



MINNESOTA STATE UNIVERSITY, MANKATO

OFFICE OF FIELD & INTERNATIONAL EXPERIENCE



Spring 2024

***The Maverick Educator
Student Teaching
Handbook for
University Supervisors, Mentor
Teachers, and Teacher Candidates***

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Acknowledgements

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. Thank you for contributing your time and talents to assist MSU complete the training process for our next generation of Minnesota Educators.

Welcome and Initial Comments

The purpose of this handbook is to provide information regarding the policies and procedures for Minnesota State University, Mankato's (MSU) student teaching programs. University Supervisors, Mentor Teachers, and Teacher Candidates should use this handbook as a guide to successfully meet the requirements of the university.

The administration, staff and faculty at Minnesota State University Mankato wish all a very successful semester. 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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Important Contact Information

COMPASS: This group provides services for students and faculty to ensure comprehensive support.

Field & International Experience

Name	Title	Email	Phone	Contact for...
Dr. Elizabeth Finsness	Director, Office of Field & International Experience (OFIE)	elizabeth.finsness@mnsu.edu	612-508-3513	Professor for the ELE and KSP student teachers. Please include your University Supervisor's name, program, and placement location when contacting.
Dr. Phyllis LeDosquet	Special Education Instructor, OFIE	phyllis.ledosquet@mnsu.edu	952-818-8889	Professor for the undergraduate and graduate Special Education student teachers
Deb Klinnert	Assistant Director, OFIE	deborah.klinnert.2@mnsu.edu	507-389-1442	Field placements, school relationships
Jayne Gehrke	ELE & KSP Field Placement Liaison, OFIE	jayne.gehrke@mnsu.edu	507-389-5839	Field placements, Co-Teaching/Pairs training, D2L support (content information questions)
Marcia Moore	SPED Field Placement, OFIE	marcia.moore@mnsu.edu	507-389-1582	Field placements for SPED
Kacie Lamont	Administrative Coordinator, OFIE	kacie.lamont@mnsu.edu	507-389-1517	Mentor Teacher and University Supervisor support, background checks

College of Education Student Services

Name	Title	Email	Phone	Contact for...
Vacant	Director, Office of Recruitment & Retention		507-389-2688	Teachers of Tomorrow program and provides individual support
Tracy Stokes-Hernandez	Student Relations Coordinator	tracy.hernandez@mnsu.edu	507-389-5442	Emergency grant application and scholarships
Marisel Riquelme	Teacher Licensure Official	TLO@mnsu.edu	507-389-1216	Licensure application
Dr. Teri Priesler	Director, Center for Educator Partnerships & Student Support	teri.preisler.3@mnsu.edu	507-389-1495	Teaching Fellows and Internships program Develops and maintains K-12 school partnerships
Jill Ryan	Admin Assistant, Center for Educator Partnerships & Student Support	jill.ryan@mnsu.edu	507-389-1217	Liability insurance assistance
Gina Anderson	Director, Center for Educator Support	gina.anderson@mnsu.edu	507-389-5716	Kiano support Professional development for future and current teachers

Assessment & Research

Name	Title	Email	Phone	Contact For...
Dr. Laura Maki	Director, Office of Assessment and Research	laura.maki@mnsu.edu	507-389-5444	Anthology Portfolio support
Jerrad Aspelund	Assessment Coordinator	jerrad.aspelund@mnsu.edu	507-389-5478	Assessment and data collection

Faculty: This group includes department chairs, coordinators, and the dean.

Professor	Title	Email	Phone
Dr. Beth Beschorner	Department Chair, Elementary & Literacy Education (ELE)	beth.beschorner@mnsu.edu	507-389-5652
Dr. Rick Lybeck	Department Chair, K-12 & Secondary Programs (KSP)	rick.lybeck@mnsu.edu	507-389-6222
Dr. Sarah Tahtinen-Pacheco	Undergraduate Coordinator, KSP	sarah.tahtinen@mnsu.edu	507-389-1607
Dr. Molly Siebert	Graduate Coordinator, KSP	molly.siebert@mnsu.edu	507-389-5210
Dr. Aaron Deris	Department Chair, Special Education (SPED)	aaron.deris@mnsu.edu	507-389-1571
Dr. Kiersten Hensley	Undergraduate Coordinator, SPED	kiersten.hensley@mnsu.edu	507-389-5665
Dr. Dana Wagner	Graduate Coordinator, SPED	dana.wagner@mnsu.edu	507-389-5653
Dr. Jean Haar	Dean of the College of Education	jean.haar@mnsu.edu	507-389-5445

The full College of Education directory can be found at <https://ed.mnsu.edu/about-the-college-of-education/meet-the-team/>

Other Important Contacts:

Name	Website	Help Contact	Phone	Description
edTPA	https://www.edtpa.com/	https://www.edtpa.com/contacts.aspx	866- 565-4872	edTPA registration, submission, and support
D2L Tech Support	https://d2l.mnsu.edu/	Submit a ticket	507-389-3295	Non-course content help
IT Solutions	http://www.mnsu.edu/its/	itsolutionscenter@mnsu.edu	507-389-6654	MavMail and other tech help

Teacher Candidates: Share the following information with your University Supervisor and Mentor Teachers (s). Include a copy of your daily schedule for your University Supervisor.

	Teacher Candidate	University Supervisor	Mentor Teacher (1)	Mentor Teacher (2)
Name:				
School Phone:				
Home Phone:				
Cell Phone:				
E-mail:				
Other:				

College of Education Overview

VISION:

To inspire lifelong learning and professional engagement through racial consciousness, social justice, and inclusion within a global context.

MISSION:

To prepare professionals through research and evidence-based practices who demonstrate excellence in their profession.

CORE VALUES:

Minnesota State University, Mankato is an innovative, student-centered learning community that values:

- Integrity and respect in the way we conduct ourselves;
- Diversity in who we are and what we do;
- Access to our programs and services that create opportunities for all to pursue their dreams;
- Responsibility to those we serve by providing an education that inspires solutions to society's challenges; and
- Excellence in our academic and non-academic pursuits.

STRATEGIC GOALS:

- Inform decision-making through intentional integration of student needs and student development.
- Increase the ability to practice racial equity among faculty, staff, students, and partners by examining existing systems and structures.
- Provide infrastructure and resources to achieve excellence in advising, teaching, scholarship, and service.
- Use assessments, data, and research to support decisions and initiatives for program development and accreditation.
- Expand opportunities for students, faculty and partners to address social justice through engagement with local, regional, national, and international communities.

