Secondary & Special Education
Student Teaching II
2022-2023

Martin Luther College

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MLC
MARTIN LUTHER COLLEGE

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SECONDARY STUDENT TEACHING II

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SECONDARY STUDENT TEACHING II HANDBOOK

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SECONDARY STUDENT TEACHING II HANDBOOK

Preface

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

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

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

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

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

Sincerely,

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

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

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

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

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

As we work together may we all be blessed-teacher candidates, cooperating teachers, students, college supervisors, and administrators, during the school year.

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

Dr. Cindy Whaley

Martin Luther College Mission Statement

The mission of Martin Luther College is to train a corps of Christian witnesses who are qualified to meet the ministry needs of the Wisconsin Evangelical Lutheran Synod (WELS) and who are competent to proclaim the Word of God faithfully and in accord with the Lutheran Confessions in the Book of Concord.

The Student Teaching Program

Introduction

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

Program Dates during the 2022-2023 School Year

Student Teaching II Experience Dates for 2022-2023

> Fall session: Tuesday, September 6 – Friday, October 14
>
> Spring session: Monday, January 16 – Friday, February 24

Secondary Student Teaching II and Placement Determination

Secondary Student Teaching II is among the following required experiences:

1. **Individual Field Experience (IFE) Hours** – service learning opportunities working with children and adults

2. **Early Field Experience (EFE I, EFE II, and EFE III)** – three week-long classroom experiences

3. **Clinical** – a semester-long experience of one day a week, taken concurrently with the discipline methods course, and generally completed in Year 3

4. **Student Teaching II** – a full-time, six-week professional experience in high school classrooms of public schools

5. **Student Teaching I** – a full-time, ten-week professional experience in high school classrooms of Lutheran schools

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

Secondary Student Teaching II placements are determined as follows:

1. To be eligible for a Minnesota 5-12 license, the teacher candidate must complete experiences in intermediate (5-6), middle (7-8), and high school (9-12) level classrooms.

2. To be eligible for a Minnesota K-12 license for Classroom Music (Instrumental and/or Vocal), Physical Education, or Spanish, the candidate must complete experiences in elementary (K-6), middle (5-8), and high school (9-12) level classrooms.

3. To be eligible for a Minnesota K-12 Special Education: ABS license, the candidate must complete experiences in elementary (K-4), middle (5-8), and high school (9-12) level classrooms.

These experiences are comprised of those that come from EFE III, Clinical, Student Teaching I, and Student Teaching II. The candidate is placed according to his or her program major (Chemistry, Communication Arts and Literature, Life Science, Mathematics, Instrumental Music, Vocal Music, Physical Education, Physics, Social Studies, Special Education, and World Languages and Cultures: Spanish).

Definition of Terms

1. **Student teaching.** A full-time professional experience during which a pre-service teacher is assigned to a public school for supervised teaching as a part of his/her college program. This course carries six semester hours of credit.

2. **Teacher candidate.** A college student participating in student teaching. The term is used synonymously with student or candidate.

3. **Cooperating teacher.** A classroom teacher who guides the daily experiences of the teacher candidate.

4. **College supervisor.** A member of the college faculty who is responsible for supervising and advising a group of teacher candidates and working together with cooperating teachers in the schools where teacher candidates are placed.

5. **Director of Field Experiences.** The member of the college faculty who is responsible for the administration of the student teaching program. The director oversees all field experiences required of pre-service education students, including the coordination of the student teaching program.

6. **Public School Placement Coordinator.** The member of the college faculty who is responsible for placing teacher candidates with cooperating teachers in Minnesota public schools. The coordinator keeps record of all licensure experiences, and has ongoing communication with public schools about the availability of cooperating teachers.

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

Objectives of the Student Teaching Program

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

The teacher candidate should:

1. Work with an experienced teacher to observe and learn effective teaching procedures.

2. Display the ability and willingness to cooperate with the faculty, staff, co-workers, and supervisors.

3. Utilize and refine those personal qualities which will enhance teacher effectiveness.

4. Apply knowledge of principles and theories of teaching studied in college to a program of learning for students.

5. Work with students and understand their growth and development.

6. Develop insights and refine strategies for effective classroom organization and time management.

7. Develop an understanding of and the ability to use a variety of effective methods of teaching.

8. Continue to learn to use the materials and equipment that are available to a teacher.

9. Become acquainted with the community and the resources it offers a teacher.

10. Clarify and evaluate a personal philosophy of education.

11. Observe other experienced teachers at different grade levels and in the student's major. (*optional*)

Responsibilities of the Public School Placement Coordinator

1. Prepare a handbook for participating schools, cooperating teachers, and teacher candidates.

2. Coordinate the student teaching program with the principals and teaching staff of participating schools.

3. Communicate with the principal and cooperating teachers willing to participate in the program.

4. Prepare and implement a schedule which assigns students to cooperating teachers in participating schools.

5. Coordinate the orientation of teacher candidates to the program through a special program at the beginning of each term.

6. Prepare and receive records from cooperating teachers about the experiences of teacher candidates that will provide useful and meaningful information for the placement of the student as a beginning teacher.

7. Carry on a continuous study to bring about changes and improvements in the program.

8. Encourage and provide for an exchange of ideas among all involved with the student teaching program.

Responsibilities of the College Supervisor

The college supervisor is a member of the college faculty who as a supervisor of teacher candidates and co-worker of cooperating teachers:

1. Assists in the orientation of cooperating teachers in the student teaching program.

2. Orients the teacher candidates at the beginning of each term of student teaching.

3. Orients the teacher candidates to the edTPA process, providing approved guidance through submission and, if necessary, remediation.

