Partners in Excellence

A Student Teaching Handbook for Teacher Candidates, Mentor Teachers, P-12 Administrators, and University Supervisors

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Revised Oct. 2012 KD
We wish to acknowledge the insights, questions, and contributions of the Minnesota State University, Mankato faculty and administration, University Supervisors, Mentor 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 Candidates, Mentor Teachers, P-12 Administrators, and University Supervisors 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 Candidates to develop and refine their knowledge, skills, and professionalism.

The purpose of this handbook is to provide information regarding the policies and procedures for MSU, Mankato’s student teaching programs. Mentor Teachers and Teacher 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.

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## Important Contact Information

<table>
<thead>
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<th>Title and Contact Information</th>
</tr>
</thead>
<tbody>
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<td>Mankato, MN 56001</td>
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**Technology Support**

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<th>Student Teaching Technology Coordinator</th>
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<tr>
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<td><a href="mailto:gregory.leslie@mnsu.edu">gregory.leslie@mnsu.edu</a></td>
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<td>Other:</td>
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College of Education Overview

Conceptual Framework: Vision of the Maverick Educator

The vision for the Minnesota State Mankato graduates is based on a list of competencies that describes the unique features of a Maverick Educator. This list not only describes the key elements of a teacher that we believe can help achieve the ambitious goal of the Bush Educational Initiative but also serves as a quality assurance for our partners who might be hiring our graduates. In other words, it is this set of characteristics that we guarantee that our graduates possess upon graduating from our program and will keep developing in throughout their careers as teachers and teacher leaders. Thus the characteristics on this list must be, as emphasized by Deborah Loewenberg Ball, something that is both teachable and measurable. Below are the four main pillars of the Maverick Educator and the three sub-components for each competency:

<table>
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<th>Effective</th>
<th>Relevant</th>
<th>Innovative</th>
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</thead>
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<tr>
<td>Communicator</td>
<td>Competent</td>
<td>Understands Students</td>
<td>Critical thinker</td>
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<td>Interdisciplinary</td>
<td>Reflective</td>
<td>Culturally Responsive</td>
<td>Data-Based</td>
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<tr>
<td>Teacher Leader</td>
<td>21st Century Educator</td>
<td>Versatile</td>
<td>Decision-Maker</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Life-long learner</td>
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</tbody>
</table>

The list of competencies, i.e., what our teachers are expected to be able to know and do, is a result of ongoing collaborative work between Minnesota State Mankato and our P-12 PDS partners. It is based on the literature on existing frameworks on effective teaching (e.g., Danielson, 2007; Lampert, 2001; Lemov, 2010; Loewenberg, 2010). In addition, we have collected our own data to identify the needs of the local contexts within the PDS partnership. For example, we have conducted extensive focus groups with all of our eight partner schools as well as administered surveys to the College of Education faculty. We have analyzed the data to infer central themes and have repeated this cycle to further refine the list. We view the process of defining and redefining the specific success indicators as an ongoing process and utmost important so that we can tackle the most deep-rooted, societal and educational, hurdles in educating all of our children to their fullest potential. The next steps in this work are creating observable and teachable criteria for assessing the components of our vision for our graduates as well as intentionally connecting these components to the recruitment of teacher candidates who exhibit high potential in the suggested categories. Below is a description of each of the four components of our vision for our graduates.

Collaborative: The Maverick Educator is a team-player and a skillful communicator, who is able to consider other perspectives and exercise flexibility and willingness to utilize a wide array of communication strategies to effectively work toward a common goal, in and out of the classroom. He or she dexterously shifts between his or her role as a leader, consultant, coach, mentor and collaborator to help generate ownership, self-efficacy and self-directness in his or her students as well as in all

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other interactions in the school context. The Maverick Educator demonstrates an interdisciplinary stance toward education, by which he or she helps students see meaningful connections between the subject under study and other subjects within the school, out in the real world, and in the students’ own experience-world. The Maverick Educator encourages students to critically analyze new knowledge and make their own meaning. The Maverick Educator is a leader and change agent, who has a positive outlook on education, who sees challenges as opportunities for growth, and who is an advocate for equity for all students.

**Effective:** The Maverick Educator is a content-expert and demonstrates strong knowledge, understandings and skills in evidence-based practice in teaching and learning. In addition, he or she is able to infuse instruction with literacy and academic language support so as to allow students access to higher levels of academic content and to advance students’ critical thinking skills. The Maverick Educator is skillful in reflecting on one’s practice and decision-making, being able to analyze causal relationships, view occurrences from students’ point of view, prioritize decisions, and set meaningful goals for the future so as to be responsive to the needs of all learners. As the 21st Century teacher, the Maverick Educator understands and embraces the nature of the digital learning environment, which is not bound to a place or time and where learning is life-long, self-directed, global, mobile, inquiry-based, networked, transparent, personalized and independent (Richardson, 2010). The Maverick Educator is a leader in educational technology and innovative about supporting learning in new digital learning environments.

