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# Student Teaching I Elementary, Secondary, & Special Education **Appendix** 2025-2026

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**Martin Luther College**

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Revised July 2025





## **Appendix**

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## Cooperating Teacher and Teacher Candidate's Forms – Completion Due Dates

| WHEN  | WHAT   | WHO                                      | PURPOSE/USE   |
|---|--|--|---|
| Daily   | <i>Weekly Activity Report</i>                              | Teacher Candidate                        | Recording daily activities and teaching skills to maintain or improve. <i>College supervisor will collect this form at each visit.</i>  |
| By end of 2 <sup>nd</sup> week  | <i>Directed Observation Journal</i>                        | Teacher Candidate                        | To help teacher candidate observe with a purpose and become familiar with the entire classroom and school environment. Cooperating teacher and college supervisors review journal with teacher candidate.   |
| Bi-Weekly   | <i>4-Visit Observation Form (Electronic)</i>               | Cooperating Teacher & College Supervisor | To help classroom supervisor prepare for the visits with the college supervisor.  |
| Prior to Mid-Term Conference  | <i>CPAST evaluation (Electronic)</i>                       | Cooperating Teacher/Teacher Candidate    | Completes the evaluation in week 4 or 5 (Mid-term) of the student teaching experience.  |
| At the scheduled final visit with the college supervisor                | <i>Cooperating teacher Summary Observation Form (Blue)</i> | Cooperating Teacher                      | Serves as final discussion guide for college and cooperating teachers.  |
|   | <i>CPAST Evaluation (Electronic)</i>                       | Cooperating Teacher/Teacher Candidate    | Completes the evaluation in week 9 or 10 (Final).   |
| Before Teacher Candidate leaves   | <i>Student's End of Term Reactions (Yellow)</i>            | Teacher Candidate                        | Serves as final discussion guide for college supervisor, teacher candidate and/or cooperating teacher.  |
|   | <i>Teacher Candidate Self-Evaluation Form (Electronic)</i> | Teacher Candidate                        | Teacher candidate gives an overview of the student teaching term, which includes personal strengths, weaknesses, and interests. <b><i>Teacher candidate submits electronically to the MLC Education Office as promptly as possible upon receiving it via email.</i></b> |
| Submit as soon as the Final Visit for the Teacher Candidate is complete | <i>Teacher Candidate Summative Assessment (Electronic)</i> | Cooperating teacher                      | Final report regarding the student teaching term. <b><i>Cooperating teacher submits electronically to the MLC Education Office during the last week of the Teacher Candidate's experience.</i></b>  |
|   | <i>Invoices for Student Housing &amp; Hot Lunch</i>        | <i>Principal</i>                         | <b><i>If applicable – Be sure to send this form to MLC Education Office/Field Experiences ASAP</i></b>  |

## 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)?

#### Interaction with students

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

1.

2.

#### Lesson 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: \_\_\_\_\_

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

### Classroom Setting

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.)?

### Morning Routine

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?

### 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 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

| <i>Suggested 10-week Student Teaching Induction into Teaching</i> |             |                 |                |                 |                |   |                                  |              |           |            |                  |
|---|-------------|-----------------|----------------|-----------------|----------------|---|----------------------------------|--------------|-----------|------------|------------------|
| <b>Subject→<br/>Week↓</b>   | <i>Math</i> | <i>Religion</i> | <i>Science</i> | <i>Language</i> | <i>Reading</i> | <i>Social Studies/<br/>Current Events</i> | <i>Spelling/<br/>Handwriting</i> | <i>Music</i> | <i>PE</i> | <i>Art</i> | <i>Devotions</i> |
| <b>1</b>  |             |                 |                |                 |                |   | Spelling/<br>Handwriting         |              |           |            | Devotions        |
| <b>2</b>  | Math        |                 | Science        |                 |                |   | Spelling/<br>Handwriting         |              |           |            | Devotions        |
| <b>3</b>  | Math        | Religion        | Science        |                 |                |   | Spelling/<br>Handwriting         |              |           |            | Devotions        |
| <b>4</b>  | Math        | Religion        | Science        |                 | Reading        | Social Studies/<br>Current Events         | Spelling/<br>Handwriting         |              |           |            | Devotions        |
| <b>5</b>  | Math        | Religion        | Science        |                 | Reading        | Social Studies/<br>Current Events         | Spelling/<br>Handwriting         | Music        |           | Art        | Devotions        |
| <b>6</b>  | <i>Math</i> | <i>Religion</i> | <i>Science</i> | <i>Language</i> | <i>Reading</i> | <i>Social Studies/<br/>Current Events</i> | <i>Spelling/<br/>Handwriting</i> | <i>Music</i> | <i>PE</i> | <i>Art</i> | <i>Devotions</i> |
| <b>7</b>  | <i>Math</i> | <i>Religion</i> | <i>Science</i> | <i>Language</i> | <i>Reading</i> | <i>Social Studies/<br/>Current Events</i> | <i>Spelling/<br/>Handwriting</i> | <i>Music</i> | <i>PE</i> | <i>Art</i> | <i>Devotions</i> |
| <b>8</b>  | Math        | Religion        | Science        | Language        | Reading        | Social Studies/<br>Current Events         | Spelling/<br>Handwriting         | Music        | PE        | Art        | Devotions        |
| <b>9</b>  | Math        | Religion        | Science        | Language        | Reading        | Social Studies/<br>Current Events         | Spelling/<br>Handwriting         | Music        | PE        | Art        | Devotions        |
| <b>10</b>   | Math        | Religion        | Science        | Language        | Reading        | Social Studies/<br>Current Events         | Spelling/<br>Handwriting         | Music        | PE        | Art        | Devotions        |

**Notes:**

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

## 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<br>(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<br><i>Planning for Instruction &amp; Assessment</i>     | 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.<br><br>Continue observations.    | Teach three sections of same prep OR three hours of two different preps.<br><br>Continue observations.      | Teach three sections of same prep OR three hours of two different preps.<br><br>Continue observations.      | Teach three sections of same prep OR three hours of two different preps.<br><br>Continue observations.      | Teach three sections of same prep OR three hours of two different preps.<br><br>Continue observations.      |
| Week 4  |  | ADD a fourth section of first prep OR a second section of a second prep.<br><br>Continue observations. | Teach four sections of first prep OR four class hours of two different preps.<br><br>Continue observations. | Teach four sections of first prep OR four class hours of two different preps.<br><br>Continue observations. | Teach four sections of first prep OR four class hours of two different preps.<br><br>Continue observations. | Teach four sections of first prep OR four class hours of two different preps.<br><br>Continue observations. |
| Week 5  | Task 2<br><i>Instructing and Engaging Students in Learning</i> | 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<br><i>Assessing Student Learning</i>                    | 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 II, Precalculus)**  
**Full Load: 5 class hours, 3 different preps**

