of your child in the manner outlined above. Please return the form by

_____.

Thank you.

Sincerely,

Student Work/Photographs/Video Permission Form

Dear Parent or Guardian,

I understand that with this permission_____(child's name) may participate in only the items checked below which are a part of_____(student teacher's name) guided teaching experiences in his/her assigned classroom. These items may be used by Southwest Minnesota State University to evaluate the student teacher's performance. I understand that the portfolio and segments of the tape may also be used by the student teacher during an interview and screening process when the student teacher begins to look for a teaching position. I understand that no further use of the items would occur. Photographs and segments of the tape which include children would most often show groups of children, although it is possible that an individual child could be shown working on an assignment with the student teacher and the child's first name may be used.

I UNDERSTAND THAT MY PERMISSION IS VOLUNTARY.

I give permission to use the items that are checked below:

☐ Photographs
☐ student work
☐ video recordings

Parent/Guardian Signature:

X_____
  Parent/Guardian:

SMSU Education Department Lesson Plan

Grade/Class:	Subject:	Date:
Lesson:		Lesson Duration:

MN Academic Standard(s):
Central Focus:
Students' Prior Knowledge:

Lesson Content Objective(s):
Learners will … (list as C1, C2, etc.):
Materials Needed: Technology Needed and Backup Plan:

Academic Language

Identify a key learning task from plans that provide students opportunities to practice using the language function. Language Demands (consider language function & task) describe the language demands (written or oral) students need to understand and/or use.	Describe instructional supports that will help students understand and use language function & additional language demands	What formal and informal/assessments will provide evidence of students' understanding and fluency?

Methods of Differentiating Instruction				
Tell how you will modify the lesson to accommodate the needs of the individual students (students on an IEP, gifted and talented, English Learners, etc.) listed in your Context for Learning. Content - Process - Product - Physical/Emotional Needs - Learning Environment -				

Planning for Instruction				
Time allowed:	Objective (list as C1, C2, etc.)	Sequence of Instruction (What and How)	Purpose – Why? (Research Base):	Method of Assessing what students have learned:

Feedback to Students: Indicate how you will provide feedback to your students about their learning.

Extra Activities to Use if Needed:

Grade/Class:	Subject:	Date:
Lesson:		**Lesson Duration:**

MN Academic Standard(s): Write out – standard and benchmark – what does this lesson address?

Central Focus: student language – what are we working on? What piece of the standard?

Students' Prior Knowledge: come from past teachers, your knowledge of students, standards from previous grade levels

Lesson Content Objective(s):

Learners will … (list as C1, C2, etc.): learning objectives – Bloom's taxonomy – can use language of standards to help; usually just a few

Materials Needed: Technology Needed and Backup Plan:

Academic Language

| Identify a key learning task from plans that provide students opportunities to practice using the language function.

Where in the lesson will students be learning this? What 'task'?

Language Demands (consider language function & task) describe the language demands (written or oral) students need to understand and/or use.

Vocabulary, symbols, language in directions | Describe instructional supports that will help students understand and use language function & additional language demands

What teaching strategies will help students with the language demands? Guided notes, graphic organizers, foldables, word wall, etc. Go to SIOP lesson plans for ideas. | **What formal and informal/assessments will provide evidence of students' understanding and fluency?**

How do you know that they have learned the language identified? How will you assess this? |

Methods of Differentiating Instruction					
Tell how you will modify the lesson to accommodate the needs of the individual students (students on an IEP, gifted and talented, English Learners, etc.) listed in your Context for Learning. Content - Process - Product - Physical/Emotional Needs - Learning Environment -					

Planning for Instruction					
Time allowed:	Objective (list as C1, C2, etc.)	Sequence of Instruction (What and How) **Include the academic language task as part of this**		Purpose – Why? (Research Base): **Why did you choose this strategy to teach this lesson?**	Method of Assessing what students have learned:

Feedback to Students: Indicate how you will provide feedback to your students about their learning.

How will students know that they are on target in their learning? How can they use this to guide their future efforts/learning? What did they do right, wrong, how to fix this?

Extra Activities to Use if Needed: if time runs out; ALSO – what would you have for struggling learners to remediate? What do you have for the gifted/talented to extend their learning? Technology can be very useful! What are you providing for the para/ESL teacher to support struggling students?

Lesson Plan Reflection

To be used by the student teacher when observing and learning from the cooperating teacher

Topic_____**Grade Level**_____

1. What was the main objective of the lesson?

2. What previous knowledge did the students need in order to be successful? Did they have it?

3. Did the instructional strategies accomplish the objective? If so, how? If not, why?

4. What activities did the students do to show understanding, application, and/or integration of the skill/concept?

5. How did the instructor monitor student progress throughout the lesson?

6. If there were any assessments, were they directly related to the objective? How?

7. Did the lesson plan include adjustments for students with different abilities? If so, give an example.

8. Were the students actively involved in the lesson? If so, how? If not, how could they have been?

9. How will today's lesson be continued after today? (What follow up will there be?)

Questions for Cooperating Teacher or University Supervisor:

Questions That Reflective Teachers Ask Themselves

Date: _____

Lesson: _____

Read and seriously consider the following questions. Choose several that pertain to your lesson
and write answers for them.

