

**Unified Early
Childhood,
Elementary,
Secondary, & K-12
Education
Student Teaching
Handbook**

*for
Student Teachers
Cooperating Teachers
University Supervisors*

Department of Education University of Minnesota Duluth

Revised 3/9/2009

Welcome student teachers, cooperating teachers and university supervisors. This handbook has been prepared to provide an overview of the important guidelines, policies and information for the student teaching experience. We hope it will be a helpful source of answers to questions about UMD's Early Childhood, Elementary, Secondary and K-12 student teaching programs. Please read the handbook before the student teaching experience begins and keep it handy as a reference if questions should arise.

To our student teachers: Unlike any other time during the teacher preparation process, you now have this unique time to apply fully your acquired knowledge including theory and content to the classroom. Your cooperating teacher and university supervisor make up a team of professionals who will assist you in developing your teaching skills. We would like to take this opportunity to wish you the very best during your student teaching experience.

To the cooperating teachers: We would like to take this opportunity to thank you for continuing to assist us in preparing new teachers. We know our student teachers join us in expressing our sincere appreciation for your support and assistance.

We extend an invitation to all of you to feel free to contact those listed below if you have any questions or concerns.

Office of Field Experience contacts:

Office of Field Experience 120 Montague Hall, 1211 Ordean CT, Duluth MN 55812
(218) 726-8627

James Sersha Coordinator of Field Experiences for Elementary, Early
Childhood, and Special Education, 120 Montague Hall
jsersha@d.umn.edu (218) 726-7483

Pam Roth Coordinator of Field Experiences for Secondary and K-12
Education, 120 Montague Hall
proth1@d.umn.edu (218) 726-8494

Tracy Ausmus Office of Field Experiences Executive Office & Admin. Specialist
tausmus@d.umn.edu (218) 726-8627

Education Department Faculty contacts:

Joyce Strand jstrand1@d.umn.edu 726-8182

Acting Education Department Head

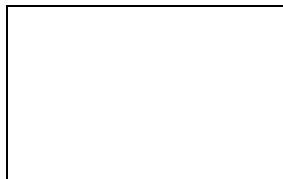
Coordinators:

Frank Gulbrandsen fguldbra@d.umn.edu 726-8172 Secondary & K-12 Education
Jean Stevenson jsteven1@d.umn.edu 726-7451 Elementary Education
Kim Riordan kriordan@d.umn.edu 726-7251 Unified Early Childhood Education
Joyce Strand jstrand1@d.umn.edu 726-7493 Special Education

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Conceptual Framework - The Learner- Sensitive Educator Model

The philosophy of the education program at University of Minnesota Duluth is the *Learner-Sensitive Educator*. The five major themes: reflection, collaboration, empowerment, social justice and technology encompass the model.

The main objective of the *Learner Sensitive Educator Model* is to prepare learner-sensitive educators. A learner-sensitive educator is one who focuses instruction to enhance the academic achievement and social competence of the learner. Sensitivity to the needs of learners requires that new teachers exhibit knowledge, skills and dispositions in promoting the learning of students across the five themes of our model.

Reflection

Synthesis is central to our preparation of learner-sensitive teachers. We teach candidates how to reflect on all that they have learned. Because of rapid societal changes, and daily, even momentary, educational changes and classroom challenges, teachers cannot be prepared just with subject knowledge and teaching techniques. In the teacher education program candidates learn educational theory in the context of practice. Through a variety of field experiences, candidates have the opportunity to bring real examples into their theory classes using such techniques as writing reflective journals. Reflection is an empowering process that enables beginning teachers to continue to grow and learn throughout their careers. Through doing so, we hope to empower them to continually reinvigorate their teaching and adapt to meet the needs of the context in which teachers find themselves.

Collaboration

The learner-sensitive model promotes the importance of collaboration among professionals and parents as well as the development of skills to effectively facilitate the process of collaboration. The university program teaches candidates effective skills in collaboration such as communicating with adults, conducting meetings, and cooperative learning experiences. In all collaboration, a balance of task (movement toward a goal) with maintenance (positive interpersonal interaction), is sought.

Empowerment

Empowerment is a process in which skill and expertise is developed leading to confidence in one's capabilities. Through a feeling of empowerment, emerging educators will be able to justify what it is they want to accomplish with their students, make choices to realize their goals, evaluate the efficacy of their choices, and reconsider their philosophies and positions in light of their experiences and new knowledge. Our candidates in teacher education are provided with opportunities to exercise the process of empowerment through our courses and field experiences. We believe this results in educators who have a stronger, more personal ownership of their role as professionals because they have crafted it themselves.

Section 1

Conceptual Framework: The Learner-Sensitive Educator Framework Model (continued)

Social Justice

In embracing the concept of social justice, we recognize that differences among people are far less important than differences in the positions of power they hold. Unless the power structure is balanced, true equality and equal opportunity do not exist. Using a social justice framework, we believe social policies and procedures are often biased against people of color, economically disadvantaged, people with disabilities, and people whose voices are traditionally ignored. A social justice focus acknowledges that creating a truly inclusive environment is a difficult, complex task that is not solved by merely acknowledging differences. As educators, we realize that the playing field is not level for all students, and we as teachers must take an active role in equipping students with the skills and strategies for addressing this uneven playing field. We therefore work toward developing awareness in our students of the need to identify the effects of oppression in order to address the systematic advantages of the dominant cultures.

Technology

In the learner-sensitive model, technology refers to all facets of information technology. Technology is used for the purpose of teaching students and enabling them to learn effectively across multiple abilities and curriculum standards. Every teacher candidate in our program is expected to gain knowledge and practice in the varied uses of information technology for personal productivity and pedagogical integration. Through sustained coursework in basic computer operations and concepts, candidates develop personal competency in using computers and the applications associated with them. They learn about the special issues involved in satisfying the information technology needs of individuals with learning and physical difficulties. The university is committed to providing a model for our candidates to integrate computers and advance information technology throughout their teaching.

Section 2 Code of Ethics and Standards

Professional Code of Ethics

Conduct yourself as a professional at all times while in your assigned school. This includes maintaining a professional appearance and following the Minnesota Board of Teaching's Standards of Professional Conduct.

8700.7500 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. According to 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.

Section 2 Code of Ethics and Standards (continued)

Minnesota Standards of Effective Practice for Teachers*

Standard 1: Subject Matter

Beginning teachers licensed in (*field of licensure*) understand the central concepts, tools of inquiry, and structure of the discipline they teach and are able to create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Student Learning

Teachers understand how students learn and develop, and can provide learning opportunities that support their intellectual, and social and personal development.

Standard 3: Diverse Learners

Teachers understand how learners differ in their approaches to learning and create instructional opportunities that are adapted to learners from diverse cultural back-grounds and with exceptionalities.

Standard 4: Instructional Strategies

Teachers understand and use a variety of instructional strategies to encourage the development of critical thinking, problem solving, and performance skills with their students.

Standard 5: Learning Environment

Teachers use and understand 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

Teachers use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Planning Instruction

Teachers plan and manage instruction based upon knowledge of subject matter, the students, the community, and curriculum goals.

Standard 8: Assessment

Teachers understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of their learners.

Standard 9: Reflection and Professional Development

Teachers are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

Standard 10: Collaboration, Ethics, and Relationships

Teachers communicate and interact with parents/guardians, families, school colleagues, and the community to support the students' learning and well-being.

*A detailed description of each standard can be downloaded from the Minnesota Department of Education website at <http://education.state.mn.us/mde/index.html>

Section 2

Code of Ethics and Standards (continued)

Minnesota Academic Standards

The Minnesota Academic Standards in Minnesota K-12 Public Schools represent a system that ensures all high school graduates have mastered the basics and possess the knowledge and skills necessary to meet the complex challenges of the future. There are two parts to the new statewide graduation requirements: 1) the Basic Standards, and 2) Minnesota K-12 Academic standards. In order to graduate, candidates must pass Basic Standards tests in reading, mathematics, language arts and writing and complete work in a required number of content standards from the State Graduation requirements found at the website listed below.

<http://education.state.mn.us/mde/static/SSAlignmentToolIv2.doc>

Minnesota Comprehensive Assessments (MCA's)

To ensure schools are preparing students to meet the challenging requirements of the Profile, third grade students take tests in reading and math and fifth grade students take tests in reading, math, and writing. These tests, known as the Minnesota Comprehensive Assessments or MCA's, are an indicator of the effectiveness of existing school programs. The tests enable educators and others to chart the progress of Minnesota schools and districts over time, generating information for school improvement and accountability. Eventually, MCA's will be implemented at the high school level, as well as in various subject areas.

