

GUSTAVUS ADOLPHUS COLLEGE

Cooperating Teacher Handbook Department of Education



Preparing Our Students to Teach to the World

2012 – 2013

Contact Numbers:

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**College
Supervisor:** _____

Student Teacher: _____

Contact Information is Needed:

To report absences from student teaching. The student teacher is required to contact the cooperating teacher, school secretary, and college supervisor to report his/her absence.

To provide answers and/or clarification to any questions or concerns the cooperating teacher may have about the program and/or program requirements.

Please call or email us at your convenience!

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Department of Education Vision Statement

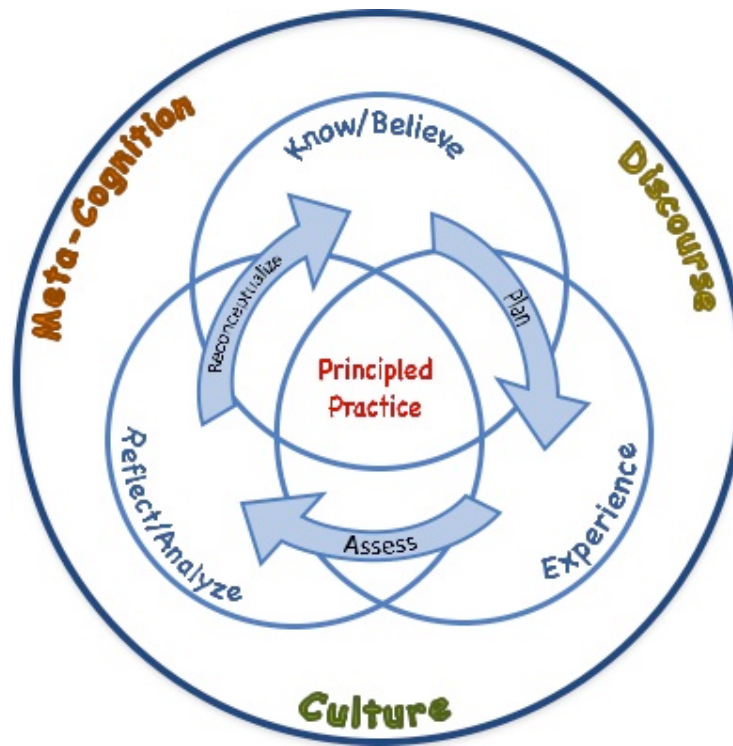
“There is a story – whether true or myth, it is characteristic of him – that when Thomas Edison was working on improving his first light bulb, he handed a finished bulb to a young helper, who nervously carried it upstairs step by step. At the last moment, the boy dropped it. The whole team had to work another 24 hours to make another bulb. Edison looked around then handed it to the same boy. The gesture probably changed the boy’s life. Edison knew that more than the bulb was at stake.”

*James Newton,
Uncommon Friends*

Like Edison, we teacher educators at Gustavus Adolphus College know we have the power to greatly influence lives, to make a difference. This is the power all teachers possess – the power to kindle the fire of creativity, and the power to extinguish it; the power to make the classroom a safe, secure and friendly place, and the power to make it a nightmare; the power to develop in learners the attitudes of acceptance and appreciation of differences, and the power to reinforce existing stereotypes; the power to begin teaching a person from where they start and take them further, and the power to frustrate them and discourage them from learning.

As educators, we continue the journey of understanding the powers of influence within a school, a community, a nation and the world. We invite you to share your thoughts on this topic with the Gustavus student teacher placed in your classroom. We trust and appreciate your professional abilities to provide in-depth discussions by analyzing current educational processes and trends of the 21st century.

Thank you for taking the time to work with us. Thank you for making a difference.



The Education Department is committed to the preparation of 21st century teachers who understand the complexities of learning and teaching that encompasses inclusion, equity, and justice. This work is enhanced by a liberal arts foundation that encourages breadth of knowledge, interdisciplinary and international perspectives, engaged inquiry, and intellectual curiosity. As professionals and educational leaders, graduates of our program:

- Make informed teaching and learning decisions based on use of best practice, reflection, and new knowledge;
- Act as leaders for positive social change within schools and communities;
- Advocate for their students' intellectual, physical, and emotional well being;
- Understand cultural and linguistic diversity, and promote anti-racist, gender fair, and inclusive educational opportunities for all students;
- Defend their instructional choices on the basis of pedagogical, moral, and ethical grounds;
- View teaching as a journey of learning;
- Proactively profess and advocate well-developed teaching beliefs, and participate in decision-making, not as mere technicians, but as positive agents of change.

The organizing theme of our department's mission is "teaching as principled practice." We strive to help our graduates acquire skills of analysis and reflection, a broad knowledge base, and an array of experiences that will enable them to articulate and examine their own beliefs about teaching and learning and set those beliefs into action. The Conceptual Framework shown above provides a comprehensive model of the principled practice used in the Department of Education.

Department of Education Program Outcomes

1. **Subject Matter-** The student teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students
2. **Student Learning-** The student teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development.
3. **Diverse Learning-** The student teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.
4. **Instructional Strategies-** The student teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
5. **Learning Environment-** The student teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
6. **Communication-** The student teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. **Planning Instruction-** The student teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. **Assessment-** The student teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.
9. **Reflections and Professional Development-** The student teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.
10. **Collaboration, Ethics, and Relationships-** The student teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.



Statement of Professionalism Gustavus Teacher Education Program



Effective educators will often critically evaluate personal choices and actions and seek guidance to perform professionally. While studying in the Gustavus Teacher Education Program, each course taken will reflect on the Professionalism Indicators that are listed below. As a teacher candidate who builds relationships with peers, instructors, cooperating teachers, other field professionals, and classroom students, you are strongly encouraged to consistently model these Professional Indicators. Each Indicator provides a course of action to help you build attitudes and dispositions that create a positive and emotionally safe environment for you and with those whom you interact.

