

Winona State University Student Teaching Handbook

For
Teacher Candidates,
Cooperating Teachers,
and University Supervisors



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Section I:

Foundational documents

- Emergency Contact Information
- WSU Mission Statement
- WSU Professional Core Beliefs
- Eligibility for Student Teaching
- MN Code of Ethics
- Professionalism
- MN Standard of Effective Practice

Emergency Contact Information:

At Orientation, you will be given green contact cards. One card must be on file in the Clinical Practice Office and one on file with your University Supervisor.

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 the basic skills testing requirements; NES test, MTLE test or ACT Plus Writing with a composite score of 22 (21 in writing) SAT with scores of Reading: 510, Writing: 510, Math: 520
- 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 Skills, MTLE Content Area and Pedagogy Tests. Information about the NES test and MTLE tests can be obtained from the NES website <http://www.nestest.com/> and the MTLE website. <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.

CODE OF ETHICS FOR MINNESOTA TEACHERS

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

This code 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 may be 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 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 or 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 1998 c 397 art 11 s 3; 39 SR 822

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STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS

Subpart 1. **Standards.** A candidate for teacher licensure shall show verification of completing the standards in subparts 2 to 11 in a teacher preparation program approved under chapter 8705.

Subp. 2. **Standard 1, subject matter.** A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students. The teacher must:

- A. understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines taught;
- B. understand how students' conceptual frameworks and misconceptions for an area of knowledge can influence the students' learning;
- C. connect disciplinary knowledge to other subject areas and to everyday life;
- D. understand that subject matter knowledge is not a fixed body of facts but is complex and ever developing;
- E. use multiple representations and explanations of subject matter concepts to capture key ideas and link them to students' prior understandings;
- F. use varied viewpoints, theories, ways of knowing, and methods of inquiry in teaching subject matter concepts;
- G. evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness for presenting particular ideas and concepts;
- H. engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline;
- I. develop and use curricula that encourage students to understand, analyze, interpret, and apply ideas from varied perspectives; and
- J. design interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry across several subject areas.

Subp. 3. **Standard 2, student learning.** A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

- A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;
- B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;
- C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;
- D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;
- E. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;
- F. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks;

G. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking; and

H. demonstrate knowledge and understanding of concepts related to technology and student learning.

Subp. 4. **Standard 3, diverse learners.** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

A. understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning;

B. know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents;

C. know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;

D. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;

E. understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;

F. understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;

G. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;

H. understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;

I. understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;

J. know about community and cultural norms;

K. identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs;

L. use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;

M. accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;

N. identify when and how to access appropriate services or resources to meet exceptional learning needs;

O. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;

P. bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms;

Q. develop a learning community in which individual differences are respected;
and

R. identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

Subp. 5. **Standard 4, instructional strategies.** A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

A. understand Minnesota's graduation standards and how to implement them;

B. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;

C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;

D. nurture the development of student critical thinking, independent problem solving, and performance capabilities;

E. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;

F. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;

G. 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;

H. monitor and adjust strategies in response to learner feedback;

I. vary the instructional process to address the content and purposes of instruction and the needs of students;

J. 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;

K. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning; and

L. develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.

Subp. 6. **Standard 5, learning environment.** A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;

B. understand how social groups function and influence people, and how people influence groups;

C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;

D. know how to help people work productively and cooperatively with each other in complex social settings;

E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;

- F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;
- G. understand how participation supports commitment;
- H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;
- I. establish peer relationships to promote learning;
- J. recognize the relationship of intrinsic motivation to student lifelong growth and learning;
- K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;
- L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;
- M. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;
- N. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;
- O. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;
- P. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;
- Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and
- R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.

Subp. 7. **Standard 6, communication.** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

- A. understand communication theory, language development, and the role of language in learning;
- B. understand how cultural and gender differences can affect communication in the classroom;
- C. understand the importance of nonverbal as well as verbal communication;
- D. know effective verbal, nonverbal, and media communication techniques;
- E. understand the power of language for fostering self-expression, identity development, and learning;
- F. use effective listening techniques;
- G. foster sensitive communication by and among all students in the class;
- H. use effective communication strategies in conveying ideas and information and in asking questions;

- I. support and expand learner expression in speaking, writing, and other media;
- J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question; and
- K. use a variety of media and educational technology to enrich learning opportunities.

Subp. 8. **Standard 7, planning instruction.** A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:

- A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;
- B. plan instruction using contextual considerations that bridge curriculum and student experiences;
- C. plan instructional programs that accommodate individual student learning styles and performance modes;
- D. create short-range and long-range plans that are linked to student needs and performance;
- E. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;
- F. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired;
- G. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning; and
- H. plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment.

Subp. 9. **Standard 8, assessment.** A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

- A. be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;
- B. understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work;
- C. understand the purpose of and differences between assessment and evaluation;
- D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;
- E. select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes;
- F. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;
- G. use varied and appropriate formal and informal assessment techniques including observation, portfolios of student

work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests;

H. use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;

I. implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;

J. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;

K. monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;

L. establish and maintain student records of work and performance;

M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues; and

N. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

Subp. 10. **Standard 9, reflection and professional development.** A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

A. understand the historical and philosophical foundations of education;

B. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;

C. understand the influences of the teacher's behavior on student growth and learning;

D. know major areas of research on teaching and of resources available for professional development;

E. understand the role of reflection and self-assessment on continual learning;

F. understand the value of critical thinking and self-directed learning;

G. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;

H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;

I. use professional literature, colleagues, and other resources to support development as both a student and a teacher;

J. collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;

K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8710.2100;

L. understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations; and

M. understand the role of continuous development in technology knowledge and skills representative of technology applications for education.

Subp. 11. **Standard 10, collaboration, ethics, and relationships.** A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

A. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;

B. understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;

C. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;

D. understand the concept of addressing the needs of the whole learner;

E. understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;

F. understand data practices;

G. collaborate with other professionals to improve the overall learning environment for students;

H. collaborate in activities designed to make the entire school a productive learning environment;

I. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;

J. identify and use community resources to foster student learning;

K. establish productive relationships with parents and guardians in support of student learning and well-being;

L. understand mandatory reporting laws and rules; and

M. understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.

Subp. 12. **Effective date.** The requirements in this part for licensure are effective on September 1, 2010, and thereafter.

Statutory Authority: *MS s 122A.09; 122A.18*

History: *23 SR 1928; 34 SR 595*

Published Electronically: *January 14, 2016*

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.

Section II:

Professional Responsibilities

- Student Teaching Course Syllabus
- Student Teaching Requirements
- Student Teaching Assignments

Student Teaching Course Syllabus

Winona State University (EDST 460-470) Up to 16 credits

Instructors:	Jane Morken	University Supervisor
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>

Required Equipment List:

For completion of the edTPA™, video equipment is available to check out in the office of Clinical Practice, Gildemeister 110.

Teacher Candidates may buy a 16gb SD memory card to use in the digital video cameras if using university equipment. 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/No Credit 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.
- 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)

*** Students working full time in classrooms may have the option, with the permission of the Director of Clinical Practice to complete 12 weeks.

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 during the Induction Ceremony.)

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

- You will be required to purchase a background check through Verified Credentials, unless otherwise instructed.
- Pre-education majors are required to undergo an initial CBC upon acceptance to the WSU.
- A subsequent comprehensive check upon admittance to Teacher Education.
- A final refresher CBC 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.

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 on the WSU Clinical Practice Webpage.
- **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 VI
- **Daily Lesson Plans.** Write daily lesson plans for all lessons that you teach, using university templates given in methods courses, or the edTPA™ lesson plan template.
- **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 and final evaluation with your University Supervisor and Cooperating Teacher. You should complete the evaluation form as a form of self-reflection (Section VI) prior to the final conference. A dispositions evaluation will also be completed by your Cooperating Teacher and University Supervisor at midterm. (Section VI)

I. Complete the Teacher Performance Assessment (edTPA™).

- A. The Teaching Performance Assessment (edTPA™) is a nationally available assessment of readiness to teach. 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™. This will show up as a course fee.
- H. Teacher Candidates must use the official permission form with B-12 grade students before videotaping the edTPA.
- I. 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 the Wednesday before graduation.

- Spring Teacher Candidates will begin their placement in January when WSU students return to campus.
 - Students will end their placement the Wednesday before graduation.
- J. Attend the Student Teaching Orientation meeting. These meetings are held in August for fall placements and December for spring placements.
- K. 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 your first placement.
- 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 using the edTPA™ template posted on the WSU Webpage, for 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. 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” <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)

Section III:

Policies

- Withdrawal or Removal from Student Teaching
- Testing Requirements for Teaching License
- Action Plans
- edTPA Policies

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.