|         | edTPA<br>(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<br>Observe all class hours that will eventually be taught.  | Teach 7th Hr. Algebra I<br>Observe all class hours that will eventually be taught.  | Teach 7th Hr. Algebra I<br>Observe all class hours that will eventually be taught.  |
| Week 2  | Task 1<br><i>Planning for Instruction &amp; Assessment</i>     | Teach 7 <sup>th</sup> & 3 <sup>rd</sup> Hrs Algebra I<br>Observe all class hours that will eventually be taught.                                  | Teach 7 <sup>th</sup> & 3 <sup>rd</sup> Hrs Algebra I<br>Observe all class hours that will eventually be taught.  | Teach 7 <sup>th</sup> & 3 <sup>rd</sup> Hrs Algebra I<br>Observe all class hours that will eventually be taught.  | Teach 7 <sup>th</sup> & 3 <sup>rd</sup> Hrs Algebra I<br>Observe all class hours that will eventually be taught.  | Teach 7 <sup>th</sup> & 3 <sup>rd</sup> Hrs Algebra I<br>Observe all class hours that will eventually be taught.  |
| Week 3  |  | Teach 7 <sup>th</sup> & 3 <sup>rd</sup> Hrs Algebra I ADD 4 <sup>th</sup> Hr Algebra I OR 8 <sup>th</sup> Hr Algebra II<br>Continue observations. | 7 <sup>th</sup> , 3 <sup>rd</sup> , & 4 <sup>th</sup> Hrs Algebra I OR 7 <sup>th</sup> & 3 <sup>rd</sup> Hr Algebra I & 8 <sup>th</sup> Hr Algebra II<br>Continue observations.   | 7 <sup>th</sup> , 3 <sup>rd</sup> , & 4 <sup>th</sup> Hrs Algebra I OR 7 <sup>th</sup> & 3 <sup>rd</sup> Hr Algebra I & 8 <sup>th</sup> Hr Algebra II<br>Continue observations.   | 7 <sup>th</sup> , 3 <sup>rd</sup> , & 4 <sup>th</sup> Hrs Algebra I OR 7 <sup>th</sup> & 3 <sup>rd</sup> Hr Algebra I & 8 <sup>th</sup> Hr Algebra II<br>Continue observations.   | 7 <sup>th</sup> , 3 <sup>rd</sup> , & 4 <sup>th</sup> Hrs Algebra I OR 7 <sup>th</sup> & 3 <sup>rd</sup> Hr Algebra I & 8 <sup>th</sup> Hr Algebra II<br>Continue observations.   |
| Week 4  |  | ADD another section of Algebra II for total teaching load of 4 class hours.<br>Continue observations.   | 7 <sup>th</sup> , 3 <sup>rd</sup> , & 4 <sup>th</sup> Hrs Algebra I plus 8 <sup>th</sup> Hr. Algebra II OR 7 <sup>th</sup> & 3 <sup>rd</sup> Hr. Algebra I plus 8 <sup>th</sup> & 5 <sup>th</sup> Hr. Alg. II<br>Continue observations. | 7 <sup>th</sup> , 3 <sup>rd</sup> , & 4 <sup>th</sup> Hrs Algebra I plus 8 <sup>th</sup> Hr. Algebra II OR 7 <sup>th</sup> & 3 <sup>rd</sup> Hr. Algebra I plus 8 <sup>th</sup> & 5 <sup>th</sup> Hr. Alg. II<br>Continue observations. | 7 <sup>th</sup> , 3 <sup>rd</sup> , & 4 <sup>th</sup> Hrs Algebra I plus 8 <sup>th</sup> Hr. Algebra II OR 7 <sup>th</sup> & 3 <sup>rd</sup> Hr. Algebra I plus 8 <sup>th</sup> & 5 <sup>th</sup> Hr. Alg. II<br>Continue observations. | 7 <sup>th</sup> , 3 <sup>rd</sup> , & 4 <sup>th</sup> Hrs Algebra I plus 8 <sup>th</sup> Hr. Algebra II OR 7 <sup>th</sup> & 3 <sup>rd</sup> Hr. Algebra I plus 8 <sup>th</sup> & 5 <sup>th</sup> Hr. Alg. II<br>Continue observations. |
| Week 5  | Task 2<br><i>Instructing and Engaging Students in Learning</i> | 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<br><i>Assessing Student Learning</i>                    | 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  | <b>Observe:</b> all CT Responsible Resource Rm & CoTeaching            | <b>Observe:</b> all opportunities the CT attends                                     | <b>Observe:</b> all class hours of CT caseload.<br><b>File Review, Journal, &amp; Build Relationships with Learners &amp; Colleagues</b>   |         |           |          |  |
| 2  | <b>ADD:</b> One CT Responsible Resource Rm & CoTeaching                |  | <b>ADD:</b> Teach SEB, Adaptive, Functional, Organizational skills. Detailed Planning.   |         |           |          | <b>ADD:</b> Progress Monitoring & Skills Screening |
| 3  | <b>Continue &amp; ADD:</b> One CT Responsible Resource Rm & CoTeaching |  | <b>ADD:</b> Teach Math Skills. Detailed Planning.<br><b>Continue:</b> Teach SEB, Adaptive, Functional, Organizational skills.<br><b>Continue:</b> Progress Monitoring & Skills Screening   |         |           |          |  |
| 4  | <b>Continue &amp; ADD:</b> One CT Responsible Resource Rm & CoTeaching |  | <b>ADD:</b> Teach Reading Skills. Detailed Planning.<br><b>Continue:</b> Teach SEB, Adaptive, Functional, Organizational skills.<br><b>Continue:</b> Progress Monitoring & Skills Screening<br><b>Continue:</b> Teach Math Skills  |         |           |          |  |
| 5  | <b>Continue &amp; ADD:</b> One CT Responsible Resource Rm & CoTeaching | <b>Observe:</b> all opportunities the CT attends & <b>Add parallel participation</b> | <b>ADD:</b> Teach Writing Skills. Detailed Planning.<br><b>Continue:</b> Teach SEB, Adaptive, Functional, Organizational skills.<br><b>Continue:</b> Progress Monitoring & Skills Screening<br><b>Continue:</b> Teach Math Skills<br><b>Continue:</b> Teach Reading Skills |         |           |          |  |
| 6  | <b>FULL LOAD</b>   |  | <b>FULL LOAD - All Block Planning</b>  |         |           |          |  |
| 7  | <b>FULL LOAD</b>   |  | <b>FULL LOAD - All Block Planning</b>  |         |           |          |  |
| 8  | <b>FULL LOAD</b>   |  | <b>FULL LOAD - All Block Planning</b>  |         |           |          |  |
| 9  | <b>FULL LOAD</b>   |  | <b>FULL LOAD - All Block Planning</b>  |         |           |          |  |
| 10 | <b>REDUCED LOAD</b>  | <b>Observe:</b> all opportunities the CT attends                                     | <b>REDUCED LOAD &amp; Observation of Other Special Education Teachers</b>  |         |           |          |  |

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

### Academic Language and Language Demands:

| Vocabulary               | Language                                  | Syntax and/or Discourse | Definition(s) |
|--------------------------|---|-------------------------|---------------|
| <i>Tier 2 and Tier 3</i> | <b>Function(s)</b><br>verb from Standards |                         |               |

### 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.*

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

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

### 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 |
|--|--------|---------|-----------|----------|--------|
| <b>Standards</b>   |        |         |           |          |        |
| <b>Objectives</b>  |        |         |           |          |        |
| <b>Materials</b>   |        |         |           |          |        |
| <b>Academic Language</b>   |        |         |           |          |        |
| <b>Differentiation</b>   |        |         |           |          |        |
| <b>Instructional Elements<br/>(Includes Assessment)</b>  |        |         |           |          |        |
| <b>Reflection</b><br>(Supervising Teacher or<br>Student Teacher-<br>continue on back side if<br>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)

---

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

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---

**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:<br>Page:<br>Title:<br>Hymn:                      |        |         |           |          |        |
| Introduction   |        |         |           |          |        |
| Afternoon  |        |         |           |          |        |
| Source:<br>Page:<br>Title:                               |        |         |           |          |        |
| Introduction   |        |         |           |          |        |
| Evaluation<br>(Supervisor Teacher of<br>Student Teacher) |        |         |           |          |        |

**Special Education  
Student Teaching Block Plans**

|  |               |                 |                  |                  |               |
|--|---------------|-----------------|------------------|------------------|---------------|
| <b>School:</b>   |               | <b>City:</b>    |                  | <b>Teacher:</b>  |               |
| <b>Week:</b>   |               | <b>Subject:</b> |                  | <b>Grade(s):</b> |               |
| <b>Day<br/>Date</b>  | <b>Monday</b> | <b>Tuesday</b>  | <b>Wednesday</b> | <b>Thursday</b>  | <b>Friday</b> |
| <b>LESSON FOCUS</b>  |               |                 |                  |                  |               |
| <b>OBJECTIVES</b>  |               |                 |                  |                  |               |
| <b>MATERIALS</b>   |               |                 |                  |                  |               |
| <b>DIFFERENTIATION<br/>Accommodations<br/>Modifications</b>  |               |                 |                  |                  |               |
| <b>INSTRUCTIONAL<br/>PROCEDURES</b><br><br>1. Review<br>2. Transitional<br>Statement<br>3. New Lesson<br>4. Guided Practice<br>5. Assignment |               |                 |                  |                  |               |
| <b>IEP GOAL<br/>Progress Monitoring</b>  |               |                 |                  |                  |               |
| <b>TEACHER REFLECTION</b>  |               |                 |                  |                  |               |