CONCEPTUAL FRAMEWORK:

- *Collaboration:* College of Education faculty and staff, along with partner districts, work together for a common purpose: to graduate proficient professionals with a strong sense of students, schools, communities, and society.
- *Connectedness:* Students, schools, communities and society are joined together and linked coherently within a global context; each one vital to the success of the collective group.
- *Research:* Rigorous scholarly investigation conducted and shown to improve the outcomes for all learners.
- *Pedagogy:* A set of practices fundamental to support student learning; evidence based practices, culturally relevant strategies, and high leverage practices.
- *Racial Consciousness:* The understanding of the uniqueness of race; the physical characteristics, history, culture, and traditions of a group of humans, and the differentiated impact race has on systems and structures.



Overview of Student Teaching

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 Minnesota State University, Mankato is results-oriented, performance-based program requiring the demonstration of a satisfactory level of teaching performance using co-teaching strategies. It is also grounded in the Minnesota Professional Licensing Board (PELSB) Standards of Effective Practice (SEP).

Student teaching is the capstone field experience for the teacher education programs at Minnesota State University, Mankato. The MSU, M student teaching semester requires a full semester of student teaching (16 weeks) and surpasses the 12 weeks required by Professional Educator Licensing and Standards Board (PELSB). 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.

Student Teaching Objectives

The student teaching program strives to develop teachers who model the MSU's College of Education's Mission and Vision by practicing anti-racist teaching practices with their students, school staff, and colleagues.

- Take the time to get to know the students in the classroom and understand their assets to develop their culturally relevant and responsive pedagogy.
- Maintain an ethical, professional attitude toward all school community members, including administrators, faculty, staff, students, and parents (see Minnesota Code of Ethics for Teaching).
- Understand the central concepts, tools of inquiry, and structure of the disciplines taught and create learning experiences to make concepts meaningful to students.
- Understand how children learn and develop and provide learning opportunities that support their intellectual, social, and personal development.
- Understand how students differ in their individual approaches to learning and create instructional opportunities that are culturally responsive and adapted to diverse and/or exceptional learners.
- Understand and use variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
- Understand individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Use effective verbal, nonverbal, and media communication techniques that are culturally responsive and foster active inquiry, collaboration, and supportive classroom interaction.

- Plan and manage instruction based on knowledge of subject matter, students, the community, and curriculum goals.
- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.
- Understand and use reflective practices to evaluate the effects of choices and actions on others, including students, parents, and other professionals in the learning community and actively seek opportunities for professional growth.
- Foster relationships with parents or guardians, families, school colleagues, and the community through communication and interactions that support student learning and well-being.

Required Course Materials

- *The Maverick Educator: Student Teaching Handbook for University Supervisors, Mentor Teachers, and Teacher Candidates*
- Electronic device and internet connection
- edTPA Handbook
- edTPA Rubric Progression Handbook
- edTPA Making Good Choices Handbook
- Desire to Learn (D2L) – houses program materials (ex: lesson plan templates, edTPA handbooks, and edTPA permission forms)
- Kiano – houses Teaching & Coaching Cycle tools
- Anthology Portfolio – houses assessments and student teaching portfolio

Program Components

- Teaching and Co-teaching
- Reflective Practice
- Professional Seminars
- Documentation of Competencies

Assessment and Evaluation During the Student Teaching Semester

University Supervisors serve as the primary evaluator of all student teaching work. The Director of the Office of Field and International Experience serves as the Professor of Student Teaching Course for ELE and KSP Teacher Candidates. The OFIE Special Education Instructor serves as the Professor of Student Teaching Course for the SPED candidates. They review evaluations to determine that all competencies are met and have reached a 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. ELE and KSP Teacher Candidates will be assessed using MSU's Standards of Effective Practice (SEP) Assessment Instrument. SPED Teacher Candidates will be assessed using the Special Education Observation Advancement Rubric (SOAR).

University Supervisors, in cooperation with Mentor Teachers, assess and evaluate Teacher Candidates using the following evidence:

- Teaching & Coaching Cycles
- Written Evidence Documents
 - Lesson Plans for all lessons taught

- Reflective Journals (**APPENDIX C**)
- Environmental Scans (**APPENDIX D**)
- SPED Student Teaching Competencies (**APPENDIX E**)
- Assessments
 - Midterm, mid-experience that occurs mid-way at approximately 6 – 8 weeks
 - SEP for ELE & KSP
 - SOAR for SPED
 - Summative, end of experience
 - SEP for ELE & KSP
 - SOAR for SPED
 - edTPA
 - Disposition self-reflection

Grades

For undergraduate students the following grades may be assigned based upon the body of work of the Teacher Candidate:

P	Pass
NP	No Pass
IP	In-Progress
I	Incomplete

For graduate students (MAT/Post Bac or Add-on licensure) 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

What I Should Expect During Student Teaching

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 uses 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.

For the Teacher Candidate to fully experience the role of the professional educator, it is encouraged that they take the lead for the planning and teaching for a span of two to four weeks. This time should consist of 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.

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 page indicates the types of questions that may be asked to help Teacher Candidates reflect upon their lessons on a day-to-day basis. The second page is a list of possible reflective questions that might guide the Teacher Candidates to reflect weekly upon successes and areas of improvement. The post observation conference might be a place to reflect with these prompts.

Professional Seminars

Teacher Candidates will participate in professional seminars with fellow Teacher Candidates under the direction of the Professors for the Student Teaching Course, Dr. Elizabeth Finsness and Dr. Phyllis LeDosquet. The purpose of these seminars is to provide professional development, allow reflection, provide “just in time” support, and support the edTPA process. The seminar schedule is located on the calendar page (**APPENDIX A**).

Seminar attendance is required. There are typically 4-5 professional seminars during the semester with 3-4 occurring during the teaching day. Seminars will be held on Zoom or on one of the MSU campuses. Teacher Candidates are excused from their classrooms but are expected to plan for their absence and leave lesson plans for the learning they were to contribute for the missed day. Teacher Candidates should not expect to report to their school on a seminar day and are encouraged to carpool. Teacher Candidates should avoid scheduling edTPA filming on seminar dates.

Graduate candidates who are “student teaching under contract” (STUC) should notify their principal and request a reserve teacher for the day for seminars. Communicate with Professors for the Student Teaching Course and the University Supervisor with any special considerations.

Documentation of Competencies

Teacher Candidates will demonstrate evidence of competency in the Minnesota Standards of Effective Practice (SEPs), professional performance, edTPA, and written evidence documents. University Supervisors and Mentor Teachers will assess and evaluate the evidence.

How I Will Be Evaluated During Student Teaching

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 what constitutes the expectations for evaluation.

Complete Teaching & Coaching Cycles

A complete Teaching & Coaching Cycle includes a pre-observation, observation, and post observation interaction. Teaching & Coaching Cycles support Teacher Candidate growth by utilizing high leverage tools and support tools in Kiano. The purpose of these interactions is to support Teacher Candidates as they develop a personal practice of reflection and self-assessment through coaching conversations aligned with the MN

Standards of Effective Practice. University Supervisors will conduct a minimum of four Teaching & Coaching Cycles throughout the semester. Supervisors supporting dual licensure Teacher Candidates (ex: Physical Education and Health) will conduct a minimum of five Teaching & Coaching Cycles throughout the semester.

