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Section I
Foundational Documents

- Emergency information
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**Important Contact Information**

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**What to do in CASE OF:**

**ILLNESS:**
Call your Cooperating Teacher AND University Supervisor. Fill out the Absence Form ASAP.

**EMERGENCIES:**
Call your Cooperating Teacher AND University Supervisor; inform the WSU Office of Clinical Practice. Fill out the Absence Form ASAP.

**ROAD AND WEATHER CONDITIONS:**
Listen to radio or TV reports, which announce whether or not schools are open or delayed. Follow instructions your University Supervisor gave you.

- Radio Stations: ________________________________
- TV Stations: ________________________________

**SCHOOL DISTRICT IN-SERVICE DAYS, MEETINGS AND CALENDAR:**
As a teacher candidate, you will follow the school district calendar for all in-service days, meetings and scheduled no-school days. If it is required of the Cooperating Teacher, it is a requirement for you. Inform your University Supervisor of all school in-service and no-school days scheduled on the calendar for your semester.

**STRIKES OR WORK STOPPAGE:**
Refrain from teaching or participating in school activities. Notify your University Supervisor AND the WSU Office of Clinical Practice.

Please carry liability insurance card/confirmation of insurance with you at all times.
Winona State University’s Mission Statement

The mission of Winona State University is to enhance the intellectual, social, cultural and economic vitality of the people and communities we serve.

We offer undergraduate programs based on the traditions and values of the arts and sciences and an array of graduate and professional programs that are especially responsive to the needs of the Upper Midwest.

We prepare our graduates to serve generously, lead responsibly and respond imaginatively and creatively to the challenges of their work, their lives and their communities.

A community of learners improving our world.

The WSU Professional Education Unit’s Core Belief Statement:

We exist to prepare professionals to continuously improve Birth-to-Grade 12 (B-12) student learning in twenty-first century schools. Through a continuum of clinical experiences and relevant and appropriate instructional methods, WSU graduates are prepared in a community of learners with developmentally appropriate content and pedagogical expertise, and professional dispositions to improve students learning by: (1) actively engaging in a culture of reflective practice and continuous improvement (2) demonstrating awareness of and an ability to respond to broader psychosocial and global contexts; and (3) advocating for students and their learning through leadership, collaboration, innovation, flexibility, and critical thinking.

The teacher, who reflects on the individual child’s needs, is responsive to the social context of learning within the classroom and advocates for children beyond the individual classroom.
Eligibility for Student Teaching, Graduation, and Licensure

Eligibility Requirements to Student Teach
A. Admittance to teacher/professional education.
B. Completion of MTLE Basic Skills Exams
C. Completion of all coursework required for the teaching degree prior to student teaching.
D. Cumulative G.P.A. of 2.75/4.0 or higher.
E. Grade of “C” or better for all Professional Education Sequence courses and all program methods courses. Please confer with your program advisor for an accurate list of these courses.
F. Completion of formal application materials one year in advance of the student teaching semester.
G. Documentation of professional liability insurance.
H. Criminal Background Check.
I. Completion of 100 hours of field experience prior to student teaching (effective Jan. 2016)

Graduation Requirements
A. WSU G.P.A. of 2.75/4.0 or higher.
B. Grade of “C” or better for all Professional Education Sequence courses and all program methods courses. Please confer with your program advisor for an accurate list of these courses.
C. Satisfactory completion of the student teaching experience and all degree requirements completed.
D. Demonstration of competencies outlined in the student teaching syllabus.

Certification and Licensure Requirements
A. Passing scores on MTLE Basic Skills, Content Area and Pedagogy Tests. Information about the MTLE tests can be obtained from the MTLE website. ([http://www.mtle.nesinc.com/](http://www.mtle.nesinc.com/))
B. WSU G.P.A. of 2.75/4.0 or higher.
C. Completion of Minnesota Department of Education licensure application.
D. Completion of Minnesota Department of Education background check.
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 shall apply to all persons licensed according to rules established by the Board of Teaching.

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.

Subp. 3. **Statutory enforcement of code: complaints, investigation, and hearing.**

A. The enforcement of the provisions of the code of ethics for Minnesota teachers shall be in accord with Minnesota Statutes, section 214.10:

"Minnesota Statutes, section 214.10, complaints; investigation and hearing.

Subd. 1. Receipt of complaint. The executive secretary of a board, a board member or any other person who performs services for the board who receives a complaint or other communication, whether oral or written, which complaint or communication alleges or implies a violation of a statute or rule which the board is empowered to enforce, shall promptly forward the substance of the communication on a form prepared by the attorney general to the designee of the attorney general responsible for providing legal services to the board. Before proceeding further with the communication, the designee of the attorney general may require the complaining party to state the complaint in writing on a form prepared by the attorney general. Complaints which relate to matters within the jurisdiction of another governmental agency shall be forwarded to that agency by the executive secretary. An officer of that agency shall advise the executive secretary of the disposition of that complaint. A complaint received by another agency which relates to a statute or rule which a licensing board is empowered to enforce shall be forwarded to the executive...
secretary of the board to be processed in accordance with this section.

Subd. 2. Investigation and hearing. The designee of the attorney general providing legal services to a board shall evaluate the communications forwarded by the board or its members or staff. If the communication alleges a violation of statute or rule which the board is to enforce, the designee is empowered to investigate the facts alleged in the communication. In the process of evaluation and investigation, the designee shall consult with or seek the assistance of the executive secretary or, if the board determines, a member of the board who has been designated by the board to assist the designee. The designee may also consult with or seek the assistance of any other qualified persons who are not members of the board who the designee believes will materially aid in the process of evaluation or investigation. The executive secretary or the consulted board member may attempt to correct improper activities and redress grievances through education, conference, conciliation, and persuasion, and in these attempts may be assisted by the designee of the attorney general. If the attempts at correction or redress do not produce satisfactory results in the opinion of the executive secretary or the consulted board member, or if after investigation the designee providing legal services to the board, the executive secretary or the consulted board member believes that the communication and the investigation suggest illegal or unauthorized activities warranting board action, the designee shall inform the executive secretary of the board who shall schedule a disciplinary hearing in accordance with Minnesota Statutes, chapter 14. Before the holding of a disciplinary hearing maybe directed, the designee or executive secretary shall have considered the recommendations of the consulted board member. Before scheduling a disciplinary hearing, the executive secretary must have received a verified written complaint from the complaining party. A board member who was consulted during the course of an investigation may participate at the hearing but may not vote on any matter pertaining to the case. The executive secretary of the board shall promptly inform the complaining party of the final disposition of the complaint. Nothing in this section shall preclude the board from scheduling, on its own motion, a disciplinary hearing based upon the findings or report of the board's executive secretary, a board member or the designee of the attorney general assigned to the board. Nothing in this section shall preclude a member of the board or its executive secretary from initiating a complaint.

Subd. 3. Discovery; subpoenas. In all matters pending before it relating to its lawful regulation activities, a board may issue subpoenas and compel the attendance of witnesses and the production of all necessary papers, books, records, documents, and other evidentiary material. Any person failing or refusing to appear or testify regarding any matter about which the person may be lawfully questioned or produce any papers, books, records, documents, or other evidentiary materials in the matter to be heard, after having been required by order to the board or by a subpoena of the board to do so may, upon application to the district court in any district, be ordered to comply therewith. The chair of the board acting on behalf of the board may issue subpoenas and any board member may administer oaths to witnesses, or take their affirmation. Depositions may be taken within or without the state in the manner provided by law for the taking of depositions in civil actions. A subpoena or other process paper may be served upon any person named therein, anywhere within the state by any officer authorized to serve subpoenas or other process or paper in civil actions, with the same fees and mileage and in the same manner as prescribed by law for service of process issued out of the district court of this state. Fees and mileage and other costs shall be paid as the board directs."

Subp. 4. Complaints handled by board. When oral complaints alleging violations of the code of ethics are received, the executive secretary of the Board of Teaching shall request the complaining party to submit the complaint in writing within ten days.

Upon the receipt of a complaint in writing alleging violations of the code of ethics, the teacher named in the complaint
shall be notified in writing within ten days of the receipt of the complaint.

The teacher shall be entitled to be represented by the teacher's own counsel or representative at each stage of the investigation and hearing.

Subp. 5. **Enforcement procedures.** The Board of Teaching may impose one or more of the following penalties when it has found a violation of the code of ethics. These actions shall be taken only after all previous efforts at remediation have been exhausted.

A. The Board of Teaching may enter into agreements with teachers accused of violating the code of ethics which would suspend or terminate proceedings against the teacher on conditions agreeable to both parties.

B. A letter of censure from the Board of Teaching may be sent to the person determined to be in violation of the standards of the code of ethics. A copy of the letter shall be filed with the Board of Teaching. Such letters shall be kept on file for a period of time not to exceed one calendar year.

C. A teacher who has been found to have violated the code of ethics may be placed on probationary licensure status for a period of time to be determined by the Board of Teaching. The board may impose conditions on the teacher during the probationary period which are to be directed toward improving the teacher's performance in the area of the violation. During this period, the teacher's performance or conduct will be subject to review by the Board of Teaching or its designee. Such review will be directed toward monitoring the teacher's activities or performance with regard to whatever conditions may be placed on the teacher during the probationary period. Before the end of the probationary period the Board of Teaching shall decide to extend or terminate the probationary licensure status or to take further disciplinary actions as are consistent with this rule

D. The license to teach of the person determined to be in violation of the standards of the code of ethics may be suspended for a period of time determined by the Board of Teaching.

E. The license to teach of the person determined to be in violation of the standards of the code of ethics may be revoked by the Board of Teaching.

**Statutory Authority:** *MS s 125.185*

**History:** 17 SR 1279; L 1998c 397 art 11 s 3

**Posted:** November 14, 2003

More Information Available at [https://www.revisor.leg.state.mn.us/rules/?id=8700.7500](https://www.revisor.leg.state.mn.us/rules/?id=8700.7500)
**Student Teaching Professionalism**

- **Be well groomed at all times.** Determine what is appropriate for your building. It may be advisable to take your model from the more formal faculty examples to help you in the transition from student to teacher roles.

- **Be prompt at all times.** You expect your students to be on time; therefore, you should be on time. This includes promptly turning in all necessary lesson plans, schedules, journals, and assignments. Be aware of and follow the school building hours.

- **Use proper grammar, spelling, and punctuation with both oral and written communication.** When necessary, consult a dictionary. Avoid trite and slang expressions and gender-biased comments, as particular terms may be offensive to some people. Your social group is changing as you join a profession, and you must now adopt the more formal language of a professional.

- **Obtain and know the policies of the school.** Ask if student and faculty handbooks are available for your use. You are responsible for this information.

- **Show initiative!** Consult the Cooperating Teacher first and, if approved, follow through with the necessary action. Avoid having to be told everything you need to do.

- **Develop professional rapport with students, faculty, staff, administration, and the public.** Please refer to the Minnesota Code of Ethics (Appendix B).

- **Secure approval** from local school administration for engaging in any activities in the cooperating school or school district that goes beyond the teaching assignment.

- **Begin your assignment correctly by obtaining and maintaining effective classroom management.** Effective teachers manage their classroom as opposed to disciplining their children in a classroom. Managing your classroom refers to those things you do to organize students’ space, time, and materials with the goal of increased student learning.

- **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 a Teacher Candidate use these activities as a reason for failing to meet responsibilities during the student teaching semester.

- **Any extra-curricular or co-curricular positions (e.g., coaching) need to be discussed** with the Director of Clinical Practice prior to making a commitment.

- **Share with your University Supervisor** copies of newsletters, special projects, and programs in which you have had major input.

- **Invite your University Supervisor** to visit special projects or programs.

- **Abide by the National Education Technical Standards (NETS) for Students and Educators (for more information, go to www.iste.org and click NETS for students and/or NETS for Teachers).** Check with the Media Specialist and/or District Technology Specialist to ensure you are in compliance with district standards, including but not limited to plagiarism and copyright.

  - Follow the confidentiality contract signed during posting day.

**Keep your contact information updated** with the Office of Clinical Practice, your University Supervisor, and WSU.
Minnesota Standards of Effective Practice for Teachers

According to state law, any candidate for teacher licensure in Minnesota shall show verification of completing the following standards in a teacher preparation program. These 10 standards and their 120 specific competencies reflect the National INTASC standards, and are adopted permanent rules of the Minnesota Board of Teaching. Students in WSU teacher education programs are expected to develop a pre-professional portfolio of class work, field work and life experiences demonstrating accomplishment of the standards.

**Standard One: Subject Matter** A teacher must understand the central concepts, tools of inquiry and structures of the discipline taught and be able to create learning experiences that make these aspects of subject matter meaningful to.

**Standard Two: Student Learning** A teacher must understand how students learn and develop and must provide learning opportunities that support a student’s intellectual, social and personal development.

**Standard Three: Diverse Learners** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

**Standard Four: Instructional Strategies** A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving and performance skills.

**Standard Five: Learning Environment** A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning and self-motivation.

**Standard Six: Communication** A teacher must be able to use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

**Standard Seven: Planning Instruction** A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community and curriculum goals.

**Standard Eight: Assessment** A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the students.

**Standard Nine: Reflection and Professional Development** A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents and other professionals in the community and who actively seeks out opportunities for professional growth.

**Standard Ten: Collaboration, Ethics and Relationships** A teacher must be able to communicate and interact with parents or guardians, families, school colleagues and the community to support student learning and well-being.

The complete standards and competencies are available on the internet at [www.revisor.leg.state.mn.us/arule/8710/2000.html](http://www.revisor.leg.state.mn.us/arule/8710/2000.html)
Minnesota Teacher Licensure Exams

Taking all MTLE Basic Skills Tests (Math, Reading, and Writing) and passing at least two of the three exams is one of the requirements for admission into the Teacher Education program. Preparation materials & answers to frequently asked questions are provided. If you have taken the ACT Plus Writing and received a composite score equal to or greater than 22 and a combined English/Writing score equal to or greater than 21 OR if you have taken the SAT and received a score equal to or greater than 510 on the Reading & Writing and a score equal to or greater than 520 on the Mathematics, then you do not need to take the MTLE Basic Skills exams. You will instead need to provide a copy of your ACT Plus Writing or SAT score to Paula O'Malley if you are taking classes on the Winona campus. Please refer to the following document for more information. It is available on the WSU Webpage for MTLE: Submitting ACT Plus Writing or SAT scores (PDF).

In September 2010, the MTLEs became the statewide uniform means of assessing the basic skills and the pedagogical and subject-area knowledge of Minnesota K-12 teacher candidates. All candidates for an initial license are required to pass the basic skills tests as well as pedagogy and content area tests.

We understand that you may have many questions about these tests. The MTLE website http://www.mtle.nesinc.com/ has the most up-to-date information. You may also go to our WSU Website, http://www.winona.edu/teachered/prepare.asp for help in finding frequently asked questions and resources to prepare for your exams.
Section II
Professional Responsibilities

- Student Teaching Course Syllabus
- Student Teaching Requirements
- Student Teaching Assignments
- MN Standards of Effective Practice
Instructors: Jane Morken
Phone: 507.457.5351
E-Mail: JMorken@winona.edu
Office: Gildemeister 110
Office Hours: 8:00-4:30pm M-F

Required Materials:
- **Winona Student Teaching Policy and Procedure Handbook** available on the WSU Clinical Practice website.
- Per Minnesota Code and University policy, each Teacher Candidate will have **liability coverage during the semester of student teaching**. There are two methods to demonstrate coverage: Education Minnesota Student Program (EMSP) or special liability rider on a homeowner’s policy. EMSP membership follows the academic year, so it is valid from September 1 to August 31. If you join mid-year, the membership is active until August 31st. Office of Clinical Practice will obtain current EMSP membership roster from the Education Minnesota local field office. If you choose not to join EMSP, then documentation of a special liability rider on a homeowner’s policy is required and will need to be submitted to the Office of Clinical Practice at the Orientation Meeting. No documentation means no student teaching.
- **Current Subscription to TaskStream LAT**
- **D2L – Desire to Learn** will be used to post helpful information
- **Student Teaching Web Site** will be used for students to access electronic documents.
  URL: [http://www.winona.edu/teachered/clinicalpractice.asp](http://www.winona.edu/teachered/clinicalpractice.asp)

Required Equipment List:

For completion of the edTPA, equipment is available to checkout in the office of Clinical Practice, Gildemeister 110

Teacher Candidates must buy a **16gb SD memory card** to use in the digital video cameras. You will be able to use the memory card in your computer to edit the video. We have many video cameras to check out, but not enough to keep for extended periods of time. This maximizes the number of teacher candidates who may use the cameras.

But, if you are not student teaching close to Winona Campus, completion of the edTPA will require the following equipment:
- Digital Video Camera with Good Audio
- Tripod
- Wireless Microphone Preferred*

*If you are careful with the digital video camera placement and have a quality audio with the digital video camera, you can accomplish the recording without a microphone.

Teacher candidates may also use their own iPads. If using your iPads to video, note that you must download a video compression app.

**Recommended Textbooks:**
- District Curriculum Guide
- District Student Handbook
- Methods Textbooks
Course Description:

This is a capstone student teaching experience. Teacher Candidates are placed in a domestic/international school placement based on licensure level. This capstone experience is for one full semester on a daily full-time basis.

Prerequisites: Completion of all coursework required for major. Pass/NoCredit only.

As a community of learners, our professional education unit believes:

We exist to prepare professionals to continuously improve Birth-to-Grade 12 (B-12) student learning in twenty-first century schools. Through a continuum of clinical experiences and relevant and appropriate instructional methods, WSU graduates are prepared in a community of learners with developmentally appropriate content and pedagogical expertise, and professional dispositions to improve students learning by: (1) actively engaging in a culture of reflective practice and continuous improvement (2) demonstrating awareness of and an ability to respond to broader psychosocial and global contexts; and (3) advocating for students and their learning through leadership, collaboration, innovation, flexibility, and critical thinking.

This course also meets the requirements for the University Oral Communication Flag. The purpose of the Oral Communication Flag requirement is to complete the process of providing graduates of Winona State University with the knowledge and experience required to enable them to become highly competent communicators by the time they graduate. Courses can merit the Oral Communication Flag by demonstrating that they allow for clear guidance, criteria, and feedback for the speaking assignments; that the course requires a significant amount of speaking; that speaking assignments comprise a significant portion of the final grade; and that students will have opportunities to obtain student and faculty critiques of their speaking. These courses must include requirements and learning activities that promote students’ abilities to:

a. Earn significant course credit through extemporaneous oral presentations;

b. Understand the features and types of speaking in their disciplines;

c. Adapt their speaking to field-specific audiences

d. Receive appropriate feedback from teachers and peers, including suggestions for improvement;

e. Make use of the technologies used for research and speaking in the fields; and

f. Learn the conventions of evidence, format, usage, and documentation in their fields.

This course will enable students to demonstrate competencies for Minnesota Board of Teaching requirements. The following Minnesota Standards for Effective Teaching Practice for Beginning Teachers (SEPs), including the benchmarks will be a major focus of the course. Each benchmark is assessed during student teaching.

Standard 2, Student Learning.

- 2E. Assess both individual and group performance and design developmentally appropriate instruction that meets the student’s current needs in the cognitive, emotional, moral, and physical domains.

Standard 4, Instructional Strategies.

- 4C. Understand principles and techniques, along with advantages and limitations, associated with various instructional strategies.

- 4E. Nurture the development of student critical thinking, independent, problem solving, and performance capabilities.

