Partners in Excellence

A Handbook for Teacher Candidates and Cooperating Teachers

Minnesota State University, Mankato
College of Education
We wish to acknowledge the insights, questions, and contributions of the Minnesota State University, Mankato faculty and administration, University Supervisors, Cooperating Teachers, and Teacher Candidates that led to the development of this handbook. We are always appreciative of comments or suggestions that can support the continued growth of educational partnerships and effective professional educators.
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Welcome and Initial Comments

This handbook has been developed to assist Teacher Candidate candidates and Cooperating Teachers who are involved with the student teaching program at Minnesota State University Mankato (MSU, Mankato). The opportunity to work with an effective classroom teacher and building principal during student teaching is the most valuable experience that can be offered to a prospective teacher. The insights gained into the teaching and learning process will permit Teacher Candidate candidates to develop and refine their knowledge, skills, and professionalism.

The purpose of this Teacher Candidate handbook is to provide information regarding MSU, Mankato Teacher Candidate policies and practices. Cooperating Teachers and Teacher Candidate candidates can use this handbook to guide their partnership during student teaching.

This handbook will help partners understand how they are essential pieces of the puzzle and how they all “fit” together. The administration, staff, and faculty at Minnesota State University Mankato wish all a very successful semester and thank our essential partners in excellence in teacher education for their collaboration.

Partners in Excellence in Teacher Education:
Cooperating Teachers, Principals, University Faculty, & Teacher Candidate Candidates
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(Frequently Asked Questions and Answers)

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**Important MSU, MANKATO Numbers and Contact Information**

**Dean’s Office**  
Dr. Michael Miller, Dean  
College of Education  
118 Armstrong Hall  
Mankato, MN 56001  
(507) 389-5445  Fax # 389-2566

Ms. Cheryl Kalakian, Ed.S.  
Student Relations Coordinator  
College of Education  
117 Armstrong Hall  
Mankato, MN 56001  
(507) 389-1215

Ms. Gail Orcutt,  
Teacher Licensure Coordinator  
College of Education  
118 Armstrong Hall  
Mankato, MN 56001  
(507) 389-1216  Fax # 389-2566

Ms. Ginger Zierdt, Director  
Center for School-University Partnership  
117 Armstrong Hall  
Mankato, MN 56001  
(507) 389-5444  Fax # 389-2838

Dr. Scott Page,  
Coordinator of Professional Education  
118 Armstrong Hall  
Mankato, MN 56001  
(507) 389-1777  Fax #389-2838

Ms. Jill Ryan,  
Testing Coordinator/Office Mgr.  
College of Education  
117 Armstrong Hall  
Mankato, MN 56001  
(507) 389-1217  Fax # 389-2838

**Office of Field Experience**  
Carol R. Werhan, Director  
College of Education  
119 Armstrong Hall  
Mankato, MN 56001  
(507) 389-1123  Fax # 389-2270

Lori Bird, Assistant Director &  
Director, Center for Mentoring & Induction, College of Education  
329B Armstrong Hall  
Mankato, MN 56001  
(507) 389-5716  Fax # 389-1154

Ms. Pat Harrington,  
Administrative Asst./Placement Coordinator, College of Educ.  
119 Armstrong Hall  
Mankato, MN 56001  
(507) 389-1517  Fax # 389-2270

**College Department Chairs**

Dr. Marcia Traynor, Chair  
Educational Studies: Elem. & Early Childhood, College of Education  
328D Armstrong Hall  
Mankato, MN 56001  
(507) 389-5700  Fax # 389-5853

Dr. Kitty Foord, Chair  
Education Studies: Sec. & K12  
College of Education  
312H Armstrong Hall  
Mankato, MN 56001  
(507) 389-1607  Fax # 389-5751

Dr. Andrew Johnson, Chair  
Special Education  
College of Education  
312G Armstrong Hall  
(507) 389-5660  Fax # 389-5888
Important MSU Numbers and Contact Information

Technology Support
Roger and Ann Bruellman  
D2L Coordinator for Student Teaching  
rogerb@mchsi.com  
(507) 237-5291  

Jeffery Henline  
Technology Coordinator for D2L  
jeffery.henline@mnsu.edu  
(507) 389-2323  

Information & Technology service (ITS)  
Help Desk  
helpdesk@mnsu.edu and  
http:// Help desk.mnsu.edu  
(507) 389-6654

Other Important Contact Information

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Section I

College of Education Overview

Minnesota State University Mankato - College of Education
Vision and Conceptual Framework

How does student teaching fit within the mission, vision, and conceptual framework of the College of Education?

A. Mission and Vision

The mission of the Minnesota State University, Mankato College of Education (COE) is to prepare principled professional practitioners who thrive and succeed in diverse environments, promote collaborative and generative communities, and engage in lifelong learning.

Our mission states what we do, what our job is. We accept the responsibility to focus our work on helping children, youth, families, adults, and communities to succeed. We do this work together with schools, agencies, organizations, and other entities. One avenue that we employ is initial preparation of professionals - teachers, counselors, speech pathologists, administrators, and leaders. The COE also provides advanced preparation in the form of customized professional development, advanced degrees, certificate programs, collaboration, and partnership.

It is our vision to be important in terms of the success of our broad professional community, our region, and society. Our vision also includes the proclamation of our conceptual framework. In this statement, we express our "intellectual philosophy" - the specifics of what the faculty believe about good teaching and learning. Because the conceptual framework reflects the unique thoughts and beliefs of the faculty at MSU, Mankato, it reveals the specifics of how we relate to one another, how we see our programs, and how we hope our graduates will do their work. Further, it provides direction for the development of programs, courses, teaching practices, performance assessments of candidates, practices and policies regarding service and scholarship, and accountability systems. Simply put, the conceptual framework should be reflected in both what happens and how things are done in the unit as it works to reach its vision.

B. Proclamation of the Conceptual Framework:

Grounded in a vision of learning communities, the Professional Education unit has at its heart collaboration and connectedness to students, schools, neighborhoods, and society. To achieve this vision, the MSU, Mankato graduate is a person of passion for and proficiency in content, with thoughtful and principled pedagogy, and a strong sense of educational purpose.
These educators possess the attributes, knowledge, and refined skills to assist students and families to be successful. They see their own growth as a product of reflection about experience-always seeking answers to questions about student learning and development that begin with words such as "why", "how", and "what if". Similarly, these educators believe that student learning occurs in a cycle of experience, reflection, and re-conceptualization - a process of seeking new knowledge that both fits into and changes existing understanding.

These educators work to form broad-based, diverse learning communities. They foster a climate where respectful and enthusiastic conversation, collective consideration, and shared understandings emerge. They guide and nurture learners to live in a diverse and open society. In these learning communities, understanding, honesty, openness, directness, and good will serve to move everyone forward.

The Professional Education unit and its graduates share with P-12 schools the responsibility for educating growing communities of color and English Language Learners. The focus of this responsibility is to help all students achieve the knowledge and skills needed to flourish as successful members of society.

C. Unit Emphases:

Professional education programs at MSU, Mankato have identified technical standards for their professions (teaching, counseling, and educational administration). These standards identify minimal capabilities necessary for success in the profession and therefore the preparation programs. They are the basis for the professional standards that are specified by the state of Minnesota and the statements of dispositions. These sets of documents provide great detail for the curriculum of the programs. Corresponding assessments have been created to measure and monitor candidate performance. The MSU, Mankato conceptual framework provides seven program emphases that identify how graduates will be taught to accomplish the standards.

D. Program Emphases (Candidate Proficiencies):

1. Collaboration and connectedness to students, schools, neighborhoods, and society
2. Passion and proficiency in content with pedagogy and purpose
3. Continued growth through seeking new knowledge
4. Learner-centered pedagogy (constructivist)
5. Reflection and problem-solving
6. Acting to empower each person within diverse learning communities
7. Responsibility for educating growing communities of color and English Language Learners

In each professional education program, these emphases are taught and in turn assessed across the program and later in graduate and employer surveys.
Section II
Student Teaching Overview
Purpose and Expectations for the Student Teaching Field Experience

A. Purpose of Student Teaching

The College of Education is committed to excellence in teacher preparation. The model, "Teacher as Professional" focuses on the integration of knowledge, skills, and dispositions through high quality classroom and field experiences at all levels. Candidates are expected to develop and demonstrate, through performance assessment, integrated knowledge, skills, and dispositions needed to become committed professionals in education.

Student teaching at MSU, Mankato is results oriented, performance based program requiring the demonstration of a satisfactory level of teaching performance. The “Teacher as Professional” framework is based both on current literature (Boyer, 1995; Darling Hammond, 1998; Diez, 1997; Diez, 1998; Linn, 1997; U.S. Department of Education, 1996; Villegas, 1997) and on current trends at national and state levels (Tom, 1996). It is also grounded in the Minnesota Board of Teaching (BOT)-Standards of Effective Practice.

The student teaching experience provides a time for learning, experimentation, critical analysis, practice, and reflection. An inquiry oriented experience is supported by a strong teacher/mentor relationship.

B. Student Teaching Objectives

The student teaching program strives to develop teachers who demonstrate:

1. Understanding of the central concepts, tools of inquiry, and structure of the disciplines taught and creates learning experiences to make concepts meaningful to students.

2. Understanding of how children learn and develop and provides learning opportunities that support their intellectual, social, and personal development.

3. Understanding of how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse and/or exceptional learners.

4. Understanding and use of a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

5. Understanding of individual and group motivation and behavior to create a learning
environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. Use of knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive classroom interaction.

7. An ability to plan and manage instruction based on knowledge of subject matter, students, the community, and curriculum goals.

8. Understanding and use of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.

9. Understanding and use of reflective practices to evaluate the effects of choices and actions on others, including students, parents, and other professionals in the learning community and actively seeks opportunities for professional growth.

10. An ability to foster relationships with parents or guardians, families, school colleagues, and the community through communication and interactions that support student learning and well-being.