Testing Requirements for Teaching License **Save your score reports!!!**

- 1. Basic Skills** (choose one option) MN Licensing Basic skills are determined by the MN Board of Teaching: <http://mn.gov/board-of-teaching/beaneducator/licensureexams/>

We recommend these two options from the list on their web site: Take MTLE MN National Evaluation Series (NES) Essential Academic Skills: Scores: ≥520 in Reading, ≥520 in Writing, and ≥520 in Mathematics <https://www.mtle.nesinc.com/> or Take ACT plus Writing and receive a composite score ≥22 with a combined Writing (or ELA) score ≥ 21 <http://www.actstudent.org/scores/viewing-scores.html> Can combine more than one ACT tests if one score report has the correct composite score and the other score report has the correct combined writing (referred to as the ELA score on more recent tests). Print a hard copy from the web site if using the ACT plus Writing option (mail or drop off to **Gildemeister 110**).

- 2. MTLE Pedagogy Exams (all subtests);** Choose one pedagogy exam according to the chart listed below.
- 3. MTLE Content tests (all subtests);** Select the appropriate Content exam aligned with your teaching program(s) listed below (some students may have multiple content exams).

Note: MTLE MN NES, MTLE Pedagogy and MTLE Content: always save your score reports; list WSU as a recipient; enter “no” for portfolio; 40 days to retake; 4 weeks for official scores; do not need to turn in score reports). September 1st is a new annual registration fee for Content/Pedagogy.

Illinois License: refer to this link http://www.isbe.net/licensure/html/out_of_state.htm need MN license to apply for IL provisional license.

Iowa License: refer to this link http://www.boee.iowa.gov/how_do_i/become_a_teacher.html need a MN license to apply for Iowa license.

Wisconsin License: refer to this link <http://tepd.dpi.wi.gov/licensing/out-of-state-applicants> need passing scores on all MN required tests AND additional WI Praxis Content Test <http://www.ets.org/praxis/>; ELEC, ELEM, and SPED majors also need to pass the Foundations of Reading exam www.wi.nesinc.com WI requires Elementary majors to have Early Childhood (K-6th grades) or a Middle Level Content Minor (1st -8th grades Math, Communication, Arts, and Literature, Science, or Social Studies)

UPDATED – 3-22-17

Teaching Program	Basic Skills	MTLE Content Exams	MTLE Pedagogy Exams	WI License: Praxis II Content also required
Art Education	MTLE-NES, ACT + Writ., SAT, or GRE	Visual Arts (all subtests); WI-ETS 0134	Choose 1 Pedagogy: K-6 or 5-12 (all subtests)	WI Praxis II: Art Content Knowledge 5134 (158)
Business Education	MTLE-NES, ACT + Writ., SAT, or GRE	Business Education (all subtests)	Pedagogy: 5-12 (all subtests)	WI Praxis II: Business Education 5101 (154)
Communication Arts & Literature	MTLE-NES, ACT + Writ., SAT, or GRE	Communication Arts & Literature (all subtests)	Pedagogy: 5-12 (all subtests)	WI Praxis II: English, Language, Literature and Composition 5038 (160)
Elementary K-6 w/Early Childhood	MTLE-NES, ACT + Writ., SAT, or GRE	Early Childhood & Elementary Education (all subtests under both tests)	Choose 1 Pedagogy: B-3 or K-6 (all subtests)	WI Praxis II: Elementary Education 5018 (147) and Foundations of Reading exam www.wi.nesinc.com

Elementary K-6	MTLE-NES, ACT + Writ., SAT, or GRE	Elementary Education (all subtests)	Pedagogy: K-6 (all subtests)	WI Praxis II: Middle School content 5146 (146) and Foundations of Reading exam www.wi.nesinc.com
ML Comm., Arts, Lit.	MTLE-NES, ACT + Writ., SAT, or GRE	Middle Level Comm., Arts, & Literature (all subtests)	No pedagogy	WI Praxis II: Middle School content 5146 (146)
ML Mathematics	MTLE-NES, ACT + Writ., SAT, or GRE	Middle Level Mathematics (all subtests)	No pedagogy	WI Praxis II: Middle School content 5146 (146)
ML Science	MTLE-NES, ACT + Writ., SAT, or GRE	Middle Level Science (all subtests)	No pedagogy	WI Praxis II: Middle School content 5146 (146)
Teaching Program	Basic Skills	MTLE Content Exams	MTLE Pedagogy Exams	WI License: Praxis II Content also required
ML Social Studies	MTLE-NES, ACT + Writ., SAT, or GRE	Middle Level Social Studies (all subtests)	No pedagogy	WI Praxis II: Middle School content 5146 (146)
English as a Second Lang.	MTLE-NES, ACT + Writ., SAT, or GRE	English as a Second Language (all subtests)	Choose 1 Pedagogy: K-6 or 5-12 (all subtests)	WI Praxis II: English to speakers of other languages 5361 (143)
Health Education	MTLE-NES, ACT + Writ., SAT, or GRE	Health Education (all subtests)	Choose 1 Pedagogy: 5-12 (all subtests)	WI Praxis II: Health Education 5550 (610)
Mathematics	MTLE-NES, ACT + Writ., SAT, or GRE	Mathematics (all subtests)	Pedagogy: 5-12 (all subtests)	WI Praxis II: Mathematics content knowledge 5061 (135)
Music-Instrumental	MTLE-NES, ACT + Writ., SAT, or GRE	Instrumental Classroom Music (all subtests)	Choose 1 Pedagogy:K-6 or 5-12 (all subtests)	WI Praxis II: Music content knowledge 5113 (150)
Music-Vocal	MTLE-NES, ACT + Writ., SAT, or GRE	Vocal Classroom Music (all subtests)	Choose 1 Pedagogy:K-6 or 5-12 (all subtests)	WI Praxis II: Music content knowledge 5113 (150)
Physical Education	MTLE-NES, ACT + Writ., SAT, or GRE	Physical Education (all subtests)	Choose 1 Pedagogy:K-6 or 5-12 (all subtests)	WI Praxis II: Physical Education: content knowledge 5091(150)
PE/DAPE	MTLE-NES, ACT + Writ., SAT, or GRE	Special Education Core Skills (all subtests)	No pedagogy	

Science: Biology	MTLE-NES, ACT + Writ., SAT, or GRE	Life Science (all subtests)	Pedagogy: 5-12 (all subtests)	WI Praxis II: General Science 5435 (154)
Science: Chemistry	MTLE-NES, ACT + Writ., SAT, or GRE	Chemistry (all subtests)	Pedagogy: 5-12 (all subtests)	WI Praxis II: General Science 5435 (154)
Science: Chemistry; Physics	MTLE-NES, ACT + Writ., SAT, or GRE	Chemistry (all subtests), and Physics (all subtests)	Pedagogy: 5-12 (all subtests)	WI Praxis II: General Science 5435 (154)
Science: Earth & ML Science	MTLE-NES, ACT + Writ., SAT, or GRE	Earth & Space Science & Middle Level Science (all subtests)	Pedagogy: 5-12 (all subtests)	WI Praxis II: General Science 5435 (154)
Science: Physics	MTLE-NES, ACT + Writ., SAT, or GRE	Physics (all subtests)	Pedagogy: 5-12 (all subtests)	WI Praxis II: General Science 5435 (154)
Social Studies	MTLE-NES, ACT + Writ., SAT, or GRE	Social Studies (all subtests)	Pedagogy: 5-12 (all subtests)	WI Praxis II: Social Studies 5081 (153)
Spanish	MTLE-NES, ACT + Writ., SAT, or GRE	World Language & Culture-Spanish (all subtests)	Choose 1 Pedagogy:K-6 or 5-12 (all subtests)	Refer to WI DPI web site
Spec. Ed. DD or LD or ABS	MTLE-NES, ACT + Writ., SAT, or GRE	Special Education Core Skills (all subtests)	Choose 1 Pedagogy:K-6 or 5-12 (all subtests)	WI Praxis II: Middle School content 5146 (146) and Foundations of Reading exam www.wi.nesinc.com

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: <i>Application Received in Dean's Office:</i> _____	
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

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

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.