| | Professionalism Indicators <i>The candidate will:</i> | Professionalism is: <i>The candidate . . .</i> | Professionalism is not: <i>The candidate...</i> |
|---|---|---|--|
| 1 | Consider and utilize suggestions and reflective feedback. | <i>Considers and acts upon feedback on class assignments, in micro-teaching and/or peer teaching, and in student teaching.</i> | <i>Allows the same issues to recur. Does not accept and/or does not consider suggestions.</i> |
| 2 | Demonstrate respect for others and their points of view. | <i>Shows respect in class discussions, when collaborating on projects, in responding to guest speakers, and while participating in clinical or field experiences. Is open to new ideas.</i> | <i>Disregards the opinions and points of view of others. Is not willing to discuss issues respectfully.</i> |
| 3 | Contribute to group work and performance. | <i>Carries an equitable share of the workload in assignments and field experiences.</i> | <i>Misses meetings of the group and/or expects others to complete his or her work. Is not available to work with the group. Refuses to be flexible.</i> |
| 4 | Demonstrate sensitivity and responsiveness to the needs of others. | <i>Demonstrates empathy and/or concern for students, peers, and others.</i> | <i>Models a low tolerance for the actions and needs of others.</i> |
| 5 | Form and maintain appropriate relationships in the (college) classroom, in field experiences, and in social networking. | <i>Recognizes and models appropriate professional boundaries with peers, instructors, cooperating teachers, and students.</i> | <i>Forms relationships that give him or her undue advantage or disadvantage, including via social networking.</i> |
| 6 | Take responsibility to provide for the safety and welfare of students in field experiences. | <i>In any and all field experiences, knows safety procedures for fire drills, tornado drills, lockdowns, bodily fluids, etc. Always knows where his or her students are. Provides a harassment-free environment in the classroom.</i> | <i>Does not follow safety procedures. Cannot account for student whereabouts at all times. Allows bullying and/or harassment to occur.</i> |
| 7 | Communicate effectively. | <i>Communicates issues and/or concerns with peers, instructors, and/or cooperating teachers in a timely and judicious manner. Responds to peers, instructors, and/or cooperating teachers in a timely and judicious manner.</i> | <i>Ignores/does not respond to electronic, written, and/or verbal communication. Does not seek clarification on issues and concerns until it is too late, or not at all.</i> |

| | | | |
|----|--|--|---|
| | | | |
| 8 | Take responsibility for his/her actions. | <i>Admits mistakes and takes responsibility for correcting actions.</i> | <i>Places blame, denies, or ignores results of his or her actions.</i> |
| 9 | Seek to problem-solve. | <i>Consults with appropriate person when problems or issues arise.</i> | <i>Allows problem to continue, takes shortcuts, or does minimal work to avoid solving the problem.</i> |
| 10 | Demonstrate academic integrity and effort in assignments, in class participation, and in field experiences. | <i>Shows academic honesty. Works to highest level of personal ability. Strives for quality and completeness.</i> | <i>Plagiarizes and/or cheats. Puts minimal effort into his or her work.</i> |
| 11 | Demonstrate personal integrity. | <i>Shows sensitivity to others. Is honest in opinions and comments.</i> | <i>Is disrespectful of classmates, instructor, and/or the classroom environment.</i> |
| 12 | Maintain a drug-free and alcohol-free college classroom and work environment. | <i>Avoids the use of chemicals and alcohol when in a professional setting and understands the ramifications.</i> | <i>Allows drugs and/or alcohol use to interfere with academic and/or professional work.</i> |
| 13 | Approach systemic forms of intervention and negotiation when working in the best interest of students and recognize that all children can learn. | <i>Knows and understands the importance of intervening for the academic, social, and/or physical growth of the students.</i> | <i>Does not acknowledge or respond to the academic, social, and/or physical needs of the students.</i> |
| 14 | Generate and implement goals and plans. | <i>Strives to achieve important learning goals in his or her personal plan for learning and in regard to goals and plans affecting students.</i> | <i>Lacks planning and/or lacks a vision for planning for self and for his or her students.</i> |
| 15 | Demonstrate effective time management techniques. | <i>Arrives on time and prepared for class. Arrives on time and prepared for field experience.</i> | <i>Produces late or incomplete assignments, resulting in work not done to level of expectation. Field experiences suffer because of poor time management.</i> |
| 16 | Manage resources and materials appropriately in field experiences. | <i>Maintains a classroom that is visibly organized and effective for teacher and students. Materials are appropriate and accessible.</i> | <i>Loses student work, and/or runs a disorganized classroom, and/or lacks appropriate materials.</i> |
| 17 | Maintain a professional appearance and presence in field experience settings. | <i>Chooses clothing that limits distractions and conveys a professional appearance.</i> | <i>Chooses clothing that is overly casual or otherwise inappropriate for professional setting.</i> |

These Professional Indicators serve to provide a definition for professionalism based upon the Minnesota Standards of Effective Practice, the Gustavus Teacher Education Mission Statement and the Conceptual Framework. The definition serves as a basis for attitudinal and behavioral expectations within courses, the intervention systems of the program, regular formal and informal student reviews conducted by program faculty, and self-evaluative reflections completed by each teacher education student. Student self-evaluation is on-going throughout the program and occurs at the time of application for admission to the program, practicum performance, application to student teaching, and program completion.



Professionalism Self-Reflection
Teacher Education - Gustavus Adolphus College

(CHECK ONE)

___ Admission to Program ___ Completion of Methods courses ___ Completion of Student Teaching

Name _____ Date _____

**Please rate each of the 17 items below based upon your current professional behaviors.
Use the following rubric:**

4 = Always

3 = Frequently/Usually

2 = Sometimes/occasionally

1 = Infrequently

- ___ (1) Consider and utilize suggestions and reflective feedback
- ___ (2) Demonstrate respect for others and their points of view
- ___ (3) Contribute to group work and performance
- ___ (4) Demonstrate sensitivity and responsiveness to the needs of others
- ___ (5) Form and maintain appropriate relationships in the college classroom, in field experiences,
and in social networking.
- ___ (6) Take responsibility for the safety and welfare of students in field experiences
- ___ (7) Communicate effectively
- ___ (8) Take responsibility for his/her action
- ___ (9) Seek help when needed
- ___ (10) Demonstrate academic integrity and effort in assignments, in class participation, and in field
experiences
- ___ (11) Demonstrate personal integrity
- ___ (12) Maintain a drug-free and alcohol-free college classroom and work environment
- ___ (13) Approach problem-solving focusing on what is best for children and youth
- ___ (14) Generate and act on goals and plans
- ___ (15) Manage time well on assignments and in field experiences
- ___ (16) Manage resources and materials appropriately in field experiences
- ___ (17) Maintain a professional appearance and presence in field experience settings

Policies on Student Teaching

Placement

The Coordinator of Field Experiences and Admissions within the Department of Education is responsible for administering all aspects of student teaching, including communication with cooperating schools concerning placements and supervision. Student teachers do not make independent arrangements for a placement in a school. Any changes in placement must be discussed with the Coordinator and the contact person for the school district to modify contractual agreements. Once a cooperating teacher has been identified, the student is encouraged to meet with her/him prior to the start of the experience to discuss curriculum, class loads, classroom management strategies, instructional strategies, building guidelines, and any other information that may be useful to the student teacher. The cooperating teacher and principal receive verification of placement through a letter from the Coordinator of Field Experiences and Admissions. Fall student teachers are required to participate in the district's Fall Workshops.

