

Elementary Student Teaching Handbook

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MARTIN LUTHER COLLEGE

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Table of Contents

Preface	4
Martin Luther College Mission Statement	5
The Student Teaching Program	5
Introduction.....	5
Definition of Terms	5
Objectives of the Student Teaching Program.....	6
Fundamental Agreements between the College and a Participating Congregation.....	7
Responsibilities of the College Supervisor	7
<i>College Supervisor - Observations and Conferences</i>	8
Responsibilities of the Principal of a Participating School.....	8
To: Prospective Hosts for a Martin Luther College teacher candidate.....	9
Guidelines for Selecting Cooperating teachers	10
Responsibilities of the Cooperating teacher	10
Responsibilities of the teacher candidate	11
<i>Responsibilities as a Person</i>	11
<i>Responsibilities as a Teacher Candidate</i>	12
<i>Responsibilities as a Servant in a Congregation</i>	13
House Guest Etiquette	13
Guidelines during Student Teaching	14
Student Teaching Housing	14
Teacher Candidates as Substitute Teachers	14
Teacher Candidate Attendance at Teachers' Conferences	14
Absences during the Student Teaching Term.....	14
Weekend Absences for Teacher Candidates	15
Teacher Candidate's Use of a Car	15
Traveling to Off-Campus Student Teaching Locations	15
Co-curricular Activities and Employment	15
Mail during Student Teaching.....	15
Teacher Candidate Insurance Coverage	15
Criminal Background Check	16
Sexual Harassment.....	16

Social Media	16
Experiences for Teacher Candidates	16
Understanding Children	16
Classroom Organization and Management	17
Using Instructional Methods	17
Evaluating Student Growth	17
Engaging in Wider School Activities and Congregational Life	17
Minnesota Licensure Requirements	17
8710.2100 Code of Ethics for Minnesota Teachers	19
Phases of the Student Teaching Experience	19
Orientation	19
<i>At the College</i>	19
<i>At the Participating School</i>	20
<i>Preparing the Children</i>	20
<i>General Orientation</i>	20
Observation	21
Directed Observation Journal	22
Participation	25
Induction into Teaching	26
<i>Special Guidelines for Lesson Planning and Induction into Teaching</i>	26
Lesson Planning	27
Lesson Planning Schedule	27
10 Week Induction Plan	28
Planning	29
Long-Range Planning	29
Daily Planning	30
Lesson Plan Overview, Outlines, and Models	31
Necessity of Lesson Planning	31
Forms and Types of Plans	31
Bloom's Taxonomy of Questions	33
Useful Demonstration Verbs for Selected Outcomes	34
Evaluation	37
General Guidelines	37

Characteristics of Effective Evaluation.....	37
Techniques of Evaluation.....	38
Records Used in Evaluation	39
Journal Reflections.....	39
Final Evaluations for Student Teaching.....	40
Dismissal	42
Graduation Policies.....	42
Assignment to the Christian Ministry	42
How the Assignment Committee Carries out its Responsibilities	42
Procedure for Assigning Candidates.....	43
Policies Regarding Candidate’s Status in the Book of Candidates.....	43
<i>Right of Refusal</i>	44
<i>Eligibility for Assignment</i>	44
Student Teaching Grade Level - Grade Level of First Call.....	45
Receiving Your Assigned Call.....	45
Deferment of or Declining Assignment	45
Appendix	47

Preface

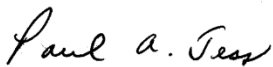
This handbook is dedicated to the children who attend the Lutheran elementary schools within the Wisconsin Evangelical Lutheran Synod and to those who have the privilege of serving in the teaching ministry leading these children ever closer to their Savior. The children's spiritual, physical, cognitive, and socioemotional 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 persons working in the Martin Luther College student teaching program. The information and suggestions it contains are directed toward helping to make the student teaching experience contribute significantly to the training of competent teachers 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 teacher candidate develop abilities to become a capable teacher. Full cooperation between the teacher candidate and cooperating teacher is of utmost importance to achieve a positive student teaching experience.

The policies and procedures of the student teaching program constitute the majority of the handbook. This comprehensive framework is an important component to a full, complete experience. Any suggestions to help improve how the guidelines are formatted or communicated would be appreciated. Comments can be directed to the undersigned.

May God richly bless the work of teacher candidates, supervisors, principals, pastors, 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 he move us to pray that Christ remain the focus of our WELS schools and the training of teachers for our schools. To him be the glory!



Professor Paul A. Tess
Director of Field Experiences
Martin Luther College

*Information in this handbook is current as of August 1, 2019. 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 **2019-20 Elementary 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.

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 elementary school 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 for supervised teaching as a part of his/her college program. This course carries ten semester hours of credit.
2. **Teacher candidate.** A college student participating in student teaching. The term is used synonymously with student or candidate.

3. **Cooperating teacher.** A classroom 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 cooperating teachers in the schools 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.
6. **Participating congregation.** A congregation in fellowship with the Wisconsin Evangelical Lutheran Synod and which agrees to make its facilities available for the student teaching program of Martin Luther College.
7. **Participating school.** A school which is controlled by a congregation or congregations participating in the student teaching program of Martin Luther College.

Objectives of the 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 should

1. Work with an experienced teacher to observe and learn effective teaching procedures.
2. Display the ability and willingness to cooperate with the faculty and staff in the school.
3. Utilize and refine those personal qualities, which will enhance teacher effectiveness.
4. Work with children and understand their growth and development.
5. Develop insights and strategies for effective classroom organization and management.
6. Develop an understanding of and the ability to use a variety of effective methods of teaching.
7. Use the materials and equipment that are available to a teacher.
8. Become acquainted with the community and the resources it offers a teacher.
9. Become acquainted with the total operation of the school, its routine procedures and regulations.
10. Become acquainted with the extra-curricular activities of the school and learn what is expected of the teacher in the supervision of each activity.
11. Experience a deepening interest and desire to serve the church as a teaching minister.
12. Clarify and evaluate a personal philosophy of education.
13. Develop a better understanding of the relationships that exist among the home, school, and church.
14. Observe other experienced teachers at different grade levels.

Fundamental Agreements between the College and a Participating Congregation

1. Congregations declare their willingness to permit assignment of student teaching candidates to their schools with the understanding that
 - a. pastor, principal, and selected participating teacher(s) are in full agreement.
 - b. the congregation retains sole jurisdiction over its school with the right to request removal of a teacher candidate for reasons deemed sufficient.
 - c. cooperating teachers are given time to provide adequate supervision for teacher candidates assigned to them.
 - d. the congregation provides accommodations for the student. The college covers the cost of room and board for teacher candidates.
 - e. assignment of and ultimate responsibility for teacher candidates remains in the province of the college.

2. Participating teachers under the supervision of the principal and guided by a college supervisor are responsible for leading and directing teacher candidates during the experience of teaching and all responsibilities normally concomitant to teaching, with the understanding that
 - a. this guidance and direction will be carried out in a way that agrees with the principles of Christian education held by the college.
 - b. progress reports of teacher candidates will be completed by cooperating teachers as scheduled.
 - c. the college obligates itself to orient principals and cooperating teachers of participating schools to the total program.
 - d. not more than one teacher candidate is assigned to a cooperating teacher at one time, with every effort made that cooperating teachers will not carry such responsibility through an entire school year.

3. It will remain the prerogative of the college or the congregation to determine whether or not to continue participating in the student teaching program.

4. The MLC staff through its Director of Field experiences will
 - a. prepare a manual for participating schools, cooperating teachers, and teacher candidates.
 - b. explain the student teaching program to the pastor(s) and teaching staff of a participating congregation.
 - c. select cooperating teachers who will participate in the program.
 - d. prepare and implement a schedule which assigns students to cooperating teachers in participating schools.
 - e. assure that teacher candidates are oriented to the program through a special program at the beginning of each term.
 - f. prepare and receive records from cooperating teachers about the experiences of teacher candidates that will provide useful and meaningful information for the placement of the student as a beginning teacher.
 - g. administer all affairs of the program and see that periodic visits to participating schools are made by the college supervisor.
 - h. carry on a continuous study to bring about changes and improvements in the program.
 - i. encourage and provide for an exchange of ideas among all involved with the student teaching program.

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 pastors, principals, and cooperating teachers in the student teaching program.

2. Orients the teacher candidates at the beginning of each term 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 principals 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

The college supervisor is able to visit each teacher candidate three or four 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, number of schools to be visited and any special needs of the teacher candidates.

Visits via the use of technology may also be utilized. This option enables the college supervisor to make classroom observations and conduct conferences when travel may not be possible. It also allows MLC to place teacher candidates in settings outside of the Midwest.

Responsibilities of the Principal of a Participating School

The principal of a participating school is the official liaison between the college and the participating congregation. The principal's duties in the student teaching program of Martin Luther College include the following:

1. Represent the student teaching program of Martin Luther College to the congregation's board of education and the congregation.
2. Develop within the faculty and congregation the concept that participation in the student teaching program is an opportunity for sharing in the work of the church in preparing a qualified teaching minister as well as for professional growth of the faculty.
3. Encourage cooperating teachers to attend the MLC summer workshop for participating teachers and the August orientation meeting for cooperating teachers, when offered.
4. Help orient new cooperating teachers to the student teaching program.
5. Orient the teacher candidates to the school, the congregation, and the community.
6. Foster acceptance of the teacher candidates among the children, the faculty, and the congregation.

