Student Teaching I
Elementary, Secondary, & SPED
Appendix
2024-2025

Appendix

DIRECTED OBSERVATION JOURNAL

SUGGESTED IMPLEMENTATION PLAN FOR STUDENT TEACHING

LESSON PLANS

WEEKLY REPORTS

COOPERATING TEACHER- STUDENT TEACHER CONFERENCE CHECKLIST

Directed Observation Journal- Elementary

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 (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 (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)?

<u>Interaction with students</u>

Record two academic interactions you had with two different students in the classroom.
1.

2.

<u>Lesson Observation</u>

Choose one 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: _____

Objectives

Standards

Materials

Differentiation Plan

Academic Language

Instructional Elements

Assessment

Reflection

Directed Observation Journal- Secondary

The Classroom Environment

1. Label seating charts for the different classrooms.
2. List non-verbal management cues and decide their effectiveness.
3. List consequences for misconduct.
4. Determine the cooperating teacher's style of classroom management
5. List concerns about one's own abilities to manage the learning environment in secondary school classrooms.
6. Detect and record the components of a well-constructed lesson.
7. Comment on the types of questioning techniques.
8. Comment on the way in which the Christian perspective is incorporated in both instruction and aspects of management.
9. List instructional strategies utilized to better accommodate students' learning styles.
10. Comment on the availability and use of technology.

The School Environment

1. Select a topic from the Faculty Handbook and comment both on its content and on the rationale for selecting this particular topic on which to write.
2. Select a topic from the Student Handbook and comment both on its content and on the rationale for selecting this particular topic on which to write.
3. Comment on the words, actions, perceived needs, etc. of adolescents.
4. Interview one of the several members of the school's administrative and support staff for the purpose of getting several adult perspectives about students in their school.

Directed Observation Journal—Special Education

<u>Classroom Setting</u>

1. List the types of instructional aids available and where they are located (manipulatives, art supplies in copy room, etc.).

2. List any print and electronic resources available (trade books, magazines, electronic classroom subscriptions, etc.).

3. How does this classroom support students with disabilities in a way that allows them to use their strengths comfortably amongst their peers?

4. What makes this classroom inviting ("people friendly")?

5. How are visual aids used in various locations in general and special education settings (white board, "to do list," etc.)?

<u>Morning Routine</u>

1. What is expected of students on your caseload when they come into the building/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 special education 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?

<u>End of Day Routine</u>

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 special education teacher support students at the close of the school day?

3. Describe the dismissal procedure for the special education teacher.

Classroom Management [Tied closely to ISP accommodations/modifications/behavior plans]

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. Remember, law is best taught when students are in their cortex. Co-regulate when in lower states—love them first.

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.)? Do they match the accommodations on the ISP?

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. How is this different from your general education student teaching experiences?

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 (push-in, pull out, small group, peer tutoring, para support, etc.).

What do students do in their free time/unstructured time? How is unstructured time managed for students on the caseload?

4. What types of assistive technology are used by the teacher and students? How are they used?

5. What evidence of accommodations do you observe (materials, assignments, choices, etc.)?

6. What evidence of Christian integration do you observe (natural and/or planned)?

Interaction with Students

Record two relationship-building interactions you had with two different students on the caseload.

Specialized Instruction Observation

Choose one 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

Subject→ Week↓	Math	Religion	Science	Language	Reading	Social Studies/ Current Events	Spelling/ Handwriting	Music	PE	Art	Devotions
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	*Math*	*Religion*	*Science*	*Language*	*Reading*	*Social Studies/ Current Events*	*Spelling/ Handwriting*	*Music*	*PE*	*Art*	*Devotions*
7	*Math*	*Religion*	*Science*	*Language*	*Reading*	*Social Studies/ Current Events*	*Spelling/ Handwriting*	*Music*	*PE*	*Art*	*Devotions*
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

Suggested 10-week Student Teaching Induction into Teaching

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.

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.

Implementation Plan Template for Secondary Student Teaching
Full Load: 5 class hours, 3 different preps

	edTPA (if applicable)	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**Context for Learning**	Observe all class hours that will eventually be taught.	Observe all class hours that will eventually be taught.	**Teach one section of first prep.** Observe all class hours that will eventually be taught.	**Teach one section of first prep.** Observe all class hours that will eventually be taught.	**Teach one section of first prep.** Observe all class hours that will eventually be taught.
Week 2	**Task 1** *Planning for Instruction & Assessment*	**ADD a second section of same prep.** Observe all class hours that will eventually be taught.	**Teach two sections of same prep.** Observe all class hours that will eventually be taught.	**Teach two sections of same prep.** Observe all class hours that will eventually be taught.	**Teach two sections of same prep.** Observe all class hours that will eventually be taught.	**Teach two sections of same prep.** Observe all class hours that will eventually be taught.
Week 3		**ADD a third section of same prep OR a first section of a second prep.** Continue observations.	**Teach three sections of same prep OR three hours of two different preps.** Continue observations.	**Teach three sections of same prep OR three hours of two different preps.** Continue observations.	**Teach three sections of same prep OR three hours of two different preps.** Continue observations.	**Teach three sections of same prep OR three hours of two different preps.** Continue observations.
Week 4		**ADD a fourth section of first prep OR a second section of a second prep.** Continue observations.	**Teach four sections of first prep OR four class hours of two different preps.** Continue observations.	**Teach four sections of first prep OR four class hours of two different preps.** Continue observations.	**Teach four sections of first prep OR four class hours of two different preps.** Continue observations.	**Teach four sections of first prep OR four class hours of two different preps.** Continue observations.
Week 5	**Task 2** *Instructing and Engaging Students in Learning*	**ADD final class hour to reach the full load: five class hours with three preps.**	**FULL LOAD**	**FULL LOAD**	**FULL LOAD**	**FULL LOAD**
Week 6		**FULL LOAD**	**FULL LOAD**	**FULL LOAD**	**FULL LOAD**	**FULL LOAD**
Week 7	**Task 3** *Assessing Student Learning*	**FULL LOAD**	**FULL LOAD**	**FULL LOAD**	**FULL LOAD**	**FULL LOAD**
Week 8		**FULL LOAD**	**FULL LOAD**	**FULL LOAD**	**FULL LOAD**	**FULL LOAD**
Week 9	**Completion of edTPA Portfolio**	**FULL LOAD**	**FULL LOAD**	**FULL LOAD**	**FULL LOAD**	**FULL LOAD**
Week 10		**REDUCED LOAD**	**REDUCED LOAD**	**REDUCED LOAD**	**REDUCED LOAD**	**To be determined between Supervisor & Student Teacher.**

This suggested scenario will need to be adjusted by cooperating teachers and teacher candidates as necessary relative to classes, schedules, school calendars, etc. The college supervisor suggests that the cooperating teacher creates such a matrix for their candidate as a guide for the student teaching term.