Special Education  
Student Teaching Data Tracker

| Period - Subject |      |      |      |      |      |      |      |
|------------------|------|------|------|------|------|------|------|
| 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

| <i>*Required</i>            | 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                  |   |   |   |   |   |   |   |   |

|                            |  |  |  |  |  |  |  |  |
|----------------------------|--|--|--|--|--|--|--|--|
| Professional Relationships |  |  |  |  |  |  |  |  |
| Crisis Planning            |  |  |  |  |  |  |  |  |
| Evaluations                |  |  |  |  |  |  |  |  |
| IEP/ISP                    |  |  |  |  |  |  |  |  |
| Collaboration/Writing      |  |  |  |  |  |  |  |  |
| Progress Reporting         |  |  |  |  |  |  |  |  |
| Professional Development   |  |  |  |  |  |  |  |  |

### 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       |   |   |   |   |   |   |   |   |

## 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

### TEACHING SKILLS TO MAINTAIN OR IMPROVE NEXT WEEK

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

SIGNED BY \_\_\_\_\_

(STUDENT TEACHER)

\_\_\_\_\_  
(COOPERATING TEACHER)

### Instruction

| <u>Lesson/Activity</u> | <u>Number</u> |
|------------------------|---------------|
| 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: _____           | _____         |

### ***Check Activities Supervised***

### Supervision

|                             |       |
|-----------------------------|-------|
| 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               | _____ |

### Professional Growth

### Congregational Activities

|                         | Leader | Participant | Observer |
|-------------------------|--------|-------------|----------|
| Curriculum Study        |        |             |          |
| Teachers Conference     |        |             |          |
| Parent-Teacher Mtg.     |        |             |          |
| Parent-Teacher Conf.    |        |             |          |
| Faculty Meetings        |        |             |          |
| Faculty Devotions       |        |             |          |
| Play Organ-Church       |        |             |          |
| Direct Children's Choir |        |             |          |
| Participate in Choir    |        |             |          |
| Bible Class             |        |             |          |
| 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

### TEACHING SKILLS TO MAINTAIN OR IMPROVE NEXT WEEK

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**SIGNED BY** \_\_\_\_\_  
(STUDENT TEACHER)

\_\_\_\_\_  
(COOPERATING TEACHER)

### 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               | _____ |

### 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?

---

---

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---

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

a. 

---

---

---

b. 

---

---

---

c. 

---

---

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---

  
Student Teacher Signature

---

  
Date

---

  
Supervising Classroom Teacher Signature

---

  
Date

## Student Teaching I Summative Assessment

### Metadata

Form\_ID

Form\_AccessCode

SchoolYear

SchoolYearSemester

Subject\_Person\_ID

Course\_Number

StudentTeacher\_ID

CourseStudentInstance\_ID

Content\_Areas

Recipient\_Email

ECE Elem CAL EdTec Math MVocal Minstr Phy Sci SS WL Core Acad MidCAL MidEdTec MidMath MidSS MidSci MidWL

### Introduction

Student

Date

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

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

Total Cross-Cultural Students

Percent

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

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

Multi-lingual/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

1. The statements below are based on the standards of effective teaching practice as outlined in the teacher licensure requirements of the State of Minnesota. [MN Standards of Effective Practice for Teachers](#)
2. The teacher candidate should demonstrate these standards in his or her teaching and interactions with the students.
3. 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 |

### Minimal

Demonstrates little understanding or effort. Work is incomplete, lacks clarity, and shows major errors or misconceptions. Does not meet expectations.

### Basic

Demonstrates partial understanding and effort. Work meets some expectations but contains noticeable errors or omissions. Improvement is needed for full competency.

### Proficient

Demonstrates solid understanding and consistent effort. Work meets expectations with few errors and shows competence in key areas.

### Distinguished

Demonstrates in-depth understanding and exceptional effort. Work exceeds expectations, is thorough, insightful, and virtually error-free.

## Standard 2: Learning Environments

1. 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.

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.2000.2D

Comments

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

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.2000.2E

Comments

## Standard 3: Assessment

3. 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.

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.2000.3D

Comments

4. 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.

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.2000.3F

Comments

5. 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.

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.2000.3G

Comments

6. 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.

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.2000.3H

Comments

## Standard 4: Planning for Instruction

7. 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.

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.2000.4A

Comments

8. 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.

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.2000.4C

Comments

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

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.2000.4D

Comments

10. 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.

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.2000.4E

Comments

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

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.2000.4G

Comments

## Standard 5: Learning Environment

12. 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.

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.2000.5A

Comments

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

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.2000.5C

Comments

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

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.2000.5D

Comments

15. 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.

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.2000.5E

Comments

16. 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.

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.2000.5F

Comments

17. engages all students in developing higher-order questioning skills and metacognitive processes.

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.2000.5G

Comments

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

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.2000.5I

Comments

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

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.2000.5J

Comments

20. 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.

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.2000.5K

Comments

## Standard 6: Professional Responsibilities

21. 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.

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.2000.6A

Comments

22. 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.

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.2000.6C

Comments

23. 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.

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.2000.6I

Comments

24. actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.2000.6J

Comments

## Standard 7: Collaboration and leadership

25. plans collaboratively with professionals who have specialized expertise to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs.

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.2000.7C

Comments

## MN Elementary Content Standards

1. understand and apply the research base for the best practices of kindergarten and elementary level education

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.3200.3.A.1

Comments

2. understand and apply educational principles relevant to physical, social, emotional, moral, and cognitive development of young children

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.3200.3.A.2

Comments

3. understand how to integrate curriculum across subject areas in developmentally appropriate ways

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.3200.3.A.5

Comments

## Minnesota Early Childhood Content Standards

1. A teacher of preprimary-aged and primary aged children must understand child development and learning including the research base for and the best practices of early childhood education

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.3000.3.A.1

Comments

2. A teacher of preprimary-aged and primary aged children must understand child development and learning, including: the physical, social, emotional, language, cognitive, and creative development of young children from birth to age eight.

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.3000.3.A.2

Comments

3. A teacher of preprimary-aged or primary-aged, must understand child development and learning, including: how young children differ in their development and approaches to learning support the development and learning of individual children.

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.3000.3.A.3

Comments

4. A teacher of young children uses informal and formal assessment and evaluation strategies to plan and individualize curriculum and teaching practices. The teacher must understand: observing, recording, and assessing young children's development and learning and engage children in self-assessment

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.3000.3.K.1

Comments

5. A teacher of young children uses informal and formal assessment and evaluation strategies to plan and individualize curriculum and teaching practices. The teacher must understand: using information of family dynamics and relationships to support the child's learning

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.3000.3.K.2

Comments

6. A teacher of young children uses informal and formal assessment and evaluation strategies to plan and individualize curriculum and teaching practices. The teacher must understand: using assessment results to identify needs and learning styles and to plan appropriate programs, environments, and interactions

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.3000.3.K.3

Comments

7. A teacher of young children uses informal and formal assessment and evaluation strategies to plan and individualize curriculum and teaching practices. The teacher must understand developing and using formative and summative program evaluation instruments to enhance and maintain comprehensive program quality for children, families and the community

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.3000.3.K.4

Comments

## MN Middle Level Endorsement Communication Arts and Literature Content Standards

1. understand and apply the research base for and best practices of middle level education

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.3310.3.A.1

Comments

2. understand the educational principles relevant to the physical, social, emotional, moral, and cognitive development of young adolescents.