7. Aid the cooperating teachers in reviewing the work of the teacher candidate if needed.
8. Encourage the teacher candidates to participate in school and church activities and responsibilities outside the classroom.
9. Arrange for room and board accommodations for the teacher candidates and send requisitions for the payment of expenses to the director of field experiences.
10. Give prospective hosts the information memo for hosts found below.

To: Prospective Hosts for a Martin Luther College teacher candidate

Thank you for considering serving as host for a teacher candidate from Martin Luther College. Having a comfortable home during the student teaching term will help a teacher candidate put forth her/his best effort in the classroom. The following information deals with housing arrangements in our student teaching programs.

1. The principal of the school is responsible for arranging housing for the teacher candidate(s) assigned to the school.
2. The college does not set a specific amount of money to be paid to you for your services as host. You will receive a requisition form from the principal. On this form you are to indicate how much you feel you should receive for hosting a teacher candidate for the student teaching term. We appreciate the fact that hosts have traditionally been conservative in requisitioning reimbursement from MLC (see special note below).

MLC reimburses hosts for room and board during the student teaching term. We do not reimburse hosts for the teacher candidate's use of car or mileage expenses.

SPECIAL NOTE: Teacher candidates who live in off-campus housing and who will student teach off-campus pay a fee which is used to cover student expenses for host housing requisitions, school hot lunch expenses, and costs to administer the student teaching program. To make it possible to cover these expenses, we are not able to honor housing requisitions over \$855.

Your requisition needs to be submitted by June 15, 2020 in order to receive payment.

MLC's fiscal year ends June 30 and the business office requests all invoices for the year be paid by that date. Thank you for your prompt submission of your invoice.

If you submit a requisition that is lower than the projected average amount, please note the following: Tax laws do not allow us to acknowledge your generosity with a charitable contribution receipt. However, since Martin Luther College is a religious, charitable institution, you may wish to consult your tax advisor about any tax benefits you may be eligible for as a result of housing our teacher candidate. An acknowledgement letter confirming your service will be sent after the student teaching session is completed.

Also, please be aware of the following for tax purposes:

In keeping with state and federal laws, money received from MLC for hosting a student is taxable income. Hosts who request reimbursement in the amount of \$600 or more will receive a "1099 Miscellaneous Tax Form" at the end of that year.

Expectations for a Host of an MLC teacher candidate

1. Hosts are expected to provide the teacher candidate a private bedroom, bathroom access, and an area to study. Most teacher candidates also appreciate laundry service.
2. Hosts are expected to provide or arrange for meals each day. We do not expect meals to be any more elaborate than customary for the host. MLC does not expect teacher candidates to do their own grocery shopping. Some may want to assist in meal preparation. As guests, we expect teacher candidates to offer to assist in clean-up after meals.

3. Hosts are not expected to provide the teacher candidate a car or pay for gas. It is the responsibility of the teacher candidate and principal to arrange for transportation and for the teacher candidate to pay for these costs. Most MLC teacher candidates have cars. Please arrange for parking while the teacher candidate is staying with you.
4. Before teacher candidates leave the college for student teaching, they go through the house guest etiquette found in this handbook.
5. Teacher candidates appreciate internet accessibility.
6. If any problems arise, discuss your concerns with the teacher candidate first. If necessary, contact the principal and the college supervisor for help in solving any difficulties.

Guidelines for Selecting Cooperating teachers

1. The principal of a participating school will indicate to the college which teachers on the faculty are willing to serve as cooperating teachers.
2. The director of field experiences will make the final selection from the list of participating teachers. In making these selections the director will consider the following:
 - a. Under normal circumstances, teacher candidates will not be assigned to teachers having fewer than two years teaching experience.
 - b. Cooperating teachers must hold a current state teaching license.
 - c. Generally, no more than two teachers in a school will be assigned teacher candidates during the same term.
3. All teachers who serve as cooperating teachers are encouraged to participate in a summer workshop for participating teachers at least once during their career as a supervisor. This two-day workshop rotates from New Ulm, to Watertown, to Milwaukee, and to Appleton on an annual basis to accommodate the needs of participating teachers.
4. The college prefers to assign students to teachers who have completed or are in the process of completing requirements for synodical certification.

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 in orienting the teacher candidate to the school, 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 and co-curricular activities 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 supply 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.
21. Arrange for the teacher candidate to visit in the other classrooms of the school.

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* 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.
 - c. Be a congenial and thoughtful guest in relationships with those who are hosts for the student teaching term. (cf. "House Guest Etiquette," p. 14)
4. Use every opportunity to become acquainted with the students, the faculty, members in the congregation, and the community.
5. Display cheerfulness and a positive outlook.
6. Show interest, initiative, and resourcefulness in attacking and solving problems.
7. Seek and recognize the achievement of others. Be ready, willing, and gracious in acknowledging their successes.
8. 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.
9. 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.
10. Have a receptive attitude toward suggestions and constructive criticism. If unsure about any matter, ask the cooperating teacher, principal, pastor, or college supervisor.
11. Do not allow personal activities to interfere with the student teaching experience. Teacher candidates are teachers in the congregation in which they are serving. Spirit-worked values should guide the use of time.
 - a. Teacher candidates should not leave for more than two weekends during the student teaching term. Emergencies, of course, are exceptions. Be sure to inform the cooperating teacher, principal, 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.
 - c. Communication with students of a personal nature via electronic means (e.g., Facebook, texting) should not occur.
12. 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.
3. Get to know the students through observation, conferences, and examination of daily work and school records. 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 school records, especially student data, 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. Teacher candidates are not visitors with a privileged status; rather, they are fellow workers subject to established standards.
8. Teacher candidates may be expected, as is any teacher, to give extra time to help students solve their problems and to participate in extra-curricular activities.
9. Complete the *Weekly Activity Report* (see appendix) promptly each week.
10. Write 8 journal entries (p. 42) in the college issued *Reflection Journal*.

Responsibilities as a Servant in a Congregation

1. Be an example of Christian living in all circumstances.
2. Become aware of and sensitive to accepted standards of propriety which prevail in the congregation. For example, in matters of smoking, having a drink in a public place, or in manner of dress, remember some things may be acceptable in one congregation but may give offense in another. Prompted by Christian love "...put no stumbling block in anyone's path so that our ministry will not be discredited." 2 Cor. 6:3 (NIV).
3. Participate in congregational life and activities. The teacher candidate's position as observer, participant, or leader will be determined cooperatively by him or her, the cooperating teacher, the principal, and pastor.
4. Plan for opportunities to develop competence in such facets of congregational life as youth work, part-time educational agencies, Bible classes, choir, and other activities.
5. Encourage the work of the preaching and teaching ministry as a lifetime vocation among the children and youth of the congregation. Whenever the opportunity arises, foster the desire to further the work of the Church among all people.

House Guest Etiquette

Students of Martin Luther College are Christian women and men. You will live as guests with host families during the student teaching term and represent the Christian ministry and the college. Your representation should be in a positive manner.

Living with hosts will require greater sensitivity to social etiquette than dormitory living generally demands. Some of the following suggestions deal with rather mundane matters of daily living. However, concern in observing these guidelines will be appreciated by the host and by all others involved in the student teaching experience. We trust that you will receive them with the same spirit in which they are offered.

1. To be a sensitive and cultured guest

- a. keep your room "picked up" at all times.
- b. arrange to use the shower at times of mutual convenience.
- c. cleanup after yourself each time you've finished using the bathroom, (i.e. hang towels where they belong, and take clothing back to your room.)
- d. complete grooming in your room. (Others in the household may also need to use the bathroom before going to work.)

2. *The host will appreciate it if*

- a. you are ready for meals at the appointed time.
- b. he/she is informed well in advance if you will be eating out.
- c. your table manners are proper.
- d. you ask before bringing food or beverages into your room.
- e. you follow the house rules. (Respect the wishes of your host in regard to smoking and all other matters.)

3. *The considerate guest will*

- a. be careful not to arouse or disturb the family after the family has retired.
- b. not take guests of the opposite sex into your private room.
- c. not monopolize the living room in any way; for example, with visitors or use of the TV.
- d. not expect the host to house friends overnight. If you do have overnight visitors, it is suggested you make arrangements for your guest(s) to stay at a local motel.
- e. write a thank you note to the host family before you leave to return to campus.

Guidelines during Student Teaching

Student Teaching Housing

Off-campus teacher candidates are not to make housing arrangements on their own. This responsibility rests with the principal of each participating school.

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.

Teacher Candidate Attendance at Teachers' Conferences

Teacher candidates are expected to attend WELS district and state teachers' conferences that are held during the student teaching term. Attending these conferences may involve expenses for the teacher candidate. It is likely that the registration fee for MLC teacher candidates will be waived. Many schools help teacher candidates by paying for expenses at the same rate they reimburse their teachers. However, expenses incurred for attendance at such conferences are the responsibility of the teacher candidates. No reimbursement for conference expenses is available to either the participating school or the teacher candidates.

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 all day each scheduled day of the experience.

From time to time teacher candidates become ill and may need to stay home. In such situations, the teacher candidates 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.

At other times, teacher candidates may need to be excused for medical appointments, funerals, 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 exams.

The director of field experiences is responsible for determining the length and amount of make-up days when absences exceed two times per term.

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. In addition, while the main focus of the student teaching experience is the teacher's work in the classroom, it is also intended to help teacher candidates understand the role of a teacher in the broader scope of congregational life. To achieve that goal, it is important that the teacher candidate participates in the activities of the congregation. For these reasons, teacher candidates are advised that they are expected to remain at their assigned schools during the weekends. A student should not be absent for an entire weekend more than twice 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, college supervisor, and host 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.