4. Checks and reads the teacher candidate's lesson plans and journal reflections.

5. Consults with each teacher candidate and the cooperating teachers individually and in a triad conference that includes both the cooperating teacher and the teacher candidate.

6. Gives help and guidance to teacher candidates, cooperating teachers, and principals relative to information that may be needed to improve the program and to resolve problems which may arise during the student teaching experience.

7. Writes a report about the teacher candidate that will be helpful in the placement of the teacher candidate as a beginning teacher and files this information with the director of field experiences.

8. Is a source of encouragement and of counsel to the teacher candidates and to their cooperating teachers.

9. Is a liaison between MLC and the teacher candidate.

Guidelines for Selecting Cooperating Teachers

1. The principal of a participating school will assist the college in determining which teachers on the faculty are willing and able to serve as cooperating teachers.

2. Selected teachers will receive a Teacher Interest Form by email during the spring semester. Submitting this fillable form indicates a teacher's desire to work with a teacher candidate the following school year.

3. The Public School Placement Coordinator will make the final selection from the list of participating teachers. In making these selections, the coordinator will consider the following:

    a. Under normal circumstances, teacher candidates will not be assigned to teachers having fewer than two years teaching experience.

    b. Cooperating teachers must hold a valid teaching license.

Responsibilities of the Cooperating Teacher

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

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

2. Orient the teacher candidate to the school.

3. Orient the teacher candidate to the classroom and to the routine of the classroom.

4. Acquaint themselves with the background of the teacher candidate through material sent by the college.

5. Prepare the students for the arrival and duties of the teacher candidate.

6. Provide the teacher candidate an opportunity to observe techniques of working with a group and to participate in class and co-curricular activities before being given full responsibility for the classroom.

7. Acquaint the teacher candidate with writing, filing, and using student records.

8. Acquaint the teacher candidate with available instructional materials, supplies, and equipment.

9. Guide and assist the teacher candidate in establishing objectives, organizing long-range lesson outlines, and daily lesson plans.

10. Encourage resourcefulness and self-evaluation on the part of the teacher candidate.

11. Observe the student's teaching and provide meaningful and specific feedback that will foster improvement and provide encouragement to the teacher candidate.

12. Read as many of the weekly reflections as possible and "sign off" completion of the entries at the end of the term.

13. Evaluate the student's teaching through analysis of the teacher candidate's self-evaluation, conferences with the student, and report forms.

14. Provide for professional growth of the teacher candidate and supply or suggest educational literature for the student's enrichment.

15. Adhere to Standard 8710.2100 Code of Ethics for Minnesota Teachers (Appendix).

16. Cooperate with all other personnel in carrying out the student teaching program in all its details. Consult with the college supervisor during individual or triad meetings, and regarding any problems that arise in working with the teacher candidate.

17. Submit an evaluation of the student's performance to the Director of Field Experiences following the close of the term. An example of the SEP Form can be found in the Appendix.

18. Encourage the teacher candidate to participate in activities of the school.

19. Acquaint the teacher candidate to the individual differences/exceptionalities of the students.

20. Arrange for the teacher candidate to visit in the other classrooms of the school, as appropriate.

21. Acquaint themselves with the edTPA process and support the teacher candidate's edTPA work.

Responsibilities of the Teacher Candidate

Most teacher candidates are aware of the importance of the student teaching experience. They anticipate that it will be both a satisfying experience and that their classroom work will have prepared them for these experiences. The following items highlight many aspects of the student teaching experience. Cooperating teachers can assist teacher candidates in attending conscientiously to these matters, which will contribute to a successful student teaching term as well as enhancing the learning of the children in their care.

Responsibilities as a Person

1. Complete the *Personal Information Form* as a means of providing an introduction to the cooperating teacher.

2. Reflect personal faith in the Savior as they adhere to Standard 8710.2100 Code of Ethics for Minnesota Teachers.

3. Display social skills and sensitivity as a cultured, mature Christian.

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a. Use the formal mode of address (Mr. or Ms.) when speaking to the cooperating teacher and others, unless he or she indicates that a first-name basis is appropriate.
b. Deal cooperatively and tactfully with all personnel in the school: nurse, custodians, secretary, and kitchen workers.
c. Dress and work professionally in the building. The student should inquire about teacher dress code policies in the building.

4. Use every opportunity to become acquainted with the students and the faculty.

5. Display cheerfulness and a positive outlook.

6. Show interest, initiative, and resourcefulness in attacking and solving problems.

7. Seek and recognize the achievements of others. Be ready, willing, and gracious in acknowledging their successes.

8. Be considerate of others, especially the cooperating teacher. Give assistance whenever possible. Be sure to return materials and equipment to their proper places after using them.

9. Avoid discussion of personalities and other forms of gossip. Criticism of teachers, the administration, parents, the school's facilities, or related matters does not reflect a Christian attitude.

10. Have a receptive attitude toward suggestions and constructive criticism. If unsure about any matter, ask the cooperating teacher, principal, or college supervisor.

11. Do not allow personal activities to interfere with the student teaching experience. Teacher candidates are teachers in the school in which they are serving.

12. Do not use cell phones and computers for personal use during the school day. When emergencies arise requiring their need, ask for permission of the classroom teacher, and seek his/her advice on how best to handle emergency communication inside the classroom.

Responsibilities as a Teacher Candidate

1. Adhere to Standard 8710.2100 Code of Ethics for Minnesota Teachers.

2. Prepare carefully and in detail for each day. It is not enough to be ready to "stand and deliver." Teacher candidates should try to anticipate and prepare for the unexpected.

3. Strive for understanding and application of the Minnesota teaching standards as adapted by MLC.

4. Get to know the students through observation, conferences, and examination of daily work and standardized test scores. However, avoid a peer relationship with the students. Proper student-teacher relationships contribute considerably to successful teaching and learning.

