

Student Teaching II Handbook Elementary, Secondary, Special Education

**2025-
2026**

Martin Luther College

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MARTIN LUTHER COLLEGE

STUDENT TEACHING II HANDBOOK

Elementary, Secondary, Special Education

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STUDENT TEACHING II HANDBOOK

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STUDENT TEACHING II HANDBOOK

Preface

Field experiences refer to opportunities which involve education majors in observation or interaction with students and their teachers. This handbook is dedicated to the students working through their field experiences. Physical, cognitive, and socioemotional welfare is the focal point for all the work of teacher candidates, cooperating teachers, and college supervisors.

Martin Luther College's clinical and field experiences program constitutes a significant portion of preservice teacher training. An education student will participate in both individual and early field experiences, in addition to a minimum of one clinical and two sessions of student teaching. Successful completion of the program prepares the teacher candidate for their role in the education community.

Suggestions to help improve this handbook or the framework are appreciated and can be directed to Professor Adam Pavelchik, Director of Field Experiences.

The Field Experiences Office will provide any necessary support and guidance to students, cooperating teachers, college supervisors, and administrators.

May we all complete the tasks before us with zeal, diligence, and mutual respect for one another.

Sincerely,



Adam Pavelchik, M.S. Ed.
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This handbook is dedicated to the students who attend public schools and to those Martin Luther College teacher candidates who have the privilege of being an important part of educating these students cognitively, socially, emotionally, and physically.

This handbook is intended to assist in coordinating the efforts of all persons working in the Martin Luther College public school portion of the overall student teaching experience. The information it contains is directed toward helping to make the student teaching experience contribute significantly to the training of competent teachers who will be ready to fulfill the mission of Martin Luther College.

Because the public-school student teaching experience is very important, the teacher candidate has a great responsibility to be conscientious in all aspects of this work. The cooperating teacher also undertakes a serious responsibility by providing guidance and assistance to help the teacher candidate develop abilities to become a capable teacher. Full cooperation between the teacher candidate and cooperating teacher is of utmost importance to achieve a positive student teaching experience.

The policies and procedures of the student teaching program constitute the majority of the handbook. This comprehensive framework is an important component of a full, complete experience in our local public schools. We your colleagues at Martin Luther College recognize the major task which rests on you as teacher candidates and cooperating teachers.

To the end that our combined efforts may serve to accomplish the objectives of the MLC student teaching program, we pledge our cooperation with you and we express our willingness to help you in every possible way as you carry out your respective responsibilities.

May we all be blessed—teacher candidates, cooperating teachers, students, college supervisors, and administrators—as we work together this school year.

Thank you, and I look forward to working with all of you during our time together!

A handwritten signature in cursive script that reads "Dr. Cindy Whaley".

Cindy Whaley, Ph.D.
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Martin Luther College Mission Statement

The mission of Martin Luther College is to train men and women to meet the public ministry needs of the Wisconsin Evangelical Lutheran Synod (WELS).

The Student Teaching Program

Introduction

The Martin Luther College Student Teaching Program is based on the premise that student teaching is one of the most important phases of teacher preparation. It is designed to provide an opportunity for the future teacher to learn good teaching behavior by working with students under typical classroom conditions. Direct experience with teaching and learning in a Minnesota public school permits the teacher candidate to practice principles learned in general and professional education courses. This experience is carried out under the guidance of a cooperating teacher who allows for variation according to the individual student's talents, interests, and needs. The partnership between the public-school cooperating teacher and MLC is vital to the training of young people who aspire to the teaching profession.

Program Dates during the 2025-2026 School Year

Semester One

Session One: Tuesday, September 2 – Friday, October 10

Session Two: Monday, November 10 – Friday, December 19

Required orientation for Session Two students on Sunday, November 9, 6-9 p.m.

Semester Two

Session Three: Monday, January 19 – Friday, February 27

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

Required orientation for Session Four students on Sunday, March 29, 6-9 p.m.

Student Teaching II and Placement Determination

Student Teaching II is among the following required experiences:

1. **Individual Field Experience (IFE) Hours** – service-learning opportunities, working with children and adults
2. **Early Field Experience (EFE I & EFE II)** – two week-long classroom experiences
3. **Clinical** – a consecutive three-week, full-day experience during J-Term, generally completed in Year 3
4. **Student Teaching I** – a full-time, ten-week professional experience in elementary level classrooms of Lutheran schools
5. **Student Teaching II** – a full-time, six-week professional experience in elementary, middle, or high school level classrooms of public schools

Teacher candidates are eligible to participate in a student teaching experience when they have met all required program prerequisites, have been screened by the faculty, and are retained in the education program.

Upon completion of the Minnesota Professional Educator Licensing and Standards Board (PELSB) approved program required of MLC elementary education majors, the teacher candidate is eligible for a Minnesota K-6 license with an optional 5-8 endorsement.

Elementary Student Teaching II placements are determined as follows:

1. To be eligible for a Minnesota K-6 license, the teacher candidate must complete experiences in primary (K-2) and intermediate (3-6) level classrooms, with the middle level (7-8) being optional. These experiences are comprised of those that come from Clinical, Student Teaching I, and Student Teaching II.
2. The candidate who desires an endorsement must teach in grade 7 or 8 in the discipline area of the endorsement.