The lesson to be taught on Wednesday of Week 1 may be team-taught as a way to introduce the teacher candidate to the experience.

The teacher candidate can become involved in their cocurricular activity already in the first week and stay involved throughout the term.

A visit to other classrooms in the high school is encouraged to broaden the teacher candidate's professional experience. The candidate should observe other teaching styles and techniques that would be beneficial for their professional development

Note: Male student teachers may be scheduled to lead evening chapel at MLC prior to their student teaching experience. This should help prepare them to fulfill the requirement of leading a worship service at their high school.

Example **Implementation Plan for Secondary Student Teaching**
Subject Area: Mathematics *(Algebra 1, Algebra ll, Precalculus)*
Full Load: 5 class hours, 3 different preps

	edTPA (if applicable)	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**Context for Learning**	Observe all class hours that will eventually be taught.	Observe all class hours that will eventually be taught.	**Teach 7th Hr. Algebra I** Observe all class hours that will eventually be taught.	**Teach 7th Hr. Algebra I** Observe all class hours that will eventually be taught.	**Teach 7th Hr. Algebra I** Observe all class hours that will eventually be taught.
Week 2	**Task 1** *Planning for Instruction & Assessment*	**Teach 7th & 3rd Hrs Algebra I** Observe all class hours that will eventually be taught.	**Teach 7th & 3rd Hrs Algebra I** Observe all class hours that will eventually be taught.	**Teach 7th & 3rd Hrs Algebra I** Observe all class hours that will eventually be taught.	**Teach 7th & 3rd Hrs Algebra I** Observe all class hours that will eventually be taught.	**Teach 7th & 3rd Hrs Algebra I** Observe all class hours that will eventually be taught.
Week 3		**Teach 7th & 3rd Hrs Algebra I ADD 4th Hr Algebra I OR 8th Hr Algebra II** Continue observations.	**7th, 3rd, & 4th Hrs Algebra I OR 7th & 3rd Hr Algebra I & 8th Hr Algebra II** Continue observations.	**7th, 3rd, & 4th Hrs Algebra I OR 7th & 3rd Hr Algebra I & 8th Hr Algebra II** Continue observations.	**7th, 3rd, & 4th Hrs Algebra I OR 7th & 3rd Hr Algebra I & 8th Hr Algebra II** Continue observations.	**7th, 3rd, & 4th Hrs Algebra I OR 7th & 3rd Hr Algebra I & 8th Hr Algebra II** Continue observations.
Week 4		**ADD another section of Algebra II for total teaching load of 4 class hours.** Continue observations.	**7th, 3rd, & 4th Hrs Algebra I plus 8th Hr. Algebra II OR 7th & 3rd Hr. Algebra I plus 8th & 5th Hr. Alg. II** Continue observations.	**7th, 3rd, & 4th Hrs Algebra I plus 8th Hr. Algebra II OR 7th & 3rd Hr. Algebra I plus 8th & 5th Hr. Alg. II** Continue observations.	**7th, 3rd, & 4th Hrs Algebra I plus 8th Hr. Algebra II OR 7th & 3rd Hr. Algebra I plus 8th & 5th Hr. Alg. II** Continue observations.	**7th, 3rd, & 4th Hrs Algebra I plus 8th Hr. Algebra II OR 7th & 3rd Hr. Algebra I plus 8th & 5th Hr. Alg. II** Continue observations.
Week 5	**Task 2** *Instructing and Engaging Students in Learning*	**ADD one section of Precalculus for a total teaching load of 5 class hours.**	**FULL LOAD**	**FULL LOAD**	**FULL LOAD**	**FULL LOAD**
Week 6		**FULL LOAD**	**FULL LOAD**	**FULL LOAD**	**FULL LOAD**	**FULL LOAD**
Week 7	**Task 3** *Assessing Student Learning*	**FULL LOAD**	**FULL LOAD**	**FULL LOAD**	**FULL LOAD**	**FULL LOAD**
Week 8		**FULL LOAD**	**FULL LOAD**	**FULL LOAD**	**FULL LOAD**	**FULL LOAD**
Week 9	**Completion of edTPA Portfolio**	**FULL LOAD**	**FULL LOAD**	**FULL LOAD**	**FULL LOAD**	**FULL LOAD**
Week 10		**REDUCED LOAD**	**REDUCED LOAD**	**REDUCED LOAD**	**REDUCED LOAD**	**To be determined between Supervisor & Student Teacher**

10-Week Student Teaching Implementation Plan
Special Education K-8

wk	Resource Rm & CoTeaching	Child Study, Service Plan & Evaluation	Monday	Tuesday	Wednesday	Thursday	Friday
1	**Observe:** all CT Responsible Resource Rm & CoTeaching		**Observe:** all class hours of CT caseload. **File Review, Journal, & Build Relationships with Learners & Colleagues**				
2	**ADD:** One CT Responsible Resource Rm & CoTeaching	**Observe:** all opportunities the CT attends	**ADD:** Teach SEB, Adaptive, Functional, Organizational skills. Detailed Planning.				**ADD:** Progress Monitoring & Skills Screening
3	**Continue & ADD:** One CT Responsible Resource Rm & CoTeaching		**ADD:** Teach Math Skills. Detailed Planning. **Continue:** Teach SEB, Adaptive, Functional, Organizational skills. **Continue:** Progress Monitoring & Skills Screening				
4	**Continue & ADD:** One CT Responsible Resource Rm & CoTeaching		**ADD:** Teach Reading Skills. Detailed Planning. **Continue:** Teach SEB, Adaptive, Functional, Organizational skills. **Continue:** Progress Monitoring & Skills Screening **Continue:** Teach Math Skills				
5	**Continue & ADD:** One CT Responsible Resource Rm & CoTeaching	**Observe:** all opportunities the CT attends & **Add parallel participation**	**ADD:** Teach Writing Skills. Detailed Planning. **Continue:** Teach SEB, Adaptive, Functional, Organizational skills. **Continue:** Progress Monitoring & Skills Screening **Continue:** Teach Math Skills **Continue:** Teach Reading Skills				
6	**FULL LOAD**		**FULL LOAD - All Block Planning**				
7	**FULL LOAD**		**FULL LOAD - All Block Planning**				
8	**FULL LOAD**		**FULL LOAD - All Block Planning**				
9	**FULL LOAD**		**FULL LOAD - All Block Planning**				
10	**REDUCED LOAD**	**Observe:** all opportunities the CT attends	**REDUCED LOAD & Observation of Other Special Education Teachers**				

Notes:
- This suggested implementation guide will be adjusted based on the caseload, daily schedule, and services provided by the cooperating teacher. Co-teaching of lessons is encouraged prior to formally picking up a subject.
- During parts of the schedule the student teacher is not teaching, they are to be observing the cooperating teacher to make note of practices and routines they will soon implement. Planning, journaling, and file review are to be done during allocated prep times before, after, or during school hours.
- During weeks 6-7 the cooperating teacher can take back selected subjects/intervention groups 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 load teaching near the end of the experience.
- Week 10 may include up to 2 days of observation of special education students in another classroom.

