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

Martin Luther College

1995 Luther Court
New Ulm, MN 56073
507.354. 8221

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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

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, performance related, align throughout plan, activities, and assessments; student-friendly terms)*

Performance Verb(s)/Language Function(s): Use performance verbs as you write your objectives.

Objective

"The student will..." or "I can..."

Success Criteria

The observable activities and/or assessments that show how your students have met the objective. Identify if each success criteria is formative or summative.

1.	
2.	
3.	

Academic Language and Language Demands:

Vocabulary

Tiers 1, 2, and 3 (can include instructional and assessment vocabulary)

Definition(s)

Instructional Materials:

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

Teacher/Teaching Resources <i>include text information</i>	•
Student Resources	•
Special Preparation <i>in advance of teaching</i>	•

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

☐ Planned Support for Differentiation/Diversity

Describe (3) students who may benefit from differentiation/accommodations.

- 1.
- 2.
- 3.

Highlight the tool or tools you'll use in your lesson or write in your own. Then explain the accommodation or modification in your lesson. Use ☐ Accommodation/Modification Chart as a reference.

Selection ▾	Accommodation(s)/Modification(s):
Selection ▾	Accommodation(s)/Modification(s):
Selection ▾	Accommodation(s)/Modification(s):
Selection ▾	Accommodation(s)/Modification(s):
Selection ▾	Accommodation(s)/Modification(s):

Instructional Procedures

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

Syntax and/or Discourse

Syntax: the set of conventions for organizing symbols, words, and phrases together into structures/sentences (including the use of graphs, tables, equations, and formulas)

Discourse: written or oral discussion to construct knowledge among members of a discipline (how they talk, write, and share knowledge)

Anticipatory Set:

Initial active engagement, review, development of background, opening, or hook. How will you gain student interest and tap into their prior knowledge? How will you help them see the relevance of the target skill(s) being introduced and later taught?

—

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:

Include scaffolding of learning experience (often known as gradual release of responsibility) through demonstration and scaffolding/guided practice (e.g., "I do it - we do it together- you do it with a partner - you do it independently). Incorporate frequent participation of students and higher levels of questioning throughout the lesson (e.g., choral responses, response cards, hand signals).

—

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 (during the new lesson/learning task, above) for affirmation as well as corrective feedback.

—

Lesson Analysis:

To be completed after each lesson. Answer at least ONE question from each of the THREE groups. Use the  Custom Menu option from the top toolbar to select and insert your chosen question from each of the THREE groups .

Lesson Creation and Teaching

-

Student Assessment and Next Steps

-

Reflection

-

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								

Reflection Journal Topics – Secondary

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

Reflection Journal Topics - Special Education K-12

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

Student Teaching II - Summative Assessment

Metadata

Form_ID

Form_AccessCode

SchoolYear

SchoolYearSemester

Subject_Person_ID

Course_Number

StudentTeacher_ID

CourseStudentInstance_ID

Content_Areas

Recipient_Email

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

Introduction

Student

Date

Teacher

School

Grades

☐ Kindergarten ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

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
<input type="text"/>	<input type="text"/>

Two or more races	Percent
<input type="text"/>	<input type="text"/>

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

Total Cross-Cultural Students	Percent
<input type="text" value="0"/>	<input type="text"/>

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

Total Students with Exceptionalities	Percent
<input type="text"/>	<input type="text"/>

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
<input type="text"/>	<input type="text"/>

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

Multi-lingual/ELL	Percent
<input type="text"/>	<input type="text"/>

Attendance

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

Date absent	Reason
<input type="text"/>	<input type="text"/>

Minnesota Standards of Effective Practice

- 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](#)
- The teacher candidate should demonstrate these standards in his or her teaching and interactions with the students.
- 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: Student Learning

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

MN Early Childhood Education Content Standards

1. A teacher of infant or toddler-aged, must provide a foundation for literacy and numeracy development through daily exposure to books, stories, language experiences, and activities that involve object relationships.

Comment:

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.3000.3.B.6.h

2. A teacher of infant or toddler-aged, must establish environments in which responsive and predictable interaction sequences occur.

Comment:

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.3000.3.B.7.a

3. A teacher of infant or toddler-aged, must understand child development and learning, including: The research base for and the best practices of early childhood education

Comment:

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.3000.3.A.1

4. A teacher of infant or toddler-aged, must understand child development and learning, including: the physical, social, emotional, language, cognitive, and creative development of young children from birth through age eight.

Comment:

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.3000.3.A.2

5. A teacher of infant or toddler-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.

Comment:

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.3000.3.A.3

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

Comments

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.3310.3.A.1

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

Comments

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.3310.3.A.2

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

Comments

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.3310.3.B.2

MN Middle Level Mathematics Endorsement Content Standards

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

Comments

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.3320.3.A.1

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

Comments

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.3320.3.A.2

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

8710.4950.6B

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

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.