Pre-Observation – Lesson Planning

Teacher Candidates will ALWAYS use 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 plan's effectiveness. A well-developed lesson plan contains the key lesson elements as well as the Teacher's Candidates' reflection. The candidate should ensure that the lesson plan aligns with the Standards of Effective Practices, focusing on culturally relevant and anti-racist practices.

Examples of Lesson Plan templates are in D2L. With guidance from the University Supervisor and Mentor Teacher, and when the Teacher Candidate FULLY understands and can execute a lesson/unit based on the Lesson Plan Template, Teacher Candidates may consider adopting a different format if it continues to identify the components of backward design.

Lesson plans are an essential 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.

Before implementation, lesson plans should be presented to the Mentor Teacher for coaching and feedback. University Supervisors will also assess the lesson plans and provide coaching and feedback to the Teacher Candidate. Lesson plans will be kept in a paper or electronic folder for review by the University Supervisor.

Observation

Observations are used as indicators of quality planning, presentation, assessment, and reflection. Teacher Candidates must be observed in all their placement assignments during student teaching. During the post observation meeting, the University Supervisor also presents the evidence collected during the observation to the Teacher Candidate.

Post Observation Meeting

The follow-up conversation should revolve around the evidence, and the candidate and University Supervisor should engage in a teaching & coaching conversation about the Teacher Candidate's practices. Your University Supervisor will use a variety of tools as a guide during post observation conversations.

Written Evidence Documents

Weekly

Teacher Candidates will complete a **Journal/Reflection** prompt (**APPENDIX C**) or an **Environmental Scan** (**APPENDIX D**) weekly to strengthen reflective practice skills and document their proficiency in the competencies.

Mid-term and Summative Assessments

The Teacher Candidate's performance and documented evidence will be evaluated by the Mentor Teacher and University Supervisor. This assessment process will happen twice during the semester: mid-term and again at the end of the experience. Note that mid-term is determined by the Teacher Candidate's placement and may occur between the 6 – 8th week of the semester. Teacher Candidates will also complete a self-assessment as a part of the mid-term and summative assessments.

The assessment at mid-term 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.

edTPA

The edTPA 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. The edTPA handbooks and the associated rubrics are posted on the D2L website.

Teacher Candidates complete the edTPA during their student teaching semester. The College of Education covers the cost of the edTPA registration. Candidates register for the edTPA using a voucher code. OFIE will send an email with the voucher code and registration instructions by end of the 2nd week of the semester. Two professional days are available for Teacher Candidates to work on their edTPA. Teacher Candidates coordinate days with their University Supervisor.

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 completing the edTPA, candidates apply what they have learned from their coursework about research, theory, and strategies related to teaching and learning.

University Supervisors are available for guidance and ethical support for Teacher Candidates as they complete edTPA. In addition, the Professors for the Student Teaching Course are also available for guidance and ethical support. The edTPA is a summative assessment and is one of the key assessments used by University Supervisors as a recommendation for licensure. Upon completion, the edTPA is submitted to Pearson for scoring. Candidates will receive a score from Pearson and need to report their score to their University Supervisor as soon as it is received. Candidates must also upload all edTPA components to their Student Teaching Portfolio in Anthology Portfolio.

Passing Scores for Minnesota

The Professional Education Licensing and Standards Board (PELSB), which approves institutions and licensure programs to prepare teachers, uses edTPA as one measure of teacher preparation program effectiveness effective Fall 2014. The PELSB has approved the following cut scores per task:

- Task 1: Cut score 13

- Task 2: Cut score 13
- Task 3: Cut score 12

A task-based cut score for fields using handbooks with 13 rubrics would be converted to the World/Classical Languages scale:

- Task 1: Cut score 10
- Task 2: Cut score 13
- Task 3: Cut score 9

Retaking edTPA

Candidates who do not meet the Board of Teaching (BOT) cut scores will fall into one of two categories:

Category One: Candidate completed the edTPA correctly but did not meet the BOT cut scores.

- The candidate will meet with their University Supervisor to develop a plan, using the provided T chart(s) in D2L to demonstrate proficiency for that task/rubric before they pass student teaching.
- Both the candidate and the supervisor will sign off on the T chart and the candidate will submit the T chart in their Student Teaching Portfolio in Anthology Portfolio.

Category Two: Candidates receiving a “condition code” in one or more tasks because they did not complete the edTPA correctly will submit a retake at their own expense.

Rubric Scores are detailed in the edTPA Handbooks, and the values are 1, 2, 3, 4, or 5. If a scorer is unable to assign a score due to insufficient evidence, a condition code is assigned. Complete descriptions of these codes are available at www.edTPA.com.

- Retaking the full assessment: \$300 retake fee
- Retaking 2 tasks: \$200 retake fee
- Retaking a single task: \$100 retake fee

University Supervisor Roles and Responsibilities

The Minnesota Professional Education Licensure Standards Board (PELSB) requires that Teacher Candidates are supported by a highly qualified university supervisor during student teaching. Thank you for contributing your time and talent to help MSU complete the training process for our next generation of Minnesota Educators.

Your role during this semester is to guide, support, mentor, and evaluate the teacher candidate to ensure that the Teacher Candidate is following the instructional practices established by their respective preparation program. University Supervisors coordinate with the Professors for the Student Teaching Courses to determine candidate recommendation for licensure.

Responsibilities include:

- Model the MSU's College of Education's Mission and Vision by practicing anti-racist teaching practices with your students, Teacher Candidate, and colleagues.
- Review student teaching policies and evaluation methods with the Mentor Teacher and Teacher Candidate
- Support and encourage Teacher Candidates and Mentor Teachers in their use of co-teaching strategies.
- Conduct a minimum of four teaching & coaching cycles with the Mentor Teacher and Teacher Candidate. University Supervisor, Mentor Teacher, and Teacher Candidate should determine which Standards of Effective Practice align with the teaching and coaching cycle.
 - Observations should be a complete lesson, or full class period, with exceptions for block scheduling. The length of a SPED observation is determined by setting.
 - The University Supervisor will choose the New Teacher Center high leverage tools in Kiano that align with the observation.
 - The University Supervisor will provide written documentation of student performance following each observation.
 - Teacher Candidates should have two or three observations conducted during lessons that are co-taught with the Mentor Teacher. Student Teaching Under Contract (STUC), or On-the-Job, Teacher Candidate observations do not need to be co-taught.
- Be proactive! Establish a written Support Plan document as soon as it is determined that a Teacher Candidate needs extra support.
 - Consult with the Professors for the Student Teaching Courses for protocol and process.
- In Anthology Portfolio, constructively evaluate the Teacher Candidate.
 - Mid-term assessment: completed approximately at 8 weeks
 - Summative assessment: completed at the end of the semester
- Facilitate a minimum of three Triad Meetings (introduction at beginning of the semester, mid-term assessment, and summative assessment) with the Teacher Candidate and the Mentor Teacher. A minimum of four triad meetings are required for dual licenses (for example, Physical Education and health).