Special Education Lesson Plan Schedule

Goal Service & Co-Teaching

Subject	Detailed 1	Detailed 2	Detailed 3	Block Plan
Reading/English				
Writing/English				
Co-Teaching (any)				
Math				
Resource Room				
Social Skills				
Functional Skills				
Organizational Skills				
Other				

*Each lesson must include the plan to collect data on the goal being serviced: type of data to be collected, actual tool for collection, frequency of data collection, and progress monitoring according to the IEP, ISP, and/or Student Support Plan instructional goals.

Lesson Plan Template (General)

Teacher	Subject/Grade	Lesson Topic/Title	Date/Time

Central Focus:
Is there an overarching theme or question in the classroom or subject area that this lesson fits under? This information may encompass many lessons, an entire unit, or even a semester. It wouldn't need to change with every lesson. This information is not a lesson objective and it is not a theme/category.

Central Focus Here

N/A

Standard(s):
State, CCSS, and/or Content Area; indicate which and reference numbers. Include the text of the standard.

Numeral Label	Text of Standard	How does the lesson meet this standard?

Learning Objectives/Targets and Assessments:
(measurable, align throughout plan and activities; student-friendly terms)

Objective "The student will…" or "I can…"	Success Criteria The observable activities and/or assessments that show how your students have met the objective. Identify if each success criteria is formative or summative.
1.	
2.	
3.	

Academic Language and Language Demands:

Vocabulary *Tier 2 and Tier 3*	Language Function(s) verb from Standards	Syntax and/or Discourse	Definition(s)

Instructional Materials:
Attach worksheets or other print material (PPTs, SMARTboard notebook, technology, etc.)

Teacher/Teaching Resources
include text information

Student Resources

Special Preparation	
in advance of teaching	

Theoretical Model(s):
List and explain how this lesson is supported by concepts and ideas from the works of educational theorists and/or researchers.

Theorist(s)/Researcher(s)	**Explanation**

Integration of God's Word:

Planned Support for Differentiation/Diversity (Accommodations):
How are you addressing the diverse learning needs of students in this class? The specific learning needs of your students will determine how you differentiate your lesson.
Include students with IEPs, 504 plans, special needs (documented/undocumented) and provide the following:
Describe (3) students who may benefit from differentiation/accommodations.

    1.

    2.

    3.

Complete the chart below as you consider:
- what **accommodations** will you make (**not changing level** of difficulty; only how the student will access and demonstrate knowledge)
- what **modifications** will you make (**changed level** of difficulty; using IEP requirements and embedding them into classroom instruction)

Highlight the tool you'll use in your lesson or write in your own. Then explain the accommodation or modification in your lesson.

Representations *Considerations for presenting **content - <u>what</u>** is taught.*	**Tool(s):** Artifacts, Pictures, Graphic Organizers, Video Clips, Audio Recordings, Lab, Lecture, Other
	Accommodation(s)/Modification(s):
Engagement	**Tool:** Cooperative Group Work, Partner Work, Manipulatives, Movement, Debates, Role Plays or Simulations, Other

Considerations for engaging student interest; **process** - <u>how</u> you teach	Accommodation(s)/Modification(s):
Expression *Considerations for demonstrating student learning; **product** - <u>outcomes</u>*	**Tool(s):** Written Response, Illustrated Response, Oral Response, Model Creation or Construction, Other
	Accommodation(s)/Modification(s):
Environment *Considerations for the setting of instruction*	**Tool(s):** Whole Class, Small Group, Individual, Classroom, Other
	Accommodation(s)/Modification(s):
Cultural Considerations *What student, community, or cultural assets will you draw upon during this lesson?*	**Tool(s):** Nature of Content and Race/Ethnicity of Students, Other
	Accommodation(s)/Modification(s):

Instructional Procedures
List every step, with details; include the questions you will ask (anticipated answers), how groupings will be made, and directive for active learning strategies to be implemented. Additionally, include how you will make transitions.

Anticipatory Set:
Initial active engagement, review, development of background, opening, or hook. How will you gain student interest and tap into their prior knowledge?

-

Transitional Statement:
Inclusion of objective(s); offers students focus for the lesson being taught; "Today we…" "In our lesson we will…" etc.

-

New Lesson/Learning Task:
Would include demonstration and guided practice.

-

Summary/Review/Closure:
How will you review what is learned and assess understanding? Remember that students should make connections to the Central Focus - this is not teacher restatement.

-

Assessment:
Post-lesson work, formative assessments throughout.

-

Lesson Analysis:
To be completed after each lesson.
Answer at least ONE question from each of the THREE groups.

Lesson Creation and Teaching

- In what ways(s) was the lesson effective? Why/how?

- What did not go as you planned/expected? Why?

- Did the students meet the objectives? How do you know?

Student Assessment and Next Steps

- Based on the results of this lesson, what are your *next steps*?

- If you were to teach this lesson again to the same group of students, what *changes* would you make to your instructional strategies that would improve student learning? Why?

- How effective were your *assessment tools* in helping you *monitor student progress*? What *modification* would you make to help students better demonstrate their learning?

Reflection

- Analyze your *biggest challenge* during this lesson. What did you learn from it? How will that impact future lessons?

- How did you use *feedback* from the students to make *instructional decisions* while you were teaching the lesson?

- How did the *feedback* you gave your students help address their needs in *relation to the objectives*?

- How does this lesson demonstrate your *growth as a teacher* in relation to one or more of the WELS Teaching Standards?

Student Teaching Block Plan

School: _____   **City:** _____   **Teacher:** _____

Week of: _____ **20___**   **Subject:**_____   **Grades:** _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Standards					
Objectives					
Materials					
Academic Language					
Differentiation					
Instructional Elements (Includes Assessment)					
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): _____

Morning	Monday	Tuesday	Wednesday	Thursday	Friday
Source: Page: Title: Hymn:					
Introduction					
Afternoon					
Source: Page: Title:					
Introduction					
Evaluation (Supervisor Teacher of Student Teacher)					

Special Education
Student Teaching Block Plans

School:		City:		Teacher:	
Week:		**Subject:**		**Grade(s):**	

Day Date	Monday	Tuesday	Wednesday	Thursday	Friday
LESSON FOCUS					
OBJECTIVES					
MATERIALS					
DIFFERENTIATION **Accommodations** **Modifications**					
INSTRUCTIONAL **PROCEDURES** 1. Review 2. Transitional Statement 3. New Lesson 4. Guided Practice 5. Assignment					
IEP GOAL **Progress Monitoring**					
TEACHER REFLECTION					

Special Education
Student Teaching Data Tracker

Student Name	Week	Week	Week	Week	Week	Week	Week
Goal 1 -							
Goal 2 -							
Goal 3 -							