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.3310.3.A.2

Comments

3. understand how to integrate curriculum across subject areas in developmentally appropriate ways

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.3310.3.B.2

Comments

## MN Middle Level Mathematics Endorsement Content Standards

1. understand and apply the research base for and best practices for middle education

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.3320.3.A.1

Comments

2. understand the educational principles relevant to physical social, emotional, moral, and cognitive development of young adolescents

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.3320.3.A.2

Comments

3. understand how to integrate curriculum across subject areas in developmentally appropriate ways

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.3320.3.B.2

Comments

## MN Middle Level Social Studies Endorsement Content Standards

1. understand the research base for and best practices of middle level education

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.3330.3.A.1

Comments

2. understand the educational principles relevant to the physical, social, emotional, moral, and cognitive development of young adolescents

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.3330.3.A.2

Comments

3. understand how to integrate curriculum across subject areas in developmentally appropriate ways

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.3330.3.B.2

Comments

## MN Middle Level Science Endorsement Content Standards

1. understand the research base for and best practices of middle level education

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.3340.3.A.1

Comments

2. understand the educational principles relevant to the physical, social, emotional, moral, and cognitive development of young adolescents

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.3340.3.A.2

Comments

3. understand how to integrate curriculum across subject areas in developmentally appropriate ways

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.3340.3.B.2

Comments

## MN Middle Level World Language and Cultures Endorsement: Spanish Content Standards

1. understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4950.6A

Comments

2. understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4950.6B

Comments

3. develop curriculum goals and purposes based on the central concepts of language and culture and know how to apply instructional strategies and materials for achieving student understanding of the language and culture

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4950.6C

Comments

## MN Secondary Communication Arts and Literature Content Standards

1. understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of preadolescents and adolescents

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4250.3.C.1

Comments

2. understand and apply the research base for and the best practices of middle level and high school education

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4250.3.C.2

Comments

3. understand the need for and how to connect students' schooling experiences with everyday life, and workplace, and further educational opportunities

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4250.3.C.5

Comments

4. understand the integration of reading, writing, speaking, listening, and viewing

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4250.3.A.9

Comments

5. understands strategies for selecting and using texts and materials that correlate individual student abilities with developmentally appropriate learning experiences

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4250.3.A.10

Comments

6. understands strategies for selecting and using texts and materials which recognize and accept a broad range of common and diverse perspectives

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4250.3.A.11

Comments

7. understands the meanings of messages, content and relational

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4250.3.A.14

Comments

8. understands communication and its value in exploring and expressing ideas

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4250.3.A.15

Comments

## MN Secondary Computer, Keyboarding, and Related Technology Content Standards

1. understands and applies the physical, social, emotional, moral, and cognitive development of students in grades kindergarten through 12

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4525.3.C.1

Comments

2. understands and applies best practices of teaching computer and related technology applications to students in grades kindergarten through 12

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4525.3.C.2

Comments

3. create and apply teaching and learning strategies for many types of technology environments including, but not limited to, lab, mobile, classroom, integrated, and online

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4525.3.C.5

Comments

4. understands and applies knowledge of emerging technologies and the changing nature of technology in education

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4525.3.A.6

Comments

5. understands and applies methods to manage technology, resources, user access, and applications in the education setting

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4525.3.A.7

Comments

6. understands and applies strategies to evaluate, select, and apply appropriate hardware, software, and online resources

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4525.3.A.8

Comments

7. understands and applies the knowledge necessary to develop computer technology curriculum

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4525.3.A.9

Comments

## MN Secondary Mathematics Content Standards

1. understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of preadolescents and adolescents

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4600.3.I.1

Comments

2. understand and apply the research base for and the best practices of middle level and high school education

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4600.3.I.2

Comments

3. understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.4600.3.I.5

Comments

4. understand the overall framework of mathematics including the processes and consequences of expanding mathematical systems

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.4600.3.H.3.a

Comments

5. understand the overall framework of mathematics including the examination of the effects of broad ideas, including operations or properties, as these ideas are applied to various systems

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.4600.3.H.3.b

Comments

6. understand the overall framework of mathematics including the examination of the same object from different perspectives

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.4600.3.H.3.c

Comments

7. understand the overall framework of mathematics including the investigation of the logical reasoning that takes place within a system

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.4600.3.H.3.d

Comments

8. understand the role of technology, manipulatives, and models in mathematics

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.4600.3.H.4

Comments

## MN Secondary Vocal Music Content Standards

1. understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.4650.3.D.1

Comments

2. understand and apply the research base for and the best practices of kindergarten or primary, intermediate, and middle level and high school education

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.4650.3.D.2

Comments

3. understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.4650.3.D.5

Comments

4. demonstrate ability to accompany a vocal ensemble on a keyboard instrument

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.4650.3.B.2

Comments

5. know vocal and choral instructional materials and solo and ensemble repertoire, representing diverse periods and cultures, and beginning, intermediate, and advanced levels from kindergarten through grade 12

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.4650.3.B.5

Comments

6. demonstrate understandings and skills of vocal performance pedagogy and vocal health, including the child voice and the changing voice

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4650.3.B.6

Comments

7. rehearse and conduct small and large vocal and choral performance ensembles

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4650.3.B.7

Comments

## MN Secondary Instrumental Music Content Standards

1. understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4650.3.D.1

Comments

2. understand and apply the research base for and the best practices of kindergarten or primary, intermediate, and middle level and high school education

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4650.3.D.2

Comments

3. understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4650.3.D.5

Comments

4. know instrumental instructional materials and solo and ensemble repertoire, representing diverse periods and cultures, and beginning, intermediate, and advanced levels

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4650.3.C.4

Comments

5. demonstrate understandings and skills or performance pedagogy for percussion, string, and wind instruments

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4650.3.C.5

Comments

6. rehearse and conduct small and large instrumental ensembles

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4650.3.C.6

Comments

## MN Secondary Physical Education Content Standards

1. understand historical, philosophical, sociological, and psychological factors associated with varied physical activities

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4700.3.B.12

Comments

2. understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4700.3.C.1

Comments

3. understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4700.3.C.2

Comments

4. understand the benefits and implications of, and how to, promote lifelong physical recreation

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4700.3.C.3

Comments

5. develop curriculum goals and purposes based on the central concepts of physical education and knew how to apply instructional strategies and materials for achieving student understanding of this discipline

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4700.3.C.4

Comments

6. understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4700.3.C.6

Comments

## MN Secondary Science- Chemistry, Life Science, and Physics Content Standards

1. understand how to apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of preadolescents and adolescents

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4750.3.E.3

Comments

2. understand how to apply the research base for and the best practices of middle level and high school education

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4750.3.E.4

Comments

3. understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4750.3.E.7

Comments

4. understand curriculum and instruction in science as evidenced by the ability to select, using local, state, and national science standards, appropriate science learning goals and content

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4750.3.E.1.a

Comments

5. understand curriculum and instruction in science as evidenced by the ability to plan a coordinated sequence of lessons and instructional strategies that support the development of students' understanding and nurture a community of science learners including appropriate inquiry into authentic questions generated from students' experiences; strategies for eliciting students' alternative ideas; strategies to help students' understanding of scientific concepts and theories; and strategies to help students use their scientific knowledge to describe real-world objects, systems, or events

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4750.3.E.1.b

Comments

6. understand curriculum and instruction in science as evidenced by the ability to plan assessments to monitor and evaluate learning of science concepts and methods of scientific inquiry

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4750.3.E.1.c

Comments

7. understand curriculum and instruction in science as evidenced by the ability to justify and defend, using knowledge of student learning, research in science education, and national science education standards, a given instructional model or curriculum

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.4750.3.E.1.d

Comments

## MN Secondary Social Studies Content Standards

1. understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of preadolescents and adolescents

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.4800.3.K.1

Comments

2. understand and apply the research base for and the best practices of middle and high school education

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.4800.3.K.2

Comments

3. understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.4800.3.K.5

Comments

4. understand ways in which groups, societies, and cultures address human needs and concerns

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.4800.3.A.1

Comments

5. understand that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and in the evidence they use

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.4800.3.B.1

Comments

6. understand the relative location, direction, size, and shape of locales, regions, and the world

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.4800.3.C.1

Comments

7. understand personal connections to time, place, and social and cultural systems

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.4800.3.D.1

Comments

8. understand how concepts, including role, status, and social class, impact the connections and interactions of individuals, groups, and institutions in society

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.4800.3.E.1

Comments

9. understand persistent issues involving the rights, roles, and status of the individual in relation to the general welfare

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.4800.3.F.1

Comments

10. understand how the scarcity of productive human, capital, technological, and natural resources requires the development of economic systems to make decisions about how goods and services are to be produced and distributed