Secondary Student Teaching II placements are determined as follows:

1. To be eligible for a Minnesota 5-12 license, the teacher candidate must complete experiences in intermediate (5-6), middle (7-8), and high school (9-12) level classrooms.
2. To be eligible for a Minnesota K-12 license for Classroom Music (instrumental and/or vocal), Physical Education, or Spanish, the candidate must complete experiences in elementary (K-4), middle (5-8), and high school (9-12) level classrooms.
3. To be eligible for a Minnesota K-12 Special Education: ABS license, the candidate must complete experiences in elementary (K-4), middle (5-8), and high school (9-12) level classrooms.
4. These experiences are comprised of those that come from Clinical, Student Teaching I, and Student Teaching II. The candidate is placed according to his or her program major (Chemistry, Life Science, Communication Arts & Literature, Mathematics, Instrumental Music, Vocal Music, Physics, Social Studies, Physical Education, Special Education, and World Languages & Cultures: Spanish).

Definition of Terms

1. **Student teaching.** A full-time professional experience during which a preservice teacher is assigned to a public school for supervised teaching as a part of his/her college program. This course carries six semester hours of credit.
2. **Teacher candidate.** A college student participating in student teaching. The term is used synonymously with student or candidate.
3. **Cooperating teacher.** A classroom teacher who guides the daily experiences of the teacher candidate.
4. **College supervisor.** A member of the college faculty who is responsible for supervising and advising a group of teacher candidates and working together with cooperating teachers in the schools where teacher candidates are placed.
5. **Director of field experiences.** The member of the college faculty who is responsible for the administration of the student teaching program. The director oversees all field experiences required of preservice education students, including the coordination of the student teaching program.
6. **Public School Placement Coordinator.** The member of the college faculty who is responsible for placing teacher candidates with cooperating teachers in Minnesota public schools. The

coordinator keeps record of all licensure experiences, and has ongoing communication with public schools about the availability of cooperating teachers.

7. **Participating school.** A school which is participating in the student teaching program of Martin Luther College.

Objectives of the Student Teaching Program

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

The teacher candidate should:

1. Work with an experienced teacher to observe and learn effective teaching procedures.
2. Display the ability and willingness to cooperate with faculty, staff, coworkers, and supervisors.
3. Utilize and refine those personal qualities which will enhance teacher effectiveness.
4. Apply knowledge of principles and theories of teaching studied in college to a program of learning for students.
5. Work with students and understand their growth and development.
6. Develop insights and refine strategies for effective classroom organization and time management.
7. Develop an understanding of and the ability to use a variety of effective methods of teaching.
8. Continue to learn to use the materials and equipment that are available to a teacher.
9. Become acquainted with the community and the resources it offers a teacher.
10. Clarify and evaluate a personal philosophy of education.
11. Observe other experienced teachers at different grade levels and in the student's major.
(*optional*)

Responsibilities of the Public-School Placement Coordinator

1. Prepare a handbook for participating schools, cooperating teachers, and teacher candidates.
2. Coordinate the student teaching program with the principals and teaching staff of participating schools.
3. Communicate with the principal and cooperating teachers willing to participate in the program.
4. Prepare and implement a schedule which assigns students to cooperating teachers in participating schools.
5. Coordinate the orientation of teacher candidates to the program through a special program at the beginning of each term.
6. Prepare and receive records from cooperating teachers about the experiences of teacher

candidates that will provide useful and meaningful information for the placement of the student as a beginning teacher.

7. Carry on a continuous study to bring about changes and improvements in the program.
8. Encourage and provide for an exchange of ideas among all involved with the student teaching program.

Responsibilities of the College Supervisor

The college supervisor is a member of the college faculty who, as a supervisor of teacher candidates and coworker of cooperating teachers,

1. Assists in the orientation of cooperating teachers in the student teaching program.
2. Orients the teacher candidates at the beginning of each term of student teaching.
3. Checks and reads the teacher candidate's lesson plans and journal reflections.
4. Consults with each teacher candidate and their cooperating teacher individually and in a triad conference that includes both the cooperating teacher and the teacher candidate.
5. Gives help and guidance to teacher candidates, cooperating teachers, and principals relative to information that may be needed to improve the program and to resolve problems which may arise during the student teaching experience.
6. Writes a report about the teacher candidate that will be helpful in the placement of the teacher candidate as a beginning teacher and files this information with the director of field experiences.
7. Is a source of encouragement and of counsel to both the teacher candidate and the cooperating teacher.
8. Is a liaison between MLC and the teacher candidate.

Guidelines for Selecting Cooperating Teachers

1. The principal of a participating school will assist the college in determining which teachers on the faculty are willing and able to serve as cooperating teachers.
2. Selected teachers will receive a *Teacher Interest Form* by email during the spring semester. Submitting this fillable form indicates a teacher's desire to work with a teacher candidate the following school year.
3. The public-school placement coordinator will make the final selection from the list of participating teachers. In making these selections, the coordinator will consider the following:
 - a. Under normal circumstances, teacher candidates will not be assigned to teachers having fewer than two years of teaching experience.
 - b. Cooperating teachers must hold a valid teaching license.