Teacher Candidate's Use of a Car

Due to liability concerns, the college prohibits teacher candidates from using their cars to furnish transportation for children who are participating in school activities such as athletic events or field trips.

Traveling to Off-Campus Student Teaching Locations

Candidates are responsible for transportation to and from student teaching as well as during the experience. As a result, teacher candidates are encouraged to have a vehicle during the student teaching term. The college does not cover the costs for transportation. Arrangements may be possible in which teacher candidates share rides and costs of travel for those going to the same area. However, in making placement decisions, the Field Experiences Office will not consider the individual transportation needs of teacher candidates.

Co-curricular Activities and Employment

Teacher candidates are discouraged from becoming involved in college co-curricular 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.

Mail during Student Teaching

For teacher candidates that are living with a host family, campus mailboxes will be closed and mail will be forwarded to the school at which the teacher candidate is working. Prior to the teacher candidates return to MLC, mail will be held on campus and distributed via the campus mailboxes.

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

Completion of a satisfactory background check is required for working with children. The student teacher must authorize the background check and give permission to release the results to MLC. Upon approval, a letter of good standing is sent to partner schools on behalf of the student. Some schools require a copy of the background check in which case, the student will be responsible for providing the school a copy.

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, MySpace, LinkedIn, 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.

Understanding Children

1. Apply Christian principles in studying student behavior.
2. Work with children's cumulative records.
3. Observe students in a variety of settings and for various purposes.
4. Discuss student progress with members of the staff: cooperating teacher, principal, pastor.

5. Share observations with parents regarding their child.
6. Work with various types of groups.
7. Visit homes or neighborhoods of children.
8. Supervise students before, during, and after school hours.
9. Observe other classrooms.
10. Assist those in authority in guiding students in co-curricular activities.
11. Become aware of community events and attend when appropriate.

Classroom Organization and Management

1. Guide the living and learning in the classroom to help students be respectful and responsible learners.
2. Follow established procedures for recording tardiness and absence.
3. Distribute and collect instructional materials and supplies.
4. Collect money and properly handle and record receipts.
5. Conduct orderly dismissal of students from the classroom and building.
6. Plan and arrange instructional displays.
7. Make the classroom physically comfortable and conducive to a learning environment.
8. Keep a clean and well-arranged classroom.
9. Keep accurate records of students' progress.

Using Instructional Methods

1. Prepare and use materials for instructional use.
2. Use technology and work room resources available to teachers in the school.
3. Show interest, initiative, and resourcefulness.

Evaluating Student Growth

1. Establish goals and standards for achieving learning outcomes in lessons.
2. Assess and evaluate children's work as individuals and in groups.
3. Assist in making out report cards and other evaluative data and discuss student progress with parents when requested.
4. Provide feedback to students, individually and in groups.

Engaging in Wider School Activities and Congregational Life

1. Carry out school policies: evacuation drills, discipline, classroom emergencies, attendance, teacher duties.
2. Assist with co-curricular activities as time and aptitude permit.
3. Attend and participate in faculty meetings, in-service programs, and teachers' conferences.
4. Attend church services and participate in the life of the congregation.
5. Conference regularly with the cooperating 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 *EDU4253 Elementary teacher candidate Evaluation Report – Form A-B* (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 standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to rules established by the Minnesota Board of Teaching.

Subpart. 2. Standards of professional conduct

The standards of professional conduct are as follows:

- A. A teacher shall provide professional education services in a nondiscriminatory manner.
- B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- G. A teacher shall not deliberately suppress or distort subject matter.
- H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- I. A teacher shall not knowingly make false or malicious statements about students or colleagues.
- J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

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 in the experience is important to 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 principal of the congregation to which the student has been assigned.

2. reviewing basic principles of teaching and 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 Participating School

The principal and other teaching personnel assist in orientation by

1. introducing the teacher candidate to the pastor, other colleagues, the host, congregational members, and other people in the community.
2. providing the teacher candidate with a general introduction to the school facilities, program, and policies; extending an invitation to attend faculty meetings, school, and congregational activities; and helping her/him to become acquainted with the community.
3. helping the teacher candidate to feel accepted as a member of the faculty.

Naturally, the cooperating teacher assumes the greatest responsibility for helping the teacher candidate become acquainted with the school and congregation. One aspect of this responsibility is preparing the children for the teacher candidate's arrival and considering how they will become acquainted with each other. Additional aspects of orientation relate to the ongoing activities common to a teacher's work. The following suggestions may be helpful in orientating the teacher candidate.

Preparing the Children

1. Show enthusiasm for the coming experience. Both students and the teacher candidate will reflect the cooperating teacher's attitude.
2. Prepare the children in advance for the teacher candidate's arrival. Generally, it is better to announce her/his arrival fairly close to the beginning of the term. What is done to prepare the children may be influenced by their age and by the number of teacher candidates that have previously taught in the school.
3. Use the information on the *Personal Information Form* to give the children some information about their teacher candidate.
4. Explain why the teacher candidate is coming. This will develop in the children an understanding of one phase of our church's work and the specialized training a teacher receives.
5. Make clear that the teacher candidate is a member of the school's faculty who has the authority and responsibilities of other faculty members. Enlist the children's cooperation in making the teacher candidate's stay a pleasant one.
6. Introduce the teacher candidate to the children in a manner that will foster their respect and that will encourage them to look to him/her for help.
7. Avoid building up the teacher candidate so much that fulfilling expectations will be very difficult.

General Orientation

1. Get to know the teacher candidate as a person through informal conversation.
2. Have a place arranged in the room for the teacher candidate.

3. Invite the teacher candidate to browse in the room to discover where materials are kept.
4. Help the teacher candidate become acquainted with the students and to develop proper relationships with them.
5. Give the teacher candidate responsibilities that will identify him/her as a teacher.
6. Make certain that the teacher candidate's first experiences with the class are positive.
7. Explain the community and congregational backgrounds which influence school activities.
8. Show confidence in your teacher candidate by encouraging initiative and resourcefulness in carrying out the tasks you assign.
9. Demonstrate that good planning promotes an effective learning environment.
10. Acquaint the teacher candidate with the following general policies of your school:
 - a. The organization of the teaching program
 - b. The teacher candidate's responsibility in this program
 - c. The use of school records
 - d. Acquiring and using supplies and materials, teaching aids, and technology
 - e. The kinds and uses of textbooks and reference materials
 - f. The handling of disciplinary problems and working with children who have exceptional needs in the classroom
 - g. The activities of children and teachers in the building and on the playground
 - h. The use of special rooms in the building: kitchen, gymnasium, library, faculty lounge, and workroom
 - i. The use of the building for studying at night: use of lights and the time the teacher candidate is expected to leave
 - j. Responding to emergencies such as injury and fire

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 school.

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. Getting ready for devotion and the religion lesson

3. Dismissal procedures at recess times and at the end of the day
4. Movement of children in the room during class hours
5. Procedures for handing in and returning student work
6. Routines for sharpening pencils, using the washroom and the drinking fountain
7. Duties of student helpers in the classroom

The cooperating teacher will make the teacher candidate's observation of planning and teaching more productive by

1. Discussing the daily lesson plans with the teacher candidate before teaching a particular lesson.
2. Demonstrating how Christian principles are integrated in teaching and in maintaining classroom control.
3. Assigning specific children, or activities for the teacher candidate to observe and discuss at a later time.
4. Having the teacher candidate take note of specific aspects of a lesson such as
 - a) The various methods used to introduce lessons in different classes.
 - b) Motivational techniques used and their effect on student participation.
 - c) Variations in teaching procedures at different grade levels and at different stages in the learning process.
 - d) The ways in which individual differences are handled in the classroom.
 - e) How flexibility in planning is applied in the classroom.
 - f) The different types and uses of questions.
 - g) Procedures for closing the lesson.

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 bring a *Directed Observation Journal* to be completed during the first two weeks of student teaching. If the cooperating teacher has developed his/her own observation guide for the teacher candidate, he/she should use that guide in addition to the guide furnished by the college.

The teacher candidate will also bring a weekly *Reflection Journal* to record entries during student teaching as an assessment. The teacher candidate will be told the number of entries required prior to the student teaching session. We request that the cooperating teacher read and sign the journal entries of the teacher candidate.

[Directed Observation Journal](#)

Classroom Setting

1. Draw or include a copy of the classroom seating chart.
2. List the types of instructional aids available to the classroom and where they are located (e.g. science equipment stored in fifth grade classroom).
3. List print and electronic resources available (e.g. trade books, magazines, electronic classroom subscriptions, etc.).

4. List the reference materials and resources available for you to use as you prepare to teach Word of God.
5. What makes this classroom inviting (“people friendly”)?
6. How are the assignments visibly displayed for the student (e.g. white board, “to do list,” etc.)?

Classroom morning routine

1. What is expected of students when they come into the classroom in the morning? How are these expectations communicated to students?
2. How do students behave when they come into the classroom?
3. What is the teacher doing while students are preparing for the day?
4. How do students show that they are prepared for the day?
5. At what time are students expected to be ready to start the day? What happens if they are not prepared?
6. What are students working on when they are ready and waiting for the school day to begin?
7. What are the expectations for memory work?
8. What do students have on their desks when the day begins?
9. What procedures are followed to take attendance and church attendance?
10. What happens if students are tardy?

