



**Gustavus Adolphus College
Student Teaching Handbook
Department of Education**



**Preparing Our Students to
Teach to the World
2023 – 2024**

COVID-19 Statement

Providing quality teacher preparation and protecting the health and safety of our employees, teacher candidates, and the K-12 students and staff with whom they work are high priorities for the Gustavus Adolphus College Education Department. We are committed to following guidelines from the Minnesota Department of Education, the Minnesota Department of Health, and the Professional Educator Licensing and Standards Board regarding school procedures and expectations and to offering supplemental or alternate educational experiences as needed to ensure that our candidates are ready for work in the field. We will adapt and respond to the needs of each of our partner districts, cooperating teachers, teacher candidates, and college employees as the school year progresses. Please reach out to Amy Vizenor (avizenor@gustavus.edu), Department Chair, with specific questions or concerns.

Contact Numbers

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Absences

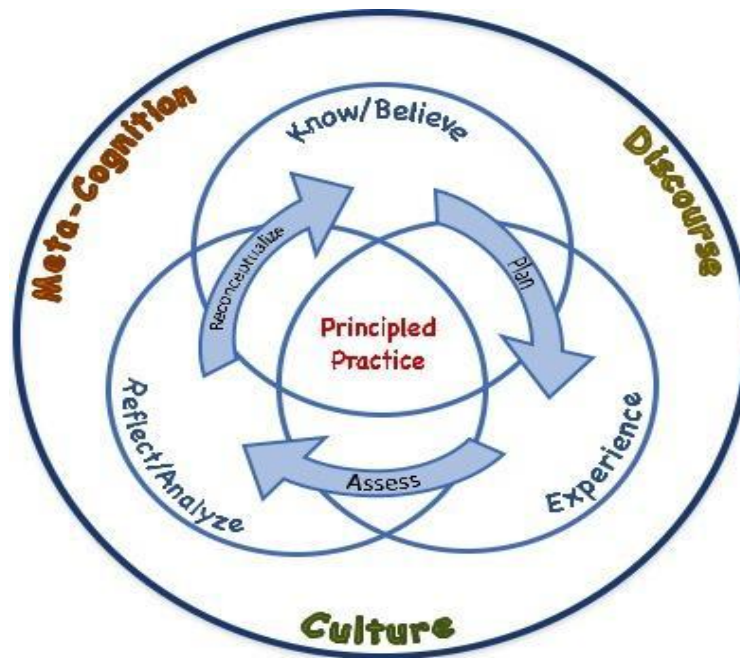
To report absences from student teaching, the student teacher is required to contact the cooperating teacher, school secretary, and college supervisor to report his/her/their absence. If you have questions, or if you believe you have been exposed to COVID-19, please contact the Education Department Chair.

Table of Contents

Vision Statement / Conceptual Framework	3
Department of Education Program Outcomes	4
Statement of Professionalism	5 - 7
Policies on Student Teaching	7 - 10
The Cooperating Teacher: How Important Are You?	10-13
Student Teaching Timeline	13-14

Appendices

A: Activities when Student Teaching	15-16
B: Suggested Lesson Plan Template	17-19
C-D: Informal Observation/Assessment Tools	20-24
E: Required Documents from Cooperating Teacher (links for)	25-26
F: Required Documents for College Supervisor (links for)	27-28
G-M: Full views of all req'd assessments from CTs and Supervisors	29-39
N: Student Teaching Clock Hours form w/ link to spreadsheet	40
O: Minnesota Teaching Code of Ethics	41
P: Gustavus Supervision Model	42



The Mission of the Gustavus Education Department

The Mission of the education department is to prepare candidates who implement “principled practice” – reflective, student-centered, democratic, inclusive, equitable and authentic teaching and learning. This mission is facilitated by the strong liberal arts and professional preparation of the candidates.

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 social-emotional wellbeing;
- 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;
- Articulate well-developed teaching beliefs, and participate in decision-making, not as mere technicians, but as positive agents of change.

Principled practice equips our teacher candidates to engage students in meaningful learning experiences and to articulate the “why’ behind the learning.

Department of Education Program Outcomes Based on the [Minnesota Standards of Effective Practice](#)

1. **Subject Matter-** The teacher candidate 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 teacher candidate 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 teacher candidate 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 teacher candidate 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 teacher candidate 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 teacher candidate 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 teacher candidate must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. **Assessment-** The teacher candidate 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 teacher candidate 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 teacher candidate 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	Professionalism is:	Professionalism is not:
	<i>The candidate will:</i>	<i>The candidate . . .</i>	<i>The candidate...</i>
1	Consider and utilize suggestions and reflective feedback.	Considers and acts upon feedback on class assignments, in micro-teaching and/or peer teaching, and in student teaching.	Allows the same issues to recur. Does not accept and/or does not consider suggestions.
2	Demonstrate respect for others and their points of view.	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.	Disregards the opinions and points of view of others. Is not willing to discuss issues respectfully.
3	Contribute to group work and performance.	Carries an equitable share of the workload in assignments and field experiences.	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.
4	Demonstrate sensitivity and responsiveness to the needs of others.	Demonstrates empathy and/or concern for students, peers, and others.	Models a low tolerance for the actions and needs of others.
5	Form and maintain appropriate relationships in the (college) classroom, in field experiences, and in social networking.	Recognizes and models appropriate professional boundaries with peers, instructors, cooperating teachers, and students.	Forms relationships that give him or her undue advantage or disadvantage, including via social networking.
6	Take responsibility to provide for the safety and welfare of students in field experiences.	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	Does not follow safety procedures. Cannot account for student whereabouts at all times. Allows bullying and/or harassment to occur.