5. Recognize that school records, especially student data, are confidential. Such information helps teachers in their efforts to teach effectively. It should not be the topic of casual conversation.

6. Offer willingly to help prepare newsletters/reports, grade papers, keep records, and assist with other tasks. Take the initiative to help keep the classroom comfortable and well organized.

7. Plan with the cooperating teacher and gradually develop independence in planning and presenting lessons.

8. Abide by all regulations which apply to students and teachers. Teacher candidates are not visitors with a privileged status; rather, they are fellow workers subject to established standards.

9. Teacher candidates may be expected, as is any teacher, to give extra time to help students solve their problems.

10. Students are expected to write reflections in their reflection journals. The weekly topic choices will be provided by the college supervisor.

11. Complete and submit the edTPA portfolio on time.

Responsibilities as a Servant in a School Community

1. Be an example of Christian living in all circumstances.

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

3. Participate in the life and activities of the school, as time permits.

Communication and Conferencing

Cooperating Teacher – Martin Luther College

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

Cooperating Teacher – Teacher Candidate

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

Ample time each day should be scheduled for conferencing to reflect on the day's experiences and to plan for future experiences. Comments and suggestions are important to the growth of the preservice teacher.

Cooperating teachers are provided a copy of the teacher candidate's personal information, including the email address of the student. Cooperating teachers should feel welcome to correspond via that address during the experience.

Cooperating Teacher – College Supervisor

An MLC college supervisor will make a minimum of two face-to-face visits with the cooperating teacher to gain feedback on the progress of the teacher candidate and to discuss any concerns they have about

the student teaching experience. Comments or concerns shared by the cooperating teacher will be shared and discussed with the teacher candidate by MLC personnel. Emails are ongoing, as needed, to check on progress.

Cooperating Teacher – Teacher Candidate – College Supervisor

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

Guidelines during Student Teaching

Criminal Background Check

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

Teacher Candidates as Substitute Teachers

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

Absences during the Student Teaching Term

Students should follow the calendar of the school in which he/she is teaching in his/her professional semester, being present at the school all day, each scheduled day of the experience.

From time to time, teacher candidates become ill and may need to stay home. In such situations, the teacher candidate should text or phone the cooperating teacher as soon as possible. In addition, the absence should be logged in the MLC Portal (Attendance > Schedule Field Exp Absence). When the absence is submitted, an email notification is sent to the cooperating teacher, school administrator, and college supervisor.

At other times, teacher candidates may need to be excused for medical appointments, funerals, etc. The candidate should request an excused absence in advance of the day. The request is made through the Portal (Attendance > Schedule Field Exp Absence). When the request is approved, an email notification is sent to the cooperating teacher, school administrator, and the candidate.

Students will not be excused in order to take professional exams.

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

The Director of Field Experiences is responsible for determining the length and amount of make-up days when absences exceed two times.

Co-curricular Activities and Employment

Teacher candidates are discouraged from becoming involved in college co-curricular activities and employment during the student teaching session in order to give full attention to this experience. Any

exceptions should be cleared with the Director of Field Experiences and shared with the college supervisor and cooperating teacher.

Student Identification

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

Arrival

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

Dismissal

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

Lunch Procedures

Each teacher candidate on an MLC meal plan may make a sack lunch from the MLC cafeteria. Lunch items are available for making and packing by 7:00 a.m. Teacher candidates who leave earlier than 7:00 a.m. may make their lunches the evening before the student teaching day. The lunch items should be packed in the white lunch bags provided. An alternative to packing a sack lunch the night before is to pick dinner items for a green "to-go" container, a microwavable container that can be refrigerated overnight. The container is obtained from the food service checker on duty for a $5.00 deposit. When the container is returned, the student can receive either the $5.00 deposit or a clean container for use the next teaching day. MLC teacher candidates should not leave their teaching setting during the school day.

Field Trips

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

Transportation

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

Teacher Candidate's Use of a Car

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

Teacher Candidate Insurance Coverage

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

Social Media

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

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

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

Sexual Harassment

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

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

Cooperating Teacher Honorarium

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

MLC is very thankful for the willingness of cooperating teachers to open their classrooms to MLC students and for providing classroom experiences and guidance in developing skills in teaching and leading students.

Classroom Experiences

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

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

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

Written Lesson Planning

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

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

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

Reflecting on the Student Teaching II Experience

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

Minnesota Licensure Requirements

During the student teaching term, each student must strive to meet the MN Standards of Effective Practice (see below) in order to be eligible for Minnesota state licensure. Cooperating teachers complete an SEP Form (Appendix) to verify the student has successfully met each standard.

While student teaching, each student will also be collecting evidence for his/her portfolio to demonstrate he/she has satisfactorily met the MN standards of effective practice. The required models of evidence and other pertinent information concerning the portfolio are described in the *Portfolio Handbook*.

MN Standards of Effective Practice

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

Standard 1 (Subject Matter)
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2 (Student Learning)
The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Standard 3 (Diverse Learners)
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard 4 (Instructional Strategies)
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.

Standard 5 (Learning Environment)
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6 (Communication)
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7 (Planning Instruction)
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8 (Assessment)
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Standard 9 (Reflection and Professional Development)
The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard 10 (Collaboration, Ethics, and Relationships)
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

For detailed explanation of each standard, please see the Appendix for *8710.2000 MN Standards of Effective Practice for Teachers*.

Teacher Candidate Evaluation

Student Teaching II Evaluation

The Student Teaching II experience is evaluated with a Pass (P) or No Pass (NP). A student must receive a Pass rating in student teaching to be eligible for graduation and candidacy for teaching. The rating is derived jointly between the student's college supervisor and cooperating teacher.