C. Teacher Candidate Admission and Exit Requirements

1. Admission to Student Teaching - Admission to the student teaching experience is contingent upon the following:

   a. Completion of a minimum of 95 semester credits;
   b. Cumulative grade point average of 2.5 in K-12 and Secondary Programs and 2.75 in Elementary Education;
   c. Grades of "C" or better for all education program requirements.
   d. Admittance to teacher/professional education;
   e. Completion of all methods and professional education course work;
   f. Completion of formal application materials one semester in advance of the student teaching semester;
   g. Validation of application materials one full semester in advance of the student teaching semester;
   h. Submission of scores on the PRAXIS I (Reading/Writing/Math) tests;
   i. Documentation of professional liability insurance;
   j. Recommendation of advisors, school district administration, cooperating teacher(s), and Director Field Experience; and
   k. Completion of a national criminal background check.
2. Graduation and Licensure – Graduation and Licensure is contingent upon the following:

   a. Satisfactory completion of the student teaching experience and all degree requirements;
   b. Completion of application for graduation;
   c. Submission of a passing score on the PRAXIS I & II (Pedagogy and Content areas);
   d. Cumulative grade point average of 2.50 (K-12 and Secondary) or 2.75 (Elementary);
   e. Grade point average of 2.50 in the major (if required) and in all other certification areas;
   f. Completion of licensure application;
   g. Recommendation of cooperating teacher(s) and University Supervisor;
   h. Demonstration of competencies as outlined in the Teacher Candidate Handbook;
   i. Completion of Minnesota State background check.

D. Program Overview

There are five curricular components involved in student teaching. Teacher Candidate candidates document their professional competencies through their teaching, supervisory conferences, evidence of competencies, participation in a professional learning community, and action research.

1. Teaching
   Teacher candidates follow a plan devised in collaboration with their Cooperating Teacher and University Supervisor to take over increasing responsibility for teaching in the classroom.

2. Supervisory Conferences
   Teacher candidates engage in reflective practice with their Cooperating Teachers and University Supervisors. These conferences are ongoing between the Teacher Candidate and cooperating teacher. Supervisors will conduct a minimum of six observations with two highly focused observations; one at the mid point and one as a final observation.

3. Evidence Documentation
   Students will collect evidence in the form of charts, lesson plans, logs, photos, and reflections to document their proficiency in twenty-two competencies. This evidence is organized into a final competency log or electronic portfolio.
4. Professional Learning Community Participation
Teacher candidates will participate in monthly learning community seminars to address issues and concerns involved in the student teaching experience. Seminars permit Teacher Candidates to discuss concerns, learn new information, and clarify methods for documenting their competencies.

5. Action Research
Teacher candidates conduct an action research project to document their impact on student learning during the student teaching experience.
Section III
Roles and Responsibilities

A. Teacher Candidate

All Teacher Candidates want a pleasant and rewarding experience. This happens when the Teacher Candidates:

1. Meet all deadlines;
2. Recognize and accept that the Cooperating Teacher is ultimately responsible for the learning of the children in the classroom;
3. Maintain an ethical and professional attitude toward all members of the school community including administrators, faculty, staff, students, and parents (see Minnesota Code of Ethics for Teaching);
4. Know, follow, and enforce rules, regulations, and policies of the cooperating school and teacher;
5. Participate in regular planning and conference sessions with cooperating and University Supervisors;
6. Prepare written unit and lesson plans for any teaching assignment in advance of teaching as prescribed;
7. Be proactive to improve teaching skills by being reflective, observant of other teaching methods, and taking constructive criticism positively;
8. WITHOUT EXCEPTION, notify the cooperating teacher, University Supervisor and the building principal prior to the start of the school day if an absence from the student teaching assignment is unavoidable;
9. Follow the school district’s calendar and be in attendance at the school site for the total teaching contract day including lunch. Tardiness and excessive absence on the part of the Teacher Candidate are a reflections of lack of commitment and are unacceptable in student teaching;
10. Attend and actively participate in all supervisor-led learning communities;
11. Handle routine discipline problems and refer serious problems to the Cooperating Teacher and/or principal. Under no circumstances should a Teacher Candidate administer corporal punishment;
12. Develop a level of competency by the end of the experience that will enable him/her to make a successful entry in the induction phase of teaching;
13. Develop skills in reflective self-assessment;
14. Work actively with Cooperating Teachers and University Supervisors to facilitate the learning of children and youth; and
15. Complete all on-line evidence forms and course requirements.

To fulfill these responsibilities, Teacher Candidates must keep the same hours, perform the same duties, attend the same functions, and have many of the same privileges as other faculty (e.g. parking). They should perform the same duties as their Cooperating Teacher.
which may include lunch, playground, bus and other duties. Teacher Candidates may also assist in sponsoring clubs, help with yearbook and the school paper, assist with evening music, drama, and athletic events, etc. when appropriate to the grade level and subject area of assignment. Teacher Candidates should attend faculty meetings, as well as faculty pre-service and in-service activities/workshops.

**B. Cooperating Teacher**

Cooperating Teachers are selected and assigned jointly by the administration of the school district and the MSU, Mankato College of Education. Public school faculty chosen for this role will actually function in two capacities: as a professional teacher and as a teacher educator. Requirements include:

1. Tenured in district;
2. At least three years of teaching experience in the area(s) of supervisory assignment;
3. Fully certified in the area(s) of teaching and supervisory assignment;
4. Willingness to cooperate fully in the operation and improvement of the field experience program;
5. Willingness to turn the entire class over to the Teacher Candidate as recommended by the Integration Chart and the University Supervisor;
6. Desire to be a mentor to Teacher Candidates;
7. Reflective of one’s own teaching and supervisory skills; and
8. Approval by public school and MSU, Mankato College of Education administrators.

As a teacher educator, his/her responsibility will be to:

1. Acquaint and integrate the Teacher Candidate with and into the classroom, school, and district environment and policies especially those related to discipline;
2. Be specific in directions for all work assignments and due dates;
3. Provide opportunities for the Teacher Candidate to observe effective teaching. The Teacher Candidate needs to see his/her Cooperating Teacher in action. This modeling will help the Teacher Candidate consistently improve his/her preparation and implementation;
4. Participate in team-tasks for either parts of lessons or entire lessons;
5. Provide opportunities for full teaching responsibilities under his/her direction to the Teacher Candidate. This is done gradually and after weeks of communication and confidence building. The Teacher Candidate needs to have control of discipline at this time. Since this is usually a challenging area for new teachers, Cooperating Teachers should work diligently to assist them in improving this skill;
6. Assist the Teacher Candidate in developing an understanding of the students in the class. Each year challenging students will be a part of the classroom. Cooperating Teachers are to communicate with the Teacher Candidate regarding special needs students and how to deal with them;
7. Guide the Teacher Candidate in planning for instruction. Teacher Candidates benefit from modeling of both short range and long range planning. This includes lesson plans, unit plans, and curriculum planning. Teacher Candidates are to use planning time wisely to prepare for the day, the afternoon, or the next day. Communication, planning, and organization are keys to a successful experience;

8. Function as resource person in matters pertaining to classroom and professional practice;

9. Constructively evaluate the teaching of the Teacher Candidate. The classroom teacher, in cooperation with the University Supervisor, will complete a formative evaluation and a summative evaluation during the student teaching experience. In addition, the classroom teacher will provide the Teacher Candidate with ongoing specific feedback and suggestions for improvement. Cooperating Teachers are encouraged to use other clinical supervision techniques such as video recording, written records, and checklists during these and other informal evaluations.

Cooperating Teachers are responsible for listening and responding to professional concerns, assisting in the development of instructional strategies, and modeling positive attitudes regarding continuous professional development; and

10. Engage in formal training or in-service to help in the observation, evaluation, and feedback of Teacher Candidates. This training is offered at the beginning of each semester.

C. School Administrator

School administrators in partner districts enter into written agreements with MSU, Mankato governing participation in the student teaching experience. They may choose to assist in the process of interviewing/selecting Teacher Candidates once such a request has been made. School administrators or their designee will orient Teacher Candidates to the school and provide assistance in locating resources when appropriate. They also monitor the student teaching program and provide feedback to the Director of Field Experience and/or University Supervisor regarding problems, progress, and suggestions for improvement.

D. University Supervisor

The MSU, Mankato Director of Field Experience will assign a university faculty supervisor to each Teacher Candidate. This supervisor and the Cooperating Teacher will work as partners in assisting Teacher Candidates with their professional development. Specifically, the supervisors are responsible for the following tasks.

1. Visits/Observations - Conduct a minimum of six conferences with the Cooperating Teacher and Teacher Candidate (separately or together) regarding such matters as performance and appropriate participation of the Teacher Candidate at particular stages of the semester following an observation of student performance in the classroom. The University Supervisor will provide written documentation of student performance following each observation based on the Danielson Framework. Each observation should be a full class period with exceptions for block scheduling;
2. Focused Lesson Observation - Two of the six observations (one for eight week experiences) will be formal and involve the Teacher Candidate completing a “focused lesson packet” that includes pre-conference paperwork and interview, teaching, and post-conference paperwork, reflection, and interview. These focused lesson observations should serve as a primary basis for midterm and summative evaluations;

3. Evaluation of evidence documents (including a competency log or electronic portfolio) via an online medium (D2L);

4. Midterm Evaluation - A midterm (formative) evaluation will be completed jointly with the Cooperating Teacher during a sixteen-week student teaching semester. Only the “Conference Summary” needs to be turned into the Office of Field Experience Office. Midterm Evaluations are not necessary with 8-week placements (a Summative evaluation is substituted);

5. Summative Evaluations - One worksheet and credential file summative evaluation should be completed “separately” by the Cooperating Teacher and University Supervisor for each 8-week or 16-week placement. Both worksheet and summative evaluations should be submitted to the Office of Field Experience;

6. Participation in University Supervisor learning community meetings once a month on the MSU, Mankato campus. These meetings are designed to clarify expectations for Teacher Candidates and supervisors and to increase consistency of performance among supervisors;

7. Coordination with other University Supervisors and Teacher Candidates to conduct a minimum of 3 learning community seminars related to teaching effectiveness and student teaching success. Topics will be jointly determined by the Supervisors and the Director of Field Experience each semester and may include classroom management, instructional strategies, assignment clarification, licensure, competency logs, professionalism, resumes, and interviewing; and

8. Reviewing student teaching policies and evaluation methods with the Cooperating Teacher during the meet and greet appointment at the beginning of the student teaching field experience.

