Winona State University
Student Teaching Handbook

For
Teacher Candidates,
Cooperating Teachers,
and University Supervisors

Revised May 2019
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Dear Teacher Candidate, Cooperating Teacher, and University Supervisor,

Welcome to Student Teaching! This is the beginning of an incredible experience of growth and learning in a supportive environment, where student learning is always the focus. This triad is a vital part of this experience. Thank you.

This handbook serves as a resource for you and a way to maintain consistent application of policies and high expectations for the Winona State Teacher Preparation program.

As Teacher Candidates, you will further develop your instructional knowledge and skills, learn to nurture relationships with students, parents, and staff, and grow as educators. We are proud of you, and we are here to support you!

As Cooperating teachers, you help the Teacher Candidate grow and refine their skills, and you serve as a mentor, coach, and model of what good teaching looks like. Your dedication to the education is vital to the future of the profession. Thank you for opening your classroom to our students and for being a part of this process!

As University Supervisors, you oversee the student teaching experience and provide guidance to teacher candidates. You facilitate collaborative communication between the teacher candidates, cooperating teachers, and other staff members. You serve as a liaison to Winona State University Office of Clinical Practice. Your commitment to our profession is greatly appreciated!

We are here to support you throughout the student teaching experience. Thank you for your dedication to the future of education!

Office of Clinical Practice

Winona State University
Overview of WSU College of Education
Emergency Contact Information:

At Orientation, you will be given green contact cards which should be given to your university supervisor.

What to do in CASE OF:

ILLNESS:
Call your Cooperating Teacher AND University Supervisor. Fill out the Absence Form ASAP. Three EXCUSED absences are allowed before make up days are required.

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. If placement is at the end of a semester, the last day of placement will be according to WSU academic calendar.

STRIKES OR WORK STOPPAGE:
If a teacher strike or work stoppage occurs after the teacher candidate has begun his or her assignment, the candidate will be directed to not report to the assigned school, but to contact the Director of Clinical Practice for further guidance. In the case of prolonged work stoppage extending two weeks or more, the student teaching placement will be reassigned.

In the event that a strike or work stoppage is called by any group other than the recognized teacher bargaining agent for the district, the teacher candidate will report for their student teaching duties, providing the cooperating teacher is also on duty. During a strike or work stoppage, no Winona State University teacher candidate will act as a substitute teacher or in any capacity other than that specified in the original student teaching placement agreement.

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.
Overview of Student Teaching
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. Documentation of 100 hours of field experience prior to student teaching

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.
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](http://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.
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**
**Student Teaching Course Syllabus**

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

<table>
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<tr>
<th>Instructors:</th>
<th>Rachel Fishel</th>
<th>University Supervisor</th>
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<tr>
<td>Phone:</td>
<td>507.457.5357</td>
<td></td>
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<tr>
<td>E-Mail:</td>
<td><a href="mailto:rachel.fishel@winona.edu">rachel.fishel@winona.edu</a></td>
<td></td>
</tr>
<tr>
<td>Office:</td>
<td>Cathedral 214</td>
<td></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>8:00-4:30pm M-F</td>
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**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**. This is through Education Minnesota Aspiring Educators (EMAE). EMAE 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 EMAE membership roster from the Education Minnesota local field office. No documentation means no student teaching.
- **D2L** – Desire to Learn will be used to post helpful information
- **Student Teaching Web Site** will be used for students to access electronic documents.
- URL: [http://www.winona.edu/teachered/clinicalpractice.asp](http://www.winona.edu/teachered/clinicalpractice.asp)

**Required Equipment List:**
For completion of the edTPA™, video equipment is available to check out in the office of Clinical Practice.

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. You may check out iPads from TLT for short periods of time. 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 and Cooperating Teacher 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)

***Teacher Candidates working full-time in classrooms may request alternative student teaching placements.

D. Maintain current proof of liability insurance through EMAE. The Office of Clinical Practice will verify your coverage.

E. Students are expected to follow the Professional Confidentially Agreement. (Signed during the Induction Ceremony.)

F. The Winona State University College of Education requires three criminal background checks (CBC) prior to student teaching, including 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 Policies section). 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 to student teach. WSU works with CBC to ensure alignment with the scope of our clinical experience responsibilities.
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.
- **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”.
- **Complete edTPA™**

H. Evaluation Procedures:

You will participate in a mid-term and final evaluation with your University Supervisor and Cooperating Teacher. A dispositions evaluation will also be completed by your Cooperating Teacher and University Supervisor at midterm.

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

A. The Teacher 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. edTPA™ information can be found on D2L site under Student Teaching.

E. There will be a cost of $270.00 for external scoring of the edTPA™. This will be applied as a course fee. A voucher will be purchased for use in registering through Pearson Publishing.

F. Teacher Candidates must use the official permission form with B-12 grade students before videotaping the edTPA.

G. 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.

H. Attend the Student Teaching Orientation meeting. These meetings are held in August for fall
commit to Inclusive Excellence:
Eleven 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, dis/abilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. 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. 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.

Campus Resources

- Inclusion and Diversity Office, Kryzsko Commons Room 236, 457-5595, www.winona.edu/inclusion-diversity/
- Access Services (Services for Students with Disabilities), Maxwell 314, 457-5878, www.winona.edu/accessservices/
- KEAP Diversity Resource Center Faculty Liaison, Professor April Herndon, Minné Hall 309, 457-5443, wrIPLEy@winona.edu
- LGBTQ Advocate, Dr. Mary Jo Klinker, Minne Hall 328, 457-2791, mklinker@winona.edu
- Advising Services, Maxwell 314, 457-5878, www.winona.edu/advising/
- [Winona] Writing Center, Minné Hall 348, 457-5505
- [Rochester] UCR Learning Center, UCR Room AT 306, 285-7182
- [Rochester] Student & Campus Services, UCR Room SS 128, 285-7100, roCHSS@winona.edu, www.winona.edu/rochester

Details about Campus Resources

- Two good places to help you find resources of all kinds on campus are Student Support/Campus Services and the Inclusion and Diversity Office. Both offices are dedicated to helping students of all racial, ethnic, economic, national, sexual, and gender identities. They can facilitate tutoring and point you to a wide range of resources.
- If you have a mental, physical, or learning disability, the Access Services office can document it for your professors and facilitate accommodations. If you have a documented disability that requires accommodation, please contact Access Services as soon as possible.
- College can be very stressful. Counseling offices on both campuses are here to help you with a wide range of difficulties, ranging from sexual assault, depression, and grief after the loss of a loved one to stress management, anxiety, general adjustment to college, and many others.
- The KEAP-Diversity-Resource-Center Faculty Liaison can direct people to multicultural resources on and off
campus.