		harassment-free environment in the classroom.	
7	Communicate effectively.	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.	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.
8	Take responsibility for his/her/their actions.	Admits mistakes and takes responsibility for correcting actions.	Places blame, denies, or ignores results of his or her actions.
9	Seek to problem-solve.	Consults with appropriate person when problems or issues arise.	Allows problem to continue, takes shortcuts, or does minimal work to avoid solving the problem.
10	Demonstrate academic integrity and effort in assignments, in class participation, and in field experiences.	Shows academic honesty. Works to highest level of personal ability. Strives for quality and completeness.	Plagiarizes and/or cheats. Puts minimal effort into his or her work.
11	Demonstrate personal integrity.	Shows sensitivity to others. Is honest in opinions and comments.	Is disrespectful of classmates, instructor, and/or the classroom environment.
12	Maintain a drug-free and alcohol-free college classroom and work environment.	Avoids the use of chemicals and alcohol when in a professional setting and understands the ramifications.	Allows drugs and/or alcohol use to interfere with academic and/or professional work.
13	Approach systemic forms of intervention and negotiation when working in the best interest of students.	Knows and understands the importance of intervening for the academic, social, and/or physical growth of the students.	Does not acknowledge or respond to the academic, social, and/or physical needs of the students.
14	Generate and implement goals and plans.	Strives to achieve important learning goals in his or her personal plan for learning and in regard to goals and plans affecting students.	Lacks planning and/or lacks a vision for planning for self and for his or her students.
15	Demonstrate effective time management techniques.	Arrives on time and prepared for class. Arrives on time and prepared for field experience.	Produces late or incomplete assignments, resulting in work not done to level of expectation. Field experiences suffer because of poor time management.

16	Manage resources and materials appropriately in field experiences.	Maintains a classroom that is visibly organized and effective for teacher and students. Materials are appropriate and accessible.	Loses student work, and/or runs a disorganized classroom, and/or lacks appropriate materials.
17	Maintain a professional appearance and presence in field experience settings.	Chooses clothing that limits distractions and conveys a professional appearance.	Chooses clothing that is overly casual or inappropriate for a professional setting.

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.

Policies on Student Teaching

Placement

The Teacher Admissions and Field Placement Coordinator from the Department of Education is responsible for administering all aspects of student teaching, including communication with cooperating schools concerning placements and supervision. Teacher candidates 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 to meet with them 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 teacher candidate. The cooperating teacher and principal receive verification of placement through a letter from the Teacher Admissions and Field Placement Coordinator. Fall teacher candidates are required to participate in the district's Fall Workshops.

Liability Insurance

Gustavus Adolphus College carries personal liability insurance for all teacher candidates, and we encourage students to carry additional insurance through "Education Minnesota Student Program". The College is not responsible for personal injury of a teacher candidate. In addition, each teacher candidate 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. Teacher candidates are encouraged to carpool if they are placed at the same school and/or site location. Teacher candidates should plan on driving between 5-60 miles to and from the school location. Living arrangements are taken into consideration, however school sites are not always guaranteed to be within close proximity, so it is important for the teacher candidate to be flexible.

Attendance

During the student teaching experience, the candidate is required to spend full days in the work of teaching and learning, following the same schedule and modality as full-time, certified employees unless the student has extenuating health circumstances. In general, teacher candidates may not miss more than three days due to illness, job interviews, collegiate sports, 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 unless the student has been impacted by COVID-19.

Due to the shortened four-week January student teaching experience, teacher candidates will make up each day that they are absent with the consent of the cooperating teacher. 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. Note: K – 12 school breaks (spring and others) need to be reported to the Teacher Admissions and Field Placement Coordinator for determination of attendance. If both seven-week sessions contain a spring break, the teacher candidate 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 teacher candidates are assigned, the teacher candidate 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 teacher candidates may be reassigned to other school districts.

Teacher candidate and School Policies

Teacher candidates are required to follow their assigned school's policies and handbook. This includes, but is not limited to policies regarding school violence, weapons, intruders, religious, racial, and sexual harassment. It is recommended that cooperating teachers clearly communicate the expectations and policies as stated in the school's handbook, and that teacher candidates are fully aware of their expectations and limitations in the student teaching role.