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.4800.3.G.1

Comments

## MN Secondary World Languages and Cultures: Spanish Content Standards

1. understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4950.6A

Comments

2. understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4950.3B

Comments

3. understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4950.6E

Comments

4. understand the target culture from a variety of perspectives, including historical, geographical, political, and artistic and contemporary viewpoints

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4950.3.C.2

Comments

5. is familiar with culture and literature of children and adolescents in both the United States and target cultures

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4950.3.C.3

Comments

6. understand the history of institutions within the cultures sufficiently for comprehending why current conditions exist

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4950.3.C.4

Comments

7. has a sociolinguistic understanding sufficient for accurately communicating the interrelationships of the language and culture

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4950.3.C.5

Comments

8. understand that both content and process are important and that cultural knowledge and understanding are interdisciplinary

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.4950.3.C.6

Comments

## MN Special Education Core Skills Content Standards

1. understands the role of special education within the structure of a single, evolving, and changing education system that provides, based on an individualized planning and programming process, free appropriate public education to students in special education through a continuum of services

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.5000.2.A.1

Comments

2. communicates the results of assessments and the evaluation process to students, families, teachers, and other professionals

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.5000.2.B.8

Comments

3. integrates multiple sources of data to develop individualized educational programs and plans

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.5000.2.B.13

Comments

4. supports the selection, acquisition, and use of assistive technology and supplementary aids and services in collaboration with parents and specialists

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.5000.2.B.15

Comments

5. adapts and modifies curriculum and deliver evidence-based instruction, including scientific research-based interventions when available, aligned with state and local grade-level content standards to meet individual learner needs

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.5000.2.C.1

Comments

6. applies evidence-based methods, strategies, universal design for learning, and accommodations including assistive technologies to meet individual student needs and provide access to grade-level content standards

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.5000.2.C.3

Comments

7. uses evidence-based instruction, knowledge of subject matter, grade-level content standards, task analysis, and student performance data to sequence instruction and accelerate the rate of learning

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.5000.2.C.4

Comments

8. collaborates with other professionals and parents on the design and delivery of prevention efforts, early intervening services, prereferral interventions, English learning, gifted education, and intervention strategies to promote the academic, behavioral, linguistic, communication, functional, social, and emotional competency of students

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.5000.2.C.5

Comments

9. teaches in a variety of service delivery models, including the delivery of specially designed instruction in the general education classroom and collaboration with other educational professionals and paraprofessionals

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.5000.2.C.8

Comments

10. works collaboratively with family members, including children and youth, in designing, implementing, and evaluating individual educational plans and programs

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.5000.2.D.4

Comments

11. engages in continuing professional development and reflection to increase knowledge and skill as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.5000.2.D.11

Comments

## MN Special Education Academic & Behavioral Strategist

1. understands central concepts, tools of inquiry, history and context, models, theories, and philosophies that form the bases for special education practice for students with academic, behavioral, functional, social, emotional, and communication needs

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.5050.3.A.1

Comments

2. selects, administer, and interpret a variety of informal and formal assessments, including rating scales, interviews, observation checklists, direct observations, formative assessments, assistive technology considerations, and academic achievement assessments, accounting for technical adequacy, limitations, and ethical concerns

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.5050.3.B.6

Comments

3. communicates the purpose, procedures, and results of interventions, assessments, and the evaluation process to students, families, educators, and other professionals

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.5050.3.B.9

Comments

4. collaborates with teachers, specialists, and related service providers, to identify patterns of strengths and weaknesses that require systematic explicit instruction, accommodations, and modifications, including the use of assistive technology for access to the curriculum

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.5050.3.B.10

Comments

5. designs and implement individualized education program plans, considering a range of educational placement options and required levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and nonacademic goals

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.5050.3.B.12

Comments

6. utilizes principles of universal design for learning in order to meet student needs across disability areas and across settings and provide access to grade-level content standards

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.5050.3.C.1

Comments

7. designs, implement, modify, and adjusted instructional programs and processes and adapt materials and environments to enhance individual student participation and performance when serving students with a range of disabilities and diverse needs

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.5050.3.C.2

Comments

8. monitors, collect, summarize, evaluate, and interpret data to document progress on skill acquisition and make adjustments to and accommodations in instruction

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.5050.3.C.4

Comments

9. selects and applies evidence-based instructional practices, including those supported by scientifically based research when available, for academic instruction, social skills instruction, affective education, and behavior management for students with a range of disabilities and diverse needs within a common instructional setting

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.5050.3.C.5

Comments

10. applies strategies to increase functional developmental skills, academic skills, reasoning, problem solving skills, study skills, organizational skills, coping skills, social skills, self-advocacy, self-assessment, self-awareness, self-management, self-control, self-reliance, self-esteem, test-taking skills, and other cognitive strategies to ensure individual success in one-to-one, small-group, and large-group settings, including preparation for transition

☐ 1   ☐ 2   ☐ 3   ☐ 4

8710.5050.3.C.6

Comments

11. modifies instruction and teaches skills to increase accuracy, fluency, academic vocabulary, and comprehension in reading, writing, and listening including modifying pace of instruction, introducing monitoring strategies, and providing organizational cues

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.5050.3.C.7

Comments

12. modifies instruction and teach skills to increase accuracy and proficiency in mathematical reasoning and calculation

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.5050.3.C.8

Comments

13. utilizes assistive technology devices, accessible instructional materials, and accommodations to strengthen or compensate for differences in perception, attention, memory, processing, comprehension, and expression

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.5050.3.C.11

Comments

14. assists children and youth and families in understanding terminology and identifying concerns, priorities, and resources during the identification of a disability and at critical transition points across the life span

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.5050.3.D.5

Comments

15. engages in continuing professional development and reflection to increase knowledge and skill as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

8710.5050.3.D.10

Comments

## Teacher Candidate Dispositions

**Caring:** Shows genuine concern for the well-being and growth of each student. A caring teacher fosters a safe, inclusive, and supportive environment where all learners feel respected, valued, and empowered.

**Creative:** Brings innovation and imagination into teaching. A creative teacher designs engaging, flexible learning experiences that stimulate curiosity, critical thinking, and problem-solving among students.

**Capable:** Demonstrates strong instructional skills, classroom management, and subject knowledge. A capable teacher effectively plans lessons, adapts to challenges, and ensures students meet learning goals with confidence and competence.

**Collaborative:** Works well with others to support student success. A collaborative teacher builds strong partnerships with colleagues, families, and students, is open to feedback and suggestions, is communicative, and contributes to a positive school culture.



### CONCEPTUAL FRAMEWORK OF EDUCATIONAL INSTRUCTION

*at Martin Luther College*

## Caring

Shows genuine concern for the well-being and growth of each student.

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

Fosters a safe, inclusive, and supportive environment.

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

Respects, values, and empowers all learners.

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

## Creative

Designs engaging, student-centered lessons

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

Connects learning to real-world experiences

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

Adapts instruction for diverse learners

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

Provides varied ways for students to demonstrate learning

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

## Capable

Demonstrates strong instructional skills

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

Demonstrates strong classroom management

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

Demonstrates strong subject knowledge

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

Adapts to challenges

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

Punctual

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

## Collaborative

Builds strong rapport with cooperating teacher

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

Builds strong rapport with students

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

Communicative

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

Open to feedback and suggestions

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

Contributes to positive school culture

☐ 1 ☐ 2 ☐ 3 ☐ 4

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:

- ☐ Minimal  
☐ Basic  
☐ Proficient  
☐ Distinguished

Management:

- ☐ Minimal  
☐ Basic  
☐ Proficient  
☐ Distinguished

## Rubric for Final Student Teaching Ratings of Teacher Candidates

Last Updated: Apr 11, 2025

Reviewed by MLC Education Advisors Apr 22, 2025

Reviewed by MLC Education Department May 9, 2025

### Why are new ratings being drafted?

The ratings are being redefined to more clearly highlight a candidate's strengths in teaching ministry. Fewer categories provide more targeted insights into a candidate's unique teaching abilities and growth over time. The additional performance criteria provide richer data about each candidate. The updated ratings also align with those used in the WELS Ministerial Growth and Evaluation Process (MGEP), offering candidates clearer feedback to guide their future teaching development.