Resources for Educators

The state provides information about Graduation Standards at the Minnesota Department of Children, Families & Learning website (see below). Helpful resources related to the Profile of Learning are available online at the Minnesota Electronic Curriculum Repository (MECR, see below). This website has a searchable database featuring the learning areas, standards, and sample performance assessments, learning activities and learning resources. The state also offers numerous workshops and other kinds of professional development opportunities related to the standards. Many of these are listed at the Minnesota Staff Development Council website (see below). Expertise in a number of subject areas is also available through the Best Practice Networks and the Improvement Support Team specialists (651-581-8714).

Each region of the state has a Minnesota Educational Effectiveness Program (MEEP) coordinator who helps schools implement the graduation Standards. MEEP sponsors statewide leadership conferences as well as regional workshops and meetings. For information regarding how to contact the coordinator for your region, visit the MEEP website (see below) or call 651-582-8804.

At the local level, teachers can get information from their Graduation Standards technician. Each school district and college teacher preparation program in Minnesota has a person serving in this role. The Graduations Standards technicians can refer you to additional resources such as the curriculum frameworks (available for Science, Math, Arts, People and Cultures, Health and Physical Education).

For full information on the graduation standards, check the Minnesota Department of Education, <http://education.state.mn.us/mde/index.html>

Minnesota Electronic Curriculum Repository (MECR) website:
www.seek.state.mn.us/eelinks.cfm

- Minnesota Staff Development Council website: www.mn-sds.org.

Minnesota Education Effectiveness Program (MEEP) website: www.eric.ed.gov/

Adapted from Beth Aune, Minnesota Department of Children, Families & Learning, June 2000.

Section 3

Responsibilities of Student Teachers

1. **Contact** your cooperating teacher within one week of the Placement Meeting.
2. **Arrange** to meet with your cooperating teacher prior to the first day of student teaching
3. **Before** you begin student teaching, contact your UMD Supervisor to go over the expectations during your student teaching experience
4. **Establish** a time for you and your UMD Supervisor to have a readiness conference with your cooperating teacher
5. **Contact** the Office of Field Experiences and/or your UMD Supervisor if you have concerns
6. **Maintain** the hours required of your cooperating teacher- do not leave for lunch- do not leave during a prep period
7. **Follow** the school calendar of the district in which you are student teaching
8. **Become familiar** with the building and school policies:
 - Learn about medical procedures for your building, such as, blood borne pathogens
 - Learn about safety issues for the building, such as, evacuation procedures
 - Learn if any of your students have medical problems, such as, bee sting allergies
 - Learn if any of your students are on an IEP
 - Learn about the school's support services
 - Learn about the classroom's management policies
 - Learn about the use of the school's computer system and other technology equipment
9. **Maintain** your reflective writings-see pages 14 & 15 in the Handbook
10. **Complete the on-line assessments for the mid term and for your final grade**
11. **Write** detailed lesson plans –see page 9 in the Handbook
12. **Complete** the Student Teaching Assessment Form, the content assessment form, and the Office of Field Experiences Survey Form, by the last two weeks of student teaching
13. **Participate** at parent teacher conferences, faculty meetings, department meetings, etc
14. **Be** appropriately groomed
15. **Volunteer**
16. **Show** initiative
17. **Use** proper grammar, spelling, and punctuation
18. **Organize** and maintain records of student grades and assignments
19. **Return** student work on a timely basis
20. Follow the Professional Code of Ethics
21. Complete a Standards-Based Portfolio that encompasses material from Block I, Block II, and student teaching.
22. **Notify** your cooperating teacher, as early as possible, if you will be absent
 - 3 absences are allowed during your student teaching experience
 - Establish procedures for someone else to teach your lesson if you are absent
23. **See** pages 16 & 17 in the Handbook, if a student teacher problem should occur
24. If a student teacher has a concern, there is an appeals policy in the handbook that includes information about **MN Statute 122A.09**
25. **Monitor** your UMD email site on a regular basis

You must arrange to meet with your cooperating teacher prior to your first day.

- Maintain a learner-sensitive approach. Implement learning experiences which include consideration of diversity, collaboration, empowerment, reflection and technology.
- Follow Professional Code of Ethics (See Section 2).
- Become familiar with the school and community of the student teaching placement.
- Participate in all aspects of the normal routines of their cooperating teacher, including staff meetings and in-service programs.
- Maintain the hours required of regular teachers. Be punctual and arrive prepared to teach.
- Contact the cooperating teacher and other school personnel such as the principal immediately if an absence must occur. Notify the university supervisor about the absence, particularly when a supervisory visit has been scheduled for that particular day or time.

Planning and teaching responsibilities:

Responsibilities for planning and teaching are different for unified early childhood student teachers, elementary student teachers and for secondary/K-12 student teachers:

Early Childhood, Early Childhood Special Education:

- Please follow specific details of the ECSE 4600 syllabus & the ECH 4600 syllabus.

Early Childhood, Early Childhood Special Education & Elementary Student Teachers:

- Show evidence of planning daily lessons with the objectives and methods for the lessons well described and a method for evaluating the outcomes of the lessons. All lesson plans developed during the experience must be kept in an organized manner in a three-ring notebook according to the date and order lesson taught. At least one lesson plan per day should include a brief written evaluation.
- Prepare and teach two shorter units or one long unit on a topic or topics to be selected in consultation with the cooperating teacher. The cooperating teacher and university supervisor must approve the unit plan before it is taught. The unit and daily lesson plans must be written out in full. The unit should follow an approved unit format. After implementation of the unit, the student teacher needs to write a self-evaluation to hand in to the university supervisor. The minimum length for units is two weeks. If a student teacher chooses to teach one longer unit (rather than two shorter ones) this should be a minimum of five weeks in length. The first unit should be taught during the first six weeks. The second unit should be taught before the end of the last week of teaching. If teaching one longer unit, unit must be taught before the end of the last week of teaching. Units need to be submitted at the end of the semester for a final check by the university supervisor. The university supervisor will observe at least one lesson taught in the unit.
- Show evidence of long-range planning for the class.

Secondary/K-12 student teachers:

- Show evidence of planning daily lessons with the objectives and methods for the lessons well described and a method for evaluating the outcomes of the lessons. All lesson plans developed during the experience must be kept in an organized manner in a three-ring notebook according to the date the lesson was taught. At least one lesson plan per day should include a brief written evaluation.
- Plan daily lessons and keep these in a planning book or a three ring binder.
- Prepare and teach at least one complete unit (of at least two weeks in length) or a part of a graduation standard on a topic to be selected in consultation with the cooperating teacher. The unit plan must be approved by the cooperating teacher and university supervisor before being taught.
- All lesson plans must be prepared in advance and reviewed with the cooperating teacher before the lessons are taught.

Other responsibilities for all student teachers:

- Maintain confidentiality of all students' personal, social-emotional, intellectual, and academic status.
- Organize and maintain records of student assignments and grades.
- Continually reflect on your impact on your students' learning.
- Actively participate in three-way conferences with the cooperating teacher and the university supervisor. Receive feedback in a constructive, non-defensive way. Clearly communicate questions and concerns.
- Actively seek regular feedback on student teaching performance. And reflect on its impact on students.
- Demonstrate to the highest degree possible the performances and dispositions found on the assessment form.
- Actively build skills in demonstrating the Minnesota Standards of Effective Practice for Teachers.
- Keep a reflective journal that includes a minimum of *two* entries per week.
- Complete a Standards-Based Portfolio that encompasses material from Block I, Block II, and student teaching (Block III). This portfolio must be turned in to the university supervisor by the end of week fourteen of the semester in order to receive a grade and credit.
- Complete the student teacher's final on-line assessment

Student Teaching Professional Checklist

- Be appropriately groomed at all times.
- Be prompt at all times.
- Use proper grammar, spelling and punctuation.
- Obtain and know the policies of the school.
- Show initiative.
 1. Participate as a full faculty member
 2. Attend faculty meetings
 3. Participate in parent teacher conferences
 4. Volunteer
 5. Attend a student staffing
- Use your time efficiently.
- Write detailed lesson plans and maintain a written reflective journal.
- Display enthusiasm and interest.
- Complete and submit a self-evaluation at the end of the experience.
- Follow the school calendar of the district in which you are student teaching (student teachers do not follow the UMD calendar during student teaching. However, you do begin the day the semester begins and your last day in the end of the semester).
- Contact your UMD Supervisor and/or the Field Experience Office if you have any concerns.

Section 4

Expectations of the Cooperating Teacher

The responsibilities listed below are those expected of cooperating teachers across all program areas in the Department of Education. Program areas may also provide guidelines to cooperating teachers that are specific to the needs of the particular content or licensure area.

All mid-term and final evaluation forms and honorarium forms can be found in the student teacher's file folder.

It is the student teacher's responsibility to arrange a meeting with you before their first day.