Winona State University - College of Education

Policy & Procedures for the Education Teachers Preparation Assessment- edTPA™



The edTPA™ assessment is an important and mandatory step within Minnesota’s existing pathways to initial teacher licensure. An assessment process that requires teacher candidates to demonstrate the skills needed to enter the classroom ready to teach and help all students learn. Beginning with the 2012-13 academic year, all 31 Minnesota institutions of higher education require their teacher candidates to complete the edTPA™ portfolio. As a “real world” assessment, each teacher candidate will work with licensed teachers in Minnesota classrooms as they complete the edTPA™ Minnesota process.

Office of Clinical Practice Policy and Procedures:

- The edTPA™ is due at the 10th week of student teaching

Scoring:

- Students receiving a cut score of 47 and above will be awarded a “Certificate of Distinction” prepared by the Office of Clinical Practice, in conjunction with the Unit Assessment and Data Management Coordinator that would be placed in their folders on Professional Day.
- Students receiving 2 or more ONES on any rubric on the edTPA™ OR have any condition codes, will be flagged and their names will be sent to their department contact. Those students will be given an incomplete for student teaching until they have completed the writing prompt below.

Given that a ONE on the edTPA™ is labeled, “struggling candidate, not ready to teach,” write a persuasive paper that details why you ARE ready to teach. For each rubric in which you scored a ONE on the edTPA™, provide evidence and narrative that would meet the rubric at a level 3. You will use 1” inch margins, 12 point Times New Roman, 3 pages, double spaced. (minimum 750 words)

WSU Academic Integrity Policy

Students are expected to complete the edTPA™ following the “WSU Academic Integrity Policy”

Academic Integrity at Winona State University is based on honesty. The University requires that work produced by students represents their personal efforts and requires that they properly acknowledge the intellectual contributions of others.

Failure to do so will result in a student having to resubmit the edTPA™, with the student incurring the cost of \$270.

Possible consequences include: Receive
an IP, or Failing Grade Dismissal
from the program Academic
Probation Withdrawal from the
course Delay in Licensure

The student will be afforded the rights and procedures of the Academic Integrity Policy found on the WSU Webpage:
<https://mywsu.winona.edu/search/Pages/results.aspx?k=academic%20integrity%20policy>

Pearson's Verification of Originality

“As part of the edTPA™ scoring process, originality detection software is employed to compare all edTPA™ submissions nationwide against all other edTPA™ submissions received, including outside written sources and other sources of material. The software reports any substantial degree of matching between submitted edTPA™ portfolios. In cases where there is substantial matching, a specially trained portfolio reviewer may then elect to seek enforcement action against the candidate(s) involved and/or refer the candidate(s) to the State Education Department for enforcement action.”

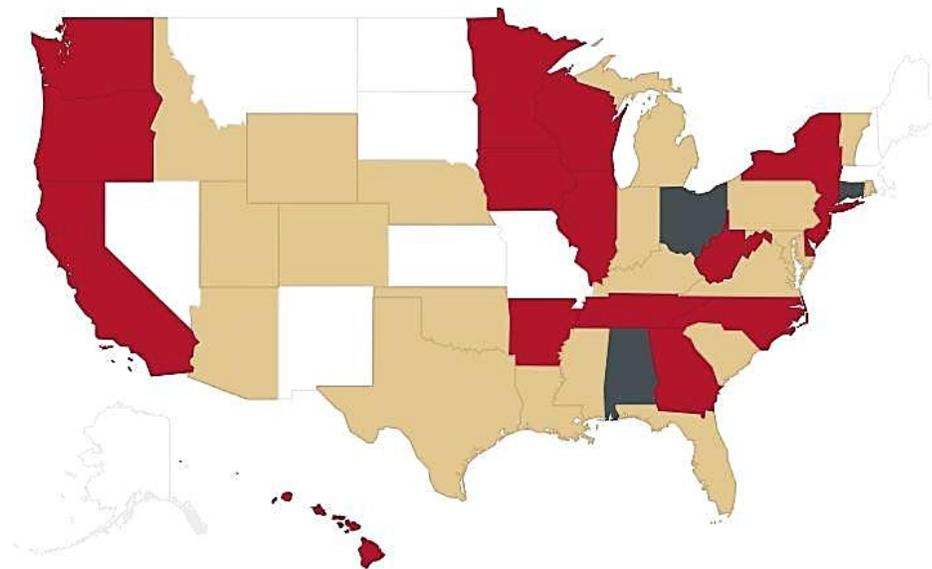
Your Score; Calculations and Standards:

The edTPA™ consists of 3 tasks, within each of these task are 5 rubrics which you are evaluated. The method and standards vary by state and/or education program.

Some states require students to meet a “Cut Score” (Total of all rubrics) while others require a set level for each rubric. Currently, Minnesota and Winona State University require 70% of students score 13, 13, 12 on the individual tasks.

Cut scores for states participating in the edTPA™

Alabama: 37
Arkansas: 37
Illinois: 37
Tennessee: 37
Delaware: 38
Georgia: 38
Wisconsin: 38
Washington: 40
California: 41
Iowa: 41
New York: 41



Not yet participating in edTPA

Policy in Place

In general, these states have statewide policies in place requiring a state-approved performance assessment as part of program completion or for state licensure and/or state program accreditation/review. In these states, edTPA also has been approved as a performance assessment for these purposes.

Taking Steps Toward Implementation

A performance assessment and/or edTPA are being considered at the state level for program completion or as a licensure requirement.

State Participating in edTPA

At least one provider of teacher preparation—either traditional or alternative—is exploring or trying out edTPA.

Section V:

Guiding Materials

- New Teacher Checklist
- Reflective Journaling
- Format for Weekly Journal
- Checklist for Lesson Planning
- Daily Lesson Plans
- WSU edTPA™-Referenced Lesson Plan
- Sample Lesson Plan Formats

Teacher Candidate Checklist

Teacher Candidate: _____

Placement: _____

Cooperating Teacher: _____

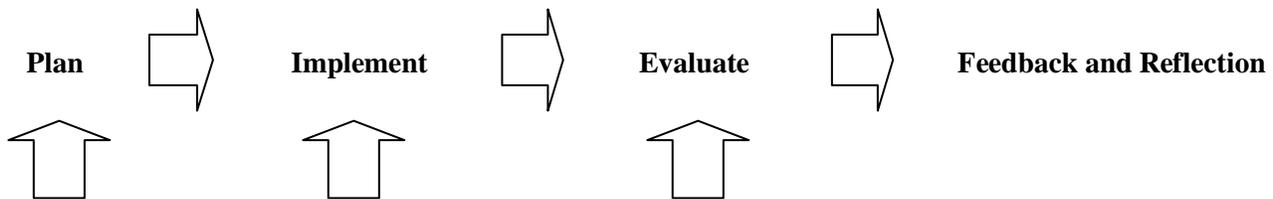
Things to discuss and review during your first week of student teaching:	
	Curriculum outline, scope, and sequence
	Course syllabus
	Content standards—national/state/local district
	Instructional unit plan template, samples
	Lesson plan templates, samples
	Study guide/student resource tools—media center 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

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.



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, confidentiality, 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 below should be included in your journal as you reflect on the week's experience. **Your University Supervisor may modify these expectations.** The key is to keep the lines of communication open.

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, confidentiality, 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.

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. 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.
- Six detailed edTPA™ formatted lesson plans should be submitted in paper copy to your university supervisor for assessment and feedback for each placement.

Daily Lesson Plan Required Components

Headings	Explanation
Academic Standard, District Goal	Each lesson has a purpose. It needs to be aligned with the expectations of either an academic standard or a district goal. Why is this lesson important?
Objective(s) Learning Goal(s)	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. How do you know you have achieved your lesson's purpose?
Central Focus and Academic Language	Briefly identify the central focus of your lesson content and associated concepts. Identify a "Key Language Demand" for your lesson (see edTPA™ Handbook).
Assessment	For each lesson, there is an assessment activity. The assessment strategy needs to be aligned with the objective(s) and goal(s). How do you know your students have achieved the lesson's purpose?
Transitions	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. How do you get from one activity to another with minimal disruptions and off task distractions?
Opening	Opening is how you plan to begin with the lesson. Some common terms: expectations, readiness, attention, mood setter, focus, anticipatory set 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?
Procedure	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. What is the process to "developmental" guide students through the lesson?
Closure	Closure is how you end the lesson. Some common terms: ending, summary, review, restate goals What indications are given that the lesson is concluding?
Materials	What materials do you need for the lesson?
Resources	Did you cite the primary/secondary sources used?
Accommodations	Did you write accommodations for all students who have an IEP?
Modifications	What modifications did you plan for to create an inclusive lesson plan?
Enrichment/ Extensions	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?
Self-Reflection	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?