A contingent of Conference of Presidents members expressed the value of changing the rating system to align with the MGEP. The current system fails to offer a clear rating of performance, benefits from deeper descriptions of candidates, and needs to include distinction in their character for service and activity in congregational life. The group would like clear avenues for sharing initial performance information with administrators in Lutheran Schools.

### What has been done with the ratings so far?

Each rating term has been aligned with the WELS Ministerial Growth and Evaluation Process. The descriptions associated with each performance level remain consistent with the intended outcomes of the Education Program at Martin Luther College. Candidates must meet all competencies outlined in a rating descriptor to earn that rating, which includes competencies from prior rating levels.

### How will this draft be refined over the next six months?

The descriptors are undergoing a review process involving the Conference of Presidents, Commission on Lutheran Schools, New Teacher Induction, and the MLC Education Department. The MLC Education Department will work to consolidate various standards into two main categories—Teaching and Management—using the revised language for the *Book of Candidates*.

The reorganized standards and updated language will be presented to the Conference of Presidents at the Assignment Committee Meeting in May of 2025. If adopted, the aligned ratings will begin implementation following the COP and other necessary MLC approvals with implementation starting during the 2025-26 academic year.

The proposed standards and associated ratings with descriptors were composed based on the objectives identified in the [Rubric for Final Ratings for Student Teaching](#). The following rubric with ratings and descriptors is being proposed:

### Teaching

1. *Initiative in the classroom, respectfully initiates ideas and provides assistance to students*

#### Distinguished:

- Proactively anticipates and plans for classroom and student needs.
- Manages the entire class effectively while supporting smaller groups and ensuring smooth transitions between lessons and activities.
- Creatively adapts instructional approaches and management strategies to support and challenge students of varying abilities, promoting broad access and engagement with the learning.
- Maintains attention to “small” details that support good order.

- Actively encourages and models Christian living within the classroom and broader community.
- Uses disciplinary techniques that reflect Christian values; consistently sets clear expectations and embeds teaching practices that foster motivation and learning.

**Proficient:**

- Respectfully proposes solutions and suggestions for improvement.
- Organizes, prepares, and manages classroom procedures to foster inclusive and active participation.
- Demonstrates flexibility in classroom management and instructional methods to support diverse abilities.
- Attends to “small” details that contribute to an orderly environment.
- Promotes Christian living through words and actions.
- Consistently clarifies expectations for students and distinguishes between rules and procedures.

**Basic:**

- Fosters a cooperative learning environment that promotes respect among students.
- Independently identifies and addresses classroom needs without prompting.
- Communicates in a manner that conveys mutual respect with students.
- Establishes rules and procedures for effective classroom management that support learning.
- Encourages and models Christian values for students and periodically reinforces expectations.

**Minimal:**

- Willing to support classroom and student needs when directed.
- Encourages Christian values without consistently modeling them.
- Struggles to clearly and consistently communicate expectations to students.

2. *Ability to meet deadlines without prompting or excuses*

**Distinguished:**

- Proactively aligns long-term goals with current lesson plans.
- Independently prepares all lesson materials for the next day before leaving school.
- Consistently one of the first to arrive at meetings and events.
- Completes assigned tasks and personal responsibilities above and beyond expectations by being consistently early or delivering a high quality of work.

**Proficient:**

- Consistently submits lesson plans two school days in advance without reminders.
- Prepares all materials for the next day before leaving school.
- Arrives early to meetings and events.
- Completes assigned tasks and personal responsibilities on time and as expected without prompting or assistance.
- Demonstrates effective communication with families, colleagues, and the community.
- Integrates tasks to support students' spiritual, mental, and physical growth.

**Basic:**

- Regularly submits lesson plans two school days in advance.
- Ensures lesson materials are ready before the school day begins.
- Arrives on time to meetings and events.

- Completes tasks and fulfills responsibilities on time and as expected with occasional prompting or support.
- Understands how teacher tasks relate to students' needs.

**Minimal:**

- Requires additional time or reminders to submit lesson plans two school days in advance.
- Sometimes lacks necessary materials at the start of the school day.
- Occasionally arrives late to meetings or events.
- Often needs prompting or support to complete tasks and responsibilities.

3. *Lesson planning that includes well-written and implemented plans.*

**Distinguished:**

- Lesson plans are highly detailed, thorough, and include all required components, demonstrating a deep understanding of individual students' backgrounds and needs.
- Lessons are delivered confidently and enthusiastically, following the intended plan while adapting responsively to both collective and individual student needs.
- Lessons progress logically and sequentially toward achieving objectives, offering opportunities for additional support or challenge.
- Lesson plans make connections between objectives and broader curriculum or real-life applications more than once per week and naturally integrate technology where appropriate without overuse.

**Proficient:**

- Lesson plans are detailed, thorough, and contain all required components.
- Lessons are confidently and enthusiastically developed and presented, adhering to the intended plan while remaining responsive to student needs.
- Lessons progress logically and sequentially toward objectives.
- Plans include connections between objectives and the curriculum or real-life applications and integrate technology appropriately.

**Basic:**

- Lesson plans include sufficient detail and all required components.
- Lesson presentations keep students engaged and follow the intended plan.
- Lessons progress logically toward objectives and address collective learning needs.

**Minimal:**

- Lesson plans lack sufficient detail or do not include all required components.
- Lesson presentations may lack enthusiasm or fail to follow the intended plan.
- Lessons lack logical flow, may not maintain a focus on objectives, or fail to meet students' collective learning needs.

4. *Content knowledge, developmental principles, and ability to make concepts understandable*

**Distinguished:**

- Demonstrates precise content knowledge, effectively corrects students' content errors, and deepens understanding by providing additional information and connections to prior learning and other subject areas.
- Uses strategies tailored to the developmental characteristics of the age level, accounting for both general patterns and individual student differences.
- Engages students with the central concepts, structure, and inquiry tools of the discipline to create meaningful learning experiences.

**Proficient:**

- Demonstrates accurate content knowledge, effectively corrects students' content errors, and enriches the material with added information and links to prior learning.
- Uses strategies suited to the developmental characteristics of the age level, considering exceptions to general patterns.
- Instruction is logical and sequential, with clearly articulated explanations and varied approaches to deepen students' understanding.

**Basic:**

- Demonstrates accurate content knowledge and corrects students' content errors.
- Uses strategies suitable for the developmental characteristics of the age level.
- Instruction follows a logical, sequential structure with clear explanations.

**Minimal:**

- Makes frequent content errors or does not correct students' content errors.
- Uses strategies that are not developmentally appropriate.
- Instruction lacks logical progression, and explanations are unclear.

5. *Efficiency, creativity, and resourcefulness, Creates and uses a wide variety of methods and materials*

**Distinguished:**

- Completes tasks efficiently and integrates a wide variety of creative ideas and resources into lessons to foster critical thinking, problem-solving, and performance skills in students.
- Develops, implements, and evaluates plans using diverse methods and strategies to maximize learning, incorporating a wide range of materials and technology resources.
- Regularly employs varied instructional resources to enhance a series of lessons.

**Proficient:**

- Completes tasks efficiently, incorporating a range of creative ideas and instructional resources into lessons.
- Develops, implements, and evaluates plans that use a variety of materials or technology resources to optimize learning.
- Utilizes multiple instructional resources to enrich lessons and adapts instruction based on student feedback, effectively incorporating a variety of technology resources.

**Basic:**

- Completes tasks in a reasonable timeframe, allowing for the addition of a limited number of creative ideas and resources into lessons.
- Uses a small selection of instructional strategies and resources to improve lessons and incorporates some technology resources.

**Minimal:**

- Takes longer than expected to complete tasks, which limits opportunities to add creativity or additional resources to lessons.
- Uses instructional resources sporadically to enhance lessons.

6. *Involvement of students in lessons through skillful questioning, discussions, and planned experiences*

**Distinguished:**

- Questioning Techniques: Consistently poses questions that foster deep, meaningful student-to-student discussions. Questions are open-ended and encourage critical thinking and exploration of diverse perspectives.
- Discussions: Facilitates discussions that are student-led, with students building on each other's ideas and engaging in thoughtful dialogue.
- Planned Experiences: Designs and implements planned experiences that require every student to actively engage in learning, promoting collaboration and inquiry-based learning.