Responsibilities of the Cooperating Teacher

The role of the cooperating teacher is one of the most important components of the program. In this influential role, the cooperating teacher is to:

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

2. Orient the teacher candidate to the school.
3. Orient the teacher candidate to the classroom and to the routine of the classroom.
4. Acquaint themselves with the background of the teacher candidate through material sent by the college.
5. Prepare the students for the arrival and duties of the teacher candidate.
6. Provide the teacher candidate an opportunity to observe techniques of working with a group and to participate in class and cocurricular activities before being given full responsibility for the classroom.
7. Acquaint the teacher candidate with writing, filing, and using student records.
8. Acquaint the teacher candidate with available instructional materials, supplies, and equipment.
9. Guide and assist the teacher candidate in establishing objectives, organizing long-range lesson outlines, and creating daily lesson plans.
10. Encourage resourcefulness and self-evaluation on the part of the teacher candidate.
11. Observe the teacher candidate's teaching and provide meaningful and specific feedback that will foster improvement and provide encouragement.
12. Read as many of the weekly reflections as possible and "sign off" completion of the entries at the end of the term.
13. Evaluate the teacher candidate's teaching through analysis of the candidate's self-evaluation, individual conferences, and report forms.
14. Provide for professional growth of the teacher candidate and supply or suggest educational literature for their enrichment.
15. Adhere to Standard 8710.2100 Code of Ethics for Minnesota Teachers (Appendix).
16. Cooperate with all other personnel in carrying out the student teaching program in all its details. Consult with the college supervisor during individual or triad meetings, and regarding any problems that arise in working with the teacher candidate.
17. Submit an evaluation of the student's performance to the director of field experiences following the close of the term. An example of the *SEP Form* can be found in the Appendix.
18. Encourage the teacher candidate to participate in activities of the school.
19. Acquaint the teacher candidate to the individual differences/exceptionalities of the students.
20. Arrange for the teacher candidate to visit in the other classrooms of the school, as appropriate.

Responsibilities of the Teacher Candidate

Most teacher candidates are aware of the importance of the student teaching experience. They anticipate that it will be a satisfying experience for which their classroom work will have prepared them. Cooperating teachers can assist teacher candidates in attending conscientiously to the following aspects of the student teaching experience which will contribute to a successful student teaching term and enhance the learning of the children in their care.

Responsibilities as a Person

1. Complete the *Personal Information Form* as a means of introduction to the cooperating teacher.
2. Reflect personal faith in the Savior as they adhere to Standard 8710.2100 Code of Ethics for Minnesota Teachers.
3. Display social skills and sensitivity as a cultured, mature Christian.
 - a. Use the formal mode of address (Mr. or Ms.) when speaking to the cooperating teacher and others, unless he or she indicates that a first-name basis is appropriate.
 - b. Deal cooperatively and tactfully with all personnel in the school: nurses, custodians, secretaries, and kitchen workers.
 - c. Dress and work professionally. The student should inquire about teacher dress code policies in the building.
4. Use every opportunity to become acquainted with the students and the faculty.
5. Display cheerfulness and a positive outlook.
6. Show interest, initiative, and resourcefulness in attacking and solving problems.
7. Seek and recognize the achievements of others. Be ready, willing, and gracious in acknowledging their successes.
8. Be considerate of others, especially the cooperating teacher. Give assistance whenever possible. Be sure to return materials and equipment to their proper places after using them.
9. Avoid discussion of personalities and other forms of gossip. Criticism of teachers, the administration, parents, the school's facilities, or related matters does not reflect a Christian attitude.
10. Have a receptive attitude toward suggestions and constructive criticism. If unsure about any matter, ask the cooperating teacher, principal, or college supervisor.
11. Do not allow personal activities to interfere with the student teaching experience. Teacher candidates are teachers in the school in which they are serving.
12. Do not use cell phones and computers for personal use during the school day. When emergencies arise requiring their need, ask for permission of the classroom teacher, and seek their advice on how best to handle emergency communication inside the classroom.

Responsibilities as a Teacher Candidate

1. Adhere to Standard 8710.2100 Code of Ethics for Minnesota Teachers.
2. Prepare carefully and in detail for each day. It is not enough to be ready to "stand and deliver." Teacher candidates should try to anticipate and prepare for the unexpected.
3. Strive for understanding and application of the Minnesota teaching standards as adapted by MLC.
4. Get to know the students through observation, conferences, and examination of daily work and standardized test scores. However, avoid a peer relationship with the students. Proper student-teacher relationships contribute considerably to successful teaching and learning.

5. Recognize that school records, especially student data, are confidential. Such information helps teachers in their efforts to teach effectively. It should not be the topic of casual conversation.
6. Offer willingly to help prepare newsletters/reports, grade papers, keep records, and assist with other tasks. Take the initiative to help keep the classroom comfortable and well organized.
7. Plan with the cooperating teacher and gradually develop independence in planning and presenting lessons.
8. Abide by all regulations which apply to students and teachers. Teacher candidates are not visitors with a privileged status; rather, they are fellow workers subject to established standards.
9. Teacher candidates may be expected, as is any teacher, to give extra time to help students solve their problems.
10. Students are expected to write reflections in their reflection journals. The weekly topic choices will be provided by the college supervisor.