**Relevant:** The Maverick Educator is keenly aware of the emotional, social, cultural and academic backgrounds and needs of all of his or her students. He or she cultivates classroom social relations that are humanely equitable and reach beyond the classroom. He or she demonstrates connectedness with all of the students and encourages each of them to do the same. The Maverick Educator helps students make connections between themselves and their community, nation, ethnic and global identities. He or she focuses on the strengths of the students and their cultures to bridge school achievement, and utilizes students’ background, experiences and histories as teaching resources. The Maverick Educator empowers students intellectually, socially, emotionally, and politically by infusing cultural referents to enable students to make personal meaning from content and experiences. He or she is willing to take risks, endure crises and step out of his or her comfort zone to seek for ways to support the varied learning needs of each unique learner.

**Innovative:** The Maverick Educator is a life-long learner, embracing the stance for continuous improvement. He or she applies an analytic method toward teaching and learning, whereby he or she, on a continuing basis, defines goals, examines assumptions, discerns hidden values, gathers and evaluates evidence, and draws logical conclusions formulating workable solutions to a complex set of influencing

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factors. The Maverick Educator is able to identify relevant criteria, render accurate judgments and see causal relationships in data. He or she understands the importance of validity and reliability of data and the meaningful uses of a given data set for improvement. In addition, the Maverick Educator is endlessly innovative. He or she views failure as an opportunity to learn and views creativity and innovation as a long-term repeated cycle of idea generation, testing of ideas, small successes and frequent mistakes. The Maverick Educator is a problem-solver, who poses deep questions and who is able to solve a wide range of problems using conventional and novel approaches, and ultimately arriving at better solutions.
Student Teaching Course Information

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. Field experiences provide a time for learning, experimentation, critical analysis, practice, and reflection. An inquiry-oriented experience is supported by a strong Teacher Candidate/Mentor Teacher relationship.

Student teaching at MSU, Mankato is results-oriented, performance-based program requiring the demonstration of a satisfactory level of teaching performance using co-teaching strategies. 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.

Student teaching is the capstone field experience for the teacher education programs at Minnesota State University, Mankato. The purpose of the experience is to provide an opportunity for Teacher Candidates to experience fully the role of the professional educator and demonstrate their ability to successfully enter the induction phase of teaching. The Teacher Candidate uses this opportunity to produce evidence of their teaching competency in four domains: planning and preparation, the classroom environment, instruction, and professional responsibilities.

Eligibility to Student Teach
Prior to registering for student teaching, students must complete all program requirements. **Failure to meet ANY of these requirements prior to the first day of student teaching will render a student ineligible to student teach in that semester.**

Admission to Student Teaching is contingent upon the following:
- • Consulting with his/her academic advisor during the application process to confirm that all coursework and other requirements will be completed prior to student teaching;
- • Completion of a minimum of 95 semester credits;
- • Completion of all methods and professional education course work;
- • Grades of "C" or better for all education program requirements;
- • Admittance to teacher/professional education;
- • Maintaining a cumulative and major GPA that meets program requirements;
- • Meeting any Professional Communication requirements;

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• Completion of formal application materials one year in advance of the student teaching semester;
• Validation of application materials one semester in advance of the student teaching semester;
• Completion of a national background check;
• Documentation of professional liability insurance; and
• Placement accepted by a school district partner.

Placement
The Office of Field and International Experience facilitates all student teaching placements in current partner school districts. **Teacher Candidates are not allowed to place themselves.** Candidates in initial licensure programs are required to student teach for an entire semester, at a minimum. Split placements are necessary for P-12 licensures and candidates seeking additional licensable majors or minors.

Course Registration Numbers for Student Teaching

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<td>Special Education, DCD</td>
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<td>Special Education</td>
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**Required Course Materials**

*Partners in Excellence: A Student Teaching Handbook for Teacher Candidates, Mentor Teachers, K-12 Administrators, and University Supervisors*
Teacher Performance Assessment Handbook (TPA)
Desire to Learn (D2L)
Pass-port Assessment System

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Student Teaching Objectives
The student teaching program strives to develop teachers who demonstrate:

- Understanding of the central concepts, tools of inquiry, and structure of the disciplines taught and creates learning experiences to make concepts meaningful to students.
- Understanding of how children learn and is able to develop and provide learning opportunities that support their intellectual, social, and personal development.
- Understanding of how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse and/or exceptional learners.
- Understanding and use of a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
- 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.
- Use of knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive classroom interaction.
- An ability to plan and manage instruction based on knowledge of subject matter, students, the community, and curriculum goals.
- Understanding and use of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.
- 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.
- 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.