- To find out about web registration, placement tests, program requirements and support tools to help students succeed, visit the Advising Services office and website for answers to all your questions!

- On the Rochester campus, the UCR Learning Center provides help with both the development and the writing of papers.

- On the Winona campus, for help with understanding the concepts of a particular class or understanding the requirements of an assignment, Tutoring Services offers three types of tutoring: drop-in appointments, 1-on-1 tutoring, and group sessions. You can visit them in Krueger Library 220 or go on-line and use TutorTrac to schedule a session, https://tutortrac.winona.edu/TracWeb40/Default.html.

- For help specifically with writing and the development of papers, the English department has a Writing Center that is staffed by trained graduate students pursuing their Master’s degree in English. The Writing Center is located in Minné Hall 348. You can make an appointment on the sign-up sheet on the door or call 457-5505.
Course Descriptions:
This student teaching/internship experience covers appropriate instruction and case management for students:

**ABS**: Covers assessment, instruction, behavior management, and collaboration for students with mild disabilities, including autism spectrum disorder, developmental disabilities, emotional/behavioral disorders, other health disabilities, and specific learning disabilities.

**LD**: Covers case management and instruction for students with a specific learning disability

**DD**: Covers appropriate case management for students with mild to severe developmental disabilities.

Courses are 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 must be completed before taking the course. For teaching candidates seeking initial licensure the edTPA is required.

**Alignment to Standards of Effective Practice for Teacher Preparation**

**ABS**: Student competencies gained from this course are aligned with the Minnesota Rule 8710.5050. Objectives are listed as Minnesota Board of Teaching Standards, Special Education: Academic and Behavioral Strategists and can be found at [https://mn.gov/pelsb/search/?query=teaching+standards+for+special+education](https://mn.gov/pelsb/search/?query=teaching+standards+for+special+education)

Specific objectives met by this course: B1-12, C1-15, D1, D3, D5-6, D8-10

**LD**: Student competencies gained from this course are aligned with the Minnesota Rule 8710.5700. Objectives are listed as Minnesota Board of Teaching Standards, Special Education: Learning Disabilities and can be found at [https://mn.gov/pelsb/search/?query=teaching+standards+for+special+education](https://mn.gov/pelsb/search/?query=teaching+standards+for+special+education)

Specific objectives met by this course: B1-8, C1-11, D1-7

**DD**: Student competencies gained from this course are aligned with the Minnesota Rule 8710.5400. Objectives are listed as Minnesota Board of Teaching Standards, Special Education: Developmental Disabilities and can be found at [https://mn.gov/pelsb/search/?query=teaching+standards+for+special+education](https://mn.gov/pelsb/search/?query=teaching+standards+for+special+education)

Specific objectives met by this course: B1-9, C1-9, D1-10
Textbook and Course Materials:
- Textbook: Student Teacher Handbook
- Other assigned readings will be accessible from Krueger Library, the Minnesota Department of Education website, or other internet sources.

Course Outline
I. Referral, evaluation, planning, and programming
   A. Screening tools
   B. Research-based interventions
   C. Pre-referral interventions
   D. Data-based decisions
   E. Self-assessment
   F. Informal and formal assessments
   G. Functional behavioral assessment
   H. Communication of assessment results
   I. Individual education programs

II. Instructional design, teaching, and ongoing evaluation
   A. Universal design
   B. Instructional programs
   C. Goals and objectives
   D. Data utilization
   E. Instructional practices
   F. Reading, writing, and listening
   G. Mathematical reasoning and calculation
   H. Progress monitoring
   I. Communication and language development
   J. Assistive technology
   K. Student engagement, maintenance and generalization
   L. Functional behavioral assessment
   M. School and classroom environments
   N. Changing and maintaining positive behaviors

III. Communication and collaboration
   A. Services, agencies, and organizations
   B. Transition and alternative environments
   C. Consultation and collaboration
   D. Mental health professionals and agencies
   E. Cultural competency
   F. School-wide systems of academic and behavioral supports
   G. Professional relationships
   H. Information, research, and emerging practices
   I. Continued professional development
### Student Teachers should develop a timeline goal to complete these learning experiences:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administer and/or assist in two testing opportunities used to determine eligibility as determined by the IEP team focusing on academic and behavioral assessments of a learner eligible for LD, DD, EBD, ASD or OHD services. Show the test protocols to your university supervisor. <strong>CONSULT with your university supervisor to determine the most appropriate assessments for your placement.</strong></td>
<td></td>
</tr>
<tr>
<td>2. Using school district forms and technologies, write an evaluation summary for a learner with LD, DD, EBD, ASD or OHD eligibility. Maintain confidentiality of the learner.</td>
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<tr>
<td>3. Using school district technologies, write an IEP for a learner with LD, DD, EBD, ASD or OHD eligibility.</td>
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<tr>
<td>4. Participate in an IEP meeting for a learner with LD, DD, EBD, ASD or OHD eligibility. Write a detailed two-page narrative summary of the IEP meetings.</td>
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<tr>
<td>5. Prepare and teach a collaborative teaching project with a general education teacher in a general education setting where LD, DD, EBD, ASD or OHD eligibility 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.</td>
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<tr>
<td>6. Prepare a written description of a plan for ongoing parent communication.</td>
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<tr>
<td>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.</td>
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<tr>
<td>8. Attend ALL Student Teacher Scheduled Seminars.</td>
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<td>9. Complete edTPA.</td>
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*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 JANUARY 2019*
### Practicum B
**Academic & Behavioral Strategist Assignments**
**SPED 477/677**

**Student Teachers should develop a timeline goal to complete these learning experiences:**

1. Review a minimum of five cumulative files ensuring that each file is based on an LD, DD, EBD, ASD and OHD eligibility. 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. Make sure each intervention is with four different students with eligibility that vary - LD, DD, EBD, ASD and OHD eligibility.