1. Did the students learn anything? If so, why? If not, why not?

2. Did anything significant occur? If so, what and why?

3. Was the strategy I used the most effective one? What other strategies might have been effective?

4. How well did I relate the lesson to the students' knowledge, experiences, and interests? How might
    I have done this better?

5. How flexible was I in modifying the lesson according to the students' responses?

6. How well did I manage the classroom environment? What other classroom management
    techniques could I have used? What technique worked best and what didn't work? Why?

7. What connections were there between teaching strategies and students' learning? What does this
    tell me about what I need to do in the future?

8. What are some alternatives for conducting today's lesson?

9. How did I motivate the students? What are some other ways I might have motivated them?

10. Did I consider learning theory in preparing and implementing the lesson? If so, what theories
    worked? If not, what theories should I have considered?

11. Did I provide students opportunities to direct their own learning? If so, how? If not, how could I
    have done this?

12. As a result of this lesson, what have I learned about teaching? How might I change to become a
    better teacher?

Suggested Outline for Unit Plan

Title page
- Unit title
- Grade Level/Subject
- Length of Unit

Background Information
- What is the importance of the unit?
- What previous knowledge is needed?
- List any pre-assessments if applicable.

Learner Outcomes & Standards
- What do you want the students to know after teaching this unit?
- Outcomes are more general than objectives; do NOT just list the objectives of each lesson.
- List the state standards this unit incorporates.

Unit Organization
- List the lesson number and concept taught for the lesson.
- Consider this table of contents for daily lesson plans.

Other Unit Requirements
- Include daily lesson plans.
- Design the learning segment using a **3 to 5 day** time frame for the **edTPA**.
- Vary learning experiences in order to engage students of diverse abilities and learning styles.
- Use research-based instructional models.
- Attend to multicultural/gender-sensitive/ disability sensitive curriculum requirements.
- Include a technology component.
- Include an initiating experience for the first lesson in order to stimulate student interest, raise questions or problems, and provide students with an overview of what will be learned in the unit.
- Include a culminating activity that provides the means for students to review, summarize, and/or integrate what they have learned during the unit.
- Include a summative performance assessment.
- Include a reference list of all resources.
- Incorporate the necessary academic language for student understanding.

Teacher Candidate Self-Evaluation Form
(Midterm will be completed in Livetext.)

Complete this self-evaluation form at about **Midterm** of your student teaching experience to help you evaluate your personal growth. Discuss the results with both your Cooperating Teacher and your University Supervisor. Use the following rating scale:

1) Aware
2) Developing
3) Proficient
4) Exemplary

_____ I use my voice effectively.

_____ I speak clearly and easily with people in various situations.

_____ I have enough energy for the educational setting.

_____ I am dependable.

_____ I ask for and accept criticism and suggestions.

_____ I radiate enthusiasm for teaching.

_____ I am creative and use my own initiative.

_____ I know my subject matter and am prepared for the day.

_____ I am able to communicate effectively with my students.

_____ I know the behavioral objectives and have written down my expectations.

_____ I use various teaching methods to discover if the students have accomplished a goal.

_____ I use various teaching aids to re-teach if necessary.

_____ I meet the individual learning needs of the students.

_____ I am able to involve everyone in my class.

_____ I ask meaningful questions that require higher order thinking.

_____ I am developing a good rapport with my class.

_____ I am aware of best practice teaching methods and use them in my classroom.

_____ I am able to maintain classroom control.

_____ I see things that need to be done and do them without prompting.

Southwest Minnesota State University Teacher Education Portfolio

Ideas for items to place in your Teaching Portfolio

I. **Standard: Knowledge of Subject**
    A. Signed degree check and reflection
    B. Practicum/Clinical experience and reflection
    C. Research papers and reflection
    D. Certificates of completion of workshops and reflection
    E. Summaries of related articles and reflection
    F. Annotated bibliography of related texts and reflections
    G. Curriculum Resource or Teaching Unit

II. **Standard: Learning and Human Development**
    A. Sample lesson plans created for a variety of age groups
    B. Reflections on the experiences in which you have seen a variety of developmental abilities in students
    C. A bibliography of children's books with suggestions for age-appropriateness
    D. Term paper comparing and contrasting the theories of renowned child psychologists

III. **Standard: Adapting Instruction**
    A. Group project completed in your mainstreaming class
    B. Descriptions of curricular modifications you've tried and their outcomes
    C. Reflection on the role you played in an IEP meeting
    D. Letter from parents thanking you for the extra time you put into modifyingthe social studies test for their child with learning disabilities
    E. Examples of how you make curriculum more challenging for students withgifted abilities
    F. Narrative paper on your decision-making process when creating lesson plansto include English language learners
    G. Documentation that demonstrates your cultural sensitivity to students and their families

IV. **Standard: Strategies**
    A. Video of you teaching a lesson and reflection
    B. Self-evaluation identifying methods you've found success with and others that still need work
    C. Narrative descriptions of the methods used by your cooperating teachers
    D. Research project on the battles of controversy between experts in the field of classroom instruction
    E. Rationale for changing cooperative learning groups before mid-semester

V. Standard: Motivation and Classroom Management

    A.   Letters home updating parents on upcoming projects and homework

    B.   Examples of certificates you've created for achievements such as: Improved Behavior, Excellent Effort, Homework in on time for the month, Improved Attendance, etc.