Liability Insurance

Gustavus Adolphus College carries personal liability insurance for all student teachers, and we encourage students to carry additional insurance through "Education Minnesota Student Program". The College is not responsible for personal injury of a student teacher. In addition, each student teacher has been directed by the District Human Resources Department to adhere to a particular background check policy. Gustavus Adolphus College is not responsible for providing background checks, as many school districts vary in the type and level of check required.

Transportation

All Gustavus Adolphus College students are responsible for their own transportation to and from the school site during student teaching. Students are encouraged to carpool if they are placed at the same school and/or site location.

Attendance

During the student teaching experience, the student is required to spend full days at the school, maintaining the same arrival and departure schedule as full-time, certified employees. Student teachers may not miss more than three days due to illness, job interviews or emergencies. Absences are not permitted for strictly personal days and non-emergencies. If more than three days are missed during the fourteen-week experience, the student will need to make up the time. Before an anticipated absence, the student will contact the cooperating teacher, the secretary of the school and the college supervisor. Participation in scheduled Seminar experiences on campus is required. Seminar days are not considered absences from student teaching. (See the Student Teaching calendar included in the mailing to Cooperating Teachers.) Note: K – 12 school breaks (spring and others) need to be reported to the Coordinator of Field Experiences and Admissions for determination of attendance. If both seven-week sessions contain a spring break, the student teacher is only permitted one week of break.

Teacher Strikes and Work-To-Rule

When a disruption of normal school activities occurs due to a teacher strike or similar job action in a school where student teachers are assigned, the student teachers will not attend the school until after the conflict is resolved. If the strike or job action is not resolved in a reasonable length of time, the student teachers may be reassigned to other school districts.

Substitute Teaching

Student teachers may not accept compensations for teaching nor serve as substitute teachers. If the cooperating teacher cannot be present, the school district must obtain a qualified substitute.

Confidentiality

Student teachers have read and discussed at length the **Minnesota Teaching Code of Ethics** and have been instructed to refrain from discussing student and building concerns publicly.

Conferencing/Staffing/General Meetings

The student teachers should attend all meetings the cooperating teacher attends unless confidentiality must limit student teacher participation. During conferencing with parents, colleagues, school administrators, etc., the student is to participate at the discretion of the cooperating teacher. Students are required to attend fall workshops with the cooperating teacher, except when these days conflict with the student teaching seminar days held on campus.

Lesson/Unit Preparation

Student teachers have been instructed to hand in lesson plans to the cooperating teacher prior to the day the lesson is to be delivered in the classroom. Lessons should be planned far enough in advance so that the cooperating teacher has a chance to check them, offer suggestions, and approve the plans before they are employed in the classroom. Plans will also be given to the college supervisor prior to or upon arrival of a formal observation. **(See Appendix C for Lesson Plan Formats.)**

Evaluation of Student Teacher

Each student teacher must be evaluated at a midterm point and a final point during the fourteen-week student teaching experience. The evaluation form is included in this handbook. **(See Appendix D)** Evaluation forms may or may not be typed. Recommendations, however, must be typed on school letterhead paper as they can become part of the student teacher's placement file for employment searches.

Supervision by College Personnel

The Department of Education at Gustavus Adolphus College prides itself on meeting the needs of the student teachers and cooperating teachers by maintaining positive communication through many visits to schools and holding several three-way conferences with the cooperating teacher and student teacher. The student teacher will confer with the College Supervisor to arrange scheduled observations and time periods that allow for conferencing to take place after the lesson delivery. During the conferencing, identification of strengths, areas of challenge, student reactions, levels of thinking, and ideas and suggestions for future changes are discussed. A written record of the observations is kept by the college supervisor and a copy is provided to both the student teacher and the cooperating teacher to ensure open communication.

Honorarium

The cooperating teacher will be paid a sum of \$300.00 for working with a student for fourteen weeks. If several cooperating teachers are assigned to a student for a fourteen-week period or the student works with a cooperating teacher for a seven-week period, each cooperating teacher will receive a compensation of \$150.00. Cooperating teachers will receive \$100.00 for a January Term placement of a student teacher.

The Cooperating Teacher: How Important Are You?

The cooperating teacher is, perhaps, **the most important mentoring position** in the student teaching experience. It is assumed that the cooperating teacher has an interest in teacher education and a desire to improve the professional competencies of future teachers by sharing what they have learned from practical experience in the classroom. What is more important, however, is that the cooperating teacher has been selected on the basis not only of professional competence, but also because of desirable, positive, professional attitudes. The cooperating teacher's attitudes and values related to instruction, learning, colleagues, students, and professional responsibilities are just as important as the skills in classroom management or lesson preparation. We suggest the following preparations for success:

Provide a workspace for the student teacher.

It is important for the student teacher to have a space to help her/him feel welcomed and to become a part of the classroom. A separate, adult size desk (table) and chair is ideal if possible. If space is not available, the student teacher should be provided with a locker or some other place to store materials/personal items.

Prepare the class to accept another teacher.

It will be up to the cooperating teacher to set the tone of the welcoming. Involve the student teacher with everyday information and provide opportunities for supervision of students, tutoring and assisting as well as observing. The students need to be aware that the student teacher is indeed another teacher in the room.

Familiarize the student teacher with the building facility, key personnel, policies and procedures.

Tour the building with the student teacher indicating grounds regulations, fire/tornado drill exits, etc. Clarify discipline policies and procedures and any other building guidelines such as lunchroom rules, handling absences/tardiness and attendance reporting. Please take the student teacher to any meetings you are scheduled to attend. Help the student to get a sense of how your building operates, who is available to help with difficult situations and where he/she can check on building policies and procedures.

Introduce the student teacher to the staff.

It would be kind of you to introduce your student teacher to the staff at the first available opportunity. The student teacher may feel more welcome if he/she has a chance for formal introductions to the entire staff. Encourage support staff and specialists to explain their roles to the student teacher.

Set a schedule for conferencing.

