ELEMEN TARY
STUDENT TEACHING II
GUIDELINES

2018-2019

MARTIN LUTHER COLLEGE
NEW ULM, MINNESOTA

August 2018
INTRODUCTION

This booklet contains the guidelines and procedures for participation in the Martin Luther College Elementary Student Teaching II experience. If you have any questions about the information in this booklet, contact Dr. Cindy Whaley, Mrs. Deborah Witte, or the college supervisor who is working with you during the experience. Contact information is listed in the Appendix of this booklet. The partnership between the public school cooperating teacher and MLC is vital to the training of young people who aspire to the teaching profession.

Purpose
The goal of the Student Teaching II elementary or middle school experience is to provide MLC Education students a preservice opportunity in working with children in a variety of classroom settings. Elementary Student Teaching II is among the following required experiences:

- Individual Field Experience (IFE) Hours – service learning opportunities working with children and adults
- Early Field Experience (EFE I, EFE II, and EFE III) – three week-long classroom experiences
- Clinical – a semester-long experience of one day a week, taken concurrently with the discipline methods course, and generally completed in Year 3
- Student Teaching II - a full-time, six-week professional experience in elementary or middle level classrooms of public schools
- Student Teaching I - a full-time, ten-week professional experience in elementary level classrooms of Lutheran schools

Upon completion of the Minnesota Professional Educator Licensing and Standards Board (PELSB) approved program required of MLC elementary education majors, the teacher candidate is eligible for a Minnesota K-6 license with an optional 5-8 endorsement.

Elementary Student Teaching II Placement Determination
Elementary Student Teaching II placements are determined as follows:

A. To be eligible for a Minnesota K-6 license, the teacher candidate must complete experiences in primary (K-2) and intermediate (3-6) level classrooms, with the middle level (7-8) being optional. These experiences are comprised of those that come from the EFE III, Clinical, Student Teaching I, and Student Teaching II.
B. The candidate who desires an endorsement must teach in grade 7 or 8 in the discipline area of the endorsement.

Student Eligibility
Students are eligible to participate in a student teaching experience when they have met all required program prerequisites, have been screened by the faculty, and are retained in the education program.

In addition, completion of a satisfactory background check is required for working with children. Each student must authorize the background check and give permission to release the results to MLC. The Director of Field Experiences produces a letter of good standing for each student working in those partner schools requiring verification of background screening. Some schools require a copy of the background check in which case students will be responsible for providing the school a copy.
MLC Expectations of Students

A. Attendance

1. The MLC student teacher should follow the calendar of the school in which he or she is teaching in their professional semester, being present at the school all day each scheduled day of the experience.

2. From time to time a student teacher may become ill and need to stay home. In such situations, the student teacher should log into the Portal and report the absence under Attendance. By submitting the absence report, an automatic email notification is sent to the cooperating teacher, college supervisor, administrator, and Field Experiences Office. The candidate may also want to phone or text his or her cooperating teacher to ensure a smooth hand-off of responsibilities for the day or beyond.

3. At other times, a student teacher may need to be excused for a medical appointment, funeral, etc. In these cases, the candidate should log into the Portal (under Attendance) as soon as possible and request approval to be excused. After the Director of Field Experiences approves the request, an automatic email is generated with notification to the cooperating teacher, college supervisor, administrator, and teacher candidate.

4. The Director of Field Experiences is responsible for determining the length and amount of make-up days when absences exceed two times.

5. In the event of a snow day or in-service day (that the student teacher is not expected to attend), the candidate should log into the Portal and report the event under “School Closed.” The absence does not count toward the maximum allowed.

6. The student teacher will not be excused from student teaching in order to take MTLE professional exams.

7. Unexcused absences will be reported to the MLC Director of Field Experiences by school district personnel.

8. On questionable weather days a student should check television and radio stations or school websites for information regarding cancellations and late starts. The MLC student teacher is expected to go to school in the event of a late start.

B. Dress/Conduct

The MLC student teacher is expected to dress and work professionally in the building. The student should inquire about teacher dress code policies in the building. The student should adhere to the Code of Ethics for Minnesota Teachers (see following – Part F). Cooperating teachers should not hesitate to contact MLC representatives regarding any concerns about the dress or conduct of any MLC student in the building.

C. Arrival

Students should email their cooperating teachers for school start times. Students are not to decide their own start times.
D. Dismissal
The MLC student teacher should remain after school in order to receive feedback on the day from the cooperating teacher and to plan experiences for the next school day. Teacher dismissal times vary from building to building. Student teachers have been advised to inform employers that they may not be available until after 4:30 p.m.