WSU edTPA™-Referenced Lesson Plan

Teacher Candidate Name: _____

Grade & Subject Area: _____

Date for Planned Lesson: _____

Personal Goal: What lesson delivery skill do you want to improve?

	*Examples are given in the right hand column. When submitting your lesson plan, you may either replace the given examples or leave them intact.
Lesson Title	Example: Line symmetry
MN/CC State Standard(s) - direct quote from MN standards documents - if only focusing on one part of a given standard, underline the part being focused upon	Example: MN Standard: Geometry.4. G.3: <u>Recognize a line of symmetry</u> for a ...
Central Focus - derived from standard, - communicates general goal	Example: Read and comprehend nonfiction texts.
Learning Target for this Lesson - concisely says what students will be able to know and do - start with appropriate language function (active verb)	Possible language functions: Identify, explain, summarize, interpret, contrast, justify... Example: Explain how X plays a role in....

<p>Academic Language (AL)</p> <p>a. Domain-specific Acad. vocabulary</p> <p>b. General Academic vocabulary (words used in school across many subject areas)</p> <p>c. Syntax Sentence Frame: Example sentence that students can use to accomplish target</p> <p>d. Point in lesson where students will be given opportunity to use Academic Vocabulary (Note: It is important that this appear in TPA videotape segments)</p>	<p>a. Domain-specific academic vocabulary ex: perpendicular, separatist, fable.</p> <p>b. General academic vocabulary ex: essay, illustrate, contrast, critique, table ...</p> <p>c. Sentence Frame ex: X & Y are different because... I agree with X because the text says</p> <p>d. In Lesson Part 2 Assessment (below), students will be asked to explain X to a partner using at least 2 of the following words...</p>
<p>Needed modifications/supports</p> <p>a. Identify how some form of additional support will be provided for some aspect of the lesson for given student(s)</p> <ul style="list-style-type: none"> - visual, graphic, interactive - reduced text, rewritten text, fill-in the blank notes, word banks - graphic organizers, sentence frames 	<p>Ex: BP will accomplish the stated target, with the added support of sentence frames and a word</p>
<p>Resources & materials needed</p>	<p>Ex: handout on X, Graphic organizer on Z, McGraw Hill textbook chapter 4, pp. 48-52.</p>

Lesson Part	Activity description / teacher does	Students do
<p>Phase 1</p> <p><u>State Target & Activate Prior Knowledge</u></p> <p>a) Post the learning target statement and indicate whether the teacher or student(s) will read it aloud</p> <p>b) Engage students in activity to elicit / build prior background knowledge</p>	<p>Ex Learning Target: Teacher will read: “Explain how X plays a role in....”</p> <p>Ex Activate Prior Knowledge: Brainstorm what class has heard about different forms of government</p>	
<p>Phase 1 Assessment</p> <p>Explain the plan to capture data from this phase of the lesson</p>	<p>Assessment Example: Note responses with + or – on class roster</p>	
<p><u>Phase 2 Teacher Input / Inquiry</u></p> <ul style="list-style-type: none"> - Explain procedures - Demonstration the task - Teacher think aloud 		
<p>Phase 2 Assessment</p> <p>Explain the plan to check for understanding of steps / procedures demonstrated in this phase</p>	<p>Assessment Example: 3 quick questions (write out the questions). Individuals will write answers on individual whiteboards and teacher will make note of students who miss 1 or more.</p>	
<p><u>Phase 3 Guided Practice</u></p> <ul style="list-style-type: none"> - Paired/collaborative work - Teacher(s) may roam & assist 		

<p>Phase 3 Assessment</p> <p>Explain the plan to check for ability to apply demonstrated steps/procedures during guided practice</p>	<p>Assessment Example: Ask “turn and talk” question. Walk around and make note of overheard misconceptions.</p>	
<p><u>Phase 4 Independent practice</u></p> <p>- Individual student work</p>		
<p>Phase 4 Assessment</p> <p>Explain plan to check for ability to apply demonstrated steps/procedures during independent practice</p>	<p>Assessment Example: Check individual answers on handout.</p>	
<p><u>Phase 5 Restatement & Closure</u></p> <p>a) Restate learning target</p> <p>b) Explain a planned opportunity for students to self-assess their perceived level of mastery for the target.</p>	<p>Assessment Example: Students will raise 1 to 3 fingers in the air to indicate how solid their understanding is from 3 (I could explain this to someone else) to 1 (I want would want it explained to me again before explaining it to someone else)</p>	
<p><u>Phase 6 Summative Next Steps</u></p> <p>Attach a class roster (first names only) with space to indicate for each student the needed next steps of instruction.</p>	<p>Assessment Example: (3 columns on attached roster)</p> <p>Reteach, Extend Slightly, Transfer to new situation/topic</p>	

*This lesson plan is based on the work of David Denton (2013) with added modifications. An introductory video to the basics of the plan is available at <https://www.youtube.com/watch?v=-yCj7IMyWAQ>. Updated 1/2016.

Sample Lesson Plan Formats

Madeline Hunter's Eight Elements of Lesson Design-SAMPLE

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.

Check Sheet for Preparing Learning Cycle (Karplus) Lessons-SAMPLE

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-SAMPLE

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.

Lesson Plan Template C-Physical Education

Teacher Candidate			
Grade Level	Number of Students	Lesson Length	Lesson # in the unit
Instructional Model		Teaching Styles	

TABLE 1			
LEARNING FOCUS			ASSESSMENT PLANS
SHAPE Standard			What
Domain(s)			How/Tools
Objective			Common Errors
Academic Language	Function		Supports
	Vocabulary		
	Syntax		
	Discourse		
SHAPE Standard			What
Domain(s)			How/Tools
Objective			Common Errors
Academic Language	Function		Supports
	Vocabulary		
	Syntax		
	Discourse		

TABLE 2		
Equipment & materials		
Preparing the environment		
Strategies to Support Safety	Physical	
	Emotional	

TABLE 3: ENGAGING STUDENTS in LEARNING

Transition			
LX 1 Est. time:	Engaging, Monitoring, & Supporting Learning	Task Structure	Cues/FB Focus
Transition			
LX 2 Est. time:	Engaging, Monitoring, & Supporting Learning	Task Structure	Cues/FB Focus
Transition			
LX 3 Est. time:	Engaging, Monitoring, & Supporting Learning	Task Structure	Cues/FB Focus
Transition			
LX 4 Est. time:	Engaging, Monitoring, & Supporting Learning	Task Structure	Cues/FB Focus
Transition			
LX 5 Est. time:	Engaging, Monitoring, & Supporting Learning	Task Structure	Cues/FB Focus

Updated Spring 2017

Physical Education Lesson Plan Format-SAMPLE

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.

Secondary Math Daily lesson -SAMPLE

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
- Classroom Observation Form
- edTPA™ Permission form

Criteria/Benchmark/Performance Indicator examples

Standard of Effective Practice

Standard 1- Subject Matter	Not Observed	Needs Improvement	Developing	Meets Expectations	Exceeds Expectations
The Candidate understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.					
		Demonstrates knowledge of content and pedagogy			
		Uses multiple representations to capture key ideas			
		Creates interdisciplinary learning experiences			
		Engages students in generating knowledge			
		Makes topic relevant to students' lives			
		Demonstrates enthusiasm for discipline			
	Is committed to continuous learning				
	Engages in professional discourse about subject matter				

Standard 2- Student Learning	Not Observed	Needs Improvement	Developing	Meets Expectations	Exceeds Expectations
The Candidate understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.					
		Addresses physical, social, emotional, moral & cognitive development in instruction			
		Demonstrates respect for diverse talents of all learners			
		Connects students' prior learning to new ideas and experiences			
		Provides opportunities for active engagement			
		Encourages students to assume responsibility for learning			
		Listens thoughtfully and responds appropriately			
		Uses strengths as a basis for growth & error as an opportunity for learning			
		Assesses student learning and designs instruction accordingly			
		Uses developmentally appropriate instructional strategies for group and individual needs			
	Encourages discussion				
	Elicits samples of student thinking orally & in writing				

Standard 3- Diverse Learners	Not Observed	Needs Improvement	Developing	Meets Expectations	Exceeds Expectations
<p>The Candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>					
	Identifies differences in learning and performance styles				
	Designs instruction to meet individual needs				
	Brings multiple perspectives to the content				
	Uses strategies to support ELL students' learning				
	Persists in helping all children achieve success				
	Utilizes teaching materials that reflect a diverse society				
	Applies strategies to address areas of exceptionality in learning				
	Demonstrates knowledge of students' interests and heritage				
	Understands family, community, and cultural diversity				
	Collaborates with resource teachers				
Recognizes and deals with prejudices and discrimination					
Respects students as individuals and helps them learn to value each other					
Accommodates students' learning differences					