The student will be made aware of his or her progress by the college supervisor at the time of the visits between the college supervisor and cooperating teacher.

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

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

No Pass Rating

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

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

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

Dismissal from the Student Teaching II Experience

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

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

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

edTPA

Overview

edTPA is an assessment and support system that requires candidates to demonstrate what they can and will do in the classroom to help all students learn. It is intended to be used at the end of an educator preparation program for the program completion or teacher licensure and to support state or national program accreditation. The edTPA process encourages feedback and self-reflection that nurtures professional growth and preparation for classroom instruction. Teacher candidates will develop lesson plans to engage students in learning consistent with the participating school's standards and curricula.

Teacher candidates preparing for edTPA will document their classroom work by submitting a portfolio that includes lesson plans, student assignments, assessments, unedited video clips of the candidate teaching, and commentaries on student learning and how the candidate adjusted instruction to meet student needs.

A teacher candidate will complete his or her edTPA during Student Teaching II. Double majors complete only one edTPA, typically during his or her first Student Teaching II experience.

Teacher candidates participate in mandatory edTPA training. This will be conducted by the edTPA Coordinator and the college student teaching supervisors via face-to-face and online forums.

edTPA and the Cooperating Teacher

The cooperating teacher's role is to offer support for excellent teaching. Teacher candidates going through edTPA may need the cooperating teacher's input about the context and background of the students in the classroom early in the process so that they can learn to plan instruction based on specific student strengths and needs.

Acceptable Supports within the edTPA Process:

1. Discuss edTPA tasks and scoring rubrics.

2. Discuss support documents (such as *Making Good Choices*) about lessons or examples to use within the assessment.

3. Use rubric constructs or rubric language to evaluate and debrief observations made by cooperating teachers as part of the clinical supervision process.

4. Ask probing questions about candidate's draft edTPA responses or video recordings, without directly editing the writing or providing specific answers to edTPA prompts.

5. Arrange technical assistance for the video portion of the assessment.

Unacceptable Supports within the edTPA Process:

1. Don't edit a candidate's official materials prior to submission.

2. Don't offer critiques of candidate responses that provide specific, alternative responses prior to submission for official scoring.

3. Don't instruct candidates on which video clips to select for submission.

4. Don't upload candidate edTPA responses (written responses or videotape entries) on public access social media websites.

MLC edTPA FAQs

Cooperating Teachers

What are my first steps to take with my teacher candidate during the first days of the student teaching experience?

> Please make sure to plan for at least 30 minutes with your teacher candidate to complete the Context for Learning which is part of edTPA Task 1. Be as detailed and specific with the information as possible.

> Please make sure to plan for at least 30 minutes with your teacher candidate to discuss both the central focus and the 3-day learning segment (detailed lesson plans for each day are required). A review day and/or a test day are not allowed within the 3-day learning segment.

> Please ask your teacher candidate to show you the edTPA handbook and the Making Good Choices handbook as excellent references for making the decisions on those items. The MLC college supervising professor is not allowed to help choose the central focus or the content of the learning segment.

What about giving feedback on the 3 lesson plans before any of them are taught?

> The MLC college supervising professor is not allowed to look at the detailed lesson plans so your feedback on these plans is critical. They must all be approved by the cooperating teacher as a group, not day-by-day.

How important is the assessment that is chosen for the edTPA Task 3?

> The teacher candidate may have assessments for one, two, or all three days of the edTPA learning segment. The key is that one assessment must be chosen as the key assessment. The results from that chosen assessment must be graphed by the teacher candidate and feedback must be given to each student which also includes the focus students. Feedback must be more than a letter grade. The teacher candidate must actually create the evaluation criteria, which can either be a rubric or an explanation of points given, or what a smiley face means (K-2), etc.

As the cooperating teacher, what are my duties as far as video recording the lessons?

> It is paramount that the cooperating teacher or someone chosen by the cooperating teacher is in the room at all times, recording every minute of the three lessons. The teacher candidate needs all of that footage in order to pick certain sections to answer the prompts on Task 2. Your teacher candidate will also specify when you are recording whole group, small, group, and individual teaching.

Teacher Candidates

As the teacher candidate, what are my duties as far as video recording the lessons?

It is important that you plan the video recording well with your cooperating teacher. You need as much footage as possible to look through in order to answer the prompts in Task 2. It would be very beneficial for you to explain those prompts so that your cooperating teacher knows what you need and can record that video for you (depending upon your chosen handbook). Set the camera up early so the students get used to it and your cooperating teacher can try video recording. Make sure to download the video each day onto your computer and charge the battery, so you can have a successful three days of video recording.

Please carefully use and then return the video equipment (camera and tripod) to the Education Office as soon as you have downloaded the three days of recording onto your computer.

Appendix

8710.2000 MN STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS

Standards. A candidate for teacher licensure shall show verification of completing the standards in subparts 2 to 11 in a teacher preparation program approved under part 8700.7600.

Standard 1, Subject Matter. A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students. The teacher must:

> **A.** understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines taught;
> **B.** understand how students' conceptual frameworks and misconceptions for an area of knowledge can influence the students' learning;
> **C.** connect disciplinary knowledge to other subject areas and to everyday life;
> **D.** understand that subject matter knowledge is not a fixed body of facts but is complex and ever developing;
> **E.** use multiple representations and explanations of subject matter concepts to capture key ideas and link them to students' prior understandings;
> **F.** use varied viewpoints, theories, ways of knowing, and methods of inquiry in teaching subject matter concepts;
> **G.** evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness for presenting particular ideas and concepts;
> **H.** engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline;
> **I.** develop and use curricula that encourage students to understand, analyze, interpret, and apply ideas from varied perspectives; and
> **J.** design interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry across several subject areas.

