Early Childhood Student Teaching Handbook

EDU4154 and EDU4155

2020-2021

Martin Luther College

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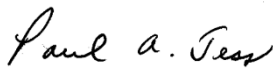
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Forward

This handbook is dedicated to the children who attend early childhood ministries within the Wisconsin Evangelical Lutheran Synod and to those who have the privilege of serving in the teaching ministry, leading these children ever closer to their Savior. The children's spiritual, physical, cognitive, and socio-emotional welfare is the focal point for all the work of teacher candidates, cooperating teachers, and college supervisors.

The handbook is intended to assist in coordinating the efforts of all those working in the Martin Luther College student teaching program. The information and guidelines it contains are directed toward helping to make the student teaching experience contribute significantly to the training of competent teachers and caregivers who will be ready to serve in the church's ministry.

Because the student teaching experience is very important, the teacher candidate has a great responsibility to be conscientious in all aspects of this work. The cooperating teacher also undertakes a serious responsibility by providing assistance to help the candidate develop the skills and dispositions of an early childhood educator. Full cooperation between the candidate and cooperating teacher is of utmost importance to achieve a positive and productive student teaching experience.

The principles, policies, and procedures of the student teaching program constitute the majority of the handbook. Gaining an understanding of the handbook and its contents is a good place to begin. Any questions or comments related to the guidelines can be directed to Professor Loomis or Professor Mehlberg.

May God richly bless the work of teacher candidates, cooperating teachers, and college supervisors during the school year. May his special blessing rest on those who are preparing themselves for full-time service in his kingdom. May his Spirit move us to pray that Christ be and remain the focus of training teachers for our WELS early childhood ministries. To God be the glory!

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*Information in this handbook is current as August 1, 2020. Martin Luther College reserves the right to make changes in this handbook without advanced notice. The most current information can be found in the electronic version of the **2020-21 Early Childhood Student Teaching Handbook** on the MLC website.*

Martin Luther College Mission Statement

The mission of Martin Luther College is to train a corps of Christian witnesses who are qualified to meet the ministry needs of the Wisconsin Evangelical Lutheran Synod (WELS) and who are competent to proclaim the Word of God faithfully and in accord with the Lutheran Confessions in the Book of Concord.

To fulfill this mission, Martin Luther College carries out all instruction and programs of student life according to the gospel as revealed in the inspired and inerrant Word of God. With the guidance of the Holy Spirit, the college desires

- To strengthen the student in a consecrated spirit of love for God and his Word;

- To educate the student for faithful, capable, intelligent citizenship in today's world;

- To assist the student in acquiring the knowledge, attitudes, and skills needed for service in the church and for lifelong learning; and

- To encourage the student in developing and demonstrating a heart for service in the church, community, and world.

To meet the current ministry needs of the WELS, Martin Luther College

- Prepares men for pastoral training at Wisconsin Lutheran Seminary;

- Prepares men and women for service as teachers and staff ministers in the synod's churches, schools, and other institutions;

- Prepares men and women for other church ministries both full and part-time, responding to the needs of the WELS;

- Prepares international students for ministry in partnership with WELS mission fields; and

- Provides programs of continuing education that meet the ministerial needs of the WELS.

Early Childhood Ministries - Philosophy, Principles, Guidelines

Introduction

Formal early childhood education has grown in importance in both church and society. The care and education of young children outside the home has become almost indispensable in our society. Early childhood education in the church reflects society's trends as well as the church's concern for the Christian nurturing of young children and their families.

The church needs to think through and articulate the principles and practices that we believe to be appropriate and scriptural in early childhood education. This document presents general statements that can be beneficial to congregations in establishing and operating early childhood education programs. The portions of Scripture cited can provide a useful basis for discussion and be a wholesome guide to practice in our congregations.

Early childhood education is commonly defined as education for children between birth and age eight. While these principles and guidelines are applicable for the education of children birth through age eight, most WELS early childhood ministries focus on the education of children prior to the first grade level. Therefore for purposes of this document, early childhood is defined as a ministry of education to children at home, in a Christian school, or in some other church agency, from birth through kindergarten.

Philosophy

God specifically gives parents the primary responsibility for nurturing their children. Christian early childhood ministries provide for the Christian nurturing of young children which is a necessary aspect of the mission of the church. This unique ministry strives to meet the spiritual, social, emotional, intellectual, and physical needs of young children in a developmentally appropriate manner.

Principles and Guidelines

I. God gives parents the primary responsibility for nurturing their children.

A. Parents specifically have been given this responsibility.
Scripture identifies the family as our first and most enduring relationship. It teaches that children are a "heritage from the Lord" (Psalm 127:3) and that God gives parents the direction to "bring them up in the training and instruction of the Lord" (Ephesians 6:4). Christian early childhood ministries will encourage and assist parents in meeting their responsibilities toward their children and it will endeavor to emphasize the joys of taking these privileges to heart.

B. Christian early childhood ministries support parents in carrying out this responsibility.
Christian early childhood programs are ministries to children and parents. They are carried out with an awareness of the family setting and are responsive to the needs of the family. From the time of the child's birth, early childhood ministries work directly with parents in providing materials, activities, and training in the privilege of being their child's most important teacher. When the parent enrolls the child in an agency of the congregation, this ministry includes the child directly as well as the parent. Parents are included in this training and instruction of the Lord by involving them meaningfully and appropriately in the activities of the early childhood ministry.

II. The Christian nurturing of young children and their families is a necessary aspect of the mission of the church.

    A.   *The mission of the church is to make disciples.*
      The church carries out its various forms of ministry for the sake of and by the command of Christ to "go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit" (Matthew 28:19). This disciple making includes the two complementary tasks of reaching out to the unbeliever and nurturing the faith of the believer. Children are particularly included as Peter told the crowd on Pentecost, "the promise is for you and your children and for all who are far off – for all whom the Lord our God will call" (Acts 2:39). Thus, the Christian early childhood ministry of a congregation will include both outreach and nurture in its program and policies.

    B.   *God has given the church the responsibility to assist parents in training the young.*
      The Old Testament often describes the community of believers, the church, instructed and trained children (2 Chronicles 20:13; Nehemiah 8:3; Nehemiah 12:43). Our Lord gave a specific command to the church to nurture children in his words to Peter, "Feed my lambs" (John 21:15). The church has historically established agencies for the education of the young. Christian early childhood ministries are now a growing part of that rich tradition. The church meets this responsibility when its programs encourage and support parents in their God-given obligations and help children grow as disciples of Jesus Christ.

    C.   *Christian training is necessary for young children.*
      By precept and example the Bible speaks to the necessity of Christian training for young children. The need for Christian training is found in the sinful nature of the child (Psalm 512:5); the words of our Lord declare that the truths of Scripture can and must be taught to children (Mark 10:13); and the admonition of Proverbs to clearly and directly prescribe training (22:6). The examples of Samuel (1 Samuel 3:19) and Timothy (2 Timothy 3:15) are to be emulated by families and congregations today. The WELS upholds its heritage and clear words of Scripture as it provides for the Christian education of young children. Attitudes, knowledge, and skills are developed at an early age which foster growth as a child of God.

    D.   *Christian early childhood education is a part of a congregation's ministry families.*
      The various agencies of Christian education (e.g. childcare, preschool, Sunday School, the Lutheran elementary school, and youth ministries) have a cooperative purpose to support and reinforce the goals of Christian outreach and nurture, particularly as parents and teachers share these goals. Early childhood education should be one strand of the congregations' approach to Christian education. Under God's blessings this ministry will serve to nurture the home-church partnership by being a means to strengthen the relationship of the family with the Savior.

III. Christian early childhood ministries strive to meet the spiritual, social, emotional, intellectual, and physical needs of young children in a developmentally appropriate manner.

    A.   *Christian early childhood ministries need to be developmentally appropriate for young children.*
      God created human life as developmental. Every human moves through developmental stages from childhood through adulthood. By that creation and by implication in the words of Scripture, Christian early childhood education should be appropriately structured for the developmental needs of young children. Characteristics of this type of program are:

Age appropriate: Child development research has shown that children progress through predictable stages of growth and maturation. A teacher who understands the stages of development can better prepare a learning environment and select materials and activities that foster that development.

Individually appropriate: God has determined an individual timetable of growth and development for each child. In addition, each child has unique characteristics, learning styles, and family experiences. Christian early childhood ministries and the teacher's relationship with the child need to reflect an understanding of and sensitivity for these individual differences. Learning in young children is the result of a complex interaction involving all aspects of the child's life – his thoughts; his experiences with materials, ideas, and people; adequate nutrition and rest; and the routines and discipline in his environment. These factors and experiences should coincide with the child's unfolding abilities while also challenging the child's curiosities and understandings. Christian early childhood educators will seek to guide and teach each child to be and to do his best for God.

Socially / culturally appropriate: God has placed children in different social and cultural environments. Christian teachers will want to understand and be aware of the social and cultural context in which the children live so that "by all possible means we might save some" (I Cor. 9:22). Learning experiences will be structured so that they are meaningful, relevant, and respectful of the children and their families.

B.   *Christian early childhood ministries foster the development of the whole child.* A developmentally appropriate program will recognize that young children are holistic learners. Motor skill learning, social learning, intellectual learning, emotional learning, and the learning of spiritual truths are interrelated. Useful learning activities in early childhood education are not compartmentalized by subjects; likewise, a scriptural viewpoint permeates all learning experiences.

A Christian early childhood education program is truly Christian when that program finds its integration and correlation in God's message of sin and grace. These programs should allow children to understand sin, to experience repentance and forgiveness, and to share with and care for others. Children will learn of Jesus their Savior, they will learn the stories and teachings of Scripture, and they will experience the joy and privilege of sharing their Savior with others.

C.   *Young children learn through play.*
Early childhood programs involve children as active learners by providing them with play experiences that help them learn. Play enables children to pass through the stages of development by interacting with activities and materials that are concrete, real, and relevant to their young lives. Play as a child-initiated and child-directed activity is a vital component for establishing a foundation for learning. It is important that parents and teachers provide encouragement and facilitate quality play activities, model purposeful types of play, and appropriately participate in the child's play.

D.   *Christian early childhood ministries should provide an environment that is safe and secure, and that is arranged and equipped to meet the needs of the age group.* The relative quality of the physical environment can help or hinder the learning process. Though a congregation may be exempt from the regulations that apply to public or for-profit programs, these regulations as well as the WELS Early Childhood Ministries Standards should be met or exceeded.

E.   *Christian early childhood educators will have both a solid foundation in God's Word and a thorough understanding of the theory and practice of Christian early childhood education.*

Besides providing an appropriate curriculum and adequate facilities, the **church** has a responsibility for adequate teacher preparation for Christian early childhood education. This preparation includes a solid foundation in God's Word and a thorough grounding in the theory and practice of Christian early childhood education. Teachers in Christian early childhood ministries should be synodically certified as preschool, kindergarten, or elementary school teachers; and they should be called by the congregation. The training of early childhood educators should include an understanding of developmentally appropriate instructional techniques, child development theory, and some specialized college-level training in early childhood education. Field experience at the appropriate level should also be a part of this training. It is also important for teachers to be actively involved in a program of continuing early childhood education.

A Code of Ethics for Teachers
in
Early Childhood Education Programs

Understanding and believing by faith through God's grace,
that "Christ Jesus came into the world to save sinners, of whom I am the worst,"(1 Tim 1:15)
I strive, with God's help, to live my life of faith in the following areas:

A. Responsibilities to my God

I will seek to share the good news of salvation at every possible opportunity. I commit myself to a continual personal study of Scripture and to a regular use of the means of grace (worship and the Lord's Supper) (Ps 122:1). Recognizing that I can do nothing of my own power, I will seek the Lord's help through prayer. I will honor my call, first to the Lord, and second, to the congregation that has called me (1 Ti 1:12). I will use the ECE program as a focus of Kingdom ministry and an opportunity for evangelism outreach into the community (Mt 28:19, 1 Ti 2:3). I will strive to serve all in love as the Lord gives me opportunity (Co 3:23). I will encourage families to nurture their faith also through the use of God's Word. I will encourage others to and I myself will invite unchurched parents to worship with us. I will view my body as a living sacrifice to God (Rom 12:1) and strive to have my life be a model of Christian sanctification in and out of the classroom.

B. Responsibilities to the congregation I serve

I recognize my position as a minister serving a particular congregation and I understand that the congregation, formally or informally, has called me to this service. I will enthusiastically support and promote all educational and outreach activities of the congregation and I will participate in those programs to the extent I can (for example, choir, committee work, Sunday school teaching), understanding that the responsibilities of my call take priority. I accept and will support the policies and practices of the congregation I serve. [When such policies determine the enrollment precedence of members of the

congregation, I will carry out those policies. When such policies prescribe that all persons who serve as teachers or assistants in the classroom be in fellowship with us, I accept and support those policies.] I will strive to help the members have a sense of ownership in the childcare center. In the finances, staffing, and business activities of the program I will be accountable to those elected or appointed by the congregation to oversee the operation of the ECE program. If it is my responsibility, I will report regularly on the activities of the early childhood center to the responsible person or board or the voters' meeting. I will respect the pastor as the overseer / shepherd in his responsibilities for the spiritual welfare of the entire congregation (He 13:17). I will respect the physical facilities of the congregation and will exercise good stewardship in caring for them.