Standard 4- Instructional Strategies	Not Observed	Needs Improvement	Developing	Meets Expectations	Exceeds Expectations
<p>The Candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.</p>					
	Understands and can implement MN graduation standards				
	Uses multiple teaching and learning strategies to engage students				
	Monitors and adjusts strategies in response to learner feedback				
	Varies instructional process to address learning goals				
	Uses a wide variety of materials, resources, and media technology				
	Nurtures the development of critical thinking and independent problem-solving skills				
	Demonstrates flexibility and reciprocity in teaching				
	Develops a variety of clear, accurate presentations and representations of concepts				
	Communicates learning goals and instructional procedures clearly to students				

Standard 5- Learning Environment	Not Observed	Needs Improvement	Developing	Meets Expectations	Exceeds Expectations
<p>The Candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Draws from a variety of disciplines to develop strategies for organizing and supporting individual and group work</p> <p>Helps students work productively and cooperatively</p> <p>Creates an environment of openness, mutual respect, support, inquiry, and learning</p> <p>Expresses and uses democratic values in the classroom</p> <p>Uses different motivational strategies to support continual learning for each student</p> <p>Maximizes the amount of class time spent in learning</p> <p>Develops expectations for student interactions and responsibilities</p> <p>Makes decisions and adjustments to enhance social relationships, student motivation and student engagement</p> <p>Organizes and monitors independent and group work to allow all to participate</p> <p>Ensures a physically and emotionally safe environment that promotes effective learning, including the use of technology</p> <p>Responds to student misbehavior in a way that reduces the recurrence of similar behavior</p>				

Standard 6- Communication	Not Observed	Needs Improvement	Developing	Meets Expectations	Exceeds Expectations
<p>The Candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.</p>	<p>Communicates in ways that demonstrate sensitivity to cultural and gender differences</p> <p>Uses effective verbal, nonverbal, and media communication</p> <p>Uses thoughtful and responsive listening</p> <p>Fosters culturally sensitive communication</p> <p>Models effective communication strategies</p> <p>Supports and expands student expression in speaking, writing, and other media</p> <p>Uses professional language in all oral and written communication</p> <p>Uses a variety of questioning and discussion techniques that stimulate thinking and discussion</p> <p>Uses a variety of media communications to enrich learning</p>				

Standard 7 - Planning Instruction	Not Observed	Needs Improvement	Developing	Meets Expectations	Exceeds Expectations
<p>The Candidate plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.</p>	Plans instruction to meet curriculum goals				
	Plans instruction using contextual considerations that bridge curriculum and student experiences				
	Values planning as a collegial activity				
	Designs lessons and activities that operate at multiple levels to meet the development needs of diverse students				
	Selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners and based on principles of effective instruction				
Responds to unanticipated sources of input and systematically adjusts plans to enhance learning					
Aligns goals, instruction and evaluation in short and long term planning					

Standard 8 - Assessment	Not Observed	Needs Improvement	Developing	Meets Expectations	Exceeds Expectations
<p>The Candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p>	Knows how to select , construct and use assessment strategies and instruments appropriate to the learning outcome				
	Recognizes that many different assessment strategies are necessary for monitoring and supporting student learning				
	Appropriately uses a variety of formal and informal assessment techniques (e.g., observations, portfolios, tests, performance tasks, projects, self-assessments, peer assessment, standardized tests)				
	Uses assessments to enhance knowledge of students, identify strengths, evaluate progress and modify teaching				
	Knows how to assess performance toward achievement of the MN graduation standards				
	Involves student in self-assessment activities and setting learning goals				
	Monitors teaching in relationship to student success and modifies instructional approaches accordingly				
	Assesses and reflects individual and group effects of class activities				
	Establishes and maintains accurate and complete records of student work and performance				
	Communicates student progress based on appropriate indicators				
Provides continuous, timely feedback to students in order to assist learning progress					

Standard 9- Reflection and Professional Development	Not Observed	Needs Improvement	Developing	Meets Expectations	Exceeds Expectations
<p>The Candidate is a reflective practitioner who continually evaluates the effects of his/hers choices and actions on others (students, parents and other professionals in the learning community) and who actively seeks out opportunities to grow professionally</p>	<p>Demonstrates a willingness to give and receive help and is open to collegial coaching</p> <p>Demonstrates a commitment to reflection, self-assessment and on-going learning</p> <p>Understands the influences of the teacher's behavior on student growth and learning</p>	<p>Knows major areas of educational research and resources available for professional development</p>	<p>Uses classroom observation, student information and research to refine teaching and learning</p> <p>Reflects on and revises practice based on student outcomes</p>	<p>Seeks out professional literature and other resources for on-going professional development</p> <p>Draws on colleagues as supports for reflection, problem-solving and new ideas</p> <p>Understands and models the Minnesota standards of professional conduct</p>	

Standard 10- Partnership	Not Observed	Needs Improvement	Developing	Meets Expectations	Exceeds Expectations
<p>The Candidate fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.</p>	<p>Understands schools as organizations within a larger community context</p> <p>Understands how factors outside of school influence student learning</p> <p>Understands and implements laws related to student rights and teacher responsibilities</p> <p>Respects the privacy of students and confidentiality of information</p>	<p>Collaborates with other professionals to enhance the overall learning environment for students</p> <p>Collaborates in activities to make the entire school a productive learning environment</p>	<p>Develops respectful, cooperative partnerships with families, colleagues and community to foster student learning and well-being</p> <p>Identifies and uses community resources to support learning</p> <p>Understands mandatory reporting laws and rules</p> <p>Takes initiative to practice professional responsibility and integrity</p> <p>Understands and adheres to school policy and professional ethics</p> <p>Speaks with and listens to individual students sensitively and responsively</p>		

Comments:

Your Name: _____

Your Title:
(Circle one)

University Supervisor

Cooperating Teacher

Signature: _____

Date: _____

WSU Disposition Form

Dispositions Evaluations

Description: The College of Education is responsible for preparing candidates who have the knowledge, skills, and dispositions to become effective teachers, administrators, or other school professionals. "Dispositions are operationally defined as tendencies or beliefs that are conveyed or made public through observable behaviors" (Rinaldo et al., 2009). They are 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 professional's own growth. The Council for Accreditation of Educator Preparation (CAEP) requires that approved programs assess candidate dispositions. Listed on this form are the 19 disposition items developed by WSU faculty and our partners over a period of years.

Directions: Please complete this dispositions evaluation for each student with whom you have worked this term. For each candidate, the rating scale is based on a "default system" in which candidates are rated as "Appropriate: No evidence to believe otherwise" unless otherwise indicated.

Please choose the student that you will be rating.

You indicated that your student is not in the list above. Please enter the student's name below.

Select your role to the Student teacher?

- University Supervisor
 Cooperating Teacher

Your Name:

Your Email Address:

Area 1: Commitment to Students and Positive Learning Environment

Please rate $\$(q://QID13/ChoiceGroup/SelectedChoices)$ on the statements below.

	Inappropriate: Strongly Disagree	Inappropriate: Somewhat Disagree	Appropriate: No evidence to believe otherwise	Exceptional: Somewhat Agree	Exceptional: Strongly Agree
<i>Belonging and Support:</i> Conveys a sense of belonging and support to all regardless of background.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Fair Interactions: Demonstrates a sense of fairness in interaction with all students.

<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Ensuring Equity: Ensures equitable access and opportunity for all students to learn and grow.

<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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High Expectations: Conveys high expectations for all students during interaction.

<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Consistent Behaviors: Demonstrates behaviors that are consistent with the idea that all students can learn, grow and contribute.

<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	----------------------------------	-----------------------	-----------------------

Advocacy: Envisions and advocates for opportunities for students to make their own choices in paths for learning and growth

<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Area 2: Commitment to Professionalism and Continued Growth

Please rate $\{q://QID13/ChoiceGroup/SelectedChoices\}$ on the statements below.

	Inappropriate: Strongly Disagree	Inappropriate: Somewhat Disagree	Appropriate: No evidence to believe otherwise	Exceptional: Somewhat Agree	Exceptional: Strongly Agree
Dependability: Is reliably present, dependable, and prepared.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflective Questions: Poses reflective questions related to multiple perspectives and viewpoints.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Principles: Questions student performance in light of principles of growth and learning.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Response to Instruction: Utilizes insights from student responses as a resource for refinement of professional practices or dispositions.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Response to Feedback: Utilizes feedback from colleagues, supervisors, and other professionals to make adjustments to professional practices or dispositions.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-Directed Learning: Takes initiative in seeking resources and developing plans for continued growth related to professional knowledge, instruction, and dispositions.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Area 3: Communication and Commitment to Colleagues, Family and the Community

Please rate $\{q://QID13/ChoiceGroup/SelectedChoices\}$ on the statements below.