Substitute Teaching

Teacher candidates **may not** accept compensation for teaching **nor** serve as substitute teachers in any capacity (face to face, hybrid, or online). If the cooperating teacher cannot be present, the school district must obtain a qualified substitute (a licensed educator or administrator). The teacher candidate has the right to refuse working as a substitute teacher, so as not to put themselves in a liable situation and so as to adhere to MN Teacher Code of Ethics directives.

Confidentiality

Teacher candidates 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

Teacher candidates should attend all meetings the cooperating teacher attends unless confidentiality must limit student teacher participation. During conferencing with parents, colleagues, school administrators, etc. The candidate is to participate at the discretion of the cooperating teacher. Teacher candidates 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

Teacher candidates 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 in advance so that the cooperating teacher may have 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.

Evaluation of Teacher Candidate

Each teacher candidate must be evaluated at a midterm point and a final point during each seven-week student teaching experience. January teacher candidates must be evaluated at a midterm point and a final point during their experience. An evaluation form is included in this handbook and [on our website](#). Recommendations/reference letters must be typed on school letterhead paper as they become part of the teacher candidate'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 teacher candidates and cooperating teachers by maintaining positive communication through many visits to schools and holding several three-way conferences with the cooperating teacher and teacher candidate. The teacher candidate 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 conference, identification of strengths, areas of challenge, student reactions, levels of thinking, and ideas and suggestions for future

changes are discussed. The college supervisor keeps a written record of the observations and a copy is provided to both the teacher candidate and the cooperating teacher to ensure open communication.

Honorarium

The cooperating teacher will be paid a sum of \$400.00 for working with a student for fourteen weeks. If several cooperating teachers are assigned to a teacher candidate for a fourteen-week period or the teacher candidate works with a cooperating teacher for a seven-week period, each cooperating teacher will receive a compensation of \$200.00. Cooperating teachers will receive \$100.00 for a January Term placement of a teacher candidate. *International cooperating teachers please note that due to work visa requirements we are unable to provide you a stipend.*

The Cooperating Teacher: How Important Are You?

The cooperating teacher is arguably **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 has been 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 responsibility 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 teacher candidate.

It is important for the teacher candidate to have a space to help them 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 teacher candidate 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 teacher candidate 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 teacher candidate is indeed another teacher in the room.

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

Tour the building with the teacher candidate 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 teacher candidate to any meetings you are scheduled to attend. Help the teacher candidate to get a sense of how your building operates, who is available to help with difficult situations and where he/she/they can check on building policies and procedures.

Introduce the teacher candidate to the staff.

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

Set a schedule for conferencing.

The teacher candidate 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 teacher candidate can depend on a regular meeting schedule. Both oral and written feedback is most helpful to the teacher candidate for reflection and encouragement.

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

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

Co-teaching. Gustavus supports the use of co-teaching with teacher candidates taking the lead teacher role for a minimum of two weeks.

Recommendation/Reference Letter It is the expectation that all Cooperating Teachers and Supervisors will write a letter for their teacher candidate at the conclusion of their experience; most letters are likely to be used during the candidates' job searches, others for applications to graduate school.

Likewise, it is expected that Teacher Candidates will assist reference writers by providing the following information:

- a. What kind of job they're going to seek, the classes or age levels they think they'd be teaching, and where they are applying (this gives the writer an idea who will be reading these letters plus which parts of their content area they could emphasize). If the TC intends to go directly to grad school, then they should provide information about the program of study they are considering, etc.

b. What skills they have that they want the writer to highlight and what they're doing to set themselves apart from other candidates, those points can be reiterated in the recommendations, but only if TCs tell the writer what they are.

c. Remind the writer of their highlights reel from when they worked with you: what was an awesome lesson/unit the TC planned and delivered, a way they were innovative with technology, a way they solved a behavior issue in the classroom? Now is the time to brag themselves up, help the writer remember some of their best moments or the ways writers can help the candidate shine.

When writing the letter of recommendation/reference, you might find either of the following frameworks helpful:

Detailed Framework

1. Introduce yourself, how you know the teacher candidate, in what capacities you've worked with the teacher candidate, and for how long
2. One paragraph about the teacher candidate's strengths in the classroom (highlights might include: TCs' content knowledge, skills in lesson planning and delivery, use of technology as pedagogical tools, ability to effectively instruct a wide variety of learners, love for the profession, skills with kids, etc.)
3. One paragraph about the teacher candidate's collegiality as a member of a teaching team/school, and their interpersonal strengths (i.e. communication skills, asks questions, seeks help when needed, receptiveness to feedback and support, etc.)
4. One final summary paragraph about your overall impressions of the teacher candidate and their progress as new/developing teachers and your overall recommendation (i.e. "highly recommend," "recommend with suggestions for X supports," etc.)

or

Broad Framework:

1. Introduce yourself and how you know the teacher candidate (cooperating teacher, supervisor, etc.).
2. Teacher candidate as a student
3. Teacher candidate as a teacher
4. Teacher candidate as a person
5. How you think the teacher candidate would be an asset to a school and your contact information (if that is not already provided on your letterhead).

When the letter of recommendation/reference is complete, please give one copy to your teacher candidate and send one copy to the Administrative Coordinator in the Education Department at Gustavus (electronic copies are fine).