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

Briefly describe the MLC student's ability for teaching. For example, indicate strengths and weaknesses, along with any additional comments you feel would be helpful.

Public School 2 Visit

College and Classroom Supervisor Observation Report

Student Teacher:

School:

Grade:

Supervisor:

College Supervisor:

Session:

First Visit:

Classes Observed:

Second Visit:

Classes Observed:

Personal (Briefly describe how each of the following is evident.)
Professionalism evident in dress, words, actions:
Initiative (personal; routines & procedures):
Work ethic:
Self-confidence:
Courteous with co-workers and other adults (initiates conversations-approachable):
Cooperative (accepts criticism & suggestions):
Communication skills:
Enthusiasm (in and out of the classroom-rate as 1-10):
Stamina (emotional & physical):

Descriptors: 1: Minimal 2: Basic 3: Proficient 4: Distinguished

Teaching - Preparation (Rate the following on the scale of 1-4 and briefly describe how each of the following is evident.)	Visit 1	Visit 2
Deadlines for lesson plans (at least 2 days prior to being taught):		
Detailed lesson plans have all parts (objectives, standards, academic language, differentiation, etc.):		
Knowledge of subjects (content, evidence of thorough preparation):		
Understands and applies principles of child development and differentiation:		
Creativity/Resourcefulness (wide variety of ideas beyond the textbook):		
Assessments & assignments are appropriate for the objectives:		

Descriptors: 1: Minimal 2: Basic 3: Proficient 4: Distinguished

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

Descriptors: 1: Minimal 2: Basic 3: Proficient 4: Distinguished

Management (Rate the following on the scale of 1-4 and briefly describe how each of the following is evident.)	Visit 1	Visit 2
Current correcting, grading, recording:		
Organizational skills: (personal, classroom):		
Awareness of student behavior (quick scan):		
Classroom control: States expectations clearly (proactive vs. reactive):		A17

Consistently enforces expectations:		
Uses appropriate management strategies for the age level:		
Time management and Transitions (time on task vs. off task):		
Management extends beyond classroom (if applicable):		
Flexibility (able to adjust schedules and routines when needed):		
Relationship with children continuum (buddy - aloof):		

Suggested 6-week Elementary Student Teaching Induction Plan

Subject→ Week↓	Math or Core Subject #1	Literacy or Core Subject #2	Science Social Studies, or Core Subject #3	* Minor Classes	** Other
1				X	X
2	X			X	X
3	X	X		X	X
4	X	X	X	X	X
5	X	X	X	X	X
6	X	X	X	X	X

Notes:

The order of induction of particular subjects is open to negotiation between the cooperating teacher and the teacher candidate.

* Minor classes include those with basic procedures such as spelling, handwriting, morning meeting, read aloud, etc. ** Other activities may include team teaching, shadow teaching, small group teaching, listening to reading, and one on one tutoring.

***If the 6-week experience is taking place in a Lutheran school, the same requirements apply (see top line) TEaching an additional subject area such as teaching religion, teaching art, etc. is optional.

****If the 6-week experience is an endorsement placement, the endoresment subject are must be taught for 4 full weeks

STUDENT TEACHING BLOCK PLAN

School: _____ City: _____ Teacher: _____

Week of: _____ 20____ Subject: _____ Grade(s): _____

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

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. What makes this classroom inviting (“people-friendly”)?
5. 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 do students have on their desks when the day begins?
8. 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. How does the teacher call students to attention?
8. What verbal and nonverbal cues does the teacher use to redirect students?
9. What techniques does the teacher use to keep students on task and to promote effective and efficient transitions (proximity, positive reinforcement, countdowns, etc.)?
10. Explain how the management strategies used by the teacher are developmentally appropriate for your students.
11. How does the teacher keep students engaged in lessons? How does this engagement impact classroom management?
12. Where is student work turned in to the teacher?
13. How/when is corrected work returned to students?
14. 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 classes begin in the morning (writes objectives on the board, opens SMART Board presentations, takes lunch count, 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.)?

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

Assessmen

Reflection

Suggested 6 week Secondary Special Education Student Teaching Induction Plan

Subject Week → ↓	Prep 1 Section 1	Prep 1 Section 2	Prep 2 Section 1	Prep 2 Section 2	Prep 3 (if applicable)
1	x				
2	x	x			
3	x	x	x	x	
4	x	x	x	x	x
5	x	x	x	x	x
6	x	x	x	x	x

The Order of induction of particular preps is open to negotiation between the cooperating teacher and the teacher candidate.