C. Responsibilities to the children

I will always remember that the children have been placed in my care by God and the parents whom God has given them. I will see children as fellow-believers and heirs with me of eternal life. I will never discriminate against any child because of race, gender, economic circumstances, or physical, intellectual, or emotional impairment. I will seek to have an early childhood center that accommodates to children regardless of their circumstance or handicap. To help them grow in their faith life I will have daily religious instruction in my classroom (Bible stories, prayers, and song), I will model Christian behavior, and I will carefully plan other activities that will help them grow spiritually, cognitively, physically, emotionally, and socially. In my discipline I will use both Law and Gospel. I will encourage children to attend other Christian educational programs of the congregation such as Sunday school, weekly worship, and vacation Bible school. I will provide for the children a developmentally appropriate as well as individually appropriate curriculum. In keeping with a Christian understanding of self-concept, I will seek to encourage children to see themselves in positive, healthy ways, helping them to understand that what they are is a gift of grace from a loving God. My classroom will have centers or areas that will stimulate the children to play with sound, rhythm, language materials, space, ideas, materials that arouse curiosity, exploration and problem solving in individual ways. I will encourage self-help and independence skills. One goal of the early childhood center will be to prepare children for the exciting world of school learning. My classroom also will build a climate of emotional safety and a feeling of community. I will show children the love and affection that reflects my love for my Savior and I will treat them with respect, which includes listening carefully to them and responding quickly and appropriately to their feelings. I will teach them to regard their parents with the same respect and love.

D. Responsibilities to parents

I will always remember that parents are also God's children who need the help and guidance that God's Word can give. I will respect them as the parents / caregivers / guardians of the child (Eph 6:4) and I understand that they are to the child the most important persons in that child's life. I will respect the family life style / arrangement / customs insofar as it is in harmony with Scripture. I will do all I can to assist parents in their work of training children (Pr 22:6). I will strive to be a Christian role model to the parents (Mt 5:16). I will encourage them to grow in God's Word by attending worship services, Bible information class, or Bible study classes. I will make myself available to parents at all reasonable times. If they are active members of another Christian church, I will encourage them to continue a faithful use of the means of grace in that church. I will speak truthfully of the differences between their church and mine, but I will not coerce or force them away from their current church home. I will encourage them to provide spiritual growth at home through family devotions, private Bible study, and discussing Bible lessons with their children. I will provide parenting classes and literature to help them in their important responsibilities as parents. I will keep parents informed of the activities and goals of the ECE program and health issues through newsletters, personal notes, and personal communication. I will provide them the opportunity and training to serve as a helper in my classroom. I will honestly inform parents of any assessment I conduct of their children, I will

report such assessment in a positive and constructive manner, and I will refer them to resources or persons who can supplement my assessments. I will suggest to parents competent, and, if possible, Christian professionals (for example, WLCFS) or resource persons for counseling or other services. I will provide parents opportunities to interact and socialize with other parents.

E. Responsibilities to colleagues

I will seek to strengthen my colleagues in their lives of sanctification even as they strengthen me (Eph 5:19, 20). I will seek to have a relationship with them that reflects God's love and understanding and which includes trust, cooperation, respect, and open communication. If it is my responsibility, I will provide inservice training and instruction and do all I can to make them competent caregivers. I will share with my colleagues materials and ideas that will help them be better caregivers. I will work with them to make decisions in the childcare center that are based on what Scripture and professional practice suggests to be appropriate learning environments. I will support them in their professional development and I will help them receive due recognition for their work and professional achievements. I will speak positively of them to other persons (2 Ti 2:16-17), but I also recognize my responsibility to correct them for unprofessional behavior or a life that does not reflect their ministry.

F. Responsibilities to my profession

I will always try to conduct myself in a professional manner, which includes my appearance and my communication skills. In keeping with my professional responsibilities, I will put the needs of children and parents before my own preferences and emotions. I will be honest about the nature and extent of services that are provided by the childcare program and I will not promise services or skills that are beyond my or the program's resources. I will not serve in positions for which I am not qualified or for which there are not adequate resources for me to fulfill the responsibilities of that position. I will clearly communicate the goals of the ECE program. I will be familiar with laws and regulations that pertain to the childcare programs in my state and insofar as these regulations do not conflict with my Christian beliefs or the Christian goals of the center, I will comply with them and seek to have the responsible church board comply. I will keep myself informed of the latest developments and research in early childhood education through reading and attending workshops or seminars. I will particularly seek to develop professionally in the uniquely Christian aspects of early childhood education.

I willingly commit myself to this because of the children I serve, the parents I assist, and the fellow believers who have given me this responsibility. But, primarily, I do this because of the God who created me, who redeems me, and who sanctifies me.

I will give them singleness of heart and action…for the good of their children after them. Jeremiah 32:39

(Developed by the class members of EDU0153 The Ministry of the Early Childhood Education Teacher, Lansing, Michigan, 1997)

The Student Teaching Program

Introduction

The Martin Luther College Student Teaching Program is based on the premise that student teaching is one of the most important phases of teacher preparation. It is designed to provide an opportunity for the future teacher to learn good teaching behavior by working with students under typical classroom conditions. Direct experience with teaching and learning in a Lutheran ministry setting and participating in a congregational life permits the teacher candidate to practice principles learned in general and professional education courses. This experience is carried out under the guidance of a cooperating teacher who allows for variation according to the individual student's talents, interests, and needs.

Definition of Terms

1. **Student teaching.** A full time professional experience during which a pre-service teacher is assigned to a Lutheran school/center for supervised teaching as a part of his/her college program. The semester long experience is comprised of two courses which carry a total of 16 semester credit hours.

2. **Teacher candidate.** A college student engaged in student teaching. The term is used synonymously with student or candidate.

3. **Cooperating teacher.** A cooperating teacher who guides the daily experiences of the teacher candidate.

4. **College supervisor.** A member of the college faculty who is responsible for supervising and advising a group of teacher candidates and working together with supervising teachers in the schools/centers where teacher candidates are placed.

5. **Director of Field Experiences.** The member of the college faculty who is responsible for the administration of the student teaching program. The director oversees all field experiences required of pre-service Education students including the coordination of the student teaching program.

Objectives of the ECE Student Teaching Program

The major concerns in full-time student teaching in the WELS include effective classroom management, growth and development in personal and professional competency, and an awareness of the total life of a WELS/ELS congregation. While this limited experience cannot make the teacher candidate proficient in the many activities that comprise a teacher's responsibilities, student teaching should prepare every student for the demands which face a beginning teacher. The objectives of the MLC student teaching program follow.

The teacher candidate will

1. work with an experienced teacher to observe, experience, and develop effective nurturing and teaching of young children.

2. work with young children and demonstrate knowledge of their physical, social-emotional, and cognitive development.

3. plan and design learning experiences that match young children's development.

4. select and utilize methods and materials that stimulate active child participation and learning.

5. demonstrate effective and appropriate methods for observing, assessing, and recording young children's

growth, development, and learning in an inclusive early childhood atmosphere.

6. develop insights and strategies for effective classroom organization and management.

7. clarify and evaluate a personal philosophy of early childhood program planning, teaching, and management.

8. utilize and refine individual personal qualities which will enhance teacher effectiveness.

9. work and interact as an effective team member in the partnership of staff, parents, and children.

10. become acquainted with the total operation of the early childhood program, its routines, procedures, and regulations.

11. become acquainted with the community and the resources that it offers a teacher.

12. experience a deepening interest and desire to serve the church as a member of its teaching ministry.

Responsibilities of the College Supervisor

The college supervisor is a member of the college faculty who as a supervisor of teacher candidates and co-worker of cooperating teachers

1. assists in the orientation of directors and cooperating teachers in the student teaching program.

2. orients the teacher candidates at the beginning of each semester of student teaching.

3. observes the teacher candidates in a variety of settings.

4. consults with each teacher candidate and the cooperating teachers either individually or jointly as circumstances indicate.

5. gives help and guidance to teacher candidates, cooperating teachers, and directors relative to information that may be needed to improve the program and to resolve problems which may arise during the student teaching experience.

6. writes a report about the teacher candidate that will be helpful in the placement of the teacher candidate as a beginning teacher and gives this information to the director of field experiences.

7. is a source of encouragement and of counsel to the teacher candidates and to their cooperating teachers.

8. is a liaison between MLC and the teacher candidate.

College Supervisor - Observations and Conferences

Usually the college supervisor is able to visit each teacher candidate three times during the term. At the time of each visit to the participating school, the college supervisor's work will involve a number of activities. These include examining the teacher candidate's lesson plans, observing the student's teaching, and conferring with the cooperating teacher and the teacher candidate in separate conferences. Occasionally, the college supervisor may wish to meet with the cooperating teacher and the teacher candidate in a three-way conference. The college supervisor will arrange his or her schedule of classroom visits and conferences taking into consideration such things as the number of teacher candidates and college teaching responsibilities.

Responsibilities of the Cooperating Teacher

The role of the cooperating teacher is one of the most important components of the program. In his/her influential role the cooperating teacher is to:

1. Become thoroughly acquainted with the Martin Luther College student teaching program.

2. Attend the MLC orientation meeting, when held, prior to the student teaching term.

3. Attend the MLC summer workshop for cooperating teachers, if possible.

4. Cooperate with the principal/director in orienting the teacher candidate to the school/center, the congregation, and the community.

5. Orient the teacher candidate to the classroom and to the routine of the classroom.

6. Acquaint themselves with the background of the teacher candidate through material sent by the college.

7. Prepare the students for the arrival and duties of the teacher candidate.

8. Provide the teacher candidate an opportunity to observe techniques of working with a group and to participate in class before being given full responsibility for the classroom.

9. Acquaint the teacher candidate with writing, filing, and using student records.

10. Acquaint the teacher candidate with available instructional materials, supplies, and equipment.

11. Guide and assist the teacher candidate in establishing objectives, organizing long-range lesson outlines, and daily lesson plans.

12. Encourage resourcefulness and self-evaluation on the part of the teacher candidate.

13. Observe the teaching and provide feedback that will foster improvement and provide encouragement to the teacher candidate.

14. Evaluate the student's teaching through analysis of the teacher candidate's self-evaluation, conferences, checklists, and report forms.

15. Provide for professional growth of the teacher candidate by requiring attendance at faculty meetings and share or suggest educational literature for the student's enrichment.

16. Encourage Christian conduct.

17. Cooperate with all other personnel in carrying out the student teaching program in all its details and consult with the college supervisor regarding any problems that arise in working with the teacher candidate.

18. Provide an evaluation of the student's performance to the director of field experiences following the close of the term.

19. Encourage the teacher candidate to participate in activities of the congregation.

20. Acquaint the teacher candidate to the individual differences/exceptionalities of the children they are about to teach.

Responsibilities of the Teacher Candidate

Most teacher candidates are aware of the importance of the student teaching experience. They anticipate that it will be both a satisfying experience and that their classroom work will have prepared them for these experiences. The following items highlight many aspects of the student teaching experience. Cooperating teachers can assist teacher candidates in attending conscientiously to these matters which will contribute to a successful student teaching term as well as enhancing the learning of the children in their care.

Responsibilities as a Person:

1. Complete the Personal Information Form (see appendix) as a means of providing an introduction to the cooperating teacher.

2. Reflect personal faith in the Savior. Let the children sense that teaching the Word is an expression of faith rather than just teaching another subject.

3. Display social skills and sensitivity as a cultured, mature Christian.

    a. Use the formal mode of address (Mr., Miss, Mrs.) when speaking to the cooperating teacher and others unless he or she indicates that a first-name basis is appropriate.
    b. Deal cooperatively and tactfully with all personnel in the school: nurse, custodians, secretary, and kitchen workers.

4. Display cheerfulness and a positive outlook.

5. Show interest, initiative, and resourcefulness in attacking and solving problems.

6. Seek and recognize the achievement of others. Be ready, willing, and gracious in acknowledging their successes.

7. Be considerate of others, especially the cooperating teacher. Give assistance whenever possible. Be sure to return materials and equipment to their proper places after using them.

8. Avoid discussion of personalities and other forms of gossip. Criticism of teachers, pastors, the administration, parents, the school's facilities, or related matters does not reflect a Christian attitude.

9. Have a receptive attitude toward suggestions and constructive criticism. If unsure about any matter, ask the cooperating teacher.

10. Do not allow personal activities to interfere with the student teaching experience. Teacher candidates are teachers in the congregation which they are serving. Spirit-worked values should guide the use of time.

    a. Teacher candidates should not leave for more than one weekend during the student teaching term. Emergencies, of course, are exceptions. Be sure to inform the cooperating teacher, director, host, and college supervisor well in advance if plans are made to leave for a weekend.
    b. Having visitors can also interfere with the time needed during weekends to plan and prepare. Consider tactfully suggesting a limit to visits.

11. Do not use cell phones and computers for personal use during the school day. When emergencies arise requiring their need, ask for permission of the classroom teacher and seek his/her advice on how best to handle emergency communication inside the classroom.

Responsibilities as a teacher candidate

1. Prepare carefully and in detail for each day. It is not enough to be ready to "stand and deliver." Teacher candidates should try to anticipate and prepare for the unexpected.

2. Strive for understanding and application of the MN standards of effective practice.

3. Get to know the students through observation, conferences, and interactions. However, avoid a peer relationship with the students. Proper student-teacher relationships on an adult-child basis contribute considerably to successful teaching and learning.

4. Recognize that child files are confidential. Such information helps teachers in their efforts to teach effectively and should not be the topic of casual conversation.

5. Offer willingly to help prepare newsletters, keep records, and assist with other tasks. Take the initiative to help keep the classroom comfortable and well organized.

6. Plan with the cooperating teacher and gradually develop independence in planning and presenting lessons.

7. Abide by all regulations which apply to students and teachers including the dress code policy. Teacher candidates are not visitors with a privileged status; rather, they are fellow workers subject to established standards.

8. Complete the Weekly Activity Report (see appendix) promptly each week.

9. Complete Teacher Performance Assessment (edTPA). For candidates who do not pass their edTPA, remediation is required. (see Appendix for more information.)