4. Administer and/or assist in two testing opportunities used to determine eligibility as determined by the team focusing on academic and behavioral assessments of a learner eligible for LD, DD, EBD, ASD or OHD services. Show the test protocols to your university supervisor. **CONSULT with your university supervisor to determine the most appropriate assessments for your placement.**

5. Administer two informal assessments for a learner eligible for LD, DD, EBD, ASD or OHD.

6. Using school district forms and technologies, write an evaluation summary for a learner with LD, DD, EBD, ASD or OHD eligibility. Maintain confidentiality of the learner.

7. Using school district technologies, write an IEP for a learner with LD, DD, EBD, ASD or OHD eligibility.

8. Participate in an IEP meeting for a learner with LD, DD, EBD, ASD or OHD eligibility. Write a detailed two-page narrative summary of the IEP meetings.

9. Prepare and teach a collaborative teaching project with a general education teacher in a general education setting where LD, DD, EBD, ASD or OHD eligibility 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.

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

11. 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.

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

13. 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.
Practicum B

Learning Disabilities Assignments AND edTPA

SPED 446/646

<table>
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<th>Student Teachers should develop a timeline goal to complete these learning experiences:</th>
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<tbody>
<tr>
<td>1. Administer and/or assist in two testing opportunities used to determine eligibility as determined by the IEP team focusing on academic and behavioral assessments of a learner eligible for LD services. Show the test protocols to your university supervisor. <strong>CONSULT with your university supervisor to determine the most appropriate assessments for your placement.</strong></td>
</tr>
<tr>
<td>2. Using school district forms and technologies, write an evaluation summary for a learner with LD. Maintain confidentiality of the learner.</td>
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<tr>
<td>3. Using school district technologies, write an IEP for a learner with LD.</td>
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<tr>
<td>4. Participate in an IEP meeting for a learner with LD. Write a detailed two page narrative summary of the IEP meetings.</td>
</tr>
<tr>
<td>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.</td>
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<td>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.</td>
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<td>8. Attend ALL Student Teacher Scheduled Seminars.</td>
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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 JANUARY 2019
**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 and/or assist in two testing opportunities used to determine eligibility as determined by the IEP team focusing on academic and behavioral assessments of a learner eligible for LD services. Show the 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.**

*REVISED JANUARY 2019*
Practicum B

Developmental Disabilities Assignments AND edTPA

SPED 441/SPED 641

<table>
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<tbody>
<tr>
<td>1. Administer and/or assist in two testing opportunities used to determine eligibility as determined by the IEP team focusing on academic and behavioral assessments of a learner eligible for DD services. Show the test protocols to your university supervisor. <strong>CONSULT with your university supervisor to determine the most appropriate assessments for your placement.</strong></td>
</tr>
<tr>
<td>2. Using school district forms and technologies, write an evaluation summary for a learner with DD. Maintain confidentiality of the learner.</td>
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<tr>
<td>3. Using school district technologies, write an IEP for a learner with DD.</td>
</tr>
<tr>
<td>4. Participate in an IEP meeting for a learner with DD. Write a detailed two-page narrative summary of the IEP meeting.</td>
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<tr>
<td>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 lesson's effectiveness.</td>
</tr>
<tr>
<td>6. Prepare a written description of a plan for ongoing parent communication.</td>
</tr>
<tr>
<td>7. Create a table specifying roles and duties of teachers, paraprofessionals, professional staff, and parents in the assigned classroom.</td>
</tr>
<tr>
<td>8. Attend ALL Student Teacher Scheduled Seminars</td>
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*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 JANUARY 2019*
**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.

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

4. Administer and/or assist in two testing opportunities used to determine eligibility as determined by the IEP team focusing on academic and behavioral assessments of a learner eligible for DD services. Show the 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 lesson’s 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.
### Testing Requirements for Teaching License

**Note:** MTLE Save your own 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.

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

   We recommend these two options: Take MTLE Essential Academic Skills: Scores: ≥520 in Reading, ≥520 in Writing, and ≥520 in Mathematics [https://www.mtle.nesinc.com/](https://www.mtle.nesinc.com/) or Take ACT plus Writing and receive a composite score ≥22 with a ELA/combined Writing) score ≥ 21 [http://www.actstudent.org/scores/viewing-scores.html](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 ELA/combined Writing. Print a hard copy ACT (web site) and drop off to Gildemeister 110

2. **MTLE Pedagogy Exams (all subtests);** Choose one pedagogy exam (2 Subtests) 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).

MN License will be changing structure: Refer to this web site for more information [https://educationminnesota.org/resources.aspx#credentials-licensure](https://educationminnesota.org/resources.aspx#credentials-licensure)

Illinois License: refer to this link [http://www.isbe.net/licensure/html/out_of_state.htm](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](http://www.boee.iowa.gov/how_do_i/become_a_teacher) need a MN license to apply for Iowa license.

Wisconsin License: refer to this link [http://tepdl.dpi.wi.gov/licensing/out_of-state-applicants](http://tepdl.dpi.wi.gov/licensing/out_of-state-applicants) need passing scores on all MN required tests; and ELEC, ELEM, and SPED majors also need to pass the Foundations of Reading exam [www.wi.nesinc.com](http://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 – 2/14/19 pomalley