    C.   Copy of classroom discipline plan, including: Plans for redirecting, rules, consequences, student/teacher generated reward system, charts, etc.

    D.   Certificate of completion of special classroom management course, seminar, or workshop

    E.   Letter of appreciation from parents grateful for the extra effort you gave to their child

    F.   Summaries of articles on classroom management and/or motivation

    G.   Evidence of community building, creating a positive learning environment, and fostering democracy in the classroom or school

VI. Standard: Communication Skills

    A.   Letter to parents introducing yourself as student teacher

    B.   Copies of minutes from team meetings showing your participation

    C.   Copies of position or persuasive papers you've written

    D.   Copies of group projects you've completed, demonstrating your ability to work in a group

    E.   Certificates of your technological abilities, including: Word processing, Internet, Database, Spreadsheets, Hyperlinks, Digital cameras, Scanners, etc.

    F.   Address of your website with hard copies of documents included there

    G.   Samples of your best handwriting in a handwritten essay (many districts require this in their employment applications)

    H.   A video of you presenting a lesson to a class

    I.   PowerPoint presentation of your philosophy of teaching

    J.   Personal/professional reflection on socio-cultural interactions with a person/people from a culture other than one's own.

VII. Standard: Planning

    A.   Copies of lesson plans from each subject and grade level you've worked with

    B.   Copies of curriculum you've created

    C.   Copies of group presentations you've team-taught in your courses

    D.   A schedule of the entire school day from your clinical experience

    E.   Examples of seating charts you've designed

    F.   Scope and sequence of a unit you wish to teach

VIII.   Standard: Assessment
- A.   Copies of established informal assessment charts you've used, citing authors
- B.   Copies of informal assessments you've created, including your rationale
- C.   Copies of objective tests you've created
- D.   Examples of how you modify assessments for students with special learning needs
- E.   Skill inventories you've used or would like to use
- F.   Learning modality inventories you've learned how to use
- G.   Summaries of articles on multiple intelligences
- H.   Papers you've written on multicultural issues in assessment
- I.   Anonymous examples of P-12 student work and your reflections about the learning of these students

IX.   Standard: Commitment
- A.   Your statement of beliefs/philosophy of education
- B.   Certificates of participation in community events
- C.   Articles about your volunteer work with non-profit groups
- D.   Your resume, focusing on the time you've spent working with children in and out of the school setting

X.   Standard: Partnerships
- A.   Documentation of the help you provided to coordinate a community volunteer drive for your local public school system
- B.   Your written thoughts on a legislative session you attended in your state's capital when they discussed education issues
- C.   Letters from your local legislators thanking you for meeting with them to discuss education issues
- D.   Sharing your knowledge, skills, and/or disposition with the professional community

Steps for Licensure Information

Follow these guidelines to apply for your first FULL-TIME Professional MN Teaching License:

   • Your degree must be posted on your DARS before licensure process can begin.

   • You need to pass the Content and Pedagogy MTLE exams in order to apply for a Tier 3 (initial) license. You do not need to have passed the Essential Academic Skills tests in Reading, Writing, and Math for the Tier 3 license.

• Go to https://www.smsu.edu/academics/schools/education/placement-licensure-files/placement-and-licensure.html (scroll to the section titled: Licensure)

   • Click on *SMSU Application for Teaching License;* Print and fill it out completely.

   • Go to https://mn.gov/pelsb/

   • Click on *Tier 3 application*

   • This is a paper-based form for now; you will need to print out and complete this form. Submit it to the Placement & Licensure office with the other items needed. Complete Sections 1-5. Skip Sections 6-7. Section 8 is the Verification of Completion of a State Approved Licensure Program; the Licensing Officer at SMSU needs to sign this in order for you to complete the licensure process. Please complete the top portion regarding where you completed your student teaching experience.

   You will need a fingerprint card; Go to https://mn.gov/pelsb/ and under 'Apply', click on *Fingerprint Card* to request one is sent to you. Once you receive the fingerprint card, get that done at a police station.

   • You will also be asked to pay by check with the application. Make sure this check gets sent to SMSU with the application form.