- 4F. Demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas and needs.

- 4G. Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests.

- 4H. Use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.
• 4I. Monitor and adjust strategies in response to learner feedback.
• 4K. Develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding present varied perspectives to encourage critical thinking. Use educational technology to broaden student knowledge about technology, and deliver instruction.

**Standard 5, Learning Environment.**

• 5H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole.
• 5I. Establish peer relationships to promote learning.
• 5K. Use different motivational strategies that are likely to encourage continuous development of individual learner abilities.
• 5N. Organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks.
• 5Q. Analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
• 5R. Organize, prepare students for and monitor independent and group work that allows for full, varied, and effective participation of all individuals.

**Standard 8, Assessment.**

• 8J. Evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work.
• 8K. Monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals.

**Standard 9, Reflection and Professional Development.**

• 9G. Understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues.

**Course Goals and Learner Outcomes:**

• Apply the knowledge and skills acquired in teacher education course work and school based teaching experiences
• Demonstrate attitudes consistent with good teaching.
• Effectively perform those professional duties deemed important in each school setting.
• Explore and apply multiple principles of learning and multiple teaching strategies.
• Explore the role of the teacher in the schools and begin to identify with that role.
• Develop entry level competence in the full range of teaching functions as defined in the relevant teaching standards.
• Demonstrate awareness and apply principles of professional and ethical behavior.
• Assess, along with the university and school personnel, the students’ present competence and potential for growth as a teacher.

In addition, students will be assessed in the following dispositions: **Commitment to Professional Self-Reflection and Growth, Commitment to Students and Their Learning, and Commitment to the Profession and Community as determined by the Professional Education Unit.** For more information, please refer to the Student Teaching Policy and Procedure Handbook under the Student Teaching Professionalism category.
**Student Teaching Requirements**

A. Attendance

- Daily attendance by the Teacher Candidate is expected. If the Teacher Candidate needs to be absent due to illness or funeral, the Cooperating Teacher and the University Supervisor must be notified immediately. Discuss the school policy on attendance with your Cooperating Teacher to discover if the principal should also be called.
- Absences for other reasons should be discussed with the University Supervisor well in advance of the requested absence date. Excess absences may affect passing student teaching.
- Teacher Candidates may be excused for a limited number of interviews if there is minimal conflict with the student teaching responsibilities. Prior approval is necessary.
- Use the Leave of Absence form to document your absences. Complete the form and submit it to your University Supervisor. The University Supervisor will include it in your student file. This form helps us assure appropriate documentation of your attendance and helps in decisions to extend the student teaching experience if required.

B. Know the information in the Student Teaching Handbook.

C. Length of Student Teaching Assignment:

- 1 Major – 16 weeks of Student Teaching
- 1 Major K-12 – Two different levels and/or sites of 8 weeks each or variation/16 weeks total student teaching
- 1 Major/1 Minor – 12 weeks in major/4 weeks in minor
- 1 Major/2 Minors – 12 weeks in major/4 weeks in 1st minor/4 weeks in 2nd minor (this experience will cross semesters)
- 2 Majors – 16-32 weeks of Student Teaching depending upon majors (this experience may cross semesters)

D. Maintain current proof of liability insurance through EMSP, or bring in documentation of coverage through a rider on your home insurance policy. The Office of Clinical Practice will verify your coverage through EMSP unless you provide proof of coverage through home insurance.

E. Students are expected to follow the Professional Confidentiality Agreement. (signed at Admission)

F. The Winona State University College of Education requires three criminal background checks (CBC) for all pre-education and education majors.

   a. You will sign a consent allowing WSU to conduct a CBC and submit to field placement sites when necessary.
   b. Pre-education majors are required to undergo an initial CBC upon acceptance to the WSU.
   c. A subsequent comprehensive check is done upon admittance to Teacher Education,
   d. and a final refresher CBC is done during the semester prior to student teaching.

The purpose of this policy is to ensure that our teacher candidates adhere to the standards of professional conduct as found in the Code of Ethics for Minnesota Teachers (see Appendix B). The CBC protects the public and ensures B-12 student safety. It also assures our school partners that WSU education majors have undergone a national CBC and have been cleared.

WSU works with Verified Credentials, Inc. to ensure the background check procedure is in alignment with the scope of our clinical experience responsibilities. Students are required to submit payment via the Verified Credentials, Inc. website and complete a background check authorization. This process needs to be followed at the time of each required CBC. The Verified Credentials website provides the necessary tools to complete this process. Please contact the Director of Clinical Practice for further information.
G. Assignments:
Student Teaching is a pass/no credit course. ALL assignments will need to be completed in order to be considered for the appropriate assessment. Below is the list of Student Teaching assignments. More information may be found in the Student Teaching Policy and Procedure Handbook:

- **Demographics/Diversity Survey.** Complete with the aid of the Cooperating Teacher the Diversity Survey as found in Appendix N and submit on-line via Qualtrics.
- **Student Teaching Goals.** Establish and discuss student teaching goals and return the Student Teaching Goals sheet to your University Supervisor within the first two weeks. Section V
- **Daily Lesson Plans.** Write daily lesson plans for all lessons that you teach, using either the format located in this Handbook, or a requested program-specific format.
- **Weekly E-Mail Journal.** Reflect on your teaching by keeping a weekly e-mail journal to be shared only with your University Supervisor. Section V
- **Observations.** One-half day in your license area and comparable grade level in the district you are student teaching or in a school outside of your placement. Complete and submit the “Student Teaching Observation Guide” as found in Section VI.
- **Complete edTPA**

H. Evaluation Procedures:
You will participate in a mid-term (if 10 week placement or longer) and final evaluation with your University Supervisor and Cooperating Teacher. You should do a self-reflection and complete the evaluation form (Section VI) prior to the final conference. A dispositions evaluation will also be completed by your Cooperating Teacher. (Section VI)

I. Complete the Teacher Performance Assessment (edTPA).
   a. The Teaching Performance Assessment (edTPA) is a nationally available assessment of readiness to teach for novices. The assessment is focused on student learning and is designed around the principles that successful teachers apply knowledge of subject matter and subject-specific pedagogy, develop and apply knowledge of their students varied needs, consider research/theory about how students learn, and reflect and act on evidence of the effects of their instruction on student learning.
   b. As a performance-based assessment, the edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic, experiential ways. As a participant in this assessment, you will have an opportunity to develop a collection of materials that represents the ways in which you teach students in your “student teaching” classroom or other instructional settings. When developing your materials, you will be prompted to synthesize what you have learned throughout your preparation program and apply it with the students you currently teach. Your edTPA evidence will demonstrate your current abilities, knowledge and skills as a beginning teacher on your way to becoming a highly accomplished teacher.
   c. For more information refer to the edTPA handbook for your program.
   d. Subscribe to TaskStream LAT.
   e. For equipment list to complete the edTPA, see Student Teaching Syllabus.
   f. edTPA information can be found on D2L site under Student Teaching.
   g. There will be a cost of $270.00 for external scoring of the edTPA.
   h. Teacher Candidates must use the official permission form with B-12 grade students before videotaping the edTPA.

J. Calendar

- All Teacher Candidates will follow the calendar and schedule of their respective school districts, including in-service and vacation days once placed in the field.
• Fall semester Teacher Candidates will begin with the workshop and opening of schools in the system where they are assigned and ends in December when the district breaks for winter vacation. Teacher candidates will be excused for the Thursday and Friday of Commencement week.
• Spring Teacher Candidates will begin their placement in January. Winona State Winona campus students will begin the same day as the school district in which they are placed and end at WSU Commencement as long as a minimum of 16 weeks has been reached. Winona State Rochester campus students will begin in February.

K. Attend the Student Teaching Orientation meeting. These meetings are held in August for Fall placements and December for Spring placements.

L. Attend the on-campus Professional Day. These meetings are held in November for Fall placements and April for Spring placements. Professional dress is required.

Teacher Candidates with Disabilities. Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please contact the Office of Clinical Practice immediately to discuss the necessary accommodations and contact Access Services at 507-457-5878, Maxwell 313, AccessServices@winona.edu. Accommodations are made only for students who make arrangements through Access Services.
Student Teaching Assignments

The following assignments are required activities for student teaching. Special Education majors see Appendices R through X for assignments and evaluation materials. Student teaching is a course and assignments are required to model growth and to monitor progress. All assignments meet the competencies as noted in the Minnesota Standards of Effective Practice for student teaching at WSU. Lack of completion of assignments will earn a grade of “no credit.”

A. Provide Class Schedules (Master & Daily) to your University Supervisor at the beginning of each placement.
B. Complete, with the aid of the Cooperating Teacher, the Demographics Survey for all placements.
C. Establish and discuss student teaching goals and return Student Teaching Goals sheet to your University Supervisor by the end of the second week of all placements.
D. Complete the Teacher Performance Assessment (in one placement only). For more information, see the appropriate edTPA handbook for your program located in TaskStream.
E. Write daily plans for all lessons that you teach. Your Cooperating Teacher should approve your lesson plans two days in advance of the time you intend to use them. All lesson plans should be readily available to your University Supervisor during observations. Submit a minimum of six detailed plans per placement to your University Supervisor for assessment and feedback.
F. It is a requirement you reflect on your teaching by keeping a weekly e-mail journal to be shared only with your University Supervisor. Detailed explanation and format for the e-mail journal can be found in Section V. The journal emails need to be submitted to the University Supervisor by noon on Sunday of each week.
G. Attend required seminars held by your University Supervisor.
H. It is an expectation that you will assume full responsibility for your placement assignment for a minimum of 10 days during the student teaching term. This may be in the context of the Co-Teaching model where you assume the leadership responsibility for planning the classroom Section VII, but the Cooperating Teacher may be teaching as well.
I. Complete the edTPA, which involves planning, teaching and assessing a mini unit of 3-5 consecutive lessons. Your University Supervisor will attempt to observe one lesson in your edTPA unit. You will need to notify the University Supervisor at least two weeks in advance of the upcoming edTPA unit in order to schedule a visit. The edTPA will be uploaded to Pearson Publishing Company. Please note: Your Cooperating Teacher may request you follow the guidelines and expectations of the district curriculum. Please refer to the “Minnesota edTPA” video found by clicking “video” at http://www.winona.edu/teachered/coopteachers.asp
J. Observation in district or out-of-district. The purpose of this observation is to provide additional opportunities for Teacher Candidates to observe a variety of different instructional models. It is expected these be in comparable settings.
   • Observe a classroom for one-half day in your license area and in a comparable grade level in which you are student teaching. Provide a written summary to your University Supervisor utilizing the Student Teaching Observation Guide (Section VI). Use the “Observation of Student Teaching Process” questions at the end as a guideline.
K. Evaluation

- In 12 or 16 week placements, participate in a midterm, three-way conference with your University Supervisor and Cooperating Teacher. Complete a self-evaluation before the conference using the Student Teaching Evaluation Form (Section VI).

- Participate in a final three-way conference with your University Supervisor and Cooperating Teacher for the purpose of discussing the completed final evaluation. Complete a self-evaluation form before the conference (Section VI).

In both the mid-term and final evaluation, be aware Student Teaching Disposition is an important component of the student teaching experience and is a part of the evaluation system (Section VI).
Minnesota Standards of Effective Practice

1. **Subject Matter**: Effective beginning teachers understand the central concepts, tools of inquiry, and structures of the disciplines taught and can create learning experiences that make these aspects of content meaningful for students.

2. **Learning and Development**: Effective beginning teachers draw upon their understanding of learning process and principles of development to design and provide learning opportunities that promote students’ cognitive, social, and personal development.
   - **2E.** Assess both individual and group performance and design developmentally appropriate instruction that meets the student’s current needs in the cognitive, social, emotional, moral, and physical domains.

3. **Diverse Learners**: Effective beginning teachers understand the differences in students’ approaches to learning and use this understanding to create learning opportunities that are responsive to students with diverse backgrounds and exceptionalities.

4. **Instructional Strategies**: Effective beginning teachers understand how students differ in their approaches to learning and performance and can make instructional decisions that reflect students’ backgrounds, prior experiences, accommodate learning needs, and use background experiences to connect instructions to student experiences.
   - **4C.** Understand principles and techniques, along with advantages and limitations, associated with various instructional strategies.
   - **4E.** Nurture the development of student critical thinking, independent, problem solving, and performance capabilities.
   - **4F.** Demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.
   - **4G.** Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests.
   - **4H.** Use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.
   - **4I.** Monitor and adjust strategies in response to learner feedback.
   - **4K.** Develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and present varied perspectives to encourage critical thinking. Use educational technology to broaden student knowledge about technology, and to deliver instruction.
5. **Learning Environment.** Effective beginning teachers understand individual motivation and group dynamics and use them to create learning communities that promote positive social interaction, active engagement in learning, and self-motivation.

   **5H.** Establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole.
   **5I.** Establish peer relationships to promote learning.
   **5K.** Use different motivational strategies that are likely to encourage continuous development of individual learner abilities.
   **5N.** Organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks.
   **5Q.** Analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
   **5R.** Organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.

6. **Communication.** Effective beginning teachers use effective verbal, nonverbal, and media communication techniques to foster active inquiry and collaboration to foster student learning.

7. **Instructional Planning.** Effective beginning teachers plan and deliver instruction based upon knowledge of subject matter, the students they teach, the community, and curriculum goals.

8. **Assessment.** Effective beginning teachers understand and use a variety of formal and informal assessment strategies to evaluate student learning and make instructional decisions that promote ongoing cognitive, social, and physical development of their students.

   **8J.** Evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work.
   **8K.** Monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals.

9. **Reflection and Professional Development.** Effective beginning teachers reflect on the efficacy of their instructional decisions on their students’ learning in order to improve their practice and give direction and purpose to their professional development.

   **9G.** Understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues.

10. **Collaboration, Ethics and Relationships.** Effective beginning teachers communicate and collaborate with others to create and sustain student learning and well-being.

    Although each standard has several benchmarks, those benchmarks listed under the respective standard are those which have been identified as being met during student teaching as an assessment point. (Minnesota Board of Teaching Continuing Licensure 2007; Winona State University).

**More information available at** [https://www.revisor.leg.state.mn.us/rules/?id=8710.2000](https://www.revisor.leg.state.mn.us/rules/?id=8710.2000)
Section III

Policies

• Withdrawal or Removal From Student Teaching
• Action Plans
Removal from Student Teaching

On rare occasions, a Teacher Candidate might encounter difficulties so serious that it is necessary for the WSU Office of Clinical Practice to consider terminating the student teaching placement.

The following will be followed when termination of a student teaching placement is considered:

1. As soon as a serious and potentially disqualifying problem is observed, the Cooperating Teacher, University Supervisor, and Teacher Candidate should meet to design an assistance plan that outlines specific timelines for meeting the goals. A copy of the assistance plan will be signed and immediately provided to the Teacher Candidate, Cooperating Teacher, and University Supervisor. Providing copies of the assistance plan will be the responsibility of the University Supervisor.

2. The Teacher Candidate is advised to identify an advocate on his/her behalf such as the Teacher Candidate’s advisor.

3. The Director of Clinical Practice will be promptly notified by the University Supervisor regarding the concern and provided a copy of the assistance plan.

4. The University Supervisor and Cooperating Teacher will document all interactions in the assistance plan.

5. If the required outcome is achieved within the timeline and maintained, the Teacher Candidate will remain in that placement.

6. If the Teacher Candidate fails to demonstrate sufficient progress to the University Supervisor and the Director of Clinical Placement, the student teaching experience may be terminated. The decision to terminate the student teaching experience will be made based on input and discussions with the Cooperating Teacher and as needed/required the building principal. If the Cooperating Teacher and/or P-12 school administration determine that the P-12 students are being negatively impacted by the ongoing practice of the Teacher Candidate, they may request that the student teaching experience be terminated. When the decision to terminate the student teaching is made, the Director of Clinical Practice and the University Supervisor will arrange a conference with the Teacher Candidate. If the team determines that an alternative to termination is appropriate a student may be placed in another classroom or be given extra time in a classroom setting. If the later, a student will be assessed additional tuition.

7. The student may appeal the decision to terminate the student teaching experience but may not appeal the school administration’s decision to terminate the particular placement at that school.

8. If the student’s appeal is successful, the Teacher Candidate might be given additional time to complete an appropriate experience and/or be assigned an alternative placement to complete the student teaching requirement.

If the student chooses not to appeal or if the appeal is unsuccessful, the student will be given a grade of “No Credit” for student teaching. In such a case, the student will not be able to graduate with a teaching degree (as successful completion of student teaching is required for the major) and must change majors or discuss repeating the student teaching course with the Director of Clinical Practice and/or the Dean of the College of Education. If the student changes majors, then he/she must complete the “oral flag” requirement for the new major, which has an approved course for this flag.
WSU Student Teaching Student Assistance Plan

A Teacher Candidate identified as needing remediation will be required to attend a review meeting convened by the Cooperating Teacher and/or University Supervisor. The purpose of the meeting is to identify corrective actions the Teacher Candidate must take to remediate identified areas of concern. The successful completion of conditions outlined in this assistance plan will be required for continuation in the student teaching placement.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name and MI</th>
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<thead>
<tr>
<th>Placement</th>
<th>Semester</th>
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</table>

Statement of Area(s) Concern

Specific Action(s)/Outcome(s) Expected

Timeline of Events

Next Conference Date: ________________

Action Taken:
- Sufficient
- Continued
- Termination

Acknowledgement: I have reviewed this assistance plan and understand that failure to achieve the expected outcome may result in either a change of placement or “No Credit” grade for student teaching.

<table>
<thead>
<tr>
<th>Teacher Candidate</th>
<th>Cooperating Teacher</th>
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<tr>
<th>University Supervisor</th>
<th>Other (Specify)</th>
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Form Available On-Line at: [http://www.winona.edu/education/clinicalpractice.asp](http://www.winona.edu/education/clinicalpractice.asp)
Teacher Education Unit Appeals Procedures

The purpose of the teacher education appeals procedures is to guarantee all students due process rights and to protect students from bias and retaliation. Teacher education majors should utilize the following procedures to appeal issues related to admission or retention in the teacher education program. PLEASE NOTE: Course grades are appealed through the University Grade Appeal Committee (See Grade Appeal Policy in the university catalog).

- If you have concerns about admission or retention in the teacher education program except for grades, first discuss it with your major advisor. If your concerns remain unresolved, then request to meet with your major department chair to further discuss resolution of your concern.

- If your concern is still unresolved, then prepare your concern in writing on the Application for Appeal form (see attached). This form may be obtained in the College of Education Dean’s Office.

- Complete the form with the guidance of your advisor and get his or her signature. Then review the appeal form with the department chairperson and get his or her signature. After receiving their signatures, turn the form into the Dean’s office in the College of Education. The Dean will determine whether this appeal moves to a Teacher Education Appeals Taskforce.

- Appeals are reviewed by a Teacher Education Appeals Taskforce when the Dean of the College of Education determines an appeal needs to be reviewed. This taskforce consists of appropriate faculty and staff representatives from across the teacher education unit. You may request to appear before the taskforce in person but it is not mandatory. The Dean’s administrative assistant will notify you of the designated time and place of the appeal.

- A taskforce will submit a written recommendation to the Dean within two days of the appeal meeting.

- The Dean’s office will contact you to set up a time to share this recommendation with you. You will be asked to indicate in writing that you understand the recommendation and/or conditions of the recommendation. This would be a time to provide the Dean with additional evidence before the final decision is made.

