

SECONDARY STUDENT TEACHING II GUIDELINES

2019-2020



MARTIN LUTHER COLLEGE
NEW ULM, MINNESOTA



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INTRODUCTION

This booklet contains the guidelines and procedures for participation in the Martin Luther College Secondary Student Teaching II experience. If you have any questions about the information in this booklet, contact Professor Ronald Ohm, Professor Paul Tess, Dr. Cindy Whaley, Mrs. Katherine Christensen. 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 secondary program is to provide MLC Education students another preservice opportunity in working with students in a variety of classroom settings. Secondary 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 (10 weeks for SpEd majors) professional experience in elementary, middle, or secondary level classrooms of public schools
- Student Teaching I - a full-time, ten-week (6 weeks for SpEd majors) professional experience in secondary level classrooms of Lutheran high schools

Upon completion of the Minnesota Professional Educator Licensing and Standards Board (PELSB) approved program required of MLC secondary education majors, the teacher candidate is eligible for a Minnesota 5-12 license (Communication Arts and Literature, Mathematics, Social Studies, Life Science, Chemistry or Physics) or a K-12 license (Music, Physical Education, Special Education, or World Language and Culture: Spanish).

Secondary Student Teaching II Placement Determination

Secondary Student Teaching II placements are determined as follows:

- A. To be eligible for a Minnesota 5-12 license, the teacher candidate must complete experiences in intermediate (5-6), middle (7-8), and high school (9-12) level classrooms.
- B. To be eligible for a Minnesota K-12 license for Classroom Music (Instrumental and/or Vocal), Physical Education, or Spanish, the candidate must complete experiences in elementary (K-6), middle (5-8), and high school (9-12) level classrooms.
- C. To be eligible for a Minnesota K-12 Special Education: ABS license, the candidate must complete experiences in elementary (K-4), middle (5-8), and high school (9-12) level classrooms.

These experiences are comprised of those that come from EFE III, Clinical, Student Teaching I, and Student Teaching II. The candidate is placed according to his or her program major (Chemistry, Communication Arts and Literature, Life Science, Mathematics, Instrumental Music, Vocal Music, Physical Education, Physics, Social Studies, Special Education and World Languages and Cultures: Spanish).

Student Eligibility

Students are eligible to participate in a student teaching experience when they have met all 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 Student Teachers

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. From time to time a teacher candidate may become ill and need to stay home. In such situations, the teacher candidate 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 teacher candidate 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 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 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 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 candidates have been advised to inform employers that they may not be available until after 4:30 p.m.

E. Transportation

The MLC teacher candidate 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 teacher candidates.

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 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. 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 candidate 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 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 teacher candidate 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 2019-2020

Fall session – Tuesday, September 3 – Friday, October 11

Spring session – Monday, January 20 – Friday, February 28

Student Teaching II – SpEd Experience ONLY - Dates for 2019-2020

Fall session – Tuesday, September 3 – Friday, November 8

Spring session – Thursday, January 16 – Friday, March 27

Communication with the Student Teaching Cooperating Teacher

Each teacher candidate'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 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 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 Secondary Student Teaching II program are included on page 8 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

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 preps/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 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 subject area the teacher candidate is required to submit for approval **two detailed lesson plans** to the cooperating teacher. The teacher candidate 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.)

Reflecting on the Student Teaching II Experience

Students are expected to **write three 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

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 SECONDARY STUDENT TEACHING II**

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

Prof. Ronald Ohm, College Supervisor
ohmrc@mlc-wels.edu

Ext 266
Cell: (507) 217-9723

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 Secondary Student Teaching Induction Plan

Subject→ Week↓	<i>edTPA (if required)</i>	Prep 1 Section 1	Prep 1 Section 2	Prep 2 Section 1	Prep 2 Section 2	Prep 3 (if applicable)
1	<i>Context for Learning</i>	X				
2	<i>Task 1 Planning for Instruction and Assessment</i>	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

The order of induction of particular preps is open to negotiation between the cooperating teacher and the teacher candidate.

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?