   • You need to send the following to the Licensing Officer at SMSU:

      SMSU Application for a Teaching License form

      Tier 3 Application form

      Completed Fingerprint Card

      Check for the amount listed on Pg. 1 of the Application form made out to 'PELSB'

   • Send to:

   Southwest Minnesota State University
   Director of Placement and Licensure
   IL 152
   1501 State St.
   Marshall, MN 56258
   • You will be notified by email when your license application has been processed and mailed. It will likely take 6-8 weeks or longer for your license to be processed. No paper licenses are mailed out. You can check the PELSB website to see when your license has been posted at:
   https://public.education.mn.gov/LicenseLookup/educator

Special Notes to the Cooperating Teacher

The Classroom Mentor Teacher has the primary influence on the growth and development of the teacher candidate placed in their classroom. You are responsible for guiding the teacher candidate through their semester long, full-time professional experience. The mentor's skill, cooperation, and attitude will determine the value of this student teaching experience. We know this is a HUGE responsibility, but the University Supervisor assigned to your teacher candidate will be there as a resource to you.

While it is impossible to provide in this handbook everything you might need regarding your mentoring of an SMSU teacher candidate, here are some responsibilities that are particularly important:

- Give the teacher candidate a tour of the school and introduce him/her to faculty and staff.
- Create an atmosphere of acceptance by introducing the teacher candidate as a fellow colleague, where you will both be working together to teach in this room.
- Provide a small desk/table area for a personal space for the teacher candidate.
- Provide information on school policies, procedures, and regulations.
- Provide background information about students that might be necessary for the teacher candidate to know when working with the students.
- Acquaint the teacher candidate with instructional materials, supplies, and equipment that is available for their use.
- Create a game plan for the sequence of teaching experiences the teacher candidate will have over the course of the semester.
- Give the teacher candidate instructional responsibilities in the classroom as soon as you feel comfortable with them.
- Guide the teacher candidate as they begin planning, teaching, and evaluating their instruction.
- Arrange for the teacher candidate to visit other areas of the school, such as Special Education, ELL, Art, Physical Education, Computer, etc.
- Model a variety of teaching strategies throughout the experience.
- Provide continuous constructive feedback to the teacher candidate, both orally and in writing.
- Confer with the University Supervisor about the teacher candidate's progress.
- Assist the teacher candidate in planning and preparing the learning segment chosen for the edTPA.
- Provide feedback on the teacher candidate's Teacher Performance Assessment (edTPA) that is required by the Minnesota Department of Education. The main responsibility is on the student, but your teaching experience can be very beneficial to the teacher candidate as they work on their edTPA.

Classroom Observation Discussion Guide

The Cooperating Teacher plays a huge role in the student teaching experience. We recommend that you provide your teacher candidate with **at least one (1) written observation each week**. You may choose to use the following observation sheet when you observe your teacher candidate during the semester. This sheet might be helpful in facilitating a good conversation. Find time to sit down and discuss the positive aspects of his/her teaching and set goals for future lessons. Criticism should be offered in a constructive and positive way through non-threatening but truthful conversations. Meaningful and encouraging discussions create an atmosphere in which true learning and growth can take place.

If you would like to use your own format in recording your observational notes that would be fine.

Think about the following:

- Did you view and discuss the lesson plans ahead of time?
- Did the teacher candidate have questions prior to this lesson?
- What types of communications did you observe between the teacher candidate and the students?
- Does the teacher candidate have any classroom management issues?
- Was the teacher candidate prepared prior to the start of the lesson?
- What types of questioning techniques is the teacher candidate using?
- Does the lesson seem clear or are the students exhibiting confusion?
- Is the teacher candidate becoming more confident in their style of teaching?
- Any additional thoughts ... ?

Classroom Observation Notes/Summary

Teacher Candidate_____**Date**_____

Mentor Teacher_____ **Grade Level**_____

Topic of Instruction _____

While observing, make notes in response to # 1 and #2 below:

    1. What are your perceptions of the teacher candidate's strength?

    2. What do you think the teacher candidate needs to learn or work on next to reach another level of understanding?

While discussing with teacher candidate, makes notes in response to # 3 and #4 below:

    3. What does the teacher candidate identify as their personal strengths at this point?

    4. What does the teacher candidate want to set as an immediate goal?

Six Key Issues that Impact All Teachers

(provided by Education Minnesota)

Data Privacy • School Safety • Personal Relationships• Boundary Issues • Child Abuse • Diversity

Please review the following information with your student teacher. Add any information pertaining to specifics policies your school may follow. Even though they have been reviewed with students, **we feel it is important that the Cooperating Teacher reviews the topics again** in order to assure students understand the importance and seriousness of these topics.

Data Privacy Issues: Keep student information private!

- Do not release information.
- If you can't release something in written form, you can't release it orally.
- Do not list the names of top scorers or students who need to turn in work.
- Do not post students' work on your class website unless you have their parents' permission.
- Ask if your district allows you to display photos of students or send home videos of students.
- If in doubt, when asked for information withhold the requested information until you check with your principal.
- If anyone questions you about a student, respond simply that the information is private student data and that you cannot discuss it.