E. Transportation
The MLC student teacher is responsible for transportation to and from student teaching. Consequently, candidates are encouraged to have a vehicle during the student teaching term. The college does not cover the cost of transportation. Arrangements may be possible in which students share rides and cost of travel with others going to the same school. However, in making placement decisions, the Field Experiences Office will not consider the individual transportation needs of student teachers.

F. 8710.2100 Code of Ethics for Minnesota Teachers

Subpart 1. Scope.
Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation. This code shall apply to all persons licensed according to rules established by the Board of Teaching.

Subpart 2. Standards of professional conduct.
The standards of professional conduct are as follows:
A. A teacher shall provide professional education services in a nondiscriminatory manner.
B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
C. 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.
D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
G. A teacher shall not deliberately suppress or distort subject matter.
H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
I. A teacher shall not knowingly make false or malicious statements about students or colleagues.
J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

Student Identification
The MLC student should display his or her MLC student identification card in the provided badge holder each day while participating in the experience.
Lunch Procedures
Each student on an MLC meal plan may make a sack lunch from the MLC cafeteria. Lunch items are available for making and packing by 7:00 a.m. Students who leave earlier than 7:00 a.m. may make their lunches the evening before the student teaching day. The lunch items should be packed in the white lunch bags provided. An alternative to packing a sack lunch the night before is to pick dinner items for a green “to-go” container, a microwavable container that can be refrigerated overnight. The container is obtained from the food service checker on duty for a $5.00 deposit. When the container is returned, the student can receive either the $5.00 deposit or a clean container for use the next teaching day. MLC students should not leave their teaching setting during the school day.

Personal Communication and Use of Social Media
MLC students should not use cell phones and computers for personal use during the school day. When emergencies arise requiring their need, permission of the cooperating teacher should be asked and advice sought on how best to handle emergency communication in the classroom.

Teacher candidates are to refrain from contacting students through social media such as Facebook, Instagram, Twitter, and Snapchat. Local school policy may allow such communication, but MLC wants to be proactive in helping candidates avoid a potential problem area. Communicating with students via social media may result in dismissal from the student teaching experience.

Field Trips
The MLC student should plan to attend and assist as a chaperone on any class field trip that begins and concludes during the regular school day hours. He or she has the option to attend a field trip that takes place outside the regular school day schedule. In cases in which the MLC student does not attend a field trip, arrangements will be made for him or her to observe in another classroom.

Cooperating Teacher Honorarium
As a token of appreciation for the willingness of a cooperating teacher to partner with MLC in the training of preservice teachers, an honorarium for serving as a supervisor of MLC student teachers is provided in the amount of $55 for each student with whom they work.

MLC is very thankful for the willingness of cooperating teachers to open their classrooms to MLC students and for providing classroom experiences and guidance in developing skills in teaching and leading students.

Sexual Harassment
MLC adheres to all guidelines regarding sexual harassment in the workplace. A student teacher who feels an incident of sexual harassment has occurred should first report the incident to the cooperating teacher. If satisfactory resolution of the incident is not obtained, the student teacher should then report the occurrence to the college supervisor. If necessary, the college supervisor will report the incident to the Director of Field Experiences.

Likewise, participating school personnel should report any incident of sexual harassment on the part of a student teacher to the cooperating teacher and then to the college supervisor of the student teacher. If further resolution of the incident is warranted, the college supervisor will report the incident to the Director of Field Experiences.
STUDENT EVALUATION

Student Teaching II Evaluation
The Student Teaching II experience is evaluated with a Pass (P) or No Pass (NP). A student must receive a Pass rating in student teaching to be eligible for graduation and candidacy for teaching. The rating is derived jointly between the student’s college supervisor and cooperating teacher.

The student will be made aware of his or her progress by the college supervisor at the time of the visits between the college supervisor and cooperating teacher.

The cooperating teacher will evaluate the student’s overall development as a teaching candidate by rating the student on several summary statements on the MN Standards of Effective Practice (SEPs) at the end of the experience. In addition, the cooperating teacher is requested to write narrative comments related to the student’s development as a candidate for teaching. (See example of online SEP Student Teaching II Assessment in the Appendix.)

Student Teaching II experience information related to each student’s personal, teaching, and classroom management traits will be made available by the college supervisor to the MLC Director of Field Experiences as helpful information in developing the student’s teaching candidate biography.