In addition to the direct support of Teacher Candidates, University Supervisors are expected to:

- Participate in **Teacher Candidate Support Network (TCSN) meetings** approximately once a month.
 - Meetings are designed to provide professional development, clarify expectations for Teacher Candidates and University Supervisors and to increase consistency of experience for Teacher Candidates.
- Participate in Professional Development offered by the Office of Field and International Experience and Center for Educator Support (CES).

Mentor Teacher Roles and Responsibilities

The Minnesota Professional Education Licensure Standards Board (PELSB) requires that Teacher Candidates are supported by a highly qualified Mentor Teacher during student teaching and pre-student teaching experiences. Thank you for contributing your time and talents to assist MSU complete the training process for our next generation of Minnesota Educators.

Your role during this semester is to guide, support and mentor the Teacher Candidate to ensure that they follow the instructional practices established by their respective preparation program.

Responsibilities include:

- Complete a formal Co-Teaching/PAIRS training with your Teacher Candidate to learn and practice researched based co-teaching methodologies. Upon completing the Co-Teaching/PAIRS training, it is expected that you will:
 - Utilize the strategies with your Teacher Candidate.
 - Participate fully in co-planning with your Teacher Candidate.
 - Provide ongoing “just in time” constructive feedback to your Teacher Candidate to build the candidate’s reflective skills, their ability to assess their own development and make adjustments.
 - The Co-Teaching/PAIRS training is not required for Student Teaching Under Contract (STUC), or On-the-Job Teacher Candidates.
- Model the MSU’s College of Educations Mission and Vision by practicing anti-racist teaching practices with your students, Teacher Candidate, and colleagues.
 - The Teacher Candidate should have the opportunity to get to know the students in the classroom and understand their assets in order to develop their culturally relevant and responsive pedagogy.
- Support the Teacher Candidate by requiring lesson plans for solo and co-taught lesson based on the direction of the University Supervisor and the Professor for the Student Teaching Course.
 - Support the Teacher Candidate implementing effective classroom and behavior management.
- Work with the University Supervisor to build the Teacher Candidate’s confidence and ability to move from a 60-70% co-teaching model to 2-4 weeks of solo teaching. During solo teaching, the Teacher Candidate is responsible for the planning, preparing, and teaching as they assume all of the responsibilities of the Mentor Teacher. STUC candidates will be solo teaching in their own classrooms.
 - Recognize that each Teacher Candidate may have a different timetable. The goal is a successful completion, and not necessarily an accelerated assumption of responsibility.
 - It is critically important to communicate with the University Supervisor and/or the Professors for the Student Teaching Courses (Dr. Phyllis LeDosquet, SPED or Dr. Elizabeth Finsness, ELE & KSP).
- Assist Teacher Candidates with some of the logistical components of the edTPA. This may include:
 - Securing permission slips.
 - Determining early-on when the lesson segments should be taught to ensure that the video recording does not conflict with University seminars, etc.
 - Assisting with videorecording.
- Complete the one-time PELSB required Adult Learning and Coaching Strategies for Cooperating Teachers training at [Education Minnesota](#) or [MACTE](#) (non-Education Minnesota members) OR the CCET Training at Minnesota State University, Mankato.
- Participate in a minimum of three Triad Meetings (introduction at beginning of the semester, mid-term assessment, and summative assessment) with the Teacher Candidate and the University Supervisor. A minimum of four triad meetings are required for dual licenses (ex: Physical Education and Health).
- Constructively evaluate the Teacher Candidate:
 - Mid-term assessment: completed approximately at 8 weeks
 - Summative assessment: completed at the end of the semester

Teacher Candidate Roles and Responsibilities

This is your final semester of preparation to earn your Minnesota Initial Teaching License. You are prepared to be a flexible, adaptable, and a technology adept educator. MSU expects you to partner with your Mentor Teacher to adapt instruction while maintaining the exemplary methods that you learned during your professional program and have practiced in the previous semesters.

During the student teaching semester, it is expected that the Teacher Candidate will:

- Model the MSU's College of Educations Mission and Vision by practicing anti-racist teaching practices with your students, school staff, and colleagues.
 - Take the time to get to know the students in the classroom and understand their assets to develop their culturally relevant and responsive pedagogy.
 - Maintain an ethical, professional attitude toward all school community members, including administrators, faculty, staff, students, and parents (see Minnesota Code of Ethics for Teaching).
- Attend and actively participate in
 - Co-Teaching/PAIRS training
 - The Co-Teaching/PAIRS training is not required for STUC candidates.
 - College of Education professional seminars
 - Professional development opportunities provided by school districts
- Collaborate fully with the Mentor Teacher, grade level and/or content teams to:
 - Plan, develop curriculum, lessons, materials, and assessments.
- Engage fully to ensure that you have the most meaningful experience possible.
 - Experience all roles of the various co-teaching models:
 - One Teach, One Observe; One Teach, One Support; Station Teaching; Parallel Teaching; Alternative Teaching; Team Teaching.
 - Develop a continual practice of reflecting, assessing, and evaluating the co-teaching experience.
 - Prepare written unit or lesson plan for any teaching assignment in advance of teaching, as prescribed.
 - Lesson 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, and when the Teacher Candidate FULLY understands and executes a lesson/unit based on the Lesson Plan Template, Teacher Candidates may consider adopting a different format. The new format must continue to identify the components of an effective lesson plan.
 - Lesson plans for the edTPA and formal observations need to be more in-depth as well.
 - Teacher Candidates should make lesson plans accessible to the University Supervisor and Mentor Teacher. This may be printed or electronic, as specified by your University Supervisor.
- Complete all course requirements by the stated due dates:
 - Respond to Journal prompts to strengthen reflective practice skills
 - Environmental Scans
 - Disposition Assessment
 - Participate in Mid-term and Summative self-evaluations
 - Write lesson plans
 - Complete surveys
 - SPED – Additional Student Teaching Competencies (**APPENDIX E**)
- Participate in a minimum of three Triad Meetings with the University Supervisor and the Mentor Teacher (introduction at beginning of the semester, mid-term assessment, and summative assessment). A minimum of four triad meetings are required for dual licenses (ex: Physical Education and Health).

- Work with your University Supervisor as your primary contact. They participate in extensive professional development and have a depth of knowledge from years of teaching experience. Reach out to them as soon as possible if you have a concern.
- Demonstrate Professionalism. The following practices will demonstrate your professionalism and commitment to the profession:
 - Meet deadlines
 - Follow the school district's calendar
 - Work proactively with your Mentor Teacher and University Supervisor to facilitate the students' learning and support in your class(s).
 - Recognize and respect that the Mentor Teacher is ultimately responsible for the children's learning in the classroom.
 - Know, follow, and enforce rules, regulations, and policies of the school and Mentor Teacher.
 - Handle routine discipline problems and refer severe issues to the Mentor Teacher or principal. Under no circumstances should a Teacher Candidate administer corporal punishment.
 - **WITHOUT EXCEPTION, notify** the Mentor Teacher and your University Supervisor before the start of the school day if an absence from the student teaching assignment is unavoidable. Find out the building level contact for reporting absences and contact that person as well.

