Department of Education
Teacher Education Programs
Cooperating Teacher Handbook

Gustavus Adolphus College
Department of Education
St. Peter, MN 56082
Important Contact Information

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Phone______________________
E-mail _____________________

Student Teacher_________________________
Home Phone______________________
Cell Phone ______________________
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College Supervisor _______________________
Office Phone______________________
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“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.
The above diagram represents the conceptual framework of the Gustavus Teacher Education Program. The Gustavus Department of Education has chosen as its organizing theme “teaching as principled practice”. We seek to foster in prospective teachers the ability to explain why they do what they do in the classroom.

We want all students to exit our program with an ability to articulate the rationale for their instructional choices on the basis of pedagogical, moral, and ethical grounds. It is our goal to help them realize that we do not (nor does anyone else) possess “the correct answer” for their teaching dilemmas and challenges. Instead we strive to help them acquire the skills of analysis and reflection, a broad knowledge base, and an array of experiences that will enable them to examine their knowledge and beliefs about teaching and learning, as well as to act upon them.

We see three components contributing to and informing “principled practice”: our past, present, and imagined experiences, both inside and outside the classroom; our reflection on and analysis of our experiences, knowledge, and practices; and our conceptualization of knowledge/truth including that regarding the research on teaching/learning and theories of teaching/learning.
The Student Teacher:

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

2. Understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and personal development. **Student Learning.**

3. Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and exceptionalities. **Diverse Learning.**

4. Understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. **Instructional Strategies.**

5. Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive interaction, active engagement in learning, and self-motivation. **Learning Environment.**

6. Uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. **Communication.**

7. Plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals. **Planning Instruction.**

8. Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. **Assessment.**

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

10. Communicates and interacts with parents/guardians, families, school colleagues, and the community to support students’ learning and well being. **Collaboration, Ethics, and Relationships.**

*Based on the Board of Teaching Standards of Effective Practice for Teachers (See Appendix F)*
Student Teaching Policies

Placement
The Coordinator of Field Experiences from 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. Fall student teachers are encouraged to participate in the 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.

Attendance
During the student teaching experience, the student is expected 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 and 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.

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 Teaching Code of Ethics and have been instructed to refrain from discussing student concerns and building concerns publicly.
Conferencing/Staffings/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 also encouraged to attend fall workshops with the cooperating teacher.

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 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. (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 as they will enter 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 frequent 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.

Supervision by Cooperating Teacher
See Pages 6 – 8 and Appendix C.

Honorarium
The cooperating teacher will be paid a sum of $120.00 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 $60.00. Cooperating teachers will receive $60.00 for a January Term placement of a student teacher.
Cooperating Teacher as Mentor

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 student teacher frequently emulates and identifies with the cooperating teacher – so the attitudes and values relating to instruction, learning, colleagues, students, and professional responsibility of the cooperating teacher are just as important as the skills in classroom management or lesson preparation.

The following suggestions may be useful in guiding the student teacher's introduction to the school and activities.

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 and 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 would have 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. The time does not have to be extensive – you may want to meet for 15 minutes every day after school or at lunch to discuss specific information of the day and possibly a 30-minute session on Thursday afternoons to debrief the week’s activities.

**Help the student teacher to understand the challenges of students in your classroom.**

Share pertinent information regarding IEP’s, 504 Plans, health concerns and other student concerns that will have implications regarding the student teacher’s interactions with the students, the students’ interaction with each other, and the necessary accommodations to materials and methods that will help each student succeed.
The Student Teaching Time Line

The student teacher and cooperating teacher will need to determine how the student teacher will phase into assuming full responsibility of the classroom. This period of phasing will be unique to each experience. Some guidelines to keep in mind:

• **The Gustavus Adolphus College semester runs fourteen weeks.** The guidelines for teaching certifications require the student teacher to complete at least 120 clock hours of successful, full time student teaching during the semester. Full time student teaching includes planning and preparing the lesson, as well as delivering the lesson and reflecting upon student outcomes.

• **Student teachers will be absent** from their student teaching locations on the Seminar dates listed on the calendar sent to the Cooperating Teacher at the beginning of the placement.