No Pass Rating
A student who completes the student teaching experience but does not receive a Pass rating will be referred by the college supervisor and cooperating teacher to the MLC Teacher Education Committee (TEC). The TEC will determine whether a second student teaching term should be granted to the student. If granted, the time of placement for the second term will be at the discretion of the TEC.

A student who receives a No Pass rating must make up the experience with a successful student teaching term in order to graduate and be recommended by MLC as a candidate for teaching. (See the following “Dismissal” section for more information.)

A student who receives a No Pass for a Student Teaching II experience will not be allowed to continue with the professional semester. He or she may participate in an alternate experience sanctioned and arranged by the Director of Field Experiences.

Dismissal From the Student Teaching II Experience
Not adhering to the guidelines outlined in this manual and/or unprofessional conduct are grounds for dismissal from the student teaching experience at any time. Due to issues of performance that may be detrimental to the welfare of a student and/or the integrity of Martin Luther College’s student teaching program, a student teacher may be dismissed prior to the end of any student teaching term. The decision to remove a student is a joint one made by the college supervisor, the cooperating teacher, and the Director of Field Experiences, and is without appeal.

A student who is dismissed before the end of the term is no longer a student at Martin Luther College unless he or she participates in an alternate experience (EFE IV) sanctioned and arranged by the Director of Field Experiences.

Any student who has been dismissed before the end of any one of his or her student teaching terms and wishes to student teach again must re-apply for student teaching through the regular process and will be granted or denied a second student teaching term by the Teacher Education Committee. The Teacher Education Committee’s decision is final. A student who did not participate in an
alternate experience and therefore is no longer a student at MLC must also re-apply for admission to Martin Luther College through the admissions process in addition to re-applying for student teaching.

**PROGRAM SPECIFICS**

**Student Teaching II Experience Dates for 2018 – 2019**

**Semester One**
- Session One – Tuesday, September 4 – Friday, October 12
- Session Two – Monday, November 12 – Friday, December 21
  *Session Two students’ required orientation on Sunday, November 11, 6-9 p.m.*

**Semester Two**
- Session Three – Thursday, January 17 – Friday, March 1
- Session Four – Monday, April 1 – Friday, May 10
  *Session Four students’ required orientation on Sunday, March 26, 6-9 p.m.*

**Communication with the Student Teaching Cooperating Teacher**

Each student teacher’s roster contains the email address and/or school phone information of his or her cooperating teacher. The student is encouraged to initiate communication with the cooperating teacher in advance of the experience, setting a tone that shows he or she wants to make the most of the experience. The student should introduce him or herself and ask for a time to meet on the first day to share goals for the experience, to discuss the reflection journal, and to ask questions related to teaching and classroom procedures. Each student has been advised that the key to a good experience is the attitude he or she communicates.

Ample time each day should be scheduled for conferencing to reflect on the day’s experiences and to plan for future experiences. Comments and suggestions are important to the growth of the preservice teacher.

Cooperating teachers are provided a copy of the student teacher’s personal information, including the email address of the student. Cooperating teachers should feel welcome to correspond via that address during the experience.

An MLC college supervisor will make a minimum of two face-to-face visits with the cooperating teacher to gain feedback on the progress of the student teacher and to discuss any concerns they have about the student teaching experience. Comments or concerns shared by the cooperating teacher will be shared and discussed with the student teacher by MLC personnel. Emails are ongoing, as needed, to check on progress.

The college phone numbers and email addresses of all MLC personnel involved in the Elementary Student Teaching II program are included on page 9 of this packet. MLC personnel are available by phone or email for comments or concerns about the experience.

**MLC Faculty Supervision of the Program**

Each cooperating teacher and student will receive two individual conference visits from an MLC college supervisor to discuss the student’s progress during the Student Teaching II experience. A conference checklist form (titled “Public School 2-Visit College and Classroom Supervisor Observation Report” in the Appendix) will be provided the classroom teacher for each conference. Typically, the first conference takes place in the first three weeks of the experience and the second conference in the last three weeks of the experience. Open communication is important between the college supervisor and cooperating teacher.
**Classroom Experiences**

Student Teaching II students are advised that central to their having a good experience is their eagerness to become actively engaged in classroom experiences. Student Teaching II students are expected to do the following during the experience:

1. Be a willing helper in any way to assist the cooperating teacher
2. Observe classroom procedures, lesson structure, and student behaviors
3. Help individual students with their work – *Search out students who need help!*
4. Tutor students in specific subject areas
5. Teach small group lessons
6. Team teach lessons with the cooperating teacher
7. Teach whole group lessons

NOTE: If agreeable to all involved, it may be beneficial to have the MLC student accompany the children to observe lessons taught by specialists (PE, art, music, library, etc.) in order to gain a background for the entire school curriculum.