School Safety: Help Provide a Safe Learning Environment.

- Familiarize yourself with your district's crisis management plan.
- Make sure you receive training in crisis procedures, including opportunities to practice the procedures with students present.
- Know your school building.
- Know the staff and other adults authorized to be in your school.
- Pay attention to warning signs that a student could become violent.
- Help foster a safe and respectful environment in your classroom and school.
- For additional assistance, you can access Education Minnesota's Crisis Response Team through your building representative or local president.

Boundary Issues: "Don't let allegations of inappropriate touch ruin your career!"

It is sad but true. Every year a dozen or more Minnesota teachers on average are accused of inappropriate touch. Even when the charges are proven false, the impact on you personally, your career and your colleagues can be devastating.

- Be aware of, and sensitive to, physical and emotional boundaries.
- Remember, you are not your students' friend—you are their teacher.
- Let professional counselors and psychologists assist them with emotional issues.
- Avoid physical horseplay with students.
- Don't let students sit on your lap.
- Do not meet with students alone in a closed setting.
- If you are male, be especially careful.
- Regardless of gender, if you teach fifth grade or above, avoid touching any students unless absolutely necessary.
- Use extreme caution when meeting with students in non-school settings, especially when other adults are not present. You should always have parent and district approval.
- Never use physical force to punish a student.
- Avoid personal notes to students unless they deal solely with educational matters.
- ***Be careful with technology!*** It is an important teaching tool, but use great care. Do not give students access to your social media accounts, personal email, personal cell phone, etc. If you would like to use social media as a way to communicate with your students, set up a fresh account and be sure it is only used for educational purposes!

Personal Relationships: Including those with parents, students or colleagues.

- AVOID…
- Not acceptable…
- Teachers "in the news"
- You WILL lose your license! Several have!

Child Abuse: Teachers Must Report Suspected Abuse

If you know or have reason to believe that one of your students has been the victim of child abuse or neglect, Minnesota law requires that you report it. (Disclaimer: SMSU Education Faculty recommends student teachers consult with mentor teacher when issues arise.)

- It is not sufficient to simply report it to the administration.
- The law also provides you with immunity for reports made in good faith.
- If you are unsure, you should still report it and leave the investigation open to the proper authorities.
- MN Mandated Reporter Guidance: https://www.house.leg.state.mn.us/comm/docs/921d0428-cf22-4a35-985b-22c7d5638e94.pdf

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

- Has a pattern of unexplained injuries or an inordinate number of "explained" ones
- Inappropriately dressed for the season.
- Habitually late or often absent.
- Arrives early and leaves late because he or she is reluctant to go home.
- Unusually fearful of adults or other children.
- Goes to the bathroom with difficulty or has trouble sitting.
- Constantly tired or shows evidence of malnutrition.

Diversity: Embrace it in Your Classroom and School

- We must prepare students to understand and appreciate all cultures, gender, learning styles, interests and values.
- Affirm and validate students' ethnic experiences.
- Include experiences of different cultural groups/gender roles through bulletin board displays, projects and presentations.
- Recognize and understand cultural differences.
- Be aware of cultural elements including clothing, gestures, values, holidays, etc. of cultural groups represented in the student population.
- Be keenly aware of your own preconceived stereotypes; be sure they do not affect your interactions with students.
- Familiarize yourself with your district's racial and sexual harassment policies and officer.

Special Notes to the SMSU University Supervisor

SMSU University Supervisors oversee the collaborative student teaching experience between the Teacher Candidate, Cooperating Teacher, and the Building Principal of the Cooperating School. It is your responsibility to evaluate the teacher candidate's performance in colaboration with the Cooperating Teacher. You will be in a position to provide public relations between the cooperating school districts and SMSU.

While it is impossible to provide in this handbook everything you might need regarding your mentoring of an SMSU Teacher Candidate, here are some responsibilities that are particularly important for you.

- Contact (phone, email, in person) the Cooperating Teacher and Teacher Candidate to introduce yourself.
- Meet with the Cooperating Teacher and the Teacher Candidate early in the student teaching experience to discuss concerns or answer questions that pertain to this experience.
- Check with the Principal periodically in order to maintain communication concerning progress and/or concerns with the teacher candidate.
- Provide guidance to the teacher candidate through regular classroom observations.
- Observe **at least four (4) times** in the semester.
- Facilitate **at least three (3) triad meetings** with the candidate and cooperating teacher. Note: If teacher candidate and/or mentor teacher are struggling you may need to observe more than 4 times.
- Check over lesson plans and unit planning for clear objectives, logical sequence, and correlation with previous lessons.
- Help the teacher candidate and mentor teacher resolve any problems or conflicts affecting the student teaching situation.
- Assist the teacher candidate in self-evaluating their progress through meaningful reflection and goal setting.
- Confer with the teacher candidate and Cooperating Teacher after each observation when possible. Always provide copies of your comments/suggestions in a timely manner.
- Communicate your encouragement with tactful and constructive criticism.
- Share your personal teaching strategies with innovative methods, procedures, and materials.
- **Upload observation and triad meeting notes** to the **livetext** placement inwhich it occured.
- **Complete mid-term, and final evaluation of teacher candidate** electronically in **livetext**.
- Keep informed as to current policies/practices governing the student teaching experience.
- Make recommendation for improving the student teaching experiences for our SMSU students.
- Provide assistance and feedback to the teacher candidate as they complete their Teacher Performance Assessment (edTPA). Ask to see what they have completed. Remind them of the timeline they should be following for the completion of the three (3) tasks.