SECONDARY STUDENT TEACHING BLOCK PLAN

Student Teacher: _____ School: _____

Week #: _____ 20 _____ Subject: _____ Grade Level: _____ Section: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
OBJECTIVES					
MATERIALS					
INSTRUCTIONAL PROCEDURE(S) *Review *Transitional Statement (Aim) *New Lesson *Assignment					
ASSESSMENT					

Public School 2 Visit College and Classroom Supervisor Observation Report

Student Teacher:

School:

Grade:

Supervisor:

College Supervisor:

Session:

First Visit:

Classes Observed:

Second Visit:

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):		
Understands and applies principles of child development and differentiation:		
Creativity/Resourcefulness (wide variety of ideas beyond the textbook):		
Assessments & assignments are appropriate for the objectives:		

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
Delivery: All parts evident (see below): (review, developing background, transition, stated objectives, new content, summary, assessment)		
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:		
Quality of writing on white/chalkboards and/or interactive boards:		
Use of technology in the classroom for teaching and assessing learning:		

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
Current correcting, grading, recording:		
Organizational skills: (personal, classroom):		
Awareness of student behavior (quick scan):		
Classroom control: States expectations clearly (proactive vs. reactive):		

Consistently enforces expectations:		
Uses appropriate management strategies for the age level:		
Time management and Transitions (time on task vs. off task):		
Management extends beyond classroom (if applicable):		
Flexibility (able to adjust schedules and routines when needed):		
Relationship with children continuum (buddy - aloof):		

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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

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

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

2. promoted and encouraged active learning.

☐ Yes ☐ Partly ☐ No

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

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

☐ Yes ☐ Partly ☐ No

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

4. collaborated with other staff. ☐ Yes ☐ Partly ☐ No

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

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

☐ Yes ☐ Partly ☐ No

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

6. communicated effectively and appropriately with parents and others.

☐ Yes ☐ Partly ☐ No

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

7. used teaching procedures that promote student motivation.

☐ Yes ☐ Partly ☐ No

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



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.

Observation Data for Classroom Student Teacher

Teacher _____
 Grade Level _____
 Observer _____

Date _____
 Subject _____
 # of Students _____

All items under each number **DO NOT** need to be marked

1. Learning Objectives	2. Use of Instructional Materials and Techniques	3. Student/Educator Interaction	4. Academic Learning/Time on Task
5. Behavior Management	6. Climate for Learning	7. Monitoring Student Progress During and After Lesson	8. Overall Instructional Planning