- The Dean makes the final decision to grant or deny the appeal and will inform you of the decision.

- Students are guaranteed full due process rights under the university’s Due Process Policy in the university’s undergraduate catalogue. (See page 28)

Please note: A Specific issue may be appealed one time.
Winona State University-Professional Education Unit

Application for Appeal

(To be completed by student)

Date: Application Received in Dean's Office:

Name______________________________________ Tech ID__________________________

Permanent Address____________________________________ Phone #_____________________

Local Address____________________________________ Phone #_____________________

Cell Phone _________________________________

Email Address_______________________________ Teaching Major:________________________

No. of credits completed:____________________ Overall GPA:_____________________

___________________________________________  _________________________________
Major Advisor Signature  Signature of Chairperson of Major Department/Designee

What issue do you want to appeal? (Please be as specific as possible)

___________________________________________

___________________________________________

___________________________________________

___________________________________________

___________________________________________

Justification for Appeal: After consulting with your major advisor and the chairperson of your major department, complete these questions. Attach any further documentation and/or narrative to this form if necessary.

1. Describe the situational factors relevant to your appeal. (Be as detailed as possible)

___________________________________________

___________________________________________

___________________________________________

___________________________________________

___________________________________________
2. Describe what, if anything, you have done to address situational factors.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. What documentation do you have to support your application for appeal? (Please describe and attach to this appeal)

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

4. I wish to present to the taskforce in person.  ☐ Yes  ☐ No

NOTE: If you check “No”, it will not have a negative influence on the recommendation of a taskforce.

Return completed form to the Dean, College of Education Office, Gildemeister 101. The College of Education Dean will summon a non-biased, non-conflict of interest taskforce to review this appeal.
Winona State University- Professional Education Unit

Appeal Form

(To be completed by a Taskforce Chairperson or Designee)

1. Exact issue being appealed.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

2. Did the taskforce interview any other individuals to gather more information regarding this issue? If yes, please list names and title(s) of individuals interviewed.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

3. Please describe below the relevant information presented by student, individuals interviewed, and taskforce discussion.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Appeal Recommended ______________ Appeal Not Recommended ______________

4. What is the taskforce justification for its recommendation? (Please be specific including circumstances under which the recommendation is made or denied. Use a separate sheet if necessary).

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Signature Verification Documentation
Teacher Education Unit Appeals

TASKFORCE DESIGNEE SIGNATURE(S) REQUIRED BELOW:

__________________________________________  ________________
Taskforce Designee                              Date

__________________________________________  ________________
Taskforce Designee                              Date

__________________________________________  ________________
Taskforce Designee                              Date

__________________________________________  ________________
Taskforce Designee                              Date

Note: Taskforce Designee signatures verify that you have submitted a non-bias, non-conflict of interest recommendation on this appeal.

STUDENT SIGNATURE REQUIRED BELOW:

I have read and understand the recommendations and/or conditions stated above.

__________________________________________  ________________
Student’s Signature                          Date

COLLEGE OF EDUCATION DEAN SIGNATURE REQUIRED BELOW:

Student Appeal Granted__________

Taskforce Recommendations & Conditions for Appeal Accepted_______

Student Appeal Denied _______

__________________________________________  ________________
Dean, College of Education Signature       Date
If a teacher candidate believes they have completed the requirements to be recommended for a license, he/she needs to follow the above appeal process. After the above process is completed and is denied a recommendation for a license, the teacher candidate has the following rights:

The board, 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. At the board's discretion, assistance may include the application of chapter 14.
Section IV

Issues to Consider

- Data Privacy
- Boundary Issues
- Child Abuse
- Diversity
- Gender Balance
- School Safety
**Issues to Consider**

**DATA PRIVACY**

“Keep student information private”

Much of the information you will deal with is private educational data on students and is protected by both state and federal privacy laws. Sharing information when there is no valid educational reason for doing so may subject you to discipline by the district, and civil and criminal liability.

When discussing students with colleagues, ask yourself whether the discussion is really necessary to provide educational services to the student. **Do not discuss individual students outside the school setting.**

- Most student data is private and should not be released to anyone but the student, parents, and staff with a legitimate educational responsibility.
- The statute covers all releases of data. **If you can’t release something in written form, you can’t release it verbally.**
- Review your classroom practice to make sure you are not unnecessarily sharing information about students in class. Do not list the names of students who got the top scores or state the names of students who need to turn in work.
- If in doubt, when asked for information, withhold the requested information until you check with your Cooperating Teacher and principal to determine whether it can be released.
- If questioned by the media or someone else regarding a student, respond simply that the information is private student data and you cannot discuss it.

Always check school directory policy to determine whether pictures or video clips of students can be used for bulletin boards, included in your portfolio, or reproduced in any way. You may need to obtain parental permission.

**BOUNDARY ISSUES**

“Create and maintain an environment for all students’ safety and success”

Winona State University Teacher Candidates are expected to act with civility and personal integrity: respect all others’ dignity, rights and property; and help create and maintain an environment in which all are safe and can succeed through their own efforts. Creating and maintaining a professional demeanor should be a full-time goal while working in a school setting. Teacher Candidates will be held accountable for a certain standard of care regarding the welfare of their students. Teacher Candidates should always be aware of the power differential between the teacher and the student. Teacher Candidates must conduct themselves in a professional manner by exuding appropriate behavior and disposition in all activities.

Teacher Candidates should respect the personal space of others and never engage in conduct that could be construed as threatening, coercing, provocative or conduct that could be misread. While touch is one of the most basic of human needs, even simple acts can be misinterpreted. Please work with your supervising teacher to be aware of the prevailing norms for public school personnel. Teacher Candidates must be aware their opinions may differ from the host school and/or community value system. Because placement as a Teacher Candidate creates a guest/host relationship, Teacher Candidates are expected to conform to the expectations, rules regulations and norms of their host school/community.

If there are ever any questions or concerns, the teacher candidate should immediately contact their Cooperating Teacher, University Supervisor or the WSU Director of Clinical Practice.
CHILD ABUSE
“Teachers must report suspected abuse”

If you know or have reason to believe one of your students is the victim of child abuse or neglect, Minnesota law requires you report it to the local social service agency, police or sheriff’s department. It is not sufficient to simply report it to the administration. For the child’s protection — and yours — report any suspicion you have right away, even if you are not sure.

One sign or symptom may not necessarily indicate child abuse, but some clues might lead you to suspect it:

- A child who has a pattern of unexplained injuries or an inordinate number of “explained” ones.
- A child who comes to school inappropriately dressed for the season.
- A child who is habitually late or often absent from school.
- A child who arrives early and leaves late because he or she is reluctant to go home.
- A child who is unusually fearful of adults or other children.
- A child who goes to the bathroom with difficulty or has trouble sitting.
- A child who is constantly tired or shows evidence of malnutrition.

If you need assistance in completing a report, see your Cooperating Teacher, building principal, or school counselor. You may also refer to the handout received during the “Mandatory Reporting” presentation in The Professional Educator, EFRT 459, course and/or your notes taken during the presentation.

DIVERSITY
“Bring balance to your classroom”

Our students will live in a pluralistic society. We must prepare students to understand and appreciate all cultures, learning styles, interests and values. Here is a list of steps you can take to provide a multicultural classroom experience.

- **Affirm and validate students’ ethnic experiences.** Include experiences of different cultural groups in the classroom through bulletin board displays, projects and presentations.
- **Recognize and understand cultural differences.** Be aware of cultural elements including clothing, time, space, gestures, ethics, values, religion, holidays, sex roles, rights and duties.
- **Vary your teaching style to accommodate different learning styles.**
- **Examine all curriculum and assessment material for ethnic and cultural bias.** Infuse multicultural concepts whenever possible in all areas of the curriculum.
- **Encourage cooperation.** Promote and foster healthy interaction among diverse groups for making decisions and solving problems.
- **Look for connections.** Interpret events from an international perspective but also illustrate the interrelatedness and interdependence of cultural groups.
- **Remember the goal of multicultural education goes beyond dancing and eating ethnic foods.** It is the acceptance, support and appreciation of similarities and differences. It also recognizes the right of different cultures to co-exist.
- **Familiarize yourself with the district’s harassment policy.**
GENDER BALANCE
“Avoid Gender Bias”

- **Make sure your expectations are the same for all your students.**
- **Use examples that are gender balanced.** If there are not any in your textbook, do some research.
- **Look for objective materials.** Screen books, posters and other items for balance.
- **Try to put girls and boys in non-traditional situations.** Avoid stereotyping jobs for students; such as, having girls clean up and boys carry things. Never use gender (or race) to group students.
- **Challenge all your students.** Make sure the classroom atmosphere is one where both girls and boys are equally challenged.
- **Walk the walk.** Model gender balance by what you say and do.
- **Be sure you interact equally with boys and girls.** Monitor yourself to ensure both the quantity and quality of your interactions are comparable.
- **Use all-inclusive, non-sexist language.** Avoid the use of gender-based words such as fireman and policeman (use firefighter and police officer instead). Point out stereotypical biases and language.
- **Be pro-active with your coursework to involve both boys and girls.** Because they bring different experiences into your classroom, you may need to employ different approaches to be sure everyone is successful at learning.

SCHOOL SAFETY
“Help provide a safe learning environment”

Statistically, public schools are one of the safest places for children. But it is still essential to be prepared for the possibility of violence or other life-threatening emergencies. Where do you start?

- **Familiarize yourself** with your district’s crisis management policy. Minnesota law requires all school districts to develop such a policy—in cooperation with staff, parents, law enforcement and others—to deal with a broad range of crises. The law spells out the minimum number of lock-down, fire and tornado drills to be included in the policy.
- **Make sure you receive training in crisis procedures,** including opportunities to practice the procedures with students present. Contact your Cooperating Teacher for additional information.
- **Know your school building.** Make sure you get a map and a complete tour of your school. Know where designated safe areas are and how to get there. Familiarize yourself with evacuation routes and alternate routes if the main route is blocked.
- **Know the staff and other adults** authorized to be in your school. If you see someone you don’t recognize, follow your school’s policy for reporting an unauthorized visitor.
- **Pay attention to warning signs** that a student could become violent. These include preoccupation with weapons and death, cruelty to animals and expressions of anger or violence in writings or drawings. Ask others at your school how to access resources for troubled youth.
- **Help foster a safe and respectful environment** in your classroom and school. Don’t tolerate bullying, harassment or physical violence. Teach students how to resolve conflicts and manage anger, and help them practice these skills in everyday life. Work with others at your school to implement school-wide anti-bullying and school safety programs.

For additional assistance, you can access Education Minnesota’s Crisis Response Team through your building representative or local president. The team offers not only crisis assistance, but resources, training and preventative services.
Section V
Guiding Materials

- New Teacher Checklist
- Reflective Journaling
- Format for Weekly Journal
- Checklist for Lesson Planning
- Daily Lesson Plans
- Sample Lesson Plan Formats
Teacher Candidate

Teacher Candidate: ____________________________
Placement: ____________________________
Cooperating Teacher: ____________________________

Things to discuss and review during your first week of student teaching:

____ Curriculum outline, scope, and sequence
____ Course syllabus
____ Content standards—national/state/local district
____ Lesson plan templates, samples
____ Instructional unit plan template, samples
____ Study guide/student resource tools—media center use
____ Textbook review

____ Day 1 plan with classroom rules
____ Class structure—daily schedule, weekly options, specialists, variations
____ Daily Planner

____ IEP’s for class roster—behavioral management plans and strategies
____ Remediation activities—RTI plans, resource staff
____ Ideas for accommodations
____ Ideas for modifications
____ Resources for ELL students/resource staff
____ Resources for 504 students/resource staff
____ Resources for Gifted and Talented students/resource staff
____ Enrichment/extension activities

____ Assessment strategies—state, district, school, classroom
____ Assessment—examples, rubrics
____ Testing strategies

____ Instructional strategies

____ Reading strategies
____ Reading and resource list
____ Content worksheets
____ Journal topic ideas
____ Humor/Jokes
____ Brain teasers

____ Openers/Energizers / Morning Meeting Routines
____ Bulletin board ideas
____ Stories
____ Song list/movie list
____ Classroom supply list
____ Stress relievers
____ Parent conferencing guidelines/parent contact
____ Educational web sites—district web site, MDE/DPI- access to district/school test scores
____ Technology use guidelines
____ Interactions with students, administration and other staff
Items to find/Get copies of:

___ District calendar
___ Building calendars and schedules
___ Food service information, accounts, and menus
___ School Health services information [first aid, school nurse, medications]
___ District handbooks—student, teachers
___ District policy and procedure booklet
___ District discipline plan, procedures, and consequences
___ District communication information—media contacts, reporting special events
___ School directory information policies
___ District emergency plans/emergency procedures guide/phone tree
___ Procedures for: fire drill, tornado drill, evacuation drill, lock-down drill
___ Weather emergency procedures—guidelines, phone numbers, and media contacts
___ Information regarding child abuse and neglect reporting
___ District forms—Field trip, requisition, photo copying, etc.
___ District insurance information
___ First Aid kit—blood borne pathogen kit

Other topics/items related to your placement:
**Reflective Journaling**

WSU Teacher Candidates are expected to share weekly -via email- a reflective journal with their University Supervisor. The University Supervisor is expected to respond with feedback, coaching suggestions and questions for further reflection. Self-reflection is a part of the Minnesota Standards of Effective Practice and is a component of the evaluation tools used by the University Supervisor. Open, honest and effective self-reflection on all of the core practices for Teacher Candidates will assist in the professional growth and development of the Teacher Candidate and help to make the student teaching experience more rewarding and effective.

Teachers are professionals who are educated and trained to make and implement decisions. Teaching is goal directed. Teachers are active shapers of their own actions. Teachers make plans, implement them, and continually adjust to new information concerning the effects of their actions. Teaching is basically a rational and reflective process that can be improved by examining its components in an analytical manner. Analytic decision making is particularly important because teachers often have to make their decisions quickly and under uncertain conditions. Reflecting on decisions and actions will help teachers over time to develop personal practical knowledge. Through the process of self-reflection, a teacher determines if he/she has succeeded in attaining the classroom objectives or whether he/she needs to make new plans, or try different implementation strategies. Feedback and the individual’s reflection on the feedback is part of the new information that a teacher processes into tomorrow’s decision making to adjust planning, implementation, or evaluation functions. Basically teachers plan instruction, implement the plan, evaluate and celebrate the successes, determine how to remediate areas that need improvement and plan strategies to support success for all learners in the future.

![Plan Implement Evaluate Feedback and Reflection Diagram]

Elements that should be included in the journal as the Teacher Candidate reflects on the week’s experience:

**Planning and preparation:** possible topics—lesson planning, instructional unit development, use of technology, use of resources—ex. media center, assessment development

**Positive Learning environments:** possible topics—creating a classroom climate of respect and rapport, behavior management, expectations, rewards, consequences, organizing the physical space, working with paraprofessionals, support staff, colleagues, modifications, accommodations and differentiation to ensure student success

**Instruction:** possible topics—teaching the content, academic standards, communication/interaction with students, questioning techniques, assessment, flexibility and responsiveness, team teaching

**Professional Conduct and Responsibilities:** possible topics—working/communicating with parents, attending conferences and IEP meetings, faculty meetings, after school events, grading, record keeping, team planning, confidentially, self-reflection, professional development

Teacher Candidates may also include in their reflection questions about procedures or practices. Teacher Candidates may also include anything they think their University Supervisor should know about them or their student teaching experience.

While the weekly journal is required, Teacher Candidates may email or contact their University Supervisor any time to share news of upcoming events, special experiences, concerns, questions or requests for site visits.
FORMAT FOR WEEKLY JOURNAL

Teacher Candidate’s Name:____________________________________________________
Date:______________________________________________________________
School:_______________________________________________________________
Cooperating Teacher:____________________________________________________
University Supervisor:___________________________________________________

These elements should be included in your journal as you reflect on the week’s experience:

Planning and preparation: possible topics- lesson planning, instructional unit development, use of technology, use of resources- ex. media center, assessment development

Positive Learning environments: possible topics- creating a classroom climate of respect and rapport, behavior management, expectations, rewards, consequences, organizing the physical space, working with paraprofessionals, support staff, colleagues, modifications, accommodations and differentiation to ensure student success

Instruction: possible topics- teaching the content, academic standards, communication/interaction with students, questioning techniques, assessment, flexibility and responsiveness, team teaching

Professional Conduct and Responsibilities: possible topics- working/communicating with parents, attending conferences and IEP meetings, faculty meetings, after school events, grading, record keeping, team planning, confidentially, self-reflection, professional development

You may also include in your reflection questions about procedures or practices. You may also include anything you think your University Supervisor should know about you or your student teaching experience.

While the weekly journal is required, you may email or contact your University Supervisor any time to share news of upcoming events, special experiences, concerns, questions or requests for site visits.

When submitting your Weekly E-Mail Journals, Use the following protocols:

Subject Line in Emails:
    Week (fill in with date: MMDDYY) Email Journal

Name of File:
    LastNameFirstNameWK(fill in with date: MMDDYY)_EJ

Weekly E-Journals are due to the University Supervisor by noon on Sunday of each week. You should receive a response from the University Supervisor within 48 hours.
A Checklist for Lesson Planning

NOTE: Lesson plans must be approved by the Cooperating Teacher two days before the lesson is taught.

1. Are the objectives stated clearly? What is the purpose of this lesson?

2. Is the lesson at the student’s correct level of difficulty?

3. Are the instructions specific and meaningful?

4. Is this the best way of obtaining this particular understanding, attitude or skill? Have alternative methods been considered?

5. Are the plans flexible?

6. Are a variety of activities being provided?

7. Is the homework assignment necessary, realistic and consistent with the lesson taught?

8. What is the justification for viewing this film, discussing this news article, or assigning this reading?

9. Do the projected plans relate to the interests and experiences of the students in this classroom?

10. Has the Cooperating Teacher(s) been consulted on the various methods or techniques of teaching?

11. Are all of the materials readily available?

12. Are these lesson plans consistent with the philosophy of the Cooperating Teacher, the school and the program?

13. Was enough time allowed to complete the assignments?

14. Does the lesson match the objective/s?

15. Have multiple (racial, gender, class, etc.) perspectives on the content of the lesson been considered and included where appropriate?

16. Does the assessment match the objective/s?

17. Based on your assessment, what will you change or how does this inform the next steps?
**Daily Lesson Plans**

Teacher Candidates are required to complete daily lesson plans for all lessons they are teaching regardless of length of lesson (e.g., 5 minutes to full class length). Lesson plans need to be shared with your Cooperating Teacher a minimum of two days in advance. Cooperating Teachers also need to approve of your lesson(s) in the relevance as well as timing in the curriculum **PRIOR** to teaching the lesson, two days in advance. A minimum of 3 lesson plans per week need to be formally submitted to the Office of Clinical Practice by uploading the lessons to the D2L Dropbox in the Lesson Plans Folder. The plans need to be submitted within 24 hours after you have taught them using the D2L Dropbox. Also, Teacher Candidates need to have their lesson plans available upon request for their University Supervisor.

Beyond being a requirement, written daily lesson plans provide the Teacher Candidate with . . .

- Opportunities to think through the whole process
- Prepare for trouble spots with complex content
- Accommodate all ability and behavioral levels
- Link between lessons from day to day
- Demonstrate alignment of outcomes with assessment activities
- Decrease classroom management issues/concerns with well planned transition points
- Decrease classroom management issues/concerns with active learning that addresses all ability and behavioral levels
- Demonstrates synthesis of ideal and expectations of a capstone course

Now, you may question this requirement based on the fact your Cooperating Teacher does not write daily lesson plans. Your Cooperating Teacher is a veteran, master teacher who has taught the subject(s) many times before. As a Teacher Candidate, you are still learning the process, and this experience is your demonstration of being able to function and to perform as expected in a student teaching role.