End of Day Routine

1. At what time does the end of the day routine take place? What are the expectations for students at the end of the day?
2. How does the teacher close the school day?
3. Describe the dismissal procedure.

Classroom management

1. What are the classroom expectations according to the teacher? Obtain and attach a copy of the classroom expectations, routines and procedures.
2. What are the classroom expectations according to the students?
3. Where are the classroom expectations posted? When/how are they taught to students?
4. Describe the routines and procedures used during instructional time (pencil sharpening, technology usage, peer tutoring/talking, distributing materials, general movement, etc.).
5. Describe any additional routines and procedures that are expected to be followed throughout the day (recess, snack, restroom, lunch, library, etc.)

6. What are the consequences for failing to meet the classroom expectations? (Describe steps taken to address these issues.)
7. Record an example of the teacher appropriately using Law and Gospel in a Christian discipline situation.
8. How does the teacher call students to attention?
9. What verbal and nonverbal cues does the teacher use to redirect students?
10. What techniques does the teacher use to keep students on task and to promote effective and efficient transitions (proximity, positive reinforcement, countdowns, etc.)?
11. Explain how the management strategies used by the teacher are developmentally appropriate for your students.
12. How does the teacher keep students engaged in lessons? How does this engagement impact classroom management?
13. Where is student work turned in to the teacher?
14. How/when is corrected work returned to students?
15. How does the teacher cultivate positive relationships with students?

Preparation and Instruction

1. Observe and list the teacher's activities from the time he/she arrives at school until the opening devotion in the morning (writes objectives on the board, opens SMART Board presentations, attends faculty devotion, takes lunch count, listens to memory work, etc.).
2. How is the teacher's prior preparation for instruction evident throughout the day (manipulatives sorted and ready, handouts printed, slide presentations prepared, etc.)?
3. List the instructional groupings used in the classroom (whole group, small group, peer tutoring, etc.).
4. What do students do in their free time?
5. What types of technology are used by the teacher and students (SMART Board, Chromebooks, iPads, etc.)? How are they used?
6. What evidence of differentiation do you observe (materials, assignments, choices, etc.)?
7. What evidence of Christian integration do you observe (natural and/or planned)?

Interaction with students

Record two academic interactions you had with two different students in the classroom.

- 1.
- 2.

Lesson Observation

Choose on lesson to observe and identify the parts of the lesson. Discuss this lesson with your cooperating teacher at the end of the day.

Subject: _____ Date: _____

Standards

Objectives

Materials

Differentiation Plan

Academic Language

Instructional Elements

Assessment

Reflection

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 school 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. Recording attendance, handling collections, 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. Conducting drills and administering and checking tests
7. Giving class assignments and checking written work
8. Supervising a study period, playground activities, and end-of-day dismissal
9. Listening to the recitation of memory work
10. Reading aloud to children

Induction into Teaching

If orientation, observation, and participation serve his/her purposes, the teacher candidate's initial teaching experience should prove to be successful. A teacher candidate may begin teaching classes as soon as the cooperating teacher is convinced that the teacher candidate is ready to assume this responsibility. The decision should be a cooperative one between the cooperating teacher and the teacher candidate. Normally, induction into teaching should proceed gradually. In this way, the teacher candidate will develop readiness to assume an increasing amount of teaching responsibility.

Teacher candidates usually are eager to begin teaching lessons. Most teacher candidates will be ready to present one or two lessons beginning with the third or fourth day of the term. Additional subjects will be added weekly as indicated by the *Suggested 10 Week Student Teaching Induction into Teaching Plan* on page 28. Although the schedule of the teaching load may vary from classroom to classroom **the successful teacher candidate is able to assume complete responsibility for a minimum of 10 consecutive school days**. Under normal circumstances, **full-time teaching should continue for a maximum of 15 consecutive school days**. Full-time teaching should begin by week eight of the term.

A caution is in order at this point. Having the teacher candidate assume the full teaching load too early in the term tends to interfere with one goal of the student teaching experience, namely, that the addition of teaching responsibilities should include careful and thoughtful study of planning, preparation, and teaching. Having the teacher candidate take on too much too soon may defeat that purpose.

At times, the cooperating teacher may wish to teach a lesson in a certain subject after the teacher candidate has taught several lessons. The purpose for doing this would be to have the teacher candidate observe again some procedure, principle, or technique which the teacher candidate did not understand clearly. When the cooperating teacher discusses with the teacher candidate the reason for taking over a subject again, the outcome should be that the teacher candidate will become a better observer and become more capable of analyzing her/his own teaching.

Special Guidelines for Lesson Planning and Induction into Teaching

- **In each major subject area**, teacher candidates are required to **write a minimum of three detailed lesson plans**. If necessary, teacher candidates may be asked to write additional detailed or abbreviated plans before moving to block plans.
 - **For subjects in which lessons are already scripted in teacher edition texts, three lessons may be copied and notes written on them to show evidence of thorough study.**
 - Two morning and two afternoon [devotion lesson plans](#) should be written out before the teacher candidate moves into block planning the devotions.
1. Teacher candidates are to use the [block plan](#) forms available from the MLC website for writing weekly block plans. For one of the weeks of full responsibility, teacher candidates may use the classroom mentor's weekly block plan book.
 2. All lesson plans are due **two school days** prior to the teaching of the lesson, i.e.: Monday and Tuesday plans are due on Thursday and Friday.
 3. Some teacher candidates have become acquainted with the process of thematic planning. Cooperating teachers are encouraged to have their teacher candidates work with or create a multidisciplinary design during the term.
 4. Each teacher candidate must design and display two instructional displays (interactive or decorative bulletin board or other displays) during the term.

Lesson Planning

Lesson Planning Schedule

Subject	Detailed 1	Detailed 2	Detailed 3	Block Plan
Religion				
Catechism				
Hymnology				
Math				
Literature/Reading				
Science				
Social Studies				
Language/English				
Phonics				
Spelling				
Handwriting				
Physical Ed.				
Art				
Writing Workshop				
Current Events				
AM Devotion				
PM Devotion				
Music				

Cooperating teachers may make changes to the above suggestions as they see fit.

Detailed Lesson Plan - A detailed plan of all the teacher candidate plans to say and do when presenting the lesson. It contains the questions the teacher candidate plans to ask and the answers anticipated from the children.

Block Plan – The teacher candidate follows the Block Plan format found in the appendix. This plan should be thorough so a substitute teacher can present the lesson as intended.

Suggested 10 Week Student Teaching Induction into Teaching Plan

Subject→ Week↓	<i>Math</i>	<i>Religion</i>	<i>Science</i>	<i>Language</i>	<i>Reading</i>	<i>Social Studies/ Current Events</i>	<i>Spelling/ Handwriting</i>	<i>Music</i>	<i>PE</i>	<i>Art</i>	<i>Devotions</i>
1							Spelling/ Handwriting				Devotions
2	Math		Science				Spelling/ Handwriting				Devotions
3	Math	Religion	Science				Spelling/ Handwriting				Devotions
4	Math	Religion	Science		Reading	Social Studies/ Current Events	Spelling/ Handwriting				Devotions
5	Math	Religion	Science		Reading	Social Studies/ Current Events	Spelling/ Handwriting	Music		Art	Devotions
6	<i>Math</i>	<i>Religion</i>	<i>Science</i>	<i>Language</i>	<i>Reading</i>	<i>Social Studies/ Current Events</i>	<i>Spelling/ Handwriting</i>	<i>Music</i>	<i>PE</i>	<i>Art</i>	<i>Devotions</i>
7	<i>Math</i>	<i>Religion</i>	<i>Science</i>	<i>Language</i>	<i>Reading</i>	<i>Social Studies/ Current Events</i>	<i>Spelling/ Handwriting</i>	<i>Music</i>	<i>PE</i>	<i>Art</i>	<i>Devotions</i>
8	Math	Religion	Science	Language	Reading	Social Studies/ Current Events	Spelling/ Handwriting	Music	PE	Art	Devotions
9	Math	Religion	Science	Language	Reading	Social Studies/ Current Events	Spelling/ Handwriting	Music	PE	Art	Devotions
10	Math	Religion	Science	Language	Reading	Social Studies/ Current Events	Spelling/ Handwriting	Music	PE	Art	Devotions

Notes:

- The order of induction of particular subjects is open to negotiation between the cooperating teacher and teacher candidate. Co-teaching of lessons is encouraged prior to formally picking up a subject.
- During weeks 6-7 the cooperating teacher will take back selected subjects to model or reinforce particular skills or lesson components.
- The teacher candidate is required to have a minimum of 10 and a maximum of 15 consecutive days of full-time teaching near the end of the experience.
- Full-time responsibility should end by Wednesday of Week 10 to allow for correcting, grading, and recording of grades.
- Week 10 may include up to 2 days of observation in another classroom.

Planning

While it is recognized that many good teachers do not continue to write detailed lessons plans, **no one can teach effectively without planning**. Therefore, planning must be an essential part of the student teaching experience. Careful planning provides for more effective learning on the part of the students, gives the teacher candidate a sense of ease and security in the classroom, and assists significantly in the prevention of serious behavior problems. In addition, through regular planning, the teacher candidate should develop the habit of planning and gain necessary experience in planning to meet the practical needs of the classroom.