Progress Notes:

Q1

Q2

Q3

Q4

Reflection Journal Topics – Elementary

*Required	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								

Reflection Journal Topics – Secondary

	1	2	3	4	5	6	7	8
Assessment								
Integration of God's Word								
Lesson Planning								
Management								
Misconceptions								
Personal Growth								
School Climate								
Teaching Strategies								
Theory into Practice								

Reflection Journal Topics - Special Education K-12

	1	2	3	4	5	6	7	8
General/Special Ed Teachers								
Student Specific								
Data								
Lesson Preparation								
Decision-Making Based on Data								
Relationships								
Professional Engagement								
Professional Relationships								
Crisis Planning								
Evaluations								
IEP/ISP Collaboration/Writing								
Progress Reporting								
Professional Development								

Weekly Activity Report

WEEK NO. _____ Date _____ to _____ 20____

School _____ Grade_____

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

Instruction

Lesson/Activity	Number
AM Devotion	_____
PM Devotion	_____
Play for Devotion	_____
Religion	_____
Catechism	_____
Hymnology	_____
Reading	_____
Phonics	_____
Weekly Newspaper	_____
Read to Children	_____
English	_____
Spelling	_____
Handwriting	_____
Mathematics	_____
Social Studies	_____
Science	_____
Music	_____
Physical Education	_____
Art	_____
Other: _____	_____

Supervision

Check Activities Supervised

Listen to Recitation	_____
Give Individual help	_____
Supervise study period	_____
Check Papers	_____
Observe in other classrooms	_____
Recess	_____
Lunch Room	_____
Coach Athletics	_____
Play/Drama	_____
Cheerleading	_____
Church/Chapel	_____

TEACHING SKILLS TO MAINTAIN OR IMPROVE NEXT WEEK

1. _____
   _____
2. _____
   _____
3. _____
   _____

SIGNED BY_____
(STUDENT TEACHER)

_____
(COOPERATING TEACHER)

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

Weekly Activity Report
Special Education

WEEK NO. _____ Date _____ to _____ 20_____

School _____ Grade_____

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

Specialized Instruction

Lesson/Activity	Number
AM/PM Devotion	_____
Religion/Word of God	_____
Social Skills	_____
Organizational Skills	_____
Functional Skills	_____
Reading	_____
Phonics	_____
Weekly Newspaper	_____
Read to Children	_____
English	_____
Spelling	_____
Handwriting	_____
Mathematics	_____
Social Studies	_____
Science	_____
Music	_____
Physical Education	_____
Art	_____
Other: _____	_____

Supervision

Check Activities Supervised

Listen to Recitation	_____
Give Individual help	_____
Supervise study period	_____
Check Papers	_____
Observe in other classrooms	_____
Recess	_____
Lunch Room	_____
Coach Athletics	_____
Play/Drama	_____
Cheerleading	_____
Church/Chapel	_____

TEACHING SKILLS TO MAINTAIN OR IMPROVE NEXT WEEK

4. _____
   _____

5. _____
   _____

6. _____
   _____

SIGNED BY_____
(STUDENT TEACHER)

_____
(COOPERATING TEACHER)

Professional Growth / The Special Education Process

	Leader	Participant	Observer
Curriculum Study			
Teachers Conference			
Parent-Teacher Mtg.			
Parent-Teacher Conf.			
Faculty Meetings			
Faculty Devotions			
Child Study/Student Assessment Team			
General Ed Teacher Consult			
Related Service Provider Consult			
Evaluation Team Meeting			
IEP/ISP Team Meeting			
Evaluation or IEP/ISP Writing			

Weekly Activity Report – Secondary Student Teaching

Student Teacher _____   Week *(circle one)* 1 2 3 4 5 6 7 8 9 10 11 12

School _____ Grade(s)_____   Dates _____ to _____

Classroom Supervisor _____   College Supervisor _____

List the new teaching activities you undertook this week.

_____   _____   _____

_____   _____   _____

List the recurring activities from the previous week(s).

_____   _____   _____

_____   _____   _____

_____   _____   _____

Explain the most important concepts you learned during the past week about the following:

Instruction

_____

_____

_____

_____

Student learning

_____

_____

_____

_____

Classroom management

_____

_____

_____

What were the most significant challenges you faced during the past week?

_____

_____

_____

_____

What unanswered questions or concerns were raised through your experiences during the past week?

_____

_____

_____

_____

What three specific competencies will you maintain or improve next week?

a. _____

_____

_____

b. _____

_____

_____

c. _____

_____

_____

_____   _____

Student Teacher Signature   Date

_____   _____

Supervising Classroom Teacher Signature   Date

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

Student _____   **Date** _____

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

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

_____

Minimal	Basic	Proficient	Distinguished

Comments

STANDARD 1: SUBJECT MATTER

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

STANDARD 2: STUDENT LEARNING

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

STANDARD 3: DIVERSE LEARNERS

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

STANDARD 4: INSTRUCTIONAL STRATEGIES

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

STANDARD 5: LEARNING ENVIRONMENT   **Comments**

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

STANDARD 6: COMMUNICATION

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

STANDARD 7: PLANNING INSTRUCTION

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

STANDARD 8: ASSESSMENT

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

STANDARD 9: REFLECTION AND PROFESSIONAL DEVELOPMENT

1. shows appropriate self-confidence.. 1   2   3   4
2. is dependable in attendance.. 1   2   3   4
3. exhibits professional dress and demeanor 1   2   3   4
4. is reliable in completing assigned tasks 1   2   3   4
5. is well organized and efficient 1   2   3   4
6. displays initiative... 1   2   3   4
7. is able to accept and implement constructive criticism...................................... 1   2   3   4
8. demonstrates effective oral and written communication with parents,
    co-workers, and community 1   2   3   4

9. makes appropriate self-evaluations of teaching.. 1   2   3   4
10. makes appropriate adjustments as a result of self-evaluation 1   2   3   4

STANDARD 10: COLLABORATION, ETHICS, AND RELATIONSHIPS

1. is considerate, courteous, and cooperative... 1   2   3   4
2. is friendly when meeting people... 1   2   3   4
3. relates well to others in social situations.. 1   2   3   4

Secondary Student Teaching
Cooperating Teacher – Teacher Candidate Conference Checklist
DO NOT RETURN TO MLC

Student_____   Date_____

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 school activities
•   participates in community activities

MINNESOTA STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS (ADAPTED)

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

1	2	3	4
Minimal	Basic	Proficient	Distinguished

Comments

STANDARD 1: SUBJECT MATTER

1. demonstrates competence in content area subject matter …………………….1   2   3   4
2. researches to enrich and update content area subject matter………………….1   2   3   4