	Inappropriate: Strongly Disagree	Inappropriate: Somewhat Disagree	Appropriate: No evidence to believe otherwise	Exceptional: Somewhat Agree	Exceptional: Strongly Agree
Oral Communication: Utilizes appropriate oral communication skills in the professional setting, e.g. grammar, usage, word choice, and oral presentation skills.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written Communication: Utilizes appropriate written communication skills in the professional setting, e.g. grammar, usage, punctuation, capitalization, and spelling.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Appearance: Demonstrates a professional					

appearance which projects an image consistent with parent and community expectations for professionals, e.g. clothing, hygiene, physical appearance.

Collegiality: Interacts with colleagues and staff in a respectful, purposeful way, and in a manner balanced between listening and contributing.

Family and Community Relationships: Interacts with families and the broader community in a respectful, purposeful, and professional manner.

Confidentiality: Maintains student confidentiality in spoken, written, social media, and other online forms of communication, e.g., regarding medical and personal information, duplication of materials without permission, test scores, etc.

Ethical Behavior: Does not condone, support, or participate in acts that are unethical or illegal.

<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 1

To confirm your rating for $\$(q://QID13/ChoiceGroup/SelectedChoices)$, please click "Finish" or click "Back" to change your rating for this student.

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 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/teachered/Media/Student_Teaching_Handbook.pdf

Student Teaching Goals

Form Available on-line at: http://www.winona.edu/teachered/Media/Student_Teaching_Handbook.pdf

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.

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.

Classroom Observation

Form Available on-line at: [http://www.winona.edu/teachered/Media/Student Teaching Handbook.pdf](http://www.winona.edu/teachered/Media/Student_Teaching_Handbook.pdf)

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:

Here are sample questions to answer as part of your reflection. Please reflect beyond answering the questions. These questions are only a guideline and not the reflection.

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

OBSERVATION AND CONFERENCE PLAN



Co Teaching Approach

Check the co teaching strategy you observed.

- One Teach, One Observe
- One Teach, One Assist
- Station Teaching
- Parallel Teaching
- Supplemental Teaching
- Alternative/Differential

Note: Use this form for each of the 5-6 observations you use with your Teacher Candidate

“Observations” – 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.

Name: _____ Date/Time: _____

Subject: _____ Grade/Building: _____

Outcomes/Objectives: _____

Observations: _____

Comments: _____

Closure/Commitments/Follow-up: _____

Signatures: _____

Conference Date: _____ Lesson Plans

_____ Journal

EdTPA™ Consent Form

USE THE ONLINE FORM FOUND ON WSU WEBSITE

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 18years 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
- Co-Teaching Information

Cooperating Teachers

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. 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 a web-based survey. <http://www.winona.edu/teachered/coopteachers.asp>
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 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 cooperating 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 edTPA™s 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 Candidate, 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 12 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 the electronic survey found of the WSU Webpage. 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 our on line survey found on the WSU Website. 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!

Co-Teaching

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 survey by the Cooperating Teacher working jointly with the Teacher Candidate
 - Dispositions assessment from Cooperating Teacher AND University Supervisor – submitted online via WSU Webpage
 - Final Evaluations from Cooperating Teacher and Supervisor.

- 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 online electronic survey found on the WSU Webpage.
- 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:** 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 edTPA™ Referenced Lesson Plan.
- 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 edTPA™s 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?

Student Assistance Plan Guidelines for Faculty and Teacher Education Candidates

Notes:

1. For use in any teacher education program to address professional behaviors and performance that do not meet expectations and requirements.
2. Purpose of student assistance plan process:
 - a. Identify teacher candidates who are exhibiting
 - i. professional dispositions inconsistent with expectations of teachers
 - ii. academic performance that does not meet minimal program requirements
 - b. Provide students with an opportunity to remediate such that professional dispositions and academic performance meet program expectations and requirements.
3. Who completes the form?
 - a. Any teacher education faculty
 - b. Any practicum related supervisor
 - c. Any faculty member outside of teacher education
4. Student assistance plan process utilizes both 'Notice of Concern' and 'Automatic Referral'.
 - a. Notice of Concern:
 - i. Definition: A documented concern regarding professional teacher dispositions and/or academic performance that can be resolved between the instructor/supervisor and the student.
 - ii. Timeline: Problematic dispositions and academic performances are identified early and resolved within the course/semester/practicum experience.
 - iii. Procedures: (a) Instructor/supervisor completes the Teacher Education Unit Student Assistance Plan; (b) Instructor/supervisor reviews concern(s) with TC; (c) Instructor/supervisor discusses expectations and strategies for improvement with TC; (d) both instructor/supervisor and TC sign form to document this interaction; (e) instructor/supervisor files documentation with Center for Teacher Success; (f) Teacher Success Office files Notice of Concern and subsequently notify student advisor and program leader; and, (g) two Notice of Concerns results in an Automatic Referral for a Student Assistance Plan.
 - b. Automatic Referral
 - i. Definition: Automatic referrals are issued for any of the following areas of concern:
 1. 2nd notice of concern
 2. Individual Course Grade Below 2.0
 3. Overall GPA Below 2.75
 4. Withdraw from a required course in the teacher education major
 5. Withdraw from two different courses in two different semesters
 6. Flagrant dispositional concerns
 7. Other (at discretion of instructor/supervisor)
 - ii. Procedure: Upon 2nd Notice of Concern **OR** qualifying Automatic Referral reasons, TC must go before SAP committee to address the reasons for automatic referral and to determine SAP that must be monitored and reviewed.

- iii. Membership: The SAP Committee minimally consists of the Program Leader, the faculty member involved, and the student's advisor. Other individuals affiliated with the student issue may be invited to participate in this meeting.
- iv. SAP Committee Meeting
 1. Opening statements are made by both the person making the referral and the TC.
 2. The committee determines SAP including expected outcomes, evidence for outcomes, and timeline.
 3. After SAP is reviewed, all meeting participants sign the document. The document is forwarded to the Center for Teacher Success.
 4. At end of timeline, TC provides evidence of SAP completion along with support document if necessary (e.g. recommendations).
 5. SAP makes decision for "remediation completed", "remediation continuation", or "program termination".

WSU Professional Education Unit: Student Assistance Plan

Student Information:

(Last Name)

(First Name/ Middle Initial)

(Date of Meeting)

(Major)

(Warrior ID)

Area(s) of Concern: *Click to select all areas of concern.*

- 2nd Notice of Concern
 Individual course grade Below 2.0
 GPA Below 2.75
 Withdraw from a required course in the teacher education major
 Withdraw from two different courses in two different semesters
 Flagrant dispositional concern(s): (Click or tap here to enter text.)
 Other: (Click or tap here to enter text.)

Relevant situational factors identified by student and faculty: (Click or tap here to enter text.)

Change expected in future performance: (Click or tap here to enter text.)

Assistance referrals recommended: (Include one at minimum) (Click or tap here to enter text.)

Action Steps:

Expected Outcome: (Click or tap here to enter text.)		
Action Steps	Timeline	Evidence
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Expected Outcome: (Click or tap here to enter text.)		
Action Steps	Timeline	Evidence
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Signatures:

Person Initiating SAP _____ Date: _____

Student (TC) _____ Date: _____

Committee Member _____ Date: _____

Committee Member _____ Date: _____

SAP Committee Chair _____ Date _____

Action Taken: _____ **Follow-Up Meeting Date:** _____

- Remediation completed Remediation continuation Program termination

Notes on Successful Completion:  Click or tap here to enter text. 

Note: Copies are sent to Teacher Candidate, Program Advisor, Faculty Member, Program Leader and the Student Success Center for filing into Student's Folder.