Responsibilities as a Servant in a School Community

1. Be an example of Christian living in all circumstances.
2. Become aware of and sensitive to accepted standards of propriety which prevail in the school community. For example, in matters of smoking, having a drink in a public place, or in manner of dress, remember that some things may be acceptable in one community but may give offense in another. Prompted by Christian love, "... put no stumbling block in anyone's path so that our ministry will not be discredited." 2 Cor. 6:3 (NIV).
3. Participate in the life and activities of the school, as time permits.

Communication and Conferencing

Cooperating Teacher – Martin Luther College

The college phone numbers and email addresses of all MLC personnel involved in the Elementary Student Teaching II program are included on the cover page. MLC personnel are available by phone or email for comments or concerns about the experience.

Cooperating Teacher – Teacher Candidate

Each teacher candidate roster contains the email address and/or school phone information of their cooperating teacher. The candidate is encouraged to initiate communication with the cooperating teacher in advance of the experience, setting a tone that shows he or she wants to make the most of the experience. The candidate should introduce themselves and ask for a time to meet on the first day to share goals for the experience, to discuss the reflection journal, and to ask questions related to teaching and classroom procedures. Each candidate has been advised that the key to a good experience is the attitude he or she communicates.

Ample time each day should be scheduled for conferencing to reflect on the day's experiences and to plan for future experiences. Comments and suggestions are important to the growth of the preservice teacher. Cooperating teachers are provided a copy of the teacher candidate's personal information, including the email address of the student. Cooperating teachers should feel welcome to correspond via that address during the experience.

Cooperating Teacher – College Supervisor

An MLC college supervisor will make a minimum of two face-to-face visits with the cooperating teacher to gain feedback on the progress of the teacher candidate and to discuss any concerns they have about the student teaching experience. Comments or concerns shared by the cooperating teacher will be shared and discussed with the teacher candidate by MLC personnel. Emails are ongoing, as needed, to check on progress.

Cooperating Teacher – Teacher Candidate – College Supervisor

One of the college supervisor's meetings will be a triad meeting, including the cooperating teacher, the teacher candidate, and the college supervisor. This meeting will be documented by the college supervisor.

Guidelines during Student Teaching

Criminal Background Check

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

Teacher Candidates as Substitute Teachers

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

Absences during the Student Teaching Term

Students should follow the calendar of the school in which they are teaching in their professional semester, being present at the school all day, each scheduled day of the experience.

If a teacher candidate becomes ill and needs to stay home, the teacher candidate should text or phone the cooperating teacher as soon as possible. In addition, the absence should be logged in the MLC Portal (Attendance > Schedule Field Exp Absence). When the absence is submitted, an email notification is sent to the cooperating teacher, school administrator, and college supervisor.

If a teacher candidate needs to be excused for a medical appointment or a funeral, the candidate should request an excused absence in advance of the day. The request is made through the MLC Portal (Attendance > Schedule Field Exp Absence). When the request is approved, an email notification is sent to the cooperating teacher, school administrator, and the candidate.

In the event of a snow day or in-service day that teacher candidates are not expected to attend, candidates should log in to the Portal and report the event under "school closed." The absence does not count toward the maximum allowed.

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

Cocurricular Activities and Employment

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

Student Identification

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

Arrival

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

Dismissal

The MLC teacher candidate should remain after school in order to receive feedback on the day from the cooperating teacher and to plan experiences for the next school day. Teacher dismissal times vary from building to building. Teacher candidates have been advised to inform employers that they may not be available until after 4:30 p.m.

Lunch Procedures

Each teacher candidate on an MLC meal plan may make a sack lunch from the MLC cafeteria. Lunch items are available for making and packing by 7:00 a.m. Teacher candidates who leave earlier than 7:00 a.m. may make their lunches the evening before the student teaching day. The lunch items should be packed in the white lunch bags provided.

An alternative to packing a sack lunch the night before is to pick dinner items for a green “to-go” container, a microwavable container that can be refrigerated overnight. The container is obtained from the food service checker on duty for a \$5.00 deposit. When the container is returned, the student can receive either the \$5.00 deposit or a clean container for use the next teaching day.

MLC teacher candidates should not leave their teaching setting during the school day.

Field Trips

The MLC student should plan to attend and assist as a chaperone on any class field trip that begins and concludes during the regular school day hours. He or she has the option to attend a field trip that takes place outside the regular school day schedule. In cases in which the MLC student does not attend a field trip, arrangements will be made for him or her to observe in another classroom.

Transportation

The MLC teacher candidate is responsible for transportation *to* and *from* student teaching. Consequently, candidates are encouraged to have a vehicle during the student teaching term. The college does not cover the cost of transportation. Arrangements may be possible in which students share rides and cost of travel with others going to the same school. However, in making placement decisions, the Field Experiences Office will not consider the individual transportation needs of teacher candidates.