The Student Teaching Timeline

The Gustavus Adolphus College semester is ~fourteen weeks in length. The guidelines for teaching certifications require the teacher candidate to complete at least 400 clock hours of successful, full time student teaching during the semester. Teacher candidates 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, but should minimally be in the school building unless a sub is assigned for a specific CT absence.

Teacher Candidates are excused and will be absent from their student teaching locations on the **seminar** dates listed on the calendar.

The edTPA, a performance assessment required by the MN Professional Educator Licensing and Standards Board will be completed during the first seven-week student teaching session, typically delivered to students in weeks 4 or 5.

Elementary teacher candidates 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 are required for each seven-week experience.**

Secondary teacher candidates 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. **Two weeks of full time**

student teaching of all courses and expected responsibilities are 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 teacher candidate to be completely responsible for all classes and duties as much as possible.

The cooperating teacher will provide guidance for the teacher candidate in the forms of observation, notes, discussions, planning, etc. Daily observation by the cooperating teacher with feedback to the teacher candidate is needed throughout the experience. It is also important to share this information with the college supervisor.

J-term Student Teaching: Teacher candidates will co-teach/teach full time at least two weeks out of the four-week session. Cooperating teachers only need to complete the specified forms found [here](#), and include:

- Cooperating Teacher Background form
- SEP Assessment form
- Letter of recommendation on school letterhead (one copy for student teacher and one for college supervisor sent to Vicki Fischer)

NOTE: Teacher Candidates (TCs) will need to provide evidence of a background check to the district prior to student teaching. Gustavus TCs will have had a background check completed as part of their admissions process. 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 Teacher Candidates

Required

1. Provide evidence of MN Standards of Effective Practice preparation.
2. Implement the Education Teacher Performance Assessment (edTPA) utilizing student/class data.
3. Provide the classroom with multicultural/diverse perspectives/materials.
4. Attend parent/teacher conferences and student staffings (unless prohibited).
5. Keep an online journal of experiences and significant learning events for reflection in the EDU 399 Moodle (Gustavus Learning Management System) and remain in regular contact with Supervisor.
6. Develop and 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/observes the TC.
8. Video record lesson segments for your edTPA lessons during the first seven weeks of student teaching. In the second seven weeks of student teaching, teacher candidates are encouraged to video record 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.
9. **Forms teacher candidates will complete during Session 1 and Session 2 of student teaching can be found online [here](#):**
 - Student Teaching Clock Hours - keep track of hours completed and turn in during student teaching seminars 2 and 3
 - MN Standards of Effective Practice Self-Assessment - completed in Taskstream
 - Evaluation of Cooperating Teacher - completed online at link above
 - Evaluation of College Supervisor - completed at the end of each placement via link above
 - Assessment of Student Teaching Placement - completed at the end of each placement via link above
 - Professionalism Self-Assessment - completed in Taskstream
 - Diversity Awareness Survey - completed in Taskstream

10. Forms teacher candidates should complete following J-term student teaching can also be found online [here](#):

- Student Teaching Clock Hours - keep track of hours completed and return to Placement Director
- Evaluation of Cooperating Teacher - complete and return to Placement Director
- Evaluation of College Supervisor - complete and return to Placement Director
- Assessment of Student Teaching Placement - complete and return to Placement Director
- SEP Self-Assessment

Suggested

1. Write a letter of introduction to send home with the students/create slides or other means of introducing yourselves to students, too! Be inventive here, plus use the opportunity to invite students to tell you about themselves, as well.
2. Observe and conference with another student teacher.
3. Observe and meet with support persons in the building (i.e. counselors, Special Education teachers, assistant principals, etc.).
4. Attend an IEP, School Board Meeting, or a Site Council Meeting as circumstances permit.

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 on request and should be used for the Teacher Performance Assessment (TPA) project during student teaching.

[Horizontal Digital Copy](#) [Vertical Digital Copy](#)

<p style="text-align: center;">Lesson Plan Format Education, Gustavus Adolphus College</p>
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Teacher's name: _____		Grade: _____	Subject area: _____
Week of: _____ Circle: M T W Th F	Standards/ Objectives (What should students be able to do at the end of the lesson?)		

<p>Materials Needed</p> <p>Text: _____ Pages: _____ Other: _____</p> <p>Bloom's Taxonomy: My lesson provides opportunities for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluation <input type="checkbox"/> Synthesis <input type="checkbox"/> Analysis <input type="checkbox"/> Application <input type="checkbox"/> Understanding <input type="checkbox"/> Knowledge <p>Types of Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Independent Work <input type="checkbox"/> Small Group <input type="checkbox"/> Teacher-assisted <input type="checkbox"/> Hands-on 	<p>Instructional Procedures</p> <p>Opening Hook for Learning: (How will I gain students' attention?)</p> <p>Direct Instruction: (How will I present new material and make learning relevant?)</p> <p>Guided and Independent Practice: (How will I get students to practice what has just been taught?)</p> <p>Closing: (How can I bring closure to summarize learning and enhance retention of the material?)</p>	<p>Accommodations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Extended Times <input type="checkbox"/> Preferential Seating <input type="checkbox"/> Segmented Assignments <input type="checkbox"/> Assignment Length <input type="checkbox"/> Communication Methods <input type="checkbox"/> Peer Tutors <input type="checkbox"/> Instructional Assistance <input type="checkbox"/> Assigned Partners <input type="checkbox"/> Language Support (word bank, sentence stems) <input type="checkbox"/> Other <p>Remediation</p> <p>Enrichment</p>
--	---	--