The student teacher needs constructive feedback and encouragement from the cooperating teacher. We suggest you plan a daily time for specific conferencing or a weekly time for general conferencing so the student teacher can depend on a regular meeting schedule. Written feedback is most helpful to the student teacher for reflection and encouragement.

Help the student teacher to understand the student diversity in your classroom.

Share information that will have implications regarding the student teacher's interactions with the students and review the necessary accommodations of materials and methods that will help each student succeed.

The Student Teaching Time Line

The Gustavus Adolphus College semester is fourteen weeks in length. The guidelines for teaching certifications require the student teacher to complete at least 400 clock hours of successful student teaching during the semester. Student teachers are expected to fulfill at least four weeks of full time teaching during the semester. Full time student teaching includes planning and preparing lessons, as well as delivering the lessons and reflecting upon student outcomes. The cooperating teacher may or may not be in the room during the full time student teaching weeks.

Student teachers will be absent from their student teaching locations on the **Seminar** dates listed on the calendar.

Elementary student teachers will more than likely be taking over all classroom curriculum and duties by the fourth or fifth week of their experience and reduce the load gradually during the seventh week. **Two weeks of full time student teaching of all courses and expected responsibilities is required for each seven-week experience.**

Secondary student teachers will often observe and assist in classes for the first week of their experience and begin to take full responsibility for teaching one or more classes by the second week of the experience. Three preparations is typical for a secondary student teacher. **Two weeks of full time student teaching of all courses and expected responsibilities is required for each seven-week experience.**

During the full time student teaching experience the cooperating teacher may leave the room but not the building. We encourage the cooperating teacher to allow the student teacher to be completely responsible for all classes and duties as much as possible.

The cooperating teacher will provide guidance for the student teacher in the forms of observation, notes, discussions, etc. **Please see the example forms located in Appendix C. Daily observation by the cooperating teacher with feedback to the student teacher is needed throughout the experience.** It is also important to share this information with the college supervisor.

NOTE: Prior to the start of the student teaching experience, the student teacher shares the information below with the cooperating teacher at the initial meeting for placement verification.

Background checks are required for most school districts in the state of Minnesota and the Minnesota Board of Teaching “highly recommends” that all preservice teachers complete a background check. Gustavus students will have had a background check completed as part of their admissions process. The college will process the background check and will issue the department of letter clarifying the status of the individual. Any individual with concerns will be notified.

Letters will be available for students to take with them to the schools where they will be completing a practicum experience or student teaching. Should the particular school district require a unique background check form in addition to the college process, the student will be required to pay for this additional level of check.

Appendix A

Required and Suggested Activities for Student Teachers

Required

1. Document examples of the Board of Teaching Standards within a portfolio structure.
2. Implement a Teacher Performance Assessment utilizing school/class data.
3. Provide the classroom with multicultural perspectives/materials.
4. Attend parent/teacher conferences and student staffing (unless prohibited).
5. Keep a journal of experiences and critical incidents for reflection.
6. Maintain a file of successful lessons and materials to share with peers and to keep for future reference.
7. Write daily lesson plans and discuss them with the cooperating teacher(s) and college supervisor. These plans are to be available when the college supervisor visits the classroom.
8. Video tape two (2) segments of your TPA lessons during the first seven weeks of student teaching. In the second seven weeks of student teaching video tape two complete lessons – one at the beginning of the session and one toward the end of the session to provide an opportunity to benchmark goals of lesson delivery, etc.

Suggested

1. Write a letter of introduction to send home with the students.
2. Observe and conference with another student teacher.
3. Observe and meet with support personnel in the building (i.e. counselors, Special Education teachers, assistant principals, etc.).
4. Attend a School Board Meeting or a Site Council Meeting.

Goal: Stretch and grow!!

Appendix B

This lesson plan format is suggested for student teaching, with the input of the supervising faculty and cooperating teacher. Students have used a more elaborated version of this lesson plan during their coursework at Gustavus and during their methods/practicum experience. The more detailed format is available upon request and should be used for the Teacher Performance Assessment (TPA) project during student teaching.

Lesson Plan Format Teacher Education, Gustavus Adolphus College

NAME:

DATE:

GRADE LEVEL:

SUBJECT AREA:

UNIT /SEQUENCE TITLE:

LESSON TITLE:

TIME NEEDED FOR LESSON:

Academic Standards & Rationales

MINNESOTA ACADEMIC STANDARDS (MAS): *These are **student** standards—standards that relate to skills and concepts in the curriculum. Choose strands appropriate to your lesson objectives.*

GOAL/PURPOSE: *This is the **WHY** of the lesson. Write your goal for this lesson from your perspective as the teacher.*

Instructional Goals & Objectives

INSTRUCTIONAL OBJECTIVE (S) FOR STUDENTS: *Objectives describe how you will implement your goal. In this particular lesson, what will the students be learning that shows they are moving toward accomplishing your goal?*

ACADEMIC LANGUAGE OBJECTIVES FOR STUDENTS: *What key vocabulary (content-specific terms) will you teach? What will students do with language to express what they are learning? What linguistic forms (words and phrases) will students need in order to understand the content? How will you support students in working with these grammatical structures?*

Focal students for the lesson

*In order to focus your planning and assessment, please **identify and describe three focal students who represent three different learning needs in relation to the lesson objectives.***

| |
|------------------------------|
| Lesson Implementation |
|------------------------------|

MATERIALS:

Launching the Lesson (Feel free to rename/restructure the sections, based on the type of lesson you are doing)

| Lesson implementation: | Anticipating & planning for diverse student response & needs: | Gathering evidence of student understanding: |
|------------------------|---|--|
| | | |

Body of the Lesson

| Lesson implementation: | Anticipating & planning for diverse student response & needs: | Gathering evidence of student understanding: |
|------------------------|---|--|
| | | |

Concluding the Lesson

| Lesson implementation: | Anticipating & planning for diverse student response & needs: | Gathering evidence of student understanding: |
|------------------------|---|--|
| | | |

| |
|--|
| Lesson Evaluation & Reflection (To be completed after teaching) |
|--|

Suggested prompts might include: What went well in the lesson? What might you change if you were to teach this lesson again? What did your focal students learn? What do they still need to learn? (Provide evidence) What will you do to follow up on this lesson with individual students and/or the class?