Program Components

- Teaching: Teacher Candidates will be expected to co-plan and co-teach in a public school setting with P-12 Mentor Teacher(s). They will also be expected to solo-teach.
- Reflective Practice: Teacher Candidates will participate in reflective practice through ongoing conferences with their Mentor Teacher(s) and University Supervisor.
- Professional Learning Community Participation: Teacher Candidates will participate in Learning Community seminars with fellow Teacher Candidates, under the direction of University Supervisors. SPED Teacher Candidates will participate in SPED seminars led by faculty members.
- Documentation of Competencies: Teacher Candidates will demonstrate evidence of competency in the Minnesota Standards of Effective Practice (SEPs) through MSU, Mankato’s Evaluation System Matrix, professional performance, and written evidence documents. University Supervisors and Mentor Teachers will evaluate the evidence.

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Evaluation of the Student Teaching Semester

University Supervisors serve as the official evaluator of all student teaching work. The Director of the Office of Field and International Experience reviews the evaluations to determine that all evaluations have been completed and have reached the satisfactory level of performance.

Teacher Candidates must demonstrate competency in the Minnesota Standards of Effective Practice (SEPs) as partial fulfillment of requirements for licensure to teach in Minnesota. MSU, Mankato has organized the MN SEPs into four interrelated domains based upon the work of Danielson (2007). See the Office of Field and International Experience for a complete correlation of the MN SEPs with MSU, Mankato’s four domains.

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</tbody>
</table>

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. See Appendix A for details of the four domains, their components and key elements to describe those components. Teacher Candidates will be evaluated according to the conceptual framework objectives found in the Compressed Domain Worksheet, available at http://ed.mnsu.edu/field/studentteaching/coopteachinginfo.html. Please note that there is one for regular education and a separate one for special education.

University Supervisors, in cooperation with Mentor Teachers, will conduct evaluation of all student teaching evidence:

- Formal Observations
  - Lesson Plans
  - Observation Summaries
- Written Evidence Documents
  - Teacher Performance Assessment (TPA)
  - Professional Responsibilities Log
  - Involving Families Log
  - See Student Teaching Syllabus for specific evidence for special education and middle school programs.
- Assessments: Teacher Candidate Credential: Level 4
  - Formative, mid-experience

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- Summative, end of experience

Grades
For undergraduate students the following grades may be assigned based upon the body of work of the Teacher Candidate: Pass (P), No Pass (NP), 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

Any student who feels she/he may need an accommodation based on the impact of a disability should contact the Director privately to discuss specific needs.

Please contact the Office of Disability Services at (507) 389-2825 (V) or 1-800-627-3529 (MRS/TTY) in Memorial Library, Room 132, to coordinate reasonable accommodations for students with documented disabilities.

Every attempt will be made to accommodate qualified students with disabilities.

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Program Components Details

**Teaching:** Teacher Candidates will be expected to co-plan and co-teach in a public school setting with P-12 Mentor Teacher(s). They will also be expected to solo-teach.

**Co-teaching Model**
The Minnesota State University, Mankato, College of Education has transitioned to a co-teaching model for all Teacher Candidates during their student teaching semester. In doing so, we have defined co-teaching as: When one Mentor Teacher and one Teacher Candidate deliver substantive instruction to a diverse group of students in a single classroom. Both members of the co-teaching team address diverse and specific needs, including individualized instruction in various education settings. Through this model, both Teacher Candidates and Mentor Teachers co-plan and co-teach together to achieve the following important outcomes advocated by our College of Education, our P – 12 school partners and by the education profession:

• Improve the teacher to P-12 student ratio in classrooms;
• Increase instructional options available to enhance student achievement;
• Strengthen teacher professional development opportunities;
• Encourage quality mentoring for Teacher Candidates; and
• Enhance Teacher Candidate and Mentor Teacher reflection on teaching and results.

Over the course of the student teaching timeframe, daily and/or continual co-planning by the Teacher Candidate and the Mentor Teacher will occur. Additionally, co-teaching will be used as the model for 60 – 70% of the total time, with 30 – 40% of the time being allotted for solo planning and teaching by the Teacher Candidate. Best results on co-teaching occur when the co-teaching partners:

• Jointly decide how to best offer instruction – engage in substantive co-planning;
• Consider The Adults, The Students, & The Curriculum Content as they co-plan;
• Use a range of approaches/models in teaching their students;
• Collaborate for best results;
• Have strong administrative support at the P-12 school level and the University level; and
• Discuss logistical issues to improve teaching and learning.

In order for the Teacher Candidate fully experience the role of the professional educator, it is encouraged that they take the lead for the co-planning and co-teaching for a span of one to two weeks. This time should consist of co-teaching and solo-teaching in order to maximize the positive impact on the P-12 students.

**Reflective Practice**
Professionals learn best in conversation with their colleagues as they reflect upon professional standards and work together on areas for improvement. (Foord, 2004) Mentor Teachers and University Supervisors 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.

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Teacher Candidates will engage in coaching conversations during post-observation conferences by their University Supervisor. This practice of reflecting on their teaching will empower Teacher Candidates to make effective changes in their teaching practices.