MSU realizes that each Teacher Candidate progresses at a different rate and has a different experience. What matters is that by the end of the experience, you can show evidence that you have developed competency to be a successful entry-level educator.

College of Education Roles and Responsibilities

The Minnesota Professional Education Licensure Standards Board (PELSB) requires that Teacher Candidates have pre-student teaching and student teaching experiences supported by highly qualified Mentor Teachers during their teacher preparation practice.

Faculty and staff are committed to modeling MSU's College of Education's Mission and Vision by practicing anti-racist practices with our students, school staff, and colleagues.

The Office of Field and International Experience faculty and staff collaborates with faculty to:

- Meet with prospective Teacher Candidates to complete the applications for student teaching.
- Work with the Student Relations Coordinator, program, and content faculty to assure that candidates are eligible for admission to student teaching.
- Coordinate global student teaching experiences.
- Notify Teacher Candidates and Mentor Teachers of placements prior to beginning the student teaching field experience semester.
- Maintain communication with building administrators.
- Notify Teacher Candidates and University Supervisors of supervision assignments.
- Assure that Teacher Candidates are visited, assisted, and evaluated on a regular basis.
- Meet with Mentor Teachers and building administrators periodically to discuss the student teaching experience and to provide training for University Supervisors.
- Work with building administrators, University Supervisors, Mentor Teachers, University Faculty, and Teacher Candidates to resolve challenges during the student teaching experience.
- Facilitate exit evaluations of Teacher Candidates.
- Assist the Dean in hiring adjunct supervisors and training University Supervisors.

Policies and Procedures

Liability Insurance

The College of Education at Minnesota State University, Mankato requires Teacher Candidates to purchase professional liability insurance. Student membership applications for Education Minnesota are available online at 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 <https://www.aaeteachers.org/index.php/pages/liability-insurance>. Students may also provide proof of professional liability insurance from other carriers or professional organizations. **Yearly subscriptions must be renewed in order to provide coverage for the entire student teaching semester.**

Substitute Teaching

The Teacher Candidate may not substitute during student teaching. 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.

Online Platforms

Teacher Candidates and University Supervisors will be required to use five online platforms during student teaching: Anthology Portfolio, Kiano, D2L, Zoom, and Pearson (to upload your edTPA for official scoring). See the **Important Contact Information (pages 5-6)** chart for details regarding technology support.

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 mirrors 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 Minnesota State University, Mankato spring break calendar.

Attendance

The Minnesota State University, Mankato, College of Education recognizes that district faculty and staff have policies concerning absences. However, since student teaching is a part of the Minnesota State University, 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.

COVID-19 Procedures

University Supervisors and Teacher Candidates must fully understand and follow the COVID-19 procedures established by the hosting school district.

Weather Procedures

Teacher Candidates will follow the weather procedures (school closings, delays) for the district in which they reside to determine travel safety. Candidates will immediately communicate (and verify the news source) with their Mentor Teacher and University Supervisor. In the case that the Teacher Candidate's assigned school remains open, the Teacher Candidate will collaborate with the Mentor Teacher to ensure that their students learning plan for that day is met.

Outside Obligations

Because of the intense nature of student teaching, Teacher Candidates are strongly discouraged from working outside of the student teaching experience. It is also strongly discouraged to coach or participate in extracurricular activities. At no time may Teacher Candidates use these activities as a reason for failing to meet responsibilities during the student teaching semester.

Absences

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. Candidates are required to attend university seminars;
- 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 additional student teaching experience if absences due to athletic events prohibit a quality field experience.

In the event of absence, the Teacher Candidate will:

- **Notify** the Mentor Teacher and the University Supervisor prior to the start of the school day, find out the building level contact for reporting absences and contact that person as well.
- 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.

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 Professor for the Student Teaching Course (Dr. Phyllis LeDosquet for SPED and Dr. Elizabeth Finsness for KSP & ELE) working with the University Supervisor, Mentor Teacher(s) and administrators, will arrange for and prescribe this additional assignment. Excessive absences (**more than 3**) 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 due to illness or emergency, a Teacher Candidate may be withdrawn from the experience.

If it is determined by University Supervisors, administrators, and the Director of Field & 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 must use the Leave of Absence form in **APPENDIX F** to document absences beyond the 3-day allowance. The form should be completed and submitted to the University Supervisor who will include it in the Teacher Candidate's personnel file. This form assures appropriate documentation of attendance and helps in decisions to extend the student's teaching experience, if required.

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 <https://www.mnsu.edu/university-life/campus-services/student-affairs/student-complains-and-appeals/student-appeals-resources/>

Accessibility Resources

Any student who feels they may need accommodations for student teaching based on disability related barriers should contact [Accessibility Resources](#) (507-389-2825) to discuss their needs. Every attempt will be made to reasonably accommodate eligible students.

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 <https://ed.mnsu.edu/advising-resources-in-college-of-education/professional-education/professional-education-policies-and-procedures/>.

Dispositions

Teacher Candidates must display the identified dispositions (attitudes) considered to be the hallmark of professional behavior. For more information see <https://ed.mnsu.edu/advising-resources-in-college-of-education/professional-education/professional-education-policies-and-procedures/professional-dispositions/>.

Student Support Plans

Student Support 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. KSP and ELE supervisors should contact the Director of the Office of Field and International Experience as soon a concern is identified to assist in the Support Plan process.

Code of Ethics for Minnesota Teachers

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 shall apply to all persons licensed according to rules established by PELSB. Subp. 2. Standards of professional conduct. The standards of professional conduct are as follows:

- A. A teacher shall provide professional education services in a nondiscriminatory manner.
- B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- 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 teachers' 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 or provisionally licensed for that position.

Minnesota Laws Governing Student Teaching

The following statutes are paraphrased from Minnesota Law, the majority of which you can find at the [Minnesota Legislature site](#). This is not an exhaustive list but a brief summary highlighting statutes related to student teaching.

Chemical Abuse – Minn. Stat. 121A.29; 144.4165

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 workplaces be alcohol/drug free.

Child Abuse Reporting – 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. 214.10

It is the responsibility of the school district to place Teacher Candidates with classroom Mentor Teachers who model professional code of ethics. It is the responsibility of the Teacher Candidate to become knowledgeable of and follow the PELSB “Code of Ethics for Minnesota Teachers.”