All teacher candidates have had experience writing lesson plans in their college professional education classes. However, the plans were somewhat imaginative and written without benefit of the context of a real classroom. The plans that the teacher candidate writes under the cooperating teacher's guidance should be written to meet the requirements of the classroom situation. Thus, the ultimate outcome of planning in student teaching is that teacher candidates begin to develop the ability to plan as an experienced teacher does. While detailed plans must be written at first, as experience is gained, briefer ones may be used.

Planning is the process of giving serious consideration to one's purposes and goals. Careful planning is done only when definite goals are recognized and a series of instructional events leading to their accomplishment are selected. Such planning in teaching takes into account the nature of the subject matter and the materials available in teaching. These factors must be related to the learners: their needs, abilities, modalities, motivation; how and what they think; and how they react to situations. A satisfactory plan organized for teaching should include

1. Objectives. What is the purpose of the lesson? Objectives should be specific, measurable, and worthwhile, not trivial nor generalized.
2. Materials. What written materials, media, maps and other learning materials are available and useful for accomplishing the objectives?
3. Suggested activities. How will the lesson be introduced? What use will be made of learning materials? What part will the children take in the lesson? How will the lesson conclude?
4. Assessment. What can be done to see whether learning has taken place? How can the assignment be made effective?

Three types of planning with which the teacher candidate should become acquainted are (1) long-range planning, (2) thematic planning, and (3) daily planning.

Long-Range Planning

A long-range plan is an overview of the work that will be done in a course. It may be a "blocked-out" series of suggested lessons for a definite period of time. The cooperating teacher usually has done planning of this type for the year. In the student teaching program the actual long-range planning will be limited to the length of the teaching term, and will be made to fit within the cooperating teacher's overall planning.

The cooperating teacher may find the following suggestions helpful in making long-range plans with the teacher candidate.

1. Early in the student teaching term acquaint the teacher candidate with the plans the cooperating teacher has made for the year and indicate the approximate amount of material that will be covered during the term.
2. As soon as possible develop a plan for having the teacher candidate assume responsibility for teaching the various subjects. Certainly, it is very difficult in most courses to say exactly what content will be taught on a particular day eight, six, or even two weeks in advance. However, the responsibility for the teaching of a subject on a given day or for a number of days may be established. Long-range planning of this type may proceed gradually during the first weeks of the term. The effect of this planning upon the relationship between the cooperating teacher and the

teacher candidate will be wholesome. It will also provide the teacher candidate with sufficient time to prepare detailed plans.

3. The cooperating teacher should help the teacher candidate develop proficiency in the use of both abbreviated or outline planning and block planning. The minimum essentials in a block plan should be a statement of the objective, the method to be used, materials needed and the assignment that is to be given. teacher candidates will seldom become so proficient during their student teaching that they will not need to prepare additional notes for the lessons which they are to teach.

Daily Planning

In order to insure progress and continuity in carrying out long-range plans, a teacher must prepare daily plans carefully and thoughtfully. When objectives, materials, learning activities, and the assignment are written out for individual lessons the common term for the product is a “daily lesson plan”. It is this type of planning at which the teacher candidate should spend much of his/her time.

The essential elements of good planning should be organized somewhat in the following manner in the daily lesson plan:

1. MN Standards
2. Objectives and Assessments
3. Materials and Preparation
4. Academic Language
5. Differentiation Plan
6. Instructional Elements
 - a. Introduction (e.g., review, background, transition/objectives)
 - b. Access to new information
 - c. Working with lesson content
 - d. Applying or practicing of the learning
 - e. Summarizing and closure
 - f. Assignment

Note: See appendix or follow links for the [lesson plan](#) format.

The cooperating teacher may find the following comments and suggestions useful as he/she helps the teacher candidate develop skills in the techniques of lesson planning.

1. The cooperating teacher should make written lesson plans for some classes which he/she will teach, share them with the teacher candidate, and have him/her observe how an experienced teacher uses a lesson plan. Supervisors and teacher candidates should discuss the lesson plan and any changes that were made.
2. Plan lessons together. Recognize that inexperienced teachers tend to be either too inclusive or too fragmentary in their lesson planning. The plans of the teacher candidate must be more detailed than those a cooperating teacher would write him/herself. Help the teacher candidate see how Christian viewpoints may be brought out in the lesson.
3. As the teacher candidate gains experience and confidence, let the teacher candidate plan independently. The college advises the teacher candidate that he/she is to have written plans completed **two days** before they are to be taught. The cooperating teacher is encouraged to follow through with that guideline. However, if the cooperating teacher prefers to arrange a

different schedule for having the student complete written plans, the cooperating teacher should discuss this preference with the college supervisor. Be sure that the teacher candidate understands clearly what the cooperating teacher expects.

4. Study the plans and discuss them with the teacher candidate. The cooperating teacher may wish to write suggestions and comments on the plan. While the lesson is being taught, the cooperating teacher may wish to write additional comments on the plan. (Use different style penmanship or different colored ink in each case.) The cooperating teacher's feedback should stress the importance of teaching skills, information, understandings and attitudes, as well as student reactions to the learning environment within the framework of the lesson.
5. The cooperating teacher may use the lesson plans as a basis for conferences and as one way of assessing the teacher candidate's progress. Lesson plans may also be used as a source of information for discussions with the college supervisor.

Lesson Plan Overview, Outlines, and Models

Necessity of Lesson Planning

1. Helps the teacher be systematic and orderly.
2. Encourages good organization of the learning experience.
3. Prevents haphazard teaching and goes a long way toward eliminating disorder and thoughtless teaching.
4. Helps the teacher delimit the field in which he is teaching.
5. Encourages a proper consideration of the learning process and choice of appropriate learning procedures.
6. Encourages continuity in the teaching process.
7. Avoids needless repetition and aids proper connections between different lessons or units of study.
8. Focuses consideration of goals and objectives.
9. Takes into account developmental learning needs of individual children.

Forms and Types of Plans

1. Short daily plan in a ready-made plan book: block
2. Longer daily plan: detailed, abbreviated
3. Thematic plans
4. Study guides
5. Duplicated exercises
6. Workbooks
7. Hasty notes

Bloom's Taxonomy of Questions

KNOWLEDGE

This lowest level of the taxonomy refers to the recall of specific elements of previously learned information. A student at this level will be asked to do little beyond naming or describing something.

Objective: Name the five days of the week orally.

COMPREHENSION

This level implies an ability to simultaneously recall several pieces of previously learned information. The student should also be able to arrange the elements in a proper order of sequence. He or she should also be capable of changing the form of the original information.

Objective: Recognize the steps a bill goes through to become a law and what happens at each step.

APPLICATION

Application level thinking requires that information learned in one context be used in a different and unfamiliar setting. Students are called upon to "do something" with the content they have learned previously.

Objective: Determine the point-to-point distances between at least four given pairs of cities on a globe.

ANALYSIS

Analysis calls on students to describe the characteristics of something by comparing and contrasting its individual parts. Analysis requires them to look at the separate but related fragments of a whole and describe the general characteristics of the whole.

Objective: Compare and contrast two countries in terms of their (1) religious practices, (2) form of government, (3) industrial and agricultural development, and (4) people and their racial and ethnic makeup.

SYNTHESIS

Synthesis level thinking calls on students to look at isolated pieces of information and to create brand new information (at least information that is new to them) from these pieces. Often, creative thinking is involved in synthesis thinking.

Objective: Predict the probable climatic consequences for California if all the mountains in the state suddenly disappeared. Each response must include specific references to the (1) rainfall patterns, (2) wind patterns, and (3) temperature patterns.

EVALUATION

Thinking at the level of evaluation requires students to make judgments in light of specified criteria. The "specified criteria" provision is important. Without these criteria, attempts to elicit evaluation-level thinking may produce little more than exchanges of unsupported personal opinion.

Objective: Critique one of the proposals for a new federal "flat tax." Specific references must be made to (1) fairness, (2) satisfactory ability to raise needed money, and (3) ease of administration. Furthermore, "fairness," "satisfactory ability to raise money," and "ease of administration" must be clearly explained.

Useful Demonstration Verbs for Selected Outcomes

The following is a compilation of some useful "demonstration verbs" that can be used in defining outcomes of significance. They are clustered under categories that resemble Benjamin Bloom's Taxonomy, but they are not identical to Bloom's six domains.

Some verbs may apply to more than one category and there are many other possibilities that could be added.