<p>Reflection: Today I...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Used data to plan the lesson <input type="checkbox"/> Actively managed students <input type="checkbox"/> Integrated Bloom's Taxonomy <input type="checkbox"/> Provided time for interaction <input type="checkbox"/> Gave feedback <input type="checkbox"/> Kept the lesson aligned 	<p>Assessment (What data will give me information about students' understanding of today's lesson?)</p> <p>Follow-Up (How will this assessment/evaluation be used?)</p>	<p>Homework</p>
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Additional Comments

Appendix C

CT/Supervisor 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

Supervisor Classroom Observation Example

Student Teacher: _____ Date Observed: _____

Grade Observed: _____ Subject Observed: _____

What I see ...

What I hear...

What I was wondering about...

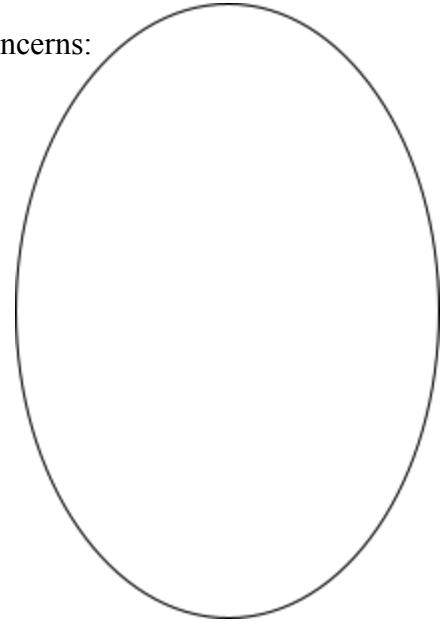
Appendix D

CT/Supervisor Feedback to Teacher Candidate Example

An area of strength I noticed this week:

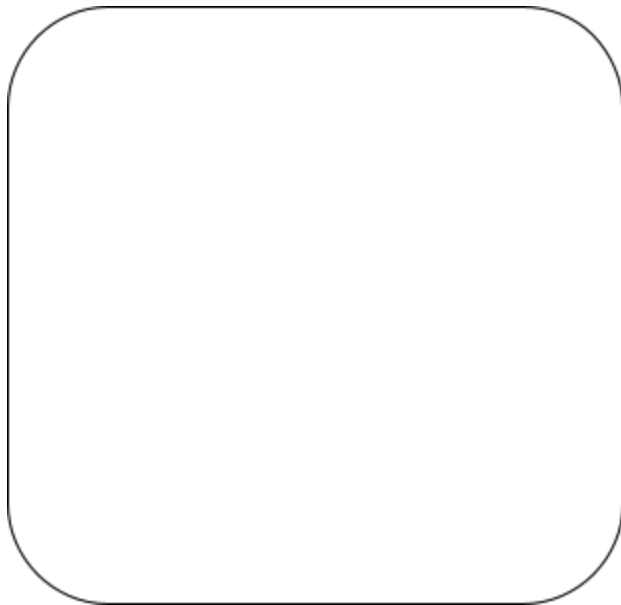


Concerns:

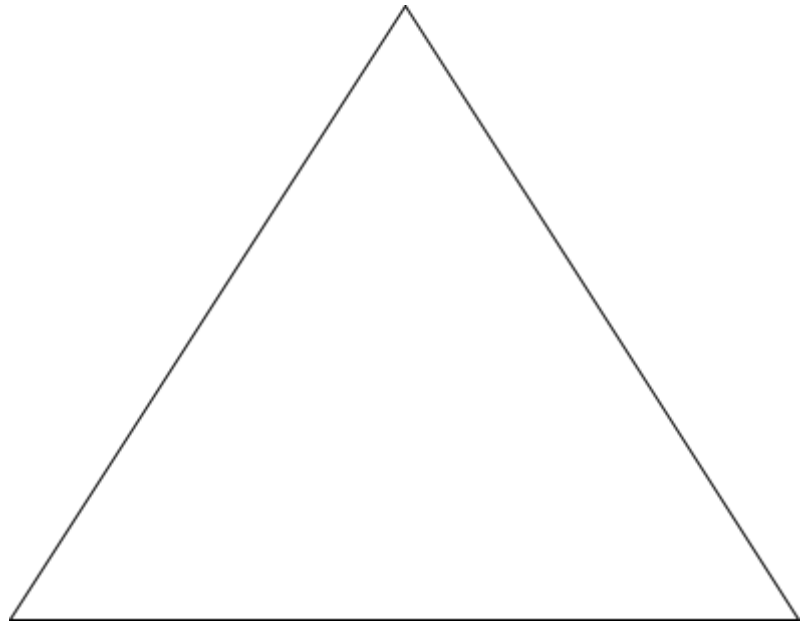


Questions:

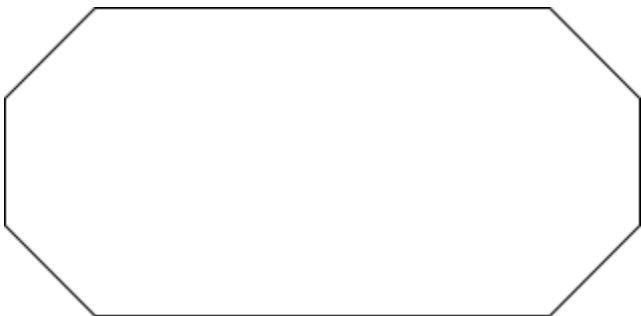
Questions:



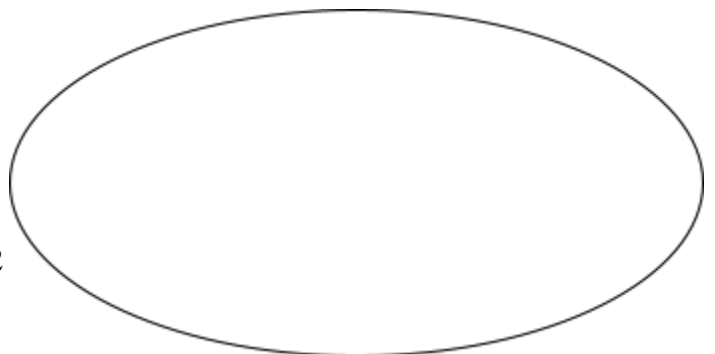
Areas that are beginning to improve:



Other comments:



Something I learned from observation:



Appendix D

Reflective Feedback to Teacher Candidate Example

Organizing Content Knowledge for Student Learning

Instructional Goals

- Did the students learn what you wanted them to learn? How do you know?
- 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 or why not?
- 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/Supervisor: _____

Appendix E

Required Documents from the Cooperating Teacher

All required forms from Cooperating Teachers [can be completed online](#), except for the recommendation letters. Please complete all required forms at the end of the placement. Please read further for links and descriptions/explanations of what we need from you. Written examples of all forms can be seen at a glance in this handbook on pp. 22-33.

1. [Assessment of individual teacher candidate's skills with the MN Standards of Effective Practice \(SEP\)](#) is to be filled out at the end of the placement. **This assessment should be discussed with the teacher candidate** and with the college supervisor when possible. This assessment will be preserved in the education department's files. It is not shared with prospective employers.
2. [Evaluation of the Student Teaching Program](#). Feedback and evaluations of our teacher candidate program help us to regularly evaluate our efforts and make appropriate adjustments to better meet the needs of our cooperating teachers. **Note this form is not required for J-term student teaching.**
3. [Program Evaluation of the SEPs](#), which gives us your general sense of how we do addressing the MN Standards of Effective Practice overall (drop-down menu of options). **Note this form is not required for J-term student teaching.**
4. [Cooperating Teacher Background Information](#) is to be completed by the end of the placement, but really can be done any time. It is used to provide the college with the cooperating teacher's background, strengths, and areas of expertise.
5. **Letter of Recommendation** should be done using your school letterhead. Please give the teacher candidate and the Administrative Coordinator at Gustavus a copy of the letter of recommendation by the final week of the placement. A copy will be placed in the teacher candidate's department file, and is used in the job search process such as when requested by potential employers. Gustavus Teacher Candidates should collaborate with you in developing this letter, suggesting potential qualities or strengths that could be highlighted, but ultimately you as the Cooperating Teacher will determine how and in what ways you might recommend your teacher candidate. When writing the letter of recommendation/reference, cooperating teachers might find one of the following frameworks helpful:

Detailed Framework

1. Introduce myself, how I know the teacher candidate, in what capacities I've worked with the teacher candidate, and for how long
2. One paragraph about the teacher candidate's strengths in the classroom (common highlights are: content knowledge, skills in lesson planning and delivery, use of technology as pedagogical tools, ability to effectively instruct a wide variety of learners, love of the profession, skills with kids, etc.)
3. One paragraph about the teacher candidate's collegiality as a member of a teaching team/school, their interpersonal strengths (i.e.

communication skills, asks questions, seeks help when needed, receptiveness to feedback and support, etc.)