Your daily lesson plans are:

- Required.
- Submitted to your Cooperating Teacher.
- Approved by your Cooperating Teacher prior to teaching the lessons.
- Available to your University Supervisor upon requested.
- Submitted to the Office of Clinical Practice through D2L in the Dropbox.
- Three consecutive, detailed lesson plans should be submitted in paper copy to your university supervisor for assessment and feedback for each placement.

The protocol of naming your file when submitting them to the Office of Clinical Practice:

```
LastNameFirstNameLP (Insert Date of Lesson: MMDDYY)
```

The suggested content for the daily lesson plans is on the next page. These suggestions include the basic content that is asked for in most if not all suggested lesson plan formats (Appendix J includes sample formats).
Sample Lesson Plan Formats

The following are sample lesson plan formats that you may have used during your WSU methods courses. These samples do not represent the entirety of formats used by your methods' teacher educators. Office of Clinical Practice has received these samples and is including them at the program's requests.
### Daily Lesson Plan Required Components

<table>
<thead>
<tr>
<th>Headings</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Standard, District Goal</td>
<td>Each lesson has a purpose. It needs to be aligned with the expectations of either an academic standard or a district goal. <strong>Why is this lesson important?</strong></td>
</tr>
<tr>
<td>Objective(s) Learning Goal(s)</td>
<td>We often call it unpacking the standard. From this unpacking, three areas will begin to form: knowledge, skills, and levels of understanding. The objectives come from the knowledge and skills. The objectives need to have the ABCD format. Learning goals are the higher order thinking skills, which denote the levels of understanding. <strong>How do you know you have achieved your lesson’s purpose?</strong></td>
</tr>
<tr>
<td>Central Focus and Academic Language</td>
<td>Briefly identify the central focus of your lesson content and associated concepts. Identify a “Key Language Demand” for your lesson (see edTPA Handbook).</td>
</tr>
<tr>
<td>Assessment</td>
<td>For each lesson, there is an assessment activity. The assessment strategy needs to be aligned with the objective(s) and goal(s). <strong>How do you know your students have achieved the lesson’s purpose?</strong></td>
</tr>
<tr>
<td>Transitions</td>
<td>For the beginning and ending of the class period, it is important to transition the students into and out of the lesson(s). During the procedure, there are also transitions between activities. Each lesson should have the appropriate transitions noted. You may choose to mark them with a “T” or to highlight them in bold. <strong>How do you get from one activity to another with minimal disruptions and off task distractions?</strong></td>
</tr>
<tr>
<td>Opening</td>
<td>Opening is how you plan to begin with the lesson. Some common terms: expectations, readiness, attention, mood setter, focus, anticipatory set <strong>How do you capture each student’s attention in order to begin the lesson? What is the motivational value for them to want to learn?</strong></td>
</tr>
<tr>
<td>Procedure</td>
<td>Procedure is the heart of the lesson. This is where students learn the content, practice the content, ask questions, etc. This is where the instructional strategies (including transitions) lay out the learning process. <strong>What is the process to “developmental” guide students through the lesson?</strong></td>
</tr>
<tr>
<td>Closure</td>
<td>Closure is how you end the lesson. Some common terms: ending, summary, review, restate goals <strong>What indications are given that the lesson is concluding?</strong></td>
</tr>
<tr>
<td>Materials</td>
<td>What materials do you need for the lesson?</td>
</tr>
<tr>
<td>Resources</td>
<td>Did you cite the primary/secondary sources used?</td>
</tr>
<tr>
<td>Accommodations</td>
<td>Did you write accommodations for all students who have an IEP?</td>
</tr>
<tr>
<td>Modifications</td>
<td>What modifications did you plan for to create an inclusive lesson plan?</td>
</tr>
<tr>
<td>Enrichment/Extensions</td>
<td>What activities are in place to challenge or enrich those gifted and talented at the same time remediate or extend understanding for those who need additional information/time?</td>
</tr>
<tr>
<td>Self-Reflection</td>
<td>How do you feel about the lesson? What concerns do you have about the lesson? What parts do you plan on layering with alternate routes of achievement? What changes would you make? How did the P-12 students respond? What feedback did you receive from the Cooperating Teacher or University Supervisor? Did you collect work samples? And, how did you use them to change instruction, curriculum, and/or the learning process?</td>
</tr>
</tbody>
</table>
**TPA-Referenced Lesson Template**

<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>MN/CC State Standard(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Focus</td>
<td>Learning Target</td>
</tr>
<tr>
<td><strong>Academic Language (AL)</strong></td>
<td>a. Domain-specific vocabulary</td>
</tr>
<tr>
<td></td>
<td>b. Any needed sentence structures</td>
</tr>
<tr>
<td></td>
<td>c. Language demands: Planned points where students will use AL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Needed modifications/supports</th>
<th>Planned points for specific students</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Lesson Part</th>
<th>Activity description / teacher does</th>
<th>Students do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1 Initiating Instruction</strong></td>
<td>- Preview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Review of pre-requisite knowledge/skills</td>
<td></td>
</tr>
<tr>
<td>Assess 1.1</td>
<td>Check for Understanding</td>
<td></td>
</tr>
</tbody>
</table>

| **Part 2 Teacher Input / Inquiry** | - Intro of learning target |
| | - Explanation / procedures |
| | - Teacher demonstration |
| | - Teacher think aloud |
| Assess 1.2 | Check for Understanding |

| **Part 3 Guided support/practice** | - Paired/collaborative work |
| | - Indiv work & partner check |
| | - Teacher(s) roam & assist |
| Assess 1.3 | Check for Understanding |

| **Part 4 Closure** | - Restate learning target |

| **Part 5 Class Overview of Assessment Results:** | Include a template for a class overview of data assessment for each lesson. This can be as simple as a class roster with a place to mark 3 levels of proficiency such as Strong, Moderate and Developing. |

**Note:** When submitting your EdTPA for formal scoring, it is recommended that you conduct a planned pre-assessment to be done at the beginning of your 3-5 lesson sequence, as well as a planned post-assessment to be done at end of your 3-5 lesson sequence.

*Based on ideas of David Denton (2013) with subsequent revisions.*
Madeline Hunter's Eight Elements of Lesson Design

1. Anticipatory Set
   a. Focus the student's attention.
   b. Provide a brief review of material previously mastered or identify related learnings.
   c. Develop a state of readiness for instruction.

2. Lesson Objective and/or Purpose
   Identify what students will be doing in the lesson and what they will be able to do when they accomplish their task.

3. Instructional Input
   The teacher identifies what information the students already possess regarding the new learning. Once the assessment is completed, the teacher selects a method or methods to enable the student "to get it," to begin to understand and to begin to process the new learning.

4. Modeling
   Modeling provides students with an example of an acceptable finished product. Visual input of model should be accompanied by verbal input. Labeling of correct and essential elements is important.

5. Checking for Understanding
   The teacher checks for the level of understanding of essential information and carefully observes student's performance to make certain the student exhibits the skills which are being taught.
   a. Sampling: Posing questions to the total group in order to focus attention on the new concept and to develop readiness to hear correct answers, then getting answers from representatives of the total group.
   b. Accept signaled responses from each member of the total group. Students can use their fingers to indicate correct choices. Cue cards could also be used.
   c. Individual private responses usually are written or even whispered to the teacher. All students should be held accountable for correct and/or appropriate answers.

6. Guided Practice
   The teacher gives follow-up and supportive material which will reinforce the new learning.
   Having given instruction, the teacher moves about the group to insure that instruction has "taken".

7. Independent Practice
   The students can perform at their desks or through homework assignments the new learning without major errors, discomfort, or confusion. It is at this time that the student will have developed a fairly high rate of fluency and proficiency.

8. Closure
   Generate or elicit summary statements. Restate expected actions. Discuss where this lesson is leading or future lessons.
**EARLY CHILDHOOD LESSON PLAN**

Name: ___________________________ Phone Number: ___________________________

Classroom Teacher: ___________________ Curriculum Area(s) ___________ Date: _____
(Math, Science, Literacy/Language Arts, Aesthetic Activity)

<table>
<thead>
<tr>
<th><strong>Early Childhood Indicators of Progress:</strong></th>
<th>List the Domain, the Domain Component, the Indicator of Progress (number and words describing it), page number where it is found in the MN Early Learning Standards (2005).</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Concepts:</strong></th>
<th>Statement of what you want child to take away from the activity…the facts or big ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

| **Learning Objectives:** Given the (activity) the (learner) will (accomplishment): |
|--------------------------|--------------------------------------------------------------------------------------|
| 1.                       |                                                                                      |
| 2.                       |                                                                                      |

(Make sure that there is a place in your lesson where this (these) objective(s) are met. Bold & mark it with an **.)

<table>
<thead>
<tr>
<th><strong>Advanced Preparation:</strong></th>
<th>Materials, Set-up, and Guidance:</th>
</tr>
</thead>
</table>
Reflective Practice Questions:

1. Did the activity meet intended outcomes? Why or why not? (If you had to veer from your original goal, why? Was it still an effective lesson?)

2. What did you learn about the children from this lesson (individually or collectively)? Based on what you learned, what additional/different instructional strategies could you use to teach this content/lesson? (What would you do differently?)

3. Did the materials you chose support your lesson? What other materials could you use to support your lesson? (This includes room arrangement, type of manipulatives and preparation of materials.) Please describe.

4. Were the children able to follow your directions? Did they take part in the lesson in the way that you anticipated? What improvement could be made in your communication?

5. How could you modify this lesson to include family values, beliefs and cultural differences? How could you connect the content of this lesson to parents and home experiences?

SUPERVISING TEACHER’S COMMENTS:
A Check Sheet for Preparing Learning Cycle (Karplus) Lessons

Title
______ Prepare a title for the learning cycle that does not reveal the concept.

Introduction – Engage (optional)
______ If appropriate, develop an introduction that raises interest about the forthcoming learning cycle. Do not reveal the concept, but do use concepts and scientific terminology from previous learning cycles.

Exploration
______ Select one or more experiments that lead students to one concept.
______ Provide a list of materials, procedures, and safety precautions for conducting each experiment of the exploration.
______ Describe any technical skills needed to perform the procedures (e.g., focusing a microscope).
______ Prepare graphs, charts, tables, and questions (that will be used in the students’ guide) and display expected data results.

Term Introduction – Explanation
______ Develop questions that incite higher-level thinking and do not produce only yes/no responses.
______ List questions in a sequence that help “scaffold” students toward formulating an explanation and identification of the concept.
______ Compose anticipated responses to questions.
______ In a final question, ask students to state the concept (in their words/terms).
______ Write the concept statement followed by a list of relevant scientific terms and phrases.

Concept Application – Expansion
______ Describe the nature of the selected concept application technique(s), for example, additional laboratory activities, demonstrations, readings, and/or computer technologies.
______ Supply information needed to conduct the application(s), such as materials, procedures, safety precautions, questions, and reading materials.
______ Observe guidelines for the exploration above when additional experiments are planned.

Evaluation
______ Prepare evaluation instruments to measure students’ conceptual understandings, process skill development, and other learning outcomes.
______ Provide anticipate student explanations, performances, responses to questions, solutions to problems, and include criteria for measuring students’ accomplishments.
ANATOMY OF A
LESSON
HEALTH is for Every
Day

1) LESSON GOAL
   This is to provide the major concepts of what is being taught in today’s lesson.

2) MAJOR OBJECTIVES
   The objective statement establishes the content to be addressed and identifies the behavior to be practiced. Each objective is clearly addressed in the suggested evaluation of the lesson.

3) TIME
   Time indicates approximately how many minutes you will need for this lesson.

4) INTEGRATION
   Integration suggests appropriate subjects in the elementary curriculum for infusion of the health lesson. Ex. Art, Language arts, Communication Skills, Math

5) TEACHER MATERIALS/PREPARATION
   The teacher creates a materials preparation list that illustrates the materials and resources needed to organize and effectively administer this lesson. Include all things needed. (i.e. special preparations for the lesson; student supplies, teacher supplies, etc).

6) VOCABULARY
   Make a list of words that will be new to the students throughout this lesson. Please write the age appropriate definition.

7) PROCEDURE
   The procedure provides a step-by-step guide to presentation of the lesson. Each lesson contains skill-based activities that provide the student practice with both the content and behavior indicated in the objective. Indicate the approximate time of the instruction by breaking down into smaller time allotments. Keep your procedure simple and use key words to remind you of your material. Give definitions when needed. Make sure you have an introduction, review if need be, the teaching content, activity, and closure. Assessment can be part of the procedure.

8) ASSESSMENT
   The assessment provides the teacher with one or more methods for assessing if the students performance is what is stated on the behavioral objective.

9) HOME/FAMILY INVOLVEMENT
   Many lessons include suggestions for home/family involvement to support and reinforce knowledge and skills learned in the classroom. Homework could be part of this area.

10) RESOURCES USED IN LESSON
    Include the list of resources used to develop this lesson. These resources are for the use of the instructor and for others who may want the same material.

11) HEALTH EDUCATION STANDARD
    List the health standard this lesson applies. There may be more than one health standard per lesson.

12) PERFORMANCE INDICATORS
    List how the students will be evaluated by applying performance indicators.
Physical Education Lesson Plan
Format

DIRECTIONS: Follow the format below making note of the comments describing each section. The plan should be detailed enough for a substitute teacher to follow.

- Your name
- Subject Area(s) – enter all areas involved such as: motor skills, manipulative skills, balance/agility training, etc.
- Grade Level(s) – list appropriate grades targeted such as: k-1; 4-6, 9-12, etc.
- Title of the Game or Activity – be sure it is descriptive of the main content of the lesson and the learner can easily identify and relate to it.
- Objectives of the activity – state the objectives clearly and concisely including the national and/or state standards being met. These objectives need to be observable and measurable.
- Facility Requirements – list or describe where the activity can be performed and what modifications or adjustments need to be made for each location.
- Equipment Needed – list all items needed including: quantity, type, size, etc.
- Lesson Details (total time should be 30 min. for elementary level and 50 min. for jr/sr high school)
  1. Warm-up Activity (time 3-5 min) – describe in details what is involved and how it relates to the main activity. Note: 2 laps around the gym and/or redundant calisthenics DOES NOT constitute a viable warm-up activity!!
  2. Fitness Component (time 5-15 min) – include this section only if it is separate from the content element. For example, you may do some conditioning activities that will help prepare the students for strength, cardiovascular endurance or flexibility needed later in the instructional unit, etc.
  3. Main Content (max. time) – directions should be very detailed with step by step instructions for setting up and carrying out the lesson. Diagrams and rules should be included if appropriate. Do not make any assumptions and treat this as if a substitute teacher was referring to it.
  4. Assessment Section – include this section if you are doing some formal or informal assessment of: skill/cognitive knowledge acquisition or refinement. Be sure to list your methods and tools to be utilized and provide a sample and/or detailed description.
  5. Cool Down activity/warp-up/reflection (time 3-5 min) – describe in detail how to transition into the cool down and what will take place. If doing some stretching, be specific in terms of muscles used and why (should relate to the activities performed). Include some reflection in terms of what was learned.
- Safety Precautions – describe potential dangers and specific instructions to be given to the students.
- Adaptations for Special Needs – list the special needs that would most likely be affected by this activity. For example, students with low perceptual motor skills may need specific accommodations/assistance in performing this activity. Describe why there may be a concern and what you plan to do.
SUGGESTED OUTLINE FOR SECONDARY MATH DAILY LESSON DESIGN

Class ____________________________ Date __________________

TOPIC:

PRIOR KNOWLEDGE:

INSTRUCTIONAL

FORMAT:

MOTIVATIONAL

ACTIVITY:

EXPLORATION:

PRACTICE ACTIVITIES:

MEDIAL

SUMMARY:

CONNECTIONS:

FINAL

SUMMARY:

ASSESSMENT:
HOMEWORK ASSIGNMENT:

SPECIAL EQUIPMENT TO BE USED: SPECIAL TASKS OR PROJECTS:

IF TIME:
Section VI

Forms

- Demographics Form
- Midterm and Final Evaluation
- WSU Dispositions Form
- Leave of Absence Form
- Student Teaching Goals
- SMART Goal Setting
- Observation Guide
- Observation and Conference Plan
- edTPA Permission forman
<table>
<thead>
<tr>
<th>Check one:</th>
<th>Licensure Area/s:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Field Experience</td>
<td></td>
</tr>
<tr>
<td>☐ Practicum A</td>
<td></td>
</tr>
<tr>
<td>☐ Student Teaching</td>
<td></td>
</tr>
<tr>
<td>☐ Practicum B</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WSU Student’s Name</th>
<th>Classroom Teacher’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School District</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please estimate the number of students you served who are described by the following categories:

- [ ] African-American
- [ ] American Indian
- [ ] Asian
- [ ] Hispanic
- [ ] Migrant
- [ ] Multi-Ethnic
- [ ] White

Please specify the number of students with Individual Education Programs (IEPs):

- [ ] Autism Spectrum Disorder
- [ ] Blind-Visually Impaired
- [ ] Deaf-Blind
- [ ] Deaf and Hard of Hearing
- [ ] Developmental Cognitive Disabilities
- [ ] Developmental Delay (Birth to Age 7)
- [ ] Emotional/Behavioral Disorders
- [ ] Learning Disabilities
- [ ] Other Health Disabilities
  (includes Attention Deficit Disorders)
- [ ] Physically Impaired
- [ ] Traumatic Brain Injury

Please return this form by ___________ to ________________________________.

Address: ________________________________________________________________.

Please will out this form electronically.