Section IX:

Special Education Segment

- Developmental Disabilities
- Learning Disabilities
- Evaluations

Developmental Disabilities Course Syllabus

Winona State University

Department: Special Education

Course Number: 441/665

Date: January 2013

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

Grading: Credit/No Credit only

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:

<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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
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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:

Standard	Assessment(s)
(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
(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;	f. IEP g. IEP conference
(C7) address the transition needs of students to enhance participation in family, school, recreation or leisure, community, and work life, including personal self-care, independent living, safety, and prevocational and vocational skills, for students with increasingly complex needs;	b. Interventions f. IEP g. IEP conference
(C8) make decisions about the participation of students with disabilities in the full range of state assessment options including necessary accommodations; and	f. IEP g. IEP conference
(C9) provide sequential instruction on grade-level content standards, adjusting when necessary for breadth, depth, and complexity, for students participating in alternate assessments.	b. Interventions
(D1) collaborate with children and youth and their families in making choices that impact academic, occupational, and other domains across the lifespan;	f. IEP g. IEP conference
(D2) make use of structures supporting interagency collaboration and coordinate interagency services and transition plans;	f. IEP g. IEP conference

(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;	f. IEP g. IEP conference
(D4) direct, structure, support, and monitor the activities of paraprofessionals regarding student instruction and intervention with an emphasis on supporting student independence and achievement;	f. IEP g. IEP conference
(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;	f. IEP g. IEP conference l. Roles table
(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;	f. IEP g. IEP conference
(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;	g. IEP conference h. Collaborative teaching project i. Parent communication plan
(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;	i. Parent communication plan
(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	j. Bibliography
(D10) 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.	k. Reflection

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 safety
 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.

1. 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.

Practicum B - Developmental Disabilities- Assignments/edTPA™

Assignments AND edTPA™

SPED 441/SPED 641

Student Teachers should develop a timeline goal to complete these learning experiences:
1. Administer two standardized tests focusing on academic and behavioral assessments of a learner eligible for DD services. Show the standardized test protocols to your university supervisor. CONSULT with your university supervisor to determine the most appropriate assessments for your placement.
2. Using school district forms and technologies, write an evaluation summary for a learner with DD. Maintain confidentiality of the learner.
3. Using school district technologies, write an IEP for a learner with DD.
4. Participate in an IEP meeting for a learner with DD. Write a detailed two page narrative summary of the IEP meeting.
5. Prepare and teach a collaborative teaching project with a general education teacher in a general education setting where DD learners are included. Prepare a report of the activity and have it signed by the collaborating teacher. In the report, include a timeline, materials used, collaborative preparation efforts, and a summary of the lessons effectiveness.
6. Prepare a written description of a plan for ongoing parent communication.
7. Create a table specifying roles and duties of teachers, paraprofessionals, professional staff, and parents in the assigned classroom.
8. Attend ALL Student Teacher Scheduled Seminars
9. Complete edTPA™ and present your edTPA™ on Professional Day

If this is your first student teaching experience you must complete a Teacher Performance Assessment (edTPA™). Details are available on D2L and through SPED seminar sessions.

Practicum B

Developmental Disabilities Assignments

SPED 441/641

Student Teachers should develop a timeline goal to complete these learning experiences:
1. 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 learner information)
2. 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. <i>You will present one of these on Professional Day.</i>
3. Develop an individual behavioral management plan. Prepare a brief (1-2 page) description of the plan.
4. Administer two standardized tests focusing on academic and behavioral assessments of a learner eligible for DD services. Show the standardized test protocols to your university supervisor. CONSULT with your university supervisor to determine the most appropriate assessments for your placement.
5. Using school district forms and technologies, write an evaluation summary for a learner with DD. Maintain confidentiality of the learner.
6. Using school district technologies, write an IEP for a learner with DD.
7. Participate in an IEP meeting for a learner with DD. Write a detailed two page narrative summary of the IEP meeting.
8. Prepare and teach a collaborative teaching project with a general education teacher in a general education setting where DD learners are included. Prepare a report of the activity and have it signed by the collaborating teacher. In the report, include a timeline, materials used, collaborative preparation efforts, and a summary of the lessons effectiveness.
9. Prepare a written description of a plan for ongoing parent communication.
10. Prepare an annotated bibliography (APA style) of information sources relevant to the field of developmental disabilities including consumer and professional organizations, peer-reviewed journals.
11. 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.
12. Create a table specifying roles and duties of teachers, paraprofessionals, professional staff, and parents in the assigned classroom.
13. Present one of your interventions on Professional Day.

Revised June 2016

SPED Disposition Form



Name: _____

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.**

U=Unacceptable, A=Acceptable, T=Target

	U	A	T	Not Observed
Professional Self-Reflection and Growth				
<ul style="list-style-type: none"> Seeking and acting on feedback (e.g. accepting and applying feedback) 				
<ul style="list-style-type: none"> Posing questions and seeking answers 				
<ul style="list-style-type: none"> Gathering quality evidence from multiple perspectives 				
<ul style="list-style-type: none"> Striving to advance professional knowledge and skills 				
Students and Their Learning				
<ul style="list-style-type: none"> 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) 				
<ul style="list-style-type: none"> Using collaboration skills in all settings 				
<ul style="list-style-type: none"> Developing the highest educational and quality of life potential of individuals with exceptionalities 				
The Broader Community and Profession				
<ul style="list-style-type: none"> Communicating and collaborating with students and their families, colleagues, other professionals, and community stakeholders 				
<ul style="list-style-type: none"> Advocating for students and the profession by engaging in professional activities that benefit individuals with exceptionalities and their families 				
<ul style="list-style-type: none"> 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 				
<ul style="list-style-type: none"> Working within the standards and policies of the Special Education profession 				
<ul style="list-style-type: none"> Not condoning and not participating in acts that are unethical and illegal 				

Comments:

Date: _____

Signatures:

Classroom Supervisor

University Supervisor

Teacher Candidate

SPED 441/655 Practicum B/Internship Developmental Disabilities

Teacher Candidate:

University Supervisor:

Cooperating Teacher:

Date:

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.

	Assessment and IEPs	U	A	T	Comments
1.	The teacher candidate demonstrated the ability to use referral and intervention procedures.				
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.				
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.				
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.				
5.	The teacher candidate demonstrated the ability to develop, implement, and evaluate individual education programs.				
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.				
7.	The teacher candidate demonstrated the ability to monitor, summarize, and evaluate the acquisition of the outcomes stated in the individual plans.				
	Instruction and Classroom Management				
8.	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.				
9.	The teacher candidate demonstrated the ability to select, adapt, and implement developmentally appropriate classroom management strategies for students with developmental disabilities.				
10.	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.				
11.	The teacher candidate demonstrated the ability to use instructional strategies, adaptive technologies, and sources of specialized materials for students with developmental disabilities.				
12.	The teacher candidate demonstrated the ability to assist students in using and maintaining alternative and augmentative communication systems.				
13.	The teacher candidate demonstrated the ability to implement recommended mobility techniques.				
14.	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.				
15.	The teacher candidate demonstrated the ability to manage student self-care, health, and safety needs.				
16.	The teacher candidate demonstrated the ability to construct instructional sequences to teach transition skills based on cognitive, affective, and academic strengths of each student and plans for transition from school to postsecondary training and employment.				
17.	The teacher candidate demonstrated the ability to assist students and their parents in making choices that impact academic and occupational decisions.				
18.	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 _____

Student Teacher _____ 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

Learning Disabilities Course Syllabus

Winona State University

Department: Special Education

Date: January 2013

Course Number: 446/655

Course Title: Practicum B-Learning Disabilities/
Internship-Learning Disabilities

Number of Credits: 15

Frequency of Offering: Each Semester

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

Grading: Credit/No Credit only

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:

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
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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:

Standard	Assessment(s) (see below for more detail)
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(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;	a. Cumulative file review d. Standardized tests administration
(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;	b. Academic interventions e. Evaluation summary
(B3) adapt and modify evaluation methods, including the use of assistive technology, to identify and accommodate for the unique abilities and needs of students;	e. Evaluation summary f. IEP
(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;	e. Evaluation summary
(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;	b. Academic interventions c. Classroom management plan d. Standardized tests g. IEP conference h. Collaborative teaching project
(B6) address factors that influence the disproportional identification of culturally, linguistically, and/or socio-economically diverse students as students with learning disabilities and related learning difficulties;	b. Academic interventions e. Evaluation summary f. IEP
(B7) collaborate with families, educators, and specialists to identify patterns of strengths and weaknesses that require systematic explicit instruction accommodations, and modifications, including the use of assistive technology for access to the curriculum; and	g. IEP conference h. Collaborative teaching project i. Parent communication plan
(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	c. Classroom management plan f. IEP g. IEP conference