Delegated Responsibilities – Minn. Stat. 122A.40

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. 122A.41

Teacher Candidates should follow the authoritative limits given them by the school district. It is the responsibility of the Teacher Candidate to check with the Mentor Teacher to determine what authoritative limits exist.

Government Data Practices Act – Minn. Stat. 13.03-13.04; 13.32

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 University Supervisor and/or principal.

Immunity & Liability – Minn. Stat. 123B.02; 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. 121A.58

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. 122A.44

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 Final Seminar and the Pinning Ceremony

Each semester, Teacher Candidates are inducted into the teaching profession during a special ceremony following the final 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.

Teacher Candidates will receive an invitation via email with details; however, note that the ceremony is typically from 2:00 pm – 4:00 pm.

Prior to the Pinning Ceremony, Teacher Candidates, University Supervisors, and Faculty meet for a final seminar to review, reflect, and learn. Feedback is utilized for program improvement to better serve our Teacher Candidates.

Commencement (for undergraduate Teacher Candidates)

Visit this website to learn about commencement procedures: <https://www.mnsu.edu/commencement-services/preparing-to-graduate/commencement-information/>

Recommendation for Licensure

One of the seminars will review the application for licensure procedures. Note that the Teacher Licensure Official (TLO) will begin the licensure process during the semester but applications cannot be fully processed until your degree has been officially conferred after the semester ends.

Conferring of your degree is contingent upon the following:

- Complete application for graduation by November 1 (fall) or April 1 (Spring).
- Complete satisfactorily all of the student teaching experience and all degree requirements; demonstration of competencies as outlined in the Student Teaching Handbook; expectations by Mentor Teacher(s) and University Supervisor.
- Meet the PELSB score thresholds for the edTPA.
- Achieve a passing grade in student teaching for undergraduates / Letter grade of "A" or "B" for graduate students.

The TLO will communicate your individualized instructions and timeline via email.

Letters of Recommendation

Teacher Candidates may ask their University Supervisor and Mentor Teacher to provide a letter of recommendation at the conclusion of the student teaching experience. They might also ask other relevant educational professionals. University Supervisors and Mentor Teachers are not required to write a letter of recommendation.

APPENDIX A

Teacher Candidate Calendar

Date	Day	Event	Place	Time	Who Attends
January – February		Co-Teaching/Pairs Training Modules	Modules emailed by OFIE	On your own	KSP & SPED Teacher Candidates (TCs), ELE TCs in new placements, Mentor Teachers, new University Supervisors
December 12	Tuesday	Teacher Candidate Seminar 1 : Student Teaching Orientation	CSU 253/4/5	9:00am - 4:00pm	All TCs, new University Supervisors (all University Supervisors invited)
January 17	Wednesday	Teacher Candidate Seminar 2	CSU 253/4/5, Ostrander, & Ballroom	9:00am - 4:00pm	TCs, optional for University Supervisors
February 1	Thursday	Teacher Candidate Seminar 3	CSU 253/4/5	9:00am - 4:00pm	TCs, optional for University Supervisors
March 14	Thursday	Teacher Candidate Seminar 4 : Speed Interviews	CSU 253/4/5, 245, & Ostrander	9:00am - 4:00pm	TCs, as many University Supervisors as possible
March 19 or April 2	Tuesday	edTPA Submission Deadline (choose one)			
May 3	Friday	Global Student Teaching Presentations	CSU 201	TBD	
May 3	Friday	Teacher Candidate Seminar 5 : Final Seminar/Pinning	CSU 253/4/5, 245, Ostrander, & Ballroom	9:00am - 4:00pm	All TCs, as many University Supervisors as possible
May 4	Saturday	Commencement	Mankato Campus	Time Varies	Undergraduate candidates

Reflective Practice Tools

Serving as a Reflective Coach

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

Reflective Practice

The questions below may help the Teacher Candidate 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. You might use some of these questions as you reflect on your teaching with your Mentor Teacher and/or your University Supervisor.

Possible Reflective Questions

- 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?
- Based on your observation and experience, what stereotypes have changed? What have you kept? Modified?
- If I could repeat this week, what would I do differently based on the learning needs and responses of my students?
- What am I most proud of this week based upon the learning needs and responses of my students?
Explain a time when you made a cultural error and how you reacted to it.
- What evidence or artifacts can I add to my portfolio collection to document my competencies?
What are other thoughts you have/had about this week?
- Explain an event or experience that brought you out of your comfort zone. Discuss your thought process during and your reflection after.

Weekly Journal/Reflection Directions

As you prepare for the teaching profession, Teacher Candidates will write and maintain weekly journal entries to document your experiences. Consider aspects of your day:

- How did you model the MSU's College of Educations Mission and Vision by practicing anti-racist teaching practices with your students, school staff, and colleagues?
- How did you take the time to get to know the students in the classroom and understand their assets to develop their culturally relevant and responsive pedagogy.
- Maintain an ethical, professional attitude toward all school community members, including administrators, faculty, staff, students, and parents (see Minnesota Code of Ethics for Teaching).
- Reflect on your:
 - Planning and Preparation
 - Classroom Environment
 - Instruction
 - Professional Responsibilities

Journal/Reflections should include a minimum of **four** Environmental Scans. Environmental Scans can take the place of a Journal/Reflection assignment during the course of the semester.

Journal entry should contain:

- Date
- Event or Service: Briefly describe the activity in which you participated. What was the purpose of the experience? Include enough detail so the reader does not need to make inferences about your experience.
- Analyze and Reflect: Include in your journal how you and/or your students benefited from the experience. Why the activity/event was important to your professional growth? Now, what will you do with the new information? What implications are there for future teaching and professionalism? Remember, analysis requires interpretations, comparison/contrast, inferences, and provides reasons and conclusions.

Processing your Student Teaching Experience Through Journaling/Reflection

The Description – Interpretation - Evaluation (D-I-E)

Without having a lot of experience in your new environment, it is relatively easy to jump to conclusions about what you observe. Since we are usually looking at new culture/new experiences using the same lens we have experienced before, it's likely we don't fully understand the reasoning behind some cultural practices or norms and thus, our inferences are flawed. The following process of Description-Interpretation-Evaluation can be a helpful tool in coming to new experiences and understanding the culture of your environment." P. 115

Step 1: Describe

Describe the object or situation in concrete, observable terms. What happened in the interaction? What was said? What did you see? What did you feel at the time?

Step 2: Interpret

Think of possible explanations (interpretations) for what you observed or experienced. From your cultural perspective and/or previous experiences, try to explain why you think this situation or experience occurred. Try to find at least three different interpretations of the interaction or occurrence. What information have you used to produce these interpretations?

Step 3: Evaluate

Evaluate what you observed or experienced. What positive or negative feelings do you have regarding the situation?

Adapted From:

Paige, R. M., Cohen, A.D., Koppler, B., Chi, J.C., & Lassegard, J. P. (2006). p. 115. Maximizing study abroad: A student's guide to strategies for language and culture learning and use. 2nd edition. Minneapolis, MN: Center for Advance Research on Language Acquisition, University of Minnesota.