STANDARD 2: STUDENT LEARNING

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

STANDARD 3: DIVERSE LEARNERS

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

STANDARD 4: INSTRUCTIONAL STRATEGIES

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

STANDARD 5: LEARNING ENVIRONMENT

1. creates and maintains a positive and productive learning environment…………1 2 3 4
2. encourages and models Christian living among the students……………………1 2 3 4
3. speaks in a manner that gains the students' respect……………………………1 2 3 4
4. uses disciplinary techniques which reflect Christian principles……………… 1 2 3 4
5. is flexible in dealing with unexpected situations…………………………………1 2 3 4
6. is consistent and persistent in letting students know what is expect……………1 2 3 4
7. manages the entire class while working with smaller groups………………………1 2 3 4
8. is conscious of the "little" details that contribute to good order……………………1 2 3 4

STANDARD 6: COMMUNICATION

1. has a pleasant and effective voice………………………………………………1 2 3 4
2. demonstrates effective oral and written communication with students……….1 2 3 4
3. demonstrates effective oral and written communication with co-workers,
   parents, and community………………………………………………………………1 2 3 4

STANDARD 7: PLANNING INSTRUCTION

1. develops plans that give evidence of the components of a well-structured
Lesson……………………………………………………………………………………1 2 3 4
2. plans to integrate Christian truths into lessons when appropriate…………………1 2 3 4
3. integrates Christian truths into lessons when appropriate………………………1 2 3 4
4. connects disciplinary knowledge to other subject area…………………………1 2 3 4
5. plans to integrate technology into lessons when appropriate…………………………1 2 3 4

STANDARD 8: ASSESSMENT

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

STANDARD 9: REFLECTION AND PROFESSIONAL DEVELOPMENT

1. shows appropriate self-confidence ……………………………………………1 2 3 4
2. is punctual and dependable in attendance…………………………………………1 2 3 4
3. exhibits professional dress and demeanor………………………………………1 2 3 4
4. displays leadership qualities…………………………………………………………1 2 3 4
5. is reliable in completing assigned tasks……………………………………………1 2 3 4
6. is well organized and efficient………………………………………………………1 2 3 4
7. displays initiative…………………………………………………………………1 2 3 4
8. is able to accept and implement constructive criticism……………………………1 2 3 4
9. makes appropriate self-evaluations of teaching…………………………………1 2 3 4
10. makes appropriate adjustments as a result of self-evaluation………………1 2 3 4

STANDARD 10: COLLABORATION, ETHICS, AND RELATIONSHIPS

1. is considerate, courteous, and cooperative………………………………………1 2 3 4
2. is friendly when meeting people …………………………………………………1 2 3 4
3. relates well to others in social situations…………………………………………1 2 3 4

Secondary Student Teaching
Cooperating teacher–Music Major Conference Checklist
DO NOT RETURN TO MLC

Student _____   **Date _____**

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 school activities
• participates in community activities

MINNESOTA STANDARDS OF EFFECTIVE PRACTIVE 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	
Minimal	Basic	Proficient	Distinguished	
				Comments

STANDARD 1: SUBJECT MATTER
1. demonstrates competence in content area subject matter…………………… 1 2 3 4
2. researches to enrich and update content area subject matter……………… 1 2 3 4

STANDARD 2: STUDENT LEARNING
1. modifies plans/procedures to meet students' needs……………………………… 1 2 3 4
2. plans lessons that are developmentally appropriate………………………………… 1 2 3 4
3. promotes active learning…………………………………………………………………………… 1 2 3 4
4. plans activities/experiences to achieve maximum participation…………… 1 2 3 4

STANDARD 3: DIVERSE LEARNERS
1. respects each student as a unique child of God………………………………………… 1 2 3 4
2. is sensitive to students' backgrounds and feelings………………………………… 1 2 3 4
3. provides for differences among students………………………………………………… 1 2 3 4

STANDARD 4: INSTRUCTIONAL STRATEGIES
1. teaches lesson concepts logically and sequentially…………………………………… 1 2 3 4
2. utilizes teaching strategies which stimulate all levels of thinking skills….. 1 2 3 4
3. uses a variety of instructional resources to enhance lessons………………… 1 2 3 4
4. has good command of standard conducting gestures…………………………… 1 2 3 4
5. is expressive and compelling in conducting gestures…………………………… 1 2 3 4
6. uses technological resources to enhance lessons…………………………………… 1 2 3 4

STANDARD 5: LEARNING ENVIRONMENT
1. creates and maintains a positive and productive learning environment… 1 2 3 4
2. encourages and models Christian living among the students………………… 1 2 3 4
3. speaks in a manner that gains the students' respect…………………………… 1 2 3 4
4. uses disciplinary techniques which reflect Christian principles……………… 1 2 3 4

5. is flexible in dealing with unexpected situations………………………………………… 1 2 3 4
6. is consistent and persistent in letting students know what is expected………… 1 2 3 4
7. manages the entire class while working with smaller groups………………………… 1 2 3 4
8. is conscious of the "little" details that contribute to good order…………………… 1 2 3 4
9. makes efficient use of rehearsal time……………………………………………………… 1 2 3 4

STANDARD 6: COMMUNICATION

1. has a pleasant and effective voice………………………………………………………… 1 2 3 4
2. demonstrates effective oral and written communication with students……… 1 2 3 4
3. demonstrates effective oral and written communication with coworkers,
parents, and community………………………………………………………………………… 1 2 3 4

STANDARD 7: PLANNING INSTRUCTION

1. develops plans that give evidence of the components of a well-structured
lesson…………………………………………………………………………………………………… 1 2 3 4
2. plans to integrate Christian truths into music education lessons when
appropriate…………………………………………………………………………………………… 1 2 3 4
3. integrates Christian truths into music education lessons when appropriate .. 1 2 3 4
4. connects disciplinary knowledge to other subject areas………………………… 1 2 3 4
5. chooses sacred repertory that reflects the Law and the Gospel……………… 1 2 3 4
6. chooses repertory that is interesting and challenging……………………………… 1 2 3 4
7. plans to integrate technology into lessons when appropriate………………… 1 2 3 4

STANDARD 8: ASSESSMENT

1. uses valid procedures to assess student learning …………………………………… 1 2 3 4
2. provides timely feedback to students on the quality of their performance….. 1 2 3 4
3. detects errors in technique and performance…………………………………………… 1 2 3 4
4. is able to correct errors in technique and performance…………………………… 1 2 3 4
5. uses technological tools to assess student learning ………………………………… 1 2 3 4

STANDARD 9: REFLECTION AND PROFESSIONAL DEVELOPMENT

1. shows appropriate self-confidence……………………………………………………… 1 2 3 4
2. is punctual and dependable in attendance…………………………………………… 1 2 3 4
3. exhibits professional dress and demeanor…………………………………………… 1 2 3 4
4. displays leadership qualities………………………………………………………………… 1 2 3 4
5. is reliable in completing assigned tasks……………………………………………… 1 2 3 4
6. is well organized and efficient…………………………………………………………… 1 2 3 4
7. displays initiative………………………………………………………………………………… 1 2 3 4
8. has a positive attitude toward music and the ensemble………………………… 1 2 3 4
9. strives for excellence in performance…………………………………………………… 1 2 3 4
10. is able to accept and implement constructive criticism………………………… 1 2 3 4
11. makes appropriate self-evaluations of teaching………………………………… 1 2 3 4
12. makes appropriate adjustments as a result of self-evaluation………………… 1 2 3 4