Standard 2, Student Learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

> **A.** understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;
> **B.** understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;
> **C.** understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;
> **D.** use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;
> **E.** assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;

F. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks;

G. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking; and

H. demonstrate knowledge and understanding of concepts related to technology and student learning.

Standard 3, Diverse Learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

A. understand and identify differences in approaches;

B. know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents;

C. know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;

D. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;

E. understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;

F. understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;

G. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;

H. understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;

I. understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;

J. know about community and cultural norms;

K. identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs;

L. use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;

M. accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;

N. identify when and how to access appropriate services or resources to meet exceptional learning needs;

O. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;

P. bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms;

Q. develop a learning community in which individual differences are respected; and

R. identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

Standard 4, Instructional Strategies. A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

> **A.** understand Minnesota's graduation standards and how to implement them;
> **B.** understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;
> **C.** understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;
> **D.** enhance learning through the use of a wide variety of materials and human and technological resources;
> **E.** nurture the development of student critical thinking, independent problem solving, and performance capabilities;
> **F.** demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;
> **G.** design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;
> **H.** use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;
> **I.** monitor and adjust strategies in response to learner feedback;
> **J.** vary the instructional process to address the content and purposes of instruction and the needs of students;
> **K**. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking; and
> **L**. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning.

Standard 5, Learning Environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

> **A.** understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;
> **B.** understand how social groups function and influence people, and how people influence groups;
> **C.** know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;
> **D.** know how to help people work productively and cooperatively with each other in complex social settings;
> **E.** understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;
> **F.** know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;
> **G.** understand how participation supports commitment;

H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;

I. establish peer relationships to promote learning;

J. recognize the relationship of intrinsic motivation to student lifelong growth and learning;

K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;

L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;

M. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;

N. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;

O. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;

P. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;

Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and

R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.

Standard 6, Communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

A. understand communication theory, language development, and the role of language in learning;

B. understand how cultural and gender differences can affect communication in the classroom;

C. understand the importance of nonverbal as well as verbal communication;

D. know effective verbal, nonverbal, and media communication techniques;

E. understand the power of language for fostering self-expression, identity development, and learning;

F. use effective listening techniques;

G. foster sensitive communication by and among all students in the class;

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

I. support and expand learner expression in speaking, writing, and other media;

J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question; and

K. use a variety of media communication tools, including audiovisual aids and computers, including educational technology, to enrich learning opportunities.

Standard 7, Planning Instruction. A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:

A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;

B. plan instruction using contextual considerations that bridge curriculum and student experiences;

C. plan instructional programs that accommodate individual student learning styles and performance modes;

D. create short-range and long-range plans that are linked to student needs and performance;

E. plan instructional programs that accommodate individual student learning styles and performance modes;

F. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;

G. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction, including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired; and

H. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning.

Standard 8, Assessment. A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

A. be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;

B. understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work;

C. understand the purpose of and differences between assessment and evaluation;

D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;

E. select, construct, and use assessment strategies, instruments, and technology appropriate to the learning outcomes being evaluated and to other diagnostic purposes;

F. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;

G. use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests;

H. use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;

I. implement student self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;

J. evaluate the effect of class activities on both individuals and the class as a whole, using information gained through observation of classroom interactions, questioning, and analysis of student work;

K. monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;

L. establish and maintain student records of work and performance;

M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues; and

N. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

Standard 9, Reflection and Professional Development. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

A. understand the historical and philosophical foundations of education;

B. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;

C. understand the influences of the teacher's behavior on student growth and learning;

D. know major areas of research on teaching and of resources available for professional development;

E. understand the role of reflection and self-assessment on continual learning;

F. understand the value of critical thinking and self-directed learning;

G. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;

H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;

I. use professional literature, colleagues, and other resources to support development as both a student and a teacher;

J. collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;

K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8710.2100;

L. understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations; and

M. understand the role of continuous development in technology knowledge and skills representative of technology applications for education.

Standard 10, Collaboration, Ethics, and Relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

A. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;

B. understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;

C. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;

D. understand the concept of addressing the needs of the whole learner;

E. understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;

F. understand data practices;

G. collaborate with other professionals to improve the overall learning environment for students;

H. collaborate in activities designed to make the entire school a productive learning environment;

I. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;

J. identify and use community resources to foster student learning;

K. establish productive relationships with parents and guardians in support of student learning and well-being;

L. understand mandatory reporting laws and rules; and

M. understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.

8710.2100 CODE OF ETHICS FOR MINNESOTA TEACHERS

Subpart 1. *Scope.*

Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation. This code shall apply to all persons licensed according to rules established by the Board of Teaching.

Subpart. 2. *Standards of professional conduct.*
The standards of professional conduct are as follows:

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

Suggested 6-week Secondary Student Teaching Induction Plan

Subject→ Week↓	edTPA (if required)	Prep 1 Section 1	Prep 1 Section 2	Prep 2 Section 1	Prep 2 Section 2	Prep 3 (if applicable)
1	Context for Learning	X				
2	Task 1 Planning for Instruction and Assessment	X	X			
3		X	X	X	X	
4	Task 2 Instructing and Engaging Students in Learning	X	X	X	X	X
5	Task 3 Assessing Student Learning	X	X	X	X	X
6	Completion of edTPA Portfolio	X	X	X	X	X

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

Student Teaching Lesson Plan Template

Teacher:	Subject/Grade:	Date:	Time:

Lesson Topic/Title:	

Big Idea/Essential Question: (Is there an overarching theme or question in the classroom or subject area that this lesson fits under? Big ideas/Essential questions will encompass many lessons, an entire unit, or even a semester. They will not change with each lesson. They are not objectives. They are not theme titles.)