Appendix B

SIOP® Lesson Plan Example

Date: _____ Grade/Class/Subject: _____

Unit/Theme: _____ Standards: _____

Content Objective(s):

Language Objective(s):

Key Vocabulary:

Supplemental Materials:

SIOP Features

Preparation

- ☐ Adaptation of Content
- ☐ Links to Background
- ☐ Links to Past Learning
- ☐ Strategies incorporated

Scaffolding

- ☐ Modeling
- ☐ Guided practice
- ☐ Independent practice
- ☐ Comprehensible input

Grouping Options

- ☐ Whole class
- ☐ Small groups
- ☐ Partners
- ☐ Independent

Integration of Processes

- ☐ Reading
- ☐ Writing
- ☐ Speaking
- ☐ Listening

Application

- ☐ Hands-on
- ☐ Meaningful
- ☐ Linked to objectives
- ☐ Promotes engagement

Assessment

- ☐ Individual
- ☐ Group
- ☐ Written
- ☐ Oral

Lesson Sequence:

Reflections:

Appendix C

Classroom Observation Example

Student Teacher: _____ Date Observed: _____

Grade Observed: _____ Subject Observed: _____

1. General activities taking place in the classroom.

2. General appearance of the classroom - structure appropriate for activities taking place.

3. Classroom management techniques and skills used.

4. Lesson presentation style. Teacher knowledge of subject matter.

5. Individual needs and differences addressed.

6. Lesson objectives defined.

7. Levels of class participation.

8. Variety of activities appropriate for lesson.

9. Comments.

Observer Signature: _____

Appendix C

Classroom Observation Example

Student Teacher: _____ Date Observed: _____

Grade Observed: _____ Subject Observed: _____

What I see ...

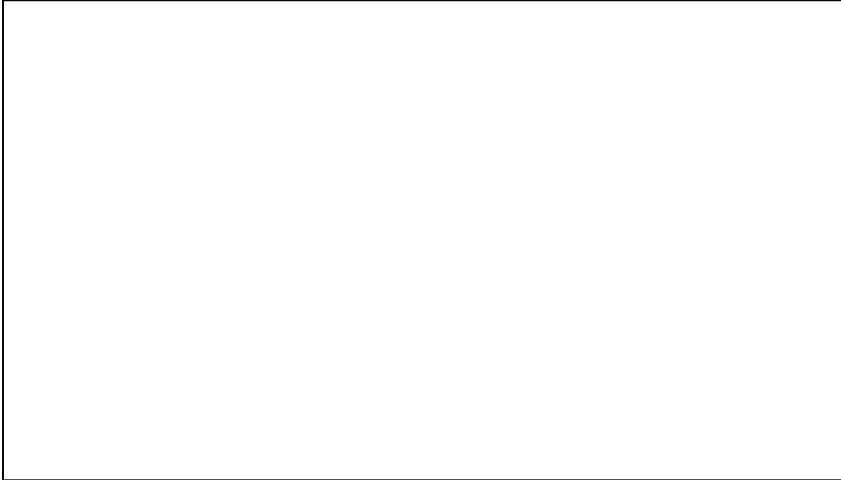
What I hear...

What I was wondering about...

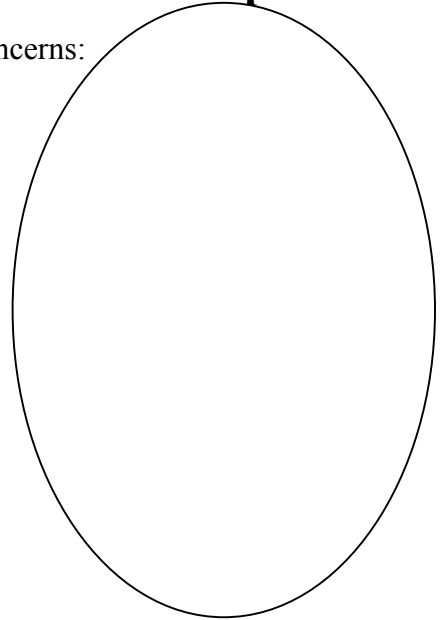
Appendix C

Cooperating Teacher Feedback to Student Teacher Example

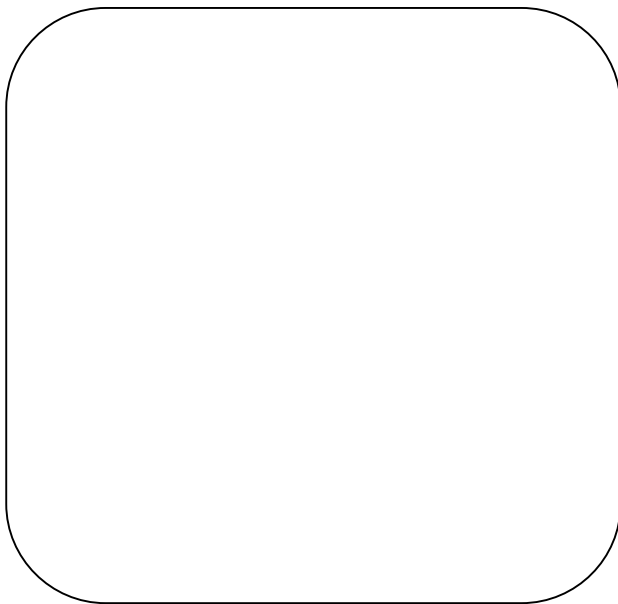
An area of strength I noticed this week:



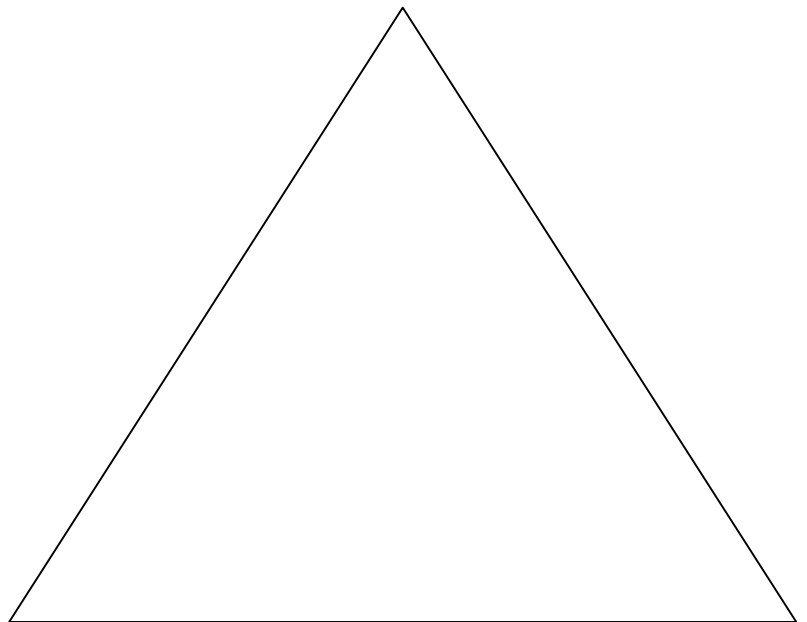
Concerns:



Questions:



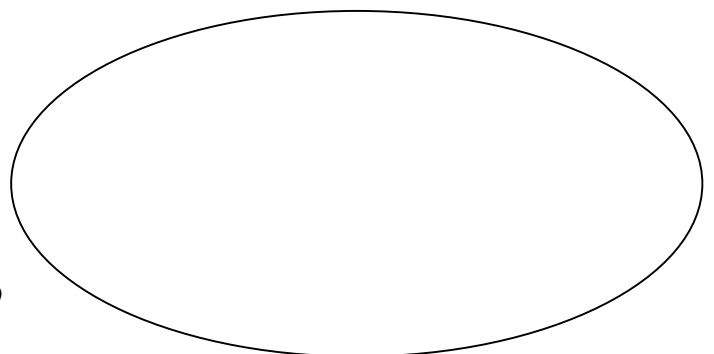
Areas that are beginning to improve:



Other Comments:



Something I learned from observation:



Appendix C

Reflective Feedback to Student Teacher

Organizing Content Knowledge for Student Learning

Instructional Goals

- Did the students learn what you wanted them to learn?
- Were the teaching methods effective?
- Were the activities and materials helpful and culturally appropriate?
- How will student learning be evaluated?
- How did the lesson incorporate students' cultural backgrounds?

Lesson Delivery

- Did you depart from what had been planned?
- What would you do differently/same?
- How did you accommodate a variety of learning styles?
- What do you plan to do next? Why?

Creating an Environment for Student Learning

Rapport

- What styles of relating and interacting with students is most comfortable to you? Why?
- How do you accommodate cultural differences in interaction styles?

Management

- What considerations were made in the physical environment? Why?
- Which classroom standards of behavior were maintained? How?
- How do you work toward a gender fair, anti-racist, anti-homophobic environment in the classroom?

Teaching for Student Learning

Comprehension of Content and Process

- What prior knowledge did the students need to succeed in the lesson?
- Were the goals and procedures of the lesson clearly articulated? How do you know?
- Did you encourage the students to extend their thinking? How?
- How did you monitor student understanding?

Instructional Time

- Were the students on task? Why?
- Did you use your time during the lesson effectively? How?

Professionalism

Teaching and Learning

- How are you continuing to educate yourself on learning and cultural differences and other areas of concern?
- When you need assistance with your teaching, or when you have concerns about a particular student, with whom do you talk?
- Do you coordinate learning activities with other teachers?
- What forms of communication can be used with parents or guardians concerning a student's performance/behaviors? When?

Personal Reflection

- How do you feel about your overall performance? What tools do you; your GAC supervisor and your cooperating teacher employ to discuss teaching and learning progress? Do these tools meet your needs?

Overall Statements:

Cooperating Teacher: _____

Appendix D

Required Documents from the Cooperating Teacher

Assessment (White Sheets) is to be filled out at the end of the placement. This assessment may be typed or handwritten. A copy can be discussed with and given to the student teacher. Please give a copy of this assessment to the college supervisor. It will be placed in the education department files. It is not shared with prospective employers.

Letter of Recommendation must be typed. Please give the student teacher and the college supervisor a copy of the letter of recommendation by the final week of the placement. It will be placed in the student teacher's job file and used in the job search process. We recommend that letters of recommendation be written on official school letterhead from the school where the student teacher has been placed. Suggestions for writing letters of recommendation can be found at <http://teacher.scholastic.com/professional/futureteachers/recommendation.htm>

Evaluation of the Student Teacher Program (2 purple pages) is to be filled out and given to the Gustavus Department of Education at the end of the experience – envelope is included. Feedback and evaluations of our student teacher program help us to evaluate the program and make appropriate adjustments to better meet the needs of our cooperating teachers.

Cooperating Teacher Background Information (yellow sheet) is to be completed at the end of the placement – envelope included. It is used to provide the college with the cooperating teacher's background, strengths and areas of expertise.

Appendix D



Assessment / Self Assessment of the MN Standards of Effective Practice

Gustavus Adolphus College

Department of Education

Check time of Assessment:

_____ Admission _____ Completion of methods courses _____ Completion of student teaching

Student: _____ **Date:** _____

Students completing the teacher education program at Gustavus Adolphus College must demonstrate competence with respect to the Minnesota Standards of Effective Practice. Please rate the student using the following scale:

| | |
|--------------------|---|
| 4 = Proficient | In-Depth And Very Insightful Understanding And Competence Related To The Standard |
| 3 = Accomplished | Strong Understanding And Competence Related To The Standard |
| 2 = Developing | An Adequate Understanding And Competence Related To The Standard |
| 1 = Attempted | Superficial Understanding And Competence Related To The Standard |
| N/A = Not Observed | Not Attempted Or Unable To Attempt |

1. Subject Matter

- _____ Selects teaching methods, activities and materials appropriate for students and the discipline.
- _____ Demonstrates subject mastery and general teaching knowledge
- _____ Understands and teaches the connections of the discipline with other disciplines and with everyday life

Evidence:

2. Student Learning

- _____ Demonstrates familiarity with relevant aspects of students' base knowledge and experiences
- _____ Demonstrates familiarity with how students learn and develop
- _____ Provides learning opportunities that support a student's intellectual, social, and personal growth

Evidence:

3. Diverse Learners

- _____ Demonstrates familiarity with students' cultural, ethnic, and experiential backgrounds
- _____ Demonstrates familiarity with student difference in learning capabilities and approaches
- _____ Provides learning opportunities that are modified or adapted for students with diverse backgrounds and exceptionalities

Evidence:

4. Instructional Strategies

- _____ Makes the learning goals and instructional procedures clear to students
- _____ Makes content comprehensive to students
- _____ Encourages students to extend their thinking to include critical thinking, problem solving and performance skills

Evidence:

5. Learning Environment

- _____ Creates a climate that promotes fairness and positive social interaction
- _____ Communicates behavioral expectations to students and establishes consistent standards of classroom behavior
- _____ Attends to make the physical environment safe and conducive to learning