Orient the student teacher to the school

- Culture of the school and faculty
- Layout of the school facility
- Organization of school programs
- School policies, handbooks, and guidelines
- Use of school computer system, audio visual equipment and other relevant technology
- Staff responsibilities
- Support services
- School schedule
- Nature of student population
- Safety issues and procedures

Orient the student teacher to the classroom

- Physical arrangements
- Nature of student population
- Norms and rules
- Daily routines
- Classroom management policies
- Curricular goals and materials
- Use of textbooks
- Share your personal style for writing lesson plans and why it works for you
- Instructional approaches
- Evaluation procedures
- Instructional support services and first aid procedures

Plan with the student teacher for the student teaching experience

- Determine long range plans and schedule for increased teaching responsibilities
- Clarify planning expectations and procedures
- Determine specific teaching responsibilities including what subject area or classes the student teacher will teach first, second, etc.
- Determine which unit(s) the student teacher will plan and teach
- During the first few weeks involve student teacher in general classroom duties
- Schedule regular conference times with the student teacher
- Make arrangements for supervisory observations and feedback
- Identify additional responsibilities within the school program

Review and provide feedback about instructional plans prior to implementation

- Help the student teacher clarify and think through their lessons and units of instruction
- Help the student teacher avoid pitfalls of a poorly planned lesson
- Help the student teacher reflect on goals and expectations
- Check student teacher's plans on a daily/weekly basis

Observe instruction on a regular basis and provide feedback

- Meet with the student teacher prior to the observation to discuss the lesson
- Provide descriptions that permit the student teacher to reflect on his/her performance and improve upon it
- Observe the student teacher regularly (both formally scheduled observations as well as informal observations)
- Provide regular, informal feedback in written and oral form
- Help the student teacher develop goals and strategies based on the feedback

Evaluate the performance of the student teacher

- Help the student teacher understand the Minnesota Standards of Effective Practice for Teachers
- Conduct weekly conferences in which the student teacher's performance is reviewed and evaluated in terms of the standards
- Complete the **mid-term evaluation form** which is on line. Discuss the evaluation with the student teacher and the University supervisor.
- Request or attend student teaching case conferences when necessary
- Write a **letter of recommendation** for the student teacher's credential file when requested by the student teacher
- **Complete final evaluation form**

Section 5

Expectations for University Supervisors

1. Please remember that you represent UMD and your positive participation as a supervisor enables us to continue making placements in our public schools
2. **Get to know** the cooperating teacher and student teacher. If possible, call the cooperating teacher before student teaching begins.
3. **Provide** a phone number or email that may be used if they need to reach you
4. **Gather** all the materials needed for each placement
 - Everything is **color coded** for Early Childhood, Elementary, Secondary, Special Education
 - Collect the materials from the shelves in the Office of Field Experiences
5. All readiness conferences with the cooperating teacher, student teacher, and UMD supervisor, must be held prior to, or no later than the first week of student teaching.
6. At the readiness conference, **discuss the expectations** for the cooperating teacher and for the student teacher:
 - Establish a timeline for when items are due
 - Explain that student teachers must write daily lesson plans and do their reflective writings
 - Establish a time for your first observation
7. **Give** the cooperating teacher the Handbook, the Student Teacher Assessment Form, the grade recommendation sheet, the honorarium, the Office of Field Experiences Survey Form (with an envelope marked att./JS), and the content assessment form
8. Have the cooperating teacher **complete the honorarium** and return the honorarium to the Office of Field Experiences- **Keep** it in a safe place because it includes their social security number. Have the cooperating teacher complete a vendor authorization form, if necessary.
9. **Communicate**, on a regular basis, with the Cooperating Teacher about the candidate's progress
10. Give the student teacher the Office of Field Experiences Survey Form (with an envelope marked att./JS), the content assessment form, and the Student Teaching Assessment Form- **these will be collected at the end of each placement**
11. **Visit** your student teacher a minimum of 6 times (Readiness conference and 5 observations). When observing, you can use one of the student teacher observation forms available in the Field Experiences office.
12. Establish a schedule and procedure for you to **read your student teacher's reflective writings**

13. Make sure you **monitor the student teacher's portfolio** (on-line or in person)

14. **Contact** the Office of Field Experiences if there are concerns Jim -726-7483 or Pam - 726-8494
 - Concerns about the placement
 - Concerns about how the student teacher is doing
 - Concerns from the building principal or the cooperating teacher

15. **Meet** with the student teacher to discuss your observations

16. **Arrive** at the schools on time. Please don't set up a meeting and not show up, or arrive late.

17. **Check** with the cooperating teacher at each visit to make sure all is going well
 - **Set a time** for the final observation.
 - **Also, make sure that the on-line assessment has been completed by the cooperating teacher and the student teacher**

18. **Complete** the on-line assessment form for each of your student teachers-**Please write comments.**

19. Turn in the **University Supervisor's Checklist** to the Office of Field Experiences

20. Obtain a signed **STUDENT REFERENCE REQUEST CONSENT FORM** before writing a letter of recommendation.

Section 6

Lesson and Unit Plans

Lesson Plans

Success can often be traced back to the degree of planning that goes into a business, activity, or event as well as teaching. A well developed lesson plan will meet the needs of the students, have a specific purpose, promote good use of class time, and assist with general classroom management and discipline.

Much of good teaching happens before the school day even begins. Though one cannot always know all of what students will learn in their classes, teachers need to know what they *want* their students to learn. Planning gives teachers a sense of where they are going, so that even as they adjust and respond to students' interests and needs, they are able to move students forward. Planning takes many shapes in the work of different teachers, but one thing is consistent: planning provides a sense of direction.

Student teachers from the teacher education program at the University of Minnesota Duluth have learned about the need for and importance of daily lesson planning. They have been exposed to several different models of lesson plan preparation. Now, during student teaching, it is expected that the student teachers will refine their skills in lesson planning. The lesson planning process also encourages student teachers to think carefully through each lesson *in advance*. The lesson plan provides a guide to be used during the actual teaching process.

Given the importance of lesson planning, all student teachers must complete daily lesson plans for each lesson to be taught. These lesson plans will be shared with the cooperating teacher and university supervisor and used as evidence of the student teacher's thorough planning. These lesson plans should be kept in a folder such as a three-ring binder. Only those lesson plans that will be included in the Standards-based portfolio must be word processed and printed. Other lesson plans may be handwritten.

Lesson Plan Format

Student teachers have learned a variety of lesson plan formats such as the Learner-Sensitive Planning Format, the Cooperative Learning Lesson Plan Format, the Discovery Learning Lesson Plan, and the Preventive Management Plan. They may now have a preference and sense of what works best for them. No matter which format is used, a lesson plan should address at least the following key points:

- Lesson Title
- Subject/Content area
- Date
- Length of Time

- Purpose of Lesson
- Objectives/Outcomes
- Materials/Resources/Equipment Required
- Procedure/Activity Sequence/Outline
Student modifications/Adaptation
- Student Assessment/Assignments/Tasks
- Reflection/Self-Assessment/Evaluation

Unit Planning

Overview

Planning and teaching a unit is a valuable experience for all student teachers. The development of a unit plan assists the student teacher to gain a better sense of the overall objectives and more specifically to become aware of the role of the daily lesson plan as a part of the unit. For a successful unit, the student teacher must plan a series of lessons that take into account the students' interests and needs and the school district's learner outcomes. A logical sequence of lessons should stimulate the students' interests while advancing their education. Units may vary from a few days to a few weeks in length. However, units need to be appropriate for the grade level, classroom, and students who will be involved.

Unit plans are composed of several components. Although the content of the unit may vary, it is expected that the student teacher's unit plan will contain most of the components listed below. It is important the cooperating teacher and student teacher consult with each other to agree on which components will be most appropriate for the selected topic and classroom situation.

Below is an example of a unit plan format:

Unit Plan Outline

- I. Overview of unit (brief description)
- II. Pretest for students
- III. Objectives
 - A. Instructional objectives
 - B. Knowledge objectives
 - C. Affective objectives
- IV. Vocabulary/concepts (may include concept mapping)
- V. Schedule for unit implementation
- VI. Adaptations of lessons for students with special needs
- VII. Daily lesson plans
- VIII. Learning Center
 - A. Multi-level activities
 - B. Self-directed with choices
 - C. Manipulative (performance/competency-based) plus paper-pencil activities
- IX. Tests
- X. Record keeping systems
 - A. Evaluation techniques to be used
 - B. Grading system
 - C. Checklists, rating scales, task sheets, etc.
- XI. Parent letter and other communication forms
- XII. A/V materials and other technological needs
- XIII. Description of how lesson components cross curriculum (where appropriate)
- XIV. Bibliography
- XV. Additional resources and/or materials

Section 7

Procedures and Policies for Student Teaching

Purpose of Student Teaching

Student teaching is the capstone experience of the Learner-Sensitive Educator model. Following are the learner outcomes for the student teaching experience.