  > Task 1 - Planning Instruction and Assessment
  > Task 2 - Instructing and Engaging Students in Learning
  > Task 3 - Assessing Student Learning

Education Program Rating Scale and Descriptors

Cooperating teachers and university supervisors: The Education Department uses the following scale to rate student teachers on their performance in their field experiences. Please consider the following as referring to the expectations for a student teacher – not an experienced teacher. The evaluations are rated 1-4 with 1 = Aware, 2 = Developing, 3 = Proficient, and 4 = Exemplary. The descriptions for each level are as follows:

Aware: Demonstrates limited understanding of the central concepts, tools of inquiry, and structure of the discipline. Fails to capture key ideas nor links them to students' prior understanding and ineffectively makes understanding relevant and meaningful to students. Poorly prepares for lessons.

Developing: Displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines. Indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate and does not anticipate student misconceptions. Minimally prepares for lessons.

Proficient: Has an adequate understanding of the central concepts, tools of inquiry, and structure of the discipline. Seeks to capture key ideas and links them to students' prior understanding, and effectively makes understanding relevant and meaningful to students. Effectively prepares for lessons.

Exemplary: Effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understanding by making it relevant and meaningful to students. Represents different viewpoints, evaluates resources used to support teaching, and provides many opportunities to engage students. Effectively prepares lessons that include best practices.

Standards of Effective Practice

A candidate for teacher licensure shall show verification of completing the standards in subparts 2 to 11 (Standards 1 – 10) in a teacher preparation program approved under part 8700.7600.

Standard 1, Subject Matter: A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.
The teacher must:
   A. understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines taught;
   B. understand how students' conceptual frameworks and misconceptions for an area of knowledge can influence the students' learning;
   C. connect disciplinary knowledge to other subject areas and to everyday life;
   D. understand that subject matter knowledge is not a fixed body of facts but is complex and ever developing;
   E. use multiple representations and explanations of subject matter concepts to capture key ideas and link them to students' prior understandings;
   F. use varied viewpoints, theories, ways of knowing, and methods of inquiry in teaching subject matter concepts;
   G. evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness for presenting particular ideas and concepts;
   H. engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline;
   I. develop and use curricula that encourage students to understand, analyze, interpret, and apply ideas from varied perspectives; and
   J. design interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry across several subject areas.

Standard 2, 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.
The teacher must:
   A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;
   B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;
   C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;
   D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;

E.   assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;

F.   link new ideas to familiar ideas; make connections to a student's experiences, provide opportunities for active engagement, manipulation, and testing of ideas and materials, and encourage students to assume responsibility for shaping their learning tasks;

G.   use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking, and

H.   demonstrate knowledge and understanding of concepts related to technology and student learning.

Standard 3, 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.

The teacher must:

A.   understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning;

B.   know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents;

C.   know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;

D.   understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;

E.   understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;

F.   understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;

G.   understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;

H.   understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;

I.   understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;

J.   know about community and cultural norms;

K.   identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs;

L.   use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;

M.   accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;

N. identify when and how to access appropriate services or resources to meet exceptional learning needs;

O. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;

P. bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms;

Q. develop a learning community in which individual differences are respected; and

R. identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

Standard 4, 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.

The teacher must:

A. understand Minnesota's graduation standards and how to implement them; understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;

B. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;

C. nurture the development of student critical thinking, independent problem solving, and performance capabilities;

D. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;

E. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;

F. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;

G. monitor and adjust strategies in response to learner feedback;

H. vary the instructional process to address the content and purposes of instruction and the needs of students;

I. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking;

J. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning; and

K. develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.

Standard 5, 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.

The teacher must:

A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;

B. understand how social groups function and influence people, and how people influence groups;

C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;

D. know how to help people work productively and cooperatively with each other in complex social settings;

E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;

F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;

G. understand how participation supports commitment;

H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;

I. establish peer relationships to promote learning;

J. recognize the relationship of intrinsic motivation to student lifelong growth and learning;

K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;

L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;

M. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;

N. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;

O. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;

P. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;

Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and

R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.