Observation Data for Special Education Student Teacher

Teacher _____
 Grade Level _____
 Observer _____

Date _____
 Subject _____
 # of Students _____

All items under each number **DO NOT** need to be marked

<p>1. Learning Objectives</p> <p><input type="checkbox"/> Objective communicated through IEP</p> <p><input type="checkbox"/> Short term objectives communicated</p> <p style="margin-left: 20px;"><input type="checkbox"/> Verbally</p> <p style="margin-left: 20px;"><input type="checkbox"/> Written</p> <p><input type="checkbox"/> Checked to assure objectives and expectations are understood*</p> <p><input type="checkbox"/> Objective developed during group or individual presentation</p> <p><small>*May not be applicable to severely disabled students</small></p>	<p>2. Use of Instructional Materials and Techniques</p> <p><input type="checkbox"/> Use of variety of materials suitable to objective and functional level of student</p> <p><input type="checkbox"/> Techniques provided for differences in learning styles and abilities</p> <p><input type="checkbox"/> Effective consultation and collaboration with regular education teacher and other professionals/paraprofessionals</p> <p><input type="checkbox"/> Principles of effective instruction are used*:</p> <p style="margin-left: 20px;"><input type="checkbox"/> Review</p> <p style="margin-left: 20px;"><input type="checkbox"/> Explicit instruction</p> <p style="margin-left: 40px;"><input type="checkbox"/> Direct instruction</p> <p style="margin-left: 40px;"><input type="checkbox"/> Guided practice</p> <p style="margin-left: 40px;"><input type="checkbox"/> Independent practice</p> <p style="margin-left: 20px;"><input type="checkbox"/> Modeling</p> <p style="margin-left: 20px;"><input type="checkbox"/> Demonstration</p> <p style="margin-left: 20px;"><input type="checkbox"/> Role playing</p> <p style="margin-left: 20px;"><input type="checkbox"/> Focus</p> <p style="margin-left: 20px;"><input type="checkbox"/> Peer teaching</p> <p style="margin-left: 20px;"><input type="checkbox"/> Group activities</p> <p style="margin-left: 20px;"><input type="checkbox"/> Closure</p> <p><small>*May not be applicable to severely disabled students</small></p>	<p>3. Student/Educator Interaction</p> <p><input type="checkbox"/> Student participation encouraged</p> <p><input type="checkbox"/> Positive educator response to questions and comments</p> <p><input type="checkbox"/> Feedback accepted and used to modify lesson*</p> <p><input type="checkbox"/> Questions at various levels of thinking skills*</p> <p><input type="checkbox"/> Appropriate wait time after questions</p> <p><input type="checkbox"/> Students treated in an equitable manner</p> <p><small>*May not be applicable to severely disabled students</small></p>	<p>4. Academic Learning/Time on Task</p> <p><input type="checkbox"/> Plans and materials provide for smooth transitions</p> <p><input type="checkbox"/> Pacing maintains student involvement, interest, and functional level</p> <p><input type="checkbox"/> Sufficient direct instruction time given to content or skill learning</p> <p><input type="checkbox"/> Students prepared to successfully perform a task</p> <p><input type="checkbox"/> Educator promotes on task behavior in group/individual activities</p>
<p>5. Behavior Management</p> <p><input type="checkbox"/> Evidence of discipline system and set of procedures</p> <p><input type="checkbox"/> Fair and consistent management of system</p> <p><input type="checkbox"/> Encourages positive behavior</p> <p><input type="checkbox"/> Controls negative behavior</p> <p><input type="checkbox"/> Uses praise, proximity control, contracting, etc.</p>	<p>6. Climate for Learning</p> <p><input type="checkbox"/> Friendly, accepting, and encouraging (Voice, tone, facial expression, humor, etc.)</p> <p><input type="checkbox"/> Functional classroom (i.e. seating arrangement, work space, convenience of materials)</p> <p><input type="checkbox"/> Attractive and stimulating environment</p> <p><input type="checkbox"/> Productive and enthusiastic students</p>	<p>7. Monitoring Student Progress During and After Lesson</p> <p><input type="checkbox"/> Oral and written response to monitor each student's progress toward learning objective</p> <p><input type="checkbox"/> Adjustment of instruction as needed based on feedback</p> <p><input type="checkbox"/> Recording of student progress by on-going and end of unit sampling</p> <p><input type="checkbox"/> Feedback from recorded data is provided to students and parents (may be added during post-observation)</p>	<p>8. Overall Instructional Planning</p> <p><input type="checkbox"/> Advance planning evident in selection and implementation of objectives, activities and materials</p> <p><input type="checkbox"/> Lesson is logical part of on-going unit, related to past and future lessons</p> <p><input type="checkbox"/> Evidence of long-term planning shown in written plans or discussed in conference</p> <p><input type="checkbox"/> Organization of events in logical sequence for instruction</p> <p><input type="checkbox"/> Instructional planning meets varied needs of learners</p>



EDU4353 - Special Education Student Teacher Evaluation Report - Form A-B

Introduction

Student	Date
<input type="text"/>	2018-06-26
Teacher	School
<input type="text"/>	<input type="text"/>
What percent of students are minority?	What percent of students have special needs?
<input type="text"/>	<input type="text"/>

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

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

Ministry Traits

Discuss in relation to service in the school and community.

- reflects faith in the Savior, Jesus Christ
- shows joy and enthusiasm for teaching
- shows dedication to the teaching ministry
- participates in school activities
- participates in community activities

Comments

Minnesota Standards of Effective Practice for Teachers (adapted)

Evaluate the trait, the ability, or the success of the student teacher 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

Standard 1: Subject Matter

1. aligns educational standard to provide access to curriculum to meet the needs of individuals with disabilities

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. evaluates research-based theories which lead to effective practices

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Standard 2: Student Learning

1. modifies plans/procedures to meet students' needs

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. plans lessons that are developmentally appropriate

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

3. promotes active learning

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments



4. plans activities/experiences to achieve maximum participation

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Standard 3: Diverse Learners

1. respects each student as a unique child of God

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. is sensitive to students' backgrounds and feelings

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

3. provides for differences among students

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

4. evaluates progress toward achieving the goals and objectives of individuals with disabilities