The student teacher will:

1. develop and demonstrate skills and knowledge needed to facilitate learning in a group of children/young adults,
2. apply theories and best practice strategies in a field placement setting,
3. develop a sense of professional identification with early childhood, elementary, middle and or high school education,
4. team with colleagues and parents as needed to plan effective programs for children with diverse needs,
5. objectively self-evaluate personal practice in teaching,
6. become empowered to assume the roles and responsibilities of a beginning teacher.

Registration for Student Teaching

Actual registration for student teaching and Professional Issues courses occurs following the mandatory student teaching meeting late in the semester previous to the placement. ***Student teachers are strongly advised not to enroll in additional courses during student teaching, except for ECH 4610 for Early Childhood and Early Childhood Special Ed, Educ . 4500 for Elementary & Educ. 4500 & EDSE 4400-Professional Issue for Secondary, which are required.*** Student teaching is a full-time experience. Student teachers are advised against student teaching during a semester when they will be committed to other activities, e.g., coaching, music tour, team sports, work.

The Education Department faculty must recommend candidates for student teaching. The Office of Field Experiences also evaluates student teaching applications to ensure that all requirements are met before the placement process is begun.

Selection of Cooperating Teachers and Placements

A variety of settings and grade level placements are used in a range of schools. The placement sites chosen for student teaching are ones in which the cooperating teacher is interested and willing to assist pre-service teachers, and ones in which the cooperating teacher is committed to the Learner-Sensitive Educator model. Criteria for selection of cooperating teachers are based upon the recommendation of appropriate supervisors in the school districts and university faculty. Cooperating teachers must hold at least a continuing license as defined in part 8700.0200 and granted by the Minnesota Board of Teaching, in the licensure field and at the licensure level for which they supervise.

Section 7

Procedures and Policies for Student Teaching (continued)

All placements are made in schools in which there is a formal negotiated contract between the University of Minnesota Duluth and the school district. Opportunities exist for multicultural placements in the Minneapolis and St. Paul School Districts. The Global Student Teaching Program coordinates placements abroad.

Student Teacher Placement

Early Childhood Placement:

The Early Childhood-Special Education program is a dual license program. Three placements are required: one 8 week placement in early childhood; one 8 week placement in primary grades; and one 8 week placement in an early childhood special education setting.

Elementary Education Placement:

Elementary education placement will consist of one 16 week placement in a K-8 grade level setting.

Secondary Education Placement:

Secondary education placements will consist of 16 weeks with 8 weeks (full days) in a high school setting and 8 weeks (full days) in a middle school setting *or* 16 weeks with half days at each level (high school and middle school).

K-12 Education Placement:

K-12 education placements will consist of 16 weeks with 8 weeks (full days) at the elementary (K-6) level and 8 weeks (full days) at the secondary (7-12) level *or* half days at each level throughout the semester. A third option is to spend time equally across elementary, middle, and high school levels.

Application for Licensure

It is the responsibility of the student teacher to complete an application for teacher licensure. A licensure application packet may be obtained in the CEHSP Student Affairs Office. The Minnesota Board of Teaching has approved the professional education program at the University Minnesota Duluth. UMD must verify that the applicant has successfully completed all requirements for a specific licensure area. A license to teach in Minnesota will then be issued to the applicant by the Department of Children, Families & Learning.

All candidates applying for an initial Minnesota teaching license must provide evidence of having successfully completed the Pre-Professional Skills Test (PPST). The PPST includes a reading test, a writing test, and a mathematics test. Candidates must also earn a passing score on two Praxis II tests: (1) the Principles of Learning and Teaching Test and (2) the required Subject Matter Test for their licensure area. See Praxis web site for details:

<http://www.ets.org/praxis/index.html>

Application for licensure may be made during the last few weeks of student teaching through the Student Affairs Office in Bohannon 120 (726-7156).

NOTE: Degree completion *must* be posted on the transcript before licensure forms can be submitted to the Department of Children, Families and Learning.

Section 7

Procedures and Policies for Student Teaching (continued)

Professional and Ethical Behavior

A student teacher is expected to act in a professional manner at all times. This includes being in school during regular school hours and participating in any additional activities outside of the regular school day. A student teacher is responsible for being aware of and conforming to all regulations applying to teachers. The behavior of all teachers including student teachers is governed by the Minnesota Board of Teaching Code of Ethics (*See Section 2*) or the code of ethics established in the state where the student teaching experience is taking place. *Failure of student teachers to behave in a professional manner may result in removal from student teaching.*

Dress Code

Student teachers should dress as professionals at all times. Appropriate dress and grooming may vary according to the dress code adopted by the teachers in the school. A student teacher should dress in a manner at least equivalent to the teachers at their school site. (*Keep in mind you are not yet employed and impressions are important.*) Hats are typically not allowed during the school day.

Absence during Student Teaching

When a student teacher cannot attend school because of illness or other extenuating circumstances, the student must notify the school office and cooperating teacher immediately. The university supervisor should also be notified, particularly if the absence occurs on a day when the supervisor has scheduled a visit. If an absence is anticipated in advance, the student teacher must discuss it fully with the cooperating teacher and university supervisor and lesson plans must be provided to the cooperating teacher.

Any student teacher who misses more than three days of student teaching for any reason during a term must make up the missed days by extending the student teaching experience. A plan for making up the missed days must be arranged with the cooperating teacher and the university supervisor.

Length of Student Teaching Experience

Student teaching is a full time 24 week experience for Early Childhood and Early Childhood Special Education and 16-week experience for Elementary and Secondary students. At the elementary (K-8) grade levels, a student teacher may teach in one grade level for the 16-week experience. Secondary student teachers teach for 8 weeks at the high school level and 8 weeks at the middle school level or half days at each level for 16 weeks. K-12 student teachers teach for 8 weeks at the high school level and 8 weeks at the elementary school level or half days at each level for 16 weeks. A third alternative for K-12 student teachers is to divide the 16 weeks equally across all three levels.

Fall Semester, student teachers begin their experience when the teachers start school. This may be prior to the start of the UMD semester. During the first days student teachers should participate in all in-service and other activities expected of other teachers. Student teachers observe the school holidays of the school district in which they are placed (rather than following the UMD semester calendar).

Section 7

Procedures and Policies for Student Teaching (continued)

Successful Completion of Student Teaching Experience

All student teachers must complete at least one semester (16 weeks) of full time student teaching under the supervision of a cooperating teacher(s) and a university supervisor. There will be on-going formal and informal evaluation by both cooperating teacher and university supervisor. Student teachers who do not satisfactorily complete their student teaching experience may be given the opportunity to student teach a second time after going through a review process. Details of this will depend upon the specific circumstances involved.

Use of Student Teachers as Substitutes or Sole Responsibility of the Classroom

Student teachers may not be used as substitutes for regular teachers who are absent from school. If the cooperating teacher cannot be in attendance, it is the responsibility of the school district to find a qualified substitute. Student teachers may continue to teach under the guidance of qualified substitute teachers on a short-term basis.

According to Minnesota Statute, classrooms must be under the control and direction of a licensed teacher. Student teachers are not licensed, so they must be under the direction, at all times, of a licensed teacher. However, with the permission of the principal, a teacher may leave the room at times so a student teacher can experience managing the class alone.

Liability Coverage During Student Teaching

The school, teacher, and student teacher may be legally responsible for injuries or other situations which may occur when working with students. The student teacher **must** obtain liability coverage through Education Minnesota before the start of student teaching. Applications for liability insurance are available online at www.educationminnesota.org. (Go to Who We Are, Student Programs, Online application.) The cost of this coverage is minimal.

Assuming Teaching Responsibilities

Student teachers should gradually assume the teaching responsibilities in their assigned classroom. The candidate, cooperating teacher and university supervisor should make the decision about an appropriate timeline for this to occur. Typically, the student teacher will begin assuming some teaching responsibilities by the start of the second week of placement, and gradually assume more responsibilities. This may vary depending on the circumstances. Typically, if a student teacher is at the same school for 16 weeks, she/he will take over full responsibility by week 13 of the semester. Early Childhood student teachers will assume full responsibility of the classroom during weeks 6 & 7 of the eight week placement. Secondary and K-12 student teachers who are at a school for only 8 weeks will typically not take over full responsibility for all classes, but will work up to a load of 4 out of 5 classes per day (or 80 percent of the cooperating teacher's duties) by the seventh week in each placement.

Section 7 Procedures and Policies for Student Teaching (continued)

Additional Responsibilities

Student teachers may be assigned any duties that are part of their cooperating teacher's normal responsibilities. These may include hall duty, playground duty, monitoring of lunchrooms, study halls, or working with student organizations.

ECH and ECSE birth to age 5 student teachers should participate and follow the teacher's work schedule including: in-services, home visits, and other activities expected of teachers.