---

<table>
<thead>
<tr>
<th>Teaching Program</th>
<th>Basic Skills</th>
<th>MTLE Content Exams</th>
<th>MTLE Pedagogy Exams</th>
<th>WI License:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Education</td>
<td>MTLE-NES, ACT + Writ., SAT, or GRE</td>
<td>Visual Arts (all subtests); WI-ETS 0134</td>
<td>Choose 1 Pedagogy: K-6 or 5-12 (all subtests)</td>
<td>ELEC, ELEM, and SPED majors also need to pass the Foundations of Reading exam <a href="http://www.wi.nesinc.com">www.wi.nesinc.com</a>; Need EdTPA score of 38 or higher.</td>
</tr>
<tr>
<td>Business Education</td>
<td>MTLE-NES, ACT + Writ., SAT, or GRE</td>
<td>Business Education (all subtests)</td>
<td>Pedagogy: 5-12 (all subtests)</td>
<td>Pass all MN required tests; Need EdTPA score of 38 or higher.</td>
</tr>
<tr>
<td>Communication Arts &amp; Literature</td>
<td>MTLE-NES, ACT + Writ., SAT, or GRE</td>
<td>Communication Arts &amp; Literature (all subtests)</td>
<td>Pedagogy: 5-12 (all subtests)</td>
<td>Pass all MN required tests; Need EdTPA score of 38 or higher.</td>
</tr>
<tr>
<td>Elementary K-6 w/Early Childhood</td>
<td>MTLE-NES, ACT + Writ., SAT, or GRE</td>
<td>Early Childhood &amp; Elementary Education (all subtests under both tests)</td>
<td>Choose 1 Pedagogy: B-3 or K-6 (all subtests)</td>
<td>and Foundations of Reading exam <a href="http://www.wi.nesinc.com">www.wi.nesinc.com</a>; Need EdTPA score of 38 or higher.</td>
</tr>
<tr>
<td>Elementary K-6</td>
<td>MTLE-NES, ACT + Writ., SAT, or GRE</td>
<td>Elementary Education (all subtests)</td>
<td>Pedagogy: K-6 (all subtests)</td>
<td>Foundations of Reading exam <a href="http://www.wi.nesinc.com">www.wi.nesinc.com</a>; Need EdTPA score of 38 or higher.</td>
</tr>
<tr>
<td>ML Comm., Arts, Lit.</td>
<td>MTLE-NES, ACT + Writ., SAT, or GRE</td>
<td>Middle Level Comm., Arts, &amp; Literature (all subtests)</td>
<td>No pedagogy</td>
<td>Pass all MN required tests; Need EdTPA score of 38 or higher.</td>
</tr>
<tr>
<td>ML Mathematics</td>
<td>MTLE-NES, ACT + Writ., SAT, or GRE</td>
<td>Middle Level Mathematics (all subtests)</td>
<td>No pedagogy</td>
<td>Pass all MN required tests; Need EdTPA score of 38 or higher.</td>
</tr>
<tr>
<td>ML Science</td>
<td>MTLE-NES, ACT + Writ., SAT, or GRE</td>
<td>Middle Level Science (all subtests)</td>
<td>No pedagogy</td>
<td>Pass all MN required tests; Need EdTPA score of 38 or higher.</td>
</tr>
<tr>
<td>ML Social Studies</td>
<td>MTLE-NES, ACT + Writ., SAT, or GRE</td>
<td>Middle Level Social Studies (all subtests)</td>
<td>No pedagogy</td>
<td>Pass all MN required tests; Need EdTPA score of 38 or higher.</td>
</tr>
<tr>
<td>Teaching Program</td>
<td>Basic Skills</td>
<td>MTLE Content Exams</td>
<td>MTLE Pedagogy Exams</td>
<td>WI License:</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>English as a Second Lang.</td>
<td>MTLE- NES, ACT + Writ., SAT, or GRE</td>
<td>English as a Second Language (all subtests)</td>
<td>Choose 1 Pedagogy: K-6 or 5-12 (all subtests)</td>
<td>Pass all MN required tests; Need EdTPA score of 38 or higher.</td>
</tr>
<tr>
<td>Health Education</td>
<td>MTLE- NES, ACT + Writ., SAT, or GRE</td>
<td>Health Education (all subtests)</td>
<td>Choose 1 Pedagogy: 5-12 (all subtests)</td>
<td>Pass all MN required tests; Need EdTPA score of 38 or higher.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MTLE- NES, ACT + Writ., SAT, or GRE</td>
<td>Mathematics (all subtests)</td>
<td>Pedagogy: 5-12 (all subtests)</td>
<td>Pass all MN required tests; Need EdTPA score of 38 or higher.</td>
</tr>
<tr>
<td>Music-Instrumental</td>
<td>MTLE- NES, ACT + Writ., SAT, or GRE</td>
<td>Instrumental Classroom Music (all subtests)</td>
<td>Choose 1 Pedagogy:K-6 or 5-12 (all subtests)</td>
<td>Pass all MN required tests; Need EdTPA score of 38 or higher.</td>
</tr>
<tr>
<td>Music-Vocal</td>
<td>MTLE- NES, ACT + Writ., SAT, or GRE</td>
<td>Vocal Classroom Music (all subtests)</td>
<td>Choose 1 Pedagogy:K-6 or 5-12 (all subtests)</td>
<td>Pass all MN required tests; Need EdTPA score of 38 or higher.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>MTLE- NES, ACT + Writ., SAT, or GRE</td>
<td>Physical Education (all subtests)</td>
<td>Choose 1 Pedagogy:K-6 or 5-12 (all subtests)</td>
<td>Pass all MN required tests; Need EdTPA score of 38 or higher.</td>
</tr>
<tr>
<td>DAPE (PE)</td>
<td>MTLE- NES, ACT + Writ., SAT, or GRE</td>
<td>Special Education Core Skills (all subtests)</td>
<td>No pedagogy</td>
<td>Pass all MN required tests; Need EdTPA score of 38 or higher.</td>
</tr>
<tr>
<td>Science: Biology</td>
<td>MTLE- NES, ACT + Writ., SAT, or GRE</td>
<td>Life Science (all subtests)</td>
<td>Pedagogy: 5-12 (all subtests)</td>
<td>Pass all MN required tests; Need EdTPA score of 38 or higher.</td>
</tr>
<tr>
<td>Science: Chemistry</td>
<td>MTLE- NES, ACT + Writ., SAT, or GRE</td>
<td>Chemistry (all subtests)</td>
<td>Pedagogy: 5-12 (all subtests)</td>
<td>Pass all MN required tests; Need EdTPA score of 38 or higher.</td>
</tr>
<tr>
<td>Science: Chemistry; Physics</td>
<td>MTLE- NES, ACT + Writ., SAT, or GRE</td>
<td>Chemistry (all subtests), and Physics (all subtests)</td>
<td>Pedagogy: 5-12 (all subtests)</td>
<td>Pass all MN required tests; Need EdTPA score of 38 or higher.</td>
</tr>
<tr>
<td>Science: Earth &amp; ML Science</td>
<td>MTLE- NES, ACT + Writ., SAT, or GRE</td>
<td>Earth &amp; Space Science &amp; Middle Level Science (all subtests)</td>
<td>Pedagogy: 5-12 (all subtests)</td>
<td>Pass all MN required tests; Need EdTPA score of 38 or higher.</td>
</tr>
<tr>
<td>Science: Physics</td>
<td>MTLE- NES, ACT + Writ., SAT, or GRE</td>
<td>Physics (all subtests)</td>
<td>Pedagogy: 5-12 (all subtests)</td>
<td>Pass all MN required tests; Need EdTPA score of 38 or higher.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>MTLE- NES, ACT + Writ., SAT, or GRE</td>
<td>Social Studies (all subtests)</td>
<td>Pedagogy: 5-12 (all subtests)</td>
<td>Pass all MN required tests; Need EdTPA score of 38 or higher.</td>
</tr>
<tr>
<td>Spanish</td>
<td>MTLE- NES, ACT + Writ., SAT, or GRE</td>
<td>World Language &amp; Culture-Spanish (all subtests)</td>
<td>Choose 1 Pedagogy:K-6 or 5-12 (all subtests)</td>
<td>Pass all MN required tests; Need EdTPA score of 38 or higher.</td>
</tr>
<tr>
<td>Spec. Ed. DD or LD or ABS</td>
<td>MTLE- NES, ACT + Writ., SAT, or GRE</td>
<td>Special Education Core Skills (all subtests)</td>
<td>Choose 1 Pedagogy:K-6 or 5-12 (all subtests)</td>
<td>Foundations of Reading exam <a href="http://www.wi.nesinc.com">www.wi.nesinc.com</a>; Need EdTPA score of 38 or higher</td>
</tr>
</tbody>
</table>
Role of Teacher Candidate
# Teacher Candidate Checklist