Standard 6, 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.
The teacher must:
A. understand communication theory, language development, and the role of language in learning;
B. understand how cultural and gender differences can affect communication in the classroom;
C. understand the importance of nonverbal as well as verbal communication;
D. know effective verbal, nonverbal, and media communication techniques;

E. understand the power of language for fostering self-expression, identity development, and learning;
F. use effective listening techniques;
G. foster sensitive communication by and among all students in the class;
H. use effective communication strategies in conveying ideas and information and in asking questions;
I. support and expand learner expression in speaking, writing, and other media;
J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question;
and
K. use a variety of media and educational technology to enrich learning opportunities.

Standard 7, Planning Instruction: A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
The teacher must:
A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;
B. plan instruction using contextual considerations that bridge curriculum and student experiences;
C. plan instructional programs that accommodate individual student learning styles and performance modes;
D. create short-range and long-range plans that are linked to student needs and performance;
E. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;
F. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired;
G. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning; and
H. plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment.

Standard 8, 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 student.
The teacher must:
A. be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;
B. understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, assessments of student work;
C. understand the purpose of and differences between assessment and evaluation;
D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;

E. select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes;

F. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;

G. use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests;

H. use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;

I. implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;

J. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;

K. monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;

L. establish and maintain student records of work and performance;

M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues; and

N. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

Standard 9, 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 learning community, and who actively seeks out opportunities for professional growth.

The teacher must:

A. understand the historical and philosophical foundations of education;

B. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;

C. understand the influences of the teacher's behavior on student growth and learning;

D. know major areas of research on teaching and of resources available for professional development;

E. understand the role of reflection and self-assessment on continual learning;

F. understand the value of critical thinking and self-directed learning;

G. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;

H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;

I. use professional literature, colleagues, and other resources to support development as both a student and a teacher;

J. collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;

K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500;

L. understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations; and

M. understand the role of continuous development in technology knowledge and skills representative of technology applications for education.

Standard 10, 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.

The teacher must:

A. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;

B. understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;

C. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;

D. understand the concept of addressing the needs of the whole learner;

E. understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;

F. understand data practices;

G. collaborate with other professionals to improve the overall learning environment for students;

H. collaborate in activities designed to make the entire school a productive learning environment;

I. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;

J.   identify and use community resources to foster student learning;

K. establish productive relationships with parents and guardians in support of student learning and well-being;

L. understand mandatory reporting laws and rules; and

M. understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.

Effective Date. The requirements in this part for licensure are effective on September 1, 2010, and thereafter.
Statutory Authority: *MS s 122A.09; 122A.18*
History: *23 SR 1928; 34 SR 595*
Posted: *November 19, 2009*

SOUTHWEST MINNESOTA STATE UNIVERSITY
Teacher Candidate Midterm Assessment

Midterm is completed in Livetext. Use this document as a discussion guide.

_____   _____   _____
Teacher Candidate   **Placement**   **Date**

The above teacher candidate's progress in student teaching to this date is:

SATISFACTORY   UNSATISFACTORY
(CIRCLE ONE)

_____
Signature (circle one): Classroom Supervisor University Supervisor

Directions for Use
1. Complete this form. Refer to the **Ten (10) Standards of Effective Practice**
2. University Supervisor, mentor teacher, and teacher candidate share this information.

Strengths at this time

1.

2.

3.

4.

Goals for remainder of student teaching experience

1.

2.

3.

4.

Southwest Minnesota State University

Triad Meeting Documentation

	Triad Meeting 1
	Triad Meeting 2
	Triad Meeting 3

Student Teacher	
Cooperating Teacher	
University Supervisor	
Date of Meeting	

Record Comments and Conversation Below

University Supervisor	
Observation 1	
Observation 2	
Observation 3	
Observation 4	
Observation 5 (if needed)	

Southwest Minnesota State University
University Supervisor
Observation of Student Teacher

Student Teacher:_____ **Semester** _____ **Date** _____

ISD#/School/City _____ **Grade & Subject** _____

Cooperating Teacher_____ **University Supervisor** _____

Aware	Developing	Proficient	Exemplary
Demonstrates limited understanding of the central concepts, tools of inquiry, and structure of the discipline. Fails to capture key ideas nor links them to students' prior understanding and ineffectively makes understanding relevant and meaningful to students. Poorly prepares for lessons.	Displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines. Indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate and does not anticipate student misconceptions. Minimally prepares for lessons.	Has an adequate understanding of the central concepts, tools of inquiry, and structure of the discipline. Seeks to capture key ideas and links them to students' prior understanding, and effectively makes understanding relevant and meaningful to students. Effectively prepares for lessons.	Effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understanding by making it relevant and meaningful to students. Represents different viewpoints, evaluates resources used to support teaching, and provides many opportunities to engage students. Effectively prepares lessons that include best practices.