KNOWLEDGE / RECALL

Define	Describe	Identify	Label
Locate	Name	Recognize	Select
State			

COMPREHENSION

Compare	Define	Describe	Distinguish
Explain	Generalize	Illustrate	Infer
Interpret	Match	Paraphrase	Restate
Select	Summarize		

APPLICATION

Adapt	Compute	Discover	Draw
Gather	Graph	Modify	Operate
Prepare	Revise	Show	Solve
Survey			

CONCEPTUAL REASONING / ANALYSIS

Categorize	Classify	Compare	Contrast
Decipher	Deduce	Differentiate	Distinguish
Explain	Generalize	Infer	Predict
Relate			

CONCEPTUAL REASONING / SYNTHESIS

Combine	Compose	Create	Design
Develop	Incorporate	Integrate	Invent
Organize	Plan	Predict	Produce
Structure			

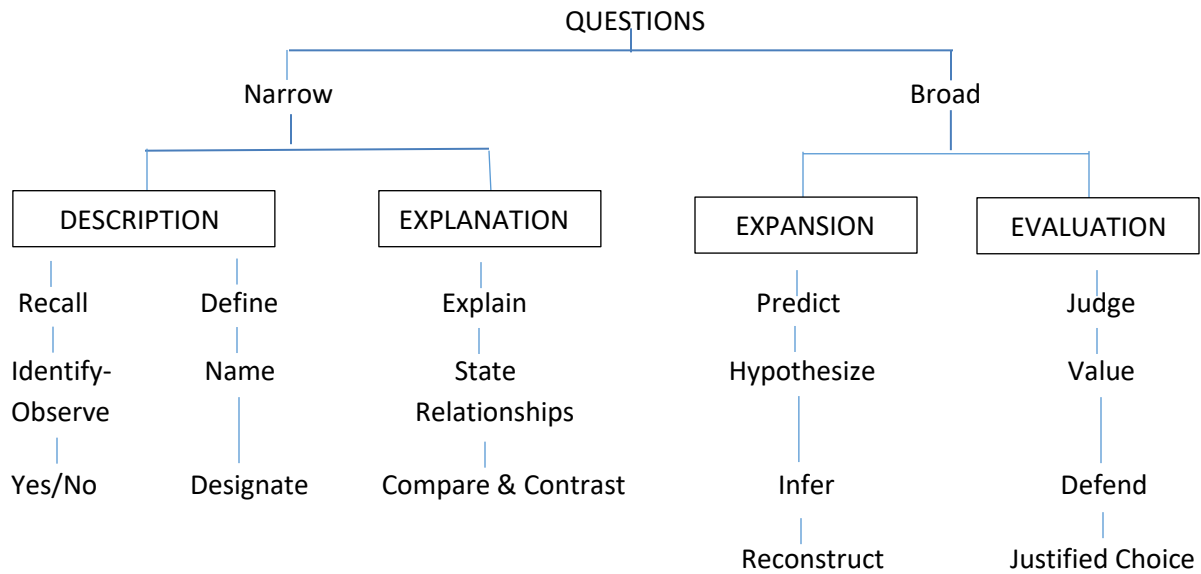
CONCEPTUAL REASONING / EVALUATION

Appraise	Critique	Decide	Evaluate
Judge	Justify	Recommend	

OPERATIONAL SKILL

Demonstrate	Draw	Execute	Handle
Operate	Perform	Use	

A Model for Classifying Questions
(a simple taxonomy of questions)



DESCRIPTION

Definition An attempt to draw boundaries around a set of ideas or actions. It is the material that is directly in front of you.

Example Who is the President of the United States?
What is the internet?

Key Terms What is the name for . . . ?

Who is . . . ?

Where is the . . . ?

When did . . . ?

Yes/No?

What is a . . . ?

EXPLANATION

Definition	Explanation is used when the focus is on a deductive sequence of thinking. (Convergent thinking)
Example	Standard arithmetic reasoning Explain the difference between buyers and sellers. Why is fishing recreational?
Key Terms	Explain how this could happen. Tell.... Give reasons for..... Why is it called.....? What does it mean? How does it work?

EXPANSION

Definition	Expansion is a distinct shift or broadening or amplification in subject matter. (Divergent thinking)
Example	Tell as many..... What can a city do about the problems caused by too much traffic? Give all of the reasons you can think of as to why fishing is a good recreational activity.
Key Terms	What might happen if...? How many ways can you....? Give as many reasons as you can think of
	Present as many possible solutions to our problem as you can.

EVALUATION

Definition	Evaluation is when a judgment is made and justified by criteria which is either implicit or explicit.
Example	Is this a good poem? Why do you think so? What are the chances that you think air pollution will become a serious problem in our city? Do you follow the recycling laws in your town? Explain.
Key Terms	In your opinion, what is the most important...? In your judgment, what is the best course of action? What do you think of this solution? Why?

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 "Teaching Skills to Improve Next Week" section of the *Weekly Activity Report* (see appendix) and the *Reflection Journal* are 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 principal 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. Another purpose of recording is to potentially provide evidence of teaching proficiency for the teacher candidate's teaching portfolio.
3. **Check lists 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.	Lesson Plan Files		
2.	Student Teaching Reports	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-teacher candidate Conference Checklist (green & yellow)	Mid term End of term	Used as a basis for two longer conferences. Cooperating teacher and teacher candidate complete separate copies.
c.	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.	teacher candidate - Self Evaluation	End of term	teacher candidate completes the form and submits it electronically to the MLC Education Office

Evaluation reports *c* & *d* 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 receive a copy of their recommendation report that goes to the Synodical Assignment Committee.

Journal Reflections

Teacher candidates are required to write eight weekly reflections during their student teaching term. Reflections are to be hand-written in ink or non-smearing pencil and placed into the college-issued *Reflection Journal*.

Expectations

1. Each entry title has the topic, date, school, grade level, and teacher's name.
2. Each entry is referenced in the Table of Contents with a number, title, and date.
3. Each written entry includes two parts.
 - a) What did I observe/teach during this experience?

- b) What did I learn from this experience and how will I apply it to my future teaching?
4. Each reflection is read, signed, and dated by the cooperating teacher. College supervisors will also be reading and signing entries.
 5. After the 8th student teaching entry, the classroom or college supervisor signs, dates, and writes *Completed* to show that the journal requirement has been met.
 6. Students are responsible for having the supervisors read and sign the journal.

Topics

A table like the example below may be used for monitoring topic choices. Topics with an asterisk (management, assessment, and teaching strategies) are required entries. Topics can be used in any order. Note that “other” topics allow students the opportunities to reflect on areas not listed or addressed.

Student Teaching Reflections

	1	2	3	4	5	6	7	8
Management*								
Assessment*								
Teaching Strategies*								
Lesson Planning								
Application of theories								
Personal growth								
Integration of God’s Word								
Subject Integration								
Standards								
Misconceptions								
Differentiating Instruction								
Motivation								

*Required

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 two weeks and achieves a rating of at least “ <i>Acceptable-Satisfactory</i> ” 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)	<p>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).</p> <p>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 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.</p> <p>Students who receive an “NP” for Student Teaching I will not be allowed to do Student Teaching II and vice versa.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>An “NP” may also be given, if in the judgment of the college supervisor, the cooperating 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.</p>

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. Commencement policies stated previously, also apply.

Assignment to 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 praesidium 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

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 have their assignment into the Christian ministry be deferred for a year. 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

Weekly Activity Report	A-1
4-Visit Report	A-2
Cooperating teacher – teacher candidate Conference Checklist	A-5
8710.2000 MN Standards of Effective Practice for Teachers.....	A-7
Elementary teacher candidate Evaluation Report – Form A-B.....	A-10
Rubric for Final Ratings for Student Teaching	A-15
Elementary Student Teaching Self Evaluation.....	A-17
Student Teaching Reflective Essay	A-18
Book of Candidates Sample Biography	A-19
Lesson Plan Template	A-20
Student Teaching Block Plan	A-22
Devotion Lesson Plan	A-23
Devotion Block Plan	A-24

WEEKLY ACTIVITY REPORT

WEEK NO. _____ Date _____ to _____ 20 _____
 School _____ Grade(s) _____
 City _____ State _____

DIRECTIONS: List only those lessons and activities for which you were solely responsible or for which you had a major responsibility. Do not list those activities in which you provided minor assistance to your supervising teacher.

NOTES

TEACHING SKILLS TO MAINTAIN OR IMPROVE NEXT WEEK

1. _____

2. _____

3. _____

Signed by _____
(Student Teacher)

(Cooperating Teacher)

	Lesson or Activity	Number
INSTRUCTION	A.M. Devotion	_____
	P.M. Devotion	_____
	Play for Devotion	_____
	Religion	_____
	Catechism	_____
	Hymnology	_____
	Reading	_____
	Phonics	_____
	Weekly Newspaper	_____
	Read to Children	_____
	English	_____
	Spelling	_____
	Handwriting	_____
	Mathematics	_____
	Social Studies	_____
	Science	_____
	Music	_____
Phy. Ed.	_____	
Art	_____	
Other _____	_____	

	Check Activities Supervised	
SUPERVISION	Listen to recitation	_____
	Give individual help	_____
	Supervise study period	_____
	Put up bulletin board(s)	_____
	Check papers	_____
	Observe in other classrooms	_____
	Recess	_____
	Lunch room	_____
	Coach athletics	_____
	Cheerleading	_____
Church/Chapel	_____	

	PROFESSIONAL GROWTH	Leader	Participant	Observer
PROFESSIONAL GROWTH	Curriculum Study			
	Teachers Conference			
	Parent-Teacher Mtg.			
	Parent-Teacher Conf.			
	Faculty Meetings			
	Faculty Devotions			
	Play Organ-Church			
	Direct Children's Choir			
	Participate in Choir			
	Bible Class			
CONGREGATIONAL ACTIVITIES	S.S. Teachers Meeting			
	Youth Group			
	Pioneers			
	Ladies Group			
	Men's Group			
	Board of Education			
	Congregational Mtg.			
	Social Gathering			
	Attended Church Service			

College and Cooperating Teacher Observation Report

Teacher Candidate:

School:

Grade:

Cooperating Teacher:

College Supervisor:

Session:

First Visit:

Classes Observed:

Second Visit:

Classes Observed:

Third Visit:

Classes Observed:

Fourth Visit(optional):

Classes Observed:

Personal (Discuss how each of the following is evident each visit)