STANDARD 10: COLLABORATION, ETHICS, AND RELATIONSHIPS

1. is considerate, courteous, and cooperative…………………………………………… 1 2 3 4
2. is friendly when meeting people ………………………………………………………… 1 2 3 4
3. relates well to others in social situations……………………………………………… 1 2 3 4

Secondary Student Teaching
Cooperating Teacher–Physical Education Major
Teacher Candidate Conference Checklist
DO NOT RETURN TO MLC

Student_____ Date_____

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 school activities
- participates in community activities

MINNESOTA STANDARDS OF EFFECTIVE PRACTIVE 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
Minimal	Basic	Proficient	Distinguished

Comments

STANDARD 1: SUBJECT MATTER
1. demonstrates competence in content area subject matter............................ 1 2 3 4
2. researches to enrich and update content area subject matter........................ 1 2 3 4

STANDARD 2: STUDENT LEARNING
1. modifies plans/procedures to meet students' needs....................................... 1 2 3 4
2. plans lessons that are developmentally appropriate....................................... 1 2 3 4
3. promotes active learning.. 1 2 3 4
4. plans activities/experiences to achieve maximum participation..................... 1 2 3 4

STANDARD 3: DIVERSE LEARNERS
1. respects each student as a unique child of God... 1 2 3 4
2. is sensitive to students' backgrounds and feelings.. 1 2 3 4
3. provides for differences among students... 1 2 3 4

STANDARD 4: INSTRUCTIONAL STRATEGIES
1. teaches lesson concepts logically and sequentially.. 1 2 3 4
2. utilizes teaching strategies which stimulate all levels of thinking skills.......... 1 2 3 4
3. uses a variety of instructional resources to enhance lessons 1 2 3 4
4. has good command of standard conducting gestures...................................... 1 2 3 4
5. is expressive and compelling in conducting gesture.. 1 2 3 4
6. uses technological resources to enhance lessons.. 1 2 3 4

STANDARD 5: LEARNING ENVIRONMENT
1. creates and maintains a positive and productive learning environment...... 1 2 3 4
2. encourages and models Christian living among the students........................ 1 2 3 4
3. speaks in a manner that gains the students' respect...................................... 1 2 3 4
4. uses disciplinary techniques which reflect Christian principles...................... 1 2 3 4
5. is flexible in dealing with unexpected situations.. 1 2 3 4

6. is consistent and persistent in letting students know what is expected………   1 2 3 4
7. manages the entire class while working with smaller groups…………………….   1 2 3 4
8. is conscious of the "little" details that contribute to good order………………   1 2 3 4
9. makes efficient use of rehearsal time………………………………………………………   1 2 3 4

STANDARD 6: COMMUNICATION

7. has a pleasant and effective voice……………………………………………………………   1 2 3 4
8. demonstrates effective oral and written communication with students………   1 2 3 4
9. demonstrates effective oral and written communication with coworkers
parents, and community………………………………………………………………………………   1 2 3 4

STANDARD 7: PLANNING INSTRUCTION

1. develops plans that give evidence of the components of a well-structured
Lesson………   1 2 3 4
2.plans to integrate Christian truths into music education lessons when
Appropriate……………………………………………………………………………………………………   1 2 3 4
3. integrates Christian truths into music education lessons when appropriate..   1 2 3 4
4. connects disciplinary knowledge to other subject areas……………………………   1 2 3 4
5. chooses sacred repertory that reflects the Law and the Gospel…………………   1 2 3 4
6. chooses repertory that is interesting and challenging………………………………   1 2 3 4
7. plans to integrate technology into lessons when appropriate……………………   1 2 3 4

STANDARD 8: ASSESSMENT

1. uses valid procedures to assess student learning …………………………………….   1 2 3 4
2. provides timely feedback to students on the quality of their performance…..   1 2 3 4
3. detects errors in technique and performance……………………………………………   1 2 3 4
4. is able to correct errors in technique and performance………………………………   1 2 3 4
5. uses technological tools to assess student learning …………………………………   1 2 3 4

STANDARD 9: REFLECTION AND PROFESSIONAL DEVELOPMENT

1. shows appropriate self-confidence…………………………………………………………….   1 2 3 4
2. is punctual and dependable in attendance……………………………………………….   1 2 3 4
3. exhibits professional dress and demeanor………………………………………………….   1 2 3 4
4. displays leadership qualities………………………………………………………………………   1 2 3 4
5. is reliable in completing assigned tasks…………………………………………………….   1 2 3 4
6. is well organized and efficient……………………………………………………………………   1 2 3 4
7. displays initiative…………………………………………………………………………………………   1 2 3 4
8. has a positive attitude toward music and the ensemble…………………………….   1 2 3 4
9. strives for excellence in performance…………………………………………………………   1 2 3 4
10. is able to accept and implement constructive criticism……………………………   1 2 3 4
11. makes appropriate self-evaluations of teaching…………………………………….   1 2 3 4
12. makes appropriate adjustments as a result of self-evaluation…………………   1 2 3 4

STANDARD 10: COLLABORATION, ETHICS, AND RELATIONSHIPS

1. is considerate, courteous, and cooperative……………………………………………….   1 2 3 4
2. is friendly when meeting people ………………………………………………………………   1 2 3 4
3. relates well to others in social situations…………………………………………………..   1 2 3 4

Special Education Student Teaching
Cooperating Teacher – Teacher Candidate Conference Checklist
DO NOT RETURN TO MLC

Student _____   Date_____

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 school activities
•   participates in community activities

MINNESOTA STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS (ADAPTED)
Evaluate the trait, the ability, or the success of the teacher candidate in each of the items listed. Use the following:

1	2	3	4
Minimal	Basic	Proficient	Distinguished

Comments

STANDARD 1: SUBJECT MATTER
1. aligns educational standard to provide access to curriculum to meet the needs
   of individuals with disabilities…………………………………………………………………………   1 2 3 4
2. evaluates research-based theories which lead to effective practices………………………   1 2 3 4

STANDARD 2: STUDENT LEARNING
1. plans lessons to meet students' needs……………………………………………………   1 2 3 4
2. modifies plans/procedures to meet students' needs……………………………………   1 2 3 4
3. promotes active learning……………………………………………………………………   1 2 3 4

STANDARD 3: DIVERSE LEARNERS
1. respects each student as a unique child of God…………………………………………………   1 2 3 4
2. is sensitive to students' backgrounds and feelings………………………………………   1 2 3 4
3. provides for differences among students………………………………………………………   1 2 3 4
4. evaluates progress toward achieving the goals and objectives of individuals
   with disabilities………………………………………………………………………………………   1 2 3 4
5. supports and uses linguistically and culturally responsive practices……………   1 2 3 4