The charts in Appendix B may be helpful. The first one indicates the types of questions that may Mentor Teachers may use to help Teacher Candidates reflect upon their lessons on a day-to-day basis. The second one guides the Teacher Candidates to reflect weekly upon successes and areas of improvement.

Teacher Candidates should meet the following targets for reflection in all four domains.

• **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.

• **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.

• **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.

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• **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.

**Professional Learning Community Participation:**
*Teacher Candidates in the Special Education programs should fulfill the requirements outlined in the SPED Student Teaching Seminar syllabus.*

Elementary, Secondary, and K-12 Teacher Candidates will participate in Learning Community seminars with fellow Teacher Candidates, under the direction of University Supervisors. The purpose of these seminars is 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.

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.

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 at least 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.

**Topics Covered in Learning Community Seminars:**
- Expectations for Student Teaching and Observations
- Classroom Management
- TPA Tasks

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• Professionalism
• Professional Rights and Responsibilities
• Logs
• Classroom Management
• Instructional Strategies
• Licensing
• Resumes and Interviewing

**Documentation of Competencies:** Teacher Candidates will demonstrate evidence of competency in the Minnesota Standards of Effective Practice (SEPs) through MSU, Mankato’s Evaluation System Matrix, professional performance, and written evidence documents. University Supervisors and Mentor Teachers will evaluate the evidence.

Special Education Teacher Candidates will fulfill specific requirements for Special Education listed in the student teaching syllabus.
Document of Competencies Details

Teacher Candidates must produce evidence of their teaching competency in four domains: planning and preparation, the classroom environment, instruction, and professional responsibilities. Directions, templates, rubrics, and assessment tools used for this demonstration can be found under the Content tab in D2L. Teacher Candidates can view these documents to determine exactly what constitutes the expectations for evaluation.

Formal Observations

Lesson Planning

**Teacher Candidates should not teach without a lesson plan.** 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. The Lesson Plan Template for MSU can be found on D2L.

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 Mentor Teacher in conjunction with state and district standards and may vary by content, length, breadth, and depth.

Prior to implementation, lesson plans should be presented to the Mentor Teacher for coaching and feedback. University Supervisors will also evaluate lesson plans and provide coaching and feedback to the Teacher Candidate. Lesson plans will be kept in a binder for review.

Observations

Observations may be used as indicators of quality planning, presentation, assessment, and reflection. Supervisors will conduct a **minimum of six observations with a minimum of three to four observations happening during co-taught lessons.** Observations are to be followed by a conference in which the University Supervisor presents the evidence collected during the observation to the Teacher Candidate.

Follow-up Conferences

The conversation should revolve around the evidence, and the candidate and supervisor should engage in a mentoring/coaching conversation about the Teacher Candidate’s practices. The Observation Summary Form, Appendix D, is used to document ongoing observations of strengths and areas needing additional evidence. It should be completed during the conference with input from both the Teacher Candidate and University Supervisor.

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Written Evidence Documents
Teacher Candidates will collect evidence in the form of the Teacher Performance Assessment, Professional Responsibilities Log and Involving Families Log to document their proficiency in the competencies.

Teacher Performance Assessment (TPA)
The TPA is a subject-specific portfolio-based assessment of teaching performance that is completed by Teacher Candidates to demonstrate their readiness for a full-time classroom teaching assignment. It is aligned with the INTASC principles. TPA and the associated rubrics are available from the University Supervisors and posted on the D2L website.

Teaching Candidates complete the TPA during their student teaching semester.
Evidence of teaching competence consists of artifacts documenting teaching and learning during a learning segment lasting approximately one week and commentaries explaining, analyzing, or reflecting on the artifacts. In constructing the TPA, candidates apply what they have learned from their coursework about research, theory, and strategies related to teaching and learning. Two professional days will be available for Teacher Candidates to work on their TPA.

University Supervisors will provide guidance and ethical support for Teacher Candidates as they complete TPA. At completion, a different University Supervisor will grade the TPA. A passing grade must be earned: total composite rubrics scores must be 33 or higher and all individual rubric scores must be 2 or higher. Teacher Candidates will be given a short amount of time to revise their TPA to a passing score if they do not earn one initially.

The elements of the TPA may be uploaded to Pearson for national scoring.

Professional Responsibilities Log
This log provides documentation of professional activities throughout their student teaching semester.

Involving Families Log
This log provides documentation of interactions with families regarding student learning and/or behaviors.

Assessments
Using a five-tiered rubric called the Teacher Candidate Credential, the Teacher Candidate’s performance and documented evidence will be evaluated by the Mentor Teacher and University Supervisor. This assessment process will happen twice in each placement a candidate has: mid-experience and again at the end of the experience.

The Compressed Domain Worksheet is used to guide the reflection of the Teacher Candidate’s performance for both assessments. This document is aligned with MSU, Mankato’s 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.