Teacher Candidate: ________________________________

Placement: ________________________________

Cooperating Teacher: ________________________________

<table>
<thead>
<tr>
<th>Things to discuss, review, and/or obtain copies before placement or during your first week of student teaching:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum outline, standards, and/or course syllabus</td>
</tr>
<tr>
<td>Care plans, student health concerns</td>
</tr>
<tr>
<td>Classroom rules, routines, and procedures</td>
</tr>
<tr>
<td>IEPs/504s-accomodations, modifications, and behavioral management plans</td>
</tr>
<tr>
<td>Lesson plan templates, samples (use edTPA template when supervisor observes)</td>
</tr>
<tr>
<td>Parent/guardian communication guidelines</td>
</tr>
<tr>
<td>Building calendars and schedules</td>
</tr>
<tr>
<td>Health services, first aid, blood borne pathogen kit</td>
</tr>
<tr>
<td>Information regarding child abuse or neglect reporting</td>
</tr>
<tr>
<td>Emergency procedures: fire, tornado, evacuation, lock down, etc.</td>
</tr>
<tr>
<td>Technology use policy</td>
</tr>
<tr>
<td>Staff and student handbooks</td>
</tr>
<tr>
<td>Student management systems (class dojo, etc.)</td>
</tr>
<tr>
<td>School-wide discipline plan, rules, or code of conduct</td>
</tr>
<tr>
<td>Procedures for copying, obtaining materials, arranging field trips, etc.</td>
</tr>
<tr>
<td>Schedule of student pull-out services</td>
</tr>
<tr>
<td>Class newsletter, web page, or other communication requirements</td>
</tr>
</tbody>
</table>
Reflective Journaling

WSU Teacher Candidates are expected to share a weekly reflective journal -via email- 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 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.

Part of being a professional educator is the ability to reflect on our own practice and strive toward excellence by constantly improving. Through the process of self-reflection and openness to feedback, 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. Teachers plan instruction, implement the plan, evaluate and celebrate the successes, determine how to remediate areas that need improvement and plan strategies to support future success for all learners.

Plan ▶ Implement ▶ Evaluate ▶ Feedback and Reflection

Reflective Journaling should not take away from time spent planning instruction. It can be as short as a half to three fourths of a page. You may choose to reflect on one element per week.

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

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

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

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

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

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

While the weekly journal is required, Teacher Candidates may also email or contact their University Supervisor any time to share news of upcoming events, special experiences, concerns, questions or requests for site visits. The key is to keep the lines of communication open.
A Checklist for Lesson Planning

NOTE: Lesson plans are an essential requirement of teaching. Lesson plans must be approved by the Cooperating Teacher two days before the lesson is taught to provide necessary practice for the edTPA. Use the edTPA Lesson Plan Template each time the supervisor visits, until the edTPA is completed.

Consider the following:

1. Are the objectives stated clearly? What is the purpose of this lesson? Is there a State or CC Standard?
2. Is the lesson at the students’ correct levels 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?
**Winona State TPA-Referenced Lesson Plan**

**Teacher Candidate Name:** ________________________________

**Grade & Subject Area:** _______________________________

**Date for Planned Lesson:** ______________________________

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

<table>
<thead>
<tr>
<th><strong>Lesson Title</strong></th>
<th>Example: Line symmetry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MN/CC State Standard(s)</strong></td>
<td>Example: MN Standard: Geometry.4.G.3: Recognize a line of symmetry for a …</td>
</tr>
<tr>
<td>- direct quote from MN standards documents</td>
<td>- if only focusing on one part of a given standard, underline the part being focused upon</td>
</tr>
<tr>
<td><strong>Central Focus</strong></td>
<td>Example: Read and comprehend nonfiction texts.</td>
</tr>
<tr>
<td>- derived from standard, - communicates general goal</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Target for this Lesson</strong></td>
<td>Possible language functions: Identify, explain, summarize, interpret, contrast, justify… Example: Explain how X plays a role in….</td>
</tr>
<tr>
<td>- concisely says what students will be able to know and do</td>
<td>- start with appropriate language function (active verb)</td>
</tr>
<tr>
<td><strong>Academic Language (AL)</strong></td>
<td>a. Domain-specific academic vocabulary ex: perpendicular, separatist, fable…</td>
</tr>
<tr>
<td>a. Domain-specific Acad vocabulary</td>
<td>b. General academic vocabulary ex: essay, illustrate, contrast, critique, table …</td>
</tr>
<tr>
<td>b. General Academic vocabulary (words used in school across many subject areas)</td>
<td>c. Sentence Frame ex: X &amp; Y are different because… I agree with X because the text says</td>
</tr>
<tr>
<td>c. Syntax Sentence Frame: Example sentence that students can use to accomplish target</td>
<td>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…</td>
</tr>
<tr>
<td>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)</td>
<td></td>
</tr>
<tr>
<td><strong>Needed modifications/supports</strong></td>
<td>Ex: BP will accomplish the stated target, with the added support of sentence frames and a word</td>
</tr>
<tr>
<td>a. Identify how some form of additional support will be provided for some aspect of the lesson for given student(s)</td>
<td></td>
</tr>
</tbody>
</table>
- visual, graphic, interactive
- reduced text, rewritten text, fill-in the blank notes, word banks
- graphic organizers, sentence frames