Guidelines during Student Teaching

Student Teaching Placements

1. The teacher candidate may request a specific type of placement at the time of application for student teaching. The Director of Field Experiences will take such requests into consideration in making the placement, but the request does not guarantee the type of placement requested.

2. The teacher candidate will be informed of the semester he/she will student teach the following year by the Director of Field Experiences shortly after making application for student teaching.

Teacher Candidates as Substitute Teachers

Under ordinary circumstances teacher candidates should not be expected to serve as substitute teachers. Asking teacher candidates to serve as substitutes early in the student teaching term could have an adverse effect on their entire experience. Having teacher candidates substitute without supervision for an extended period of time may interfere with their progress in developing teaching skills. If there is an apparent need to use teacher candidate substitutes, the college supervisor should be consulted.

Absences during the Student Teaching Term

Students should follow the calendar of the school in which he/she is teaching in his/her professional semester, being present at the school for a full day each scheduled day of the experience.

When a teacher candidate 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, an email notification is sent to the cooperating teacher, school administrator, and college supervisor.

When a teacher candidate 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, an email notification is sent to the cooperating teacher, school administrator, and the candidate.

Students will not be excused in order to take professional tests.

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

- ½ to 1 day – can be made up providing the student is available for at least half-day increments
- Over 1 day – can be made up during exam week or after graduation providing the candidate is available for full days

Weekend Absences for Teacher Candidates

The demands for planning and preparing to teach will often require teacher candidates to use weekend hours to complete their work. For this reason, teacher candidates are advised that they are expected to remain at their assigned center during the weekends. A student should not be absent for an entire weekend more than once during the student teaching session, excluding holidays and conferences.

A teacher candidate who plans to be absent for a weekend should discuss his/her plans with the cooperating teacher and college supervisor as far in advance as possible. The teacher candidate is responsible for having his/her work planned and prepared in advance so that there is no disruption in the teaching schedule.

Extracurricular Activities and Employment

Teacher candidates are discouraged from becoming involved in college extracurricular activities and employment during the student teaching session in order to give full attention to this experience. Any exceptions should be cleared with the director of field experiences and shared with the college supervisor and cooperating teacher.

Teacher Candidate Insurance Coverage

Liability insurance is provided by Martin Luther College for all teacher candidates. The primary limit of liability is $1,000,000.

Criminal Background Check

The background studies are to be completed according to the requirements in Minnesota Statutes, chapter 245C. The information requested will be used to perform a background study that will include at least a review of criminal conviction records held by the Minnesota Bureau of Criminal Apprehension and records of substantiated maltreatment of vulnerable adults and children. DHS also requires additional information, and fingerprints, and a photograph to complete the background study. For all individuals who are subject to background studies by DHS, the corrections system will report new criminal convictions for disqualifying crimes

to DHS. County agencies and the Minnesota Department of Health report substantiated findings of maltreatment of minors and vulnerable adults to DHS. The background check is submitted by the director and the teacher candidate must fulfill their obligation to get photographed and fingerprinted and reimburse the MLC ECLC for 50 percent of the processing fee.

Immunizations

The MLC ECLC encourages all candidates to be current with immunizations. For those not vaccinated, accommodations may be necessary as directed by the school nurse when working with the infants/toddlers.

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 his/her cooperating teacher. If satisfactory resolution of the incident is not obtained, the teacher candidate should then report the occurrence to his/her college supervisor. If necessary, the college supervisor will report the incident to the Director of Field Experiences.

Likewise, participating school personnel should report any incidents of sexual harassment on the part of a teacher candidate to the cooperating teacher, and then to the college supervisor of the teacher candidate. If further resolution of the incident is warranted, the college supervisor will report the incident to the director of field experiences.

Social Media

Candidates are not to use social media to contact students or post photos of them. While local school policies may allow these things, MLC wants to be proactive in helping candidates to avoid a potential problem area. Communicating with students via social media or posting photos of them may result in dismissal from student teaching.

Immediately go to any social media sites you manage (Facebook, Instragram, Twitter, etc.) and clean up photos and other content that might be offensive to viewers. Change your privacy settings so that only people you absolutely want to visit can find you. Remove any photos that show you in a swimsuit, drinking alcohol, acting silly, or represent you in any less-than-professional way. Remove any posts that use off-color language or inappropriate humor. Check your "likes" to make sure that anything you've liked in the past is something that a Christian role model actually should like. One of the first things some of your cooperating teachers and people in your congregation will do is an Internet search for your name.

In the future, use good judgment about what you post and whom you "friend" and allow to see your posts. Don't pour your heart out in a status update that reflects your latest mood. Don't *ever* make negative comments about your church or school and people involved with them. Remember, it's easy to post something and then forget who sees it. Discernment and good judgment are the marks of good character.

Experiences for Teacher Candidates

Effectiveness in carrying out the many activities that are the teacher's responsibility may be gained only through years of service in the teaching ministry. The experiences listed below are related to some of the activities in which most teachers are involved. Teacher candidates will benefit from participating in as many of these experiences as possible. Very likely no single situation will make all of these experiences available to a teacher candidate; neither is this necessary for the accomplishment of the basic objectives of the program. Use the following as a checklist to note the types of experiences in which teacher candidates may be involved during the term.

Infant/Toddler

1. Develop warm, supportive relationships with infants, toddlers, and their families.
2. Maintain a daily schedule that flexes to meet each child's needs for play, learning, nutrition, rest, and bodily care.
3. Apply infant and toddler health and safety standards.
4. Maintain care and play areas for an infant and toddler environment.
5. Support infants' and toddlers' actions, choices, and problem solving for successful early learning experiences.
6. Record infant and toddler observations.
7. Work with parents and caregivers to observe, interpret, and nurture infants and toddlers growth and development.
8. Conference regularly with the supervising teacher and college supervisor.

Preprimary

1. Develop warm, supportive relationships with preprimary children and their families.
2. Observe and assess preprimary children's developmental levels.
3. Support preprimary children's emerging decision making, self-regulation of emotions, problem-solving, and social competencies.
4. Maintain a safe and healthy indoor and outdoor learning environment, routines, and transitions that promote children's development and learning.
5. Observe, extend, and participate in young children's play.
6. Develop interactive skills with preprimary children.
7. Plan and implement developmentally appropriate large and small group learning experiences: Bible story, literacy, math, music, movement, science, social studies, dramatic and visual arts.
8. Record child development observations. Share these observations with parents when called upon.
9. Conference regularly with the supervising teacher and college supervisor.

Minnesota Licensure Requirements

During the student teaching term, each student must strive to meet the MN Standards of Effective Practice (see below) in order to be eligible for Minnesota state licensure. Cooperating teachers complete *Preprimary ECE Student Teaching Evaluation Report – Form A-B* and the *MN Standards of Effective Practice Infant/Toddler Student Teaching Assessment* (see appendix) to verify the student has successfully met each standard.

While student teaching, each student will also be collecting evidence for his/her portfolio to demonstrate he/she has satisfactorily met the MN standards of effective practice. The required models of evidence and other pertinent information concerning the portfolio are described in the Portfolio Handbook.

MN Standards of Effective Practice

These objectives of the Teacher Education Program are consonant with the MN Standards of Effective Practice that the Minnesota Professional Educator Licensing and Standards Board requires of those seeking state licensure.

Standard 1 (Subject Matter)
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2 (Student Learning)
The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development. (This standard is also interpreted to mean spiritual development.)

Standard 3 (Diverse Learners)
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard 4 (Instructional Strategies)
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 5 (Learning Environment)
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6 (Communication)
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7 (Planning Instruction)
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8 (Assessment)
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Standard 9 (Reflection and Professional Development)
The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard 10 (Collaboration, Ethics, and Relationships)
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Note: For detailed explanation of each standard, please see appendix for *8710.2000 MN Standards of Effective Practice for Teachers*.

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 MN standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to rules established by the Minnesota Professional Educator Licensing and Standards Board.

Subp. 2. MN Standards of professional conduct

The MN 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.

Phases of the Student Teaching Experience

Four major phases of the student teaching experience are considered in this section of the handbook. They are orientation, observation, participation, and induction into teaching. The listing of these phases is not intended to suggest that they are to be provided sequentially. Although these phases will receive emphasis during different parts of the student teaching term, ideally, the teacher candidate should experience each of them throughout the term.

Orientation

A good beginning is important for the teacher candidate. Although orientation is regarded as very significant during the early stages of student teaching, it is most effective when it is a continuous process throughout the student teaching term. The following identifies some of the responsibilities for helping the teacher candidate feel at home, and some suggestions for carrying out these responsibilities.

At the College

The college will assist in orientation by

    1.   making available to the teacher candidate informational material that has been sent to the college by the director of the congregation to which the student has been assigned.

    2.   discussing the general policies, rules, and regulations of the student teaching program.

    3.   making available to the cooperating teacher the *Personal Information Form* which the teacher candidate has completed.

At the MLC Early Childhood Learning Center

The director and other teaching personnel assist in orientation by

    1.   giving the student training in Sudden Unexpected Infant Death and Abusive Head Trauma (SUID/AHT) and other policies and procedures that you must have training in before there is contact with children

2. introducing the teacher candidate to children, families and colleagues.

3. providing the teacher candidate with a general introduction to the center facilities, program, and policies.

Observation

The teacher candidate is bound to a great extent by the program which the cooperating teacher has planned and implemented for the year. Eager to make a successful beginning, teacher candidates realize that they must teach within the framework the cooperating teacher has established. Thus, it is important that the cooperating teacher demonstrates and explains the procedures which are to be followed in his/her classroom and in the center.

During the period of time before assuming responsibility for teaching a class, the teacher candidate is an observer and participator in the classroom. Through observation the teacher candidate can study theory in practice. In order to make observation effective, it is vital that the cooperating teacher has the teacher candidate observe with a purpose. The cooperating teacher should be careful to limit the number of things the teacher candidate is to observe on a given day in order to provide a sharp focus to each observation.

In addition to setting up specific purposes for observing, the cooperating teacher should encourage the teacher candidate to record observations in writing for ready reference. It is all too easy to assume that once a procedure has been observed, the teacher candidate will remember how to follow it in the future.

Logically, observation is an extension of the concept of orientation. Like orientation, observation is of vital importance at the beginning of student teaching, but it will contribute most to the development of the teacher candidate if it is experienced throughout the student teaching term.

The cooperating teacher will help the teacher candidate become acquainted with the working of his/her classroom by directing observation toward routine procedures such as the following:

1. Children's activities before school begins for the day.
2. Greeting parents and seeing to children's needs.
3. Transition times throughout the day.
4. Routines for using the lavatories and the drinking fountain.
5. Teacher and children clean-up procedures.

The teacher candidate's observation of planning and teaching will be more productive by

1. Discussing daily lesson plans with the teacher candidate.
2. Demonstrating how Christian principles are integrated in teaching and in maintaining classroom control.
3. Observing specific parts in a lesson which will be discussed later. (forms)
4. Having the teacher candidate take note of the following aspects of observations:
   a) Small/Large Group Time, Plan-Do-Review
   b) Adult-Child Interaction

The cooperating teacher may assist the teacher candidate in observing the children by

1. Discussing the general characteristics of children at the age level of those in the classroom.
2. Discussing ways of getting the children's attention and of holding their interest.
3. Helping the teacher candidate analyze learning and discipline problems that arise, considering the causes of the problems, and suggesting possibilities for taking care of the problems.

4. Noting children with exceptional needs in the classroom and discussing ways to work effectively with them.
5. Helping the teacher candidate see how children develop skills, concepts, and attitudes, and how they are led to apply these through effective teaching-learning situations.

The teacher candidate will complete observation pages included in the student teaching materials or observations designed by the classroom teacher during the first week of student teaching.

Participation

Participation is an integral part of observation. By participating actively in the total program the teacher candidate has an opportunity to gain direct knowledge of the entire center organization. From the very beginning of the student teaching term it is good practice to have the teacher candidate assume some responsibilities. The scope of these responsibilities will vary from classroom to classroom and at different grade levels. Some types of activities in which the cooperating teacher may have the student participate are the following:

1. Sharing in the planning of classroom activities

2. Participating in routines that occur before the school day begins

3. Distributing supplies

4. Preparing, locating, and setting up materials that will be used in the classroom

5. Assisting individual children

6. Supervising playground activities and end-of-day dismissal

7. Playing with children

Lesson Plan Guidelines, Outlines, and Models

Necessity of Lesson Planning

1. It helps the teacher be systematic and orderly.

2. It encourages good organization of the learning experience.

3. It prevents haphazard teaching and goes a long way toward eliminating disorder and thoughtless teaching.

4. It encourages a proper consideration of the learning process and choice of appropriate learning procedures.

5. It encourages continuity in the teaching process.

6. It focuses consideration of goals and objectives.

7. It takes into account developmental learning needs of individual children.

Forms and Types of Plans

1. Bible Lesson Plan

2. Small Group Lesson Plan

3. Music

4. Movement

5. Weekly Planning Form

Evaluation

General Guidelines

Teacher candidates experience some tension and anxiety as they approach the task of guiding children's education in a classroom. These young people need the counsel and aid of understanding, experienced teachers. Evaluation is a very important phase of this assistance. By definition, evaluation of student teaching is the continuous process of appraising the growth of teaching competence as the teacher candidate guides the children's learning.

The purpose of evaluation is the improvement of the teacher candidate as one who serves as a teaching minister of the church. Improvement through evaluation is most likely to occur when it is a continuing process, beginning with the teacher candidate's orientation, observation, participation, induction into teaching, and full time teaching.

The most improvement will occur, and continued growth in teaching competence will be assured, when the evaluation process includes realistic self-evaluation on the part of the teacher candidate. The *Weekly Activity Report* (see appendix) is intended to foster self-evaluation. The cooperating teacher should encourage the teacher candidate to complete these activities thoughtfully.