• **Elementary student teachers** will more than likely be taking over all classroom curriculum and duties by the sixth week of their experience. Some students actually teach full time during the fifth and sixth weeks and reduce the load gradually during the seventh week. Regardless of when the full time teaching experience begins, the elementary student teacher must complete at least two full weeks of student teaching for each seven-week experience.

• **Secondary student teachers** will often observe and assist in classes for the first two weeks of their experience and begin to take full responsibility for teaching one or more classes by the third week of the experience. Three or four preparations are 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.

• **The cooperating teacher will provide guidance for the student teacher** in the form of observation notes, discussions, etc. Please see the example forms located in Appendix C for providing this information to the student teacher and the college supervisor. 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.
Elementary and Secondary Activities for Student Teaching

✓ Required

✓ Suggested
Required Activities / Suggested Activities

The Department of Education faculty encourages the cooperating teacher to provide opportunities for the student teacher to experience the following in each student teaching placement:

**Required**

1. Design/personalize a unit to be taught during the experience.
2. Implement transition activities.
3. Implement a means of assessing the student teacher’s impact on student learning.
4. Provide the classroom with multicultural perspectives.
5. Attend parent/teacher conferences and student staffings. (unless prohibited)
7. Maintain a file of successful lessons and materials to share with peers and to keep for future reference.
8. Write daily lesson plans and discuss with Cooperating teacher and College supervisor. These plans should be available when the college supervisor visits the classroom.

**Suggested** (These activities may also be assigned by the supervisor.)

1. Design student centered activities such as learning centers, hands on experiences, etc. The student teacher is encouraged to integrate projects with a planned unit and/or specific lesson to reduce/eliminate the use of lecture format.
2. Write a letter of introduction to send home with the students.
3. Video tape several lessons – one at the beginning of the session and one toward the end of the session.
4. Observe and conference with another student teacher.
5. Observe and meet with support persons in the building (i.e. counselors, Special Education teachers, assistant principals, etc.)
6. Attend a School Board Meeting or Site Council Meeting.

**Goal:** Stretch and grow!!
Appendix B

Standard
Elementary and Secondary
Lesson Plan Formats
Elementary Lesson Plan Format

NAME: Your name

DATE: Date of lesson

SUBJECT AREA: What is the content area for this lesson? Reading, Science?

TITLE: Name or brief description of the lesson

GRADE LEVEL: For what grade level is the lesson designed?

GROUPING:
- Is the activity designed for whole class, small groups, learning stations, individuals, partners, something else?
- If students are working in pairs or small groups, how will you decide on placement in groups?
- If groups are assigned ahead of time, list here.

TIME: Estimate of the time needed for the lesson. For some lessons, you may want to give estimates of time for various parts or chunks of the lesson.

MATERIALS:
- List the materials that you --the teacher-- will need (Overhead, transparencies, overhead pens, etc)
- List the materials that the students will need (teddy bear counters, rulers, maps, etc.).
- If you or the students are using a textbook, a novel, or other print material, include author and year of publication.
- Identify the source of your lesson plan materials. Cite author, year of publication, and title of publication. Be sure to include the Internet source, if applicable. How and when will you distribute materials?

GOAL/PURPOSE (the WHY of the lesson): Write your goal for this lesson from your perspective as the teacher.
- Consider questions like these: Why are you teaching this lesson? What is the purpose? Why are you having student’s learn/do what is in this lesson? What should students take away from the lesson? How will your lesson help the students become better readers, mathematicians, writers, scientists, etc.? What are the students going to think about in this lesson? What are they supposed to learn by doing whatever you have them do in this lesson?
- Please use the format in your narrative: “I (we) want the students to...” and be sure to tell why you are having students learn/do what you are teaching.

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.
- Which MN Academic Standard(s) will the students work with in this lesson? Indicate the STRAND, SUB-STRAND, STANDARD, AND APPROPRIATE BENCHMARKS.
**Explain the specific relationship of these standard(s) to your lesson. What is the evidence that you will be looking for that demonstrates that the students worked on the designated standard?**

**INSTRUCTIONAL OBJECTIVE(S):**
- 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?
- Write your objectives (no more than 2-3 for a lesson) from the students’ perspective, stated in terms of student learning. Please use the format in your lesson plan: “The students will ....”