**Proficient:**

- Questioning Techniques: Uses a variety of questioning techniques to achieve specific purposes, such as probing for student understanding or helping students articulate their ideas and thought processes.
- Discussions: Engages students in discussions that are purposeful and structured, encouraging students to express their thoughts and engage with the content.
- Planned Experiences: Provides planned experiences that encourage active learning, allowing students to explore and apply concepts in meaningful ways.

**Basic:**

- Questioning Techniques: Asks clearly worded questions that prompt both recall of information and higher-order thinking skills, inviting multiple answers and perspectives.
- Discussions: Regularly engages students in both large and small group discussions, promoting student participation and interaction.
- Planned Experiences: Designs planned experiences that promote student engagement and involvement, though they may be more teacher-directed.

**Minimal:**

- Questioning Techniques: Asks questions that are either poorly worded, above students' level of understanding, or limited to simple recall or recitation with only one correct answer.
- Discussions: Occasionally engages students in group discussions, which may lack depth and student involvement.
- Planned Experiences: Focuses planned experiences more on teacher demonstration than on student involvement, with limited opportunities for active student participation.

*7. Integration of subjects and God's Word where appropriate*

**Distinguished:**

- Plans and integrates God's Word and doctrinal principles into multiple lessons each week, engaging students actively.
- Makes thoughtful connections between God's Word and the lesson content.
- Consistently verbalizes and demonstrates respect for each student as a unique child of God, being sensitive to their individual backgrounds and feelings.
- Conveys a strong belief that all students can learn and succeed.

**Proficient:**

- Plans and integrates God's Word and doctrinal principles into at least one lesson each week where appropriate.
- Provides connections to God's Word that engage students in inquiry and discovery.
- Consistently verbalizes and demonstrates respect for students as unique children of God, with sensitivity to their backgrounds and feelings.
- Communicates a belief that all students can learn and succeed.

**Basic:**

- Integrates God's Word into lessons regularly where appropriate.
- Demonstrates understanding of God's Word to engage students in inquiry and discovery.
- Shows respect for students as unique children of God.

**Minimal:**

- Rarely integrates God's Word into lessons.
- Bible doctrines are either misapplied or lack age-appropriate clarity.
- Occasionally speaks of respect for students as unique children of God but provides few demonstrated examples.

*8. Use of assessments to support student learning*

**Distinguished:**

- Selects assessment strategies and materials that align with instructional goals and meet individual learner needs.
- Provides students with positive, specific feedback on their performance, highlighting strengths and areas for further learning.
- Uses a comprehensive range of assessment methods to gain deep insights into student learning and progress.

**Proficient:**

- Uses assessment techniques appropriate to the content and students' levels.
- Provides timely feedback on students' performance.
- Employs a variety of formal and informal assessment methods to gain insight into student learning.
- Uses multiple types of assessment to support learning.

**Basic:**

- Provides general feedback to students within two to three days regarding their performance quality.
- Uses a limited range of formal and informal assessments to improve understanding of student learning.

**Minimal:**

- Uses a few types of assessment.
- Assessments used offer limited insights into students' knowledge and skills.
- Feedback is often delayed or lacks specific guidance on performance quality.

*9. Communication that is clear and articulate*

**Distinguished:**

- Proactively conveys ideas and information, asks questions, and seeks understanding from multiple perspectives for instructional purposes.
- Builds relationships with students' parents/guardians through established communication channels.
- Demonstrates exceptional clarity and articulation in both verbal and written communication, adapting style to suit different audiences.

**Proficient:**

- Communicates pleasantly and effectively, with varied tone.
- Uses a range of verbal, nonverbal, and media techniques.
- Employs effective strategies to convey ideas, information, and questions.
- Demonstrates clear and articulate communication in both verbal and written forms.

**Basic:**

- Communicates pleasantly and effectively both verbally and in writing.
- Demonstrates knowledge of effective verbal, nonverbal, and media techniques.
- Meets basic expectations for clarity and articulation in communication.

**Minimal:**

- Meets basic requirements for spoken and written communication in the classroom.
- Communication may lack clarity or articulation, impacting understanding.

*10. Implementation of changes to lessons based on suggestions and self-reflection*

**Distinguished:**

- Regularly conducts self-evaluations of teaching effectiveness as part of the planning and assessment cycle.
- Openly accepts and applies constructive feedback to improve lesson plans and teaching practices.
- Actively participates in collegial activities, including faculty meetings and professional development, to enhance instructional strategies.

**Proficient:**

- Reflects on and revises teaching practices using observations, student data, and research.
- Demonstrates self-confidence by utilizing congregational and community resources to support student learning and well-being.
- Is punctual, reliable, organized, and proactive in completing tasks.
- Adjusts lesson plans based on student feedback while adhering to weekly plans.
- Conducts self-evaluations and participates in collegial activities, such as faculty meetings and professional development.

**Basic:**

- Plans lessons with some attention to students' diverse learning needs.
- Is punctual and dependable in attendance.
- Maintains a professional appearance.
- Is organized and efficient.
- Acknowledges unanticipated input and adjusts plans accordingly.

**Minimal:**

- Plans lessons with some attention to student needs.
- Delivers lessons as planned.
- Responds to inquiries about individual students when prompted.

**Management**

*1. Support for students by keeping routines and procedures consistent*

**Distinguished:**

- Consistently maintains and reinforces established routines and procedures, ensuring a stable and predictable learning environment.
- Proactively adapts routines to meet the evolving needs of students while maintaining consistency.
- Engages students in understanding and valuing the importance of routines and procedures for their learning success.

**Proficient:**

- Maintains established routines and procedures effectively, providing a stable learning environment.
- Adjusts routines as necessary to accommodate student needs while ensuring consistency.

- Communicates the importance of routines and procedures to students, fostering a supportive learning atmosphere.

**Basic:**

- Maintains basic routines and procedures, providing some level of consistency in the learning environment.
- Occasionally adjusts routines to address student needs, though consistency may vary.
- Provides general explanations of routines and procedures to students.

**Minimal:**

- Establishes few routines and procedures, leading to an inconsistent learning environment.
- Rarely adjusts routines to meet student needs, resulting in limited support.
- Provides minimal explanation of routines and procedures to students.

2. *Ability to state expectations clearly and procedures consistent*

**Distinguished:**

- Consistently states expectations clearly and ensures procedures are consistently followed, creating a stable and predictable learning environment.
- Proactively clarifies expectations and procedures to accommodate diverse student needs, ensuring understanding from multiple perspectives.
- Engages students in discussions about the importance of clear expectations and consistent procedures, fostering a collaborative classroom culture.

**Proficient:**

- States expectations clearly and maintains consistent procedures, providing a stable learning environment.
- Adjusts communication of expectations and procedures as necessary to accommodate student needs.
- Uses a variety of strategies to convey expectations and procedures effectively, ensuring student understanding.

**Basic:**

- States expectations and procedures with some clarity, providing a basic level of consistency in the learning environment.
- Occasionally adjusts communication to address student needs, though clarity may vary.
- Demonstrates knowledge of effective communication techniques for stating expectations and procedures.

**Minimal:**

- States expectations and procedures with limited clarity, leading to inconsistencies in the learning environment.
- Rarely adjusts communication to meet student needs, resulting in limited understanding.
- Meets basic requirements for communicating expectations and procedures.

3. *Leadership with diverse learners*

**Distinguished:**

- Demonstrates exceptional leadership by proactively engaging with diverse learners, understanding their unique needs, and adapting teaching strategies accordingly.
- Builds strong, supportive relationships with students from diverse backgrounds, fostering an inclusive and respectful classroom environment.

- Actively seeks out and incorporates diverse perspectives into the curriculum, enhancing learning experiences for all students.

**Proficient:**

- Effectively leads and engages with diverse learners, showing an understanding of their varied needs and backgrounds.
- Maintains positive relationships with students from diverse backgrounds, promoting an inclusive classroom environment.
- Incorporates diverse perspectives into teaching practices, supporting a broad range of learning experiences.