E. Director of Field Experience

The Director of Field Experience will:

1. Meet with the prospective pre-service teachers during the semester prior to the student teaching year to receive completed applications;

2. Screen all pre-service teacher records to assure eligibility for admission to student teaching;

3. Provide public school administrators with Teacher Candidate’ placement records and requested assignments during the semester prior to the student teaching experience;

4. Notify Teacher Candidates of placements prior to beginning the student teaching field experience semester;

5. Maintain communication with building administrators;

6. Notify Teacher Candidates and University Supervisors of supervision assignments;
7. Provide an opportunity for early contacts between university and cooperating teachers;
8. Assure that Teacher Candidates are visited, assisted, and evaluated on a regular basis;
9. Meet with Cooperating Teachers and building administrators periodically to discuss the student teaching experience and to provide training for supervision;
10. Work with building administrators, university and cooperating teachers, and Teacher Candidates to resolve challenges during the student teaching experience;
11. Conduct exit evaluations of Teacher Candidates;
12. Assist the Dean in hiring adjunct supervisors;
13. Notify professional education unit regarding student teaching guidelines and issues;
14. Facilitate resolution of any issues or concerns;
15. Perform other duties as assigned by the Dean.
Section IV
Student Teaching Policies

A. Teaching Code of Ethics and Laws

1. Code of Ethics for Minnesota Teachers
   Minn. Stat. 8700.7500 Code of Ethics for Minnesota Teachers

Subpart 1. Scope. Each teacher, upon entering the teaching profession assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation. This code should apply to all those licensed or seeking licensure.

Subpart 2. Standards of Professional Conduct. The standards of professional conduct are as follows:
A. A teacher shall provide professional educational services in a nondiscriminatory manner.
B. A teacher shall make a reasonable effort to protect the student from conditions harmful to health and safety.
C. In accordance with state and federal law, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
G. A teacher shall not deliberately suppress or distort subject matter.
H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher’s own qualifications or to other teacher’s own qualifications.
I. A teacher shall not knowingly make false or malicious statements about students or colleagues.
J. A teacher shall accept a contract for a teaching position that requires licensing only if properly licensed for that position.
2. Minnesota Laws Governing Student Teaching and Teaching Responsibilities

Chemical Abuse – Minn. Stat. 126.037; 1144.4165
Any public school teacher/Teacher Candidate that has reason to believe that a student is using, possessing, or transferring a controlled substance (alcohol, tobacco and other drugs) while in school is to immediately notify the school’s principal and chemical abuse assistance team. Minnesota law requires that schools and school property be smoke/tobacco free. Federal law requires that work places be alcohol/drug free.

Child Abuse – Minn. Stat. 626.556
It is the duty of a teacher to report any evidence of neglect or physical or sexual abuse (threatened or actual) of children in the home, school, or community to the appropriate civil authorities (local law enforcement or a social service agency).

Code of Ethics for Teachers/Model Citizenship of Teacher Candidates– Minn. Stat. 364
It is the responsibility of the school district to place Teacher Candidates with classroom supervisors who model professional code of ethics. It is the responsibility of the Teacher Candidate to become knowledgeable of and follow the Board of Teaching “Code of Ethics for Minnesota Teachers”.

Delegated Responsibilities – Minn. Stat. 179A: 125.12 Subd. 8
Teacher Candidates will assume classroom responsibilities as delegated by the cooperating teachers. However, the Cooperating Teacher is responsible for all activities in the classroom, including those where the Teacher Candidate has direct contact with students.

Exceeding Authority – Minn. Stat. 123.25; 123.12; 125.17
Teacher Candidates should follow the authoritative limits given them by school supervisors. It is the responsibility of the Teacher Candidate to check with the Cooperating Teacher to determine what authoritative limits exist.

It is the duty of a Teacher Candidate to keep educational data about students private. School personnel who have a legitimate educational interest in the subject have the right to review educational data. Private data may be released pursuant to a court order if the subject of the data consents to its release.

Harassment – MN Human Rights Act – Minn. Stat. 363
All school employees, Teacher Candidates, and students have protected rights regarding sexual harassment, religious, racial, and any form of discrimination. It
is the duty of the Teacher Candidate to report any acts of suspected or obvious harassment to the supervisor and/or principal.

Immunity – Minn. Stat. 127.03; 127.13; 127.45

Liability – Minn. Stat. 123.35; 466.02; 466.07
Teacher Candidates are considered employees of the school district for which they are placed and are afforded the same rights and privileges

Student Discipline – Minn. Stat. 127.45
Teacher Candidates have the legal authority to administer discipline as related to their placement district’s policies and procedures. However, at no time should a Teacher Candidate administer corporal punishment.

Substitute Teaching – Minn. Stat. 125.03, Subd. 1
School Districts can not lawfully employ or assign unlicensed personnel (i.e., Teacher Candidates) as substitute classroom teachers.

B. Field Experience Placement Procedures

All Teacher Candidates are placed in partner school districts for all field experience activities. Current partner school districts are listed on the Office of Field Experience website. This is a comprehensive list. Only districts listed will be used for Teacher Candidate placement and any other requests will be denied. Teacher Candidates are given the opportunity to express choices for placement; however, these choices are not binding regarding the decision for placement. Teacher Candidates are not assigned to the district from which they graduated. Exceptions are occasionally made for "non-traditional" Teacher Candidates, but this is done on a case-by-case basis at the discretion of the Director of Field Experience.

The Director of Field Experience requests placements for all Teacher Candidates in partner districts. Teacher Candidates should not contact schools regarding their placement until they have been asked to do so by the Director of Field Experience. Students ready to enter their senior-year or appropriate graduate degree semester for student teaching experience must complete all application materials prior to the publicized deadline and attend an organizational meeting prior to the beginning of the experience. This meeting will be organized and publicized by the Director of Field Experience. The purpose of the meeting is to address pre-student teaching progress, the role and responsibilities of the Teacher Candidate, and to expedite placement for student teaching.

Changes in placement or assignment will not be made unless extenuating circumstances develop. Such changes will be initiated only by the Director of Field Experience working with the partner school district. Teacher Candidates will NOT initiate a change in assignment or schools nor will they attempt to make self-placements (i.e., contact school staff). Teacher Candidates will not terminate their
placement without first contacting the Director of Field Experience. **Actions such as these will result in the loss of placement for no less than one semester.**

**C. Teaching Calendar**

Teacher Candidates follow the calendar of the school district in which they are placed. They will attend all pertinent pre-service and in-service workshops and activities designed for school faculty. Teacher Candidates will be present and working from the first day of their assigned contract date until the final day of their contract. Their experience is to mirror that of public school faculty as closely as possible. During spring break, the Teacher Candidate will follow the calendar of the school district within which they are placed and not the MSU, Mankato spring break calendar.

**D. Attendance Requirements for Teacher Candidates**

The MSU, Mankato College of Education recognizes that district faculty and staff have policies concerning absences. However, since student teaching is a part of the MSU, Mankato academic program, Teacher Candidates are to be present in their assigned public school/classroom for the entire school day each day, except for emergency situations. Teacher Candidates should follow the policies of the school district regarding absences related to inclement weather or school emergencies. The presence and performance of each Teacher Candidate must be monitored by both the Cooperating Teachers and University Supervisor. The following provisions will guide the above policy:

1. Teacher Candidates may have opportunities to attend professional meetings, but only with the prior approval and encouragement of Cooperating Teachers and University Supervisors, as well as administrators;

2. Teacher Candidates attend a variety of seminars and workshops sponsored by both the public school and the university. A calendar detailing the dates and times of all university-sponsored activities will be provided to Teacher Candidates, cooperating teachers, and principals;

3. Absences or tardiness will result in the Teacher Candidate being required to successfully complete additional experiences. The Director of Field Experience, working with university and cooperating supervisors and administrators, will arrange for and prescribe this additional assignment. Excessive absences (3 or more) during a sixteen week semester may result in the termination of the student teaching assignment, a failing grade, or the issuance of "Incomplete". In cases of excessive absence, whether or not due to illness or emergency, a Teacher Candidate may be withdrawn from the experience. Absences, due to university-related athletic activities, must be pre-approved by the Director of Field Experience. A student athlete may be required to complete an additional student teaching experience if absences due to athletic events prohibit a quality field experience.
4. If it is determined by supervisors, administrators, and the Director of Field Experience that excessive absence, inadequate performance and/or inability of the Teacher Candidate to cope with assigned responsibilities and arrangements will not allow continuation of the placement, the Teacher Candidate may be withdrawn from the placement and assigned an incomplete or failing grade;

5. In the event of absence, the Teacher Candidate will notify the principal(s) or designated official, cooperating teacher(s), and University Supervisor prior to the beginning of the school day. The Teacher Candidate will provide Cooperating Teachers with copies of all lesson plans at least one day in advance of teaching to assure that an absence will not cause a break in student learning. Failure to follow this procedure may result in the termination of the student teaching placement and the assignment of an incomplete or failing grade. In addition, if at any time the Cooperating Teacher or University Supervisor judges a Teacher Candidate's absence to be excessive, the University Supervisor will inform the Teacher Candidate verbally and in writing that continued absences will affect his/her ultimate evaluation, or that the assignment may be terminated. Prolonged hospitalization or incapacity will automatically result in the termination of the student teaching assignment.

6. In the event of extended absence of the Cooperating Teacher or a strike by teachers in the school district, the Teacher Candidate must contact the Director of Field Experience directly to determine continuation in the placement.

E. Leave of Absence Form

Use the Leave of Absence form at the end of this section to document your absences. Complete the form and submit it to your University Supervisor who will include it in your personnel file. This form helps us assure appropriate documentation of your attendance and helps in decisions to extend the student teaching experience if required.

F. Teacher Candidates with Disabilities

Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please contact the Office of Field Experiences immediately to discuss the necessary accommodations and contact the Disability Service Office at 507-389-2825 or 1-800-627-3829. Accommodations are made only for students who make arrangements through the Disability Service Office.