Characteristics of Effective Evaluation

Evaluation should be continuous and include student teaching self-assessment. In addition, evaluation is:

1. **Cooperative.** Teacher candidates, cooperating teachers, and college supervisors share in the process. Occasionally, the director may also become involved. The teacher candidate's teaching competence is discussed in a helpful and understanding manner.

2. **Progressive.** Previous discussions and observations form the basis for each new evaluative conference.

3. **Specific.** The teacher candidate receives the most help when you make comments and suggestions which are to the point. Positive feedback and constructive criticism are both part of being specific.

4. **Diagnostic.** Cooperating teachers should discuss effective and ineffective strategies, as well as causes and implications of them, with the teacher candidates.

5. **Based on valid criteria.** The means and methods used to evaluate the teacher candidate's teaching must agree with the basic principles of the student teaching program. Practical considerations in establishing bases of evaluation include such questions as the following:

   a. What should the teacher candidate accomplish during the term? Both teacher candidate and cooperating teacher need to have definite values and goals for the program. Has the growth of the teacher candidate toward fulfillment of these goals been satisfactory? Cooperating teachers need to be aware of the teacher candidate's accomplishments. Remember not to compare them with those displayed by an experienced teacher or a previous teacher candidate you have had.

b. What is the student's role in the classroom? How has the teacher candidate's presence affected the students' development?

c. How does the present work of the teacher candidate compare with his/her earlier accomplishments?

Techniques of Evaluation

The following are means by which evaluation can be made.

1. **Daily observation.** This is a continuous, informal evaluation of the teacher candidate's performance. Notes may be made on the teacher candidate's lesson plan while the cooperating teacher observes. A brief discussion based on the observation may do much to improve the details of the student's teaching skill and his/her personal and professional qualifications. As mentioned earlier, the observation of the cooperating teacher by the student may do much to train the latter to understand this kind of evaluation and, at the same time, train him/her in self-evaluation. Note: it is better to observe for specific items rather than broad generalities.

2. **Recording of Lessons.** The teacher candidate should arrange with his/her cooperating teacher to record lessons during the term. These lessons can be viewed and discussed by the cooperating teacher and teacher candidate.

3. **Checklists or rating sheets.** Periodic summaries of strengths and weaknesses may be made of the teacher candidate's competence through use of checklists or rating scales. The teacher candidate may be asked to complete a self-evaluation on the basis of a prepared list of teaching qualities. The *Cooperating Teacher – Teacher Candidate Conference Checklist* (see appendix) may be used for this purpose. For this method to be effective, it is important that the cooperating teacher and teacher candidate discuss the interpretation of the ratings.

4. **Conferences.** It is evident from the techniques listed above that cooperating teacher-teacher candidate conferences are an important means of evaluation in student teaching. It is recommended that at least two longer evaluation conferences be held during the student teaching period. One conference should be held at the middle of the term and another at the close. The *Cooperating teacher – teacher candidate Conference Checklist* should be used as a basis for these conferences. The following guidelines aid conferencing.

    a. Each participant should recognize the purpose of the conference.

    b. Conferences may be held at various times and for different reasons, but at all times it should be a frank discussion between the participants. "We need to listen to each other, not merely take turns talking."

    c. The conference should be held in a room where there will be no interruptions and in a setting free from tension.

    d. The conference should be constructive. Emphasis should be placed on the future with limited consideration of past errors. Specific topics should be discussed. It is better to arrive at a full understanding of one problem than to rehash several without any solution.

    e. The end result of an evaluation conference should be a mutual understanding of the teacher candidate's accomplishments, needs and goals.

Records Used in Evaluation

1.	**Organizational System for Lesson Plans (notebook, folder)**		
2.	**Student Teaching Reports (see appendix)**	**Completed**	**Comments**
a.	**Weekly Activity Report**	Weekly	Completed by the teacher candidate. Cooperating teacher signs the report. Student keeps a copy and original is given to the college supervisor.
b.	Cooperating teacher-Preprimary teacher candidate Conference **Checklist**	Mid term End of term	Used as a basis for two longer conferences. Cooperating teacher and teacher candidate complete separate copies.
c.	Preprimary ECE teacher candidate Evaluation Report - **Form A-B**	End of term	Cooperating teacher and college supervisor together decide the appropriate descriptor. Cooperating teacher submits form electronically to MLC Education Office.
d.	ECE Student Teaching – **Self Evaluation**	End of professional semester	Teacher candidate completes the report after the final ECE student teaching experience and submits electronically.
e.	EDU4154 - **MN Standards of Effective Practice Infant/Toddler Student Teaching Assessment**	End of term	Cooperating teacher completes and submits electronically.

Evaluation reports *c-e* are an important source of information utilized in the preparation of recommendations to the Synodical Assignment Committee. These reports are kept on file in the Education Office archives. The student's education file may be viewed by the student upon his/her request.

College supervisors may also choose to share their reports with the teacher candidate before submitting them to the Field Experiences Office. Teacher candidates may view a copy of their recommendation report that goes to the Synodical Assignment Committee.

Final Evaluations for Student Teaching

The student teaching experience is evaluated without the use of letter grades, carries no grade points, and has no impact on a student's semester GPA or cumulative GPA. The following categories are used for evaluating student teaching:

PASS – (P)   Successful completion of the student teaching term. The teacher candidate successfully assumes full-time responsibility for a minimum of six weeks and achieves a rating of at least "satisfactory" in teaching or classroom management or both.

WITHDRAWAL (W)   The teacher candidate is unable to complete the student teaching term. The student may reapply for student teaching.

NO PASS - (NP)   The teacher candidate completes the student teaching term but does not perform satisfactorily in either teaching or classroom management or both. Ratings of "Acceptable" in both teaching and management will automatically result in a "NP" (*see appendix for Rubric for Final Ratings for Student Teaching).*

The teacher candidate who does not perform satisfactorily on the MN standards of effective practice receives a no-pass (NP) grade for Student Teaching I. The cooperating teacher, the college supervisor, and the Director of Field Experiences will determine jointly if another student teaching term is recommended. The teacher candidate who receives an NP may be required to pass an alternative experience (EFE IV) before the second attempt of student teaching. The primary goal of the alternative experience is to remediate the identified deficiencies related to the MN standards. The teacher candidate must reapply 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.

Students who receive an "NP" for Student Teaching I will not be allowed to do Student Teaching II and vice versa.

A student who does not participate in an alternative experience (EFE IV) and therefore is no longer a student at MLC must also reapply for admission to MLC through the admission process in addition to reapplying for student teaching.

Under normal circumstances a teacher candidate will be given no more than two opportunities for student teaching. Only under extraordinary circumstances will an additional opportunity be given.

The student may be permitted to participate in the graduation ceremony, but the diploma is held in abeyance. If the teacher candidate does not remove the "no pass" by successfully completing a second term of student teaching, the teacher candidate may substitute the equivalent number of credits from the MLC curriculum. Under this circumstance the teacher candidate receives a Bachelor of Science with a major in Educational Studies rather than a Bachelor of Science in Education degree. The student teaching grade remains "no pass", and the note "Non-teaching degree" is added to the student's transcript.

An "NP" may also be given, if in the judgment of the college supervisor, the supervising teacher, and the Director of Field Experiences the teacher candidate's performance will not improve with another term of student teaching and the teacher candidate should be advised to seek another vocation. The teacher candidate may still earn a diploma by substituting the equivalent number of credits from the MLC curriculum for the student teaching credits. The teacher candidate receives a Bachelor of Science with a major in Educational Studies rather than a Bachelor of Science in Education degree. The student teaching grade remains "no pass," and the note "Non-teaching degree" is added to the student's transcript.

Dismissal

Due to issues of performance or conduct that may be detrimental to the welfare of students, 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 is made by college administration in consultation with appropriate college personnel and local school officials.

Students dismissed for unsatisfactory progress or unacceptable performance during student teaching do not have the right of appeal. Students who are dismissed before the end of the term are no longer students at Martin Luther College unless they participate in an alternate experience sanctioned and arranged by the Director of Field Experiences. The alternate experience receives credit as Early Field Experience IV.

Any student who has been dismissed before the end of any one of the 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.

Graduation Policies

Students completing their degree requirements in December may participate in the May commencement. Students who will satisfy degree requirements in the summer can participate in the previous May commencement but must register for summer classes prior to the May commencement. Diplomas for students who complete requirements during the summer are dated the last day of the month when requirements were completed.

Students completing a Bachelor of Science degree with a major in Educational Studies must complete all requirements for their approved program plan.

Assignment into the Christian Ministry

How the Assignment Committee Carries out its Responsibilities
Note: The following paragraphs are excerpts from a paper former Synod President Pastor Carl Mischke presented to the Dr. Martin Luther College faculty in August, 1980. The procedure he outlined below continues to be used today.

A congregation that wishes to call a teacher from the graduating class of DMLC places its call with the president of the district to which it belongs. Using the usual diploma of vocation, the congregation indicates whether it wants a man or a woman teacher, or simply the most qualified candidate. The congregation will specify the grade or grades to be taught, the number of students anticipated, other special duties such as principalship, organ and choir work, or physical education. It specifies the level of competence desired, whether head organist or assistant organist, or only organist, whether as director of a well-developed physical education program or somewhat less than that.

The ten district presidents (twelve district presidents now) tabulate the information they have concerning the calls in their district and submit it to me (Pres. Mischke). My office then compiles a Book of Requests and a copy is prepared for each member and advisory member of the Assignment Committee. In this way, each president is not only apprised of the requests from his district but from the entire Synod. So, before we begin the actual placement of individual candidates, we know how many calls there are for men, how many for women, how many principals are being requested, how many organists, how many coaches and directors of physical education. In this way, we become aware of all the needs out in the field.

But, that's only one side of it. The other side is learning to know the abilities and capabilities of the individual candidates. We do this through the rather sizable volume of information provided by the administration and faculty of DMLC. This includes a brief characterization noting the strengths and weaknesses of each candidate. It notes his academic proficiency or lack of it. It includes an evaluation of the candidates' practice teaching, as well as a recommendation for the type of placement for which he or she is best suited. Frequently, this information is supplemented orally by the advisors.

In the actual assignment process, matching a specific candidate with a specific place, any call that requires very special gifts (such as the Japan call) is filled first. After the special needs have been met, we follow a rotation according to districts. The district with the highest number of calls is first in the rotation, the district with the fewest calls is last. The district with the highest number will receive a choice every round, the district with only one or two calls will not.

As each district is given its turn, the president presents the call that he wishes to fill, reviews the requirements of the call, and states the name of the candidate that, in his judgment, best fills that need. The other

presidents, as well as the advisors, then have an opportunity to respond, either concurring in the choice or advancing reasons why that candidate might serve better elsewhere. After discussion, a separate motion is passed in the case of each candidate. When all the candidates have been assigned, there is still an opportunity for further review in the event that someone feels that a specific candidate might serve better elsewhere.

Although each president naturally feels a keen responsibility toward the congregations in his district, that concern is superseded by a concern for the church at large, for the overall needs of the kingdom. The spirit of harmony in that meeting is second to none. The obvious desire to place each candidate where he or she can best serve, where individual talents can be further developed, is much in evidence. I don't know if I ever had any reservations about the divinity of the call, but if I did, they have been completely removed for me since being privileged to serve as part of the human machinery in the assignment process. Again and again, when one compares his personal candidate choices at the beginning of the meeting for possible assignment to specific places with those that emerge at the meeting's end, the Spirit's direction is readily apparent. (End of the quotation from President Mischke's paper.)

The Assignment Committee and the MLC faculty realize the system of assigning graduates is not perfect-no human arrangement for carrying out the Lord's work ever is. Nevertheless, we remain confident that the Holy Spirit operates through human procedures to call men and women into the Christian ministry.

Procedure for Assigning Candidates
Graduates of the college are ready for assignment into the Christian ministry upon recommendation of the faculty. The committee on assignment of calls, consisting of the presidium of the Wisconsin Evangelical Lutheran Synod and the presidents of its respective districts, determines the placement of the graduates. The college administration and faculty (College President, Education Dean, VP for Student Life, Director of Field Experiences) are represented at the meetings of this assignment committee in an advisory capacity.

Policies Regarding Candidate's Status in the Book of Candidates

Categories

The Conference of Presidents of the Wisconsin Evangelical Lutheran Synod has provided the following categories under which biographies are placed in the *Book of Candidates*.

1. Available for Assignment
Current or past graduates who have been presented to the church by Martin Luther College and are available for assignment anywhere. Some candidates have delayed availability for assignment because they have not yet fulfilled all of the requirements necessary for assignment or because they have a spouse or fiancée/fiancé who is not in fellowship with WELS (1a).

2. Declining Assignment
Current or past graduates who have been presented to the church by Martin Luther College but are declining to be assigned because they do not desire to teach in our WELS educational system at this time.

3. Deferring Assignment
Current or past graduates who have been presented to the church by Martin Luther College but have asked that their assignment be deferred to a later date. Assignment may be deferred for one or two years, after which the candidate returns to the assignment committee. Deferring students who do not present themselves for assignment after two years, by that action, indicate that they are declining assignment. Those who decline assignment in this way but at a later time desire to receive a call into the teaching ministry must do so by contacting the president of the district in which they reside. If three or more years have passed since graduation, they must also meet requirements for re-certification as WELS teachers.

4. Limited Availability for Assignment

Current graduates who are available for assignment but are limited to a certain geographic area for legitimate and compelling reasons (e.g., marriage or marriage plans or spouse's assignment).