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

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

Teaching - Preparation	Visit 1 Week:	Visit 2 Week:	Visit 3 Week:	Visit 4 Week:
Deadlines for lesson plans (at least 2 days prior to being taught):				
Lesson plans have all parts (objectives, standards, academic language, differentiation, etc.):				
Quality of writing on lesson plans and teacher made materials:				
Christian integration is planned:				
Cross curricular integration is planned:				
Knowledge of subjects (content, evidence of thorough preparation):				

Bible Lessons/Devotions show depth of study and preparation (outside resources) and are presented meaningfully:				
Understands and applies principles of child development and differentiation:				
Creativity/Resourcefulness (no-wide variety of ideas beyond the textbook):				
Assessments & assignments are appropriate for the objectives:				

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

Teaching - Presentation	Visit 1 Week:	Visit 2 Week:	Visit 3 Week:	Visit 4 Week:
Delivery: All parts evident (see below): (review, developing background, transition, stated objectives, new content, summary, assessment)				
Variety of techniques:				
Lesson “mirrors” the plan:				
Questioning : Variety of levels is appropriate for content:				
Wait time:				
Distribution of questions to students:				
Students are actively involved in lessons:				
Vocabulary and tone are grade level appropriate and support students’ language development:				
Quality of writing on white/chalkboards and/or interactive boards:				
Use of technology in the classroom for teaching and assessing learning:				
Christian viewpoint in other subjects (when appropriate; natural)				

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

Management					Visit 1 Week:	Visit 2 Week:	Visit 3 Week:	Visit 4 Week:
Current correcting, grading, recording:								
Organizational skills: (personal, classroom):								
Awareness of student behavior (quick scan):								
Classroom control: States expectations clearly (proactive vs. reactive):								
Consistently enforces expectations:								
Uses appropriate management strategies for the age level:								
Time management and Transitions (time on task vs. off task):								
Management extends beyond classroom (halls, lunchroom, playground, gym):								
Flexibility (able to adjust schedules and routines when needed):								
Relationship with children continuum (buddy - aloof):								

Rev. 6-28-17

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

Student _____ **Date** _____

MINISTRY TRAITS

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 the teaching ministry
- participates in congregational activities
- participates in school activities

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 competence of the discipline(s) being taught..... | 1 | 2 | 3 | 4 | 5 |
| 2. researches to find additional information | 1 | 2 | 3 | 4 | 5 |

STANDARD 2: STUDENT LEARNING

- | | | | | | |
|--|---|---|---|---|---|
| 1. modifies plans/procedures to meet students’ needs..... | 1 | 2 | 3 | 4 | 5 |
| 2. plans lessons that are developmentally appropriate | 1 | 2 | 3 | 4 | 5 |
| 3. promotes active learning..... | 1 | 2 | 3 | 4 | 5 |
| 4. plans activities/experiences to achieve maximum participation | 1 | 2 | 3 | 4 | 5 |

STANDARD 3: DIVERSE LEARNERS

- | | | | | | |
|---|---|---|---|---|---|
| 1. respects each student as a unique child of God | 1 | 2 | 3 | 4 | 5 |
| 2. is sensitive to students’ backgrounds and feelings | 1 | 2 | 3 | 4 | 5 |
| 3. provides for differences among students..... | 1 | 2 | 3 | 4 | 5 |

STANDARD 4: INSTRUCTIONAL STRATEGIES

- | | | | | | |
|--|---|---|---|---|---|
| 1. teaches lesson concepts logically and sequentially..... | 1 | 2 | 3 | 4 | 5 |
| 2. employs teaching strategies which stimulate all levels of thinking skills | 1 | 2 | 3 | 4 | 5 |
| 3. uses a variety of instructional resources to enhance lessons | 1 | 2 | 3 | 4 | 5 |
| 4. uses technological resources to enhance lessons | 1 | 2 | 3 | 4 | 5 |

STANDARD 5: LEARNING ENVIRONMENT

- | | | | | | |
|--|---|---|---|---|---|
| 1. is flexible in dealing with unexpected situations..... | 1 | 2 | 3 | 4 | 5 |
| 2. displays leadership qualities..... | 1 | 2 | 3 | 4 | 5 |
| 3. encourages and models Christian living among the students | 1 | 2 | 3 | 4 | 5 |
| 4. speaks in a manner that gains the students’ respect | 1 | 2 | 3 | 4 | 5 |
| 5. uses disciplinary techniques which reflect Christian principles..... | 1 | 2 | 3 | 4 | 5 |
| 6. is consistent and persistent in letting students know what is expected | 1 | 2 | 3 | 4 | 5 |
| 7. conducts orderly transition from lesson to lesson and between activities..... | 1 | 2 | 3 | 4 | 5 |
| 8. manages the entire class while working with smaller groups | 1 | 2 | 3 | 4 | 5 |
| 9. is conscious of the “little” details that contribute to good order..... | 1 | 2 | 3 | 4 | 5 |

STANDARD 6: COMMUNICATION**COMMENTS**

- | | | | | | |
|--|---|---|---|---|---|
| 1. has a pleasant and effective voice..... | 1 | 2 | 3 | 4 | 5 |
| 2. demonstrates effective oral and written communication with children | 1 | 2 | 3 | 4 | 5 |

STANDARD 7: PLANNING INSTRUCTION

- | | | | | | |
|--|---|---|---|---|---|
| 1. plans systematically and carefully | 1 | 2 | 3 | 4 | 5 |
| 2. plans to integrate the curriculum when appropriate | 1 | 2 | 3 | 4 | 5 |
| 3. plans to integrate Christian truths into lessons when appropriate | 1 | 2 | 3 | 4 | 5 |
| 4. integrates the curriculum and relates it to present day living | 1 | 2 | 3 | 4 | 5 |
| 5. integrates Christian truths into lessons when appropriate | 1 | 2 | 3 | 4 | 5 |
| 6. plans to integrate technology into lessons when appropriate | 1 | 2 | 3 | 4 | 5 |

STANDARD 8: ASSESSMENT

- | | | | | | |
|--|---|---|---|---|---|
| 1. uses valid procedures to assess student learning | 1 | 2 | 3 | 4 | 5 |
| 2. provides feedback to students on the quality of their performance | 1 | 2 | 3 | 4 | 5 |
| 3. uses technological tools to assess student learning | 1 | 2 | 3 | 4 | 5 |

STANDARD 9: REFLECTION AND PROFESSIONAL DEVELOPMENT

- | | | | | | |
|--|---|---|---|---|---|
| 1. shows appropriate self-confidence | 1 | 2 | 3 | 4 | 5 |
| 2. is dependable in attendance | 1 | 2 | 3 | 4 | 5 |
| 3. exhibits professional dress and demeanor | 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. is friendly when meeting people | 1 | 2 | 3 | 4 | 5 |
| 3. relates well to others in social situations | 1 | 2 | 3 | 4 | 5 |

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

Standard 3, Diverse Learners. A teacher must

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

- A.** understand and identify differences in approaches
- 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.
- R.** identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

Standard 4, Instructional Strategies. A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

- A.** understand Minnesota's graduation standards and how to implement them;
- 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.
- N.** use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

Standard 9, Reflection and Professional

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

- A.** understand the historical and philosophical foundations of education;
- B.** understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;
- C.** understand the influences of the teacher's behavior on student growth and learning;
- D.** know major areas of research on teaching and of resources available for professional development;
- E.** understand the role of reflection and self-assessment on continual learning;
- F.** understand the value of critical thinking and self-directed learning;
- G.** understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;
- H.** use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;
- I.** use professional literature, colleagues, and other resources to support development as both a student and a

- teacher;
- J.** collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;
- K.** understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part [8710.2100](#); 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.
- M.** understand the role of continuous development in technology knowledge and skills representative of technology applications for education.

Standard 10, Collaboration, Ethics, and

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

- A.** understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;
- B.** understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;
- C.** understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;
- D.** understand the concept of addressing the needs of the whole learner;
- E.** understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;
- F.** understand data practices;
- G.** collaborate with other professionals to improve the overall learning environment for students;
- H.** collaborate in activities designed to make the entire school a productive learning environment;
- I.** consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;
- J.** identify and use community resources to foster student learning;
- K.** establish productive relationships with parents and guardians in support of student learning and well-being; and
- L.** understand mandatory reporting laws and rules.
- M.** understand the social, ethical, legal and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.



