

ELEMENTARY STUDENT TEACHING II GUIDELINES

2019-2020



MARTIN LUTHER COLLEGE
NEW ULM, MINNESOTA



August 2019

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. Katherine Christensen, 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

Teacher candidates 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 teacher candidate 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. When a clinical student is ill and unable to go to school, the candidate should text or phone the cooperating teacher as soon as possible. In addition, the absence should be logged in the MLC Portal (Attendance > Schedule Field Exp. Absence). When the absence is submitted, and email notification is sent to the cooperating teacher, school administrator, and college supervisor.
3. When a clinical student needs to be excused for athletics, a medical appointment, funeral, etc., the candidate should request an excused absence in advance of the day. The request is made through the Portal (Attendance > Schedule Field Exp. Absence)> When the request is approved, and email notification is sent to the cooperating teacher, school administrator, and the 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 teacher candidate 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 teacher candidate **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 teacher candidate is expected to go to school in the event of a late start.

B. Dress/Conduct

The MLC teacher candidate is expected to dress and work professionally in the building. The student should inquire about teacher dress code policies in the building. The candidate 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

Teacher candidate should email their cooperating teachers for school start times. Students are not to decide their own start times.

D. Dismissal

The MLC teacher candidate 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. Teacher candidate 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 teacher candidate should display his or her MLC student identification card in the provided badge holder each day while participating in the experience.

Lunch Procedures

Each teacher candidate 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. Teacher candidates 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 teacher candidate should not leave their teaching setting during the school day.

Personal Communication and Use of Social Media

MLC teacher candidate 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. Never post photos of students on social media.

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 teacher candidates is provided in the amount of \$60 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 work place. A teacher candidate 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 teacher candidate 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 teacher candidate 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 candidate 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 teacher candidate's biography.

No Pass Rating

A student who completes the teacher 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 candidate 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 candidate 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 candidate 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 2019-2020

Semester One

Session One – Tuesday, September 3 – Friday, October 11

Session Two – Monday, November 11 – Friday, December 20

Session Two students' required orientation on Sunday, November 10, 6-9 p.m.

Semester Two

Session Three – Thursday, January 16 – Friday, February 28

Session Four – Monday, March 30 – Friday, May 8

Session Four students' required orientation on Sunday, March 29, 6-9 p.m.

Communication with the Student Teaching Cooperating Teacher

Each teacher candidate roster contains the email address and/or school phone information of his or her cooperating teacher. The candidate 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 candidate 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 candidate 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 teacher candidate'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 teacher candidate 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 teacher candidate 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 in the Appendix. 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 teacher candidate 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.

Written Lesson Planning

Student Teaching II students are required to **submit lesson plans to the cooperating teacher two school days in advance of teaching**. A lesson plan template is included in the Appendix. 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 teacher candidate is required to submit for approval **three 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 school days in advance of teaching. (See example of a block plan in the Appendix.)

Reflecting on the Student Teaching II Experience

Students are expected to **write two weekly reflections in their reflection journals**. 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

teacher candidate's 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. Katherine Christensen, Administrative Assistant
christks@mlc-wels.edu

Ext. 204

Suggested 6-week Elementary Student Teaching Induction Plan

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

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

Teacher:	Subject/Grade:	Date:	Time:
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Lesson Topic/Title:	
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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...”)]

Objective	Assessments	Formative/Summative

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

Reference Number	Text of standard
	-
	-

Materials and Preparation Needed for Instruction:

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

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

-

Planned Supports for Differentiation:

Environment: (changes in the setting)	-
Content: (changes in what is taught)	-
Process: (changes in how it is taught)	-
Product: (variety in student products)	-

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): _____

	Monday	Tuesday	Wednesday	Thursday	Friday
STANDARDS					
OBJECTIVES					
MATERIALS					
ACADEMIC LANGUAGE					
DIFFERENTIATION					
INSTRUCTIONAL ELEMENTS					
Reflection (Supervising Teacher or Student Teacher-continue on back side if desired)					

2-Visit Form

Teacher Candidate:
Cooperating Teacher:

School:
College Supervisor:

Grade:

First Visit:
Second Visit:

Classes Observed:
Classes Observed:

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.)	Visit 1	Visit 2
Deadlines for lesson plans (at least 2 days prior to being taught):		
Detailed lesson plans have all parts (objectives, standards, academic language, differentiation, etc.):		
Knowledge of subjects (content; evidence of thorough preparation):		
Creativity/Resourcefulness (wide variety of ideas beyond the textbook):		
Assessments & assignments are appropriate for the objectives:		
Revises plans based on feedback from cooperating teacher:		

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

Teaching - Presentation (Rate the following on the scale of 1-5 and briefly describe how each of the following is evident.)	Visit 1	Visit 2
Lesson delivery:		
Variety of techniques:		

Lesson “mirrors” the plan:		
Questioning: Variety of levels is appropriate for content:		
Wait time:		
Distribution of questions to students:		
Students are actively involved in lessons:		
Vocabulary and tone are grade-level appropriate and support students’ language development:		
Provides meaningful verbal and written feedback to students:		

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

Management (Rate the following on the scale of 1-5 and briefly describe how each of the following is evident.)	Visit 1	Visit 2
Stays current with correcting, grading, recording:		
Organizational skills: (personal, classroom):		
Awareness of student behavior (quick scan):		
Classroom control: States expectations clearly (proactive vs. reactive):		
Consistently enforces expectations:		
Time management and transitions (time on task vs. off-task):		
Relationship with children continuum (buddy - aloof):		

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MN Standards of Effective Practice Student Teaching II Assessment

Introduction

Student

Date

2019-10-15

Teacher

School

Grades and Ages

☐ 3 year olds☐ 4 year olds☐ 5 year olds☐ Kindergarten☐ 1☐ 2☐ 3☐ 4☐ 5☐ 6☐ 7☐ 8☐ 9☐ 10☐ 11☐ 12

Demographics

Please indicate the total number of students that you teach.

Please indicate the number of students in your classroom in each racial/ethnic category. Choose only one category per student. If none in a category, enter "0."

American Indian

Percent

Asian

Percent

Black

Percent

Hawaiian/Pacific Islands

Percent

Hispanic/Latino

Percent

White

Percent

Two or more races

Percent

Other

Percent

The total number of cross-cultural students in your classroom will appear below.

Total Cross-Cultural Students

Percent

Please indicate the number of students with exceptionalities in your classroom. If none, enter "0."



Total Students with Exceptionalities

Percent

Please indicate the number of students in your classroom receiving services. A student may be in more than one category. Please mark all that apply for each student. If none in a category, enter "0."

IEP/ISP

Percent

504 Plan

Percent

Title I

Percent

Gifted/Talented

Percent

Please indicate the number of students in your classroom who receive free/reduced lunch. If none, enter "0."

Free/Reduced Lunch

Percent

Please indicate the number of ESL/ELL students in your classroom. If none, enter "0."

ESL/ELL

Percent

Attendance

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

Date absent	Reason
<input type="text"/>	<input type="text"/>

Directions

- 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](#)
- The teacher candidate should demonstrate these standards in his or her teaching and interactions with the students.
- Evaluate the trait, the ability, or the success of the teacher candidate in each of the items listed. Use the following:

1	2	3	4	5
Not evident	Inconsistent but developing	Proficient	Highly evident	Mastered at an exemplary level

The MLC student -

1. used a variety of methods, strategies, media, that are appropriate to students with different needs and abilities.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comment:

2. promoted and encouraged active learning.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comment:

3. adapted instruction during teaching based on feedback from students.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comment:



4. collaborated with other staff.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comment:

5. showed flexibility in classroom management and instruction to accommodate varying abilities.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comment:

6. communicated effectively and appropriately with parents and others.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comment:

7. used teaching procedures that promote student motivation.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comment:

8. helped students engage in inquiry and discovery.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comment:

9. used appropriate teaching skills.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comment:

10. observed student assessment data.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comment:

11. promoted a learning environment that enabled cooperation and respect for other students.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comment:

12. planned and developed curricula that are appropriate for students of varying abilities, learning styles, and types of intelligence.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comment:

13. used assessment techniques appropriate to content and students.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comment:

14. identified levels of readiness and development.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comment:

15. evidenced a belief that all students can learn and succeed.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comment:

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.