MLC expects that the cooperating teacher and student teacher develop an implementation plan for induction into teaching over the six weeks (10 weeks for SpEd) in order to build up to whole group teaching *for a minimum of two weeks*. We expect this plan to detail the gradual build-up of large group teaching by adding new subjects/sections for the student to teach each week of the experience. The classroom supervisor and MLC student will work together to build a teaching schedule that allows for the possibility of teaching more than the minimum requirement. An example of an induction plan can be found in the Appendix on page 10.

**Written Lesson Planning**

Student Teaching II students are required to **submit lesson plans to the cooperating teacher two days in advance of teaching.** A lesson plan template is included in the Appendix of this booklet on pp. 11-12. Cooperating teachers should expect lesson plans to contain the following sections:

- Standards
- Stated objective(s) for the lesson
- Review of the previous lesson
- Development of background for the new lesson
- A statement of the new lesson’s purpose
- Differentiated instructional strategies
- An outline of topics, statements, and procedures for the new lesson
- Summary/Closure
- Assignment

**In each major subject area** the student teacher is required to submit for approval **two detailed lesson plans** to the cooperating teacher. The student teacher should then proceed to weekly block planning of lessons. Again, weekly block plans should be submitted to the cooperating teacher two days in advance of teaching. (See example of a block plan in the Appendix, p. 13.)

**Reflecting on the Student Teaching II Experience**

Students are expected to **write two weekly reflections in their reflection journals if completing edTPA, five if not.** The weekly topic choices will be provided by the college supervisor. The cooperating teacher will be encouraged to read as many of the weekly reflections as possible and to “sign off” completion of the entries at the end of the term. The college supervisor will also read the journal entries. Please remember to be tactful in writing comments.
edTPA
Student teachers will complete their edTPA during Student Teaching II (double majors complete only one edTPA). Mandatory edTPA training will be conducted by the edTPA Coordinator and the college student teaching supervisors via face-to-face and online forums.
APPENDIX
MLC PERSONNEL AND CONTACT NUMBERS
FOR ELEMENTARY STUDENT TEACHING II

Martin Luther College
Field Experiences Office
(507) 354-8221 (MLC receptionist) or
(507) 233-9156 (then dial extension)

Prof. Jennifer Krause, College Supervisor
krausejl@mlc-wels.edu
Ext. 342
Cell: (507) 766-2813

Prof. Alan Uher, College Supervisor
uherae@mlc-wels.edu
Ext. 203
Cell: (507) 441-2846

Dr. Cindy Whaley, Public School Placement Coordinator
whaleyce@mlc-wels.edu
Ext. 347
Cell: (507) 217-0704

Mrs. Deborah Witte, Administrative Assistant
wittedb@mlc-wels.edu
Ext. 204
# Suggested 6-week Elementary Student Teaching Induction Plan

<table>
<thead>
<tr>
<th>Subject→Week↓</th>
<th>edTPA (if required)</th>
<th>Math or Core Subject #1</th>
<th>Literacy or Core Subject #2</th>
<th>Science Social Studies, or Core Subject #3</th>
<th>* Minor Classes</th>
<th>** Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Context for Learning</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>Task 1 Planning for Instruction and Assessment</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3</td>
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<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4</td>
<td>Task 2 Instructing and Engaging Students in Learning</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5</td>
<td>Task 3 Assessing Student Learning</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td>Completion of edTPA Portfolio</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>

**Notes:**
The order of induction of particular subjects is open to negotiation between the cooperating teacher and the teacher candidate.

* Minor classes include those with basic procedures such as spelling, handwriting, morning meeting, read aloud, etc.

** Other activities may include team teaching, shadow teaching, small group teaching, listening to reading, one on one tutoring, correcting papers, etc.
**Student Teaching Lesson Plan Template**

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Subject/Grade:</th>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
</table>

**Lesson Topic/Title:**

**Big Idea/Essential Question:** (Is there an overarching theme or question in the classroom or subject area that this lesson fits under? Big ideas/Essential questions will encompass many lessons, an entire unit, or even a semester. They will not change with each lesson. They are not objectives. They are not theme titles.)