Form Available On-Line at: [http://www.winona.edu/teacherd/coopteachers.asp](http://www.winona.edu/teacherd/coopteachers.asp)
Winona State University
Student Teaching Evaluation Form

Name of Teacher Candidate: ________________________________ Date: ____________________

Please Mark One Circle for Each Description:

STANDARD 1:

<table>
<thead>
<tr>
<th>TEACHER CANDIDATE APPLIES LIBERAL STUDIES/CONTENT KNOWLEDGE</th>
<th>Not Observed</th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selects teaching methods, activities and materials appropriate for students and the discipline.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Demonstrates subject mastery and general teaching knowledge.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Understands and teaches discipline connections with other disciplines and everyday life.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

STANDARD 2:

<table>
<thead>
<tr>
<th>TEACHER CANDIDATE APPLIES PRINCIPLES OF STUDENT/CHILD DEVELOPMENT AND LEARNING:</th>
<th>Not Observed</th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designs instruction that is active and developmentally appropriate to students' current needs.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Provides learning opportunities that support students' physical, social, emotional, moral and cognitive development.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Understands and appropriately applies learning theory to meet individual and group needs.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Connects students' prior knowledge to new ideas and experiences.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
### STANDARD 3:

<table>
<thead>
<tr>
<th>TEACHER CANDIDATE ADAPTS LEARNING OPPORTUNITIES FOR STUDENTS WITH CULTURALLY DIVERSE BACKGROUNDS AND EXCEPTIONALITIES:</th>
<th>Not Observed</th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addresses cultural and community diversity in instruction.</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
<tr>
<td>Designs instruction appropriate to developmental stages, learning styles, strengths and needs.</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
<tr>
<td>Accommodates instruction for individual students' various cognitive and physical abilities.</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
</tbody>
</table>

### STANDARD 4:

<table>
<thead>
<tr>
<th>TEACHER CANDIDATE EMPLOYS APPROPRIATE GROUP AND INDIVIDUAL TEACHING STRATEGIES:</th>
<th>Not Observed</th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates learning goals and instructional procedures clearly to students.</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
<tr>
<td>Develops content comprehensibly to students.</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
<tr>
<td>Provokes extension of critical thinking, problem solving, and student responsibility.</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
<tr>
<td>Practices monitor and adjust strategies in response to learner feedback.</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
<tr>
<td>Utilizes computers, media and other forms of technology to support learning.</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
<td>〇</td>
</tr>
</tbody>
</table>
### STANDARD 5:

**TEACHER CANDIDATE CREATES AND SUSTAINS A PRODUCTIVE LEARNING ENVIRONMENT:**

<table>
<thead>
<tr>
<th>Creates a climate that promotes fairness and positive interpersonal relations.</th>
<th>Not Observed</th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses various motivational and reinforcement strategies that encourage continuous development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitors the classroom environment for psychological and physical safety and learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responds to student misbehavior in a way that reduces the recurrence of similar behavior.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### STANDARD 6:

**TEACHER CANDIDATE MODELS WRITTEN AND ORAL COMMUNICATION AND INTERPERSONAL SKILLS TO FOSTER STUDENT LEARNING:**

<table>
<thead>
<tr>
<th>Writes as a model of standard edited English.</th>
<th>Not Observed</th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaks as a model of accurate grammatical use.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conveys ideas and information clearly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectively uses questioning techniques that stimulate thinking and discussion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stimulates spoken and written expression.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### STANDARD 7:

**TEACHER CANDIDATE CREATES ACADEMICALLY ENGAGING LESSONS AND INSTRUCTIONAL UNITS OF STUDY:**

<table>
<thead>
<tr>
<th></th>
<th>Not Observed</th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selects teaching methods, activities and materials appropriate for students and curriculum goals.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Articulates learning goals and procedures for the lesson clearly.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Aligns goals, instruction and evaluation in short and long term planning.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Demonstrates thoughtful preparation of instruction and materials in advance.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

### STANDARD 8:

**TEACHER CANDIDATE USES APPROPRIATE GROUP AND INDIVIDUAL ASSESSMENT STRATEGIES TO SUPPORT STUDENT LEARNING:**

<table>
<thead>
<tr>
<th></th>
<th>Not Observed</th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a variety of formal and informal assessment techniques.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Uses assessment information to adapt instruction and evaluate students' progress.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Involves students in self-assessment and setting of personal goals for learning.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Maintains student records of work and performance.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Responsibly communicates student progress to students, parents and school professionals.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
### STANDARD 9:

<table>
<thead>
<tr>
<th>TEACHER CANDIDATE ENGAGES IN CONTINUOUS REFLECTION AND PROFESSIONAL LEARNING:</th>
<th>Not Observed</th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages in critical thinking and self-directed learning.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Refines teaching and classroom management approaches based on reflection.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Draws upon professional literature and experiences, colleagues and other resources.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

### STANDARD 10:

<table>
<thead>
<tr>
<th>TEACHER CANDIDATE DEMONSTRATES PROFESSIONALISM, ETHICAL BEHAVIOR, AND LEADERSHIP:</th>
<th>Not Observed</th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishes respectful and productive relationships with supervisors, students, parents and guardians, administrators, support personnel and other teachers.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Takes initiative to practice professional responsibility and integrity.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Understands and adheres to school policy and professional ethics.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Participates in school activities beyond the classroom.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Speaks with and listens to individual students sensitively and responsively.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Demonstrates initiative, dependability and openness to coaching.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Comments:

Your Name: ____________________________________________

Your Title:

☐ University Supervisor
☐ Cooperating Teacher

Signature: ____________________________________________
As part of its accreditation process, Winona State University is required to assess preparation of prospective teachers for professional dispositions. The National Council for Accreditation of Teacher Education defines dispositions as “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors.” This form is for evaluation of teacher candidates based on their performance in a student teaching experience as compared with other Teacher Candidates. Please circle the most appropriate choice using the following guide:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>IO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occasionally (Not Acceptable)</td>
<td>Frequently</td>
<td>Almost Always</td>
<td>Insufficient Opportunity to Observe</td>
</tr>
</tbody>
</table>

### Area 1: Commitment to Students and Positive Learning Environments

<table>
<thead>
<tr>
<th>Standard</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive environment</td>
<td>Conveys a sense of belonging and support to all students regardless of background.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Fair interactions</td>
<td>Demonstrates a sense of fairness in interaction with all students.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Ensuring equity</td>
<td>Classroom procedures ensure equitable access and opportunity for all students to learn.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Expectations</td>
<td>Conveys high expectations for all students during interaction and instruction.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Teacher self-efficacy</td>
<td>Instruction and interactions convey a belief in the teacher’s ability to help all students learn.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Differentiation</td>
<td>Provides accommodations and differentiates instruction so that all students can learn.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Self-directed learning</td>
<td>Creates opportunities for students to make choices in paths for learning.</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Area 1 Comments:** (If desired)

### Area 2: Commitment to Professionalism and Continued Growth

<table>
<thead>
<tr>
<th>Standard</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependability</td>
<td>Reliably present and prepared.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Reflection</td>
<td>Poses reflective questions related to multiple perspectives, teacher viewpoint, and changes in instruction.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Learning principles</td>
<td>Questions student performance in light of principles of growth and learning.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Response to instruction</td>
<td>Utilizes insights from student response to instruction as a resource for refinement of teaching practices.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Response to feedback</td>
<td>Utilizes feedback from colleagues, supervisors, and other professionals to make adjustments to classroom practices or dispositions.</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
### Area 3: Communication and Commitment to Colleagues, Families, and the Community

<table>
<thead>
<tr>
<th>Standard</th>
<th>1 2 3 IO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral expression</strong></td>
<td></td>
</tr>
<tr>
<td>Oral communication skills are appropriate to the school setting, e.g. grammar, usage, word choice, and oral presentation skills.</td>
<td></td>
</tr>
<tr>
<td><strong>Written expression</strong></td>
<td></td>
</tr>
<tr>
<td>Written communication skills are appropriate to the school setting, e.g. grammar, usage, punctuation, capitalization, and spelling.</td>
<td></td>
</tr>
<tr>
<td><strong>Professional appearance</strong></td>
<td></td>
</tr>
<tr>
<td>Professional appearance projects an image consistent with parent and community expectations for teaching professionals, e.g. clothing, hygiene, physical appearance.</td>
<td></td>
</tr>
<tr>
<td><strong>Collegial Interaction</strong></td>
<td></td>
</tr>
<tr>
<td>Interactions with colleagues and staff are balanced between listening and contributing, and interactions are adjusted appropriately from purposeful, goal-oriented conversation to concerns for personal support and rapport.</td>
<td></td>
</tr>
<tr>
<td><strong>Family and community interaction</strong></td>
<td></td>
</tr>
<tr>
<td>Interactions with families and the broader community are respectful, purposeful, and professional.</td>
<td></td>
</tr>
<tr>
<td><strong>Ethical standards</strong></td>
<td></td>
</tr>
<tr>
<td>Displays familiarity with principles set forward in the MN Code of Ethical Conduct for Teachers (<a href="https://www.revisor.leg.state.mn.us/rules/?id=8700.7500">https://www.revisor.leg.state.mn.us/rules/?id=8700.7500</a>) and acts accordingly in spoken, written and online forms of communication.</td>
<td></td>
</tr>
</tbody>
</table>

### Primary Strengths

In the columns to the right, please identify two dispositions from those listed above which you see as most developed at this point in time.

### Additional Comments (if desired)

---

For questions concerning the use of this assessment, please contact the WSU Director of Clinical Practice at 507-457-5357. 05/09

Signature of Cooperating Teacher ___________________________ Date ___________________

**Form Available On-Line at:** [http://www.winona.edu/teachered/coopteachers.asp](http://www.winona.edu/teachered/coopteachers.asp)
Professionalism: Leave of Absence from Student Teaching Form

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

Today's date: ________________________________

Leave to be granted to: ________________________________

Dates and times of leave: ________________________________

Reason for leave: (Check those that apply)

_____ Sick Leave

_____ Bereavement

_____ Emergency. Specify: ________________________________

_____ Approved professional development. Specify: ________________________________

_____ Other. Specify: ________________________________

Absences will not be approved unless all signatures are included. Some absences may require students to make up days. Copy will be placed in your cumulative folder.

Signed: ____________________________________________

Teacher Candidate

Signed: ____________________________________________

Cooperating Teacher

Signed: ____________________________________________

University Supervisor

Form Available On-Line at: http://www.winona.edu/education/clinicalpractice.asp
Student Teaching Goals  Fillable form found at: http://www.winona.edu/teacherd/coopteachers.asp

NAME:___________________________________________________________________________

PLACEMENT:_____________________________________________________________________

DATE:___________________________________________________________________________

The purpose of this assignment is to identify three to five specific goal statements on professional growth during your student teaching placement. These statements will be used by your University Supervisor and Cooperating Teacher to guide you in this process. You may be asked during conferences or weekly emails to review your progress on these goals. Discuss the ideas, for input, with the Cooperating Teacher(s) and the University Supervisor. Be sure all supervisors have a copy.

Through collaboration, we agree to the goals stated for this student teaching assignment.

Teacher Candidate  Cooperating Teacher  University Supervisor

Form Available On-Line at: http://www.winona.edu/education/clinicalpractice.asp
SMART Goal Setting: A Surefire Way To Achieve Your Goals

The first step to success is knowing where you want to go. The second step is having a plan to get there. Your goals are your road map. Follow them and you'll be well on your way toward success.

Teacher Candidates should create 3-5 SMART goals to improve their professional competency during their student teaching experience. The goals should lead Teacher Candidates toward the completion of a successful student teaching experience, readiness to achieve licensure, and a successful placement in their first teaching assignment. Create goals that meet the criteria for SMART goals:

- **S** = Specific [Significant, Stretching]
- **M** = Measurable [Meaningful, Motivational]
- **A** = Attainable [Achievable, Acceptable, Action-Oriented]
- **R** = Realistic [ Relevant, Reasonable, Rewarding, Results-Oriented]
- **T** = Timely [Tangible, Trackable]

**Specific:** Goals should be straightforward and emphasize what you want to happen. Specifics help you to focus your efforts and clearly define what you are going to do. Specific is the What, Why, and How of the SMART model. Ensure the goals you set are very specific, clear and easy.

WHAT are you going to do? Use action words such as direct, organize, coordinate, lead, develop, plan, build etc. WHY is this important to do at this time? What do you want to ultimately accomplish? HOW are you going to do it?

**Measurable:** If you can’t measure it, you can’t manage it. In the broadest sense, the whole goal statement is a measure for the term; if the goal is accomplished, this is a success.

Choose a goal with measurable progress, so you can see the change occur. What will you see when you reach your goal? Be specific! Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goals. You should review progress on your goals with your classroom and University Supervisor during conferences.

**Attainable:** When you identify goals that are most important to you, you begin to figure out ways you become successful. You develop the attitudes, abilities, skills, and capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

Goals you set which are too far out of your reach, you probably won’t commit to doing. Although you may start with the best of intentions, the knowledge that it’s too much for you means your subconscious will keep reminding you of this fact and will stop you from even giving it your best. A goal needs to stretch you slightly so you feel you can do it and it will need a real commitment from you. The feeling of success which this brings helps you to remain motivated.

**Realistic:** This is not a synonym for “easy”. Realistic, in this case means “do-able”. It means that the learning curve is not a vertical slope; that the skills needed to do the work are available, that the project fits the overall strategy and goals of the student teaching experience. A realistic goal may push the skills of the person working on it but it shouldn’t break them. The goals should fit the student teaching placement and the Teacher Candidate’s vision of his/her future professional plans.

Devise a plan or a way of achieving the goal which makes it realistic. The goal needs to be realistic for you and where you are at the moment. Set the bar high enough for a satisfying achievement.

**Timely:** Set a timeframe for the goal. While you want to achieve the goal by the end of the term, you may want to set benchmarks for progress during the student teaching experience. This allows the Teacher Candidate to conference with his/her supervisor on the progress toward goal achievement.

Everyone will benefit from goals and objectives if they are SMART.
Teacher Candidate Name:_____________________________________________________

Current Placement:_________________________________________________________

School/Teacher to be Observed:_____________________________________________

Anticipated Observation Date:_______________________________________________

Site Principal gave permission of observation on:_______________________________

Cooperating Teacher gave permission on:_____________________________________

While I am observing at another classroom, my duties will be taken care of by:
________________________________________________________________________

Length of Time Spent Observing in School(s):_________________________________

Observation Summary:
________________________________________________________________________

Reflection on the Visit:
________________________________________________________________________

Summary Comments of Follow-Up Conference with University Supervisor:
________________________________________________________________________
Observation of the Teaching Process

1. What are the objectives of the lesson?
2. What materials are used to help accomplish these objectives?
3. What teaching methods are used (motivation, introduction, closure)?
4. How are unexpected events handled, and what are the results?
5. What were the main features of this teaching lesson?
6. What learning experiences are provided for special needs students?
7. How does the teacher use eye contact, voice inflection, proximity, etc.?
8. What seems to be the most interesting class activity in the lesson?
9. How does the classroom atmosphere have an impact on the learning process?
10. What were the students’ reactions to the lesson?
11. Other comments:
Co Teaching Approach
Check the co teaching strategy you observed.

__One Teach, One Observe
__One Teach, One Assist
__Station Teach
__Alternative Teaching
__Parallel Teaching
__Team Teaching

Teacher Candidate: ___________________________  Date/Time: ______________________
Subject: ___________________________  Grade/Building: ______________________

Outcomes/Objectives: ____________________________________________

Observations:

______________________________________________

Use this form for each of the 5-6 observations you use with your Teacher Candidate (co teacher)

“Observation”-write descriptive comments about what you are observing

“Comments”-write questions, comments that summarize the tone of the lesson. If there are specific areas in which to improve, write clear expectations.

Closure: Commitments/Follow-up:

______________________________________________

Signatures: ___________________________

Conference Date: ______________________  Lesson Plan Attached
Teacher Performance Assessment
Student Consent To Participate

Dear Parent/Guardian:
I am a Teacher Candidate from ______________. I am doing my student teaching in your child's class. To complete my teacher licensing program, I need to submit a video of myself teaching and some examples of work that the students have completed as part of the Teacher Performance Assessment. I am asking for your permission to include your child in the video of my teaching and to include your child's class work in my Teacher Performance Assessment.

The video and the students' work will be:
• Kept confidential (all names will be removed from the students’ work)
• Used to assess my performance as a teacher, not your child's performance
• Viewed in my teacher licensing program courses for feedback to me to improve my teaching
• Submitted to be scored by trained scorers through a password protected website
• Possibly selected to train future scorers of the Teacher Performance Assessment
• Destroyed and deleted when they are no longer needed for the Teacher Performance Assessment

If you choose to not allow your child's image and work to be included in the Teacher Performance Assessment, he or she will still have instructional activities on the same learning goals as all other students. Thank you for this opportunity to learn to teach with your child's teacher and for allowing me to become an effective teacher by closely studying myself teaching through this performance assessment.

Sincerely,

________________________
(Teacher Candidate Signature)

CONSENT by Parent or Guardian of students under 18 years old

I am the parent/legal guardian of the child named below. I understand the use of my child's image, voice, and work samples for the Teacher Performance Assessment as described in the letter above.

_____ I DO give permission to include my child's image and voice on video recordings and my child's regular classroom work for the Teacher Performance Assessment.

_____ I DO NOT give permission to video my child or to use my child's classroom work for the Teacher Performance Assessment.

Student's name: ___________________________ Student's School: ___________________________

Signature of Parent or Guardian: ___________________________ Date: ___________________________

CONSENT by students more than 18 years old

I understand the use of my image, voice, and work samples for the Teacher Performance Assessment as described above.

_____ I DO give permission to include my image and voice on video recordings and my regular classroom work for the Teacher Performance Assessment.

_____ I DO NOT give permission to video me or to use my classroom work for the Teacher Performance Assessment.

Student's name: ___________________________ Student's School: ___________________________

Signature of Student: ___________________________ Date: ___________________________ Date of Birth: ___ / ___ / ___
Section VII
Cooperating Teacher Documents

- Cooperating Teacher Expectations
- Midterm and Final Evaluation
- Co-Teaching Information
Cooperating Teacher

Cooperating Teachers are those teachers who express an interest in working with the University in providing an appropriate student teaching experience. They are recommended and selected by their administration in cooperation with Winona State University. Cooperating Teachers function in two capacities; as a professional teacher and as a mentor. Requirements include:

1. Tenured in district
2. At least three years of teaching experience in the area(s) of supervisory assignment.
3. Fully certified in the area(s) of teaching.
4. Approval by the school district and WSU.

Following are guidelines for the Cooperating Teacher:

1. Prepare classroom students in advance for the Teacher Candidate's arrival; enlist their cooperation in helping to make the Teacher Candidate feel comfortable in the school environment. Accept the Teacher Candidate as a colleague and introduce him/her to the class as "another teacher."
2. With the assistance of the school administrator as needed, orient the Teacher Candidate to the school building, daily schedules and routines, meetings and conferences, building policies and procedures, safety guidelines, lunchroom and playground responsibilities, lesson plans and grading procedures, location and operation of equipment, availability and location of supplies and materials, and routines of classroom management. (Section IV)
3. Plan the responsibilities to assure the Teacher Candidate's first experiences are successful. It is recommended that co-teaching begins immediately.
4. WSU expects that a teacher candidate will have the full responsibility for planning, managing and co-teaching or solo teaching a classroom for at least 10 days. This may be in the context of the Co-Teaching model where the Teacher Candidate assumes the leadership responsibility for the classroom and the coop teacher continues to teach. WSU recommends the following co-teaching strategies.
   1. One Teach, One Observe
   2. One Teach, One Assist
   3. Station Teaching
   4. Parallel Teaching
   5. Supplemental Teaching
   6. Alternative or Differential Teaching
   7. Team Teaching
   Goal: Both teachers should be actively involved and engaged in all aspects of instruction
5. Help the Teacher Candidate understand the multicultural pattern and socio-economic status, as well as problems unique to the local school community. Together complete the demographics survey and submit via Qualtrics. (Section VI).
6. Assist the Teacher Candidate in maintaining status with students by acknowledging contributions to the group, by refraining from criticism before the class, and by allowing the Teacher Candidate to demonstrate knowledge and skills.
7. Help the Teacher Candidate to understand individual students by making available daily work, test scores, report cards, cumulative records, health information, and other significant data.
8. Demonstrate the importance of careful and thorough planning for effective teaching. Beginning teachers need more detailed written plans than experienced teachers. Approve daily lesson plans of the Teacher Candidate.
Candidate well in advance of the scheduled lesson (Section V).

9. Teacher Candidates are required to develop and teach an instructional unit and submit as part of edTPA.
10. Teacher Candidates are required to complete the edTPA (Teacher Performance Assessment).