**Resources & materials needed**

<table>
<thead>
<tr>
<th>Lesson Part</th>
<th>Activity description / teacher does</th>
<th>Students do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 1</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **State Target & Activate Prior Knowledge** | Ex Learning Target: Teacher will read: “Explain how X plays a role in....”  
Ex Activate Prior Knowledge: Brainstorm what class has heard about different forms of government |                           |
| **Phase 1 Assessment**           | Assessment Example: Note responses with + or – on class roster                                        |                           |
| **Phase 2 Teacher Input / Inquiry** | - Explain procedures  
- Demonstration the task  
- Teacher think aloud |                           |
| **Phase 2 Assessment**           | Assessment Example: 3 quick questions (write out the questions). Individuals will write answers on indiv whiteboards and teacher will make note of students who miss 1 or more. |                           |
| **Phase 3 Guided Practice**      | - Paired/collaborative work  
- Teacher(s) may roam & assist |                           |
<p>| <strong>Phase 3 Assessment</strong>           | Assessment Example: Ask “turn and talk” question. Walk around and make note of overheard misconceptions. |                           |
| <strong>Phase 4 Independent practice</strong> | - Individual student work                                                                          |                           |
| <strong>Phase 4 Assessment</strong>           | Assessment Example: Check indiv answers on handout.                                                  |                           |</p>
<table>
<thead>
<tr>
<th>steps/procedures during independent practice</th>
<th></th>
</tr>
</thead>
</table>

**Phase 5 Restatement & Closure**  
a) Restate learning target  
b) Explain a planned opportunity for students to self-assess their perceived level of mastery for the target.

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 it explained to me again before explaining it to someone else).

**Phase 6 Summative Next Steps**  
Attach a class roster (first names only) with space to indicate for each student the needed next steps of instruction.

Assessment Example: (3 columns on attached roster) Reteach, Extend Slightly, Transfer to new situation/topic

*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=yzj71MyWAQ](https://www.youtube.com/watch?v=yzj71MyWAQ). Updated 1/2016.*
### Math Lesson Plan Template

<table>
<thead>
<tr>
<th>Course &amp; topic addressed</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
</table>

#### Learning objective/s associated with the content standard for this lesson

<table>
<thead>
<tr>
<th>Specific learning objectives for this lesson.</th>
<th>Describe the connection to previous lessons. (Prior knowledge of students this builds upon)</th>
</tr>
</thead>
</table>

#### State-adopted Academic Content Standards/Benchmarks

<table>
<thead>
<tr>
<th>List the state academic content standards/benchmarks with which this lesson is aligned (the overall target of student learning). Include state abbreviation and number &amp; text of the benchmarks. If only a portion of a benchmark is addressed, then list only that portion.</th>
</tr>
</thead>
</table>

#### Academic Language Support and Objectives

<table>
<thead>
<tr>
<th>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? Write your academic language objectives here. Be sure to include the function and specific vocabulary that you want the students to learn AND use. (Function word choice: Categorize, Compare/contrast, describe, interpret or justify)</th>
</tr>
</thead>
</table>

#### Materials

<table>
<thead>
<tr>
<th>Materials needed by teacher for this lesson.</th>
</tr>
</thead>
</table>
Materials needed by students for this lesson.

Procedure with Lesson Timeline and Instructional Strategies & Learning Tasks (This should be VERY DETAILED). You may not do 3 different activities which is fine or if you do more than 3 please add that space into your plan.

<table>
<thead>
<tr>
<th>Amount of Time</th>
<th>Teaching &amp; Learning Activities</th>
<th>Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Orientation/Engagement/Motivation:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exploration #1</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exploration #2</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exploration #3</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Closure:</strong></td>
<td></td>
</tr>
</tbody>
</table>

Accommodations and Modifications
How might I differentiate instruction for the range of learners?

Extensions and enrichment:

Additional supports:

### Assessments: Informal and/or Formal used for this lesson.

<table>
<thead>
<tr>
<th>Describe the tools/procedures that will be used in this lesson to monitor students’ learning of the lesson objective/s (include type of assessment &amp; what is assessed).</th>
<th>☐ Informal / ☐ Formal</th>
<th>☐ Informal / ☐ Formal</th>
<th>☐ Informal / ☐ Formal</th>
</tr>
</thead>
</table>

### Research/Theories Applied

(Identify theories or research that supports the approach you used.)

### Lesson Reflection/Evaluation

Analyze the lesson for:
What went well and why:
What changes could or should be made?
How will I use assessment data for next steps?

TO BE FILLED IN AFTER TEACHING

Include supporting material such as slides of problems, copy of textbook problems, handouts for any activities students will be using as part of your lesson.
Winona State University – Physical Education - Lesson Plan Template B
*This table is not considered part of the actual Lesson Plan; it is, however necessary information for planning a student-centered lesson focused on learning

<table>
<thead>
<tr>
<th>PRE-PLANNING INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Central Focus - Unit</strong></td>
</tr>
<tr>
<td>Terminal Objective(s) – <em>by the end of the unit students will:</em></td>
</tr>
<tr>
<td><strong>Primary Benchmarks</strong> (bulleted list; include text of each benchmark)</td>
</tr>
<tr>
<td><strong>Secondary Benchmarks</strong> (bulleted list; include text of each benchmark)</td>
</tr>
<tr>
<td><strong>Tools</strong></td>
</tr>
<tr>
<td>Pre-Requisite Knowledge &amp; Skills</td>
</tr>
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<td><strong>Strategies to activate prior knowledge, create relevance, generate motivation/interest</strong></td>
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<td><strong>Use of Theory &amp; Research</strong></td>
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<tr>
<td>Theory - Research</td>
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<td>Why does this apply?</td>
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<tr>
<td>How will it be used?</td>
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<td>Where in the lesson plan will it be used?</td>
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*The actual Lesson Plan (LP) starts below this line.*

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### TABLE 1

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### TABLE 3: ENGAGING STUDENTS in LEARNING

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Created August 2018, by K.Mally
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.