APPENDIX D

Environmental Scans of Your School & Surroundings

This assignment will provide the opportunity to learn about various functions within your school and school community that support student learning.

- Conduct at least **four** environmental scans
 - Note that the school building scans require 2 scans per location and “count” as one scan. i.e., make time to be in the lunchroom twice to have multiple perspectives.
- Choose at least one from each section listed below.
- The Environmental Scan replaces a weekly journal/reflection and is not an additional assignment.
- Use the “Describe – Interpret - Evaluate (D-I-E)” protocol in your **Student Teaching Handbook APPENDIX C** to record and reflect on your findings.
- Your University Supervisor and Mentor Teacher can assist you in setting up your scans.

Environmental Scan (Type/Location)	Parameters (Consider the following and record your observation)
<u>School Building (2 observations required per location)</u>	
<u>Building Entry/Exit</u> <i>Observe before and/or after school as students are entering or exiting the building.</i>	<ul style="list-style-type: none"> • As you answer each question, is there a difference in answering the question if the student is white or a student of color? • How would you interpret the “mood” or “climate” of the students as they enter/exit the building? Are students greeted by a faculty or staff member? • Is there a pattern on who arrives first/last? • What is the protocol for those arriving late? • What is the ratio of students who take a bus, walk or get dropped off/picked up?
<u>Hallway</u> <i>Stand outside of your classroom during passing time.</i>	<ul style="list-style-type: none"> • As you answer each question, is there a difference in answering the question if the student is white or a student of color? • How do the students manage their time in the hallway? Are they meeting up with a friend, or by themselves, quiet, or boisterous? • Are there behaviors that surprise you? If so, what? • Is there a visible presence of faculty/staff in the hallways? How does this impact the student’s experience? • If you notice students being called out for their actions/behavior - is there a pattern? If so, what do you notice?
<u>Lunchroom</u> <i>Choose a central location in the cafeteria when students are eating lunch. If lunches are staggered, try to observe each grade’s lunchtime.</i>	<ul style="list-style-type: none"> • As you answer each question, is there a difference in answering the question if the student is white or a student of color? • How do the students manage their time in the lunchroom? Are they meeting up with a friend, or by themselves, quiet, or boisterous? • Are there behaviors that surprise you? If so, what? • Is there a visible presence of faculty/staff in the lunchroom? How does this impact the student’s experience? • Do students from different social and identity groups co-mingle? • If you notice students being called out for their actions/behavior - is there a pattern? If so, what do you notice?

<p><u>Playground/ Commons</u></p> <p><i>Choose a central location on the playground when students are having recess/free time.</i></p>	<ul style="list-style-type: none"> • As you answer each question, is there a difference in answering the question if the student is white or a student of color? • How do students manage their time on the playground? Are they by themselves, meeting up with friend(s), quiet, boisterous? • Are there structured activities? If so, what and who participates? • Are there behaviors that surprise you? If so, what? • Is there a visible presence of faculty/staff on the playground? How does this impact the student's experience? • If you notice students being called out for their actions/behavior - is there a pattern? If so, what do you notice?
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Environmental Scan (Type/Location)	Parameters (Consider asking the following questions and record responses)
<u>School Support Services (1 observation/interview per location)</u>	
<p><u>Counselor or Special Education Coordinator</u></p> <p><i>Make an appointment ahead of time.</i></p>	<ul style="list-style-type: none"> • What is the role of the counselor at this school? • What is the procedure for students to self-refer to the counselor? • What is the procedure for teachers to refer students to the counselor? • What is the procedure that teachers should follow if they suspect an emergency is unfolding? • What is the ratio of marginalized students (students of color, LGBTQ+ students, students with disabilities) who see the counselor for mental health concerns? Behavioral concerns? Career counseling? College advising?
<p><u>Dean of Students/ Assist Principal</u> (Or the person who assigns consequences for behavior)</p> <p><i>Make an appointment ahead of time.</i></p>	<ul style="list-style-type: none"> • What school-wide behavioral supports are in place to prevent problem behavior? • For the following questions, how many students of color receive each level of consequence and how many white students do? How do these percentages compare to the school demographics? <ul style="list-style-type: none"> • What consequences are applied for lower-level infractions? • What consequences are applied for severe infractions? • What consequences are applied for repeated infractions?
<p><u>School Library Media Center</u></p> <p><i>Make an appointment ahead of time.</i></p>	<ul style="list-style-type: none"> • How does the media specialist's schedule work? • How does the media specialist describe their work? • How would you (teacher) ideally work with the media specialist, from their perspective. What would they like new teachers to know about the media center? • How restrictive is Internet filtering? What type of sites would you expect not to be able to access? What would you do if you found a restricted site that was useful? • Does the selection of library materials accurately reflect the student body?

<p><u>Content Specialist Outside Your Area</u> (Regular ed or SPED)</p> <p><i>Make an appointment ahead of time.</i></p>	<ul style="list-style-type: none"> • How might a teacher in your content area collaborate with you so that students can better generalize content across our areas? • How might you collaborate with the other content teacher or program specialist to support student learning? • Can you identify potential for co-teaching? • Are your classroom management styles different? If so, how? • What are strategies that they utilize to ensure culturally appropriate practices and curriculum usage in the classroom?
<p><u>After School Program</u></p> <p><i>Make an appointment with the director/manager ahead of time.</i></p>	<ul style="list-style-type: none"> • What are the hours for the after-school program? • What kind of activities take place at the after-school program? • Do teachers volunteer for tutoring in the after-school program? • How are parents made aware of the after-school program? • Are there scholarships or income-based payment options available? If so, how is this accessed?
<p><u>School Board or PTO Meeting</u></p> <p><i>Attend and reflect on the questions to the right.</i></p>	<ul style="list-style-type: none"> • Does the membership/attendance represent the demographics of the student demographics? • Briefly describe the agenda – did the opinions or decisions align with our MSU Vision/ Mission? If so, how? If not, what led you to have your opinion? • What surprised you? • Whose voice was centered during the meeting; was the focus on the best needs of specific students, staff or parents?

Environmental Scan (Type/Location)	Parameters (Consider asking the following questions, record responses and observations)
<u>Community Areas (1 observation/interview per location)</u>	
<p><u>Community Library</u></p> <p><i>Introduce yourself to a staff member.</i></p>	<ul style="list-style-type: none"> • Have there been many reconsiderations (challenges) for books in the collection? If so, what types of books? • What types of activities are planned? Who do the majority of activities target? Is there a cost? • What does communication to families look like? • Is there collaboration with school districts? • Who do you see represented in the library while you are there?
<p><u>Community Park/ Rec Center</u></p> <p><i>Select a location that your students might visit.</i></p>	<ul style="list-style-type: none"> • Are there organized activities? • If there is a charge for activities, is there a plan in place to offer waived fees or scholarships? • Is the park/rec center located near public transportation? • Do the participants represent the demographics of the community? If not, what might be some barriers?