For more information on the edTPA, please refer the video found by clicking “video” on the following web page:
http://www.winona.edu/teachered/coopteachers.asp

a. The Teaching Performance Assessment (edTPA) is being developed as a nationally available assessment of readiness to teach for novices. The assessment is focused on student learning and is designed around the principles that successful teachers apply knowledge of subject matter and subject-specific pedagogy, develop and apply knowledge of their students' varied needs, consider research/theory about how students learn, and reflect and act on evidence of the effects of their instruction on student learning. On WSU coop teachers webpage click on video for more information about edTPA.

b. As a performance-based assessment, the edTPA is designed to engage Teacher Candidates in demonstrating their understanding of teaching and student learning in authentic, experiential ways. As participants in this assessment, Teacher Candidates will have an opportunity to develop a collection of materials that represents the ways in which they teach students in your “student teaching” classroom or other instructional settings. When developing their materials, they will be prompted to synthesize what they have learned throughout your preparation program and apply it with the students they are currently teach. Their edTPA evidence will demonstrate their current abilities, knowledge and skills as a beginning teacher on their way to becoming a highly accomplished teacher.

c. For completion of the edTPA, please direct Teacher Candidates to the equipment list, see Student Teaching Syllabus (Section II).

11. Teacher Candidates completed edTPAs will be available for the Cooperating Teacher to look at, but this is to be considered a final project, so limited involvement is expected.
12. Involve the Teacher Candidate in all aspects of teaching and professional responsibilities in and out of the classroom. As a professional, the Teacher Candidate should be expected to: attend faculty, grade level, and in-service meetings, evening school events, parent-teacher conferences, and observe and work with other professionals such as art, physical education, and music teachers.
13. Set aside time in each day in the schedule to discuss, to plan, and to give specific written and oral feedback, including encouragement and constructive criticism.
14. Arrange for a desk or personal space for your Teacher Candidate. Plan ahead...name tags, class lists, extra teacher editions, etc.
15. Begin with a getting acquainted activity and encourage your Teacher Candidate to write a letter to parents about him/herself. Always pre-approve letters and phone calls to parents.
16. Do not expect your Teacher Candidate to become a duplicate of you. Allow for differences in personality and styles.
17. Allow your Teacher Candidate to make mistakes. Remember, a mistake is not nearly as important as what we do afterward. Be honest and supportive. Every lesson is not going to be perfect. Accept this and relate it to your own experiences. Empathize!
18. Do not let little things become big. Discuss any issues or concerns early with the Teacher Candidate and/or University Supervisor.

*It is essential you document issues and concerns when you first notice them and communicate your concerns with the University Supervisor. In the early stages, documentation can be as simple as creating a dated journal entry that describes your concerns, summarizes your initial conversations with the Teacher Candidates, and/or includes references to how/when you shared the information with the University Supervisor. Later documentation should acknowledge improvements or growing concerns.*

19. Guide the Teacher Candidate in planning for instruction. The Teacher Candidate benefits from modeling of both short range and long range planning. This includes lesson plans, instructional unit plans, and curriculum planning. Teacher Candidates are to use planning time wisely to prepare for the day, the afternoon, or next day.

20. Evaluation of Teacher Candidates (Section VI):

A. If the Teacher Candidate is in the placements for 10 or more weeks, provide a written and oral **mid-semester evaluation**. Complete the evaluation before your mid-semester conference with the University Supervisor and Teacher Candidate. The main objective of this mid-semester evaluation is to guide the Teacher Candidate during the second half of the experience. The mid-semester evaluation is completed on paper.

B. Complete a three-way **final evaluation** conference with the Teacher Candidate and University Supervisor. Prior to the conference with the University Supervisor and Teacher Candidate, complete the final evaluation online via Qualtrics. The University Supervisor will send you a link to complete the online final evaluation. Print a copy of the evaluation prior to submitting it online, so you can refer to the hard copy during the final three-way conference and provide a copy to the University Supervisor. The University Supervisor will bring a copy of their own evaluation to the meeting as well.

C. Complete the **Dispositions assessment** online via Qualtrics. The University Supervisor will send you a link to complete the online dispositions assessment. Print a copy of the dispositions survey prior to submitting it online, so you can refer to the hard copy during the final three-way conference and provide a copy to the University Supervisor.

The small honorarium given to Cooperating Teachers in no way compensates for the time spent working with Teacher Candidates. Sharing your professional talents with a prospective teacher is greatly appreciated. Thank you!
If you are co-teaching, the following will provide an overview

The following information is for those teacher candidates and cooperating teachers who have volunteered to experience a co-teaching assignment. Additional information will be provided in a forthcoming addendum to this handbook.

Co-Teaching is defined as two teachers (Cooperating Teacher and Teacher Candidate) working together with groups of students - sharing the planning, organization, and assessment of instruction, as well as the physical space.

Both teachers are actively involved and engaged in all aspects of instruction.

Co-Teaching Strategies:

- **One Teach, One Observe** - One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher.
- **One Teach, One Assist** - One teacher has primary instructional responsibility while the other assists students’ with their work, monitors behaviors, or corrects assignments.
- **Station Teaching** - The co-teaching pair divide the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station.
- **Parallel Teaching** - In this approach, each teacher instructs half the students. The two teachers are addressing the same instructional material using the same teaching strategies.
- **Supplemental Teaching** - This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.
- **Alternative or Differentiated Teaching** - Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.
- **Team Teaching** - Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Both teachers are actively involved in the lesson. From a student’s perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

Co-Teaching is an attitude. . . An attitude of sharing the classroom and students. Co-Teachers must always be thinking. We’re both teaching!
Co-Teaching Roles and Expectations

Teacher Candidate:
• Come ready to learn; be enthusiastic and show initiative
• Introduce yourself to team members and school personnel
• Ask questions and discuss professional issues
• Share ideas and work cooperatively; be flexible
• Help with all classroom responsibilities…record keeping, grading, etc.
• Know your content and be a continuous learner
• Plan engaging, standards based lessons
• Know and implement co-teaching strategies
• Accept feedback and put suggestions for improvement into practice
• Be proactive in initiating communication with your triad members
• Demonstrate respectful behaviors
• Be reflective about your practice
• Be patient with yourself and your cooperating teacher
• Be a sponge; learn all you can from everyone in the building

Cooperating Teacher(s):
• Help the teacher candidate feel comfortable and welcome
• Review school policies and procedures
• Encourage teacher candidate to get involved in school activities
• Share materials and ideas
• Assist the candidate in developing standards based lessons
• Observe and provide constructive feedback
• Know and implement the co-teaching strategies
• Mentor and guide the teacher candidate
• Model effective teaching strategies and professional behavior
• Be flexible; allow the teacher candidate to try new ideas
• Communicate expectations
• Be understanding and patient
• Maintain consistency and accountability

University Supervisor(s):
• Provide a systematic and consistent presence during the student teaching experience
• Provide program information to the cooperating teacher and teacher candidate
• Observe and provide feedback on a regular basis
• Act as a confidant for both the cooperating teacher and teacher candidate
• Be an advocate for the teacher candidate
• Help the team build good communication and facilitate positive interactions
• Set clear expectations; be honest about a student’s performance
• Handle the difficult situations that might come up
• Schedule three-way conferences at the beginning and end of the experience
• Be knowledgeable in and supportive of the use of co-teaching strategies
Section VIII

University Supervisor Documents

- University Supervisor Expectations
- Midterm and Final Evaluation
- Setting up TaskStream
- edTPA Content
University Supervisor Expectations

The WSU Director of Clinical Practice will assign a University Supervisor to each Teacher Candidate. The University Supervisor is an employee of the university. It is the role of the University Supervisor to build rapport with the school administration, staff, and Cooperating Teacher. The University Supervisor and the Cooperating Teacher will work as partners in assisting Teacher Candidates with their professional growth. Within this role, the University Supervisor will keep open the lines of communication, mediate conflicts, and act as a liaison between the Teacher Candidate and Cooperating Teacher. Specifically, the supervisors are responsible for the following tasks:

A. **Visits/Observations** – The University Supervisor will conduct formal classroom observations (a goal of five to six observations and conferences per Teacher Candidate. 3-4 observation for 8 week placements; 2-3 observations for 6 week placements.) and will communicate the results of the observations with the Cooperating Teacher as needed. More visits may be necessary depending upon specific needs of the Teacher Candidate. The University Supervisor will also make weekly contacts with each Teacher Candidate via e-mail to respond to their weekly reflections (Section V). Class Schedules (Master & Daily) should be provided to the supervisor by the Teacher Candidate at the beginning of each placement.

B. **Documentation** – It is the University Supervisor's responsibility to provide documentation that the Teacher Candidate has met the expectations of the student teaching course.

*It is essential you document issues and concerns when you first notice them and communicate your concerns with the Teacher Candidate and Cooperating Teacher as needed.*

C. **Student Teaching folder submission at the end of the semester for Teacher Candidate Assessment:** - The University Supervisor will be responsible for collecting and submitting the following documentation in the Student Teaching folder at the end of the semester (Section VI):

- Observation and Conference Plan Forms (Written documentation of supervisor visits)
- Teacher Candidate’s Goals
- Observation Assignment Reflection
- Written Midterm evaluations
- Student Assistance Plan/Remediation Plan – any and all documentation pertaining to a Student Assistance and/or Remediation Plan
- Leave of Absence Forms

D. **WSU Teacher Education Unit Level Data Collection for Assessment** – The University Supervisor will be responsible for ensuring collection of the following documentation from the Teacher Candidate and Cooperating Teacher (Section VI):

- Diversity Demographics Survey – submitted online via Qualtrics by the Cooperating Teacher working jointly with the Teacher Candidate
- Dispositions assessment from Cooperating Teacher – submitted online by the Cooperating Teacher
- Final Evaluations from Cooperating Teacher and Supervisor (online via Qualtrics)
E. **Three-way Conferences** – The University Supervisor will conduct three-way, mid-semester and final conferences. It is the responsibility of the supervisor to provide the Cooperating Teacher with guidelines for completing the required *Evaluations* and *Dispositions* forms and for emailing the link to the evaluations in Qualtrics. (Note: mid-term conferences only required in 10 or more week placements.)

F. **Evaluations** – The University Supervisor will be responsible for submitting a written paper-copy mid-term evaluation (10 or more week placements only) and a final evaluation via Qualtrics of each Teacher Candidate to the Office of Clinical Practice.

G. **Seminars** – The University Supervisor will conduct a minimum of one seminar per month related to teaching effectiveness and student teaching success for Teacher Candidates to whom they are assigned. Possible topics for these seminars are as follows:
   1. Classroom Management
   2. Assessment
   3. Professionalism
   4. edTPA (completed during Orientation Day)

H. **Lesson Plans using D2L Dropbox** – University Supervisors will be responsible for reviewing the submission of 5-6 lesson plans. These will be completed prior to each supervisor visit. The supervisor will be providing comments to the student regarding the lesson plan, using the R.Winters Guide. (given at Orientation Day)

I. **edTPA** - Teacher Candidates are required to complete the edTPA (Teacher Performance Assessment).
   a. The Teaching Performance Assessment (edTPA) is being developed as a nationally available assessment of readiness to teach for novices. The assessment is focused on student learning and is designed around the principles that successful teachers apply knowledge of subject matter and subject-specific pedagogy, develop and apply knowledge of their students’ varied needs, consider research/theory about how students learn, and reflect and act on evidence of the effects of their instruction on student learning.
   b. As a performance-based assessment, the edTPA is designed to engage Teacher Candidates in demonstrating their understanding of teaching and student learning in authentic, experiential ways. As participants in this assessment, Teacher Candidates will have an opportunity to develop a collection of materials that represents the ways in which they teach students in your “student teaching” classroom or other instructional settings. When developing their materials, they will be prompted to synthesize what they have learned throughout your preparation program and apply it with the students they are currently teach. Their edTPA evidence will demonstrate their current abilities, knowledge and skills as a beginning teacher on their way to becoming a highly accomplished teacher.
   c. For more information refer to the appropriate edTPA handbook for Teacher Candidate’s program area.
   d. For completion of the edTPA, please direct Teacher Candidates to the equipment list, see Student Teaching Syllabus (Section II).
   e. Please refer your Teacher Candidates to edTPA videos posted on D2L.
   f. Teacher Candidates completed edTPAs will be available for the University Supervisors to review, but it is considered a final project, needing little input from the supervisor.

J. **Resource** – The University Supervisor will assist the Cooperating Teachers by reviewing policies and evaluation methods with the Cooperating Teachers during their initial meeting at the beginning of the student teaching experience and by responding to questions and concerns that arise during the experience.
K. **Staff Development for Supervisors:** - University Supervisors are strongly encouraged to attend Orientation Day, Professional Day and one other training on campus. Keeping our supervisors up to date on WSU Initiatives is important for our Teacher Candidates. It is critical they are getting current feedback from their supervisor.

L. **Co Teaching:** We encourage all teacher candidates & cooperating teachers to co-teach throughout the semester (For 2 weeks the teacher candidates should take the lead in planning, however both can be teaching.

M. **Disabilities** - Every attempt will be made to accommodate qualified students with disabilities. If your Teacher Candidate has a documented disability remind him/her to contact the Office of Clinical Practice immediately to discuss needed accommodations and to contact the WSU Access Services at 507-457-5878, Maxwell 313, AccessServices@winona.edu. Accommodations are made only for students who make arrangements through the Access Services. It is the University Supervisor’s responsibility to assist the Cooperating Teacher in providing appropriate accommodations for the Teacher Candidate.
edTPA Content

Task 1: Planning Instruction & Assessment
- Consider your students prior learning and experiences including their content knowledge, language development, social/emotional development, family/cultural assets, interests, and lived experiences.
- Demonstrate the ability to organize curriculum, instruction and assessment to help diverse students meet content standards and develop related academic language.
- Provide evidence of your ability to select, adapt, or design learning tasks and materials that offer students equitable access to curriculum content and associated academic language in the content area.
- Demonstrate and analyze the effectiveness of your teaching of the planned learning segment.

Task 2: Instructing & Engaging Students in Learning
- Think about how your choices of instructional strategies engage students in deepening their understandings of concepts in the content area.
- Consider which lessons in the learning segment require meaningful student engagement with concepts and plan to video record on those days in particular.
- Consider how you use representations of concepts to support student learning.
- Provide evidence of your ability to intellectually engage students in meaningful content tasks, monitor their understanding, and use your responses to students to guide their learning.

Task 3: Assessing Student Learning
- Develop evaluation criteria that are aligned with your central focus, standards and learning objectives
- Analyze student performance on an assessment in relation to the identified learning objectives
- Provide feedback to students
- Use the analysis of student performance to identify next steps in instruction.
- Think about the ways in which you are monitoring, examining, and evaluating evidence of student learning throughout the learning segment.

Task 4: Analyzing Teaching
- Reflect on your experiences teaching the learning segment and to consider what you have learned about your teaching and the learning of your students
- Provide evidence of your ability to analyze the effectiveness of your teaching and propose changes that would have better supported the learning of your diverse students.
- Think about what you learned from your experiences teaching each day of the learning segment and the analyses and commentaries you have provided throughout this assessment. What worked? What didn’t? For whom? And why? What is your evidence?
Section IX

Special Education Segment

- Developmental Disabilities
- Learning Disabilities
- Early Childhood Special Education
- Evaluations
Course Syllabus College of Education Winona State University

Department: Special Education  Date: January 2013

Course Number: 441/665  Course Title: Practicum B Developmental Disabilities/Internship/Developmental Disabilities

Number of Credits: 15  Frequency of Offering: Each semester

Prerequisites: SPED 400/500, 405/505, 410/510, 411/631, 430/530, 432/532, 433/533, 440/540, and Red Cross CPR Certificate

Co-requisite: SpEd 440/540 (may be taken as prerequisite)

Course applies: Developmental Disabilities Licensure

Course description:
This student teaching experience covers appropriate instruction and case management for students with mild to severe developmental disabilities. It is full time, semester-long placement in a special education classroom under the supervision of a licensed special education teacher and a university supervisor. This is the final requirement before licensure. All coursework for university studies, the professional education sequence, and Special Education prerequisites must be completed, with the exception of SPED 440/540.

Candidates will be assessed in the following dispositions: Commitment to Professional Self-Reflection and Growth, Commitment to Students and Their Learning, and Commitment to the Profession and Community as determined by the Professional Education Unit.

Professional Dispositions Expected from Students in this Course:

- Attendance/Punctuality
- Self-Initiative/Independence
- Reliability/Dependability
- Clarity in Written Expression
- Critical Thinking Skills
- Verbal Involvement in Class/Groups
- Open-minded Listening and Discussion
- Respectful Interaction with ALL

- Tact/Judgment
- Collegiality/Positive Attitude
- Accept and Give Constructive Criticism
- Professional Ethics and Demeanor
- Best Effort/High Quality Performance
- Desire to Improve Own Teaching Performance
- Word-processing of All Major Written Projects

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU’s community or if you have a need of any specific accommodations, please speak with the
instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

As a community of learners, our professional education unit believes: We exist to prepare professionals to continuously improve Birth – Grade 12 student learning in twenty-first century schools. Through a continuum of clinical experiences and relevant and appropriate instructional methods, WSU graduates are prepared in a community of learners with developmentally appropriate content and pedagogical expertise, and professional dispositions to improve students’ learning by: (1) actively engaging in a culture of reflective practice and continuous improvement (2) demonstrating awareness of – and an ability to respond to – broader psychosocial and global contexts; and (3) advocating for students and their learning through leadership, collaboration, innovation, flexibility, and critical thinking.

1. Alignment of the course with MN Standards for Teacher Preparation

The experiences of this course are tied to the Minnesota Teachers of Special Education: Developmental Disabilities standards 8710.5400. This course builds on prior knowledge concept development of Core Skills for Teachers of Special Education 8710.5000 and serves as the primary source for learning opportunities for the following standards.