A Full Time Experience

Student teaching is a fulltime experience. It is normal for student teachers to work beyond the regular school day hours in order to plan their lessons, grade student work, and do other preparation necessary for teaching. Thus, student teachers are *strongly* discouraged from being employed or being involved in any outside volunteer activities during student teaching. If it is essential that they be employed during this experience, it is critical that the number of work hours be kept to a minimum. Likewise, student teachers are discouraged from taking other classes, with the exception of the Professional Issues Seminar (Professional Development Seminar for K-12, 5-12 majors).

Student teachers may not arrive late or leave school early because of any commitments other than those related directly to student teaching.

At the discretion of the school, a student teacher may be employed or paid for supervising extra curricular activities, such as coaching, yearbook supervision, honor society, student council, etc. However, the local teachers' collective bargaining contract may forbid this or specify conditions under which it is permissible

Section 7: Procedures and Policies for Student Teaching (continued)

Procedure for Dealing with a Student Teacher Experiencing Problems

Difficulties during the student teaching experience may arise. Some difficulties may be easily resolved while others may be of a more serious nature. The University will respect the Cooperating Teacher's wishes whether or not the student teacher continues in their classroom. Whenever any member of the team (the student teacher, cooperating teacher and/or university supervisor) considers a situation to be more problematic that can be resolved through the normal conferencing process, it needs to be brought to the attention of the team. A special conference will be held to discuss the situation and to develop a plan of action.

Procedures for Dealing with a Student Teacher Experiencing Problems

1. UMD Supervisor informs the Field Experiences Office in writing about a student teacher experiencing difficulties
2. Field Office informs the program coordinator about the problem.
3. UMD Supervisor, cooperating teacher and Program Coordinator will implement the Student Teaching Support Form to evaluate specific area(s) of concern(s).
4. UMD Supervisor and/or cooperating teacher will meet with the student teacher and discuss areas of concern as shown on the Student Teaching Support Form.
5. If difficulties continue the field experience coordinator and the UMD supervisor will consult with the cooperating teacher. Following these consultations, the UMD field experience coordinator, the UMD supervisor, and the program coordinator will meet to create a Professional Development Plan (PDP).
 - a. The Professional Development Plan(PDP) will be written to deal with each specific situation.
 - b. The Professional Development Plan(PDP) will focus on the needs that should be addressed.
 - c. All student teachers, who are placed on a Professional Development Plan (PDP), will be required to complete their student teaching at a local school within a 40 mile radius of Duluth.
6. Student Teacher, UMD supervisor, Field Experiences Coordinators and Program Coordinator will meet and discuss the Professional Development Plan (PDP). The plan will be signed by all and should include:
 - a. An established timeline for completion of requirements (ie: reflections, lesson plans, etc) as specified in individually designed PDP.
 - b. Failure to follow through with any part of a PDP may:
 - i. Affect the next placement
 - ii. Result in no placement at all or
 - iii. Result in removal from that particular placement

- iv. Result in removal from the program
 - c. If a candidate is on a PDP, the program will decide what and how much is disclosed to the next Cooperating Teacher and/or supervisor.
7. A Field Experiences coordinator or a designee will visit the student teacher for additional observations.
8. The UMD Supervisor, Cooperating Teacher, Field Experiences coordinator, Program Coordinator, and the Department Head will make the final decision whether or not to remove a student teacher from their placement. For K-12 programs, the program Department Head for Art, Music, Foreign Language, and Physical Education will be included in the decision.
9. In the case of the candidate being removed, the Field Experience Office will inform the building principal.
10. Candidates, after being removed from their student teaching placement, will be sent a letter within ten days explaining the reason(s) for their departure.
11. Candidates who have had student teaching will have to register again and pay all costs.
12. Copy of written plan is to be placed in the student teacher's file.

Equal Opportunity

All federal and state requirements concerning students with identified disabilities will be adhered to. If a student teacher is identified as having special needs, such as a learning disability or physical disability, the UMD Access Center will be consulted to ensure appropriate accommodations are provided for the disabilities. To the extent possible and based on the student teacher's permission, cooperating teachers will be informed ahead of time regarding a student teacher's disabilities.

Policy Statement on Sexual Harassment

The University of Minnesota Board of Regents Policy on Sexual Harassment, adopted December 11, 1998, defines "sexual harassment" as "unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

- 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement in any university activity or program;
- 2) submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting this individual in any university activity or program; or
- 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any university activity or program."

A more in-depth description may be found in the University of Minnesota Duluth current catalog

In addition, every school district has a sexual harassment policy in place. It is the student teacher's responsibility to become familiar with and understand the policy at the individual school site.

Minnesota Board of Teaching Rules for Student Teaching Placements _____

Placement of Student Teachers

Student teachers shall be in the licensure field and at the licensure level for which those persons completing a licensure program are to be recommended for teacher licensure. The student teaching requirement applies only to the persons completing a program to be recommended for entrance licensure.

Requirement for Cooperating Teachers

Cooperating teachers who have student teachers shall (a) be tenured or have at least three years of teaching experience and (b) hold at least a continuing license in the field and at the level at which they are teaching.

Requirements for University Supervisors

Faculty assigned to supervise student teaching experiences in the teacher licensure program shall have teaching experience at the licensure level of the licensure program.

Appeals Policies and Procedures for Student Teachers

Difficulties can arise related to the student teaching experience. Some difficulties may be easily resolved while others may be of a more serious nature. If a student teacher believes additional support is needed in dealing with a situation, the department recommends she or he should follow these steps for resolution of the situation within the Department of Education:

- 1.) When possible and appropriate, first address the difficult situation by meeting with your UMD supervisor and/or the cooperating classroom teacher.
- 2.) If the situation can not be resolved through Step 1, then call or email the coordinators of the Office of Field Experiences (OFE) at UMD (Jim Sersha or Pam Roth). Provide OFE with a general outline of the situation and then arrange to meet with one of the directors to create a plan for resolving the situation.
- 3.) The OFE directors will determine if they believe the program coordinator or department head should also be brought into the discussions and planning. However, as an education student you can always appeal directly to the program coordinator, and then to the department head, if you believe you need additional review of your situation.

Student teachers can also address their situation outside of the department through either of the following two options:

- 1.) Follow the Student Academic Grievance Policy

(<http://www.d.umn.edu/catalogs/current/umd/gen/grieve.html>) to address your situation.

AND/OR

- 2.) MN Statute 122A.09 Subdivision 4c indicates you can appeal your situation directly through the Minnesota Board of Teaching. The statute indicates, “The board, upon the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a post secondary institution providing a teacher preparation program when the dispute involves and institution’s recommendation for licensure affecting the person or the person’s credentials. At the board’s discretion, assistance may include the application of chapter 12.”

Section 8

Assessment and Evaluation of the Student Teaching Experience

Assessment of the student teaching experience at the University of Minnesota Duluth involves the following dimensions:

- Opportunities for student teachers to explore and demonstrate their professional development through the Clinical Mentor Model for Supervision with their cooperating teacher(s) and university supervisor.
- Formative assessments and summative evaluations aligned with the Minnesota Standards of Effective Practice and INTASC (Interstate New Teachers Assessment and Support Consortium) Standards, and the five Learner-Sensitive Educator themes, conducted by both the cooperating teacher and the university supervisor.
- Reflective journal, including reflection on impact of the student teacher on their students’ learning, and their progress on developing professional dispositions.
- Notebook with lesson plans, unit(s), and student teacher’s reflections on effectiveness.
- Development of Standards-based Portfolio as a form of student teacher self-assessment.

Clinical Supervision Model

The Clinical Supervision Model used at the University of Minnesota Duluth follows a process in which the university supervisor engages in the cycles of observations and conferences with the student teacher. The purpose of the process is to:

- *Create trust between the student teacher and university supervisor*
- *Encourage the student teacher to analyze the lesson*

- *Encourage the student teacher to think about alternatives*
- *Develop reflective skills*

The stages of the Clinical Supervision Model are the readiness conference, the pre-observation conference, the observation, and the data analysis and post-observation conference. (See *Appendix F* for a “*Clinical Supervision Checklist*” and *Appendix G* for “*Strategies for Supervisors and Cooperating Teachers*”.)

Formative Assessments and Observations

The cooperating teacher is expected to observe the student teacher on a regular basis and provide feedback on the teaching performance. Throughout the student teaching experience, the cooperating teacher should continuously assist the student teacher in reflecting on teaching performance and developing goals and strategies for improving practice. University supervisors are expected to schedule regular site visits to the school for the same purpose.

At the midpoint and end of the student teaching experience, the cooperating teacher and the student teacher will complete formal assessments, using the form provided by the university. The midpoint evaluation helps define strengths as well as areas in which improvement is needed. The final assessment provides feedback on each area of the student teacher’s performance. Both evaluations are shared with the student teacher and the university supervisor. The cooperating teacher’s final assessment form is placed in the student teacher’s placement file. The student teacher may request a letter of recommendation from the cooperating teacher (see sample in *Appendix E*) for their placement file. The university supervisor will submit the pass/fail grade, but the university will use the input of the cooperating teacher to determine the grade.