Objectives and Assessments: [Cognitive knowledge, psychomotor skills, and/or affective attitudes – use measurable verbs – be sure to connect written objectives to assessment tools. Objectives may be written in a traditional format (i.e. "The student will…") or as learning targets written from the perspective of the students (i.e. "I can…" or "I will be able to…")]

Objective	Assessments	Formative/Summative

Standards: (Reference number and text of MN Standards or other content-related standards)

Reference Number	Text of standard
	-
	-

Materials and Preparation Needed for Instruction:

1. Text pages:	Manual pages:	-
2. Resources:	Teacher:	-
	Student:	-

Special preparation that needs to be completed in advance (set-up, handouts, etc.):
-

Planned Supports for Differentiation:

Environment: (changes in the setting)	-
Content: (changes in what is taught)	-
Process: (changes in how it is taught)	-
Product: (variety in student products)	-

Academic Language: (What oral or written language will teacher and/or students need to understand and/or be able to use successfully in connection with the lesson?)
-

Instructional Procedures: (Insert specific plans here, making provisions for the following)
- **A.** Review (as needed, make connections from a previous lesson)
  - -
  - -

- **B.** Developing Background (ask yourself how students will connect the lesson to their own experiences)
  - -
  - -

- **C.** Transitional Statement (including stated objectives)
  - -
  - -

- **D.** Developing the New Lesson (introduce and practice new content)
  - -
  - -

- **E.** Summary (ask about/restate objectives)
  - -
  - -

- **F.** Assessment (relate formative and summative tasks to lesson objectives)
  - -
  - -

Lesson Reflection: (Completed by the teacher after the lesson has been taught):

1. In what ways was the lesson effective?

2. How would you change this lesson if teaching it again?

3. What students may need extra help? What type of help may be needed?

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					

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

Rehearsal Plan Template for Vocal & Instrumental Music
MLC Secondary Education

Instructor _____ *Class* _____ *Hour* _____ *Date* ___/___/___

Rehearsal Objectives & Assessments

Objective	Assessment	Formative/Summative

Standards (reference number and text of MN Standards or other content-related standards)

Materials Needed

    Selections:

    Other materials:

    Equipment:

Academic Language

Rehearsal/Lesson (with time projections)

    Warm-Up Activities (scales, articulation, dynamics, rhythms, etc.)

        '   **Minutes _____**

        '   **Minutes _____**

        '   **Minutes _____**

        '   **Minutes _____**

Guided Practice (what you plan to accomplish in the rehearsal with each selection)

Selection 1   **Measures _____   Minutes _____**

Selection 2   **Measures _____   Minutes _____**

Selection 3   **Measures _____   Minutes _____**

Selection 4   **Measures _____   Minutes _____**

Announcements:

Lesson Reflection

    Pre-lesson reflection
        How will I assess whether or not the instructional objectives were met during the rehearsal?

    Post-lesson reflection
        What evidence do I have to indicate that my objectives were met?

        What changes might I make before my next class period?

Activity Lesson Plan Template for Physical Education
MLC Secondary Education

Teacher: **Subject/Grade:**   **Date:**   **Time:**

Lesson Topic/Title:

Big Idea/Question/Essential content (Is there an overarching theme, unit, or question in the classroom that this lesson fits under?):

<u>OBJECTIVES AND ASSESSMENTS:</u> (Cognitive knowledge, psychomotor skills, and/or affective attitudes – use measurable verbs – be sure to connect written objectives to assessment tools)

Objectives may be written in a traditional format (i.e. "The student will…") or as learning targets written from the perspective of the students (i.e. "I can…" or "I will be able to…")

Performance Objective	Assessments	Standards and benchmarks

<u>MATERIALS NEEDED FOR INSTRUCTION</u>
1. Text pages:

2. Resources/ Equipment   Teacher:
       Student:

Special preparation that needs to be completed <u>in advance</u> (set-up, handouts, etc.):

Any technology?

3. Safety considerations:

Differentiation: How will you challenge higher performing students? How will you modify activities for struggling students? **Include under instructional procedure – activities**

<u>INCLUSION:</u> Do you have students who need adaptions? **Include specific adaptions in activities**; list the type of disability here.

<u>ACADEMIC LANGUAGE</u> What oral or written language will teacher and/or students need to understand and/or be able to use successfully in connection with the lesson?

INSTRUCTIONAL PROCEDURES – Insert specifics here, making provisions for the following:
  A. ASAP/ warm-up (may be a review and make connections from a previous lesson/s)
  B. Focus on Fitness (integrated or stand-alone)
  C. Transitional Statement or Developing Background (how will students connect the lesson to their own experiences?)
  D. Developing the New Lesson (**introduce and practice new content**)
    i. instruction/ learning activities
      1. Detailed description of the activity/ instruction/ learning event
        a. **critical elements** of skills that will be taught – include **cues and feedback**
        b. Be sure to have activities that are **informing** and **extending** tasks
        c. **Instructional strategies-** How will you attend to the preferred modes of learning of students?
        d. modifications **for inclusion**
        e. **Differentiation** – include one way to challenge and one way to simplify the activity
      2. Organization and transitions
        a. Note for each activity
        b. How will you group students?
        c. How will students move from one activity to another?
    ii. Assessments that will be used

  E. Closing activity (application/ use activities in a game or combination drill)
  F. Closure (ask about/restate objectives, wrap up, maybe one minute)

LESSON REFLECTION (Completed by the student teacher after the lesson has been taught):
1. In what way(s) was the lesson effective?
2. How would you change this lesson if teaching it again?
3. What students may need extra help? What type of help may be needed?