Teacher Candidate's Use of a Car

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

Teacher Candidate Insurance Coverage

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

Social Media

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

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

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

Sexual Harassment

MLC adheres to all guidelines regarding sexual harassment in the workplace. A teacher candidate who feels an incident of sexual harassment has occurred should first report the incident to the cooperating teacher. If satisfactory resolution of the incident is not obtained, the teacher candidate should then report the occurrence to the college supervisor. If necessary, the college supervisor will report the incident to the director of field experiences.

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

Cooperating Teacher Honorarium

As a token of appreciation for the willingness of a cooperating teacher to partner with MLC in the training of preservice teachers, an honorarium for serving as a supervisor of MLC student teachers is provided for each student with whom they work.

MLC is very thankful for the willingness of cooperating teachers to open their classrooms to our teacher candidates, providing valuable experience and guidance as they develop skills in teaching and leading students.

Classroom Experiences

Student Teaching II students are advised that central to their having a good experience is their eagerness to become actively engaged in classroom experiences. Student Teaching II students are expected to do the following during the experience:

1. Be a willing helper in any way to assist the cooperating teacher.
2. Observe classroom procedures, lesson structure, and student behaviors.
3. Help individual students with their work – *Search out students who need help!*
4. Tutor students in specific subject areas.
5. Teach small group lessons.
6. Team teach lessons with the cooperating teacher.
7. Teach whole group lessons.

NOTE: If agreeable to all involved, it may be beneficial to have the MLC student accompany the children to observe lessons taught by specialists (PE, art, music, library, etc.) in order to gain a background for the entire school curriculum.

MLC expects that the cooperating teacher and teacher candidate develop an implementation plan for induction into teaching over the six weeks in order to build up to whole group teaching **for a minimum of two weeks**. We expect this plan to detail the gradual build-up of large group teaching by adding new subjects/sections for the student to teach each week of the experience. The classroom supervisor and MLC student will work together to build a teaching schedule that allows for the possibility of teaching more than the minimum requirement. An example of an induction plan can be found in the Appendix.

Written Lesson Planning

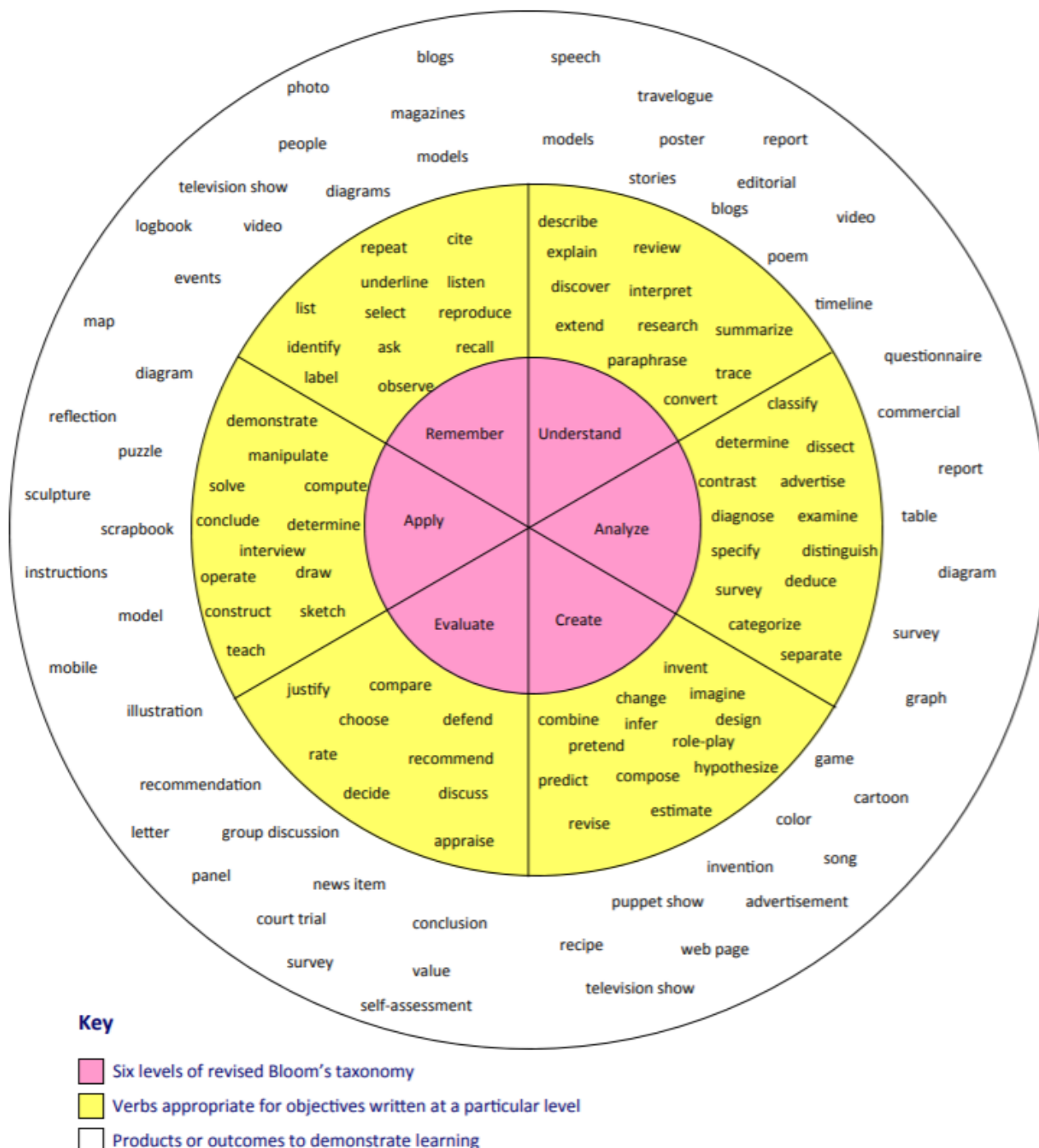
Student Teaching II students are required to **submit lesson plans to the cooperating teacher two school days in advance of teaching**. A lesson plan template is included in the Appendix. Cooperating teachers should expect lesson plans to contain the following sections:

1. Standards
2. Stated objective(s) for the lesson
3. Review of the previous lesson
4. Development of background for the new lesson
5. A statement of the new lesson's purpose
6. Differentiated instructional strategies
7. An outline of topics, statements, and procedures for the new lesson
8. Summary/Closure
9. Assignment

In each major subject area, the teacher candidate is required to submit for approval **three detailed lesson plans** to the cooperating teacher. The teacher candidate should then proceed to weekly block planning of lessons. Again, weekly block plans should be submitted to the cooperating teacher two school days in advance of teaching. An example of a block plan is in the Appendix.

Writing Objectives and Outcomes

The following diagram takes the six levels of Bloom's Taxonomy (revised) and gives helpful language for writing lesson objectives and ideas for student products that would demonstrate each objective's achievement.



Reflecting on the Student Teaching II Experience

The reflection journal topic choices will be provided by the college supervisor. The cooperating teacher will be encouraged to read as many of the weekly reflections as possible and to “sign off” completion of the entries at the end of the term. The college supervisor will also read the journal entries. Please remember to be tactful in writing comments.

Minnesota Teacher Licensure Requirements

During the student teaching term, each student must strive to meet the MN Standards of Effective Practice (see below) in order to be eligible for Minnesota state licensure. Cooperating teachers complete the *Student Teaching II–Summative Assessment* (see appendix) to verify the student has successfully met each standard.

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

MN Standards of Effective Practice

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

Standard 1. Student learning.

- A.** The teacher understands that students bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values, and approaches their work and students with this asset-based mindset, affirming the validity of students' backgrounds and identities.
- B.** The teacher understands multiple theories of identity formation and knows how to help students develop positive social identities based on their membership in multiple groups in society.
- C.** The teacher understands how students construct knowledge and acquire skills.
- D.** The teacher understands how alignment with a student's cultural background is necessary to make meaningful connections that enable the construction of knowledge and acquisition of skills.
- E.** The teacher understands the cognitive processes associated with various kinds of learning, including critical and creative thinking, problem framing and problem solving, invention, memorization, and recall.
- F.** The teacher understands how culture influences cognitive processes and how these processes can be stimulated in a cultural frame.
- G.** The teacher understands that each student's cognitive, linguistic, social, emotional, and physical development influences learning and makes instructional decisions that build on learners' strengths, needs, and cultural ways of knowing.
- H.** The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.
- I.** The teacher understands language development and the benefits of multilingualism and multiliteracy and knows how to incorporate instructional strategies and resources to support language development.
- J.** The teacher understands the exceptional needs of students, including those with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- K.** The teacher is able to recognize the distinguishing characteristics of reading disabilities,

including dyslexia, and knows how to implement appropriate accommodations.

L. The teacher understands the diverse impacts of individual and systemic trauma, such as experiencing homelessness, foster care, incarceration, migration, medical fragility, racism, and micro and macro aggressions, on learning and development and knows how to support students using culturally responsive strategies and resources to address these impacts.

M. The teacher is able to recognize symptoms of mental health illnesses and their impact on learning and knows how to use strategies and resources to address these impacts.

N. The teacher understands the influence of use of tobacco, alcohol, and drugs on student life and learning.

Standard 2. Learning environments.

A. The teacher knows how to collaborate with students to create a welcoming and inclusive classroom community that reflects the diversity of student cultures in the design of the physical and virtual space, expectations, and organizational routines that represent the needs of all students.

B. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build student self-direction and ownership of learning.

C. The teacher understands the importance of relationship-based, culturally affirming, and proactive approaches to behavior and implements these approaches in order to improve student outcomes and reduce exclusionary practices.

D. The teacher fosters an environment that ensures student identities such as race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability, socioeconomic class, and religious beliefs are historically and socially contextualized, affirmed, and incorporated into a learning environment where students are empowered to learn and contribute as their whole selves.

E. The teacher understands and supports students as they recognize and process dehumanizing biases, discrimination, prejudices, and structural inequities.

F. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

Standard 3. Assessment.