Student teachers will be observed by the cooperating teacher and by the university supervisor at regular intervals throughout the semester. They may also be observed by the principal and by other student teachers or early field experience candidates. A variety of data-gathering methods will be used in the observations. Cooperating teachers will do the majority of the observations, with the university supervisor observing a *minimum* of four full lessons during the semester. Careful notes of observations should be kept by all and shared with the student teacher, cooperating teacher, and university supervisor. The university supervisor will provide copies of all notes and evaluations to the Office of Field Experiences within one week following each visit. The student teacher’s final self-assessment must be submitted to the Office of Field Experiences.

Reflective Journal

Student teachers are required to keep a daily or weekly journal during the 16-week student teaching experience. The purpose of the journal is to deepen their thinking about teaching and learning. The journal provides an opportunity for the student teacher to reflect on lessons presented and their impact on the learning of the students in the classroom, and other aspects of the student teaching experience. Writing about issues, ideas, questions and what they are learning can be an invaluable tool for personal growth. (See *Appendix B* for sample forms and questions).

Notebook Documentation

Student teachers must maintain a notebook of all lesson plans, unit plans, handouts, assignments, tests, and reflections throughout their student teaching experience. This documentation provides the cooperating teacher and university supervisor with an accurate record of the work the student teacher has done during the semester. It also provides the student teachers a sequential record of the teaching experience and materials to include in the final Standards-Based portfolio.

Standards-Based Portfolio

The development of a portfolio is a process by which student teachers identify and articulate their professional development. The portfolio provides evidence of the student teacher's achievement of the Minnesota Standards of Effective Practice. The portfolio may also be used by candidates as an important tool for marketing themselves in their job search.

The assembling of the UMD Standards- Based Portfolio begins at the start of candidate's professional education courses. During each education course, candidates add components to the portfolio as they complete different tasks that demonstrate their competence in the standards and themes. The portfolio is completed during student teaching. Although it is reviewed by education faculty at key points during the professional education sequence of classes, a final review by education faculty and/or the university supervisor is required at the end of student teaching. Candidates must receive a passing grade for the Standards-based Portfolio in order to earn a passing grade for student teaching. *(See Appendix C for further details on standards-based portfolios).*

Appendix A

Diversity*

“Bring Balance to Your Classroom”

Our candidates will live and work in a pluralistic society. Candidates must be prepared to understand and appreciate all cultures, learning styles, interests and values. Following is a list of steps you can take to provide a multicultural classroom experience.

- **Affirm and validate students’ ethnic experiences.** Include experiences of different cultural groups in the classroom through bulletin board displays, projects and presentations.
- **Recognize and understand cultural differences.** Be aware of cultural elements including clothing, time, space, gestures, ethics, values, religion, holidays, sex roles, sexual orientation, rights and duties.
- **Vary your teaching style to accommodate different learning styles.**
- **Recognize and correct historical distortions.**
- **Examine all curriculum material for ethnic and cultural bias.** Infuse multicultural concepts whenever possible in all areas of the curriculum.
- **Encourage cooperation.** Promote and foster healthy interaction among diverse groups for making decisions and solving problems.
- **Look for connections.** Interpret events from an international perspective, but also illustrate the interrelatedness and interdependence of cultural groups.
- **Remember that the goal of multicultural education goes beyond dancing and eating ethnic foods.** It is the acceptance, support and appreciation of similarities and differences. It also recognizes the right of different cultures to co-exist.
- **Familiarize yourself with your district’s racial harassment policy.** Every school district is required to have one (as well as a sexual harassment policy).

On the Web

- **Multicultural Education Resources:** www.udel.edu/sine/educ/multcult.htm
- **NCREL Monograph: A Synthesis of Scholarship in Multicultural Education:** www.ncrel.org/sdrs/areas/issues/envrnmnt/go/leogay.htm
- **Varieties of Multicultural Education: An Introduction.** An ERIC Clearinghouse on Urban Education Digest: ericweb.tc.Columbia.edu/digests/dig98/html

*Education Minnesota, Classroom Essentials 1999-2000

Appendix B

Reflective Journals Field Experience/Student Teaching Journal

The student teaching field experience is a culmination of many years of directed coursework and preparation for a career in teaching. The time has finally arrived to develop and demonstrate competency in teaching through the application of the knowledge and skills learned. Student teaching is an intense and busy time, as one progress from observing an experienced teacher to assuming full responsibility for the classroom and student learning. Maintaining a student teaching journal to reflect on this experience will help ensure you gain the most from your experience. Complete at least two entries per week in your reflective journal. Submitting the journal to the university supervisor is a requirement for successful completion of your student teaching experience.

Purpose of Keeping a Reflective Journal

The main purpose of keeping a journal is for reflection on your experience. Reflection gives you the opportunity to think about what occurred in the classroom or during a particular lesson, about what it may mean, how you felt about the experience, and revisions you may want to make in the lesson or changes in your teaching methods. This deliberate reflection will result in growth and empowerment as a teacher.

Suggested Journal Formats

There is no one right way to organize and write a journal. However, when others will read your journal it helps to follow a format that makes it easy for the reader to follow your thinking and understand what you are trying to convey through your journal entries. The following are two suggested formats. (Blank copies of Format A and Format B forms are provided for your convenience in the following pages).

Format A*

(Reflections on specific events which occurred during the week)

1. Topic – Major focus of this journal entry
2. Sequence of events - Includes a short list of what happened.
3. Highlights of one or two notable events - Select one or two situations that occurred which were significant during the week, and describe in detail what happened. Focus especially on your impact on student learning. Four items to include in your description are: your role as the teacher, the student(s) involved, the subject matter being taught at the time, and the context, such as surroundings.
4. Analysis of the event - This is a time for you to interpret what happened, including an assessment of what students learned, your own thoughts and feelings, questions that were raised, and what you learned that will help you be a more effective teacher. This section can be a particularly useful starting point for discussion when meeting with your supervisor.

*Posner, George J., *Field Experience, A Guide to Reflective Teaching*, Fifth Ed. New York: Addison Wesley Longman, 2000.

Format B

(Reflections on general thoughts, ideas, and feelings which occurred during the week, focusing on helping all students learn).

Responses are recorded for the following six statements:

1. Things I have done well this week that helped students learn:
2. Thoughts I have had this week:
3. Feelings I have had this week:
4. One important thing I have learned this week:
5. Things I want to remember to do in the future to help students learn:
6. Things my University supervisor should know:

It is important to remember that the journal is a great tool through which you can reflect upon your student teaching experience and grow as a beginning teacher. The effort and time you put into it now has the potential to improve your effectiveness as a teacher and to substantially decrease problems, concerns or issues in your first teaching position.

Appendix B

**STUDENT TEACHING JOURNAL
Format A**

Student Teacher's Name _____

School _____ Cooperating Teacher _____

University Supervisor _____ Date _____

1. Topic:

2. Sequence of events - *(Includes a short list of what happened)*

3. Highlights of one or two notable events - *(Describe in detail what happened, including what you wanted students to learn and the extent to which you were successful in helping all students)*

4. Analysis of the event(s) - *(Include thoughts and feelings, questions that were raised, and What you learned)*

Appendix B

**STUDENT TEACHING JOURNAL
Format B**

Student Teacher's Name _____

School _____ Cooperating Teacher _____

University Supervisor _____ Date _____

1. Things I have done well this week that helped students learn:

2. Thoughts I have had this week:

3. Feelings I have had this week:

4. One important thing I learned this week:

5. Things I want to remember to do in the future to help students learn:

6. Things my University supervisor should know:

Appendix C

Standards-Based Portfolio

Your standards-based portfolio will reflect your knowledge, skills and dispositions as a growing professional. The development of this portfolio is a process by which you identify and articulate your professional development. You will have begun developing this portfolio at the start of your professional education courses at UMD. As you progressed through each of the required sequence of education courses, you added components to the portfolio demonstrating your achievement of the standards addressed within each course. Thus, by the time you begin student teaching, you have already completed a significant portion of this portfolio. During student teaching, you will add the final components as evidence of your achievement of the remaining standards.

Elements of your standards-based portfolio have been reviewed by education faculty at key points throughout your education program. Completion of all elements of this portfolio is a requirement for satisfactory completion of the student teaching experience. The university supervisor and/or Professional Issues instructor, as well as faculty in your program, will review the portfolio for content and completeness before a grade for the student teaching experience is assigned. Guidelines for your final standards-based portfolio will be provided before the start of student teaching, or by your university supervisor, or your Professional Issues instructor, or your Professional Development Seminar instructor (See Appendix D). During the course of the student teaching semester, you will receive ongoing guidance in assembling the portfolio from your university supervisor and/or from your Professional Issues and/or Professional Development instructors.