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The information is then transferred to the Formative or Summative Teacher Candidate Credential form through Pass-port.

Teacher Candidates will perform a self-assessment, while the University Supervisor and Mentor Teacher(s) each evaluate the Teacher Candidates’ competencies. The assessment at mid-experience is intended to be formative in nature and should be used to note strengths and set goals for the remainder of the experience. The summative assessment at the end of each experience is to document the final evaluation and provide a written narrative for the Teacher Candidate’s credential file.

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 or higher in each of the 22 components in order to pass student teaching.**
Roles and Responsibilities

Teacher Candidate

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

- Attend and actively participate in co-teaching training sessions and all learning communities.
- Collaborate with the Mentor Teacher in the co-teaching methodology, and utilizing a variety of co-teaching strategies throughout the entire experience.
  - Participate fully in daily and/or on-going co-planning with their co-teaching partner(s). The “Weekly Plan for Co-Teaching” is helpful and may be required by the assigned University Supervisor.
  - Give substantive input into all co-taught lessons.
  - Be an active co-teaching partner in developing the curriculum, lessons, materials, and assessments for each teaching lesson.
  - Carry out each co-taught lesson to the fullest extent with their partner.
  - Utilize a wide variety of co-teaching models for instruction throughout the teaching timeframe (e.g. One Teach, One Observe; One Teach, One Support; Station Teaching; Parallel Teaching; Alternative Teaching; team Teaching).
  - Assume all roles in the various co-teaching models.
  - Reflect, assess, and evaluate the co-teaching partnership for assets and challenges.
- Prepare written unit and lesson plans for any teaching assignment in advance of teaching, as prescribed.
  - A written plan MUST be written for EVERY lesson a candidate teaches. Refer to “Guidelines for Writing Co-Teaching Plans.”
  - Lesson plan templates are provided on D2L.
  - Plans written at the beginning of the semester need to be in-depth and include greater detail. With guidance from the University Supervisor and Mentor Teacher, the depth of detail in the plans may be reduced as the semester progresses.
  - However, lesson plans for TPA and formal observations need to be more in-depth as well.
  - Teacher Candidates should keep a binder of all lesson plans written and make that binder accessible to the University Supervisor and Mentor Teacher.
- Complete all course requirements by the stated due dates:
  - Teacher Performance Assessment (TPA)
  - Involving Families Log
  - Professional Responsibilities Log
  - Surveys
- Meet all deadlines.
  - Participate in regular planning and reflective conference sessions with Mentor Teacher and University Supervisors.
  - Be proactive to improve teaching skills by being reflective, observant of other teaching methods, and taking constructive criticism positively.

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o Work actively with Mentor Teachers and University Supervisors to facilitate the learning of children and youth.

o Recognize and accept that the Mentor Teacher is ultimately responsible for the learning of the children in the classroom.

o 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).

o Know, follow, and enforce rules, regulations, and policies of the partner school and Mentor Teacher.

o Handle routine discipline problems and refer serious problems to the Mentor Teacher and/or principal. Under no circumstances should a Teacher Candidate administer corporal punishment.

o 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 reflection of lack of commitment and are unacceptable in student teaching.

o WITHOUT EXCEPTION, notify the Mentor 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.

o 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.

o Complete tasks as assigned in Pass-port for Formative and Summative Assessments, developing skills in reflective self-assessment.
  o Initiate a new field experience for each placement in student teaching.
  o Forward online assessment tools to Mentor Teacher(s) as directed.
  o Formative evaluation: completed mid-experience for each experience
  o Summative evaluation: completed at the culmination of each experience
  o Use Compressed Domain worksheet to guide thinking. Areas may be highlighted in any level as performance dictates.
  o However, when completing the online form, the Teacher Candidate’s performance will need to be marked in one level. This should be the level where he/she has the demonstrated the greatest preponderance of evidence.
  o All evaluations will be submitted through Pass-port and shared with the Teacher Candidate through conversation.

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 Mentor 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.

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**Mentor Teacher**

Mentor 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 mentor. He/she will be responsible to:

- **Engage in formal training or in-service** to learn about the co-teaching methodologies used in student teaching, to help in the observation, evaluation, and feedback of Teacher Candidates. This training is offered at the beginning of each semester.