The student will demonstrate:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment(s)</th>
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| (B1) collect and interpret data and information specific to research-based interventions and supports provided prior to referral and integrate into the special education evaluation processes; | b. Interventions  
e. Evaluation summary |
| (B2) select, administer, and interpret assessments for students with developmental disabilities, accounting for technical adequacy, ethical concerns, and expressive and receptive communication needs and communicate the results to students, families, educators, and other professionals; | d. Standardized tests  
e. Evaluation summary |
| (B3) integrate multiple methods of collecting data from students, parents, families, teachers, and other professionals for the purpose of evaluation and planning, developing, implementing, and evaluating individualized education programs; | e. Evaluation summary |
| (B4) adapt and modify data collection procedures to accommodate the abilities and needs of students with developmental disabilities; | e. Evaluation summary  
f. IEP |
| (B5) assess, accommodate, and modify the environmental conditions that impact academic achievement and functional performance; | c. Behavior management plan |
| (B6) support the use and maintenance of orthotic, prosthetic, assistive, and adaptive equipment in collaboration with parents and specialists; | f. IEP  
g. IEP conference  
i. Parent communication plan |
| (B7) support and manage student health needs and plan for emergency situations in collaboration with parents and medical professionals; | f. IEP  
g. IEP conference |
| (B8) design individualized education program plans, considering a range of educational placement options and required levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and nonacademic goals; and | c. Behavior management plan  
   f. IEP  
   g. IEP conference |
| (B9) address factors that influence the disproportional identification of culturally, linguistically, and/or socio-economically diverse students as students with developmental disabilities. | d. Standardized test administration  
   e. Evaluation summary |
| (C1) integrate knowledge of evidence-based instruction, including scientifically-based research interventions when available, in language development, reading, writing, and math with characteristics of developmental disabilities in order to design, implement, monitor, and adjust instruction aligned with grade-level content standards; | b. Interventions |
| (C2) apply evidence-based instructional strategies and practices, including functional, community-based instruction, task analysis, multisensory, and concrete or manipulative techniques, to promote acquisition of academic and functional skills in the least restrictive environment; | b. Interventions |
| (C3) select, adapt, and implement developmentally appropriate classroom management strategies, including proactive and positive behavioral interventions and supports, for students with developmental disabilities to promote progress in the least restrictive environment; | c. Behavior management plan |
| (C4) provide instructional, curricular, and physical accommodations across environments to meet the physical, cognitive, sensory, cultural, and expressive and receptive communication needs of students with developmental disabilities; | b. Interventions  
   f. IEP  
   g. IEP conference |
| (C5) implement positioning and movement techniques and reinforce and support instruction in orientation and mobility provided by certified specialists; | b. Interventions  
   f. IEP  
   g. IEP conference |
| (C6) design, implement, monitor, and adjust use of assistive technologies, including communication systems, for students with disabilities to promote language development, communication, literacy, and access to and progress in the general education curriculum; | |
| (C8) make decisions about the participation of students with disabilities in the full range of state assessment options including necessary accommodations; and |
| (C9) provide sequential instruction on grade-level content standards, adjusting when necessary for breadth, depth, and complexity, for students participating in alternate assessments. |
| (D1) collaborate with children and youth and their families in making choices that impact academic, occupational, and other domains across the lifespan. |
| (D2) make use of structures supporting interagency collaboration and coordinate interagency services and transition plans; |
| (D3) select and plan for the integration of related services personnel and other service providers into the instructional programs and settings for children and youth utilizing a transdisciplinary team approach; |
| (D4) direct, structure, support, and monitor the activities of paraprofessionals regarding student instruction and intervention with an emphasis on supporting student independence and achievement; |
| (D5) understand and communicate educational roles and shared responsibilities of educators, paraprofessionals, and other staff when collaborating for the consistent implementation of academic instruction, support for student independence, and individualized positive behavior supports across environments; |
| (D6) identify and access school, community, and social services, networks, agencies, and organizations, including day habilitation and recreational leisure programs appropriate to children and youth with developmental disabilities to enhance instruction and programming; |
| (D7) provide and receive consultation and collaborate in a variety of settings regarding development and implementation of the comprehensive evaluation process, individualized education program planning, delivery of instruction and accommodations, and transition with individuals and agencies; |
| (D8) promote collaborative practices that respect the individual’s and family’s culture and values relative to the impact that developmental disabilities may have on the individual and family across the lifespan; |
| (D9) access and evaluate information, research, and emerging practices relevant to the field of developmental disabilities through consumer and professional organizations, peer-reviewed journals, and other publications; and |
| (D10) engage in continuing professional development and reflection to increase |
| l. Roles table | f. IEP |
| g. IEP conference | |
| b. Interventions | |
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| g. IEP conference | |
| g. IEP conference | |
| g. IEP conference | |
| h. Collaborative teaching project | i. Parent communication plan | |
| i. Parent communication plan | |
| j. Bibliography | |
| k. Reflection | |
knowledge and skill as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families.

2. Course outline of major topics

   a. Referral, evaluation, planning, and programming
      1. Research-based interventions
      2. Assessment selection, administration, and interpretation
      3. Data collection
      4. Environment conditions
      5. Specialized equipment use and maintenance
      6. Student health and safely
      7. IEPs
      8. Disproportional identification

   b. Instructional design, teaching, and ongoing evaluation
      1. Evidence-based instruction
      2. Classroom management
      3. Positioning, movement, and mobility techniques
      4. Assistive technology
      5. Transition needs
      6. State assessment participation
      7. Instruction on grade-level content standards

   c. Collaboration and communication
      1. Working with children, youth, and their families
      2. Interagency collaboration and coordination
      3. Related services personnel and other service providers
      4. Paraprofessionals
      5. Support services
      6. Consultation and collaboration
      7. Emerging information relevant to development disabilities
      8. Professional development

3. Basic instructional plan
   Student teachers will be placed in public school settings and supervised by licensed Developmental Disabilities teachers and university staff.

4. Course requirements and assignments
   This is a full time experience lasting the entire semester. The student teacher must be present for all public school teaching days including meetings before and after the regular school day. Absences will be dealt with on an individual basis. The following assignments should be carried out consistent with the school district policy.
Keep a journal. See university supervisor for requirements.

**Assignments**

a. Review a minimum of three cumulative files. Write a summary of information compiled in cumulative files (describe the type of information in the files not specific student information)

b. Prepare reports on interventions in four academic or adaptive behavior areas. Each report should include: a) a written summary, b) an instructional plan, c) a graph of assessment data

c. Develop an individual behavioral management plan. Prepare a brief (1-2 page) description of the plan.

d. Administer two standardized tests. Show the protocols to your university supervisor. Include score reports in your practicum notebook. Maintain the confidentiality of the student and school by deleting identifying information.

e. Using school district forms write an evaluation summary for a case-study student.

f. Using school district forms write an IEP for the same case-study student.

g. Participate in at least one IEP conference. Write a summary of the IEP meeting.

h. Participate in a collaborative teaching project with a general education teacher. Prepare a written description of the activity signed by the collaborating teacher.

i. Prepare a written description of a plan for ongoing parent communication.

j. Prepare an annotated bibliography of information sources relevant to the field of developmental disabilities, including consumer and professional organizations, peer-reviewed journals.

k. In a reflection paper, identify personal strengths and areas for needed growth and write a professional development plan for the first year of teaching. Specify action items, sources of information, mentoring, training, and provide a timeline for completion.

l. Create a table specifying roles and duties of teachers, paraprofessionals, other professionals/staff, and parents in the assigned classroom.

5. **Methods of Evaluation**

a. direct observation by cooperating teacher and university supervisor

b. daily journaling

c. practicum notebook assignments

d. evaluations

e. Teacher Performance Assessment (edTPA)*

*You are required to complete one edTPA for initial licensure. If you are a double major, create your edTPA in your first student teaching experience.
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Teacher Candidates should develop a timeline goal to complete these learning experiences:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review a minimum of three cumulative files. Write a summary of information compiled in cumulative files (describe the type of information in the files not specific student information)</td>
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<tr>
<td></td>
<td>Prepare reports on interventions in four academic or adaptive behavior areas. Each report should include: a) a written summary, b) an instructional plan, c) a graph of assessment data. <em>You will present one of these on Professional Day.</em></td>
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<td></td>
<td>Develop an individual behavioral management plan. Prepare a brief (1-2 page) description of the plan.</td>
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<td></td>
<td>Administer two standardized tests. Include the protocols to your univ. sup. Include score reports in your ‘practicum notebook’. Maintain the confidentiality of the student and school by deleting identifying information.</td>
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<tr>
<td></td>
<td>Using school district forms write an evaluation summary for a case-study student.</td>
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<tr>
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<td>Using school district forms write an IEP for the same case-study student.</td>
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<td>Participate in at least one IEP conference. Write a summary of the IEP meeting.</td>
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<td>Prepare a written description of a plan for ongoing parent communication.</td>
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<td></td>
<td>Prepare an annotated bibliography (APA style) of information sources relevant to the field of developmental disabilities including consumer and professional organizations, peer-reviewed journals.</td>
</tr>
<tr>
<td></td>
<td>In a reflection paper, identify personal strengths and areas needed for growth and write a professional development plan for the first year of teaching. Specify action items, sources of information, mentoring, training, and provide a timeline for completion.</td>
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<tr>
<td></td>
<td>Create a table specifying roles and duties of teachers, paraprofessionals, professional staff, and parents in the assigned classroom.</td>
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</table>
The **Department of Special Education** is responsible for preparing candidates who have the knowledge, skills, and dispositions to become effective special educators. Dispositions are defined as the values, commitments, and professional ethics that influence behavior toward students, families, colleagues, and communities, and affect student learning, motivation, and development, as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (NCATE, 2006). The dispositions listed are expected of Special Education teacher candidates at Winona State University and should be demonstrated in the university classroom and during practicum and student teaching experiences. **Place a checkmark in the box that best represents the performance of the teacher candidate during this field experience.**

<table>
<thead>
<tr>
<th>Professional Self-Reflection and Growth</th>
<th>U</th>
<th>A</th>
<th>T</th>
<th>Not Observed</th>
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<tbody>
<tr>
<td>• Seeking and acting on feedback (e.g. accepting and applying feedback)</td>
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<td>• Posing questions and seeking answers</td>
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<tr>
<td>• Gathering quality evidence from multiple perspectives</td>
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<tr>
<td>• Striving to advance professional knowledge and skills</td>
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<thead>
<tr>
<th>Students and Their Learning</th>
<th>U</th>
<th>A</th>
<th>T</th>
<th>Not Observed</th>
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</thead>
<tbody>
<tr>
<td>• Modeling a strong work ethic and promoting responsibility through maintaining a high level of competence and integrity (e.g. punctuality, appropriate language, and during field experiences professional dress)</td>
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<td>• Using collaboration skills in all settings</td>
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<tr>
<td>• Developing the highest educational and quality of life potential of individuals with exceptionalities</td>
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<table>
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<tr>
<th>The Broader Community and Profession</th>
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<th>A</th>
<th>T</th>
<th>Not Observed</th>
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<tbody>
<tr>
<td>• Communicating and collaborating with students and their families, colleagues, other professionals, and community stakeholders</td>
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<tr>
<td>• Advocating for students and the profession by engaging in professional activities that benefit individuals with exceptionalities and their families</td>
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<tr>
<td>• Embracing teaching as a call to justice through political, social, and professional action and seeking to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of the profession</td>
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<tr>
<td>• Working within the standards and policies of the Special Education profession</td>
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<tr>
<td>• Not condoning and not participating in acts that are unethical and illegal</td>
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</table>

Comments: ________________________________

Date: _______

Signatures:

Cooperating Teacher __________________________ University Supervisor __________________________ Teacher Candidate __________________________
Unacceptable: The teacher candidate did not demonstrate the knowledge, skill, and dispositions required of this standard.

Acceptable: The teacher candidate demonstrated the knowledge, skill, and dispositions required of this standard at the initial educator level.

Target: The teacher candidate demonstrated the knowledge, skill, and dispositions required of this standard to an advanced level for a beginning teacher.

<table>
<thead>
<tr>
<th>Assessment and IEPs</th>
<th>U</th>
<th>A</th>
<th>T</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>1. The teacher candidate demonstrated the ability to use referral and intervention procedures.</td>
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<tr>
<td>2. The teacher candidate demonstrated knowledge and ability regarding the use, limitations, ethical concerns, administration, and interpretation of formal and informal assessments for students with developmental disabilities and how to effectively communicate the results to the students, families, teachers, and other professionals.</td>
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<tr>
<td>3. The teacher candidate demonstrated the ability to adapt and modify existing assessment tools and methods to accommodate the unique abilities and needs of students with developmental disabilities.</td>
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<td>4. The teacher candidate demonstrated the ability to interview, gather, and maintain information from parents, families, teachers, and other professionals for the purpose of assessment and planning.</td>
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<td>5. The teacher candidate demonstrated the ability to develop, implement, and evaluate individual education programs.</td>
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<td>6. The teacher candidate demonstrated the ability to design, adapt, modify, implement, and evaluate instructional programs, processes, and materials to enhance student participation in domestic and family, school, recreation or leisure, community, and work life.</td>
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<td>7. The teacher candidate demonstrated the ability to</td>
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<td></td>
<td>Instruction and Classroom Management</td>
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<td>8</td>
<td>The teacher candidate demonstrated the ability to apply research-supported instructional strategies and practices, including the use of a functional developmental disabilities skills approach; community-based instruction; task analysis; multisensory, concrete or manipulative techniques.</td>
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<td>9</td>
<td>The teacher candidate demonstrated the ability to select, adapt, and implement developmentally appropriate classroom management strategies for students with developmental disabilities.</td>
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<td>10</td>
<td>The teacher candidate demonstrated the ability to establish classroom environments to meet the physical, cognitive, cultural, and communication needs of children and youth with developmental disabilities.</td>
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<td>11</td>
<td>The teacher candidate demonstrated the ability to use instructional strategies, adaptive technologies, and sources of specialized materials for students with developmental disabilities.</td>
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<td>12</td>
<td>The teacher candidate demonstrated the ability to assist students in using and maintaining alternative and augmentative communication systems.</td>
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<td>13</td>
<td>The teacher candidate demonstrated the ability to implement recommended mobility techniques.</td>
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<td>14</td>
<td>The teacher candidate demonstrated the ability to stimulate language development, teach basic academic and literacy skills, and integrate art, music, and body movement into the instruction.</td>
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<td>15</td>
<td>The teacher candidate demonstrated the ability to manage student self-care, health, and safety needs.</td>
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<td>16</td>
<td>The teacher candidate demonstrated the ability to construct instructional sequences to teach</td>
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<td></td>
<td>transition skills based on cognitive, affective, and academic strengths of each student and plans for transition from school to postsecondary training and employment.</td>
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<tr>
<td>17</td>
<td>The teacher candidate demonstrated the ability to assist students and their parents in making choices that impact academic and occupational decisions.</td>
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<tr>
<td>18</td>
<td>The teacher candidate demonstrated understanding of the educational roles and responsibilities of other teachers and support personnel in providing educational services to students with developmental disabilities.</td>
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</tbody>
</table>

*Your signature below indicates that you have read this completed evaluation.*

Cooperating Teacher ___________________________ Date _____________

University Supervisor ___________________________ Date _____________

Teacher Candidate ___________________________ Date _____________

Check one: This form was completed by the Cooperating Teacher _____

This form was completed by the University Supervisor _____

This form must be typed, printed, signed and returned to WSU Special Education Department, P.O. Box 5838, Winona, MN 55987
Course Syllabus
College of Education
Winona State University

Department: Special Education
Course Number: 446/655
Course Title: Practicum B-Learning Disabilities/Internship-Learning Disabilities

Date: January 2013
Frequency of Offering: Each Semester

Number of Credits: 15
Grading: Credit/No Credit only

Prerequisites: SPED 400/500, 405/505, 410/520, 411/631, 430/530, 445/545

Co-requisite: SPED 445/545 (may be taken as prerequisite)

Course applies: Learning Disabilities Licensure

Course description
This student teaching experience covers appropriate instruction and case management for students with specific learning disabilities. It is full time, semester-long placement in a special education classroom under the supervision of a licensed special education teacher and a university supervisor. This is the final requirement before licensure. All coursework for university studies, the professional education sequence, and Special Education prerequisites must be completed, with the exception of SPED 445/545.

Candidates will be assessed in the following dispositions: Commitment to Professional Self-Reflection and Growth, Commitment to Students and Their Learning, and Commitment to the Profession and Community as determined by the Professional Education Unit.

Professional Dispositions Expected from Students in this Course:

- Attendance/Punctuality
- Self-Initiative/Independence
- Reliability/Dependability
- Clarity in Written Expression
- Critical Thinking Skills
- Verbal Involvement in Class/Groups
- Open-minded Listening and Discussion
- Respectful Interaction with ALL

- Tact/Judgment
- Collegiality/Positive Attitude
- Accept and Give Constructive Criticism
- Professional Ethics and Demeanor
- Best Effort/High Quality Performance
- Desire to Improve Own Teaching Performance
- Word-processing of All Major Written Projects

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some
way isolate you from WSU’s community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

As a community of learners, our professional education unit believes:
We exist to prepare professionals to continuously improve Birth – Grade 12 student learning in twenty-first century schools. Through a continuum of clinical experiences and relevant and appropriate instructional methods, WSU graduates are prepared in a community of learners with developmentally appropriate content and pedagogical expertise, and professional dispositions to improve students’ learning by: (1) actively engaging in a culture of reflective practice and continuous improvement (2) demonstrating awareness of – and an ability to respond to – broader psychosocial and global contexts; and (3) advocating for students and their learning through leadership, collaboration, innovation, flexibility, and critical thinking.

6. Alignment of the course with MN Standards for Teacher Preparation
The experiences of this course are tied to the Minnesota Teachers of Special Education: Learning Disabilities standards 8710.5700. This course builds on prior knowledge concept development of Core Skills for Teachers of Special Education 8710.5000 and serves as the primary source for learning opportunities for the following standards.

The student teacher will:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(B1) apply competencies in measurement and assessment, including technical adequacy and ethical concerns, throughout the evaluation process, and communicate the purpose, procedures, and results to students, families, educators, and other professionals;</td>
<td>a. Cumulative file review&lt;br&gt;d. Standardized tests administration</td>
</tr>
<tr>
<td>(B2) collect and interpret data and information specific to scientific research-based interventions and supports provided prior to referral and integrate into the special education evaluation processes;</td>
<td>b. Academic interventions&lt;br&gt;e. Evaluation summary</td>
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<tr>
<td>(B3) adapt and modify evaluation methods, including the use of assistive technology, to identify and accommodate for the unique abilities and needs of students;</td>
<td>e. Evaluation summary&lt;br&gt;f. IEP</td>
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<tr>
<td>(B4) use multiple methods of data gathering, such as progress monitoring, record reviews, interviews, test administration, work sampling, observation, functional behavioral assessments, curriculum evaluation, dynamic assessment, and testing of limits, from multiple stakeholders including families and interpreters;</td>
<td>e. Evaluation summary</td>
</tr>
<tr>
<td>(B5) select, integrate, and interpret appropriate sources of data relevant for determining the needs of students and compliance with legal requirements for eligibility, continuing service, transition services, and exit of special education services;</td>
<td>b. Academic interventions&lt;br&gt;c. Classroom management plan&lt;br&gt;d. Standardized tests&lt;br&gt;g. IEP conference&lt;br&gt;h. Collaborative teaching project</td>
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<tr>
<td>(B6) address factors that influence the disproportional identification of culturally,</td>
<td>b. Academic interventions&lt;br&gt;e. Evaluation summary</td>
</tr>
<tr>
<td>Instruction and services to meet student needs developmentally and culturally appropriate student and family priorities, incorporating student strengths, needs, assessment results, and difficulties in the areas of language development, scope and pace of instruction, use of assistive technology for instruction, accommodations, and modifications, including the use of assistive technology for instruction, accommodations, and modifications, feedback, ratio of student response, and schedules specific learning disabilities and related learning weaknesses that require systematic explicit instruction, and select accommodations and learning, provide access to grade level content families in making choices that impact academic, individualized education programs that integrate (instructional language, learning progressions, and related to increasing demands of grade level assessments; collaborative teaching project i. Parent communication plan</td>
<td>f. IEP conference h. Collaborative teaching project i. Parent communication plan</td>
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<td>Classroom management plan f. IEP g. IEP conference</td>
<td>c. Classroom management plan f. IEP g. IEP conference</td>
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<td>Academic interventions e. Evaluation summary</td>
<td>b. Academic interventions e. Evaluation summary</td>
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<td>Cumulative file review</td>
<td>a. Cumulative file review</td>
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<tr>
<td>Practices for the purposes of classroom and selection and implementation of evidence-based generalization new skills to educational and non-educational settings;</td>
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<tr>
<td><strong>(C8)</strong> instruct students in how to self-monitor, use effective learning strategies, and accommodate for their strengths and weaknesses as well as generalize new skills to educational and non-educational settings;</td>
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<tr>
<td>a. Cumulative file review</td>
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<td>j. Non-academic interventions</td>
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<td><strong>(C9)</strong> coach students in the use of self-advocacy skills, including attending to relevant contextual factors, to develop resilience and maintain self-determination for their educational progress;</td>
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<td>h. Collaborative teaching project</td>
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<td>j. Non-academic interventions</td>
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<td><strong>(C10)</strong> support and manage the range of social, emotional, and behavioral needs of students during academic instruction and non-academic situations; and</td>
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<tr>
<td>c. Standardized test administration</td>
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<tr>
<td>j. Non-academic interventions</td>
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<tr>
<td><strong>(C11)</strong> use individual and collective data to identify gaps and needs and to align instruction to grade level content standards in guiding the selection and implementation of evidence-based practices for the purposes of classroom and school-wide improvement.</td>
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<tr>
<td>a. Cumulative file review</td>
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<tr>
<td>b. Academic interventions</td>
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<td><strong>(D1)</strong> collaborate with children and youth and their families in making choices that impact academic, occupational, and other domains across the lifespan;</td>
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<td>g. IEP conference</td>
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<td>i. Parent communication plan</td>
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<td><strong>(D2)</strong> promote collaborative practices that respect the individual’s and family’s culture and values relative to the impact that learning disabilities and related learning difficulties may have on the individual and family across the lifespan;</td>
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<td>g. IEP conference</td>
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<tr>
<td>i. Parent communication plan</td>
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<td><strong>(D3)</strong> access services, networks, agencies, and organizations, including interpreters or other resources specific to culturally diverse communities, to improve the outcomes of children and youth with learning disabilities or related learning difficulties and their families;</td>
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<td>f. IEP</td>
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<td>g. IEP conference</td>
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<td>h. Collaborative teaching project</td>
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<td><strong>(D4)</strong> provide and receive consultation and collaborate with educators, specialists, families, paraprofessionals, and interagency professionals for the purposes of observation, problem-solving, providing positive behavior supports, and coaching in order to improve the academic and non-academic performance of children and youth with learning disabilities and related learning difficulties;</td>
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<td>g. IEP conference</td>
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<td>h. Collaborative teaching project</td>
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<td>i. Parent communication plan</td>
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<td><strong>(D5)</strong> collaborate with stakeholders to develop, implement, and refine, school-wide systems of academic and behavioral support;</td>
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<td>g. IEP conference</td>
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<td>h. Collaborative teaching project</td>
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<td>i. Parent communication plan</td>
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<tr>
<td><strong>(D6)</strong> access and evaluate information, research, and emerging practices relevant to the field of learning disabilities and related learning difficulties through consumer and professional organizations, peer-reviewed journals, and other publications;</td>
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<td>k. Bibliography</td>
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<td><strong>(D7)</strong> engage in continuing professional development and reflection to increase knowledge and skill as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families.</td>
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<td>l. Professional development plan</td>
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</table>
7. Course outline of major topics