4. One final summary paragraph about my overall impressions of the teacher candidate and their progress as new/developing teachers and my overall recommendation (i.e. "highly recommend," "recommend with suggestions for X supports," etc.)

or

Broad Framework:

1. Introduce myself and how I know the teacher candidate (cooperating teacher, supervisor, etc.).

2. Teacher candidate as a student

3. Teacher candidate as a teacher

4. Teacher candidate as a person

5. How I think the teacher candidate would be an asset to a school and my contact information.

Appendix F

Required Documents from the College Supervisor

All forms required by Gustavus' teacher candidate supervisor can also be found online [here](#). Most can be completed online (see links below in their descriptions), with the exception of the recommendation letter. Written examples of all forms can be seen at a glance in this handbook on pp. 22-33.

1. [Diversity Assessment Survey](#) is to be filled out at the end of the placement with input from the cooperating teacher when possible. This assessment should be discussed and shared with the student teacher. **Note: not required for J-term student teaching.**
2. [Professionalism Assessment Survey](#) is to be filled out at the end of the placement with input from the cooperating teacher when possible. This assessment may be typed or handwritten. This assessment should also be discussed and shared with the student teacher. **Note: not required for J-term student teaching.**
3. **Student Teaching Observation Notes** should be discussed with the teacher candidate at the end of each observation and copies should be shared with the teacher candidate, cooperating teacher, and Education Department Administrative Coordinator.
4. **Letter of Recommendation** should be typed and given to the teacher candidate. A copy of the letter also goes to the Education office. If supervisors retain the same teacher candidates for both Sessions 1 and 2, they need only write one recommendation. When writing the letter of recommendation/reference, supervisors might find one of the following frameworks helpful:

Detailed Framework

1. Introduce myself, how I know the teacher candidate, in what capacities I've worked with the teacher candidate, and for how long
2. One paragraph about the teacher candidate's strengths in the classroom (common highlights are: content knowledge, skills in lesson planning and delivery, use of technology as pedagogical tools, ability to effectively instruct a wide variety of learners, love of the profession, skills with kids, etc.)
3. One paragraph about the teacher candidate's collegiality as a member of a teaching team/school, their interpersonal strengths (i.e. communication skills, asks questions, seeks help when needed, receptiveness to feedback and support, etc.)
4. One final summary paragraph about my overall impressions of the teacher candidate and their progress as new/developing teachers and my overall recommendation (i.e. "highly recommend," "recommend with suggestions for X supports," etc.)

or

Broad Framework:

1. Introduce myself and how I know the teacher candidate (cooperating teacher, supervisor, etc.).
2. Teacher candidate as a student
3. Teacher candidate as a teacher
4. Teacher candidate as a person
5. How I think the teacher candidate would be an asset to a school and my contact information.

Appendix G

Assessment of the MN Standards of Effective Practice:

Here's a full view of what the SEP assessment of teacher candidates includes (the one CTs complete online)

Check time of Assessment:

_____ Admission _____ Completion of methods course _____ 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 instructions 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

Appendix I

Department of Education Gustavus Adolphus College

Cooperating Teacher Evaluation of Student Teaching Program

This is the full view of another of the online forms we ask for from CTs.

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:

Name of Assessor: _____

Elementary _____ **Secondary** _____ **School** _____

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:

Name of Assessor: _____

Please indicate the grade level you teach:

_____ **Elementary**

_____ **Middle School**

_____ **High School**

Appendix K

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. . .)

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 L

Professionalism Assessment

(CHECK ONE) ___ Completion of Methods course ___ Completion of Student Teaching

Name _____ Date _____

Faculty member completing form:

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/their 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

Appendix M

Diversity Awareness Assessment

TC Name _____ Date _____

Completed by: _____
(Faculty Member)

Check appropriate time below:

_____ Admission _____ Completion of EDU 398 _____ Completion of Student Teaching

Rating Scale:

- 5 = Keen insights and deep understanding (can provide five or more examples and evidence of use)
- 4 = Proficiency in this area (can provide three or four examples and evidence of use)
- 3 = Adequate understanding and skill in this area (can provide a sample or two and evidence of use)
- 2 = Emerging proficiency in this area (can provide an example but have no evidence of use)
- 1 = Little or no proficiency in this area (cannot provide example or evidence of use)

Statements: Please circle the number that currently corresponds to your level of expertise. Provide evidence (experience to justify your circled answer) in the space below each area.

1. Ability to resource relevant visual examples of cultural diversity. 1 2 3 4 5

2. Ability to use flexible grouping to support diverse students' learning. 1 2 3 4 5

3. Ability to select and implement print and media resources that represent diverse cultures and perspectives within the curriculum. 1 2 3 4 5

4. Ability to gather data about students and student learning then vary lessons in ways that support the learning of diverse students. 1 2 3 4 5

5. Ability to engage all students in the learning by using a variety of methods that address diverse learning needs. 1 2 3 4 5

6. Ability to provide a range of assessments that give all students the opportunity to demonstrate what they know and can do. 1 2 3 4 5
7. Ability to involve family/community from diverse backgrounds in student learning and classroom experiences. 1 2 3 4 5
8. Ability to generate and implement equitable standards of classroom behavior that takes into consideration the culture, background and experiences of diverse learners. 1 2 3 4 5
9. Ability to articulate personal philosophy and beliefs regarding diversity and describe how this impacts my teaching. 1 2 3 4 5
10. Ability to demonstrate a commitment to on-going learning regarding the needs of diverse learners. (workshops/seminars/classes/subscriptions) 1 2 3 4 5