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):

<mark>Descriptors: 1:Not Evident 2: Developing 3: Satisfactory/Proficient 4: Strong 5: Exemplary</mark>

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):		
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:		

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:		
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:		

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 correcting, grading, recording:		
Organizational skills: (personal, classroom):		
Awareness of student behavior (quick scan):		
Classroom control: States expectations clearly (proactive vs. reactive):		

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 Induction Plan
Special Education
Grades 6-12 & Transition

Service → Week ↓	edTPA (if required)	Math	Work Program	English Reading	Social Skills	Transition IEP	Evaluation	Resource Rm & Co-Teaching
1	Context for Learning	Observe, Journal & Relationships	Observe, Journal & Relationships	Observe, Journal & Relationships	Observe, Journal & Relationships	Observe, Journal & Relationships	Observe, Journal & Relationships	**Resource Room**
2	Task 1 Planning for Instruction and Assessment					**Transition IEP**	**Evaluation & Assessment**	**Resource Room**
3				**English Reading**	**Social, Org, Func Skills**	**Transition IEP**	**Evaluation & Assessment**	**Resource Room**
4	Task 2 Instructing and Engaging Students in Learning	**Math**	**Work Program**	**English Reading**	**Social, Org, Func Skills**	**Transition IEP**	**Evaluation & Assessment**	**Resource Room**
5	Task 3 Assessing Student Learning	**Math**	**Work Program**	**English Reading**	**Social, Org, Func Skills**	**Transition IEP**	**Evaluation & Assessment**	**Resource Room**
6	Completion of edTPA Portfolio	**Math**	**Work Program**	**English Reading**	**Social, Org, Func Skills**	**Transition IEP**	**Evaluation & Assessment**	**Resource Room**

Notes:
- The order of induction of particular services is open to negotiation between the cooperating teacher and teacher candidate. Co-teaching of lessons is encouraged prior to formally picking up a subject.
- The teacher candidate is required to have a minimum of 10 and a maximum of 15 consecutive days of full-time teaching near the end of the experience.
- Week 6 may include up to 2 days of observation of special education students in another classroom.

Special Education
Student Teaching Block Plans

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

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

IEP GOAL **Progress** **Monitoring**					
TEACHER REFLECTION 1. In what ways was the lesson effective? 2. How would you change this lesson if you teach it again? 3. How will you adjust the next lesson based on how the student(s) engaged during the lesson and assessment?					

SPECIAL EDUCATION: Specialized Instruction Lesson Plan Template

Directions: This lesson plan template is designed to provide an overall guide to the sequential implementation of skills within a succinct lesson. The highlighted sections are specific to Reading Intervention. The purpose of the lesson plan is to ensure that all recommended approaches are covered and all aspects of structured literacy are reviewed or taught during the lesson. Instruction should always be individualized to meet students' needs (including prior/prerequisite knowledge and skills). It is vital that lessons are designed and adapted based on progress monitoring and/or diagnostic assessment data. Refer to the Scope and Sequence section of each corresponding intervention toolkit section for additional information about the order in which to teach new skills.

Teacher:	Subject/Grade:	Date:	Time:

Title of Lesson:			

Objectives	**Assessment (Formative and/or Summative)**

Grade-Level Standard (Reference # and Text of Standard)

Materials & Preparation	
Research-based Instructional Resource(s):	
Materials for Teacher Instruction:	
Materials for Student Learning:	
Preparation required:	

Planned Supports (UDL, DI, 504 and IEP Accommodations and Modifications, Multisensory Components) Highlight how they are used throughout the Instructional Routines & Approaches below.	
Environment	
Content	
Process	
Product	

Lesson Segment	Instructional Routines & Approaches (with Fidelity)	Time
Review		*5-8 minutes*
Lesson Opening: Goal and Relevance		*2-3 minutes*
New Skill: Modeling and Practice		*15-20 minutes*

Extended Practice		*5 minutes*
Spelling (Encoding)		*5 minutes*
Sentence or Text Reading		*5-8 minutes*
Lesson Closing		*2-3 minutes*
	Total Time	***20-50 minutes***

IEP Goal Progress Monitoring Progress monitoring can occur before, during, or after an intervention lesson. Instructional leader must collect data about which skills students have learned/mastered (for cumulative review or extended practice), which need additional review (for extended practice), and which have not yet been mastered and require explicit instruction (new skill modeling and practice).	
Teacher Reflection Completed AFTER the Lesson is Taught	1. In what ways was the lesson effective? 2. How would you change this lesson if you teach it again? 3. How will you adjust the next lesson based on how the student(s) engaged during the lesson and assessment?

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: Not Evident 2: Developing 3: Satisfactory/Proficient 4: Strong 5: Exemplary

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:		

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:		

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):		

Student Teaching II - SEP Form Evaluation

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

Two or more races

Percent

Other

Percent

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

Total Cross-Cultural Students

Percent

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

Total Students with Exceptionalities

Percent

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

IEP/ISP

Percent

504 Plan

Percent

Title I

Percent

Gifted/Talented

Percent

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

ESL/ELL

Percent

Attendance

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

Date absent	Reason

Minnesota Standards of Effective Practice

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

1	2	3	4	5
Not evident	Inconsistent but developing	Proficient	Highly evident	Mastered at an exemplary level