**MN BOARD OF TEACHING STANDARDS OF EFFECTIVE PRACTICE (BOT Standards): These are teacher standards—what you or you have chosen to practice for this lesson.**
- What MN Standards of Effective Practice are you practicing in this lesson as you prepare to become a classroom teacher? Include the standard name, the overall standard description, and the indicator letter and content.
- Explain the specific relationship of the standard(s) to your lesson. What are you doing in this lesson that demonstrates your understanding of this standard/indicator?

**BACKGROUND KNOWLEDGE**
**Students**
- Is there background knowledge the students have —or lack— that might help (or interfere, in the case of misconceptions) with the learning? If you don’t know, how will you find out?
- Are there other understandings, skills, or attitudes they will need, such as vocabulary important to the lesson, willingness to work in teams, keyboarding...?
- How are you going to build your understanding of the content and the concepts of the lesson? What sources have you consulted?
- What are key concepts/content that you need to know to teach this lesson? Please describe.

**CLASSROOM MANAGEMENT:**
How will you gain the attention of the students at the beginning of the lesson and different points throughout the lesson? How are you going to manage the learning environment and the students while you are teaching? You should consider...

- **Attention getters**
  - This may be a simple song, finger play, clapping pattern, or other means to focus the students’ attention on you, their teacher. Have you taught the attention getter?
  - You may use quieting words. What are they?

- **Transitions and movement of students**
  - How do you plan to transition from a previous lesson/content area to this lesson/content area?
  - How will you transition between sections of your lesson?
  - Do students need to move from one area of the room to another? How will you plan for this?
INTRODUCTION TO THE CONTENT OF THE LESSON:

How will you begin? Here are a few suggestions for a meaningful introduction to immediately capture and engage students cognitively:

<table>
<thead>
<tr>
<th>Pose a problem or ask a question</th>
<th>Do a demonstration</th>
<th>Tell or read a story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revisit information from a previous lesson</td>
<td>Do a skit or sing a song</td>
<td></td>
</tr>
</tbody>
</table>

IMPORTANT TO REMEMBER: “Take out your books and turn to page 35,” is not an acceptable introduction; it is a statement giving instructions.

BODY: Refer to sample lesson plans and class notes for more information about developing this part of the lesson.

- This section will develop the main ideas of your lesson in sufficient detail that someone else could easily teach from it. Think of the body of the lesson in several parts or “chunks.” The body is your visualization of the proposed lesson. It is helpful to number or bullet the parts of your lesson.
- Include “teacher talk”—what you might actually say when you teach the lesson—as to remind you of important information, key phrases, and/or questions you want to ask in the lesson. Teacher talk serves as a rehearsal for what you plan to say when you actually teach the lesson.
- Describe:
  - What students will be doing in each part of the lesson
  - What you will be doing in each part of the lesson

NOTE: This section is applicable to lessons that involve extensive use of manipulatives and or equipment (i.e. science and or math lessons), and may or may not be a part of other subject area lessons.

Checking for procedural understanding:
Your lesson will involve directions, instructions, and manipulatives. How will you find out if students understand the directions, procedures, strategies, and content of your lesson, or how to use manipulatives or equipment? What will you do if they don’t understand? This is not an assessment or evaluation of learning.

CONCLUSION/PROCESSING OF LESSON: The conclusion is a time for students to process what they have learned. Before you plan a conclusion, go back and read your lesson objective(s).

- How will you conclude the activity (bring closure) so that it connects to the lesson objectives and so that the purpose of the lesson is clear to the students? [COGNITIVE CLARITY]
- How will you help students think about what they have learned so they can apply it to future lessons, other subject matter, or in the world outside of school?
Here are a few suggestions for concluding/processing your lesson:

<table>
<thead>
<tr>
<th>Each student completes an exit card</th>
<th>Groups share lesson products with class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students share with partner/group one thing they've learned, then with whole class</td>
<td>Individuals or groups teach the class one new thing learned</td>
</tr>
</tbody>
</table>

**IMPORTANT TO REMEMBER:** A conclusion is more than saying, “We’re done now, so put away your books and get ready for lunch,” or thanking your students for doing a good job.