**Objectives and Assessments:** [Cognitive knowledge, psychomotor skills, and/or affective attitudes – use measurable verbs – be sure to connect written objectives to assessment tools. Objectives may be written in a traditional format (i.e. “The student will…”) or as learning targets written from the perspective of the students (i.e. “I can…” or “I will be able to…”)]

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assessments</th>
<th>Formative/Summative</th>
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</table>

**Standards:** (Reference number and text of MN Standards or other content-related standards)

<table>
<thead>
<tr>
<th>Reference Number</th>
<th>Text of standard</th>
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**Materials and Preparation Needed for Instruction:**

1. Text pages: Manual pages: -
2. Resources: Teacher: -

Special preparation that needs to be completed in advance (set-up, handouts, etc.):

- 

**Planned Supports for Differentiation:**

<table>
<thead>
<tr>
<th>Environment: (changes in the setting)</th>
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</thead>
<tbody>
<tr>
<td>Content: (changes in what is taught)</td>
<td>-</td>
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<tr>
<td>Process: (changes in how it is taught)</td>
<td>-</td>
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<tr>
<td>Product: (variety in student products)</td>
<td>-</td>
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</tbody>
</table>

**Academic Language:** (What oral or written language will teacher and/or students need to understand and/or be able to use successfully in connection with the lesson?)

-
**Instructional Procedures:** (Insert specific plans here, making provisions for the following)

**A. Review**  (as needed, make connections from a previous lesson)
-  
-  

**B. Developing Background**  (ask yourself how students will connect the lesson to their own experiences)
-  
-  

**C. Transitional Statement**  (including stated objectives)
-  
-  

**D. Developing the New Lesson**  (introduce and practice new content)
-  
-  

**E. Summary**  (ask about/restate objectives)
-  
-  

**F. Assessment**  (relate formative and summative tasks to lesson objectives)
-  
-  

**Lesson Reflection: (Completed by the teacher after the lesson has been taught):**

1. In what ways was the lesson effective?

2. How would you change this lesson if teaching it again?

3. What students may need extra help? What type of help may be needed?
### Student Teaching Block Plan

School: ______________________  City: ____________________  Teacher: ______________________

Week of: _______________  20____  Subject: ______________________  Grade(s): ____________

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STANDARDS</strong></td>
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<td><strong>OBJECTIVES</strong></td>
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<tr>
<td><strong>MATERIALS</strong></td>
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<td><strong>ACADEMIC</strong></td>
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<tr>
<td><strong>LANGUAGE</strong></td>
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<td><strong>DIFFERENTIATION</strong></td>
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<tr>
<td><strong>INSTRUCTIONAL</strong></td>
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<tr>
<td><strong>ELEMENTS</strong></td>
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</tbody>
</table>

**Reflection**

(Supervising Teacher or Student Teacher—continue on back side if desired)
# 2-Visit Form

**Teacher Candidate:**  
**Cooperating Teacher:**  
**First Visit:**  
**Second Visit:**  

## Personal (Briefly describe how each of the following is evident.)

| Professionalism evident in dress, words, actions: |  |
| Initiative (personal; routines & procedures): |  |
| Work ethic: |  |
| Self-confidence: |  |
| Courteous with co-workers and other adults (initiates conversations-approachable): |  |
| Cooperative (accepts criticism & suggestions): |  |
| Communication skills: |  |
| Enthusiasm (in and out of the classroom-rate as 1-10): |  |
| Stamina (emotional & physical): |  |

## Descriptors: 1: Not Evident 2: Developing 3: Satisfactory/Proficient 4: Strong 5: Exemplary

### Teaching - Preparation (Rate the following on the scale of 1-5 and briefly describe how each of the following is evident.)

<table>
<thead>
<tr>
<th>Visit 1</th>
<th>Visit 2</th>
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</thead>
<tbody>
<tr>
<td>Deadlines for lesson plans (at least 2 days prior to being taught):</td>
<td></td>
</tr>
<tr>
<td>Detailed lesson plans have all parts (objectives, standards, academic language, differentiation, etc.):</td>
<td></td>
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<tr>
<td>Knowledge of subjects (content, evidence of thorough preparation):</td>
<td></td>
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<tr>
<td>Understands and applies principles of child development and differentiation:</td>
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<tr>
<td>Creativity/Resourcefulness (wide variety of ideas beyond the textbook):</td>
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<tr>
<td>Assessments &amp; assignments are appropriate for the objectives:</td>
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</tbody>
</table>
### Teaching - Presentation (Rate the following on the scale of 1-5 and briefly describe how each of the following is evident.)