A. The teacher understands the varying types and multiple purposes of assessment.

B. The teacher understands how to design, adapt, and select appropriate assessments to address specific learning goals and individual differences.

C. The teacher understands bias in assessment, evaluates standardized and teacher-created assessments for bias, and designs and modifies assessments that minimize sources of bias.

D. The teacher understands the positive impact of effective descriptive feedback for learners, engages students in understanding and identifying quality work, and uses a variety of strategies for communicating this feedback.

E. The teacher knows how and when to engage students in analyzing their own assessment results and setting goals for their own learning.

F. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet students' needs in each area of development, including cognitive, linguistic, social, emotional, and physical, and scaffolds the next level of development.

G. The teacher, independently and in collaboration with colleagues, uses a variety of data, including data disaggregated by student race, ethnicity, and home language, to evaluate the outcomes of teaching and learning and to adapt planning and practice.

H. The teacher uses assessment strategies and devices that are nondiscriminatory, and takes into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.

Standard 4. Planning for instruction.

A. The teacher understands Minnesota's English Language Development Standards Framework and uses the framework components to develop learning experiences that support

the development of language in content instruction.

B. The teacher understands cross-disciplinary instruction, with particular attention to historically marginalized disciplines to engage learners purposefully in applying content knowledge.

C. The teacher creates or adapts lessons, unit plans, learning experiences, and aligned assessments based on Minnesota's academic standards, or if unavailable, local, national, or international discipline-specific standards.

D. The teacher designs instruction to build on learners' prior knowledge, culture, and experiences, allowing learners to accelerate as they demonstrate their understandings.

E. The teacher plans how to achieve each student's learning goals by choosing anti-racist, culturally relevant, and responsive instructional strategies, accommodations, and resources to differentiate instruction for individuals and groups of learners.

F. The teacher demonstrates the ability to feature, highlight, and use resources written and developed by traditionally marginalized voices that offer diverse perspectives on race, culture, language, gender, sexual identity, ability, religion, nationality, migrant/refugee status, socioeconomic status, housing status, and other identities traditionally silenced or omitted from curriculum by offering a wide range of curriculum materials.

G. The teacher creates opportunities for students to learn, practice, and use language of the content area.

H. Consistent with the local curriculum and state and local academic standards, the teacher demonstrates the ability to create opportunities for students to learn about power, privilege, intersectionality, and systemic oppression in the context of various communities and empowers learners to be agents of social change to promote equity.

I. The teacher explores and applies instructional design principles to create innovative digital learning environments that engage and support learning.

Standard 5. Instructional strategies.

A. The teacher collaborates with students to design and implement culturally relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

B. The teacher understands the value of and knows how to implement instructional approaches that integrate real-world learning opportunities, including service learning, community-based learning, and project-based learning, into instruction.

C. The teacher develops learning experiences that engage students in collaborative and self-directed learning and that extend student interaction with ideas and people locally and globally.

D. The teacher uses learners' native languages as a resource in creating effective differentiated instructional strategies for multilingual learners, including those who are developing literacy skills.

E. The teacher provides multiple models and representations of concepts and skills which consider diverse cultural ways of knowing with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

F. The teacher asks questions to stimulate discussion that serves different purposes, such as probing for learner understanding, helping students articulate their ideas and thinking processes, stimulating curiosity, and helping students to question.

G. The teacher engages all students in developing higher-order questioning skills and metacognitive processes.

H. Consistent with the local curriculum and state and local academic standards, the teacher demonstrates the ability to nurture critical thinking about culture and race and knows how to include multiple perspectives and missing narratives from the dominant culture by offering a range of curriculum materials.

I. The teacher varies learning activities to involve whole group, small group, and individual work, and to develop a range of learner skills.

J. The teacher uses technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

K. The teacher employs a variety of strategies to assist students to develop social and emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Standard 6. Professional responsibilities.

- A.** The teacher understands the standards of professional conduct in the Code of Ethics for Minnesota Teachers, including the role of social media, privacy, and boundaries in relationships with students.
- B.** The teacher understands laws related to student rights and teacher responsibilities, such as for educational equity, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, data practices, and mandatory reporting requirements in situations of known or suspected abuse or neglect.
- C.** The teacher understands the historical foundations of education in Minnesota, including laws, policies, and practices, that have and continue to create inequitable opportunities, experiences, and outcomes for learners, especially for Indigenous students and students historically denied access, underserved, or underrepresented on the basis of race, class, disability, religion, gender, sexual orientation, language, socioeconomic status, or country of origin.
- D.** The teacher understands how prejudice, discrimination, and racism operates at the interpersonal, intergroup, and institutional levels.
- E.** The teacher explores their own intersecting social identities and how they impact daily experience as an educator.
- F.** The teacher assesses how their biases, perceptions, and academic training may affect their teaching practice and perpetuate oppressive systems and utilizes tools to mitigate their own behavior to disrupt oppressive systems.
- G.** The teacher uses a variety of self-assessment and problem-solving strategies to analyze and reflect on their practice and to make adaptations and adjustments toward more equitable outcomes.
- H.** The teacher demonstrates continual growth in knowledge and skills of current and emerging technologies and applies them to improve personal productivity and professional practice.
- I.** The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology, including appropriate documentation of sources and respect for others in use of social media.
- J.** The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.