STANDARD 4: INSTRUCTIONAL STRATEGIES
1. teaches lesson concepts logically and sequentially……………………………………………   1 2 3 4
2. utilizes teaching strategies which stimulate all levels of thinking skills…………………   1 2 3 4
3. uses a variety of materials suitable to objective and functional level of
   Student…………………………………………………………………………………………………   1 2 3 4
4. uses technological resources to enhance lessons………………………………………..   1 2 3 4

STANDARD 5: LEARNING ENVIRONMENT
    1. Is flexible in dealing with unexpected situations………………………………… 1 2 3 4
    2. displays leadership qualities…………………………………………………………………… 1 2 3 4
    3. encourages and models Christian living among the students………………… 1 2 3 4
    4. speaks in a manner that gains the students' respect…………………………… 1 2 3 4
    5. uses disciplinary techniques which reflect Christian principles……………… 1 2 3 4
    6. ensures a physically and emotionally safe environment………………………… 1 2 3 4
    7. maintains student involvement, interest, and functional level through
appropriate pacing ……………………………………………………………………………… 1 2 3 4

STANDARD 6: COMMUNICATION
    1. has a pleasant and effective voice……………………………………………………… 1 2 3 4
    2. demonstrates effective oral and written communication with students… 1 2 3 4

STANDARD 7: PLANNING INSTRUCTION
    1. plans systematically and carefully to meet the needs of each student…… 1 2 3 4
    2. plans to integrate the curriculum when appropriate…………………………… 1 2 3 4
    3. plans to integrate Christian truths into lessons when appropriate………… 1 2 3 4
    4. integrates the curriculum and relates it to present day living……………… 1 2 3 4
    5. Integrates Christian truths into lessons when appropriate…………………… 1 2 3 4
    6. plans to integrate technology into lessons when appropriate……………… 1 2 3 4

STANDARD 8: ASSESSMENT
    1. uses valid procedures to assess student learning……………………………… 1 2 3 4
    2. provides timely feedback to students on the quality of their
Performance……………………………………………………………………………………… 1 2 3 4
    3. uses technological tools to assess student learning …………………………… 1 2 3 4

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

STANDARD 10: COLLABORATION, ETHICS, AND RELATIONSHIPS
    1. is considerate, courteous, and cooperative………………………………………… 1 2 3 4
    2. is friendly when meeting people………………………………………………………… 1 2 3 4
    3. relates well to others in social situations…………………………………………… 1 2 3 4
    4. consults and collaborates with regular education teachers and other
professions/paraprofessionals effectively ……………………………………………… 1 2 3 4

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.

Student Teaching I - Summative Assessment

Introduction

Student

Date

2022-08-02

Teacher

School

Attendance

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

Date absent	Reason

Demographics

Please indicate the total number of students that you teach.

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

American Indian	Percent

Asian	Percent

Black	Percent

Hawaiian/Pacific Islands	Percent

Hispanic/Latino	Percent

White	Percent

Two or more races	Percent

Other	Percent

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

Total Cross-Cultural Students	Percent
0	

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

Total Students with Exceptionalities	Percent

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

IEP/ISP	Percent

504 Plan	Percent

Title I	Percent

Gifted/Talented	Percent

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

ESL/ELL	Percent

Ministry Traits

Discuss in relation to service in the school and community.

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

Comments

Minnesota Standards of Effective Practice

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 in content area subject matter

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

8710.2000.1.2A

Comments

2. helps students engage in inquiry and discovery

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

8710.2000.1.2A

Comments

3. utilizes appropriate interaction strategies to engage students in inquiry and discovery

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

8710.2000.1.2H

Comments

44

Standard 2: Student Learning

1. modifies plans/procedures to meet students' needs

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

8710.2000.2.3A, 3B, 3G

Comments

2. plans lessons that are developmentally appropriate

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

8710.2000.2.3C, 3E

Comments

3. promotes active learning

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

8710.2000.2.3F

Comments

4. plans activities/experiences to achieve maximum participation

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

8710.2000.2.3G

Comments

Standard 3: Diverse Learners

1. respects each student as a unique child of God

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

Comments

2. is sensitive to students' backgrounds and feelings

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

8710.2000.3.4B, 4E

Comments

3. provides for differences among students

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

8710.2000.3.4A, 4K

Comments

4. evidences a belief that all students can learn and succeed.

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

8710.2000.3.4I

Comments

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

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

8710.2000.3.4K, 4L, 4M, 4R

Comments

Standard 4: Instructional Strategies

1. uses appropriate teaching skills

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

8710.2000.4.5C, 5F, 5G

Comments

2. teaches lesson concepts logically and sequentially

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

8710.2000.4.5C, 5J

Comments

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

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

8710.2000.4.5G

Comments

4. uses a variety of instructional resources to enhance lessons

45

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

8710.2000.4.5H

Comments

5. develop, implement, and evaluate plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

8710.2000.4.5L

Comments

6. adapts instruction during teaching based on feedback from students

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

8710.2000.4.5H

Comments

Standard 5: Learning Environment

1. shows flexibility in classroom management and instruction to accommodate varying abilities

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

8710.2000.5.6L, 6N, 6O, 6K

Comments

2. uses teaching procedures that promote student motivation

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

8710.2000.5.6.M

Comments

3. encourages and models Christian living among the students

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

4. uses disciplinary techniques which reflect Christian principles

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

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

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

8710.2000.5.6E, 6P

Comments

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

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

8710.2000.5.6L

Comments

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

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

8710.2000.5.6N

Comments

8. manages the entire class while working with smaller groups

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

8710.2000.5.6R

Comments

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

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

8710.2000.5.6Q

Comments

10. promotes a learning environment that enables cooperation and respect for other students

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

8710.2000.5.6E, 6P

Comments

Standard 6: Communication

1. has a pleasant and effective voice

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments

2. demonstrates effective oral and written communication with students

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.6.7J

Comments

3. know effective verbal, nonverbal, and media communication techniques

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.6.7D

Comments

4. use effective communication strategies in conveying ideas and information and in asking questions

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.6.7H

Comments

Standard 7: Planning Instruction

1. plans to integrate Christian truths into lessons when appropriate

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

2. integrates Christian truths into lessons when appropriate.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Comments

3. plans and develops lessons that are appropriate for students of varying abilities, learning styles, and types of intelligence