- **Engage in the co-teaching** program, which requires collaboration with the teacher candidate.
  - Participate fully in daily and/or on-going co-planning with their co-teaching partner(s).
  - Give substantive input into all co-taught lessons.
  - Be an active co-teaching partner in developing the curriculum, lessons, materials, and assessments for each teaching lesson.
  - Co-teach with their partner for 65-70% of the time. Allow 1-2 weeks in which the Teacher Candidate is the lead teacher and the Mentor Teacher provides support as directed.
  - Carry out each co-taught lesson to the fullest extent with their partner.
  - Utilize a wide variety of co-teaching models for instruction throughout the teaching timeframe (e.g. One Teach, One Observe; One Teach, One Support; Station Teaching; Parallel Teaching; Alternative Teaching; team Teaching).
  - Assume all roles in the various co-teaching models.
  - Reflect, assess, and evaluate the co-teaching partnership for assets and challenges.
  - Participate in team-tasks for either parts of lessons or entire lessons.
  - Acquaint and integrate the Teacher Candidate with and into the classroom, school, and district environment and policies especially those related to discipline.
  - 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. Mentor Teachers are to communicate with the Teacher Candidate regarding special needs students and how to deal with them.
  - Listen and respond to professional concerns, assist in the development of instructional strategies, and model positive attitudes regarding continuous professional development
  - Function as resource person in matters pertaining to classroom and professional practice.
  - Provide the Teacher Candidate with ongoing specific feedback and suggestions for improvement. Mentor Teachers are encouraged to use other clinical supervision techniques such as video recording, written records, and checklists during these and other informal evaluations.
  - Provide opportunities for the Teacher Candidate to observe effective teaching. The Teacher Candidate needs to see his/her Mentor Teacher in action. This modeling will help the Teacher Candidate consistently improve his/her preparation and implementation.
  - Be specific in directions for all work assignments and due dates.
  - Constructively evaluate the teaching of the Teacher Candidate.

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Formative evaluation: completed mid-experience for each experience
Summative evaluation: completed at the culmination of each experience
Use Compressed Domain worksheet to guide thinking. Areas may be highlighted in any level as performance dictates.
However, when completing the online form, the Teacher Candidate’s performance will need to be marked in one level. This should be the level where he/she has the demonstrated the greatest preponderance of evidence.
All evaluations will be submitted through Pass-port and shared with the Teacher Candidate through conversation.

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.
- Provide assistance in locating resources when appropriate
- Monitor the student teaching program and provide feedback to the Director of Field and International Experience and/or University Supervisor regarding problems, progress, and suggestions for improvement.

University Supervisor
The MSU, Mankato Director of Field and Int’l Experience will assign a university faculty supervisor to each Teacher Candidate. This supervisor and the Mentor Teacher will work as partners in assisting Teacher Candidates with their professional development. Specifically, the University Supervisors are responsible for:
- Reviewing student teaching policies and evaluation methods with the Mentor Teacher during the meet and greet appointment at the beginning of the student teaching field experience.
- Support and encourage Teacher Candidates and Mentor Teachers in their use of co-teaching strategies.
- Conduct a minimum of six classroom observations and follow-up reflective conferences with the Mentor 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. Each observation should be a full class period with exceptions for block scheduling. The University Supervisor will provide written documentation of student performance following each observation based on the Danielson Framework. (Copies are to be distributed as designated on the Observation Summary form.) Three-four of these observations should be conducted during co-taught lessons.
- Evaluate the Teacher Performance Assessment (TPA) and activity logs via an online medium (D2L).
- Constructively evaluate the teaching of the Teacher Candidate.
  - Formative evaluation: completed mid-experience for each experience

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o Summative evaluation: completed at the culmination of each experience
o Use Compressed Domain worksheet to guide thinking. Areas may be highlighted in any level as performance dictates.
o However, when completing the online form, the Teacher Candidate’s performance will need to be marked in one level. This should be the level where he/she has demonstrated the greatest preponderance of evidence.
o All evaluations will be submitted through Pass-port and shared with the Teacher Candidate through conversation.

o Participate 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.

o Coordinate 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 the Office of Field and International Experience each semester and may include TPA elements, classroom management, instructional strategies, assignment clarification, licensure, professionalism, resumes, and interviewing.

Office of Field and International Experience

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

o Screen all pre-service teacher records to ensure eligibility for admission to student teaching.

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

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

o Maintain communication with building administrators.

o Notify Teacher Candidates and University Supervisors of supervision assignments.

o Provide an opportunity for early contacts between University and Mentor Teachers.

o Assure that Teacher Candidates are visited, assisted, and evaluated on a regular basis.

o Meet with Mentor Teachers and building administrators periodically to discuss the student teaching experience and to provide training for supervision.

o Work with building administrators, University Supervisors, Mentor Teachers, and Teacher Candidates to resolve challenges during the student teaching experience.

o Facilitate any exit evaluations of Teacher Candidates.

o Assist the Dean in hiring adjunct supervisors.

o Notify professional education unit regarding student teaching guidelines and issues.

o Facilitate resolution of any issues or concerns.

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Policies and Procedures

Student Teaching Placements
All Teacher Candidates are placed in partner school districts for field experience activities. Current partner school districts are listed on the Office of Field and International Experience website. This is a comprehensive list. **Only districts listed will be used for Teacher Candidate placement and any other requests will be denied.** Occasionally, the Office of Field and International Experience will make exceptions when they are not able to make a placement in a partner school.

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 or in which they have close family or friends employed. 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 and International Experience.