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.
Role of Cooperating Teacher
Cooperating Teachers

Cooperating Teachers are those teachers who welcome Teacher Candidates into their classrooms. They function as a professional teacher, a coach, and a mentor, to provide an appropriate student teaching experience.

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. Recommended and approved 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 TC 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.
3. Plan the responsibilities to assure the Teacher Candidate's first experiences are successful. It is recommended that co-teaching begins immediately (see co-teaching section).
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](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 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.

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). This may take some additional planning time for the TC.

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.

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, plan, and 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 of introduction to parents. Always pre-approve newsletters and communication with parents and guardians.

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. Ask questions to help the TC reflect on their own
thinking and lessons and find own opportunities for growth. 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 as early as possible with the Teacher Candidate and/or University Supervisor, and Director of Clinical Practice (if necessary).

*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 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 current day and beyond.

20. Evaluation of Teacher Candidates:

A. If the Teacher Candidate is in the placements for 12 or more weeks, complete four observations, and provide a written and oral **mid-term evaluation**. Complete the evaluation before your mid-term conference with the University Supervisor and Teacher Candidate. The main objective of this mid-term evaluation is to guide the Teacher Candidate during the second half of the experience. The mid-term evaluation is completed on paper.

B. Complete the **Dispositions assessment** via our online link on the WSU webpage. 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.

C. 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.

Please submit the midterm evaluation, disposition, and final evaluation promptly, in order to ensure their consideration in the University grading process.

The small honorarium given to Cooperating Teachers is meant as a token of appreciation for the time spent working with Teacher Candidates. Sharing your professional talents with a prospective teacher is greatly appreciated and contributes to the future of education. Thank you!
Co-Teaching

Co-teaching can have many benefits, such as increased adult attention to students, opportunities to differentiate, and shared expertise and responsibility.

The following information is for those teacher candidates and cooperating teachers who are interested in using the co-teaching model for the student teaching experience.

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

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

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 openly 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
Role of University Supervisor
University Supervisor Expectations

The WSU Director of Clinical Practice will assign a University Supervisor to each Teacher Candidate. The University Supervisor is normally 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; 8 observations for ALSPED 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. 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. If you have serious concerns, please contact the Director of Clinical Practice as soon as possible.

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:

- Observation and Conference Plan Forms (Written documentation of supervisor visits)
- Observation Assignment Reflection
- Written Midterm evaluations
- Student Assistance Plan/Remediation Plan, if needed, along with any and all related documentation
- Leave of Absence Forms, if needed

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:

- Diversity Demographics Survey for edTPA – 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, three-way conferences—beginning, mid-semester, and final. 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 online disposition survey, and an online final evaluation. These links can be found on the WSU Webpage.

G. **Seminars:** The University Supervisor will conduct a minimum of two seminars 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. Professionalism

H. **Lesson Plans:** University Supervisors will be responsible for reviewing the submission of 5-6 lesson plans (8 for ALSPED). 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. For more information on co-teaching, see Role of Cooperating Teacher section of this handbook.

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.

*For additional information, see Forms section at end of this Handbook*
edTPA
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.

For Lesson Planning, use the edTPA References Lesson Plan template (refer to Role of Teacher Candidate section of this Handbook).
### P-12 Student Diversity Demographics
**OF STUDENTS SERVED BY WSU MAJORS**

Please Fill out this form Electronically

<table>
<thead>
<tr>
<th>Check one:</th>
<th>Licensure Area/s:</th>
</tr>
</thead>
<tbody>
<tr>
<td>____Field Experience</td>
<td></td>
</tr>
<tr>
<td>____Practicum A</td>
<td></td>
</tr>
<tr>
<td>____Student Teaching</td>
<td></td>
</tr>
<tr>
<td>____Practicum B</td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Please estimate the number of students you served who are described by the following categories:</th>
<th>Please specify the number of students with Individual Education Programs (IEPs):</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ African-American</td>
<td>____ Autism Spectrum Disorder</td>
</tr>
<tr>
<td>____ American Indian</td>
<td>____ Blind-Visually Impaired</td>
</tr>
<tr>
<td>____ Asian</td>
<td>____ Deaf-Blind</td>
</tr>
<tr>
<td>____ Hispanic</td>
<td>____ Deaf and Hard of Hearing</td>
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<tr>
<td>____ Migrant</td>
<td>____ Developmental Cognitive Disabilities</td>
</tr>
<tr>
<td>____ Multi-Ethnic</td>
<td>____ Developmental Delay (Birth to Age 7)</td>
</tr>
<tr>
<td>____ White</td>
<td>____ Emotional/Behavioral Disorders</td>
</tr>
<tr>
<td>____ Gifted and Talented</td>
<td>____ Learning Disabilities</td>
</tr>
<tr>
<td>____ Limited-English Proficiency</td>
<td>____ Other Health Disabilities</td>
</tr>
<tr>
<td>____ Title I (Reading/Math)</td>
<td>(includes Attention Deficit Disorders)</td>
</tr>
<tr>
<td></td>
<td>____ Physically Impaired</td>
</tr>
<tr>
<td></td>
<td>____ Traumatic Brain Injury</td>
</tr>
</tbody>
</table>

Please return this form by ___________ to _________________________________.

Address: ______________________________________________________________________.

Form Available On-Line at: [http://www.winona.edu/teachered/coopteachers.asp](http://www.winona.edu/teachered/coopteachers.asp)
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?

*Please use the online edTPA Consent Form for student/parent/guardian consent to participate in the video portion of edTPA when required by school. This can be found at [https://www.winona.edu/teachered/applications.asp](https://www.winona.edu/teachered/applications.asp)
Ask your Cooperating Teacher or University Supervisor to help with videotaping.
Policies, Procedures, and Laws
CODE OF ETHICS FOR MINNESOTA TEACHERS

8710.2100 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 Professional Educator Licensing and Standards Board.