c. Referral, evaluation, planning, and programming
   1. measurement and assessment
   2. data integration
   3. evaluation methods
   4. data gathering
   5. collaboration for instruction
   6. IEP design

d. Instructional design, teaching, and ongoing evaluation
   1. evidence-based instructional practices
   2. data application
   3. instructional design and implementation
      i. listening
      ii. reading comprehension
      iii. oral expression
      iv. written expression
   4. specialized methods
   5. IEP implementation
   6. self-monitoring
   7. self-advocacy
   8. social, emotional, and behavioral needs

c. Collaboration/Communication
   1. children, youth, and family choice making
   2. impact of learning disabilities on individual and family
   3. services, networks, agencies, and organizations
   4. consultation and collaboration
   5. resources
   6. professional development

8. Basic instructional plan

Student teachers will be placed in public school settings and supervised by licensed Learning Disabilities teachers and university staff.

9. Course requirements and assignments

This is a full time experience lasting the entire semester. The student teacher must be present for all public school teaching days including meetings before and after the regular school day. Absences will be dealt with on an individual basis. The following assignments should be carried out consistent with the school district policy.

Journal reflection will be required. See university supervisor for specifics.

Assignments

a. Review a minimum of three cumulative files. Write a summary of information compiled in cumulative files (describe the type of information in the files not specific student information)

b. Prepare reports on interventions in four academic areas: reading, written expression, math, and spelling. Each report should include: a) a written summary, b) an instructional plan, and c) a graph of assessment data. Include assistive technology in at least one intervention.
c. Develop a classroom behavioral management plan. Prepare a brief (1-2 page) description of the plan.
d. Administer two standardized tests. Show the protocols to your university supervisor. Include score reports in your practicum notebook. Maintain the confidentiality of the student and school by deleting identifying information.
e. Using school district forms write an evaluation summary for a case-study student.
f. Using school district forms write an IEP for the same case-study student.
g. Participate in at least one IEP conference. Write a summary of the IEP meeting.
h. Participate in a collaborative teaching project with a general education teacher. Prepare a written description of the activity signed by the collaborating teacher.
i. Prepare a written description of a plan for ongoing parent communication.
j. Prepare reports on interventions in five nonacademic areas: self-monitoring, using effective learning strategies, accommodating for strengths and weaknesses, generalizing new skills, and developing self-advocacy skills. Each report should include: a) a written summary, b) an instructional plan, and c) a graph of assessment data.
k. Prepare an annotated bibliography of information sources relevant to the field of learning disabilities, including consumer and professional organizations, peer-reviewed journals.
l. In a reflection paper, identify personal strengths and areas for needed growth and write a professional development plan for the first year of teaching. Specify action items, sources of information, mentoring, training, and provide a timeline for completion.

10. Methods of Evaluation
   a. direct observation by cooperating teacher and university supervisor
   b. daily journaling
   c. practicum notebook assignments
d. evaluations
e. Teacher Performance Assessment (edTPA)*

*You are required to complete one edTPA for initial licensure. If you are a double major, create your edTPA in your first student teaching experience.
**Practicum B Learning Disabilities**

**Assignments**

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**Comments:**

**Date:**

**Signatures:**

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**Cooperating Teacher**

**University Supervisor**

**Teacher Candidate**
Unacceptable: The teacher Candidate did not demonstrate the knowledge, skill, and dispositions required of this standard.

Acceptable: The teacher candidate demonstrated the knowledge, skill, and dispositions required of this standard at the initial educator level.

Target: The teacher candidate demonstrated the knowledge, skill, and dispositions required of this standard to an advanced level for a beginning teacher.

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<td>The teacher candidate demonstrated the ability to teach reading, writing, and listening comprehension and how to modify this instruction for students with learning disabilities or learning deficits.</td>
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<td>The teacher candidate demonstrated the ability to use strategies for teaching reasoning, problem solving skills, study skills, organizational skills, and coping skills.</td>
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<td>10.</td>
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<td>11.</td>
<td>The teacher candidate demonstrated the ability to help students with learning disabilities or learning deficits transfer skills to the general education environment.</td>
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the ability to construct instructional sequences to teach transition skills based on the cognitive, affective, and academic strengths of each student and plans for transition from school to postsecondary training and employment.

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*Your signature below indicates that you have read this completed evaluation.*

Cooperating Teacher ________________________________ Date ____________

University Supervisor ________________________________ Date ____________

Teacher Candidate ________________________________ Date ____________

Check one: This form was completed by the Cooperating Teacher _____
This form was completed by the University Supervisor _____

This form must be typed, printed, signed and returned to WSU Special Education Department, P.O. Box 5838, Winona, MN 55987
SPED 455/655, ECSE Internship

Course Syllabus
College of Education
Winona State University

Department: Special Education
Date: July 2008

Course Number: 455/655
Course Title: ECSE Internship
Number of Credits: 15
Frequency of Offering: Spring

Prerequisites: SPED 400/500, 405/505, 410/510, 420/520, 430/530, 550, 551, 552, 553, 554

Grading: Credit/No Credit only

Course applies: Early Childhood Special Education Licensure

A. Catalog Description

11. Course description
This field experience covers appropriate instruction and case management for students Birth to Age 6 with Special Needs – Early Childhood Special Education Licensure.

12. Alignment of the course with MN Standards for Teacher Preparation
The experiences of this course are tied to the Minnesota Teachers of Special Education: Early Childhood standards 8710.5500. This course builds on prior knowledge concept development of Core Skills for Teachers of Special Education 8710.5000 and serves as the primary source for learning opportunities for the following standards.

The student will demonstrate:

1. referral and intervention procedures;
2. the use, limitations, ethical concerns, administration and interpretation of formal and informal assessments for young children with disabilities, and how to effectively communicate the results to the students, families, teachers, and other professionals;
3. how to adapt and modify existing assessment tools and methods to accommodate the unique abilities and needs of young children with disabilities;
4. how to interview, gather, and maintain information from parents, families, teachers, and others for the purpose of assessment and planning, developing, implementing, and evaluating the individual family service plan and the individual education program;
5. aspects of medical care for premature, low birth weight, and other medically fragile infants including methods employed in the care of young children dependent on technology;
6. techniques appropriate for premature, low birth weight, and other medically fragile babies when implementing the individual family service plan or the individual education program plan;
8. various educational models and setting options and the selection of appropriate options based on the needs of the child; and
9. how to design individual plans that integrate assessment results and family priorities, resources, and concerns and that incorporate, when appropriate, preacademic and academic goals and the appropriate use of adaptive, augmentative, and assistive technologies.
10. apply intervention curricula and methods for young children with specific disabilities including motor, sensory, health, communication, social-emotional, and cognitive disabilities;
11. facilitate developmentally and functionally appropriate individual and group activities unique to infants, toddlers, and young children with disabilities;
12. implement methods of behavior support and management appropriate for young children with disabilities;
13. provide a variety of stimulus-rich formats unique to young children with disabilities, including play, environmental routines, parent-mediated activities, small group projects, cooperative learning, inquiry experiences, and systematic instruction;
14. apply current research and recommended practices with emphasis on cognitive, motor, social-emotional, communication, adaptive, and aesthetic development in learning situations within the family;
15. implement basic health, nutrition, and safety management practices unique to young children with disabilities, including specific procedures for infants and toddlers and procedures regarding childhood illness and communicable diseases;
16. apply ways of linking current developmental and learning experiences and teaching strategies with those of the next educational setting for young children with disabilities; and
17. monitor, summarize, and evaluate the acquisition of child and family outcomes included in individual family services plans or individual education program plans.
18. ways of assisting the family in planning for transition of young children with disabilities;
19. processes and strategies that support transitions among hospital, home, infant and toddler, preprimary, and primary programs;
20. how to assist students and their parents in making choices that impact academic and occupational decisions;
21. the educational roles and responsibilities of other teachers and support personnel in providing educational services to students with developmental disabilities;

13. Course outline of major topics

e. Assessment
   1. referral and intervention
   2. formal and informal assessments
   3. adaptation of existing assessments
   4. data collection

f. Planning and Instruction
   1. individual plan design
   2. monitor and evaluate IFSP outcomes
   3. research-supported instructional strategies
   4. materials, equipment, and technology selection
   5. language development strategies
   6. transition planning and skill development
   7. enhance student social participation

c. Classroom Management
   1. classroom environment and management
   2. communication systems
3. mobility techniques
4. use and maintenance of orthotic, prosthetic, assistive, and adaptive equipment
5. uses and sources of appropriate materials and technologies
6. manage student support needs
7. manage student health and safety

d. Collaboration/Communication
   1. individual plan outcomes
   2. assisting with student and parent choices
   3. direct support personnel

14. Basic instructional plan
Teacher Candidates will be placed in public school settings and supervised by licensed Early Childhood Special Education teachers and university staff

15. Course requirements and assignments
This is a full time experience lasting the entire semester with 8 weeks in an ECSE Infant/Toddler setting and 8 weeks in an ECSE Preprimary setting. The Teacher Candidate must be present for all public school teaching days including meetings before and after the regular school day. Absences will be dealt with on an individual basis. The following assignments should be carried out consistent with the school district policy.

Write a daily journal reflecting on these three areas: what I did today, what I learned today, and how I will apply what I learned.

Assignments
m. Review a minimum of three cumulative files. Write a summary of information compiled in cumulative files (describe the type of information in the files not specific student information)

n. Prepare reports on interventions in four academic or adaptive behavior areas. Each report should include: a) a written summary, b) an instructional plan, c) a graph of assessment data

o. Develop an individual behavioral management plan. Prepare a brief (1-2 page) description of the plan.

p. Administer two standardized tests. Include the protocols and score reports in your practicum notebook.

   Maintain the confidentiality of the student and school by deleting identifying information.

q. Using school district forms write an evaluation summary for a case-study student.

r. Using school district forms write an IFSP for the same case-study student.

s. Participate in at least one IFSP conference. Write a summary of the IFSP meeting.

t. Participate in a collaborative teaching project with a general education teacher. Prepare a written description of the activity signed by the collaborating teacher.

u. Prepare a written description of a plan for ongoing parent communication.

16. Methods of Evaluation
a. direct observation by Cooperating Teacher and University Supervisor
b. daily journaling
c. practicum notebook assignments
d. evaluations
## ESCE Student Teaching
### Assignments

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Comments: ____________________________ Date: ____________

Signatures:

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Cooperating Teacher  University Supervisor  Teacher Candidate
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15. The teacher candidate demonstrated the ability to apply ways of linking current developmental and learning experiences and teaching strategies with those of the next educational setting for young children with disabilities.

16. The teacher candidate demonstrated the ability to monitor, summarize, and evaluate the acquisition of child and family outcomes included in individual family service plans or individual education programs.

17. The teacher candidate demonstrated ways of assisting the family in planning for transition of young children with disabilities; processes and strategies that support transitions among hospital, home, infant, and toddler, preprimary, and primary programs.

18. The teacher candidate demonstrated the ability to assist students and their parents in making choices that impact academic and occupational decisions.

19. The teacher candidate demonstrated understanding of the educational roles and responsibilities of other teachers and support personnel in providing educational services to students with developmental disabilities.

*Your signature below indicates that you have read this completed evaluation.*

Cooperating Teacher ___________________________ Date ____________

University Supervisor ___________________________ Date ____________

Teacher Candidate _____________________________ Date ____________

Check one: This form was completed by the Cooperating Teacher _____
This form was completed by the University Supervisor _____
This form must be typed, printed, signed and returned to WSU Special Education Department, P.O. Box 5838, Winona, MN
**Special Education Department**

**Cooperating Teacher and University Supervisor Evaluations**
(To be completed by the Teacher Candidate)

This form must be completed and (hardcopy) submitted to the Special Education Department before a grade will be issued. The information will be reviewed by the Special Education Department chairperson.

Student: ______________________________________ Fall _____ Spring _____ Year ________

Check one:
SPED 411
SPED 631
SPED 445
SPED 446
SPED 454 ______
SPED 655 ______

School:
Building ___________________________ District ___________________________

Name of Cooperating Teacher: _____________________________________________

**Evaluation of Cooperating Teacher**

<table>
<thead>
<tr>
<th></th>
<th>Did the Cooperating Teacher have sufficient experience to supervise in this setting?</th>
<th>Comments:</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Did the Cooperating Teacher assist you in solving problems?</td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Did the Cooperating Teacher confer with the University Supervisor regularly?</td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Did the Cooperating Teacher suggest solutions for learning/behavior problems?</td>
<td>Comments:</td>
<td></td>
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</tr>
</tbody>
</table>
| 5. | Did the Cooperating Teacher observe you on a regular and timely basis?  
   Comments: |   |
| 6. | Did the Cooperating Teacher provide useful feedback?  
   Comments: |   |
| 7. | Did the Cooperating Teacher communicate effectively?  
   Comments: |   |
| 8. | Did the Cooperating Teacher develop a good relationship with the University Supervisor?  
   Comments: |   |
| 9. | Would you recommend the Office of Clinical Practice to use this Cooperating Teacher again?  
   Why or why not? |   |
| 10. | Would you recommend the Office of Clinical Practice to use this University Supervisor again?  
   Why or why not? |   |

Comments:
### Evaluation of University Supervisor

**Name of University Supervisor**

<table>
<thead>
<tr>
<th></th>
<th>Did the University Supervisor have sufficient expertise to supervise in this setting?</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Did the University Supervisor visit on a regular and timely basis?</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Did the University Supervisor communicate effectively with you?</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Did the University Supervisor provide useful feedback?</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Did the University Supervisor assist you in solving problems?</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Did the University Supervisor help you locate resources and materials?</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Did the University Supervisor suggest solutions to you for learning/behavior problems?</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Did the University Supervisor confer with the Cooperating Teacher regularly?</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. Did the University Supervisor develop a good relationship with the Cooperating Teacher?
   Comments:

10. Would you recommend the Office of Clinical Practice to use this University Supervisor again?
    Why or why not?

Comments:

Signed: __________________________________________

Date: ________________

Print name ________________________________
**Special Education Department**  
**Cooperating Teacher Evaluation**  
(To be completed by the University Supervisor)

This form must be completed and submitted to the Special Education Department with student evaluations. This information will be reviewed by the Special Education Department chairperson.

Check one:  
Fall _____ Spring _____  
Year ________

- ____ SPED 411 Practicum A (Development Disabilities/Learning Disabilities)  
- ____ SPED 631 Field Experience  
- ____ SPED 445 Student Teaching Developmental Disabilities  
- ____ SPED 446 Student Teaching Learning Disabilities  
- ____ SPED 454 Student Teaching Early Childhood Special Education  
- ____ SPED 655 Internship (DD, ECSE, LD)

School:  
Building __________________________ District __________________________

Cooperating Teacher: ______________________________________________________

Teacher Candidate: _______________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
</table>
| 1. Did the Cooperating Teacher provide a safe, stimulating, and mentoring environment for the teacher candidate?  
Comments: |     |    |    |
| 2. Did the Cooperating Teacher provide sufficient feedback to the teacher candidate?  
Comments: |     |    |    |
| 3. Did the Cooperating Teacher model for the teacher candidate effective teaching strategies and classroom procedures?  
Comments: |     |    |    |
| 4. Did the Cooperating Teacher communicate with you in a timely, efficient manner?  
Comments: |     |    |    |
5. Did the Cooperating Teacher complete and submit paperwork on time?
   Comments: 

6. Would you recommend placement of another teacher candidate with this Cooperating Teacher?
   Why or why not?

Comments: 

Signed ________________________________

Date ____________________

Print name ____________________
Special Education Department
University Supervisor Evaluation
(To be completed by the Cooperating Teacher)

This form must be completed and submitted to the Special Education Department by the end of the experience. This information will be reviewed by the Special Education Department chairperson.

Check one: Fall ____ Spring _____ Year _________

____ SPED 411 Practicum A (Development Disabilities/Learning Disabilities)
____ SPED 631 Field Experience
____ SPED 445 Student Teaching Developmental Disabilities
____ SPED 446 Student Teaching Learning Disabilities
____ SPED 454 Student Teaching Early Childhood Special Education
____ SPED 655 Internship (DD, ECSE, LD)

School:
Building __________________________ District __________________________

University Supervisor: _________________________________________________

Teacher Candidate: _________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did the University Supervisor sufficiently orient you and the teacher candidate to expectations and procedures? Comments:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<tr>
<td>2. Did the University Supervisor provide sufficient feedback to the teacher candidate? Comments:</td>
<td></td>
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<tr>
<td></td>
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<tr>
<td>3. Did the University Supervisor provide the teacher candidate effective strategies and procedures? Comments:</td>
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<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>Comments</td>
<td></td>
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<td>---------------------------------------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>4.</td>
<td>Did the University Supervisor communicate with you in a timely manner?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Did the University Supervisor work with you in a collaborative, professional manner?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Do you recommend that this University Supervisor continue to supervise WSU teacher candidates?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Why or why not?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signed

Date

Print name
The oldest member of the Minnesota State Colleges and Universities System

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