Right of Refusal

Candidates who are offered the opportunity to decline an assignment include:

- Those assigned to foreign fields, including Canada.
- Female students assigned as tutors and married to Wisconsin Lutheran Seminary students (when the husband would be required to live in the dormitory and commute to the seminary).
- Those assigned to other unique or unusual circumstances as determined by the Assignment Committee.

Eligibility for Assignment

- Candidates who have deferred their assignment or who have been unassigned are eligible for assignment for a total of three assignment cycles. In the case of students who defer assignment, each year of deferment is included in the three-year limit. In other words, candidates who defer for one year are eligible for assignment for two more years; candidates who defer for two years are eligible for assignment for one more year. Candidates who defer for a third year are no longer eligible for assignment.
- Candidates who have declined their assignment but change their minds within three years of graduation should make a request of their district president to be made available for assignment.
- Eligible candidates who are unassigned at the spring assignment meeting will continue to be considered for assignment throughout the following year and can be assigned at any time.
- Assignment of candidates after an assignment meeting will be done by the respective district president and the synod president, with the Conference of Presidents being informed of the assignment.
- Candidates may be considered for assignment at three spring assignment meetings (and in the year following the third assignment meeting). After three years of being unassigned, the candidate will no longer be considered for assignment. Such candidates may, however, be called directly by congregations in consultation with their district president.
- Candidates assigned to temporary calls shall be considered for assignment at the three spring assignment meetings following the end of their temporary service. During a third year of temporary assignment, candidates may be called directly by congregations in consultation with their district president.

Student Teaching Grade Level - Grade Level of First Call

The grade level to which teacher candidates are assigned for student teaching does not determine the grade level of the first call received through the Assignment Committee. Teacher candidates should not consider it unusual if they are assigned to serve a congregation either at a higher or lower grade level than their student teaching grade level. Needs of the church-at-large and abilities of the students are the primary considerations in the work of the Assignment Committee.

Receiving Your Assigned Call

Procedures to follow when accepting your assigned call:

a. Write a letter to the congregation in care of the pastor to inform the congregation that you received a Call through the Assignment Committee. Include the thought that you will fulfill your duties to the best of your ability with the help of God. Ask for the prayers of the congregation and the pastor that your work may be done to the glory of God and the welfare of His kingdom.

b. Write a separate letter of a personal nature to the pastor. If there is no pastor, write to the president of the congregation or the vacancy pastor. Ask when your installation is to be and when you are expected to begin your work. You may also wish to ask about other duties and inquire about living arrangements. If possible, arrange a personal visit after graduation. If the school has a principal, be sure to also write him.

Deferment of or Declining Assignment
Occasionally candidates choose to defer their assignment into the Christian ministry for a year or two. The most common reasons that individuals defer are to pursue further study or to serve in international fields through various agencies of the WELS.

A few candidates decline assignment because they do not wish to teach in a WELS school at this time. The following information and procedures should be noted.

A. Terminology

1. Deferment of assignment means that the candidate wishes to delay assignment into full-time public ministry for a period of time, typically one or two years. After the deferring candidate notifies the MLC Director of Field Experiences of his/her intention to return for assignment, the candidate is presented to the Assignment Committee.

2. Declining assignment means that the candidate does not wish to be assigned into full-time public ministry. The candidate is removed for assignment consideration. If in the future the individual wishes to teach in a WELS school, the candidate must contact his/her district president.

B. Procedures

1. Discuss your plans with your advisor and others who may assist you.

2. Declare your intentions on the Book of Candidates- Category Form by the deadline indicated on the form.

3. If you do not submit the declaration form by the deadline, you will be considered a candidate who is declining assignment.

Appendix

LARGE GROUP TIME (AM STORIES) OBSERVATION

Outline the structure of the lesson. Note what is being done (starting with the transition into the area and ending with excusing children to groups) and the length of time for each part of the lesson.

What management strategies were used with the large group?

What expectations does the teacher have for the children?

How do children show signs of self-control?

SMALL GROUP OBSERVATION

How was the lesson begun?

What was the focus of the lesson?

How were the children encouraged in this key experience?

How was the lesson brought to a close?

How did the children help clean up?

What specific things did you observe about the children learning and doing?

PLAN/DO/REVIEW OBSERVATION

Outline the procedure for planning.

How are individual differences met during planning/recall?

What prompts are given to encourage children to talk about their thinking?

How does the group transition from planning to working?

During Work Time, how are the teachers expanding/encouraging children in their plans?

ADULT-CHILD INTERACTION

Teacher Observed _____ Observer _____

Date/Time _____

Write down details of any examples as you observe the early childhood teacher.

1.   The teacher was encouraging a child –

2.   The teacher was encouraging independence, child self-direction –

3.   The teacher referred one child to another for assistance or problem-solving –

4.   Teacher at child's eye level, modeling, supporting, interacting using self-talk, parallel talk and extending children's language.

ADULT-CHILD INTERACTION

Teacher Observed _____ Observer _____

Date/Time _____

Write down examples of adult-talk that falls into these categories:

1.   Acknowledging child initiated talk –

2.   Correcting a child –

3.   Encouraging a child –

4.   Close-ended questions –

5.   Open-ended questions –

6.   Problem-posing questions –

7.   Teacher solved a problem –

8.   Teacher referred one child to another to solve problem –

PLAY OBSERVATION

School _____ Student Teacher_____

Cooperating Teacher _____ Date and Time _____

Observe Pretend Play in Preschoolers

Young children are discovering who they are and what they can do through play. They see mental images that allow one object to represent another. This is when the child begins to engage in pretend play. Pretend play happens any time young children act as if an object or an event is real with the clear knowledge that it is not. For example, they may appear to drink out of a cup that is empty to emulate dad at the breakfast table, or they may put on women's shoes and be mom getting ready to go shopping. They may be playing alone or with other children. They may seem to be playing together, but each child is really playing out his or her own script. (parallel play)

Anecdote #1

How many children were involved? _____

Name   Age   Sex

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

Who initiated the play, or how did it get started?

_____

_____

What roles did the children assume?

_____

_____

What happened?

_____

_____

_____

_____

Anecdote #2

How many children were involved? _____

Name	Age	Sex
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Who initiated the play, or how did it get started?

_____

_____

What roles did the children assume?

_____

_____

What happened?

_____

_____

_____

Name_____

Weekly Activity Report (Infant/Toddler and Preprimary Levels)

Week of _____

For each day of the week, write about something you learned about children and about yourself. Reflect on why this was significant.

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Goals to maintain and improve

1.

2.

Cooperating Teacher – Preprimary ECE Student Teacher Conference Checklist
(For Cooperating Teacher-Student Teacher Conference ONLY – DO NOT RETURN TO MLC)

Student _____   **Date** _____

MINISTRY TRAITS (to be evaluated in the Lutheran school setting only)   **Comments**
Discuss in relation to service in the school and congregation.

- reflects faith in the Savior, Jesus Christ
- shows joy and enthusiasm for teaching
- shows dedication to early childhood ministry
- encourages and assists parents in meeting their God-given responsibilities

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   **Comments**
1. demonstrates support for young children's (ages 3-5) individual development and early learning 1 2 3 4 5
2. applies early childhood theories and their implications to young children and families 1 2 3 4 5

STANDARD 2: STUDENT LEARNING
1. demonstrates understanding of preprimary-aged children's development and learning 1 2 3 4 5
2. is sensitive to preprimary-aged children's physical needs 1 2 3 4 5
3. plans experiences that enable preprimary-aged children to organize their play. 1 2 3 4 5
4. promotes active learning 1 2 3 4 5
5. plans experiences to achieve maximum participation 1 2 3 4 5
6. encourages self-help and independence in preprimary-aged children 1 2 3 4 5

STANDARD 3: DIVERSE LEARNERS
1. respects each child as a unique child of God 1 2 3 4 5
2. is sensitive to preprimary-aged children's culture and home experiences 1 2 3 4 5
3. provides for preprimary-aged children's developmental and learning differences 1 2 3 4 5

STANDARD 4: INSTRUCTIONAL STRATEGIES
1. uses guidance techniques to support sense of security and self-image 1 2 3 4 5
2. creates turn-taking experiences to facilitate information in increasingly complex ways 1 2 3 4 5
3. encourages curiosity and exploration 1 2 3 4 5
4. enhances emerging knowledge of cause and effect and spatial relationships 1 2 3 4 5

STANDARD 5: LEARNING ENVIRONMENT
1. uses scheduling and daily routines to meet preprimary-aged children's needs for predictable active and quiet activities 1 2 3 4 5
2. provides consistent social and solitary experiences 1 2 3 4 5
3. conducts reliable transitions and physical care-giving 1 2 3 4 5

4. manages environmental conditions to promote health and safety 1   2   3   4   5
5. establishes environments in which predictable interaction sequences occur 1   2   3   4   5
6. provides opportunities for active physical exploration in emerging fine and
    gross motor skills 1   2   3   4   5
7. enhances creativity through sensory, music, movement, and dramatic play 1   2   3   4   5

STANDARD 6: COMMUNICATION
1. supports language-interaction development and skills..1   2   3   4   5
2. participates in give-and-take communication 1   2   3   4   5
3. allows the child to lead...1   2   3   4   5
4. provides emergent literacy foundation through books, rhymes, and singing......1   2   3   4   5

STANDARD 7: PLANNING INSTRUCTION
1. plans systematically and carefully 1   2   3   4   5
2. plans opportunities for preprimary-aged children's self-initiating repetition
    of newly acquired skills..1   2   3   4   5
3. structures and integrates positive child-adult communication skills 1   2   3   4   5
4. plans and integrates Jesus' stories, pictures, and songs for preprimary-aged
    children's learning 1   2   3   4   5
5. plans to integrate technology into lessons when appropriate.............................1   2   3   4   5

STANDARD 8: ASSESSMENT
1. uses valid observation goals to assess development and early learning 1   2   3   4   5
2. maintains daily preprimary-aged children's performance records 1   2   3   4   5

STANDARD 9: REFLECTION AND PROFESSIONAL DEVELOPMENT
1. shows appropriate self-confidence 1   2   3   4   5
2. is dependable for care and education 1   2   3   4   5
3. exhibits professional dress and demeanor in preprimary-aged children's
    care-giving and early learning..1   2   3   4   5
4. is reliable in completing assigned tasks...1   2   3   4   5
5. is well organized and efficient 1   2   3   4   5
6. displays initiative 1   2   3   4   5
7. is able to accept and implement constructive criticism 1   2   3   4   5
8. demonstrates effective oral and written communication with parents,
    co-workers, and community..1   2   3   4   5
9. makes appropriate self-evaluations of teaching 1   2   3   4   5
10. makes appropriate adjustments as a result of self-evaluation 1   2   3   4   5

STANDARD 10: COLLABORATION, ETHICS, AND RELATIONSHIPS
1. is considerate, courteous, and cooperative 1   2   3   4   5
2. demonstrates the crucial concept of family friendliness 1   2   3   4   5
3. relates well to others in social situations 1   2   3   4   5

EDU4155 - Preprimary ECE Student Teacher Evaluation Report - Form A-B

Introduction

Student

Date

2015-07-31

What percent of students are minority?

What percent of students have special needs?

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

Date absent	Reason

Ministry Traits

Discuss in relation to service to children and families.

- reflects faith in the Savior, Jesus Christ
- shows joy and enthusiasm for ministry
- shows dedication to early childhood ministry
- encourages and assists parents in meeting their God-given responsibilities

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. demonstrates support for young children's (ages 3-5) individual development and early learning

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

2. applies early childhood theories and their implications to young children and families

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

Standard 2: Student Learning

1. demonstrates understanding of preprimary-aged children's development and learning

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

2. is sensitive to preprimary-aged children's physical needs

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

3. plans experiences that enable preprimary-aged children to organize their play

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

4. promotes active learning

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

5. plans experiences to achieve maximum participation

Comments

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

6. encourages self-help and independence in preprimary-aged children

Comments

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Standard 3: Diverse Learners

1. respects each child as a unique child of God

Comments

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

2. is sensitive to preprimary-aged children's culture and home experiences

Comments

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

3. provides for preprimary-aged children's developmental and learning differences

Comments

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Standard 4: Instructional Strategies

1. uses guidance techniques to support sense of security and self-image

Comments

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

2. creates turn-taking experiences to facilitate information in increasingly complex ways

Comments

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

3. encourages curiosity and exploration

Comments

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Standard 5: Learning Environment

1. uses scheduling and daily routines to meet preprimary-aged children's needs for predictable active and quiet activities

Comments

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

2. provides consistent social and solitary experiences

Comments

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

3. conducts reliable transitions and physical care-giving

Comments

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

4. manages environmental conditions to promote health and safety

Comments

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

5. establishes environments in which predictable interaction sequences occur

Comments

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

6. provides opportunities for active physical exploration in emerging fine and gross motor skills

Comments

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

7. enhances creativity through sensory, music, movement, and dramatic play

Comments

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Standard 6: Communication

1. supports language-interaction development and skills

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. participates in give-and-take communication

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

3. allows the child to lead

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

4. provides emergent literacy foundation through books, rhymes, and singing

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Standard 7: Planning Instruction

1. plans systematically and carefully

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. plans opportunities for preprimary-aged children's self-initiating repetition of newly acquired skills

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

3. structures and integrates positive child-adult communication skills

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

4. plans and integrates Jesus' stories, pictures, and songs for preprimary-aged children's learning

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

5. plans to integrate technology into lessons when appropriate

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

Standard 8: Assessment

1. uses valid observation goals to assess development and early learning

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. maintains preprimary-aged children's performance records

☐ 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 dependable for care and education

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

3. exhibits professional dress and demeanor in preprimary-aged children's care-giving and early learning

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

4. is reliable in completing assigned tasks

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

5. is well organized and efficient

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

6. displays initiative

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

[   ]

7. is able to accept and implement constructive criticism

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

[   ]

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

☐ 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

[   ]

Standard 10: Collaboration, Ethics, and Relationships

1. is considerate, courteous, and cooperative

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

[   ]

2. demonstrates the crucial concept of family friendliness

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

[   ]

3. relates well to others in social situations

☐ 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 weaknesses shown by the candidate:

[   ]

Recommend the age levels to which this candidate should be assigned:

☐ Age 3

☐ Age 4

☐ Age 5

Comment on this candidate as an ECE director (leadership qualities):

[   ]

Additional comments:

[   ]

Final Ratings for Student Teaching

See "Rubric for Final Ratings for Student Teaching" for description 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

Rubric for Final Rating for Infant/Toddler Student Teaching

(For use in determining the Educare rating on the MN Standards of Effective Practice Assessment.)