**Basic:**

- Demonstrates basic leadership skills in engaging with diverse learners, with some understanding of their needs.
- Maintains respectful relationships with students from diverse backgrounds.
- Occasionally incorporates diverse perspectives into teaching practices.

**Minimal:**

- Shows limited leadership in engaging with diverse learners, with minimal understanding of their needs.
- Relationships with students from diverse backgrounds are basic and may lack depth.
- Rarely incorporates diverse perspectives into teaching practices.

4. *Use of God's Word in disciplining children*

**Distinguished:**

- Consistently integrates God's Word into disciplinary practices, using scripture to guide and support positive behavior changes.
- Demonstrates a deep understanding of biblical principles and applies them thoughtfully to address individual student needs with wisdom and grace.
- Engages students in reflective discussions about their behavior in the context of biblical teachings, fostering personal growth, repentance, and a Christ-centered approach to reconciliation.
- Models a spirit of love and discipline that mirrors God's guidance and encourages students to develop self-discipline through faith.

**Proficient:**

- Effectively uses God's Word in disciplinary practices, applying relevant scripture to support behavior management and encourage positive choices.
- Shows a solid understanding of biblical principles and uses them to address student behavior in a way that promotes both accountability and grace.
- Encourages students to reflect on their actions in light of biblical teachings, creating a respectful and supportive environment rooted in Christian values.
- Demonstrates consistency in incorporating scripture into discipline, reinforcing a Christ-centered classroom culture.

**Basic:**

- Occasionally incorporates God's Word into disciplinary practices, using scripture to support behavior management but with varying consistency.
- Demonstrates a basic understanding of biblical principles and applies them in general ways when addressing student behavior.
- Provides opportunities for students to reflect on their actions in the context of biblical teachings but may not always guide discussions toward deeper understanding.

- Uses scripture primarily as reinforcement rather than an integral part of the discipline process.

**Minimal:**

- Rarely uses God's Word in disciplinary practices, with limited or inconsistent application of scripture to behavior management.
- Shows shallow understanding of biblical principles in addressing student behavior, often relying on general discipline strategies without a Christ-centered foundation.
- Provides few opportunities for students to reflect on their behavior through a biblical lens, missing chances to connect discipline with spiritual growth.
- Lacks planning to integrate scripture into the disciplinary process.

5. *Implementation of many and appropriate strategies for different instruction*

**Distinguished:**

- Consistently implements a wide range of instructional strategies tailored to meet the diverse needs of all learners.
- Demonstrates a deep understanding of various instructional methods and adapts them effectively to enhance student engagement and learning outcomes.
- Proactively seeks and integrates innovative strategies to address individual learning styles and preferences.

**Proficient:**

- Effectively uses a variety of instructional strategies to address the diverse needs of learners.
- Shows a solid understanding of different instructional methods and applies them to support student learning.
- Adjusts instructional strategies as needed to accommodate different learning styles and preferences.

**Basic:**

- Utilizes a limited range of instructional strategies to support student learning.
- Demonstrates a basic understanding of instructional methods and occasionally adapts them to meet student needs.
- Provides some differentiation in instruction to address diverse learning styles.

**Minimal:**

- Uses few instructional strategies, often relying on a single approach.
- Shows minimal understanding of instructional methods and rarely adapts them to meet student needs.
- Provides limited differentiation in instruction, resulting in inconsistent support for diverse learners.

6. *Use of smooth transitions and maximizing time on task*

**Distinguished:**

- Consistently implements smooth and seamless transitions between activities, minimizing downtime and maximizing instructional time.
- Proactively plans and adjusts transitions to accommodate diverse student needs, ensuring all students remain engaged and focused.
- Engages students in understanding the importance of efficient transitions, fostering a collaborative and time-conscious classroom environment.

**Proficient:**

- Effectively manages transitions between activities, minimizing downtime and maintaining student engagement.

- Uses a variety of strategies to ensure smooth transitions, adapting as necessary to meet student needs.
- Communicates expectations for transitions clearly, supporting a productive learning environment.

**Basic:**

- Manages transitions with some effectiveness, though occasional downtime may occur.
- Demonstrates basic strategies for facilitating transitions, with some adaptation to student needs.
- Provides general instructions for transitions, maintaining a basic level of student engagement.

**Minimal:**

- Transitions are often disorganized, leading to significant downtime and loss of instructional time.
- Uses few strategies for managing transitions, resulting in inconsistent student engagement.
- Provides limited instructions for transitions, impacting the overall flow of the lesson.

7. *Flexibility to adjust to changes and to adapt lessons when needed and without help*

**Distinguished:**

- Consistently demonstrates exceptional flexibility by independently adjusting to changes and adapting lessons seamlessly to meet the needs of all students.
- Proactively anticipates potential changes and prepares alternative strategies to ensure continuous learning.
- Engages students in the process of adapting lessons, fostering a dynamic and responsive learning environment.

**Proficient:**

- Effectively adjusts to changes and adapts lessons independently to accommodate student needs.
- Demonstrates the ability to modify instructional strategies and materials as necessary to maintain lesson flow.
- Encourages student engagement by adapting lessons to suit varying learning styles and preferences.

**Basic:**

- Shows some flexibility in adjusting to changes and adapting lessons, with occasional need for support.
- Demonstrates a basic ability to modify lessons to address student needs, though adjustments may be limited.
- Provides some opportunities for students to engage with adapted lesson content.

**Minimal:**

- Demonstrates limited flexibility in adjusting to changes and adapting lessons, often requiring assistance.
- Rarely modifies lessons to meet student needs, resulting in a rigid learning environment.
- Provides few opportunities for students to engage with adapted lesson content.

8. *Development of positive relationships with the students while maintaining a professional demeanor*

**Distinguished:**

- Consistently builds strong, warm, positive relationships with students, demonstrating genuine care and understanding of their individual needs and backgrounds.
- Maintains a professional demeanor at all times, serving as a role model for respectful and ethical behavior.
- Proactively engages with students to foster a supportive and inclusive classroom environment, encouraging open communication and trust.

**Proficient:**

- Effectively develops positive relationships with students, showing respect and understanding of their diverse needs.
- Maintains a professional demeanor, balancing approachability with authority.
- Encourages a supportive classroom environment through clear communication and mutual respect.

**Basic:**

- Develops basic positive relationships with students, demonstrating general respect and understanding.
- Maintains a professional demeanor, though may occasionally struggle with balancing approachability and authority.
- Provides a generally supportive classroom environment with some encouragement for open communication.

**Minimal:**

- Develops limited positive relationships with students, with minimal understanding of their individual needs.
- Maintains a basic professional demeanor, with occasional lapses in professionalism.
- Provides limited support for a positive classroom environment, with minimal encouragement for open communication.

9. *Organizational skills before, during, and after preparation and teaching*

**Distinguished:**

- Demonstrates exceptional organizational skills by meticulously planning and preparing lessons, ensuring all materials and resources are ready and accessible.
- Maintains a well-organized classroom environment that supports efficient transitions and maximizes instructional time.
- Reflects on and refines organizational strategies after teaching to enhance future lesson delivery and student engagement.

**Proficient:**

- Effectively organizes and prepares lessons, ensuring materials and resources are available and aligned with instructional goals.
- Maintains an organized classroom environment that supports smooth transitions and effective time management.
- Reflects on organizational practices and makes adjustments to improve lesson delivery and student engagement.

**Basic:**

- Organizes and prepares lessons with some attention to detail, ensuring basic materials and resources are available.
- Maintains a generally organized classroom environment, though transitions may occasionally be less efficient.

- Occasionally reflects on organizational practices and makes minor adjustments as needed.

**Minimal:**

- Demonstrates limited organizational skills, with minimal preparation of lessons and resources.
- Maintains a disorganized classroom environment, leading to inefficient transitions and loss of instructional time.
- Rarely reflects on organizational practices, resulting in minimal improvements to lesson delivery.



## 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

☐ Forensics

☐ 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., Daylight 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  
Distinguished ProficientSec Sec  
Distinguished Proficient**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. Panelopy displays 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:** Panelopy plans 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, Panelopy assumed 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. Panelopy was 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.