At the end of the 14th week of student teaching, your standards-based portfolio must be presented to the program faculty for their assessment of your achievement of the Standards of Effective Practice.

If any part of your portfolio is missing or incomplete, you will receive a grade of incomplete until the portfolio provides adequate evidence of your teaching competence. Portfolios are due to the university supervisor by the Friday of week 14 of the semester. After the portfolio is assessed, you should pick it up from the Education Department Office in 120 Montague Hall.

NOTE: The portfolio may be presented electronically (on a zip disk, CD, or posted on the web) as well as in a three-ring binder. Unless otherwise stipulated by your university supervisor, the version that you turn in for grading at the end of student teaching must be in a three-ring binder.

Purposes of the standards-based portfolio:

- 1) To provide evidence of your competence in each of the Minnesota Standards of Effective Practice (see Appendix D) and other professional standards required in your licensure area, and of your competence in the five themes of the Learner Sensitive Educator Model.
- 2) To provide components for your job-seeking portfolio to be used in your job search. It is recommended that you select a limited number of examples from your standards-based portfolio to include in your job-seeking portfolio. The job-seeking portfolio provides an overview of the highlights of your work. Your selection of specific artifacts and examples of your work for this portfolio will be based on the nature and level of the teaching position for which you intend to apply.

Appendix D

Demonstration of Competency in Minnesota Standards of Effective Practice for Teachers

Following are examples of how you might illustrate your competency in each of the standards in your standards-based portfolio:

Standard 1 – Subject Matter

- Brief course descriptions of classes you have taken that are relevant to the subject you are becoming licensed to teach. Much of this will be reflected in your undergraduate studies. Include courses from your major and minor areas of study.
- Projects and papers completed in courses.
- Descriptions or narratives of real-world experiences you have had which relate to the subject matter you will be teaching such as a study abroad experience, projects, picture documentaries, and grants.

Standard 2 – Student Learning

- Demonstrations of your understanding of cognitive theories through papers or projects that address the multiple ways in which students learn.
- Narratives of experiences in which you have seen a variety of developmental abilities in students.
- Examples of your ability to assist students in strengthening their reading and writing skills.

Standard 3 – Diverse Learners

- Examples of diversity projects you have completed through coursework or activities in which you have participated.
- Lesson plans demonstrating ways in which you have helped student's understand cultural differences.
- Examples of units that incorporate ideas which assist students in understanding issues of diversity.

Standard 4 – Instructional Strategies

- Lesson plans that demonstrate a variety of teaching methodologies, such as Socratic questioning, higher-order thinking skills, and cooperative learning.
- Examples of technologies you have used in your teaching.
- A performance assessment developed that demonstrates your understanding of the MN Graduation Rule.

Standard 5 – Learning Environment

- A classroom management plan.
- Written anecdotes of how you have created a positive environment for learning.
- Pictures and photographs (e.g., bulletin boards) that demonstrate how you create the classroom environment.

Standard 6 – Communication

- A narrative about the different communication styles you use in order to motivate students.
- Videotaped examples or annotated photo collages showing you in action and demonstrating your ability to communicate with students.
- Examples of how you have incorporated technology into your classroom, e.g. Web Page development, PowerPoint presentations, use of other multi-media techniques.

Standard 7 – Planning Instruction

- Examples of how you apply learning theories to your teaching.
- A unit of instruction which you have assembled and instructed or a set of lessons.
- Examples of curriculum proposals that you have created.

Standard 8 – Assessment

- Examples of the varieties of assessment strategies you have used to assess your students' learning.
- Your philosophy of grading, evaluation, and/or assessment.
- A demonstration of your understanding of authentic assessment through use of rubrics.

Standard 9 – Reflection and Professional Development

- A description of your philosophy of education
- A narrative on how your teaching has changed and grown as you have gained experience.
- Descriptions of seminars, activities, and courses in which you have participated that have contributed to your professional growth.
- Student evaluations/assessments of your instruction
- Honors and awards.

Standards 10 – Collaboration, Ethics, and Relationships

- Examples of activities which you have used to draw parents/guardians into the classroom.
- Examples of how you connect students to the community.
- Linkages made to community agencies.

Appendix E

Guidelines for Cooperating Teacher Letter of Recommendation

At the conclusion of the student teaching experience, cooperating teachers may be asked to prepare a letter of recommendation for the student teacher's placement (credential) file. The following suggestions are offered to assist in creating an effective representation of the student teacher's performance.

- Use school letterhead to write a formal letter of recommendation.
- Within the text, use the name the student teacher prefers to appear in the credential file and other official documents.
- Include a brief description of the school and/or community context in which the student teacher was placed.
- Mention the grade levels and course/subject matter taught by the student teacher.
- Using brief examples or anecdotes, describe two or three of the strengths you observed in the student teacher. Relate these descriptions to pertinent educational issues and/or the Minnesota Standards of Effective Practice for Teachers. (*See Chapter 2*).
- Comment on the future or potential of the student teacher as a classroom teacher.
- Restrict the length of the letter to one or two pages.

STUDENT REFERENCE REQUEST CONSENT FORM

Student name (please print): _____

I request _____ to serve as a reference for me. The purpose(s) of the reference are:

(check all applicable spaces)

- application for employment
 all forms of scholarship or honorary award
 admission to another education institution

The reference may be given in the following form/s (check one or both spaces):

- written
 oral

I authorize the above person to release information and provide an evaluation about any and all aspects of my academic and/or employment performance at the University of Minnesota Duluth to the following (check all applicable spaces):

1. all prospective employers OR
 specific employers

- _____
2. all educational institutions to OR
 specific educational institutions which I seek admission is/are:

- _____
3. all organizations considering me OR
 specific organizations for an award or scholarship is/are:

This authorization to provide references is valid for one (1) year from the date of my signature below, unless I specify an earlier ending date as follows:

Ending date: _____

Note: Under the Family Educational and Privacy Rights Act, 20 U.S. C. 1232(g), you may, but are not required to, waive your right of access to confidential references given for any of the purposes listed on this form above. If you waive your right of access, the waiver remains valid indefinitely.

Student Signature: _____

Date: _____

Appendix F

Clinical Supervision Checklist

This list is a guide for supervisors to use during the different stages of supervising student teachers. While supervisors need not address all points under each area, or address these in the order listed here, this checklist provides a reminder of key elements of our UMD Clinical Supervision model.

Week prior to the start of the semester or first week of the semester Establish contact with your student teacher to arrange readiness meeting and to give them information on how to contact you. *(This conference should occur the first week of the semester and no later than the second week).*

- Establish contact with the cooperating teacher(s) prior to or during the first week of the semester.

Readiness conference (First Visit)

- How will the student teacher take over responsibility from the teacher?
- What classes will the student teacher take first, second, and what is the timeline?
- When will the student observe other teachers' classes during the first weeks of student teaching?
- What schedule has been set up for the student teacher and cooperating teacher to meet daily for planning? Short term, long term?
- How often will the cooperating teacher observe the student teacher formally? Informally?
- What arrangements can be made to have the student teacher meet with special education teachers to (a) discuss accommodations that need to be made for any of the student teacher's students who have disabilities? (b) arrange for the student teacher to attend a staffing (if appropriate and possible)?
- How does the student teacher prefer to receive feedback? How does the cooperating teacher prefer to give it? Is there a middle ground?
- Are there any concerns about the calendar for either the student teacher or cooperating teacher?
- What questions or concerns do the student or cooperating teachers have of the university supervisor?
- What structure has the student teacher set up for classroom management? Is this structure agreeable to the classroom teacher?
- What questions or concerns does the cooperating teacher have regarding evaluation of the student teacher?
- How can the university supervisor, cooperating teacher and student teacher be reached if needed? *(Exchange home and school numbers, e-mail addresses).*

- What are the student teacher's plans for collecting artifacts for and developing the student teaching components of the standards-based portfolio?
- What concerns does the student teacher have (*e.g., financial or personal stresses, teaching stresses*)?
- What concerns does the cooperating teacher have?
- What concerns does the student teaching supervisor have?

Pre-Observation Conference*Note: If possible, the university supervisor should arrange to have the student teacher leave his/her journal, planning book, lesson plan for the lesson to be observed that visit, and any other relevant materials at the front desk in the school office at the start of the day on which the observation is to occur. The supervisor can then arrive early and review these materials prior to the pre-observation conference in preparation for the conference and observation.*

- Review student teacher's planning book
- Ask the student teacher for an update on his/her progress towards the goals set during the supervisor's previous visit and towards interim goals set by the student teacher and the cooperating teacher
- Review journal and discuss issues arising from this
- Review and discuss lesson plan for lesson to be observed
- Discuss the focus/foci of the observation and what data the student teacher would like the supervisor to gather. Discuss how this data might be used to help guide the student teacher in reflecting on achievement of goals identified.