**LEARNING DIFFERENCES:** Refer to the Class Profile to help you plan this part of your lesson.

- To ensure that everyone in your class can learn from this lesson, you may need additional or different strategies to help particular students be successful. Identify the student(s) you anticipate will have difficulty with some or all of the lesson (e.g., sitting still, reading independently, processing directions, cooperating with peers, difficulty with English). Describe at least one way you plan to support these students so they can successfully participate in the lesson, and learn from it.

**ASSESSMENT:** As you plan for meaningful assessment, revisit the goal and objectives for this particular lesson. Also refer to resources you have in your Sci/Math course pack, class notes, & handouts on assessment.

- What evidence will you have that your teaching is effective—that the students in your class have accomplished the objectives? How will you assess how students are doing during the lesson?

- Describe the evidence that you are looking for—circling the room does not reveal what you are thinking about while you are observing the students!! Are you collecting and recording information through observation? Student work samples? Are you keeping a checklist? What will you look for in the student work you collect?

- How will you give your students feedback on their learning? Oral? Written? Checklist? Rubric? Other?

- How will the assessment help you plan for what you need to teach next?

**REFLECTION:** This section will vary by instructor.
Model for Secondary Lesson Plan

Your Name: ______________________________  Grade Level: __________

Course Name: __________________________  Lesson ______________________

Objectives:

State the specific, student-centered expectations that students will meet through this lesson. Objectives should be observable and measurable, and should state what students should know and/or be able to do at the end of the lesson.

Link to standard and essential question:

Describe or identify by number, etc., how the connections are made in this lesson between the essential questions, the standards and the objectives.

Prior Knowledge Needed by Students:

Identify what prior knowledge students will need before they can complete this lesson successfully. Identify how you will know (or how you plan to find out) what prior knowledge all students bring to class.

Purpose:

Why should students care about this lesson? What is it about this lesson that will be helpful for the students in this class? (What will you say to students?)

Anticipatory Set:

How will you start your lesson to 'catch their interest' and/or make connections between student prior knowledge and what they are learning today?

Methods/Strategies Used and Rationale:

List the methods/strategies you will use in this lesson (active learning, cooperative learning, use of critical thinking strategies, etc.) and describe why you are using these method(s) in your lesson.

Chronology of Lesson:

Outline a step-by-step approach to the lesson. Include everything that you need to do and everything the students need to do. Develop and list all questions you plan to ask students. Write out the directions you will give to students. Processes for grouping students, handouts, etc. should all be included. Estimate the amount of time you will give to each portion of your lesson.
Accommodation(s) Required/Differentiated Instruction:

Identify the specific way(s) in which you plan to meet the needs of students who would find this lesson too hard or too easy. Identify the ways in which you have provided for all learning styles. Name the specific student for whom you are planning this differentiation strategy.

Assessment of Objectives:

Identify how you will assess students for each of the objectives, and attach the form, quiz, checklist, observational guide, etc. that you will use to assess students during your lesson.

Materials/Resources Needed:

List all sources of information used to prepare this lesson, as well as the materials you give to students (texts, handouts, videotapes, reference books, visuals, etc.).
Examples of Informal Observation / Assessment Tools for use by the Cooperating Teacher
Classroom Observation

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: ______________________________________________
Classroom Observation

Student Teacher: ____________________ Date Observed: ____________________

Grade Observed: _______________ Subject Observed: ______________________

What I see ...

What I was wondering about...

What I hear ...

Observer Signature: ________________________________
Some Questions to Shape Reflective Conversations

I. **Organizing Content Knowledge for Student Learning**
   (Unit/Lesson Plan)
   **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?

II. **Creating an Environment for Student Learning** (Observation)
   **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?

III. **Teaching for Student Learning** (Observation)
   **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?

IV. **Professionalism** (Discussion)
   **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?
Appendix D

Items to be completed by the cooperating teacher

- Cooperating Teacher Background Information (Letter enclosure – yellow form)

- Final Recommendation Letter

- Formal Assessment Forms

- Evaluation of the Gustavus Program

- Teacher Preparation Program Evaluation (Letter enclosure – lilac form)
The 1st placement assessment is to be filled out at the end of the first placement or after seven weeks during the total fourteen-week student teaching experience. 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. (See Appendix)

The 2nd placement assessment is to be filled out at the end of the second placement or at the end of the total fourteen-week student teaching experience. 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.