<table>
<thead>
<tr>
<th></th>
<th>Visit 1</th>
<th>Visit 2</th>
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</thead>
<tbody>
<tr>
<td>Delivery: All parts evident (see below):</td>
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<tr>
<td>(review, developing background, transition, stated objectives, new content, summary, assessment)</td>
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<tr>
<td>Variety of techniques:</td>
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<tr>
<td>Lesson “mirrors” the plan:</td>
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<tr>
<td>Questioning : Variety of levels is appropriate for content:</td>
<td></td>
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<tr>
<td>Wait time:</td>
<td></td>
<td></td>
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<tr>
<td>Distribution of questions to students:</td>
<td></td>
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<tr>
<td>Students are actively involved in lessons:</td>
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<tr>
<td>Vocabulary and tone are grade level appropriate and support students’ language development:</td>
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<tr>
<td>Quality of writing on white/chalkboards and/or interactive boards:</td>
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<tr>
<td>Use of technology in the classroom for teaching and assessing learning:</td>
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</tbody>
</table>

### Management (Rate the following on the scale of 1-5 and briefly describe how each of the following is evident.)

<table>
<thead>
<tr>
<th></th>
<th>Visit 1</th>
<th>Visit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current correcting, grading, recording:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational skills: (personal, classroom):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness of student behavior (quick scan):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom control: States expectations clearly (proactive vs. reactive):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistently enforces expectations:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses appropriate management strategies for the age level:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time management and Transitions (time on task vs. off task):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Management extends beyond classroom (if applicable):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexibility (able to adjust schedules and routines when needed):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship with children continuum (buddy - aloof):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rev. 8-10-18
MN Standards of Effective Practice Student Teaching II Assessment

Introduction

Student  Date

What percent of students are minority?  What percent of students have special needs?

Grades and Ages

- Kindergarten
- 3 year olds
- 4 year olds
- 5 year olds

What percent in each grade?

1. 7
2. 8
3. 9
4. 10
5. 11
6. 12

Please indicate the days the MLC student was absent. Click to add additional rows.

Date absent  Reason

Directions

1. The statements below are based on the standards of effective teaching practice as outlined in the teacher licensure requirements of the State of Minnesota. [MN Standards of Effective Practice for Teachers]
2. The teacher candidate should demonstrate these standards in his or her teaching and interactions with the students.
3. Choose the appropriate circle as to whether the standard is evident in the teacher candidate's planning, teaching, or assessing learning.

The MLC student -

1. used a variety of methods, strategies, media, that are appropriate to students with different needs and abilities.
   - Yes  Partly  No

2. promoted and encouraged active learning.
   - Yes  Partly  No

3. adapted instruction during teaching based on feedback from students.
   - Yes  Partly  No

4. collaborated with other staff.
   - Yes  Partly  No

5. showed flexibility in classroom management and instruction to accommodate varying abilities.
   - Yes  Partly  No

6. communicated effectively and appropriately with parents and others.
   - Yes  Partly  No

7. used teaching procedures that promote student motivation.
   - Yes  Partly  No

Comment if item is marked "partly" or "no":

[Space for comments]

[Space for comments]

[Space for comments]

[Space for comments]

[Space for comments]

[Space for comments]
8. helped students engage in inquiry and discovery.
☐ Yes  ☐ Partly  ☐ No
Comment if item is marked “partly” or “no”:

9. used appropriate teaching skills.
☐ Yes  ☐ Partly  ☐ No
Comment if item is marked “partly” or “no”:

10. observed student assessment data.
☐ Yes  ☐ Partly  ☐ No
Comment if item is marked “partly” or “no”:

11. promoted a learning environment that enabled cooperation and respect for other students.
☐ Yes  ☐ Partly  ☐ No
Comment if item is marked “partly” or “no”:

12. planned and developed curricula that are appropriate for students of varying abilities, learning styles, and types of intelligence.
☐ Yes  ☐ Partly  ☐ No
Comment if item is marked “partly” or “no”:

13. used assessment techniques appropriate to content and students.
☐ Yes  ☐ Partly  ☐ No
Comment if item is marked “partly” or “no”:

14. identified levels of readiness and development.
☐ Yes  ☐ Partly  ☐ No
Comment if item is marked “partly” or “no”:

15. evidenced a belief that all students can learn and succeed.
☐ Yes  ☐ Partly  ☐ No
Comment if item is marked “partly” or “no”:

Briefly describe the MLC student's ability for teaching. For example, indicate strengths and weaknesses, along with any additional comments you feel would be helpful.