Observation

- Collect descriptive data on the student teacher's lesson (guided by the discussion from the pre-observation conference).
- Limit the data collected and focus of observation to the areas agreed upon in the pre-observation conference unless something happens during the lesson that gives the supervisor cause for concern about the student teacher's meeting the minimum standards of performance expected at this stage of the student teaching experience. *Important: If a student teacher is at risk of not passing student teaching, the supervisor should discontinue use of the clinical supervision model (of guiding the student teacher to reflect on his/her performance) and adopt a more directive approach that clearly identifies what the student teacher needs to do in order to succeed.*

Post Observation Conference

- Provide the student teacher with a copy of the data gathered during the observation
- Guide the student teacher in analyzing and reflecting on the data
- Provide feedback on the observation (*as a follow up to having the student self-reflect*)
- Guide the student teacher in setting goals to work on before the supervisor's next visit
- Discuss the student teacher's progress in the development of his/her portfolio and the next steps that need to be completed
- Review midpoint evaluation during the visit following the midpoint
- Check to see if the student teacher or cooperating teacher have any concerns
- If the student teacher is at risk of not passing student teaching and the supervisor has adopted a more directive approach to supervision, the supervisor should outline clearly in writing what the student teacher needs to do to be successful. The supervisor should also discuss these concerns with the coordinator of student teaching so that additional support and guidance may be provided, if needed.
- At the end of the post-conference the supervisor should provide the student teacher and the cooperating teacher with a copy of his/her notes taken during the different stages of the visit (pre-conference, observation, and post-conference). A copy of these notes must also be turned in by the supervisor to the Office of Field Experiences within one week following each student teaching visit.

Final Conference (at end of student teaching)

- Discuss the student teacher's final evaluation
- Provide summative feedback
- Review status of portfolio

[NOTE: **The portfolio is due to the student teaching supervisor no later than the Friday of the 14th week of student teaching.** If possible, the supervisor should bring the graded portfolio to the final conference so that feedback from this can be included in the student teacher's final review. If any changes need to be made in order for the student teacher to receive a passing grade, the student teacher may then make them and re-submit the portfolio to the supervisor prior to the end of student teaching.]

- Check with the cooperating teacher that final evaluation form and honorarium form will be completed and submitted to the Office of Field Experience so that it is received no later than the last day of the semester
- Verify the percentage of the honorarium to be paid to each cooperating teacher (if more than one)

Expectations for Student Teaching Checklist

*This form is to be completed during the **Readiness Conference** and updated (include dates when applicable) during the student teaching experience. This form will be placed in the student teacher's file.*

Student Teacher: _____ **Date:** _____

Cooperating Teacher: _____

University Supervisor: _____

1. Student's Goals:

2. Expectations for Guidance/Discipline/Classroom Management:

3. Expectations for Lesson Planning:

4. Expectations for Unit/Learning Center:

5. Expectations for Journal/Reflection:

6. Expectations for Parent or Guardian Involvement/Conferences:

7. Expectations for "Teaming":

8. Expectations for Portfolio:

Timelines:

Student Teacher Signature: _____

University Supervisor Signature: _____

Student Teacher Observation Form

Student Teacher _____ Supervisor _____ Date _____
School _____ Grade(s) _____ Subject Observed _____

Please focus observations on the student teacher's competence in these four areas:

- (1) The ten Standards of Effective Practice/INTASC Standards (See list below)
- (2) Professional Dispositions (Listed on student teaching assessment form)
- (3) Impact on K-12 student learning (look for evidence that all students are learning)
- (4) Learner-Sensitive Educator themes: Collaboration, Diversity, Empowerment, Reflection, Technology

Standards of Effective Practice/INTASC Standards

- | | |
|-----------------------------|--|
| 1. Subject Matter | 6. Communication |
| 2. Student Learning | 7. Planning Instruction |
| 3. Diverse Learners | 8. Assessment |
| 4. Instructional Strategies | 9. Reflection and Professional Development |
| 5. Learning Environment | 10. Collaboration, Ethics, and Relationships |

I. Pre-Observation Conference Notes:

Standards to be demonstrated in lesson(s) to be observed: Standard(s) _____

Please discuss what evidence you might look for of K-12 student learning resulting from this lesson?

II. Observation Data/Summary: (additional observation notes can be attached)

II. Observation Data/Summary continued:

Observed evidence of competence in which standards: Standard(s) _____
Did you see evidence of positive impact on K-12 student learning? Please describe briefly:

III. Post Observation Conference: Reflection, Analysis of Data

(Please discuss evidence of competence in standards, dispositions, impact on K-12 student learning, and any of five themes observed.)

IV. Plans for next observation

Date and time:

Focus:

Tentative plans for Standard(s) to be included in the next observation: _____

Student Teacher's Signature _____

University Supervisor's Signature _____

(A copy of this evaluation will be kept by the student teacher and the university supervisor.)

Office of Field Experiences, Department of Education, University of Minnesota-Duluth

Standards of Effective Practice/INTASC Standards Verification Sheet

Name of Student Teacher _____ Semester/Year _____

School _____ Grade _____ Subject _____

Standard 1-Subject Matter _____ Date(s) observed _____
Artifact/activity/evidence verifying knowledge and skill of Standard 1:

Standard 2-K-12 Student Learning _____ Date(s) observed _____
Artifact/activity/evidence verifying knowledge and skill of Standard 2:

Standard 3-Diverse Learners _____ Date(s) observed _____
Artifact/activity evidence verifying knowledge and skill of Standard 3:

Standard 4-Instructional Strategies _____ Date(s) observed _____
Artifact/activity evidence verifying knowledge and skill of Standard 4:

Standard 5-Learning Environment _____ Date(s) observed _____
Artifact/activity evidence verifying knowledge and skill of Standard 5:

Standard 6-Communication Date(s) observed _____
Artifact/activity evidence verifying knowledge and skill of Standard 6:

Standard 7-Planning Instruction Date(s)
observed _____
Artifact/activity evidence verifying knowledge and skill of Standard 7:

Standard 8-Assessment Date(s)
observed _____
Artifact/activity/evidence verifying knowledge and skill of Standard 8:

Standard 9-Reflection and Professional Development Date(s)
observed _____
Artifact/activity/evidence verifying knowledge and skill of Standard 9:

Standard 10-Collaboration, Ethics, and Relationships Date(s)
observed _____
Artifact/activity evidence verifying knowledge and skill of Standard 10:

Evidence of positive impact on K-12 student learning Date(s) observed _____
Artifact/activity evidence verifying positive impact on K-12 student learning:

Appendix G

Strategies for Supervisors and Cooperating Teachers

The following specific strategies are designed to be both supportive and to offer challenge as the university supervisor and cooperating teacher work with a student teacher.

1. Use communication techniques such as reflection, clarification and elaboration. Example: The student teacher appears to be upset by issues related to discipline ---Begin by paraphrasing the student teacher's concern.
2. Provide information about resources that are available for professional and/or personal improvement. Example: The student teacher says he/she is unaware of resources for use in the classroom ---Review community and campus resources which might be appropriate.
3. Through microteaching and team role-playing help student teacher practice specific skills. Example: The student teacher has difficulty introducing new materials to pupils ---Ask student teacher to walk through several sequences that could be used in introducing specific materials.
4. Respond to clichés and over-generalizations. Example: The student teacher says, "It's always bad when children argue." ---Guide student teacher to think of instances when this might not be true. Are there times when conflicts might be positive?
5. Introduce evidence as a basis for one's opinions or point of view. Example: The student teacher says, "Johnny is always aggressive." ---Ask for specific behavioral examples, frequencies of behavior, etc. Student teacher may use observational techniques to test the accuracy of such a statement.
6. Encourage application/transfer of information from one setting to another. Example: The student teacher states that she/he is very confused by lesson planning expectations ---Suggest that he/she think back over class demonstration lessons and recall steps needed to structure a lesson.
7. Develop concepts inductively. Example: List all the behaviors recorded in the data. Group and label these behaviors ---Discuss groupings and how these might relate to lesson planning.
8. Authenticate student teacher's personal experience. Example: The student teacher states that a pupil has "been off the wall." ---Ask the student teacher to step into the child's shoes and recall incidents from personal experiences that are similar to child's experience.
9. Encourage the student teacher to observe the process of his/her own change. Example: The student teacher is discouraged because the learning experience did not proceed as anticipated ---Facilitate recall of student teacher's ability to be flexible and respond to a child's needs on other occasions.
10. Encourage the student teacher to observe and reflect on different aspects of his/her teaching. Example: The student teacher lacks awareness of how others see him/her. ---Videotape the student teacher to enable him/her to see teaching behaviors and patterns of interactions with students. The student teacher can use this as a basis for reflection on strengths and areas for improvement.