G. Working or Coaching While Student Teaching

Because of the intense nature of student teaching, Teacher Candidates are strongly discouraged from working outside of the student teaching experience. At no time may Teacher Candidates use these activities as a reason for failing to meet responsibilities during the student teaching semester.
H. Substitute Teaching Policy

Under no conditions should Teacher Candidates be utilized for substitute teaching in their field assignments. The sole purpose for the assigned student teaching experience is to observe, serve in a supportive role, and present lessons under the guidance of a cooperating teacher. The Cooperating Teacher or designee approved by the principal must be present or easily accessible to assume full teaching duties at all times, regardless of the role of the Teacher Candidate.

I. Liability Insurance

The College of Education at MSU, Mankato requires Teacher Candidates to purchase professional liability insurance. Student membership applications for Education Minnesota are available on-line at [www.educationminnesota.org](http://www.educationminnesota.org). Education Minnesota provides liability insurance of $1,000,000 for approximately $25. Liability insurance in the amount of $2,000,000 is also available from the Association of American Educators (AAE). Information about AAE is available at [http://www.aateachers.org/insurance.shtml](http://www.aateachers.org/insurance.shtml). Students may also provide proof of professional liability insurance from other carriers or professional organizations.

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**Leave of Absence from Student Teaching Form**

This form is to be submitted to your University Supervisor as soon as possible following an absence. Note: approval for a planned absence must be made 48 hours prior to the absence with approval from both the Cooperating Teacher and University Supervisor.

Leave to be granted to ____________________________________________

Today’s date ____________

Dates and times of leave ___________________________

Reason for leave: (Check those that apply)

- ___ Sick leave
- ___ Bereavement
- ___ Emergency. Specify __________________________________________
- ___ Approved professional development. Specify _________________________

Signed: _____________________________________________
Teacher Candidate

Signed: _____________________________________________
Cooperating Teacher

Signed: _____________________________________________
University Supervisor
Section V

Teacher Candidate Evaluation System

A. MSU, Mankato Evaluation System

MSU, Mankato has organized the Minnesota Board of Teaching (BOT) - Standards of Effective Practice into four interrelated domains based upon the work of Danielson (2007). This evaluation system is used throughout the student teaching experience to document the Teacher Candidates’ competencies so that MSU, Mankato may recommend them for licensure to the State of Minnesota. Each of the four domains is sub-divided into components to focus this documentation of competencies.

Domain 1 - Planning and Preparation: Knowledge of the content to be taught underlies all aspects of good instruction. Domain 1 focuses on how teachers use their understanding of students and subject matter to decide on learning goals; to design or select appropriate activities and instructional materials; to sequence instruction in ways that will help students meet short- and long-term goals; and to design or select informative evaluation strategies. All of these processes, beginning with the learning goals, must be aligned with each other, and because of the diverse needs of any class, must be carried out in ways that take into account the knowledge and experiences students bring to class.

Component 1a: Demonstrating Knowledge of Content and Pedagogy
Key Elements: knowledge of content and the structure of the discipline; knowledge of prerequisite relationship; knowledge of content-related pedagogy

Component 1b: Demonstrating Knowledge of Students
Key Elements: Knowledge of child and adolescent development; knowledge of the learning process; knowledge of students’ skills, knowledge, and language proficiency; knowledge of students’ interest and cultural heritage; knowledge of students’ special needs

Component 1c: Setting Instructional Outcomes
Key Elements: Value, sequence, and alignment; Clarity; Balance; Suitability for diverse learners

Component 1d: Demonstrating Knowledge of Resources
Key Elements: Resources for classroom use; resources to extend content knowledge and pedagogy; resources for students

Component 1e: Designing Coherent Instruction
Key Elements: Learning activities; Instructional materials and resources; Instructional groups; Lesson and unit structure

Component 1f: Designing Student Assessments
Key Elements: Congruence with instructional outcomes; Criteria and standards; Design of formative assessments; Use of planning
Teacher Candidate Learning Targets for Reflection on Domain 1

- I know the content that I am teaching, its developmental context, and the pedagogy needed to teach this content.
- I am able to become familiar with students’ background experiences and can describe many ways to obtain this information.
- I am able to select goals that are adapted as necessary to needs of individual students, reflect high-level learning relating to curriculum frameworks and standards, and permit viable methods of assessment.
- I am able to identify and use a variety of resources to assist in my work as a teacher.
- I am able to align the teacher methods, activities, and materials with the goal(s) of the lesson and differentiate instruction and learning experiences for individuals and/or groups of students.
- I am able to design clear and understandable assessment criteria and standards.

Domain 2 – The Classroom Environment: There are social and emotional components of learning that are prerequisites to academic achievement. Thus, this domain focuses on the human interactions (teachers and students and students and students) in the classroom. Domain 2 also addresses the issues of fairness and rapport, of helping students believe they can learn and can meet challenges, of establishing and maintaining constructive standards of behavior, and the physical setting in which teaching and learning takes place.

Component 2a: Creating an Environment of Respect and Rapport
Key Elements: Teacher interaction with students; Student interactions with other students.

Component 2b: Establishing a Culture for Learning
Key Elements: Importance of the content; Expectations for learning and achievement; student pride in work

Component 2c: Managing Classroom Procedures
Key Elements: Management of instructional groups; Management of transitions; Management of materials and supplies; Performance of non-instructional duties; Supervision of volunteers and paraprofessionals

Component 2d: Managing Student Behavior
Key Elements: Expectations; Monitoring of student behavior; Response to student misbehavior

Component 2e: Organizing Physical Space
Key Elements: Safety and accessibility; Arrangement of furniture and use of physical resources
Teacher Candidate Learning Targets for Reflection on Domain 2

- I am able to treat students fairly and actively encourage fairness among students.
- I am able to develop positive rapport with all students (gender, ethnicity, backgrounds, and developmental levels)
- I am able to create a climate for high standards.
- I am able to manage materials, students and human resources to enhance instructional time.
- I am able to create a disciplined classroom.
- I am able to create a classroom environment that is safe and supports learning of all students.

Domain 3 – Instruction: This domain focuses on the act of teaching and helping students to make meaningful connections to content. It is important for teachers to devise a good "fit" for the content within the framework of students' cultural backgrounds, knowledge, interests, abilities, and personal backgrounds. At the same time, effective teachers help students move beyond the limits of their current knowledge and understanding. Teachers need to monitor learning, making certain that students assimilate information accurately and that they understand and can apply what they have learned. Effective teachers also ensure that students know what is expected of them procedurally during the lesson and that class time is used to good purpose.

Component 3a: Communicating with Students
   Key Elements: Expectations for learning; Directions and procedures; Explanations of content; use of oral and written language

Component 3b: Using Questioning and Discussion Techniques
   Key Elements: Quality of questions; Discussion techniques; Student participation

Component 3c: Engaging Students in Learning
   Key Elements: Activities and assignment; Grouping of students; Instructional materials and resources; Structure and pacing

Component 3d: Using Assessment in Instruction
   Key Elements: Assessment criteria; Monitoring of student learning; Feedback to students; Student self-assessment and monitoring of progress

Component 3e: Demonstrating Flexibility and Responsiveness
   Key Elements: Lesson adjustment; Response to students; Persistence

Teacher Candidate Learning Targets for Reflection on Domain 3

- I am able to communicate clearly orally and through written word about goals and procedures.
- I am able to use questions to engage students and extend thinking.
• I am able to use many instructional approaches and create lessons that have a logical and coherent structure.
• I am able to encourage all students (regardless of ability or skill) to think creatively and critically through various activities.
• I am able to provide consistently high quality, timely, and specific feedback.
• I am able to pace lessons to allow for reflections and closure and engage all students in activities regardless of ability.

Domain 4 – Professional Responsibilities: Teachers must be able to evaluate their own instructional effectiveness in order to plan specific future lessons for classes and improve their teaching over time. They should be able to discuss the degree to which different aspects of a lesson were successful in terms of instructional approaches, student responses, and learning outcomes. Teachers should be able to explain how they will work toward learning for all students. Exceptional teachers have developed routines and procedures to maintain accurate instructional and non-instructional records The professional responsibility of all teachers should include the sharing of appropriate information with other professionals and with families in ways that support the learning of diverse students.

Component 4a: Reflecting on Teaching
Key Elements: Accuracy; Use in future teaching

Component 4b: Maintaining Accurate Records
Key Elements: Student completion of assignment; Student progress in learning; Non-instructional records

Component 4c: Communicating with Families
Key elements: Information about the instructional program; Information about individual students; Engagement of families in instructional program

Component 4d: Participating in a Professional Community
Key elements: Relationships with colleagues; Involvement in a culture of professional inquiry; Service to the school; Participation in school and district projects

Component 4e: Growing and Developing Professionally
Key elements: Enhancement of content knowledge and pedagogical skill; Receptivity to feedback from colleagues; Service to the profession

Component 4f: Showing Professionalism
Key elements: Integrity and ethical conduct; Service to students; Advocacy; Decision making; Compliance with school and district regulations

Teacher Candidate Learning Targets for Reflection on Domain 4
• I am able to reflect on lessons and suggest alternative strategies.
• I am organized and maintain accurate records.
• I am able to communicate effectively and sensitively with families and engage them in the instructional program
• I am able to foster positive relationships with colleagues and collaborate with a variety of school personnel.
• I am able to complete all professional responsibilities, be appropriately dressed, and punctual in my duties.
• I strive to be an advocate for my students and my profession.

B. Correlation of Minnesota Board of Teaching Standards of Effective Practice with MSU, Mankato Domains

<table>
<thead>
<tr>
<th>MSU, MANKATO - Domain(s)</th>
<th>Minnesota Standards of Effective Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 1 - Planning and Preparation</td>
<td>#1, 2, 3, 4, 6, 7, 8</td>
</tr>
<tr>
<td>Domain 2 – The Classroom Environment</td>
<td># 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>Domain 3 - Instruction</td>
<td>#2, 4, 5, 6, 8, 10</td>
</tr>
<tr>
<td>Domain 4 – Professional Responsibilities</td>
<td>#9, 10</td>
</tr>
</tbody>
</table>

C. Course Requirements and Key Assessments:

1. Daily Attendance and Work in Student Teaching Placement
   a. Attendance
      Teacher Candidates follow the calendar of the school district in which they are placed. They are present and working at the school site every day for the entire school day with the exception of approved professional dates. In the event of absence, the Teacher Candidate must notify the principal, the cooperating teacher, and University Supervisor prior to the beginning of the school day. When the Teacher Candidate is absent, he/she must provide copies of assignments and lesson plans to the cooperating teacher. Failure to follow these procedures may result in the termination of the student teaching placement.