EDU4253 - Elementary 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
<input type="text"/>	<input type="text"/>

Ministry Traits

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 the teaching ministry
- participates in congregational activities
- participates in school activities

Comments

Minnesota Standards of Effective Practice for Teachers (adapted)

Evaluate the trait, the ability, or the success of the student teacher in each of the items listed. Use the following:

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

Standard 1: Subject Matter

1. demonstrates competence of the discipline(s) being taught

1 2 3 4 5

Comments

2. researches to find additional information

1 2 3 4 5

Comments

Standard 2: Student Learning

1. modifies plans/procedures to meet students' needs

1 2 3 4 5

Comments

2. plans lessons that are developmentally appropriate

1 2 3 4 5

Comments

3. promotes active learning

1 2 3 4 5

Comments

4. plans activities/experiences to achieve maximum participation

1 2 3 4 5

Comments

Standard 3: Diverse Learners



1. respects each child as a unique child of God

1 2 3 4 5

Comments

2. is sensitive to students' backgrounds and feelings

1 2 3 4 5

Comments

3. provides for differences among students

1 2 3 4 5

Comments

Standard 4: Instructional Strategies

1. teaches lesson concepts logically and sequentially

1 2 3 4 5

Comments

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

1 2 3 4 5

Comments

3. uses a variety of instructional resources to enhance lessons

1 2 3 4 5

Comments

4. uses technological resources to enhance lessons

1 2 3 4 5

Comments

Standard 5: Learning Environment

1. is flexible in dealing with unexpected situations

1 2 3 4 5

Comments

2. displays leadership qualities

1 2 3 4 5

Comments

3. encourages and models Christian living among the students

1 2 3 4 5

Comments

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

1 2 3 4 5

Comments

5. uses disciplinary techniques which reflect Christian principles

1 2 3 4 5

Comments

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

1 2 3 4 5

Comments

7. conducts orderly transition from lesson to lesson and between activities

1 2 3 4 5

Comments

8. manages the entire class while working with smaller groups

1 2 3 4 5

Comments

9. is conscious of the "little" details that contribute to good order

1 2 3 4 5

Comments

Standard 6: Communication

1. has a pleasant and effective voice

1 2 3 4 5

Comments



2. demonstrates effective oral and written communication with children

- 1 2 3 4 5

Comments

Standard 7: Planning Instruction

1. plans systematically and carefully

- 1 2 3 4 5

Comments

2. plans to integrate the curriculum when appropriate

- 1 2 3 4 5

Comments

3. plans to integrate Christian truths into lessons when appropriate

- 1 2 3 4 5

Comments

4. integrates the curriculum and relates it to present day living

- 1 2 3 4 5

Comments

5. integrates Christian truths into lessons when appropriate

- 1 2 3 4 5

Comments

6. plans to integrate technology into lessons when appropriate

- 1 2 3 4 5

Comments

Standard 8: Assessment

1. uses valid procedures to assess student learning

- 1 2 3 4 5

Comments

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

- 1 2 3 4 5

Comments

3. uses technological tools to assess student learning

- 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 in attendance

- 1 2 3 4 5

Comments

3. exhibits professional dress and demeanor

- 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. is friendly when meeting people

1 2 3 4 5

Comments

3. relates well to others in social situations

1 2 3 4 5

Comments

Narrative Evaluation

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

Describe the candidate as a person:

Describe the candidate as an instructor:

Describe the candidate as a classroom manager:

Identify strengths shown by the candidate:

Identify subjects taught most effectively:

Identify weaknesses shown by the candidate:

Identify subjects taught least effectively:

Recommend the grade levels to which the candidate should be assigned:

Indicate areas of congregational service in which the candidate exhibited strength:

Additional Comments:

Final Ratings for Student Teaching

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



Teaching:

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

Management:

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

Rubric for Final Ratings for 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

- ECE
- Primary grades
- Intermediate grades
- Middle school
- One-room school
- Urban ministry
- World missions
- Principal
- Athletic Director
- Coach
- Organist
- Technology coordinator
- Tutor
- Spanish
- PE
- Art
- Band
- Cheerleading
- Choir
- Music
- Drama
- Fomesics
- Speech
- Pioneers
- Sunday school
- Youth groups

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.

Elementary-ECE

CANDIDATE	TEACHING	MANAGEMENT	RECOMMENDATION	MUSIC / PHY ED	LICENSURE
<p>Smith, Matilda A</p> <p>Houston, TX Age: 23 GPA: 3.59 Major: Elementary Education; Early Childhood Education</p> <p>Marrying Mark Jones #32</p>	<p><u>ECE Pre-Prm</u> Superior</p> <p><u>ECE Infant-Toddler</u> Satisfactory</p> <p><u>Elem</u> Satisfactory-Strong</p>	<p><u>ECE Pre-Prm</u> Strong-Superior</p> <p><u>Elem</u> Satisfactory-Strong</p>	<p><u>Grade(s):</u> Infant-Grade 3 Up to two grades</p> <p>Possibly ECE director</p> <p>Limited availability for assignment</p>	<p><u>Years of Choir:</u> 0</p> <p><u>Conducting:</u> No Conducting Course</p> <p><u>Piano:</u> Easy</p>	<p>Eligible for a Birth - Grade 3 MN License.</p> <p>Eligible for a K-6 MN License.</p>



PERSONAL Matilda is a kind and hardworking individual who demonstrates professionalism in her dress, words, and actions. As she gains experience, she is building confidence in her abilities. Her initiative and leadership abilities are developing. Her oral and written communication skills are appropriate. Matilda is an approachable person and participates in congregational and school activities. She is cooperative in working with others and is willing to help out when asked. She is responsible and dependable in completing tasks. A reflective person, she listens to constructive feedback. Matilda’s creativity and resourcefulness have become increasingly evident as she has acquired experience in the classroom. Her organizational skills are good.

Marriage Plans and Community: Matilda will marry Mark Jones (MLC, May 2017) on June 7, 2012. Community: She desires to teach and is willing to commute 30 minutes.

Self-Reported Interests: ECE: Preprimary, Primary grades, ECE director, Coach, PE, Technology skills: Limited. Other interests: experience and interest in coaching middle school - high school basketball and volleyball. ELEM: ECE, Primary grades, Coach, PE

EARLY CHILDHOOD

-Pre-Primary Teaching: Matilda’s lesson plans were consistently completed in a prompt and thorough manner. Her lessons showed depth as she was able to individualize her presentations for the different children in her group. She showed appropriate enthusiasm with her teacher presence which kept the children engaged in all of her lessons. She was highly reflective and would make adjustments in the moment to her teaching. Matilda also easily accepted constructive criticism and implemented change.

-Pre-Primary Management: Matilda was able to maintain the routines of the room and implement transitions that worked well for her group. She kept accurate and timely anecdotal records of the children’s development. From the beginning of the term Matilda was consistently enforcing her expectations. Because of her attention to detail she was able to proactively manage the children and thereby eliminate issues before they began. She continued to work on specific phrasing throughout the term. The children trusted Matilda and clearly saw her as their teacher. There was mutual respect and engagement.

-Infant-Toddler Educare: Matilda was able to adapt to the caregiving routines of the room. She kept accurate records and was able to adjust routines as needed for the comfort of the children. She began to take more initiative in the classroom when she became more familiar with the routines and with the children’s cues. She understood the importance of having smooth transition times and worked with the other teachers to make these work for the children. Her learning experiences were well prepared and organized as she brought in new materials. As the term went on her lesson presentations became more natural. Her child observations were completed accurately and in a timely manner. She utilized her observations in future planning. Her interactions with the infants

grew as she focused on them and their needs. As time went on in the toddler side she was able to see the needs of the entire room and prioritize those needs.

ELEMENTARY

-Teaching: (Grade 1, St. Paul's, Green Bay, WI, 22 students) Matilda’s lesson plans were thoroughly written and were always submitted to her supervisor on time. She was prepared to teach and presented new material with confidence. She incorporated a variety of instructional techniques into her lessons which kept her students actively engaged in learning. As she gained experience and ownership of the classroom, Matilda’s creativity and resourcefulness were seen in her use of technology, partner work, and other activities which supported and motivated her young learners. She developed an understanding of their abilities and adjusted her instruction to meet their needs. Her ability to integrate God’s Word and other subjects improved as time progressed.

-Management: Matilda followed all of the classroom routines and procedures and was prompt in correcting, grading, and recording student work. As the term progressed, Matilda improved in her ability to clearly set high expectations for her students. She became increasingly consistent in enforcing her expectations by following through with consequences and recognized the value and effectiveness of positive reinforcement. She was flexible in adjusting her schedule and lesson plans as needed. She developed a professional and respectful relationship with her students.

-Public School: (Grade 3, Cedar Mountain Elementary School, Franklin) Matilda was comfortable and confident teaching this age level. She planned lessons which kept students actively engaged in learning and set high expectations for them. She managed the classroom efficiently and effectively and developed a positive relationship with her students.

Teacher:

Subject/Grade:

Date:

Time:

Lesson Topic/Title:

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

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

Objective	Assessments	Formative/Summative

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

Reference Number	Text of standard
	-
	-

Materials and Preparation Needed for Instruction

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

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

-

Planned Supports for Differentiation

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

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

-

Instructional Procedures – Insert specific plans here, making provisions for the following:

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

-
-

B. Developing Background (How will students connect the lesson to their own experiences?)

-
-

C. Transitional Statement (including stated objectives)

-
-

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

-
-

E. Summary (ask about/restate objectives)

-
-

F. Assessment (formative and summative tasks related to lesson objectives)

-
-

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

1. In what ways was the lesson effective?
2. How would you change this lesson if teaching it again?
3. What students may need extra help? What type of help may be needed?

STUDENT TEACHING BLOCK PLAN

School: _____

City: _____

Teacher: _____

Week of: _____ 20____

Subject: _____

Grade(s): _____

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

Devotion Lesson Plan

Teacher _____

Date _____ Grades _____ Time _____

Materials

Hymn # _____ Title _____

Source of reading _____ Pages _____

Title of reading _____

Unison prayer _____

Introduction to the Hymn: (For the afternoon write a summary of the reading in this space)

Introduction to the reading (Include transition sentence, Scripture source and title)

Original or pre-written prayer

STUDENT TEACHING DEVOTION BLOCK PLAN

School: _____

City: _____

Teacher: _____

Week of: _____ 20____

Grade(s): _____

<i>Morning</i>	Monday	Tuesday	Wednesday	Thursday	Friday
Source:					
Page:					
Title:					
Hymn:					
Introduction					
<i>Afternoon</i>					
Source:					
Page:					
Title:					
Introduction					
Evaluation <small>(Supervising Teacher or Student Teacher)</small>					