SECONDARY STUDENT TEACHING BLOCK PLAN

Student Teacher: _____

School: _____

Week #: _____ 20 _____

Subject: _____

Grade Level: _____ Section: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
OBJECTIVES					
MATERIALS					
DIFFERENTIATION					
INSTRUCTIONAL PROCEDURE(S) * Review * Transitional Statement (Aim) * New Lesson * Assignment					
ASSESSMENT					

A-11

This weekly plan is to be completed and submitted to the classroom supervisor by Friday or Saturday prior to its implementation

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.

6-Week Student Teaching Induction Plan Special Education 6-12 & Transition

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

Notes:

- This suggested implementation guide will be adjusted based on the caseload, daily schedule, and services provided by the cooperating teacher. Co-teaching of lessons is encouraged prior to formally picking up a subject.
- During parts of the schedule the student teacher is not teaching, they are to be observing the cooperating teacher to make note of practices and routines they will soon implement. Planning, journaling, and file review are to be done during allocated prep times before, after, or during school hours.
- During weeks 6-7 the cooperating teacher can take back selected subjects/intervention groups to model or reinforce particular skills or lesson components.
- The teacher candidate is required to have a minimum of 10 and a maximum of 15 consecutive days of full load teaching near the end of the experience.
- Week 10 may include up to 2 days of observation of special education students in another classroom.

SPED STUDENT TEACHING BLOCK PLAN

School:		City:		Teacher:	
Week:		Subject:		Grade(s):	
Day Date	Monday	Tuesday	Wednesday	Thursday	Friday
LESSON FOCUS					
OBJECTIVES					
MATERIALS					
DIFFERENTIATION Accommodations Modifications					
INSTRUCTIONAL PROCEDURES					
IEP GOALS PROGRESS MONITORING					
TEACHER REFLECTION					

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

SPED 2-Visit Form
College and Classroom Supervisor Observation Report

Teacher Candidate:

School:

Grade:

Cooperating Teacher:

College Supervisor:

Session:

First Visit:

Classes Observed:

Second Visit:

Classes Observed:

Personal (Briefly describe how each of the following is evident.)
Professionalism evident in dress, words, actions:
Initiative (personal; routines & procedures):
Work ethic:
Self-confidence:
Courteous with co-workers, other adults, parents (initiates conversations-approachable):
Cooperative (accepts criticism & suggestions):
Communication skills:
Enthusiasm (in and out of the classroom-rate as 1-10):
Stamina (emotional & physical):

Descriptors: 1: Minimal 2. Basic 3. Proficient 4. Distinguished

Teaching - Preparation (Rate the following on the scale of 1-5 and briefly describe how each of the following is evident.)	Visit 1	Visit 2
Deadlines for lesson plans (at least 2 days prior to being taught):		
Lesson plans have all parts (objectives, standards, academic language, adaptations, etc.):		
Specialized instruction connecting plan goals & general education classroom is planned:		
Knowledge of subjects (content, evidence of thorough preparation):		
Understands and applies principles of child development, differentiation, and adaptations unique to each student's program:		

Creativity/Resourcefulness (wide variety of ideas beyond the textbook):		
Assessments & assignments are appropriate for the objectives:		

Descriptors: 1: Minimal 2. Basic 3. Proficient 4. Distinguished

Teaching - Presentation (Rate the following on the scale of 1-5 and briefly describe how each of the following is evident.)	Visit 1	Visit 2
Delivery: All parts evident (see below): (review, developing background, transition, stated objectives, new content, summary, assessment)		
Variety of techniques:		
Lesson “mirrors” the plan:		
Precise Questioning: Variety of levels is appropriate for content:		
Wait time:		
Distribution of questions to students:		
Students are actively involved in lessons:		
Vocabulary and tone are grade level appropriate and support students’ needs and language development:		
Quality of writing modeled for students:		
Use of assistive technology in the classroom for teaching and assessing learning:		

Descriptors: 1: Minimal 2. Basic 3. Proficient 4. Distinguished

Management (Rate the following on the scale of 1-5 and briefly describe how each of the following is evident.)	Visit 1	Visit 2
Current data grading, correcting, recording, data collection, IEP/ISP deadlines, evaluation deadlines, prepared for meetings:		

Organizational skills: (personal, classroom, instruction, caseload progress monitoring):		
Awareness of student needs (quick scan):		
States classroom expectations clearly (proactive vs. reactive):		
Consistently follows through with expectations specific to the needs of the student:		
Uses appropriate management strategies for the needs of the student:		
Time management and transitions (time on task vs. off task):		
Flexibility (able to adjust schedules and routines when needed):		
Relationship with students is a top priority (safety through connection is established and balance between silly & strict, cold & warm):		