The final ratings of a student teacher are included in the information that is presented to the Assignment Committee for candidates for the teaching ministry. The ratings are determined jointly by the classroom supervisor and the college supervisor. The ratings for teaching and management may be a single word or a combination of two (e.g., satisfactory-strong).

Foundation

All Christian student teachers will

- reflect a Christ-centered attitude toward everyone.
- convey the belief that all children will learn.
- reflect faith in Christ through words, actions, activities, and relationships.
- show joy for teaching, learning, leading, and serving.
- support students, co-workers, parents, and the church through active participation in school and congregational activities.

Educare Rating

The **SUPERIOR** student teacher has the knowledge and skills to demonstrate masterfully, intuitively, and consistently an **exemplary** (i.e., above and beyond) level of

- developing warm, supportive relationships with infants, toddlers, and their families.
- following a daily schedule that flexes to meet each child's needs for play, learning, nutrition, rest, and bodily care.
- applying infant and toddler health and safety standards.
- maintaining the established care and play areas for an infant and toddler environment.
- supporting the actions, choices, and problem solving for successful early learning experiences of infants and toddlers.
- recording infant and toddler observations.
- working with parents and caregivers to observe, interpret, and nurture infants and toddlers' growth and development.
- conferencing with the center supervisor and college supervisor.

The **STRONG** student teacher has the knowledge and skills to demonstrate naturally and consistently a **high degree** of

- developing warm, supportive relationships with infants, toddlers, and their families.
- following a daily schedule that flexes to meet each child's needs for play, learning, nutrition, rest, and bodily care.
- applying infant and toddler health and safety standards.
- maintaining the established care and play areas for an infant and toddler environment.
- supporting the actions, choices, and problem solving for successful early learning experiences of infants and toddlers.
- recording infant and toddler observations.
- working with parents and caregivers to observe, interpret, and nurture infants and toddlers' growth and development.
- conferencing with the center supervisor and college supervisor.

The **SATISFACTORY** student teacher has the knowledge and skills to perform ably and consistently a **proficient level** of

- developing warm, supportive relationships with infants, toddlers, and their families.
- following a daily schedule that flexes to meet each child's needs for play, learning, nutrition, rest, and bodily care.
- applying infant and toddler health and safety standards.
- maintaining the established care and play areas for an infant and toddler environment.
- supporting the actions, choices, and problem solving for successful early learning experiences of infants and toddlers.
- recording infant and toddler observations.
- working with parents and caregivers to observe, interpret, and nurture infants and toddlers' growth and development.
- conferencing with the center supervisor and college supervisor.

The **ACCEPTABLE** student teacher has beginning knowledge and **inconsistent, but developing** skills in

- developing warm, supportive relationships with infants, toddlers, and their families.
- following a daily schedule that flexes to meet each child's needs for play, learning, nutrition, rest, and bodily care.
- applying infant and toddler health and safety standards.
- maintaining the established care and play areas for an infant and toddler environment.
- supporting the actions, choices, and problem solving for successful early learning experiences of infants and toddlers.
- recording infant and toddler observations.
- working with parents and caregivers to observe, interpret, and nurture infants and toddlers' growth and development.
- conferencing with the center supervisor and college supervisor.

Rubric for Final Ratings for Preprimary Student Teaching

(*for use in determining final ratings for teaching and management on Form A-B*)

The final ratings of a student teacher are included in the information that is presented to the Assignment Committee for candidates for the teaching ministry. The ratings are determined jointly by the classroom supervisor and the college supervisor. The ratings for teaching and management may be a single word or a combination of two (e.g., satisfactory-strong).

Foundation

All Christian student teachers will

- reflect a Christ-centered attitude toward everyone.
- convey the belief that all children will learn.
- reflect faith in Christ through words, actions, activities, and relationships.
- show joy for teaching, learning, leading, and serving.
- support students, co-workers, parents, and the church through active participation in school and congregational activities.

Teaching Rating

The **SUPERIOR** student teacher has the knowledge and skills to demonstrate masterfully, intuitively, and consistently an **exemplary** (i.e., above and beyond) level of

- initiative in the classroom (respectfully initiates ideas and gives help to students).
- ability to meet deadlines without prompting or excuses.
- lesson planning that includes well written and implemented plans.
- content knowledge, developmental principles, and ability to make concepts understandable.
- efficiency, creativity, and resourcefulness (creates and uses a wide variety of methods and materials).
- involvement of students in lessons through skillful questioning, discussions, and planned experiences.
- integration of subjects and God's Word where appropriate.
- use of assessments to support student learning.
- communication that is clear and articulate.
- implementation of changes in lessons based on suggestions and self-reflection.

The **STRONG** student teacher has the knowledge and skills to demonstrate naturally and consistently a **high degree** of

- initiative in the classroom (respectfully initiates ideas and gives help to students).
- ability to meet deadlines without prompting or excuses.
- lesson planning that includes well written and implemented plans.
- content knowledge, developmental principles, and ability to make concepts understandable.
- efficiency, creativity, and resourcefulness (creates and uses a variety of methods and materials).
- involvement of students in lessons through skillful questioning, discussions, and planned experiences.
- integration of subjects and God's Word where appropriate.
- use of assessments to support student learning.
- communication that is clear and articulate.
- implementation of changes in lessons based on suggestions and self-reflection.

The **SATISFACTORY** student teacher has the knowledge and skills to perform ably and consistently a **proficient level** of

- initiative in the classroom (respectfully initiates ideas and gives help to students).
- ability to meet deadlines without prompting or excuses.
- planning lessons that included well written and implemented plans.
- content knowledge, developmental principles, and ability to make concepts understandable.
- efficiency, creativity, and resourcefulness (creates and uses a variety of methods and materials).
- involvement of students in lessons through skillful questioning, discussions, and planned experiences.
- integration of subjects and God's Word where appropriate.
- use of assessments to support student learning.
- communication that is clear and articulate.
- implementing changes in lessons based on suggestions and self-reflection.

The **ACCEPTABLE** student teacher has beginning knowledge and **inconsistent, but developing** skills in

- initiative in the classroom (respectfully initiates ideas and gives help to students).
- meeting deadlines without prompting or excuses.
- planning lessons that includes well written and implemented plans.
- content knowledge, developmental principles, and ability to make concepts understandable.
- efficiency, creativity, and resourcefulness (creates and uses some variety of methods and materials).
- involvement of students in lessons through skillful questioning, discussions, and planned experiences.
- integration of subjects and God's Word where appropriate.
- use of assessments to support student learning.
- communication that is clear and articulate.
- implementation of changes in lessons based on suggestions and self-reflection.

Management Rating

The **SUPERIOR** classroom manager has the knowledge and skills to demonstrate masterfully, intuitively, and consistently an **exemplary** (i.e., above and beyond) level of
- support for students by keeping routines and procedures consistent.
- ability to state expectations clearly and enforce them consistently.
- leadership with diverse learners.
- use of God's Word in disciplining children.
- implementation of many and appropriate strategies for differentiating instruction.
- use of smooth transitions and maximizing time on task.
- flexibility to adjust to changes and to adapt lessons when needed and without help.
- development of positive relationships with the students while maintaining a professional demeanor.
- organizational skills before, during, and after preparation and teaching.

The **STRONG** classroom manager has the knowledge and skills to demonstrate naturally and consistently a **high degree** of
- support for students by keeping routines and procedures consistent.
- ability to state expectations clearly and enforce them consistently.
- leadership with diverse learners.
- use of God's Word in disciplining children.
- implementation of appropriate strategies for differentiating instruction.
- smooth transitions and time on task.
- flexibility to adjust to changes and to adapt lessons when needed.
- development of positive relationships with the students while maintaining a professional demeanor.
- organizational skills before, during, and after preparation and teaching.

The **SATISFACTORY** classroom manager has the knowledge and skills to demonstrate ably and consistently a **proficient level** of
- support for students by keeping routines and procedures consistent.
- ability to state expectations clearly and enforce them consistently.
- leadership with diverse learners.
- using God's Word in disciplining children.
- implementing appropriate strategies for differentiating instruction.
- smooth transitions and time on task.
- flexibility to adjust to changes and to adapt lessons when needed.
- developing positive relationships with the students while maintaining a professional demeanor.
- organization.

The **ACCEPTABLE** classroom manager has beginning knowledge and **inconsistent, but developing** skills in
- stating expectations clearly and enforcing them consistently.
- leadership with diverse learners.
- using God's Word in disciplining children.
- implementing appropriate strategies for differentiating instruction.
- transitions and time on task.
- flexibility to adjust to changes and to adapt lessons when needed.
- developing positive relationships with the students while maintaining a professional demeanor.
- organization.

Student Teaching Self Evaluation Form

Introduction

Student	Date
	2017-07-13

Areas of Interest

Check below areas of interest:

- ☐ Infant/Toddler
- ☐ Preprimary
- ☐ Primary grades
- ☐ Urban ministry
- ☐ World missions

- ☐ ECE Director
- ☐ Athletic Director
- ☐ Coach
- ☐ Organist
- ☐ Technology coordinator

- ☐ Spanish
- ☐ PE
- ☐ Art
- ☐ Band
- ☐ Cheerleading

- ☐ Choir
- ☐ Music
- ☐ Pioneers
- ☐ Sunday school
- ☐ Youth groups
- ☐ Drama

Other Interests:

Evaluation

Technology skills:

- ☐ very capable
- ☐ capable
- ☐ limited

Indicate any involvement during your college years with evangelism, urban ministry or with individuals with special needs. Please include the type of experience (i.e., Dayligh trips, MMA, Jesus Cares), location, and length.

List three of your strong points or characteristics.

List three of your weak points or characteristics.

MN Standards of Effective Practice Infant/Toddler Student Teaching Assessment

Introduction

Student

Date

2015-08-20

Age level

☐ Infant

☐ Toddler

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 for teachers of early childhood education 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 teacher in an infant and toddler center demonstrated an ability to:

1. build and maintain a primary care relationship.

☐ Yes   ☐ Partly   ☐ No

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

2. use observation skills to determine an infant's and toddler's needs, interests, and preferences.

☐ Yes   ☐ Partly   ☐ No

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

3. meet the physical needs of infants and toddlers and to promote their health, safety, and physical development

☐ Yes   ☐ Partly   ☐ No

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

4. assess an infant's or toddler's level of cognitive development and design developmentally appropriate learning experiences.

☐ Yes   ☐ Partly   ☐ No

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

5. assess an infant's or toddler's emerging level of social and emotional development and design developmentally appropriate learning experiences.

☐ Yes   ☐ Partly   ☐ No

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

6. assess an infant's or toddler's emerging level of physical development and design developmentally appropriate learning experiences.

☐ Yes   ☐ Partly   ☐ No

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

7. assess an infant's or toddler's creative development and design developmentally appropriate learning experiences.

☐ Yes   ☐ Partly   ☐ No

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

8. establish and maintain positive, collaborative relationships with families.

☐ Yes   ☐ Partly   ☐ No

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

9. use informal and formal assessment and evaluation strategies to plan and individualize curriculum and teaching practices.

☐ Yes   ☐ Partly   ☐ No

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

Describe the candidate as a person:

Describe the candidate's ability for working with children at this level:

Final Rating for Student Teaching

See "Rubric for Final Ratings for Infant/Toddler Student Teaching" for descriptions of rating choices.

Educare:

☐ Superior

☐ Strong-Superior

☐ Strong

☐ Satisfactory-Strong

☐ Satisfactory

☐ Acceptable-Satisfactory

☐ Acceptable

8710.2000 MN STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS.

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

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

Standard 2, Student Learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:
A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;
B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;
C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;
D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;
E. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;
F. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks; and
G. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking.

Standard 3, Diverse Learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

A. understand and identify differences in approaches
B. know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents;
C. know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;
D. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;
E. understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;
F. understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;
G. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;
H. understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;
I. understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;
J. know about community and cultural norms;
K. identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs;
L. use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;
M. accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;
N. identify when and how to access appropriate services or resources to meet exceptional learning needs;
O. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;
P. bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms; and
Q. develop a learning community in which individual differences are respected.

Standard 4, Instructional Strategies. A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:
A. understand Minnesota's graduation standards and how to implement them;
B. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;
C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;
D. enhance learning through the use of a wide variety of materials and human and technological resources;
E. nurture the development of student critical thinking, independent problem solving, and performance capabilities;
F. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;
G. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;
H. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;
I. monitor and adjust strategies in response to learner feedback;

J. vary the instructional process to address the content and purposes of instruction and the needs of students;
K. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking; and
L. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning.

Standard 5, Learning Environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:
A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;
B. understand how social groups function and influence people, and how people influence groups;
C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;
D. know how to help people work productively and cooperatively with each other in complex social settings;
E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;
F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;
G. understand how participation supports commitment;
H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;
I. establish peer relationships to promote learning;
J. recognize the relationship of intrinsic motivation to student lifelong growth and learning;
K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;
L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;
M. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;
N. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;
O. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;
P. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;
Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and
R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.