Appendix N

Student Teaching Clock Hours Form

You will be expected to complete the time sheet indicating how much time you have spent in the listed activities. You will return the time sheet to the Seminar Instructor at the end of your experience. This time sheet must be placed in your education file located in the Department of Education. [An electronic spreadsheet version of this time sheet is available here.](#)

Name: _____

School(s): _____

Cooperating Teacher(s): _____

WEEK ONE				WEEK FIVE			
Day	Hours of Activity			Day	Hours of Activity		
	*Teaching	Assisting	Other		*Teaching	Assisting	Other
M				M			
T				T			
W				W			
H				H			
F				F			
WEEK TWO				WEEK SIX			
Day	Hours of Activity			Day	Hours of Activity		
	*Teaching	Assisting	Other		*Teaching	Assisting	Other
M				M			
T				T			
W				W			
H				H			
F				F			
WEEK THREE				WEEK SEVEN			
Day	Hours of Activity			Day	Hours of Activity		
	*Teaching	Assisting	Other		*Teaching	Assisting	Other
M				M			
T				T			
W				W			
H				H			
F				F			
WEEK FOUR				<p>*NOTE: Teaching means you are in charge of the lesson. You should include your preparation and assessment time for these lessons in your Teaching hours.</p>			
Day	Hours of Activity						
	*Teaching	Assisting	Other				
M							
T							
W							
H							
F							

Total hours for Teaching _____ Assisting _____ Other _____ for student teaching (seven weeks).

Appendix O

Minnesota Teaching Code of Ethics

Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles that 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 Minnesota Board of Teaching.

The standards of professional conduct are as follows:

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

Appendix P
Gustavus Adolphus College
Department of Education Supervision Model

Teacher Candidate

Plans, implements, assesses learning

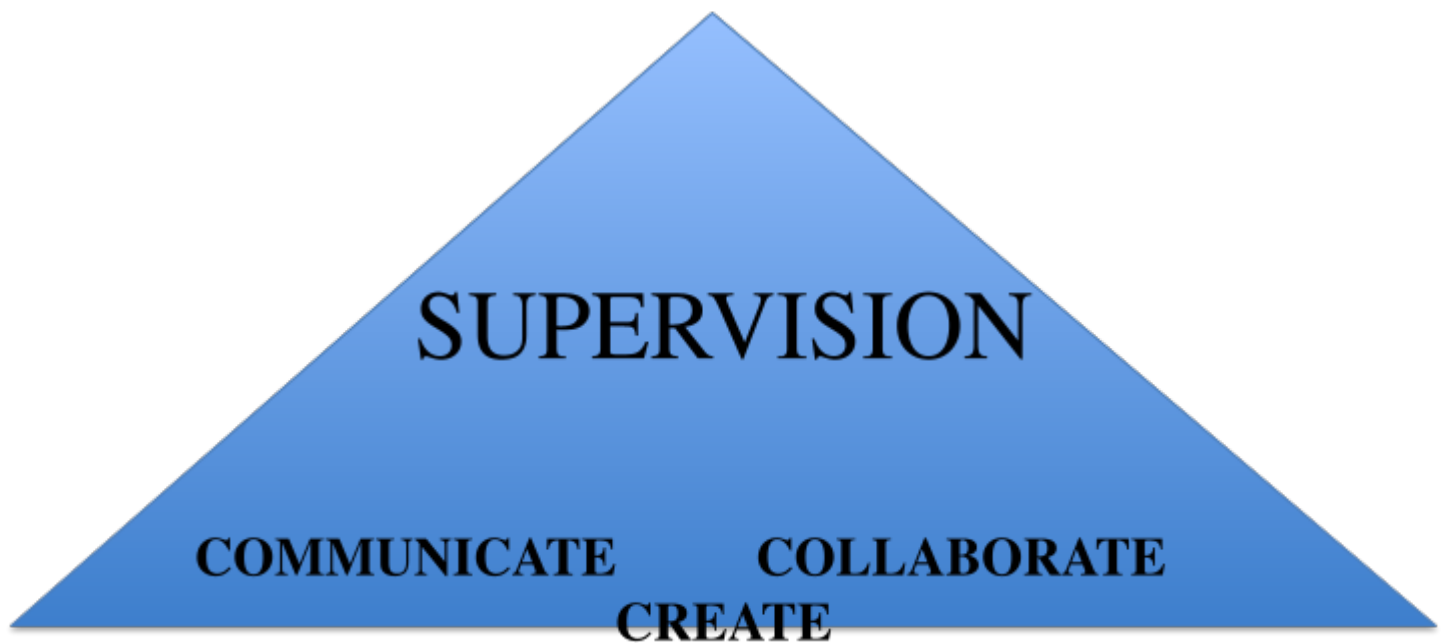
Reflects on theory and practice

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



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 edTPA 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 edTPA timeline