      Excessive absences (3 or more) during a sixteen week semester may result in the termination of the student teaching placement, a filing grade, or the issuance of an Incomplete. In the case of an Incomplete, the Teacher Candidate will be required to complete additional time in the school setting.

   b. Lesson and Unit Plans
      Lesson plans are designed to guide teachers through their instructional day. Lesson plans provide teachers with artifacts of the teaching strategies used and should reflect the effectiveness of the plan. A good, developed lesson plan not only contains key lesson elements but also includes the Teacher Candidate’s reflection upon the lesson. Lesson plans are an important component in developing units. Unit plans will also be
developed using content or themes appropriate for the area of instruction. Unit plans should follow suggestions made by the Cooperating Teacher in conjunction with state and district standards and may vary by content, length, breadth, and depth.

All developed lesson plans and units should be evaluated by the Cooperating Teacher and University Supervisor as necessary to provide coaching and feedback to the teacher candidate. Lesson plans will be kept in a binder for review. **Teacher Candidates should not teach without a lesson plan.**

A formal Focused Class Observation lesson (see handbook and Desire2Learn for description and packet) will be completed a minimum of two times during the semester-long experience. At least one of the focused lessons should be video-taped for review. Exceptional lessons may be used to demonstrate competency in your Competency Log or Electronic Portfolio.

### 2. Observations by University Supervisor and Cooperating Teacher

University Supervisors and Cooperating Teachers will use observation instruments to assess your progress in demonstrating the 22 competencies. These instruments are available at [http://ed.mnsu.edu/clinical/teachinginfo/course.html](http://ed.mnsu.edu/clinical/teachinginfo/course.html) and also available on Desire2Learn. After each observation, a post-conference is conducted to provide feedback on strengths and design goals for improvement. The Teacher Candidate is given a copy of the evaluation report and a copy of this report is sent to the Director of Field Experience.

A formal Focused Class Observation packet (see handbook and on-line versions) will be completed by the Teacher Candidate a minimum of two times during the semester. A mid-term observation will serve as a goal-setting experience, while a final observation will serve as an evaluative experience to assess the candidate’s progress in demonstrating satisfactory performance on all 22 competencies.

During student teaching, a University Supervisor may deem it necessary to develop an assistance plan to target action on specific areas of concern identified in observations of the Teacher Candidate’s work. Teacher Candidates must comply with procedures outlined in these plans and demonstrate sufficient evidence of improvement as outlined in these assistance plans. Failure to do so will result in termination of the student teaching experience.

### 3. Documentation of Competency on Desire2Learn

Students are expected to access the Desire2Learn site at least every three days to stay current on assessments, discussions, and announcements. Full participation on Desire2Learn is necessary for students to receive a passing grade for student teaching. Assessments are explained and posted on Desire2Learn and fall into
three categories: Readings and Quizzes, Written and Performance Assessments, and Discussions.

a. **Readings and Quizzes** – Readings and resources are available on Desire2Learn to help the candidate become more familiar with each of the 22 components in the four domains of the evaluation system. There are corresponding quizzes for each of the domains. Candidates will take quizzes for each of the domains to demonstrate understanding of the evaluations system. The quizzes are automatically scored upon submission. The quiz can be taken up to three times to improve the final score. A score of 75% must be achieved to demonstrate understanding of the components.

b. **Written and Performance Assessments** – There are specific performance assessments called evidence documents that will help candidates demonstrate their competency in many of the components in the evaluation system. These assessments can be used to document proficiency in the final Competency Log or Electronic Portfolio. Each assessment has a corresponding rubric describing the qualities necessary for a satisfactory performance. Assessments must be revised to the satisfactory level in order to receive a passing grade in the course. The following is a list of the five assessments to complete.

- Aligning Resources and Classroom Practices to Student Needs
- Professional Commitment Log
- Involving Families Log
- Student Learning Impact Project
- Candidate Electronic Competency Log

c. **Discussions** – Periodic discussion forums are posted on Desire2Learn. Teacher Candidate candidates are expected to participate in these discussions as they appear.

4. **Participation in University and Learning Community Seminars**

Teacher Candidate candidates participate in two seminars on campus. The first seminar will introduce students to the course and expectations for successful completion. The second university seminar will occur at the conclusion of student teaching. At the final seminar, candidates participate in professional development by sharing their Student Learning Impact research and by participating in mock interviews in preparation for acquiring a job. Attendance is mandatory at these seminars. Following the last seminar, Teacher Candidate candidates are invited to participate in a special ceremony called the “Pinning Ceremony” in which professors and University Supervisors present a pin to the candidate as a way to welcome candidates into the profession.

Teacher Candidate candidates will also be members of smaller professional learning communities with approximately 25 other Teacher Candidates and several University Supervisors. They attend four learning community seminars after school to share concerns, clarify expectations for evidence documents and
licensure, and learn new strategies to help improve teaching performance. Attendance is mandatory.

5. Completion of Pre- and Post-Surveys
Teacher Candidate candidates must complete surveys once at the beginning of student teaching and again at the conclusion. Surveys are used to measure change in Teacher Candidates’ perceptions during student teaching. Completion of the surveys is required to receive a passing grade in the course.

D. Final Evaluation and Grades
University Supervisors conduct evaluations of all student teaching work. The Director of Field Experience reviews the evaluations to determine that all evaluations have been completed and have reached the satisfactory level of performance. For undergraduate students the following grades may be assigned based upon the body of work of the Teacher Candidate: Pass (P), Failure (F), In-Progress (IP), or Incomplete (I).

For graduate students the following grades may be assigned based upon the body of work of the Teacher Candidate:
A = All evaluations are satisfactory, completed in a timely manner, no revisions or corrective actions are in evidence, the University Supervisor is able to freely recommend the Teacher Candidate for licensure.
B = All evaluations are satisfactory, most have been completed in a timely manner, few revisions or corrective actions were recommended, the University Supervisor is able to recommend the Teacher Candidate for licensure but has some reservations.
C = All evaluations are satisfactory, work was not completed in a timely manner, several revisions and corrective actions occurred during the experience, the University Supervisor could recommend the Teacher Candidate for licensure but has several reservations.
D = All evaluations are satisfactory, work was not completed in a timely manner, many revisions and corrective actions were required to achieve satisfactory evaluations, the University Supervisor could not recommend the Teacher Candidate for licensure.
F = Evaluations are not satisfactory and the University Supervisor documents areas of concern in the Teacher Candidate performance.
IP = In Progress
I = Incomplete
Section VI
Student Teaching Activities

Teacher Candidate candidates document their professional competencies in five ways.

A. Demonstrating effective teaching
B. Participating in observation-based supervisory conferences
C. Documenting evidence of teaching competencies
D. Participating in a professional learning community
E. Conducting action research demonstrating their impact on student learning

A. Demonstrating Effective Teaching

1. Online Support via Desire 2 Learn (D2L)

D2L supports effective teaching in the classroom by providing information regarding the evaluation domains and their components and by documentation of individual growth in teaching proficiency as participants are evaluated in this course. The Course Syllabus section documents the alignment of the Domains to the Standards of Effective Practice for the State of Minnesota. The quizzes included in the course work encourage Teacher Candidates to test their understanding of the components in the evaluation system.

Schedules and guidelines for integrating the Teacher Candidate into the classroom are provided in the content area of the D2L site. A calendar of recommended activities is included there, also. The home page of the site gives weekly updates regarding the expectations for the week, resources for lesson planning, ideas for management of the classroom, notice of meetings or professional development seminars, and other pertinent information and links related to professional growth. Units 3-7 contain readings, reflection questions, and internet sources to support effective teaching.

Once the semester begins, Teacher Candidates are encouraged to demonstrate D2L to their cooperating teachers. To see D2L support materials for effective teaching, examine the information under the “Content” tab contained in Units 1-8 and the quizzes under the “Quizzes” tab.

2. Student Teaching Class Load and Integration into the Experience

Teacher Candidates should spend the same clock hours on duty as regularly assigned classroom teachers in their building. Teacher Candidates work toward assuming full teaching responsibilities (usually 2-4 weeks). However, the Cooperating Teacher should work closely to assist the teacher during the entire experience.

Planning the experiences of a Teacher Candidate and knowing exactly what to do for all circumstances can be complex and is similar to individualized instruction in that
“one size does not fit all.” However, there are developmental stages in student teaching—as in all learning—with the length of these stages differing from Teacher Candidate to Teacher Candidate. **Teacher Candidates move through stages at varying rates depending on their previous teaching experiences, talents, motivation, initiative, and opportunity.**

Following are various tasks and a general timeline for both the student and Cooperating Teacher to consider in helping the Teacher Candidate gain experience and eventually take over primary responsibility for teaching in the class. These tasks are simply provided as a guide by previous cooperating, student, and supervising teachers and are not meant to be absolute or without personal modification. Integration models are provided for both a 16 week experience and an 8 week experience.
**Integrating the Teacher Candidate into the Classroom - 16 Week Experience**

**Week 1-3** Participation/Observation *(Modeling of best practice is important)*

<table>
<thead>
<tr>
<th>Teacher Candidate Tasks</th>
<th>Cooperating Teacher tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Become familiar with curriculum, texts, Supplementary materials.</td>
<td>Review MSU Cooperating Teacher Handbook.</td>
</tr>
<tr>
<td>Become familiar with procedures, routines, discipline plans, expectations, and evaluation.</td>
<td>Prepare a work area for the Teacher Candidate (e.g., desk, chair).</td>
</tr>
<tr>
<td>Become familiar with work and office areas.</td>
<td>Provide teaching materials (text books, curriculum guides).</td>
</tr>
<tr>
<td>Copy all seating charts and learn students’ names.</td>
<td>Discuss procedures, discipline, policies, expectations (dress time commitment, professional behavior).</td>
</tr>
<tr>
<td>Review specific district, school, and classroom policies.</td>
<td>Provide tour of facility and introduce Teacher Candidate to students and key staff members.</td>
</tr>
<tr>
<td>Tutor individual students/small groups.</td>
<td>Determine areas and topics for teaching.</td>
</tr>
<tr>
<td>Lead/assist in parts of lessons.</td>
<td>Discuss specific expectations for lesson plan submission.</td>
</tr>
<tr>
<td>Correct and record papers, quizzes, tests.</td>
<td></td>
</tr>
</tbody>
</table>