(C1) apply multiple evidence-based instructional practices, including those supported by scientifically-based research when available, and materials that meet the needs of students with specific learning disabilities and related learning difficulties in the areas of language development, listening comprehension, oral and written expression, reading, and mathematics;	b. Academic interventions e. Evaluation summary
(C2) use multiple sources of data, including basic psychological processes and links to achievement, to understand persistent lack of progress, inform instruction, and select accommodations and assistive technologies as well as determine appropriate participation in district and statewide assessments;	b. Academic interventions e. Evaluation summary
(C3) design, implement, monitor, and adjust instruction and supports to accelerate the rate of learning, provide access to grade level content standards, promote social competence, and facilitate the transition to postsecondary life;	b. Academic interventions e. Evaluation summary
(C4) apply specialized methods, including universal design for learning, accessible instructional materials, assistive technology, task analysis, multisensory methods, modifying the scope and pace of instruction, use of feedback, ratio of student response, and schedules of practice and review, for delivering developmentally and culturally appropriate instruction and services to meet student needs related to increasing demands of grade level curriculum;	b. Academic interventions e. Evaluation summary f. IEP g. IEP conference h. Collaborative teaching project
(C5) apply knowledge of pre-requisite skills, instructional language, learning progressions, and student strengths and weaknesses to design and adjust instruction;	b. Academic interventions
(C6) implement, monitor, and adjust individualized education programs that integrate evaluation results and family priorities, resources, and concerns, and assists students and their families in making choices that impact academic, nonacademic, and transition goals;	f. IEP g. IEP conference i. Parent communication plan
(C7) adjust instruction based on student data and knowledge of the developmental sequence of language and its relationship to listening and reading comprehension and oral and written expression;	a. Cumulative file review b. b. Academic interventions
(C8) 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;	a. Cumulative file review j. Non-academic interventions
(C9) 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;	h. Collaborative teaching project j. Non-academic interventions
(C10) support and manage the range of social, emotional, and behavioral needs of students during academic instruction and non-academic situations; and	c. Standardized test administration j. Non-academic interventions
(C11) 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.	a. Cumulative file review b. Academic interventions
(D1) collaborate with children and youth and their families in making choices that impact academic, occupational, and other domains across the lifespan;	g. IEP conference i. Parent communication plan
(D2) 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;	g. IEP conference i. Parent communication plan
(D3) 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;	f. IEP g. IEP conference h. Collaborative teaching project

(D4) 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;	g. IEP conference h. Collaborative teaching project i. Parent communication plan
(D5) collaborate with stakeholders to develop, implement, and refine, school-wide systems of academic and behavioral support;	g. IEP conference h. Collaborative teaching project
(D6) 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;	k. Bibliography
(D7) 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.	l. Professional development plan

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/edTPA™

SPED 446/646

Student Teachers should develop a timeline goal to complete these learning experiences:
1. Administer two standardized tests focusing on academic and behavioral assessments of a learner eligible for LD services. Show the standardized test protocols to your university supervisor. CONSULT with your university supervisor to determine the most appropriate assessments for your placement.
2. Using school district forms and technologies, write an evaluation summary for a learner with LD. Maintain confidentiality of the learner.
3. Using school district technologies, write an IEP for a learner with LD.
4. Participate in an IEP meeting for a learner with LD. Write a detailed two page narrative summary of the IEP meetings.
5. Prepare and teach a collaborative teaching project with a general education teacher in a general education setting where LD learners are included. Prepare a report of the activity and have it signed by the collaborating teacher. In the report, include a timeline, materials used, collaborative preparation efforts, and a summary of the lessons effectiveness.
6. Prepare a written description of a plan for ongoing parent communication.
7. 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.
8. Attend ALL Student Teacher Scheduled Seminars
9. Complete edTPA™ and present your edTPA™ on Professional Day

If this is your first student teaching experience you must complete a Teacher Performance Assessment (edTPA™). Details are available on D2L and through SPED seminar sessions.

Revised June 2016

Practicum B
Learning Disabilities Assignments
SPED 446/646

Student Teachers should develop a timeline goal to complete these learning experiences:
1. 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)
2. 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.
3. Develop a classroom behavioral management plan. Prepare a brief (1-2 page) description of the plan.
4. Administer two standardized tests focusing on academic and behavioral assessments of a learner eligible for LD services. Show the standardized test protocols to your university supervisor. CONSULT with your university supervisor to determine the most appropriate assessments for your placement.
5. Using school district forms and technologies, write an evaluation summary for a learner with LD. Maintain confidentiality of the learner.
6. Using school district technologies, write an IEP for a learner with LD.
7. Participate in an IEP meeting for a learner with LD. Write a detailed two page narrative summary of the IEP meetings.
8. Prepare and teach a collaborative teaching project with a general education teacher in a general education setting where LD learners are included. Prepare a report of the activity and have it signed by the collaborating teacher. In the report, include a timeline, materials used, collaborative preparation efforts, and a summary of the lessons effectiveness.
9. Prepare a written description of a plan for ongoing parent communication.
10. 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.
11. Prepare an annotated bibliography of information sources relevant to the field of learning disabilities, including consumer and professional organizations, peer-reviewed journals.
12. 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.
13. Present one of your interventions on Professional Day.

Revised June 2016

SPED Disposition Form



Name: _____

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.**

U=Unacceptable, A=Acceptable, T=Target

	U	A	T	Not Observed
Professional Self-Reflection and Growth				
• Seeking and acting on feedback (e.g. accepting and applying feedback)				
• Posing questions and seeking answers				
• Gathering quality evidence from multiple perspectives				
• Striving to advance professional knowledge and skills				

Students and Their Learning				
<ul style="list-style-type: none"> 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) 				
<ul style="list-style-type: none"> Using collaboration skills in all settings 				
<ul style="list-style-type: none"> Developing the highest educational and quality of life potential of individuals with exceptionalities 				
The Broader Community and Profession				
<ul style="list-style-type: none"> Communicating and collaborating with students and their families, colleagues, other professionals, and community stakeholders 				
<ul style="list-style-type: none"> Advocating for students and the profession by engaging in professional activities that benefit individuals with exceptionalities and their families 				
<ul style="list-style-type: none"> 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 				
<ul style="list-style-type: none"> Working within the standards and policies of the Special Education profession 				
<ul style="list-style-type: none"> Not condoning and not participating in acts that are unethical and illegal 				

Comments:

Date: _____

Signatures:

Classroom Supervisor

University Supervisor

Teacher Candidate

SPED 446-665 Practicum B/Internship Learning Disabilities

Teacher Candidate:

University Supervisor:

Cooperating Teacher:

Date:

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**.

	Assessment and IEPs	U	A	T	Comments
1.	The teacher candidate demonstrated the ability to use referral and intervention procedures.				
2.	The teacher candidate demonstrated knowledge and ability regarding use, limitations, ethical concerns, administration and interpretation of formal and informal				

	assessments for students with learning disabilities or learning deficits, and how to effectively communicate the results to the students, families, teachers, and other professionals.				
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 learning disabilities or learning deficits.				
4.	The teacher candidate demonstrated the ability to interview, gather, and maintain information from parents, families, teachers, and others for the purpose of assessment and planning, developing, implementing, and evaluating individual education programs.				
5.	The teacher candidate demonstrated the ability to design individual plans that integrate assessment results and family priorities, resources, and concerns and that incorporate, when appropriate, academic and nonacademic goals.				
6.	The teacher candidate demonstrated the ability to monitor, summarize, and evaluate the acquisition of the outcomes stated in the individual plans.				
	Instruction and Classroom Management				
7.	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.				
8.	The teacher candidate demonstrated the ability to teach mathematical reasoning and calculation and how to modify this instruction for students with learning disabilities or learning deficits.				
9.	The teacher candidate demonstrated the ability to use strategies for teaching reasoning, problem solving skills, study skills, organizational skills, and coping skills.				
10.	The teacher candidate demonstrated the ability to manage the social, emotional, and behavioral needs of students with learning disabilities or learning deficits.				
11.	The teacher candidate demonstrated the ability to help students with learning disabilities or learning deficits transfer skills to the general education environment.				
12.	The teacher candidate demonstrated 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.				
13.	The teacher candidate demonstrated the ability to assist students and their parents in making choices that impact				

	academic and occupational decisions.				
14.	The teacher candidate demonstrated the ability to access information relevant to the field of learning disabilities and learning deficits through consumer and professional organizations, publications, and journals.				

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

Cooperating Teacher _____ Date _____

University Supervisor _____ Date _____

Student Teacher _____ 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

This document is available in alternative formats information

The oldest member of the Minnesota State Colleges and Universities System

Winona State University is an Affirmative Action Equal Opportunity University. This document is available in alternative formats to individuals with disabilities by contacting The Office of Clinical Practice at (507) 457-5351 or Disability Services at (507) 457-5878 or DisabilityServices@winona.edu

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