MSU Mankato Department of Special Education STUDENT TEACHING COMPETENCIES

Teacher candidates must demonstrate the following competencies.

Graduate students who are on-the-job should complete the competencies with students on their own caseload rather than with students on their mentor teachers' caseloads.

A. Assessment Competency: Demonstrate the ability to gather and interpret specific assessment information related to eligibility for special education services.

Evidence:

- Administer and score at least one assessment (e.g., standardized academic, direct observation, rating scales). **Write a summary of the assessment findings.**
- Describe eligibility determination for at least one student who has recently completed an initial or reevaluation. Provide specific evidence from assessment results to describe whether or not the student met each eligibility criterion. **Provide an audio file or write a summary.**

B. IEP/IFSP Competency: Demonstrate the knowledge and skills necessary to develop and implement an IEP/IFSP.

Evidence:

- **Write a draft IEP/IFSP for at least one student.**
- **Create a table** that displays at least 3 students' IEP/IFSP goals, objectives, accommodations, modifications, and data collection procedures.

C. FBA/BIP Competency: Demonstrate the knowledge and skills necessary to conduct a functional behavioral assessment and design and implement a positive behavioral support plan aligned with data collection.

Evidence:

- **Write an FBA.**
- **Write a BIP.**

D. Collaboration Competency: Demonstrate the competency to co-plan and co-teach and/or provide collaborative consultation based on individual needs.

Evidence:

- **Keep a log** of collaborative activities.
- **Write a reflection** describing what you learned about effective collaboration as a special education teacher.

E. Instruction Competency: Demonstrate the knowledge and skills necessary to plan and implement instruction based on comprehensive knowledge of learners and evidence-based practices.

Evidence:

- **Keep a binder** of lesson plans for all lessons taught. This will include observation lesson outlines and annotated lesson plans for other instruction.
- **Score 1s and/or 2s** across all items on at least one SOAR observation.

APPENDIX F

Leave of Absence from Student Teaching Form

Complete this form and submit to your University Supervisor as soon as you know that you need to request a leave or as soon as possible following an absence.

Teacher Candidates must use this form to document absences beyond the 3-day allowance. The form should be completed and submitted to the University Supervisor who will include it in the Teacher Candidate's personnel file. This form assures appropriate documentation of attendance and helps in decisions to extend the student's teaching experience, if required.

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)

____ Illness

____ Bereavement

____ Emergency. Specify _____

____ Approved Professional Development. Specify _____

Signed: _____

Teacher Candidate

Signed: _____

Mentor Teacher

Signed: _____

University Supervisor

APPENDIX G

SAMPLE Teacher Candidate Student Teaching Checklist

Note: This is not an exhaustive list but is intended to be a planning tool for you and your University Supervisor.

- *Environmental Scans: 4 must be completed*
- *Reflective Journal: Either a reflective journal OR an ES must be completed weekly*
- *A minimum of 3 Triad Meetings are required, scheduled by your University Supervisor. The meetings will include you, your University Supervisor, and Mentor Teacher.*
 - *Exception: If you are dual licensure (ex: PE & Health), a minimum of 4 Triad Meetings are required.*
- *Four Teaching & Coaching Cycles are required, scheduled by your University Supervisor.*
 - *Exception: If you are dual licensure (ex: PE & Health), a minimum of 5 Cycles are required.*
- *edTPA support is available from your University Supervisor and the Professor for the Student Teaching Course.*
- *SPED Candidates: Continue to work through SPED Competencies with University Supervisor.*

Prior to the start of Student Teaching

Planned Date

Read Student Teaching Handbook	
Attend Seminar 1 (Orientation)	
Email Mentor Teacher(s) introducing yourself	
Email University Supervisor introducing yourself (send your teaching schedule and school calendar)	
Renew liability insurance and background check if necessary	

After the semester begins

Planned Date

Log in to Anthology Portfolio (Assessments)	
Log in to Kiano (Teaching & Coaching Cycles)	
Log in to D2L (Course Materials)	

Aug-Sept (Fall) & Jan (Spring)

Planned Date

Complete Co-Teaching/Pairs Training	
Create your edTPA timeline with your University Supervisor and Mentor Teacher (avoid filming on seminar dates)	
Register for edTPA using OFIE-provided voucher	
Complete weekly Environment Scan or Reflective Journals	
Attend Seminar 2	

Oct (Fall) & Feb (Spring)

Planned Date

Proceed with edTPA timeline (including submission for fall only)	
Complete weekly Environment Scan or Reflective Journals	
Attend Seminar 3	
Apply for Graduation (required) & register for Commencement (optional) - KSP will commence with respective college	
Proceed with edTPA timeline (including submission)	

Nov (Fall) & Mar-Apr (Spring)

Planned Date

Proceed with edTPA timeline (including submission for spring only)	
Review email from TLO@mnsu.edu regarding licensure	
Complete weekly Environment Scan or Reflective Journals	

Attend Seminar 4	
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Dec (Fall) & May (Spring)

Planned Date

Continue to work through steps communicated by TLO@mnsu.edu	
Complete weekly Environment Scan or Reflective Journals	
Upload Enviro Scans and edTPA to Anthology Portfolio (include edTPA results, Authenticity form & Parent/Guardian Permission forms)	
Report Hours in Anthology Portfolio (do not need to track; for one semester-long placement, enter 640 hours in one entry; for multiple placements, add total hours for each placement)	
Attend Seminar 5 & Pinning	
SPED Candidates: Evidence of completing 5 SPED Competencies	

Completed List

***EITHER** a Reflective Journal **OR** an Environmental Scan must be completed weekly.*

Item	Completed Date
Environmental Scan #1	
Environmental Scan #2	
Environmental Scan #3	
Environmental Scan #4	

****When all Environmental Scans are completed, upload to Anthology as one document.***

Reflective Journal #1	
Reflective Journal #2	
Reflective Journal #3	
Reflective Journal #4	
Reflective Journal #5	
Reflective Journal #6	
Reflective Journal #7	
Reflective Journal #8	
Reflective Journal #9	
Reflective Journal #10	
Reflective Journal #11	
Triad Meeting #1 (Introduction)	
Triad Meeting #2 (Mid-Term Assessment in Anthology)	
Triad Meeting #3 (Summative Assessment in Anthology)	
Triad Meeting #4 (Dual Licensure Only)	
Teaching and Coaching Cycle #2 (Kiano)	
Teaching and Coaching Cycle #3 (Kiano)	
Teaching and Coaching Cycle #4 (Kiano)	
Teaching and Coaching Cycle #5 (Dual Licensure Only)	
edTPA Submission	
edTPA Upload to Anthology Portfolio	
edTPA T-Chart work completed (if needed)	