**Week 4-10:** Assisting/Teaching *(Practice and feedback are critical)*

<table>
<thead>
<tr>
<th>Teacher Candidate Tasks</th>
<th>Cooperating Teacher Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather materials, sources for units that Teacher Candidate.</td>
<td>Model effective planning, teaching, discipline, evaluation, behavior.</td>
</tr>
<tr>
<td>Plan, prepare, teach, and evaluate.</td>
<td>Observe and provide feedback to Teacher Candidate by using Teacher Candidate handbook forms.</td>
</tr>
<tr>
<td>Team- teach lessons or parts of lessons.</td>
<td>Prepare for and complete mid-experience evaluation.</td>
</tr>
<tr>
<td>Co-plan and teach own lesson.</td>
<td>Communicate regularly with University Supervisor</td>
</tr>
<tr>
<td>Continue to work with students in small/large groups. Attend extracurricular activities.</td>
<td></td>
</tr>
<tr>
<td>Attend faculty/professional development meetings and opportunities.</td>
<td></td>
</tr>
</tbody>
</table>
### Week 11-14: Team/Solo Teaching (practice and feedback are still important)

<table>
<thead>
<tr>
<th>Teacher Candidate Tasks</th>
<th>Cooperating Teacher Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team-teach lessons or parts of lessons.</td>
<td>Conduct both formal and informal observations.</td>
</tr>
<tr>
<td>Co-plan and teach own lessons/unit.</td>
<td>Provide feedback to Teacher Candidate by using Teacher Candidate handbook forms.</td>
</tr>
<tr>
<td>Develop and use own evaluation instruments.</td>
<td>Check and collaborate on Teacher Candidate planning.</td>
</tr>
<tr>
<td><strong>Assume primary responsibility for teaching</strong> (Teacher Candidate should take over the class from 2 to 4 weeks without intervention from the Cooperating Teacher during the class period.)</td>
<td>Prepare for summative evaluation.</td>
</tr>
<tr>
<td>Attend extracurricular activities.</td>
<td>Communicate regularly with University Supervisor.</td>
</tr>
<tr>
<td>Attend faculty/professional development meeting and opportunities.</td>
<td></td>
</tr>
<tr>
<td>Collect materials and prepare electronic competency log.</td>
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</tbody>
</table>

### Week 15-16: Phasing In/Out

<table>
<thead>
<tr>
<th>Teacher Candidate Tasks</th>
<th>Cooperating Teacher Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team-teach lessons or parts of lessons.</td>
<td>Assume primary responsibility for teaching.</td>
</tr>
<tr>
<td>Observe other teachers as applicable.</td>
<td>Complete summative evaluation.</td>
</tr>
<tr>
<td>Attend faculty/professional development meetings conferences and opportunities.</td>
<td>Assist in resume/job search process for Teacher Candidates.</td>
</tr>
</tbody>
</table>
**Integrating the Teacher Candidate into the Classroom - 8 Week Experience**

**Week 1-2: Participation/Observation (Modeling of best practice is important)**

<table>
<thead>
<tr>
<th>Teacher Candidate Tasks</th>
<th>Cooperating Teacher Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Become familiar with curriculum, texts, and supplementary materials.</td>
<td>Review MSU Cooperating Teacher handbook.</td>
</tr>
<tr>
<td>Become familiar with procedures, routines, discipline plans, expectations, and evaluation.</td>
<td>Prepare a work area for the Teacher Candidate (e.g. desk, chair).</td>
</tr>
<tr>
<td>Become familiar with work and office areas.</td>
<td>Provide teaching materials (text books, curriculum guides).</td>
</tr>
<tr>
<td>Copy all seating charts and learn students’ names.</td>
<td>Discuss procedures, discipline, policies, expectations (dress, time-commitment, professional behavior).</td>
</tr>
<tr>
<td>Review specific district, school, and classroom policies.</td>
<td>Provide a tour of facility and introduce Teacher Candidate to students and key staff members.</td>
</tr>
<tr>
<td>Tutor individual students/small groups.</td>
<td>Determine areas and topics for teaching.</td>
</tr>
<tr>
<td>Lead/assist in parts of lessons.</td>
<td>Discuss specific expectations for lesson plan submission.</td>
</tr>
<tr>
<td>Correct and record papers, quizzes, tests.</td>
<td></td>
</tr>
</tbody>
</table>

**Week 3-4: Assisting/Teaching (Practice and feedback are critical during this stage)**

<table>
<thead>
<tr>
<th>Teacher Candidate Tasks</th>
<th>Cooperating Teacher Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather materials, sources for units that Teacher Candidate will plan, prepare, teach, and evaluate.</td>
<td>Model effective planning/teaching/discipline/evaluation behavior.</td>
</tr>
<tr>
<td>Team-teach lessons or parts of lessons.</td>
<td>Observe and provide feedback to Teacher Candidate by using Teacher Candidate handbook forms.</td>
</tr>
<tr>
<td>Co-plan and teach own lesson.</td>
<td>Prepare for and complete mid-experience evaluation.</td>
</tr>
<tr>
<td>Continue to work with students</td>
<td></td>
</tr>
</tbody>
</table>
in small/large groups.  
Attend extracurricular activities.  
Attend faculty/professional development meetings and opportunities.  
Communicate regularly with University Supervisor.

**Week 5-6: Team/Solo Teaching (Practice & feedback are still important)**

<table>
<thead>
<tr>
<th>Teacher Candidate Tasks</th>
<th>Cooperating Teacher Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team-teach lessons or parts of lessons.</td>
<td>Conduct both formal and informal observations.</td>
</tr>
<tr>
<td>Co-plan and teach own lessons/unit.</td>
<td>Provide feedback to Teacher Candidate by using Teacher Candidate handbook forms.</td>
</tr>
<tr>
<td>Develop and use own evaluation instruments.</td>
<td>Check and collaborate on Teacher Candidate planning.</td>
</tr>
<tr>
<td>Assume primary responsibility for teaching.</td>
<td>Prepare summative evaluation.</td>
</tr>
<tr>
<td>Attend extracurricular activities.</td>
<td>Communicate regularly with University Supervisor.</td>
</tr>
<tr>
<td>Attend faculty/professional development meeting and opportunities.</td>
<td></td>
</tr>
<tr>
<td>Collect materials and prepare electronic competency log.</td>
<td></td>
</tr>
</tbody>
</table>

**Week 7-8: Phasing In/Out**

<table>
<thead>
<tr>
<th>Teacher Candidate Tasks</th>
<th>Cooperating Teacher Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team-teach lessons or parts of lessons.</td>
<td>Assume primary responsibility for teaching.</td>
</tr>
<tr>
<td>Observe other teachers as applicable.</td>
<td>Complete summative evaluation.</td>
</tr>
<tr>
<td>Attend faculty/professional development meetings, conferences, and opportunities.</td>
<td>Assist in resume/job search process for Teacher Candidate.</td>
</tr>
</tbody>
</table>
3. Planning Documentation (Lesson Plan Formats)

Teacher Candidates must have lesson/unit plans and they may follow a variety of formats. Unit or lesson plans should be submitted to the Cooperating Teacher at least one day prior to teaching the lesson or beginning the unit or as agreed upon by the Cooperating Teacher and University Supervisor. Any questions or problems with the lessons/units should be addressed at that time. The lesson/unit plan should be initialed by the cooperating teacher. Teacher Candidates should place all plans in an organized notebook that includes a weekly schedule which shows the lessons and daily routines conducted. All lessons and/or daily routines that the Teacher Candidate is responsible for should be noted. University Supervisors will regularly look at these lessons to determine the ongoing quality of the lessons. A Teacher Candidate may be prevented from teaching if the supervisor determines that lesson plans have not been maintained.

Although unit and lesson plans may look somewhat different from district to district, they should include the following parts that are generally accepted in the research literature as necessary for enhanced student learning.

1. Content Standard
2. Observable objectives
3. Assessments, evaluations, and/or checking for understanding before, during, and after the teaching process
4. Set Induction (meaningful introduction or processes to tap prior knowledge)
5. Developmentally appropriate and challenging activities for all students
6. Questions developed to encourage higher order thinking of students
7. List of materials and resources
8. Outline of activities and procedures with time estimates
9. Closure/Review
10. Reflection upon the impact of the teaching on student learning and future teacher practices
The following templates may be used if you do not already have a format for a lesson plan.

**a. Lesson Plan Format 1**

Grade______Date____________Time_______Subject________________

I. Content Standard:

II. Objectives:

III. Introduction:

IV. Activities/Instruction

V. Questions to extend thinking

VI. Assessment:

VII. Closure/Review:

VIII. Materials Needed:

IX. Reflection:

1. What part of the lesson worked well for students?

2. What part of the lesson surprised you?

3. What would you do differently to meet the needs of students?
b. Lesson Plan Format 2 - Differentiated lesson plan to tier assignments to meet differing student needs (achievement, style, interest).

During lesson planning, determine which content should be taught. Complete the following differentiation chart to determine areas where modifications or adjustments to learning needs can be made.

**Standard:**

**Objectives:**

<table>
<thead>
<tr>
<th>Areas for Differentiation</th>
<th>Group 1 Needs:</th>
<th>Group 2 Needs:</th>
<th>Group 3 Needs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content or Materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Strategy/Questions to extend thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product/Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflections or Future Adaptations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Participating in Observation-based Supervisory Conferences

A five-tiered system guides the assessment of pre-service teachers and is aligned with MSU, Mankato adoption of the Danielson’s Framework for Effective Practice (Planning and Preparation; The Classroom Environment; Instruction; Professional Responsibilities), which are aligned to the Minnesota Board of Teaching Standards of Effective Practice. The system is designed to determine whether the pre-service teacher Exceeds Expectations (already showing signs of highly accomplished practice), Meets Expectations (implements teaching attributes at the level consistent with a beginning teacher), Developing (meets some of the expectations of a beginning teacher and is willing to continue to develop the others), or Unsatisfactory (meets few of the expectations of a beginning teacher and may not appear willing or able to develop the others). Teacher Candidates must achieve a Meets Expectations rating in each of the 22 components in order to pass student teaching.