Standard 6, Communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

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

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

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

instruments, and technology appropriate to the learning outcomes being evaluated and to other diagnostic purposes;

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

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

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

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

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

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

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

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

Standard 9, Reflection and Professional Development.
A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

A. understand the historical and philosophical foundations of education;

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

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

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

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

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

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

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

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

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

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

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

Standard 10, Collaboration, Ethics, and Relationships.
A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

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

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

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

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

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

F. understand data practices;

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

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

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

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

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

L. understand mandatory reporting laws and rules.

8710.3000 TEACHERS OF EARLY CHILDHOOD EDUCATION.

Subpart 1. Scope of practice. A teacher of early childhood education is authorized to design, implement, and evaluate developmentally appropriate learning experiences for young children from birth through grade 3 in a variety of early childhood settings and to collaborate with families, colleagues, and related service personnel to enhance the learning of all young children.

Subp. 2. Licensure requirements. A candidate for licensure in early childhood education for teaching young children from birth through age eight shall:

A. hold a baccalaureate degree from a college or university that is accredited by the regional association for the accreditation of colleges and secondary schools;

B. demonstrate the standards for effective practice for licensing of beginning teachers in part 8710.2000; and

C. show verification of completing a Board of Teaching preparation program approved under part 8700.7600 leading to the licensure of teachers of early childhood education in subpart 3.

Subp. 3. Subject matter standard. A candidate for licensure as a teacher of early childhood education must complete a preparation program under subpart 2, item C, that must include the demonstration of the knowledge and skills in items A to H.

A. A teacher of infant or toddler-aged, preprimary-aged, and primary-aged children must understand child development and learning, including:

(1) the research base for and the best practices of early childhood education;

(2) the physical, social, emotional, language, cognitive, and creative development of young children from birth through age eight;

(3) how young children differ in their development and approaches to learning to support the development and learning of individual children;

(4) the major theories of early childhood development and learning and their implications for practice with young children and families from birth through age eight;

(5) the concepts of "belonging" and "family connectedness" as crucial to the development of young children;

(6) that children are best understood in the

contexts of family, culture, and society; and

(7) the interrelationships among culture, language, and thought and the function of the home language in the development of young children.

B. A teacher of infants and toddlers plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:

(1) the unique developmental milestones associated with young infants 0 to 9 months, mobile infants 8 to 18 months, and toddlers 16 to 36 months;

(2) the need to build and maintain a primary care relationship with each infant and toddler;

(3) how to build and maintain positive care giving relationships with infants and toddlers in groups;

(4) how to use observation skills to determine infants' and toddlers' needs, interests, preferences, and particular ways of responding to people and things;

(5) strategies for developing an appropriate learning environment that:

(a) meet the physical needs of infants and toddlers through small and large group muscle play, feeding, diapering and toileting, and rest, including:

i. health and safety procedures and universal precautions to limit the spread of infectious diseases;

ii. symptoms of common illness and environmental hazards;

iii. how to evaluate infant and toddler environments to ensure the physical and emotional safety of children in care; and

iv. how to use environmental factors and conditions to promote the health, safety, and physical development of infants and toddlers;

(b) use scheduling and daily routines to meet infants' and toddlers' needs for balance in predictable active and quiet activities, social and solitary experiences, reliable transitions, and rest;

(c) use educational materials for infants and toddlers that balance needs for growing independence and active exploration with the need for safety and health;

(d) create learning experiences that incorporate the infants' and toddlers' cultural and home experiences; and

(e) use guidance and management techniques to accommodate the developmental characteristics of infants and toddlers and to support their need for a sense of security and self-esteem;

(6) strategies for assessing an infant's or toddler's emerging level of cognitive development and how to use this information to establish individual cognitive development goals and design developmentally appropriate learning experiences that:

(a) facilitate the acquisition of skills to acquire, organize, and use information in increasingly complex ways;

(b) create experiences that enable infants and toddlers to use play as an organizer between the acquisition and use of information;

(c) encourage curiosity and exploration;

(d) support development of language and communication skills;

(e) provide opportunities for infants and toddlers to use self-initiated repetition to practice newly acquired skills and to experience feelings of autonomy and success;

(f) enhance infants' and toddlers' emerging knowledge of cause and effect and spatial relations;

(g) encourage self-expression through developmentally appropriate music, movement, dramatic, and creative art experiences; and

(h) provide a foundation for literacy and numeracy development through daily exposure to books, stories, language experiences, and activities that involve object relationships;

(7) strategies for assessing an infant's or toddler's emerging level of social and emotional development and how to use this information to establish individual social and emotional development goals and design developmentally appropriate learning experiences that:

(a) establish environments in which responsive and predictable interaction sequences occur;

(b) structure the classroom to promote positive, constructive interactions between and among children;

(c) promote healthy peer relationships;

(d) adapt a pattern of care to meet infants' and toddlers' rapidly changing needs;

(e) emphasize caregiving routines that allow for interaction and visual and tactile learning;

(f) facilitate the development of infants' and toddlers' self-esteem; and

(g) provide continuity and consistency of affectionate care for infants and toddlers;

(8) strategies for assessing an infant's or toddler's emerging level of physical development and how to use this information to establish individual physical development goals and design developmentally appropriate learning experiences that:

(a) foster a positive attitude toward activity;

(b) enhance infants' and toddlers' perceptual skills, balance and coordination, and flexibility, strength, and endurance; and

(c) create environments that provide opportunities for active physical exploration and the development of emerging fine and gross motor skills;

(9) strategies for assessing an infant's or toddler's emerging level of creative development and how to use this information to establish individual creative development goals and design developmentally appropriate learning experiences that:

(a) enhance infants' and toddlers' abilities to create their own ideas and solve problems through art, music, movement, dramatic play, and other creative activities;

(b) develop experiences that encourage initiative, creativity, autonomy, and self-esteem, integrating adult support, comfort, and affection to facilitate these aspects of development; and

(c) create an environment where infants and toddlers are able to explore and expand their creative abilities.

C. A teacher of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:

(1) the cognitive, social and emotional, physical, and creative development of preprimary-aged children and how children's development and learning are integrated;

(2) the development of infants and toddlers and its effects on the learning and development of preprimary-aged children;

(3) how to establish and maintain physically and psychologically safe and healthy learning environments for preprimary-aged children that:

(a) acknowledge the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning;

(b) acknowledge the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health, and the importance of supportive relationships;

(c) acknowledge basic health, nutrition, and safety management practices for young children, including procedures regarding childhood illness and communicable disease;

(d) use appropriate health appraisal procedures and how to recommend referrals to appropriate community health and social services when necessary; and

(e) recognize signs of emotional distress, child abuse, and neglect in young children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities;

(4) how to plan and implement appropriate curriculum and instructional practices based on developmental knowledge of individual preprimary-aged children, the community, and the curriculum goals and content, including how to use:

(a) developmentally appropriate methods that

include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help children develop curiosity, solve problems, and make decisions; and

(b) knowledge of the sequence of development to create and implement meaningful, integrated learning experiences using children's ideas, needs, interests, culture, and home experiences;

(5) strategies for assessing a preprimary-aged child's emerging level of cognitive development and how to use this information to establish individual cognitive development goals and design developmentally appropriate learning experiences that:

(a) facilitate the acquisition of skills to acquire, organize, and use information in increasingly complex ways;

(b) create experiences that enable preprimary-aged children to use play as an organizer between the acquisition and use of information;

(c) extend children's thinking and learning and move them to higher levels of functioning;

(d) assist children to plan, evaluate, reflect on, revisit, and build on their own experiences;

(e) allow children to construct understanding or relationships among objects, people, and events;

(f) encourage the use and construction of numeracy skills;

(g) encourage the development of language and communication skills;

(h) encourage the use and construction of literacy skills; and

(i) allow children to construct knowledge of the physical world, manipulate objects for desired effects, and understand cause-and-effect relationships;

(6) strategies for assessing a preprimary-aged child's emerging level of social and emotional development and how to use this information to establish individual social and emotional development goals and design developmentally appropriate learning experiences that:

(a) establish environments in which responsive and predictable interaction sequences occur;

(b) structure the classroom to promote positive and constructive interactions among children;

(c) promote healthy peer relationships;

(d) build in each child a sense of belonging, security, personal worth, and self-confidence toward learning;

(e) allow for the construction of social knowledge, such as cooperating, helping, negotiating, and talking with others to solve problems;

(f) facilitate the development of self-acceptance, self-control, and social responsiveness in children through the use of positive guidance techniques; and

(g) promote children's understanding, acceptance, and appreciation of human differences due to social, cultural, physical, or developmental factors;

(7) strategies for assessing a preprimary-aged child's emerging level of physical development and how to use this information to establish individual physical development goals and design developmentally appropriate learning experiences that:

(a) foster a positive attitude toward physical activity;

(b) enhance preprimary-aged children's perceptual skills; balance and coordination; and flexibility, strength, and endurance;

(c) support age-appropriate risk-taking within safe boundaries;

(d) assist children in becoming competent in acquiring basic gross and fine motor skills;

(e) facilitate children's understanding of maintaining a desirable level of nutrition, health, fitness, and physical safety; and

(f) meet children's physiological needs for activity, sensory stimulation, fresh air, rest, hygiene, and nourishment and elimination; and

(8) strategies for assessing a preprimary-aged child's emerging level of creative development and how to use this information to establish individual creative development goals and design developmentally appropriate learning experiences that:

(a) help children develop and sustain curiosity about the world including past, present, and future events, trends, relationships, and understandings;

(b) build children's confidence, creativity, imagination, personal expression of thoughts and feelings, initiative, and persistence in task completion;

(c) encourage children to express ideas and feelings;

(d) provide children with opportunities to use materials in self-selected and self-directed ways;

(e) use open-ended activities to reinforce positive self-esteem and individuality among children; and

(f) promote shared problem solving, creativity, and conceptual integration among children.

D. A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:

(1) the cognitive, social and emotional, physical, and creative development of primary-aged children and how children's development and learning are integrated;

(2) how to establish and maintain physically and psychologically safe and healthy learning environments for primary-aged children that:

(a) acknowledge the influence of the physical setting, scheduling, routines, and transitions on children and use these experiences to promote young children's development and learning;

(b) acknowledge developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health and the acceptance of supportive relationships;

(c) acknowledge basic health, nutrition, and safety management practices for primary-aged children, including procedures regarding childhood illness and communicable diseases; and

(d) recognize signs of emotional distress, child abuse, and neglect in young children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities;

(3) how to create learning environments that emphasize play, active manipulation of concrete materials, child choice and decision making, exploration of the environment, and interactions with others;

(4) the central concepts and tools of inquiry for teaching language and literacy, including how to:

(a) use teaching practices that support and enhance literacy development at all developmental levels;

(b) use appropriate techniques for broadening the listening, speaking, reading, and writing vocabularies of primary-aged children;

(c) help children use phonemic, semantic, and graphemic cuing systems during literacy learning activities;

(d) develop primary-aged children's ability to use spoken, visual, and written language to communicate with a variety of audiences for different purposes;

(e) communicate with adult caregivers of primary-aged children about concepts of language and literacy development and age-appropriate learning materials; and

(f) use a variety of strategies to present, interpret, and elicit responses to primary-aged children's literature;

(5) the central concepts and tools of inquiry for teaching mathematics, including:

(a) the use and understanding of mathematics and of how primary-aged children learn mathematics to guide instruction that develops children's understanding of number sense and number systems, geometry, and measurement;

(b) planning activities that develop primary-aged children's understanding of mathematics and increases their ability to apply mathematics to everyday problems;

(c) helping primary-aged children experience

mathematics as a way to explore and solve problems in their environment at home and in school through open-ended work that includes child-invented strategies with different problems, games, and authentic situations;

(d) selecting and creating a variety of resources, materials, and activities for counting and studying patterns and mathematical relationships;

(e) building learning environments where children can construct their own knowledge for learning mathematics;

(f) providing objects, counters, charts, graphs, and other materials to help primary-aged children express ideas, and represent and record problem solving through numbers and symbols;

(g) using field trips, science experiments, cooking and snack times, sports, and games to use mathematics to solve problems, to symbolize phenomena and relationships, and to communicate quantitative information; and

(h) asking questions to clarify how primary-aged children perceive a problem, develop a strategy, and understand different approaches to reasoning and thinking in mathematics;

(6) the central concepts and tools of inquiry for teaching science, including:

(a) supporting primary-aged children's enthusiasm, wonder, and curiosity about the world and increase their understanding of the world;

(b) building on primary-aged children's capabilities for using their senses to acquire information by examining, exploring, comparing, classifying, describing, and asking questions about materials and events in their environment;

(c) creating engaging and useful interdisciplinary projects that introduce primary-aged children to the major ideas of science;

(d) encouraging primary-aged children to make predictions, gather and classify data, carry out investigations, make observations, and test ideas about natural phenomena and materials; and

(e) designing experiences to help primary-aged children construct and build their knowledge of science;

(7) the central concepts and tools of inquiry for teaching social studies, including:

(a) building on primary-aged children's experiences in their classrooms, homes, and communities to enrich understandings about social relationships and phenomena;

(b) leading primary-aged children to examine and discuss similarities, common interests, and needs and important differences among peoples, communities, and nations; and

(c) promoting social development, democratic ideals, civic values, cooperative relationships, and mutual respect within the school community while helping primary-aged children grow as citizens;

(8) the central concepts and tools of inquiry for teaching visual and performing arts, including:

(a) providing primary-aged children with the time, materials, and opportunities to explore, manipulate, and create using a variety of media;

(b) providing primary-aged children with experiences producing, discussing, and enjoying various forms of the arts, including visual art, music, creative drama, and dance;

(c) enabling primary-aged children to understand how the arts represent different ways to perceive and interpret the world;

(d) promoting primary-aged children's knowledge of various criteria for evaluating the arts; and

(e) using a variety of artistic materials and techniques for discussing, experiencing, and thinking about important and interesting questions and phenomena with primary-aged children; and

(9) the central concepts and tools of inquiry for teaching health and physical education, including:

(a) providing experiences to encourage personal and community health promotion, disease prevention, and

safety;

(b) applying movement concepts and principles to the learning and development of motor skills; and

(c) encouraging the development of a health-enhancing level of physical fitness.