Standard 1: Subject Matter

1. demonstrates competence in content area subject matter

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.1.2A

Comments

2. helps students engage in inquiry and discovery

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.1.2A

Comments

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

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.1.2H

Comments

Standard 2: Student Learning

1. modifies plans/procedures to meet students' needs

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.2.3A, 3B, 3G

Comments

2. plans lessons that are developmentally appropriate

◻ 1   ◻ 2   ◻ 3   ◻ 4   ◻ 5

8710.2000.2.3C, 3E

Comments

3. promotes active learning

◻ 1   ◻ 2   ◻ 3   ◻ 4   ◻ 5

8710.2000.2.3F

Comments

4. plans activities/experiences to achieve maximum participation

◻ 1   ◻ 2   ◻ 3   ◻ 4   ◻ 5

8710.2000.2.3G

Comments

Standard 3: Diverse Learners

1. is sensitive to students' backgrounds and feelings

◻ 1   ◻ 2   ◻ 3   ◻ 4   ◻ 5

8710.2000.3.4B, 4E

Comments

2. provides for differences among students

◻ 1   ◻ 2   ◻ 3   ◻ 4   ◻ 5

8710.2000.3.4A, 4K

Comments

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

◻ 1   ◻ 2   ◻ 3   ◻ 4   ◻ 5

8710.2000.3.4I

Comments

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

◻ 1   ◻ 2   ◻ 3   ◻ 4   ◻ 5

8710.2000.3.4K, 4L,4M, 4R

Comments

Standard 4: Instructional Strategies

1. uses appropriate teaching skills

◻ 1   ◻ 2   ◻ 3   ◻ 4   ◻ 5

8710.2000.4.5C, 5F, 5G

Comments

2. teaches lesson concepts logically and sequentially

◻ 1   ◻ 2   ◻ 3   ◻ 4   ◻ 5

8710.2000.4.5C, 5J

Comments

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

◻ 1   ◻ 2   ◻ 3   ◻ 4   ◻ 5

8710.2000.4.5G

Comments

4. uses a variety of instructional resources to enhance lessons

◻ 1   ◻ 2   ◻ 3   ◻ 4   ◻ 5

8710.2000.4.5H

Comments

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

◻ 1   ◻ 2   ◻ 3   ◻ 4   ◻ 5

8710.2000.4.5L

Comments

6. adapts instruction during teaching based on feedback from students

◻ 1   ◻ 2   ◻ 3   ◻ 4   ◻ 5

8710.2000.4.5H

Comments

Standard 5: Learning Environment

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

◻ 1   ◻ 2   ◻ 3   ◻ 4   ◻ 5

8710.2000.5.6L, 6N, 6O, 6K

Comments

2. uses teaching procedures that promote student motivation

◻ 1   ◻ 2   ◻ 3   ◻ 4   ◻ 5

8710.2000.5.6.M

Comments

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

◻ 1   ◻ 2   ◻ 3   ◻ 4   ◻ 5

8710.2000.5.6E, 6P

Comments

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

◻ 1   ◻ 2   ◻ 3   ◻ 4   ◻ 5

8710.2000.5.6L

Comments

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

◻ 1   ◻ 2   ◻ 3   ◻ 4   ◻ 5

8710.2000.5.6N

Comments

6. manages the entire class while working with smaller groups

◻ 1   ◻ 2   ◻ 3   ◻ 4   ◻ 5

8710.2000.5.6R

Comments

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

◻ 1   ◻ 2   ◻ 3   ◻ 4   ◻ 5

8710.2000.5.6Q

Comments

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

◻ 1   ◻ 2   ◻ 3   ◻ 4   ◻ 5

8710.2000.5.6E, 6P

Comments

Standard 6: Communication

1. has a pleasant and effective voice

◻ 1   ◻ 2   ◻ 3   ◻ 4   ◻ 5

Comments

2. demonstrates effective oral and written communication with students

◻ 1   ◻ 2   ◻ 3   ◻ 4   ◻ 5

8710.2000.6.7J

Comments

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

◻ 1   ◻ 2   ◻ 3   ◻ 4   ◻ 5

8710.2000.6.7D

Comments

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

◻ 1   ◻ 2   ◻ 3   ◻ 4   ◻ 5

8710.2000.6.7H

Comments

Standard 7: Planning Instruction

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

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

8710.2000.7.8B, 8C, 8E

Comments

2. plans systematically and carefully

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

8710.2000.7.8D

Comments

3. plans to integrate technology into lessons when appropriate

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

8710.2000.7.8H

Comments

4. plans to integrate the curriculum when appropriate

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

8710.2000.7.8A

Comments

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

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

8710.2000.7.8B

Comments

Standard 8: Assessment

1. uses assessment techniques appropriate to content and students

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

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

Comments

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

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

8710.2000.8.9J, 9M

Comments

3. uses technological tools to assess student learning

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

8710.2000.8.9N

Comments

Standard 9: Reflection and Professional Development

1. shows appropriate self-confidence

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

8710.2000.9.10C

Comments

2. is punctual and dependable in attendance

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

8710.2000.9.10C

Comments

3. exhibits professional dress and demeanor

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

8710.2000.9.10C

Comments

4. is reliable in completing assigned tasks

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

8710.2000.9.10C

Comments

5. is well organized and efficient

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

8710.2000.9.10C

Comments

6. displays initiative

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

8710.2000.9.10C

Comments

[   ]

7. is able to accept and implement constructive criticism

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.9.10I,10J, 10K

Comments

[   ]

8. makes appropriate self-evaluations of teaching

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.9.10B, 10G, 10H

Comments

[   ]

9. uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.9.10H

Comments

[   ]

Standard 10: Collaboration, Ethics, and Relationships

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

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.10.11 G, 11 H, 11I, 11K

Comments

[   ]

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

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

8710.2000.10.11D, 11M

Comments

[   ]

Narrative Evaluation

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.

[   ]