Written observation and evaluation of the Teacher Candidate’s progress requires specific schedules, sequencing, and formats that can be accessed through D2L. Supervisors are able to retrieve and process approved forms from this site or from http://ed.mnsu.edu/clinical/teachinginfo/course.html. Teacher Candidates can view these forms to determine exactly what constitutes the expectations for evaluation. Forms that are used to complete observations and evaluations include the following:

- **Focused Class Observation** – Used to thoroughly document the components of a lesson and to reflect on those components. It is completed prior to a mid-term observation and the final observation. There is one form for regular education Teacher Candidates and another form for special education Teacher Candidates.

- **Observation Forms** – Used to document ongoing observations of strengths and areas needing additional evidence. Cooperating Teachers and University Supervisors will jointly complete one formative evaluation during the sixteen-week student teaching experience, usually at the mid-term.

- **Evaluation Worksheets** – Formative and Summative rubrics are used to determine the level of proficiency that is observed. There is one form for regular Teacher Candidates and another form for special education teachers.

- **Summative Credential Form** – Used to document the final evaluation and provide a written narrative for the Teacher Candidate’s credential file. Cooperating Teachers and University Supervisor are each responsible for completing a separate summative evaluation of the Teacher Candidate's teaching performance for the semester.

- **Assistance Plan** – Used to document concerns, objectives, intervention plans, and evidence of improvement for Teacher Candidates.

Forms are available on D2L under the Content tab in Unit 2: Sequence of Classroom Observations and Evaluations. They may be used as indicators of quality planning, presentation, assessment and reflection. All forms are also available at http://ed.mnsu.edu/clinical/teachinginfo/course.html.
C. Documenting Evidence of Teaching Competencies

The assessment of the Teacher Candidate experience is a collaborative responsibility between MSU and public school teachers and administrators and the Teacher Candidates themselves. The assessment system is based on the performances demonstrated and evidence collected by the Teacher Candidate, and not simply as a function of time.

Multiple methods of assessment and evidence provide a view of the Teacher Candidate's skills and abilities. These methods include direct observations of teaching activities by public school and university faculty, the use of videotaped lessons and activities for self-assessment, use of logs, and participation in activities reflective of the professional responsibilities of teachers. Observations by supervisors are insufficient to document all the competencies involved in effective teaching. In addition, Teacher Candidates still need support in their observation and reflection on professional practices. The formal evidence documents that Teacher Candidates complete during student teaching help them to become competent, reflective practitioners and supplement other student generated documents/materials. The Cooperating Teacher is often included in these reflections to guide the Teacher Candidate in their decision making process.

Teacher Candidates will provide evidence of their competency in all 22 components of the Domains. Final documentation is presented through the completion of the Candidate Competency Log found in the Dropbox on Desire2Learn. Four other supporting documents are also included in the Dropbox where they can be downloaded for completion by the Teacher Candidate and uploaded on a regular basis for grading by the University Supervisor. These become part of the Teacher Candidate’s permanent record. Examples of previously completed evidence documents are available for viewing on D2L as are the accompanying rubrics, directions for the mechanics of linking, and other guidance for the completion of these important documents.

1. Evidence Documents - Evidence documents that Teacher Candidates will complete to supplement other materials include the following:

   - Aligning Resources and Classroom Practices With Student Needs
   - Professional Commitment Log
   - Involving Families
   - Student Learning Impact Project
   - Candidate Electronic Competency Log

Copies of the evidence documents and the rubrics used to evaluate them are also available at [http://ed.mnsu.edu/clinical/teachinginfo/course.html](http://ed.mnsu.edu/clinical/teachinginfo/course.html).
2. **Directions for Using D2L** - Basic directions for using D2L are given below or at the following websites:

- File Submission using the Dropbox: 
  [https://d2l.mnsu.edu/student_resources_vids.html](https://d2l.mnsu.edu/student_resources_vids.html)
  (Click on Dropbox)

- Accessing your grades: 
  [https://d2l.mnsu.edu/student_resources_vids.html](https://d2l.mnsu.edu/student_resources_vids.html)
  (Click on “Grades”)

- Linking files for your Candidate Electronic Competency Log
  Follow the directions below:

**Linking Files on a PC**

**Using Microsoft Word**

1. Create a new folder (right click on desktop) named *Competency Log* and place it on your desktop.

2. Download the **Candidate Electronic Competency Log Template Evidence Document in Word** from the Dropbox in Desire2Learn by clicking on its name. This will bring you to the **File Submission** box. Scroll down to the **Name of the Evidence Document in Word** and right click.

3. Click on **Save Target As**.

4. In the **Save in** scroll down box, select the **Competency Log** folder. Check to make sure you have typed **Candidate Electronic Competency Log Template** in the **File name** box. In the **Save as type** box, select **Microsoft Word Document** and click on **Save**. The **Electronic Competency Log Template** is now in your **Competency Log** folder on your desktop. Place all of the evidence you will be using into your **Competency Log** folder on your desktop.
5. From your desktop, click on the Competency Log folder to open it and then click on the **Candidate Electronic Competency Log Template** to open it. Next, place your cursor in the **Evidence Type & Link** box where you wish your link to appear.
6. Go to the tool bar and click on the **Hyperlink Icon**. A new window will appear called **Insert Hyperlink**.

7. In the **Look In** scroll down box make sure you select **Competency Log** from your desktop. Click on the document you wish to link to highlight it. In the **Text Display** box, type the name of your link. In this example, it would be **Student Background Survey A1**. Next, click **Ok** to complete the linking process. This will return you to your **Candidate Electronic Competency Log Template** with the new link included. Be sure that during the linking process of evidence, you periodically save the information to your **Candidate Electronic Competency Log template**.
8. If you scan a document that you are going to add as a link in your Candidate Electronic Competency Log Template, save it to your desktop as a Word File, RTF File, or an Adobe Acrobat File. Also, keep in mind if you are scanning a picture to link, save the picture to your Competency Log folder as a JPEG File. When saving any file to your Competency Log folder, use only letters or numbers for naming the file. For example, for Component A in Domain 1 it can be saved as 1A or Domain 1 Component A.

Do not use symbols such as #, $, %, *, or dots when naming a file you have scanned to your Competency Log folder. If you include symbols in naming a file, the link will not open.

You can link to any documents you have already saved in your computer. For example, you can use lesson plans, evidence documents, etc. that are already in your system, BUT, transfer them to your Competency Log folder before linking them. In this way, your evidence can be burned to a CD along with the log as your final product. If you don’t have a copy of your completed evidence document, download a copy to your desktop and place it in the Competency Log folder on your desktop.

Keep in mind that the linking process will differ somewhat depending on the version of Word you are using. In some versions of Word, the links will open by clicking directly on them. If that does not work, open with Ctrl/Click. If you have questions as to your particular Word version, please contact Roger Bruellman at: rogerb@mchsi.com.
D. Participating in a Professional Learning Community

1. The Purpose of Learning Communities

Learning communities are created to facilitate smaller, more personal learning environments during the student teaching experience. They are organized geographically and generally have 3-5 supervisors assigned to the community to minimize travel to campus during student teaching.

The learning community permits a group of supervisors to share responsibility for ongoing support to Teacher Candidates. The sessions provide consistent information about completion of evidence documents and student teaching topics while permitting supervisors to differentiate the seminars to the needs of their Teacher Candidates.

2. Learning Community Formation and Scheduling

The University Supervisors who are assigned to a geographic learning community are responsible for determining how often and where the community will meet. They receive a listing of all learning community participants’ addresses, telephone numbers, and emails. They are responsible for scheduling an initial meeting to go over expectations for student teaching and for three additional seminars during student teaching, approximately one per month. Teacher Candidates may need to leave the classroom to attend these seminars on occasion. Each community develops norms to govern their activities.

3. Topics Covered in Learning Community Seminars

Seminar 1 – Expectations for Student Teaching and Observations, Classroom Management, Aligning Student Needs and Resources; Professionalism

Seminar 2 – Family and Professional Commitment Logs, Classroom Management

Seminar 3 – Student Learning Impact Project, Instructional Strategies, Licensing

Seminar 4 – Competency Log, Resumes and Interviewing, Professional Rights and Responsibilities

4. Learning Communities Discussions on D2L

Teacher Candidates are also connected through learning community online discussions. D2L enhances professional growth by providing Teacher Candidates with an opportunity for sharing successes, concerns, ideas, frustrations and support with their peers in a convenient and timely way. The discussion site can also act as a bulletin board for supervisors to use regarding seminar matters and
group announcements. The learning community discussions are found on D2L under the **Discussions** tab on the **Navbar**. Steps for responding to learning community discussions can be found at the following link: [https://d2l.mnsu.edu/student_resources_vids.html](https://d2l.mnsu.edu/student_resources_vids.html)

**E. Conducting Action Research**

Teacher Candidates document the impact of their teaching on student learning by completing a Student Learning Impact Project. To facilitate this action research, D2L provides instruction in the research process, guidance on how to gather and organize student information, and templates for reporting and reflecting on the impact. There are examples of previous student work as well as accompanying templates, rubrics, and links to graphs and charts. These are meant to assist Teacher Candidates in assessing, recording and presenting the effect of their teaching on student achievement in a clear, meaningful way. This project can be reviewed in D2L in the “Dropbox” tab under Student Learning Impact Project.
Section VII
Promoting Collegiality

A. Serving as a Reflective Coach

Professionals learn best in conversation with their colleagues as they reflect upon professional standards and work together on areas for improvement. (Foord, 2004) Cooperating Teachers can increase the learning for Teacher Candidates by serving as a reflective coach. A coach provides specific feedback and uses questions to help the student recognize and own the areas that need improvement. The following chart indicates the types of questions that may be used to help Teacher Candidates reflect upon their lessons on a day to day basis.