E. A teacher of young children establishes and maintains positive, collaborative relationships with families. The teacher must understand:

(1) the need to respect families' choices and goals for their children and the need to communicate with families about curriculum and their children's progress;

(2) the need to be sensitive to differences in family structures and social and cultural backgrounds;

(3) theories of families and dynamics, roles, and relationships within families and between families and communities;

(4) how to support families in assessing educational options and in making decisions related to child development and parenting; and

(5) how to link families with a range of family-oriented services based on identified resources, priorities, and concerns.

F. A teacher of young children uses informal and formal assessment and evaluation strategies to plan and individualize curriculum and teaching practices. The teacher must understand:

(1) observing, recording, and assessing young children's development and learning and engage children in self-assessment;

(2) using information gained by observation of family dynamics and relationships to support the child's learning;

(3) using assessment results to identify needs and learning styles and to plan appropriate programs, environments, and interactions; and

(4) developing and using formative and summative program evaluation instruments to enhance and maintain comprehensive program quality for children, families, and the community.

G. A teacher of young children understands historical and contemporary development of early childhood education. The teacher must understand:

(1) the multiple historical, philosophical, and social foundations of early childhood education and how these foundations influence current thought and practice; and

(2) the effects of societal conditions on children and families, and current issues and trends, legal issues, and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession.

H. The teacher of young children applies effective teaching practices for teaching young children through a variety of early and ongoing clinical experiences with infant and toddler, preprimary-aged, and primary-aged children within a range of educational programming models.

Subp. 4. Continuing licensure. A continuing license shall be issued and renewed according to the Board of Teaching rules governing continuing licensure.

Subp. 5. Effective date. The requirements in this part for licensure as a teacher of early childhood education are effective on September 1, 2001, and thereafter.

Standards of Effective Practice (8710.2000) are teaching skills, attitudes, and knowledge that are considered essential for teacher effectiveness. These standards are used by a number of states, including Minnesota, to determine whether a teacher education program addresses competencies that are considered necessary for teaching effectiveness. The program standards (8710.3000) relate to the particular area for which the student is seeking licensure. These two sets of competencies are required of each person who applies for a license from the state of Minnesota.

CANDIDATE	TEACHING	MANAGEMENT	RECOMMENDATION	MUSIC / PHY ED	LICENSURE	
Jacobsen, Sarah A **1** Milwaukee, WI Age: 23 GPA: 3.58 Major: Early Childhood Education Marrying Kurt Miller #8	***ECE Pre-Prm*** 4 Satisfactory-Strong ***ECE Prm*** 4 Satisfactory-Strong	***ECE Pre-Prm*** 4 Satisfactory-Strong ***ECE Prm*** 4 Satisfactory-Strong	***Grade(s):*** Infant-grade 2 Two to three grades Possibly ECE director Available for assignment	***Years of Choir:*** 0 ***Conducting:*** No Conducting Course ***Piano:*** 3 Easy	Eligible for a Temporary Limited Early Childhood (Birth - Grade 3) Minnesota license.	

Sarah participated in a week-long Daylight experience in Las Vegas, NV.

PERSONAL Sarah is courteous, friendly, and hard-working. Professional in appearance and mannerisms, Sarah demonstrates servant-hearted collaborative skills. Her level of confidence is developing. Oral and written communication is suitable and is getting better with experience. Sarah may not initiate conversations but is approachable and quick to greet others with a smile. She displays dependability and initiative by completing all assigned tasks on time with a willingness to take on more. Sarah's creativity and resourcefulness is competent, and she appreciates help in transferring suggestions to classroom practice. She has good stamina and appropriate enthusiasm for teaching. Her organizational skills are good.

Marriage Plans and Community: Sarah will marry Kurt Miller (MLC, May 2014) October 30, 2014. He desires to teach and is willing to commute 30 minutes. Community: Any

Self-Reported Interests: ECE: All levels ECE, Computer, Sunday school, Coaching, Pioneers, Self reported computer application skills: capable

EARLY CHILDHOOD

-Pre-Primary Teaching: (MLC Early Childhood Learning Center, New Ulm, MN, ages 3-5) Sarah promptly completed her lesson plans. Her lesson plans were well written and submitted in a timely manner. Throughout the term she refined her lesson presentations to better meet the needs of the children in her group. She understood the need for active learning and worked to implement that with the children in her group.

-Pre-Primary Management: Sarah was able to maintain the established routines and procedures of the classroom. After midterm she was stating expectations clearly and enforcing them consistently. She fostered an atmosphere of appropriate shared control. Sarah used informal assessments to adjust lessons to meet the diverse needs of the children. She developed a positive relationship with the children in her group.

-Primary Teaching: (Grades K-3, Immanuel, North Mankato, MN, 14 students) Sarah's lesson plans were correctly formatted and submitted to her supervisor in a timely manner. She exhibited good content knowledge in all subject areas and had materials ready for instruction. Sarah taught presentations that mirrored her plans. She used a variety of instructional resources and visuals to enhance lessons. Sarah promoted active learning and participation by using a variety of teaching strategies. As she gained more experience, she integrated technology into her lessons and developed some of her own resources for lessons and assessments. Questions and discussions improved later in the session. She integrated Christian truths and other subjects as she began teaching more.

-Primary Management: Sarah maintained the established routines and procedures of the classroom. She extended her management beyond the classroom into the hallways and lunchroom as well. Sarah kept current with correcting and grading. Her expectations were often clearly stated,

but enforcement was sometimes more reactive than proactive. She was able to manage the entire class while working with small groups. She understood, however, that attending to student engagement and quick scanning contributes to good order in the classroom. Her use of God's Word while disciplining improved over time. Sarah exhibited a friendly yet professional relationship with the students.

Pre-Primary Bible Story Lesson Plan Template

Title

Aim

Truth

Vocabulary

List words/terms that will need explaining here and write how you will explain them. These words are explained to the children in the context of the story itself.

Getting ready to hear the story

Song/finger-play/rhyme
This replaces a devotion at the preschool level.

Telling the story

Write the story exactly how you plan to tell it.

Memory Treasure and connection to the story

Include any vocabulary that needs explaining in the vocabulary section at the beginning of the lesson.

New Song and connection to the story

Review Songs

If time allows, review songs from the past two lessons.

Closing

Alleluia (from CW)

Notes Page

List the reference books used and information learned. ChristLight provides a list of references at the start of each lesson that you may find helpful. You should include a minimum of two resources.

This information most likely will not be included in the telling of the lesson. It is for your benefit to help you build background and deepen your understanding of the story.

SMALL GROUP LESSON PLAN

TEACHER _____   **DATE** _____

KEY DEVELOPMENTAL INDICATORS

Limit your focus to two or three

OBJECTIVES   **ASSESSMENTS**

I can … (from the student's perspective)	
I can …	

MATERIALS

Teacher	Children

ADVANCED PREPARATION

How will you organize your materials prior to the lesson?

CHILDREN'S CHOICES

ACADEMIC LANGUAGE

Language the children will need to understand; concept words.

INSTRUCTIONAL ELEMENTS

LAUNCH   *How will you begin this experience?*

EXPLORE   *How will you encourage and scaffold children in this experience?*

CLOSING   *How will you wrap up the lesson? Include clean-up procedures.*

DIFFERENTIATED INSTRUCTION

How will your expectations differ based on the children's various developmental levels?

Early

Middle

Later

LESSON REFLECTION

In what way was the lesson effective? (What did you observe the children doing and learning?)

What changes (teaching/management) would be beneficial?

Which children may need extra help? How would you help them?

Weekly Planning Form- Morning

Date:	Teachers:
Morning Stories	
Planning/Recall	
Work Time	Cot Room: Blocks: Kitchen: Sand Table:
Bible Time -Bible Story	
-Bible Verse	
-Bible Song	
Movement	
Music	
Small Group	KDI:
Monday:	
Tuesday:	
Wednesday:	
Thursday:	
Friday:	

Weekly Planning Form- **Afternoon**	
Reader:	
Monday: Math Connection	- - - -
Tuesday: Small Motor	- - - -
Wednesday: Manipulatives	
Thursday: Drawing/Painting	- - - -
Friday:	- - - -
Prop Story:	
Music Story:	
Movement:	
Big Backyard:	

STUDENT TEACHING BLOCK PLAN

School: _____   **Teacher:** _____

Week of: _____   **20_____**

	Monday	Tuesday	Wednesday	Thursday	Friday
OBJECTIVES					
MATERIALS					
PROCEDURE(S)					
Evaluation (Supervising Teacher or Student Teacher-continue on back side if desired)					

Name_____

Weekly Activity Report (Infant/Toddler and Preprimary Levels)

Week of _____

For each day of the week, write about something you learned about children and about yourself. Reflect on why this was significant.

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

<u>Goals to maintain and improve</u>

1.

2.

Name:

Bible Lesson Plan

Week of:
Bible Story Title:
Telling (4-6 sentences. Write the story exactly how you will tell it):

Name:

Movement Lesson

Week of:
Days:
KDI # (limit focus to one or two):
Objectives (limit focus to two or three):
Materials:
Advanced Preparation:
Procedures:

Lesson Reflection:

In what way was the lesson effective? (What did you observe the children doing and learning?

What changes (teaching/management) would be beneficial?

Which children may need extra help? How would you help them?

Older Infant Small Group Lesson

Week of:
Days:
KDI # (limit focus to one or two) :
Objectives (limit focus to two or three) :
Materials:
Advanced Preparation:
Procedures:

Lesson Reflection:

In what way was the lesson effective? (What did you observe the children doing and learning?

What changes (teaching/management) would be beneficial?

Which children may need extra help? How would you help them?

Younger Infant Small Group Lesson

Week of:
Days:
KDI # (limit focus to one or two) :
Objectives (limit focus to two or three) :
Materials:
Advanced Preparation:
Procedures:

Lesson Reflection:

In what way was the lesson effective? (What did you observe the children doing and learning?

What changes (teaching/management) would be beneficial?

Which children may need extra help? How would you help them?

(Older/Younger) Movement Lesson Plan *Template*

Teacher:

Date(s):

Key Developmental Indicators:

(limit your focus to one or two; Children express and represent what they observe, think, imagine, and feel through movement.)

Performance Objectives:

I can … (from the child's perspective).

Materials:

(Number and list what you will need).

Advanced Preparation:

(List how you will organize your materials prior to the lesson.)

Procedures:

(Explain specific procedures in list format.)

Extensions:

(How will you enhance this experience toward the end of the week?)

Clean-Up:

(List specific procedures, as needed, for clean-up.)

Lesson Reflection: (After you teach the lesson go back an answer these three questions.)

In what way was the lesson effective? (What did you observe the children doing and learning?)

What changes (teaching/management) would be beneficial?

Which children may need extra help? How would you help them?

MLC edTPA FAQs

Cooperating Teachers

1. What are my first steps to take with my teacher candidate during the first days of the student teaching experience?

> Please make sure to plan for at least 30 minutes with your teacher candidate to complete the Context for Learning which is part of edTPA Task 1. Be as detailed and specific with the information as possible.

> Please make sure to plan for at least 30 minutes with your teacher candidate to discuss both the central focus and the 3-day learning segment (detailed lesson plans for each day are required). A review day and/or a test day are not allowed within the 3-day learning segment.

> Please ask your teacher candidate to show you the edTPA handbook and the Making Good Choices handbook as excellent references for making the decisions on those items. The MLC college supervising professor is not allowed to help choose the central focus or the content of the learning segment.

2. What about giving feedback on the 3 lesson plans before any of them are taught?

> The MLC college supervising professor is not allowed to look at the detailed lesson plans so your feedback on these plans is critical. They must all be approved by the cooperating teacher as a group and not day-by-day.

3. How important is the assessment that is chosen for the edTPA Task 3?

> The teacher candidate may have assessments for one, two, or all three days of the edTPA learning segment. The key is that one assessment must be chosen as the key assessment. The results from that chosen assessment must be graphed by the teacher candidate and feedback must be given to each student which also includes the focus students. Feedback must be more than a letter grade. The teacher candidate must actually create the evaluation criteria which can either be a rubric or an explanation of points given, or what a smiley face means (K-2), etc.

4. As the cooperating teacher, what are my duties as far as video recording the lessons?

> It is paramount that the cooperating teacher or someone chosen by the cooperating teacher is in the room at all times recording every minute of the three lessons. The teacher candidate needs all of that footage in order to pick certain sections to answer the prompts on Task 2. Your teacher candidate will also specify when you are recording whole group, small, group, and individual teaching.

Teacher Candidates

5. As the teacher candidate, it is important that you plan the video recording well with your cooperating teacher. You need as much footage as possible to look through in order to answer the prompts in Task 2. It would be very beneficial for you to explain those prompts so that your cooperating teacher knows what you need and can record that video for you (depending upon your chosen handbook). Set the camera up early so the students get used to it and your cooperating teacher can try video recording. Make sure to download the video each day on to your computer and charge the battery so you can have a successful three days of video recording.

6. Please carefully use and then return the video equipment (camera and tripod) to the Education Office as soon as you have downloaded the three days of recording onto your computer.