Standard 7. Collaboration and leadership.

- A.** The teacher understands the importance of engaging in culturally affirming, reciprocal communication with families about student development, learning, and performance.
- B.** The teacher knows how to collaborate with a culturally relevant and responsive lens with families to support student learning and secure appropriate services to meet the needs of students.
- C.** The teacher plans collaboratively with professionals who have specialized expertise to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs.
- D.** The teacher demonstrates the ability to identify gaps where the current curriculum does not address multiple perspectives, cultures, and backgrounds, and understands how curriculum and instruction impacts students that are not part of the dominant culture.
- E.** The teacher recognizes the responsibility to question normative school knowledge, conventional teaching and other professional practices, and beliefs and assumptions about diverse students, their families, and communities that adversely impact learning.
- F.** The teacher understands multiple leadership models for teachers; knows how to take on leadership roles at the school, district, state, or national level; and advocates for students, the school, the community, and the profession.

Standard 8. Racial consciousness and reflection.

- A.** The teacher understands multiple theories of race and ethnicity, including but not limited to racial formation, processes of racialization, and intersectionality.
- B.** The teacher understands the definitions of and difference between prejudice, discrimination, bias, and racism.

- C.** The teacher understands how ethnocentrism, eurocentrism, deficit-based teaching, and white supremacy undermine pedagogical equity.
- D.** The teacher understands that knowledge creation, ways of knowing, and teaching are social and cultural practices shaped by race and ethnicity, often resulting in racially disparate advantages and disadvantages.
- E.** The teacher understands the histories and social struggles of historically defined racialized groups, including but not limited to Indigenous people, Black Americans, Latinx Americans, and Asian Americans.
- F.** The teacher understands the cultural content, world view, concepts, and perspectives of Minnesota-based American Indian Tribal Nations and communities, including Indigenous histories and languages.
- G.** The teacher understands the impact of the intersection of race and ethnicity with other forms of difference, including class, gender, sexuality, religion, national origin, immigration status, language, ability, and age.

8710.2100 Code of Ethics for Minnesota Teachers

Subpart 1. Scope

Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which define professional conduct. These principles are reflected in the following code of ethics, which sets forth, to the education profession and the public it serves, standards of professional conduct and procedures for implementation.

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

Subpart 2. Standards of professional conduct

The MN standards of professional conduct are as follows:

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

Teacher Candidate Evaluation

Student Teaching II Evaluation

The Student Teaching II experience is evaluated with a Pass (P) or No Pass (NP). A student must receive a Pass rating in student teaching to be eligible for graduation and candidacy for teaching.

The rating is derived jointly between the student's college supervisor and cooperating teacher. The student will be made aware of his or her progress by the college supervisor at the time of the visits between the college supervisor and cooperating teacher.

The cooperating teacher will evaluate the student's overall development as a teaching candidate by rating the candidate on several summary statements on the MN Standards of Effective Practice (SEPs) at the end of the experience. In addition, the cooperating teacher is requested to write narrative comments related to the student's development as a candidate for teaching. (See example of online SEP Student Teaching II Assessment in the Appendix.)

Student Teaching II experience information related to each student's personal, teaching, and classroom management traits will be made available by the college supervisor to the MLC director of field experiences as helpful information in developing the teacher candidate's biography.

No Pass Rating

A student who completes the teacher experience but does not receive a Pass rating will be referred by the college supervisor and cooperating teacher to the MLC Teacher Education Committee (TEC). The TEC will determine whether a second student teaching term should be granted to the student. If granted, the time of placement for the second term will be at the discretion of the TEC.

A student who receives a No Pass rating must make up the experience with a successful student teaching term in order to graduate and be recommended by MLC as a candidate for teaching. (See the following "Dismissal" section for more information.)

A student who receives a No Pass for a Student Teaching II experience will not be allowed to continue with the professional semester. He or she may participate in an alternate experience sanctioned and arranged by the director of field experiences.

Dismissal from the Student Teaching II Experience

Not adhering to the guidelines outlined in this manual and/or unprofessional conduct are grounds for dismissal from the student teaching experience at any time. Due to issues of performance that may be detrimental to the welfare of a student and/or the integrity of Martin Luther College's student teaching program, a teacher candidate may be dismissed prior to the end of any student teaching term. The decision to remove a student is a joint one made by the college supervisor, the cooperating teacher, and the director of field experiences, and is without appeal.

A candidate who is dismissed before the end of the term is no longer a student at Martin Luther College unless he or she participates in an alternate experience (EFE IV) sanctioned and arranged by the director of field experiences.

Any candidate who has been dismissed before the end of any one of his or her student teaching terms and wishes to student teach again must reapply for student teaching through the regular process and will be granted or denied a second student teaching term by the Teacher Education Committee. The Teacher Education Committee's decision is final. A candidate who did not participate in an alternate experience and therefore is no longer a student at MLC must also reapply for admission to Martin Luther College through the admissions process, in addition to reapplying for student teaching.