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.7.8B, 8C, 8E

Comments

4. plans systematically and carefully

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.7.8D

Comments

5. plans to integrate technology into lessons when appropriate

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.7.8H

Comments

6. plans to integrate the curriculum when appropriate

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.7.8A

Comments

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

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.7.8B

Comments

Standard 8: Assessment

1. uses assessment techniques appropriate to content and students

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.8.9B, 9E, 9F, 9G, 9H

Comments

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

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.8.9J, 9M

Comments

3. uses technological tools to assess student learning

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

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8710.2000.8.9N

Comments

Standard 9: Reflection and Professional Development

1. shows appropriate self-confidence

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.9.10C

Comments

2. is punctual and dependable in attendance

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.9.10C

Comments

3. exhibits professional dress and demeanor

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.9.10C

Comments

4. is reliable in completing assigned tasks

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.9.10C

Comments

5. is well organized and efficient

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.9.10C

Comments

6. displays initiative

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.9.10C

Comments

7. is able to accept and implement constructive criticism

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.9.10I,10J, 10K

Comments

8. makes appropriate self-evaluations of teaching

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.9.10B, 10G, 10H

Comments

9. uses 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

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.9.10H

Comments

Standard 10: Collaboration, Ethics, and Relationships

1. demonstrates effective oral and written communication with parents/caregivers, co-workers, and the community

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.10.11 G, 11 H, 11I, 11K

Comments

2. understands the concept of addressing the needs of the whole learner

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.10.11D, 11M

Comments

Narrative Evaluation

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

Describe the candidate as a person:

Describe the candidate as an instructor:

Describe the candidate as a classroom manager:

Identify strengths shown by the candidate:

Identify subjects taught most effectively:

Identify weaknesses shown by the candidate:

Identify subjects taught least effectively:

Is this student teacher recommended to teach at this level?

○ Yes
○ No

Additional comments:

Final Ratings for Student Teaching

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

Teaching:

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

Management:

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

Rubric for Final Ratings for Student Teaching

(*for use in determining final ratings for teaching and management on Student Teaching I Summative Assessment*)

The final ratings of a teacher candidate 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 teacher candidates 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, coworkers, parents, and the church through active participation in school and congregational activities.

Teaching Rating

The **SUPERIOR** teacher candidate 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** teacher candidate 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** teacher candidate 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** teacher candidate 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
- ☐ Fornesics
- ☐ 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.

###

Roles, Panelopy J

City, State
Age: ##   GPA: #.##
Major(s): Elementary Education;
Vocal Music

STATUS

Available for assignment
Available for one year

RECOMMENDATION

Grade(s): K-8, Up to two grades

Secondary: All levels of choral music

TEACHING | MANAGEMENT

Elem	Elem
2 Strong-Superior	3 Strong
Sec	**Sec**
2 Strong-Superior	3 Strong

MUSIC

Years of Choir: 4

Choral Conducting: 1
Superior

Piano: 1 Lead Worship

LICENSURE

Eligible for a K-6 MN License.

Eligible for a K-12 Vocal
Classroom Music MN license.

PERSONAL

-Character: At home with everyone she comes into contact with, Panelopy exhibits professionalism in dress, words, and actions. Her oral and written communication skills are solid. A team player, she is always well planned. Continually looking to improve, she works well with everyone and always tried to put her best foot forward. Detail-oriented, she regularly checks and rechecks her writing. Panelopydisplays a real joy for the children and for teaching them; she is an effective motivator of adolescents. She shows good initiative, is resourceful, and has shown creativity. Panelopy's organizational skills are strong.

-Additional Comments: Panelopy is available for a one-year assignment because of future marriage plans. During the summer of 2013 and 2014, Panelopy worked with students in piano or vocal lessons as a free program designed for outreach to the community.

-Marriage Plans and Community: Panelopyplans on being engaged to Brad Style (MLC, May 2017). Brad is completing his junior year at WLS. Community: Any.

-Self-Reported Interests: ELEM: Intermediate grades, Middle school, Tutor, Art, Choir, Music, Drama, Youth groups. Technology skills: Very capable. Other interests: Piano and vocal lessons. SEC: High school, Tutor, Choir, Music, Drama. Technology skills: Very capable. Other interests: Piano lessons and voice lessons

ELEMENTARY

-Teaching: (Grades K-2, Lutheran School, WI, 15 students): Panelopy was at home in the classroom, confident in her teaching and planning. Integrating Christian truths into her lessons in planned and spontaneous instances, she presented meaningful, age-appropriate Bible lessons and devotions, which showed depth of study and preparation. She showed understanding and a desire to help all children, sometimes setting high expectations, even for six-year-olds. Very creative and resourceful, Panelopy made fun activities for class and student free time. She assessed student learning and performance and looked for engaging activities, especially in music. Panelopy balanced and distributed her questioning for both struggling and advanced students, budgeting available time for her in a multi-grade setting. She worked to make technology useful, meaningful, and enjoyable.

-Management: Modeling a great classroom presence while developing her own style, Panelopyassumed smooth control of classroom routines and procedures and strove to keep students actively involved. As the term progressed, she improved at shortening transition times and managing instructional time. She adopted a proactive approach to managing the class and developed consistency in stating and enforcing expectations. She deftly dealt with schedule changes and weather-related cancellations, demonstrating flexibility and adjusting to whatever odd thing came her way.

-Public School: (Grades 2-4, Public School, MN) Panelopy is currently completing her Student Teaching II experience and is progressing appropriately.

SECONDARY

-Teaching: (Lutheran HS, WI, Women's Choir, Men's Choir, A Cappella Choir, Piano Lessons) Panelopy had a strong music background and was equally competent in vocal pedagogy as a choral director. She was always well prepared to lead rehearsals with focus and purpose. Panelopywas ready to model what she expected of her singers and earned their respect for her musical training and passion for choral music. Her relaxed yet focused style and lesson pacing kept singers meaningfully engaged. Panelopy held her singers to high standards yet benefited from learning how to match her expectations with her students' ages and musical backgrounds. Panelopy had a good ear for detecting errors and a variety of strategies for remedying them. She was also self-reflective and willing to make immediate changes.

-Management: Panelopy maintained established routines and procedures. She remained current with student record-keeping. Panelopy elevated her assertiveness to more frequently and effectively manage a rehearsal and be aware of the entire learning environment. This included the development of appropriate verbal and non-verbal cues to gain and maintain students' attentiveness. She also developed a more proactive approach in addressing problems rather than merely reacting. Her style was more evangelical than punitive. Panelopy had good clock awareness and respected both the rehearsal time allotted to her and the time needed by others. She was comfortable in her role as the leader of her learning environment and could work with groups of any size and students of any age. Panelopy always treated her students respectfully and gained their allegiance for her genuine and positive spirit as well as for her musical abilities.

-Public School: (Music K-12, Public School, MN) Panelopy exuded strong people skills with both adults and the wide range of students she taught. Her planning skills were exemplary, and she was flexible in the face of change. Panelopy was genuinely passionate about music education and was very effective and comfortable working with students in Grades K-7. Her strong work ethic enabled her to devote time to utilize multiple teaching strategies to present and differentiate her content. Panelopy's upbeat personality and calm demeanor were effective both in teaching and managing her student groups.