Evidence:

6. Communication

- _____ Uses knowledge of effective verbal, nonverbal and media communication techniques to foster learning
- _____ Assists students to communicate effectively about their learning needs and accomplishments
- _____ Effectively formulates and asks questions and stimulates discussion

Evidence:

7. Planning Instruction

- _____ Articulates clear learning goals for the lesson that are appropriate for the students and the content
- _____ Selects teaching methods, activities and materials appropriate for students and the content
- _____ Aligns goals, instruction and evaluation

Evidence:

8. Assessment

_____ Demonstrates knowledge of and employs a variety of formal and informal assessment tools,
including self-assessment strategies

_____ Uses assessment information to adapt instruction and support student learning

_____ Accurately and appropriately reports information regarding student learning

Evidence:

9. Reflection and Professional Development

_____ Reflects on the extent to which the learning goals were met

_____ Demonstrates professional responsibility and integrity

_____ Uses research, colleagues, and professional development opportunities to become a better teacher

Evidence:

10. Collaboration, Ethics, and Relationships

_____ Builds professional relationships with colleagues

_____ Communicates with parents and guardians about student learning

_____ Collaborates with colleagues, families and the community to foster a healthy and productive
learning environment

Evidence:

11. Other

_____ Uses technology to enhance student learning

_____ Plans and uses instructional skills to help students meet the MN Academic Standards

Evidence:

Signature of Assessor

Date

School Name

Grade/Subject

Circle position:

Student

Methods Teacher

Cooperating Teacher

Supervising Teacher

Department of Education Gustavus Adolphus College

Cooperating Teacher Evaluation of Student Teaching Program

In an attempt to evaluate and improve our student teaching program, we ask that you complete this evaluation form. We are interested and care about your opinions. Thank you!

Disagree 1 2 3 4 5 Agree

- | | | | | | |
|--|---|---|---|---|---|
| 1. The information sent to the school about the student teacher is adequate. | 1 | 2 | 3 | 4 | 5 |
| 2. The preparation of the student teacher is adequate. | 1 | 2 | 3 | 4 | 5 |
| 3. The length of the teaching experience is adequate. | 1 | 2 | 3 | 4 | 5 |
| 4. The handbook provided contains the needed information. | 1 | 2 | 3 | 4 | 5 |
| 5. The number of visits made by the College supervisor is adequate. | 1 | 2 | 3 | 4 | 5 |
| 6. The length of each observation made by the College supervisor is adequate. | 1 | 2 | 3 | 4 | 5 |
| 7. Feedback given to the student teacher by the College supervisor is adequate | 1 | 2 | 3 | 4 | 5 |
| 8. Your communication with the College supervisor is adequate. | 1 | 2 | 3 | 4 | 5 |

Strengths of the Program:

Suggestions for Improvement:

Elementary _____ Secondary _____ School _____

**Return to: Department of Education, Gustavus Adolphus College
800 College Avenue, St. Peter, MN 56082**

Department of Education

Teacher Preparation Program Evaluation

As part of our on-going program evaluation at Gustavus we are asking you to provide some feedback regarding our program as you have experienced it through our student teacher(s). Students completing the teacher education program at Gustavus Adolphus College are expected to demonstrate competence with respect to the 10 Standards of Effective Practice for Teachers identified by the Minnesota Board of Teaching. In this assessment we have included three behavioral indicators for each of the ten standards to help define the standard. We ask that you rate the level of preparation in each standard area you were able to observe during your experience with our student teacher(s).

Please use a 5 point scale (5=excellent, 4= good, 3=adequate, 2= inadequate, 1= very weak or NO= not observed.)

- | | | | | | | |
|---|----------|----------|----------|----------|----------|-----------|
| <u>1. Subject Matter</u> | 5 | 4 | 3 | 2 | 1 | NO |
| Selects teaching methods, activities and materials appropriate for students and the discipline. | | | | | | |
| Demonstrates subject mastery and general teaching knowledge. | | | | | | |
| Understands and teaches the connections of the discipline with other disciplines and with everyday life. | | | | | | |
| | | | | | | |
| <u>2. Student Learning</u> | 5 | 4 | 3 | 2 | 1 | NO |
| Demonstrates familiarity with relevant aspects of students' base knowledge and experiences. | | | | | | |
| Demonstrates familiarity with how students learn and develop. | | | | | | |
| Provides learning opportunities that support a student's intellectual, social, and personal growth. | | | | | | |
| | | | | | | |
| <u>3. Diverse Learners</u> | 5 | 4 | 3 | 2 | 1 | NO |
| Demonstrates familiarity with students' cultural, ethnic, and experiential backgrounds. | | | | | | |
| Demonstrates familiarity with student differences in learning capabilities and approaches. | | | | | | |
| Provides learning opportunities that are adapted for students with diverse backgrounds and exceptionalities. | | | | | | |
| | | | | | | |
| <u>4. Instructional Strategies</u> | 5 | 4 | 3 | 2 | 1 | NO |
| Makes the learning goals and instructional procedures clear to students. | | | | | | |
| Makes content comprehensible to students. | | | | | | |
| Encourages students to extend their thinking to include critical thinking, problem solving, and performance skills. | | | | | | |
| | | | | | | |
| <u>5. Learning Environment</u> | 5 | 4 | 3 | 2 | 1 | NO |
| Creates a climate that promotes fairness and positive social interaction. | | | | | | |
| Communicates behavioral expectations to students and establishes consistent standards of classroom behavior. | | | | | | |
| Attends to making the physical environment safe and conducive to learning. | | | | | | |
| | | | | | | |
| <u>6. Communication</u> | 5 | 4 | 3 | 2 | 1 | NO |
| Uses knowledge of effective verbal, nonverbal and media communication techniques to foster learning. | | | | | | |
| Assists students to communicate effectively about their learning needs and accomplishments. | | | | | | |
| Effectively formulates and asks questions and stimulates discussion. | | | | | | |

Over

7. Planning instruction

5 4 3 2 1 NO

Articulates clear learning goals for the lesson that are appropriate for the students and the content.

Selects teaching methods, activities and materials appropriate for students and content.

Aligns goals, instruction and evaluation.

8. Assessment

5 4 3 2 1 NO

Demonstrates knowledge of and employs a variety of formal and informal assessment tools, including self-assessment strategies.

Uses assessment information to adapt instruction and support student learning.