<table>
<thead>
<tr>
<th>Reflective Coach’s Questions</th>
<th>Teacher Candidate’s Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>“What did you observe your students doing?”</td>
<td>Recalling student behaviors observed during the teaching episode.</td>
</tr>
<tr>
<td>“What did you do to cause your student to perform that way?”</td>
<td>Stating causal relationships.</td>
</tr>
<tr>
<td>“How did what you observed your students doing compare with what you had planned for them?”</td>
<td>Comparing desired student performance with actual student performance.</td>
</tr>
<tr>
<td>“How does what you did compare with what you had planned to do?”</td>
<td>Comparing teacher behaviors/strategies planned with those that were performed.</td>
</tr>
<tr>
<td>“What were you thinking of when you …(used a particular teaching behavior)”</td>
<td>Employing metacognition to solidify learning.</td>
</tr>
<tr>
<td>“Do you think the objectives were achieved? What did you observe that causes you to think so?”</td>
<td>Making inferences as to the achievement of the lesson objectives. Supporting inferences with observable supporting data.</td>
</tr>
<tr>
<td>“Why do you think your objectives (were/were not) achieved?”</td>
<td>Analyzing why the desired objectives were/were not achieved.</td>
</tr>
<tr>
<td>“What might you do differently in future lessons of this sort?”</td>
<td>Prescribing alternative strategies that might be employed.</td>
</tr>
<tr>
<td>“Why do you think it is important for your students to learn this?”</td>
<td>Evaluating the appropriateness of the curriculum and instructional strategy.</td>
</tr>
<tr>
<td>“What has this supervisory dialogue caused you to think about?”</td>
<td>Reflecting on own thought process. Raising questions, concerns, celebrations.</td>
</tr>
<tr>
<td>“What might I do differently in future sessions that would be of help to you?”</td>
<td>Inviting evaluation of the supervisor’s effectiveness. (Modeling how to solicit input for improvement)</td>
</tr>
</tbody>
</table>

Cooperating Teachers can also help Teacher Candidates conduct weekly reflections on successes and areas of improvement using the form on the following page.
**Reflective Practice**

The questions listed in the chart below can help you to conduct a weekly reflection that will permit you to make effective changes in your teaching practice and to update ongoing assignments during student teaching.

<table>
<thead>
<tr>
<th><strong>Date:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td>When did I feel the most connected, engaged, or affirmed as a teacher this week? When did I feel most confident and competent with my skills? How can I continue or extend this?</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td>When did I feel the most disconnected, disengaged, and discouraged as a teacher this week? When did I doubt my competence and confidence? What do I need or want to change this?</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td>If I could repeat this week, what would I do differently based upon the learning needs and responses of my students?</td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td>What am I most proud of this week based upon the learning needs and responses of my students?</td>
</tr>
<tr>
<td><strong>5.</strong></td>
<td>What can I add to my ongoing logs about curriculum &amp; instruction, parent communication, or professional development?</td>
</tr>
<tr>
<td><strong>6.</strong></td>
<td>What evidence or artifacts can I add to my portfolio collection to document my competencies?</td>
</tr>
<tr>
<td><strong>7.</strong></td>
<td>What are other thoughts you have/had about this week?</td>
</tr>
</tbody>
</table>
B. Working with the University Supervisor

The University Supervisor serves as the official evaluator for the student teaching experience. University Supervisors are experienced educators and administrators who are highly skilled in the teacher evaluation and coaching process. They also work together each month to increase their ability to provide guidance to Teacher Candidates in each of the four domains of the evaluation system. The University Supervisor works in collaboration with the Cooperating Teacher to determine whether the Teacher Candidate has produced sufficient evidence for each evaluation component to assure that the Teacher Candidate has Met Expectations. The University Supervisor depends upon the Cooperating Teacher to share both concerns and celebrations of success and they will do likewise with the Cooperating Teacher. This partnership is in support of the success of each Teacher Candidate. Please do not hesitate to contact the University Supervisor when issues arise. It is always better to address issues immediately instead of waiting for them to resolve by themselves.

C. Writing Letters of Recommendation

Teacher Candidate candidates will most likely ask the Cooperating Teacher to provide a letter of recommendation at the conclusion of the student teaching experience. The following is a format that may be helpful in completing this task.

Paragraph One: This paragraph identifies the Cooperating Teacher and describes the environment in which the student teaching was completed. Information about the community and the school, the range of student abilities and demographics, the classes or subject matter taught, and a description of the teaching responsibilities or extra duties performed by the Teacher Candidate.

Paragraph Two: Special Skills and Competencies – Describe special skills that the Teacher Candidate demonstrated. Anything that was done especially well should be emphasized. It is sometimes helpful to refer to the Summative Evaluation worksheet language to craft descriptions.

Paragraph Three: Areas for Continued Growth – (Optional) Describe any areas for continued growth. Also, reflect on the Teacher Candidate’s ability to grow in these areas and offer a prediction of the success of the Teacher Candidate in achieving this growth.

Paragraph Four: Character and Personality – Describe any professional characteristic(s) that might make this Teacher Candidate a good beginning teacher (reflective, personable, dedicated, responsible, hard working, energetic, intelligent, open to feedback, maintains a professional appearance, etc.) Discuss how the Teacher Candidate related to the cooperating teacher, students, other staff members, the administration, and parents/families.
Paragraph Five: Prediction of Success – Give a professional opinion as to the probable success of this Teacher Candidate based on personal growth and professional development shown throughout the student teaching experience.
Section VIII
Final Steps in Becoming a Professional Educator

A. Licensing

Application for a license is made in the College of Education Dean’s Office, 118 Armstrong Hall, Mankato, MN. 56001, Phone: (507) 389-1216. Teacher Candidates may apply any time during your last semester. Application materials are available online and must be turned in to the COE Dean’s Office as soon as your degree is posted to your transcript to assure processing in a timely manner. Specific instruction on the application process will be provided during one of the learning community seminars. Licensing can be delayed for holds on the student’s record (parking tickets, library fines, financial aid exit interviews, etc.), because work was not completed for student teaching, or because the student has not yet passed the necessary Praxis tests. Contact gail.orcutt@mnsu.edu for more information.

B. Praxis Tests

Licensure in the State of Minnesota requires students to pass certification tests. The Praxis tests must be passed before Teacher Candidates can apply for a full-time license. The Praxis tests include the following.

- Praxis 1 (PPST) is taken before admission to Professional Education. We recommend retaking any sections not passed prior to taking Praxis 2.

- Praxis 2 is usually taken during student teaching.
  - Principles of Learning and Teaching (one test within the scope of the specific licensure)
    - Elementary Ed. Or Early Childhood (K-6 level)
    - Secondary (5-9 level, or 7-12 level)
    - K-12 specialists (K-6 level, or 5-9 level, or 7-12 level)
    - DCD (K-6, 5-9, 7-12)
    - LD or EBD (K-6, 5-9, 7-12)
  - Content test(s) for each teaching field. For example,
    - Social Studies and ESL take both the Social Studies content test and the ESL content test
    - Physical Education with DAPE take both the PE content test and the Special Education content test
    - Elementary with middle school specialty take the Elementary content test and the 5-8 content test (i.e., math specialty takes the 5-8 math test and does not take the regular math test required for math majors). Currently, there is not a test for the pre-primary specialty.
Information on these tests is available from the Academic Advising Office, AH 117 Armstrong Hall, Minnesota State University, Mankato. Contact jill.ryan@mnsu.edu, 507-389-1217 for more information.

C. Preparing for the Job Search

1. Developing and Managing Your Credential File

Teacher Candidate candidates will be building their credential files during the student teaching experience. Candidates self-manage their credentials which means that they are responsible for gathering the essential documents and supplying them to prospective employers when requested in a job application. Items that are usually contained in a credential file include:

- Education Credentials Cover Sheet
- Standard cover letter/letter of application tailored to specific district as appropriate
- Resume
- Letters of recommendation (3-5)
- Copies of final student teaching evaluations
- Copy of teaching license (if available)
- Copy of official transcript (MSU transcripts available from Registrar for nominal fee)

When applying for a position, credentials should be neatly assembled, packed and mailed in a 9x12 envelope. Type the school district address and return address on the envelope or a computer label. Be sure to follow up with a phone call (within 1-2 weeks) to confirm receipt of your materials and inquire regarding the timeline for screening/interviewing/hiring process. Online storage resources are available for creating an electronic credential file at:

- http://efoliomn.com/ (free site to MN residents/students, MnSCU affiliated) http://sample19.efoliomn2.com/
- http://www.referencenow.com (for-profit site, small fee)

For more information on developing and managing a credential file go to: http://www.mnsu.edu/cdc/students/credentials.html

2. Conducting the Job Search

The MSU, Mankato Career Development Center works closely with Teacher Candidate candidates to help them with their job searches. During the first seminar on campus, Teacher Candidates will receive instruction and material that will help begin the job search. Two additional seminars will provide ongoing support in the development of resumes and interviewing skills. The final seminar permits Teacher Candidates to participate in mock interviews with principals and human resource directors.
The Career Development Center contact is:
Career Development Center
Minnesota State University, Mankato
209 Wigley Administration Center
Mankato, MN 56001
507.389.6061
www.mnsu.edu/cdc www.mavjobs.com
Minnesota College Personnel Association http://www.myacpa.org/sid/mn/

Job listings are found on mavjobs.com, which is MSU, Mankato’s exclusive online system for connecting teacher candidates with local/regional/national school districts. This site gives Teacher Candidates access to entry level/professional job listings in a wide variety of fields including part-time jobs and internships. Teacher Candidates can upload their resume and apply for selected jobs online. The Job Search Agent e-mails Teacher Candidates when jobs matching selected criteria are posted. Teacher Candidates can upload resumes for districts to access through an online search. Teacher Candidates will receive periodic e-mails with job search advice and resources targeted to specific majors. Registration is free for this service.

These services can also be accessed from the D2L site by choosing CDC and/or Licensure on the Navbar.

D. Celebrating Success – The Pinning Ceremony

Each semester, Teacher Candidate candidates are inducted into the teaching profession during a special ceremony following the final learning community seminar on campus. Students are called to the stage where College of Education faculty and University Supervisors congratulate students and present them with a College of Education lapel pin. It is the college’s way of welcoming candidates as professional colleagues. Cooperating teachers, family and friends are welcome to attend this event.