The Director of the Office of Field and International 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.** 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. The Director will make presentations to all Block/Level 2 courses to address the 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. The Director of Office of Field and International Experience is the only one who will work with school personnel in such cases. 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. **Actions such as these will result in the loss of placement for no less than one semester.**

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.aaeteachers.org/insurance.shtml](http://www.aaeteachers.org/insurance.shtml). Students may also provide proof of professional liability insurance from other carriers or

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professional organizations. **Yearly subscriptions must be renewed in order to provide coverage for the entire student teaching semester.**

**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 Mentor 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 Mentor Teacher to share both concerns and celebrations of success and they will do likewise with the Mentor 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.

**Substitute Teaching**
*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 mentor teacher. The Mentor 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.

**Desire to Learn (D2L) and Pass-port**
Teacher Candidates and University Supervisors will be required to use two online platforms during student teaching: D2L and Pass-port. See the Important Contact Information chart for details regarding technology support.

Teacher Candidates are expected to access the Desire2Learn site at least every three days to stay current on assessments and announcements. Full participation on Desire2Learn is necessary for Teacher Candidates to receive a passing grade for student teaching. Current content information and forms will be posted in Content on D2L and evidence documents will be submitted through the Dropbox.

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

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Pass-port is a new, online assessment system. Teacher Candidates will be supported in how to access and use Pass-port for the Formative and Summative Assessment procedures, as well as completion of any surveys requested. University Supervisors will also access Pass-port to complete the assessments. Mentor Teachers will receive an email from the system after Teacher Candidates initiate the assessments.

**Completion of Surveys**
Teacher Candidates must complete requested surveys during student teaching semester. **Completion of the surveys is required to receive a passing grade in the course.**

**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.**

**Attendance**
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 approved professional dates and emergency situations. Teacher Candidates should follow the policies of the school district regarding absences related to inclement weather or school emergencies. Mentor Teacher(s) and University Supervisors must monitor the attendance and performance of each Teacher Candidate.

The following provisions will guide the above policy:
- 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, Mentor Teachers, and principals;
- Teacher Candidates may have opportunities to attend professional meetings, but only with the prior approval and encouragement of Mentor Teachers and University Supervisors, as well as administrators;
- Absences, due to university-related athletic activities, must be pre-approved by the Director. A student athlete may be required to complete an additional student teaching experience if absences due to athletic events prohibit a quality field experience.

**In the event of absence, the Teacher Candidate will:**
1. Notify the principal(s) or designated official, Mentor Teacher(s), and University Supervisor prior to the beginning of the school day.

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2. Provide Mentor 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. If at any time the Mentor 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.

Absences or tardiness will result in the Teacher Candidate being required to successfully complete additional time in the school setting. The Director of Field and International Experience, working with University Supervisor, Mentor Teacher(s) 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.

If it is determined by supervisors, administrators, and the Director of Field and International 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;

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

### Leave of Absence

Teacher Candidates may be asked to use the Leave of Absence form in Appendix E to document absences. The form should be completed and submitted it to the University Supervisor who will include it in the Teacher Candidate’s personnel file. This form helps assure appropriate documentation of attendance and helps in decisions to extend the student teaching experience if required.

### Outside Obligations

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.

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Appeals Process
Teacher candidates have the right to seek a remedy for a decision they believe a campus office/department has made is unfair, arbitrary, or capricious. Information of this process can be found at http://ed.mnsu.edu/resources/varience.html.

Technical Standards
Teacher Candidates must be able to meet the following technical standards with or without reasonable accommodation: Physical Capabilities, Sensory/Observation Capabilities, Communication Capabilities, Cognitive Capabilities, and Behavioral Capabilities. For more details, see http://ed.mnsu.edu/professionaled/policies/techstandards.html.

Dispositions
Teacher Candidates must display the identified dispositions (attitudes) considered to be the hallmark of professional behavior. For more information see http://ed.mnsu.edu/professionaled/assessment/dispositions.html.

Student Assistance Plans
Student Assistance Plans are designed to bring the resources of the University and the student together to address potential problems before they become serious concerns. They are not designed to penalize the Teacher Candidates but rather to improve the Teacher Candidate’s chances for success.

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 teacher shall provide professional educational services in a nondiscriminatory manner.
A teacher shall make a reasonable effort to protect the student from conditions harmful to health and safety.
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.
A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.

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A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
A teacher shall not deliberately suppress or distort subject matter.
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.
A teacher shall not knowingly make false or malicious statements about students or colleagues.
A teacher shall accept a contract for a teaching position that requires licensing only if properly licensed for that position.

**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 mentor teachers. However, the Mentor 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 Mentor Teacher to determine what authoritative limits exist.


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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 cannot lawfully employ or assign unlicensed personnel (i.e., Teacher Candidates) as substitute classroom teachers.
Final Steps in Becoming a Professional Educator

The Pinning Ceremony
Each semester, Teacher 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. Mentor Teachers, family and friends are welcome to attend this event.