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

5. supports and uses linguistically and culturally responsive practices

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

6. applies knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with disabilities

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

7. designs and implements individualized education plans using knowledge of theories, evidence-based practice and relevant laws to provide services for individuals with disabilities

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Standard 4: Instructional Strategies

1. teaches lesson concepts logically and sequentially

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. utilizes teaching strategies which stimulate all levels of thinking skills

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

3. uses knowledge of the professional literature to improve practices with individuals with exceptionalities and their families

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

4. continues to broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies and assistive technologies

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

5. uses a variety of materials suitable to objective and functional level of student

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

6. uses appropriate wait time after questions

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Standard 5: Learning Environment

1. establishes consistent classroom-based positive behavioral support practices

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments



2. designs positive behavioral supports based on functional behavior assessments and uses data to monitor effectiveness of the intervention

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

3. encourages and models Christian living among the students

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

4. speaks in a manner that gains the students' respect

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

5. uses disciplinary techniques which reflect Christian principles

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

6. is flexible in dealing with unexpected situations

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

7. is consistent and persistent in letting students know what is expected

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

8. fosters an environment that is supportive of continuous instructional improvement and engages in the design and implementation of research and inquiry

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

9. ensures a physically and emotionally safe environment

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

10. maintains student involvement, interest, and functional level through appropriate pacing

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Standard 6: Communication

1. has a pleasant and effective voice

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. demonstrates effective oral and written communication with students

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

3. demonstrates effective oral and written communication with co-workers, parents, caregivers, and community

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Standard 7: Planning Instruction

1. uses advanced planning in selection and implementation of objectives, activities, and materials

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. plans to integrate Christian truths into lessons when appropriate

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

3. integrates Christian truths into lessons when appropriate

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Standard 8: Assessment

1. uses valid and reliable assessment practices and the practices minimize bias

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments



2. provides timely feedback to students on the quality of their performance

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

3. designs and implements assessments to evaluate the effectiveness of practices and programs and is able to communicate results effectively

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

4. uses technological tools to assess student learning

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

5. provides feedback from recorded data to students, and parents or caregivers

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

6. accepts feedback and uses it to modify lesson

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Standard 9: Reflection and Professional Development

1. shows appropriate self-confidence

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. is punctual and dependable in attendance

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

3. exhibits professional dress and demeanor

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

4. displays leadership qualities

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

5. is reliable in completing assigned tasks

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

6. is well organized and efficient

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

7. displays initiative

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

8. is able to accept and implement constructive criticism

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

9. makes appropriate self-evaluations of teaching

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

10. makes appropriate adjustments as a result of self-evaluation

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

11. actively participates in professional development and learning communities to increase professional knowledge and expertise

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Standard 10: Collaboration, Ethics, and Relationships

1. is considerate, courteous, and cooperative

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. is friendly when meeting people

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments



3. relates well to others in social situations

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

4. uses collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities, including collaboration on advanced intervention and enrichment programs

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

5. collaborates to promote understanding, resolve conflicts, and build consensus for improving services, and outcomes for individuals with disabilities

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

6. consults and collaborates with regular education teachers and other professionals/paraprofessionals effectively

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Narrative Evaluation

The Narrative Evaluation section (formerly Form B) provides information that will be used in the candidate's profile prepared for the WELS Assignment Committee.

Describe the candidate as a person:

Describe the candidate as an instructor:

Describe the candidate as a classroom manager:

Identify strengths shown by the candidate:

Identify subjects taught most effectively:

Identify weaknesses shown by the candidate:

Identify subjects taught least effectively:

Is this student teacher recommended to teach at the secondary level?

☐ Yes☐ No

Additional comments:

Final Ratings for Student Teaching

See "[Rubric for Final Ratings for Student Teaching](#)" for descriptions of rating choices.

Teaching:

- ☐ Superior
☐ Strong-Superior
☐ Strong
☐ Satisfactory-Strong
☐ Satisfactory
☐ Acceptable-Satisfactory
☐ Acceptable

Management:

- ☐ Superior
☐ Strong-Superior
☐ Strong
☐ Satisfactory-Strong
☐ Satisfactory
☐ Acceptable-Satisfactory
☐ Acceptable