The 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 is to be filled out and sent to the Gustavus Adolphus College Department of Education. 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 in schools where our student teachers are placed.

Additional Forms: In an introductory letter sent to cooperating teachers, the Coordinator for Student Teaching Placement will include two forms intended to provide information regarding the cooperating teacher’s background and experience (Cooperating Teacher Background Information – yellow form) to be completed at the beginning of the placement. A second form (Teacher Preparation Program Evaluation – lilac form) is intended to collect feedback regarding specific components of the program of preparation evident in the student teacher’s work and will be used by the Education Department faculty to make appropriate adjustments in our program to better meet the needs of our students.
Student Teaching Performance Assessment

_____1st Placement   _____2nd Placement  (Check one)          Date:______________

Student Teacher:______________________________________________
Observer:___________________________________________________Title:_____________________
School:____________________________  Subject/Grade:_____________

Background Information: 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. This assessment form lists three behavioral indicators for each of the 10 standards. In addition, you are asked to assess the student teacher’s competence with respect to technology use and instruction related to the graduation standards.

Directions: For each indicator listed under a standard, please assess whether or not the student teacher has demonstrated competence at the minimum level necessary for a beginning teacher. If the particular indicator has been demonstrated, place a check (√), on the appropriate blank and list supporting evidence. If the indicator has not been met, leave blank and list suggestions for the student teacher.

1. Subject Matter (√ if demonstrated)
   ___ 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 and/or suggestions:

2. Student Learning (√ if demonstrated)
   ___ 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 and/or suggestions:
3. **Diverse Learners**  (√ if demonstrated)
   ___ 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.
   **Evidence and/or suggestions:**

4. **Instructional Strategies**  (√ if demonstrated)
   ___ 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.
   **Evidence and/or suggestions:**

5. **Learning Environment**  (√ if demonstrated)
   ___ 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.
   **Evidence and/or suggestions:**

6. **Communication** (√ if demonstrated)
   ___ 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 and/or suggestions:**

7. **Planning instruction** (√ if demonstrated)
   ___ 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.
   **Evidence and/or suggestions:**

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**8. Assessment** (✓ if demonstrated)
___ 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 and/or suggestions:**

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**9. Reflection and professional development** (✓ if demonstrated)
___ 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 and/or suggestions:**

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**10. Collaboration, ethics, and relationships** (✓ if demonstrated)
___ 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 and/or suggestions:**

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**11. Other** (✓ if demonstrated)
___ Uses technology to enhance student learning.
___ Plans and uses instructional skills to help students meet the graduation standards.
   **Evidence and/or suggestions:**
Cooperating Teacher Evaluation of Student Teaching Program

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The information sent to the school about the student teacher is adequate.</td>
<td>1 2 3 4 5</td>
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<td>2. The preparation of the student teacher is adequate.</td>
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<td>3. The length of the teaching experience is adequate.</td>
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<td>4. The handbook provided contains the needed information.</td>
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<td>5. The number of visits made by the College supervisor is adequate.</td>
<td>1 2 3 4 5</td>
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<td>6. The length of each observation made by the College supervisor is adequate.</td>
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<tr>
<td>7. Feedback given to the student teacher by the College supervisor is adequate</td>
<td>1 2 3 4 5</td>
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<td>8. Your communication with the College supervisor is adequate.</td>
<td>1 2 3 4 5</td>
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</table>

**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
BOARD OF TEACHING
STANDARDS OF EFFECTIVE
PRACTICE FOR TEACHERS
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;
G. collaborate with other professionals to improve the overall learning environment for students;
H. collaborate in activities designed to make the entire school a productive learning environment.
H. collaborate in activities designed to make the entire school a productive learning environment;
I. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;
J. identify and use community resources to foster student learning;
K. establish productive relationships with parents and guardians in support of student learning and well-being; and
L. understand mandatory reporting laws and rules.