Graduation
Graduation is contingent upon the following:
- Completion of application for graduation;
- Satisfactory completion of the student teaching experience and all degree requirements;
- Demonstration of competencies as outlined in the Student Teaching Handbook;
- Recommendation of Mentor teacher(s) and University Supervisor;
- Cumulative grade point average—specific to year of University Bulletin guidelines;
- and
- Passing grade in student teaching for undergraduates/ Letter grade of “A" or “B" for graduate students.

Letters of Recommendation
Teacher Candidates will most likely ask the Mentor Teacher and/or University Supervisor 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 Mentor 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

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Candidate related to the Mentor 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.

Licensure Testing
Licensure in the State of Minnesota requires students to pass certification tests. The
Praxis or MTLE tests must be passed before Teacher Candidates can apply for a full-
time license. Consult the MSU website for the latest information on these exams at
http://ed.mnsu.edu/advising/mtle.html

Information on these tests is also 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.

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 their last semester at MSU, Mankato. Application materials are
available on-line and must be turned in to the COE Dean’s Office as soon as a degree is
posted to the Teacher Candidate’s transcript to assure processing in a timely manner.
Specific instruction on the application process will be provided during the Final
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/MTLE tests. Contact gail.orcutt@mnsu.edu for more information.

Licensure is contingent upon the following:
  Completion of an approved program for teacher education;
  Completion of licensure application;
  Submission of a passing score on the PRAXIS I & II (Pedagogy and Content areas) or
  passing score on the MTLE (Basic Skills and Pedagogy/Content Areas)
  (Appropriate test determined by program timeline.); and
  Completion of Minnesota state background check.

Appeals Process for Licensure: The MN Board of Teaching, upon the request of a
postsecondary student preparing for teacher licensure or a licensed graduate of a
teacher preparation program, shall assist in resolving a dispute between the person and
a postsecondary institution providing a teacher preparation program when the dispute
involves an institution’s recommendation for licensure affecting the person or the
person’s credentials.

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Job Search

The MSU, Mankato Career Development Center works closely with Teacher 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

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.

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APPENDIX A

MSU, Mankato’s Evaluation Matrix

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.

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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

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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.

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### Reflective Practice Tools

#### Serving as a Reflective Coach

<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>

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**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>Date:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> 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>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> 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>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> If I could repeat this week, what would I do differently based upon the learning needs and responses of my students?</td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> What am I most proud of this week based upon the learning needs and responses of my students?</td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong> What can I add to my ongoing logs about curriculum &amp; instruction, parent communication, or professional development?</td>
<td></td>
</tr>
<tr>
<td><strong>6.</strong> What evidence or artifacts can I add to my portfolio collection to document my competencies?</td>
<td></td>
</tr>
<tr>
<td><strong>7.</strong> What are other thoughts you have/had about this week?</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C

Minnesota State University, Mankato
Observation Summary

Teacher Candidate:  ____________________  School:  ________________  Grade/Subject:  ______
Observer:  ____________________  Date:  ________________  Observation:  1  2  3  4  5  6  7  8

<table>
<thead>
<tr>
<th>Evidence/Practices That Should Continue:</th>
<th>Strengthen Evidence for the Following:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain 1: Planning and Preparation</strong></td>
<td></td>
</tr>
<tr>
<td>(Knowledge of Content, Knowledge of Students, Setting Outcomes, Knowledge of Resources, Coherent Instruction, Student Assessments)</td>
<td></td>
</tr>
<tr>
<td><strong>Domain 2: The Classroom Environment</strong></td>
<td></td>
</tr>
<tr>
<td>(Environment of Respect and Rapport, Culture for Learning, Classroom Procedures, Student Behavior, Physical Space)</td>
<td></td>
</tr>
<tr>
<td><strong>Domain 3: Instruction</strong></td>
<td></td>
</tr>
<tr>
<td>(Communication with Students, Questioning and Discussion, Student Engagement, Assessment in Instruction, Flexibility and Responsiveness)</td>
<td></td>
</tr>
<tr>
<td><strong>Domain 4: Professional Responsibilities</strong></td>
<td></td>
</tr>
<tr>
<td>(Reflection, Record Keeping, Family Communication, Professional Community, Developing Professionally, Professionalism)</td>
<td></td>
</tr>
</tbody>
</table>

______________________________________________________________________________

Teacher Candidate  ____________________  University Supervisor  ____________________

SIGNED ORIGINAL SHOULD BE COMPLETED AND RETURNED TO:
Office of Field Experience, Minnesota State University, Mankato, 119 Armstrong Hall, Mankato, MN 56001
Copies: (1) Teacher Candidate  (2) Cooperating Teacher  (3) University Supervisor  (4) File

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APPENDIX D

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 Mentor 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: ________________________________

Mentor Teacher

Signed: ________________________________

University Supervisor

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