

Student Teaching | 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
<u>Minimal</u> Demonstrates little understanding or effort. Work is incomplete, lacks clarity, and shows major errors or misconceptions. Does not meet expectations.	<u>Basic</u> Demonstrates partial understanding and effort. Work meets some expectations but contains noticeable errors or omissions. Improvement is needed for full competency.	<u>Proficient</u> Demonstrates solid understanding and consistent effort. Work meets expectations with few errors and shows competence in key areas.	<u>Distinguished</u> 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