Accurately and appropriately reports information regarding student learning.

9. Reflection and professional development

5 4 3 2 1 NO

Reflects on the extent to which the learning goals were met.

Demonstrates professional responsibility and integrity.

Uses research, colleagues, and professional development opportunities to become a better teacher.

10. Collaboration, ethics, and relationships

5 4 3 2 1 NO

Builds professional relationships with colleagues.

Communicates with parents and guardians about student learning.

Collaborates with colleagues, families, and the community to foster a healthy and productive learning environment.

11. Other

5 4 3 2 1 NO

Uses technology to enhance student learning.

Comments:

Please indicate the grade level you teach:

_____ **Elementary**

_____ **Middle School**

_____ **High School**

Cooperating Teacher Background Information

Name _____ Date _____

E-Mail Address _____ Phone _____

School _____

Address _____ City, State, Zip _____

EDUCATION

Bachelor's Degree: _____
College _____ Year _____

Major _____ Hours past BA _____

Master/Specialist/Doctoral Degree: _____
College _____ Year _____

Major _____ Hours past MA _____

TEACHING EXPERIENCE _____ Years of Teaching including Present

School _____ District _____

Grade/Subject _____ Dates _____

School _____ District _____

Grade/Subject _____ Dates _____

School _____ District _____

Grade/Subject _____ Dates _____

ADDITIONAL PROFESSIONAL EXPERIENCE (Staff Development/District Courses/Etc. . .)

Over

SPECIAL AREAS OF EXPERTISE

EXPERIENCES AS COOPERATING TEACHER

How many times have you had a student teacher? _____

Would you be willing to have a Gustavus Adolphus College student teacher again? _____

How often are you willing to have a student teacher?

Once a year? _____ Every other year? _____ Every third semester? _____ Other _____

CONCERNS/CHALLENGES

As you think about your classroom / district, what are the major challenges you are currently facing?
(Examples: curriculum changes, changing demographics, availability of resources, staff turnover, etc.)

COLLABORATION

How might Gustavus Adolphus College be able to work with you, your school district in meeting these challenges:

_____ Summer programs: Please suggest topics: _____

_____ On Campus

_____ In District

_____ Grant writing

_____ Classroom partnerships

_____ Other (Please suggest possibilities.)

Appendix E

BOARD OF TEACHING

8710.2000 STANDARDS OF EFFECTIVE PRACTICE

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

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

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

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

- F. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks; and
- G. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking.

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

- A. understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning;
- B. know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents;
- C. know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;
- D. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;
- E. understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;
- F. understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;
- G. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;
- H. understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;
- I. understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;
- J. know about community and cultural norms;
- K. identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs;
- L. use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;
- M. accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;
- N. identify when and how to access appropriate services or resources to meet exceptional learning needs;
- O. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;
- P. bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms; and
- Q. develop a learning community in which individual differences are respected.

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

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

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

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

- H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;
- I. establish peer relationships to promote learning;
- J. recognize the relationship of intrinsic motivation to student lifelong growth and learning;
- K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;
- L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities; the learning;
- M. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;
- N. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;
- O. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;
- P. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;
- Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and
- R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.

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

- A. understand communication theory, language development, and the role of language in learning;
- B. understand how cultural and gender differences can affect communication in the classroom;
- C. understand the importance of nonverbal as well as verbal communication;
- D. know effective verbal, nonverbal, and media communication techniques;
- E. understand the power of language for fostering self-expression, identity development, and learning;
- F. use effective listening techniques;
- G. foster sensitive communication by and among all students in the class;
- H. use effective communication strategies in conveying ideas and information and in asking questions;
- I. support and expand learner expression in speaking, writing, and other media;
- J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question; and

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

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

- A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;
- B. plan instruction using contextual considerations that bridge curriculum and student experiences;
- C. plan instructional programs that accommodate individual student learning styles and performance modes;
- D. create short-range and long-range plans that are linked to student needs and performance;
- E. plan instructional programs that accommodate individual student learning styles and performance modes;
- F. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;
- G. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired; and
- H. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning.

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

- A. be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;
- B. understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work;
- C. understand the purpose of and differences between assessment and evaluation;
- D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;
- E. select, construct, and use assessment strategies, instruments, and technology appropriate to the learning outcomes being evaluated and to other diagnostic purposes;
- F. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;
- G. use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests;
- H. use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;

- I. implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;
- J. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;
- K. monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;
- L. establish and maintain student records of work and performance; and
- M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues.

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

- A. understand the historical and philosophical foundations of education;
- B. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;
- C. understand the influences of the teacher's behavior on student growth and learning;
- D. know major areas of research on teaching and of resources available for professional development;
- E. understand the role of reflection and self-assessment on continual learning;
- F. understand the value of critical thinking and self-directed learning;
- G. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;
- H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;
- I. use professional literature, colleagues, and other resources to support development as both a student and a teacher;
- J. collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;
- K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500; and
- L. understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations.

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

- A. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;
- B. understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence

- student life and learning;
- C. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;
 - D. understand the concept of addressing the needs of the whole learner;
 - E. understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;
 - F. understand data practices; collaborate with other professionals to improve the overall learning environment for students;
 - G. collaborate in activities designed to make the entire school a productive learning environment;
 - H. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;
 - I. identify and use community resources to foster student learning;
 - J. establish productive relationships with parents and guardians in support of student learning and well-being; and
 - K. understand mandatory reporting laws and rules.



Gustavus Adolphus College
Department of Education Supervision Model

Student Teacher

Plans, implements, assesses learning

Reflects on theory and practice

Compares past perceptions about teaching and learning with present experiences and beliefs

Engages in conversation about teaching and learning with supervisor and cooperating teacher

Builds rapport with classroom students and building colleagues

Continually reviews and acts upon department's Statements of Professionalism and Diversity Awareness

SUPERVISION

COMMUNICATE

COLLABORATE

CREATE

College Supervisor

Questions student teacher into reflection

Offers direction to needed resources

Provides professional support and goal setting

Reviews areas of challenge and success

Mediates triad meetings

Assesses student teaching experiences

Assists with TPA timeline

Cooperating Teacher

Views classroom as laboratory for gaining experience

Provides continual verbal and written feedback

Allows trial of various theoretical practices

Provides professional support, goal setting, resources

Reviews areas of challenge and suggests improvements

Assesses student teaching experiences

Assists with TPA timeline