Standard 1 Subject Matter	Aware	Developing	Proficient	Exemplary
1-1 Select teaching methods, activities and materials appropriate for students and the discipline. (SEP 1-A,E,F,G)				
1-2 Demonstrate subject mastery and general teaching knowledge. (SEP 1-H,I,J)				
1-3 Understand and teach the connections of the discipline with other disciplines and everyday life. (SEP 1-B,C)				

Comments:

Standard 2 Student Learning	Aware	Developing	Proficient	Exemplary
2-1 Demonstrate ability to identify and be sensitive to students' base knowledge, beliefs and experiences. (SEP 2-B)				
2-2 Demonstrate familiarity with how students learn and develop. (SEP 2-A,C,D)				
2-3 Provide and guide learning opportunities that support a student's intellectual, social, emotional and physical growth. (SEP2-E,F,G)				

Comments:

Standard 3 Diverse Learners	Aware	Developing	Proficient	Exemplary
3-1 Demonstrate familiarity with students' cultural, language, and experiential backgrounds. (SEP 3-D,F,G,H,J)				
3-2 Demonstrate familiarity with students' differences in learning capabilities and approaches. (SEP 3-A,E,I,K,N,P,Q)				
3-3 Provide and guide learning opportunities that are adapted for students with diverse backgrounds and exceptionalities. (SEP 3-B,C,L,M,O)				

Comments:

Standard 4 Instructional Strategies	Aware	Developing	Proficient	Exemplary
4-1 Use leadership skills to make the learning goals and instructional procedures clear to students. (SEP 4-A,I,J)				
4-2 Make content comprehensible to students. (SEP 4-C,F,G,I,J)				
4-3 Encourage and guide students to extend their thinking to include inquiry, critical thinking, problem solving, and performance skills. (SEP 4-B,E,H,K)				
4-4 Use technology to enhance student learning. (SEP 4-D,L)				

Comments:

Submit signed copy to Livetext as an attachment in the placement.

Standard 5 Learning Environments	Aware	Developing	Proficient	Exemplary
5-1 Create a climate that promotes democratic, fair and positive social interaction. (SEP 5-D,H,M)				
5-2 Communicate behavioral expectations to students and establish consistent standards of behavior. (SEP5-A,E,O,P,R)				
5-3 Attend to making the physical environment safe and conducive to learning. (SEP 5-C,I,N,Q)				
5-4 Understand and use "community building" theory to guide and maintain effective learning communities. (SEP 5-B,F,G,J,K,L)				

Comments:

Standard 6 Communication	Aware	Developing	Proficient	Exemplary
6-1 Use knowledge of effective verbal, non-verbal and media communication techniques to foster learning and positive social interactions. (SEP 6-A,B,C,D,K)				
6-2 Assist and enable students to communicate effectively about their learning needs and accomplishments. (SEP 6-E,F,G,I)				
6-3 Formulate and ask questions effectively and stimulate discussion. (SEP 6-H,J)				

Comments:

Standard 7 Planning Instruction	Aware	Developing	Proficient	Exemplary
7-1 Articulate clear learning goals for the lesson that are appropriate for the students and the content. (SEP 7-A,E)				
7-2 Select teaching methods, activities and materials appropriate for the students and the content. (SEP 7-B,C,F)				
7-3 Align goals, instruction, and assessment. (SEP 7-D,G,H)				
7-4 Plan and use instructional skills to help students meet the graduation standards. (SEP 7-H)				

Comments:

Standard 8 Assessment	Aware	Developing	Proficient	Exemplary
8-1 Demonstrate knowledge of and employ a variety of formal and informal assessment tools, including self-assessment strategies. (SEP 8-B,D,G,I)				
8-2 Use assessment information to adapt instruction and to support student learning. (SEP 8-E,F,H,J,K)				
8-3 Report information regarding student learning accurately and appropriately. (SEP 8-A,C,L,M)				

Comments:

Standard 9 Reflection and Professional Development	Aware	Developing	Proficient	Exemplary
9-1 Reflect on the extent to which the learning goals were met. (SEP 9-C,E,H)				
9-2 Demonstrate professional dispositions, responsibility, and integrity. (SEP 9-G,K,L)				
9-3 Use research, colleagues, and professional development opportunities to become a better teacher, learner, and leader. (SEP 9-A,B,D,F,I,J)				

Comments:

Standard 10 Collaboration, Ethics and Relationships	Aware	Developing	Proficient	Exemplary
10-1 Build professional relationships with colleagues. (SEP 10-B,D,E)				
10-2 Communicate with parents and guardians about student learning. (SEP 10-C,F,L)				
10-3 Collaborate with colleagues, families, and the community to foster healthy and productive learning environments and organizations. (SEP 10-A,G,H,I,J,K)				

Comments:

University Supervisor Signature: _____

Submit signed copy to Livetext as an attachment in the placement.

SIGNATURE PAGE

I have read this document and understand that I am accountable for knowing the contents of this handbook, which include the conditions of completing the student teaching experience through SMSU. Please sign this page and return it to the Director of Clinical Experiences in Education within one week of the Student Teaching Orientation or use the QR code to virtually sign. I understand if this form has not been turned in by the assigned date that I will NOT be able to move forward into my student teaching.

_____   _____

Printed Name   Date

_____

Signature