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:

"Minneapolis 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 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'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. Subp. 4.

Complaints handled by board.

When oral complaints alleging violations of the code of ethics are received, the executive secretary of the Professional Educator Licensing and Standards Board 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 Professional Educator Licensing and Standards Board 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 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 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. 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. 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 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 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.

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.

**Statutory Authority:**

*MS s 125.185*

**History:**

17 SR 1279; L 1998 c 397 art 11 s 3; 39 SR 822; L 2017 1Sp5 art 12 s 22

**Published Electronically:**

*August 21, 2017*

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**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.
Teacher Education Unit Appeals Procedures

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

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

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

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

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

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

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

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

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

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

(To be completed by student)

Date: Application Received in Dean’s Office: __________

Name_____________________________ Tech ID_____________________

Permanent Address_________________________ Phone #:_____________________

Local Address_________________________ Phone #:_____________________

Cell Phone ___________________________

Email Address_________________________ Teaching Major:_____________________

No. of credits completed: _______________ Overall GPA: _______________

__________________________________________

Major Advisor Signature

__________________________________________

Signature of Chairperson of Major Department/Designee

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

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

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____________________________________________________________________

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.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Signature Verification
Documentation
Teacher Education Unit
Appeals

TASKFORCE DESIGNEE SIGNATURE(S) REQUIRED BELOW:

Taskforce Designee ____________________________ Date ____________________

Taskforce Designee ____________________________ Date ____________________

Taskforce Designee ____________________________ Date ____________________

Taskforce Designee ____________________________ Date ____________________

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

STUDENT SIGNATURE REQUIRED BELOW:

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

Student’s Signature ____________________________ Date ____________________

COLLEGE OF EDUCATION DEAN SIGNATURE REQUIRED BELOW:

Student Appeal Granted ____________

Taskforce Recommendations & Conditions for Appeal Accepted ______

Student Appeal Denied ______

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

The board, upon the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution's recommendation for licensure affecting the person or the person's credentials. At the board's discretion, assistance may include the application of chapter 1
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.

Reporting of Child Abuse and Neglect

“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.
Forms and Other Resources
## Standard of Effective Practice

### Standard 1- Subject Matter

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<thead>
<tr>
<th>Not Observed</th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Demonstrates knowledge of content and pedagogy</td>
<td>Uses multiple representations to capture key ideas</td>
<td>Creates interdisciplinary learning experiences</td>
<td>Engages students in generating knowledge</td>
</tr>
</tbody>
</table>

### Standard 2- Student Learning

<table>
<thead>
<tr>
<th>Not Observed</th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Candidate understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.</td>
<td>Addresses physical, social, emotional, moral &amp; cognitive development in instruction</td>
<td>Demonstrates respect for diverse talents of all learners</td>
<td>Connects students' prior learning to new ideas and experiences</td>
<td>Provides opportunities for active engagement</td>
</tr>
<tr>
<td>Standard 3- Diverse Learners</td>
<td>Not Observed</td>
<td>Needs Improvement</td>
<td>Developing</td>
<td>Meets Expectations</td>
</tr>
<tr>
<td>-----------------------------</td>
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</tr>
<tr>
<td>The Candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</td>
<td>Identifies differences in learning and performance styles</td>
<td>Designs instruction to meet individual needs</td>
<td>Brings multiple perspectives to the content</td>
<td>Uses strategies to support ELL students' learning</td>
</tr>
<tr>
<td></td>
<td>Utilizes teaching materials that reflect a diverse society</td>
<td>Applies strategies to address areas of exceptionality in learning</td>
<td>Demonstrates knowledge of students' interests and heritage</td>
<td>Understands family, community, and cultural diversity</td>
</tr>
<tr>
<td></td>
<td>Recognizes and deals with prejudices and discrimination</td>
<td>Respects students as individuals and helps them learn to value each other</td>
<td>Accomodates students' learning differences</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 4- Instructional Strategies</th>
<th>Not Observed</th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.</td>
<td>Understands and can implement MN graduation standards</td>
<td>Uses multiple teaching and learning strategies to engage students</td>
<td>Monitors and adjusts strategies in response to learner feedback</td>
<td>Varies instructional process to address learning goals</td>
<td>Uses a wide variety of materials, resources, and media technology</td>
</tr>
<tr>
<td></td>
<td>Nurtures the development of critical thinking and independent problem-solving skills</td>
<td>Demonstrates flexibility and reciprocity in teaching</td>
<td>Develops a variety of clear, accurate presentations and representations of concepts</td>
<td>Communicates learning goals and instructional procedures clearly to students</td>
<td></td>
</tr>
<tr>
<td>Standard 5- Learning Environment</td>
<td>Not Observed</td>
<td>Needs Improvement</td>
<td>Developing</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
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<tr>
<td>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.</td>
<td>Draws from a variety of disciplines to develop strategies for organizing and supporting individual and group work</td>
<td>Helps students work productively and cooperatively</td>
<td>Creates an environment of openness, mutual respect, support, inquiry, and learning</td>
<td>Expresses and uses democratic values in the classroom</td>
<td>Uses different motivational strategies to support continual learning for each student</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 6- Communication</th>
<th>Not Observed</th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.</td>
<td>Communicates in ways that demonstrate sensitivity to cultural and gender differences</td>
<td>Uses effective verbal, nonverbal, and media communication</td>
<td>Uses thoughtful and responsive listening</td>
<td>Fosters culturally sensitive communication</td>
<td>Models effective communication strategies</td>
</tr>
<tr>
<td>Standard 7- Planning Instruction</td>
<td>Not Observed</td>
<td>Needs Improvement</td>
<td>Developing</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
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</tr>
<tr>
<td>The Candidate plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.</td>
<td>Plans instruction to meet curriculum goals</td>
<td>Plans instruction using contextual considerations that bridge curriculum and student experiences</td>
<td>Values planning as a collegial activity</td>
<td>Designs lessons and activities that operate at multiple levels to meet the development needs of diverse students</td>
<td>Selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners and based on principles of effective instruction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 8- Assessment</th>
<th>Not Observed</th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</td>
<td>Knows how to select, construct and use assessment strategies and instruments appropriate to the learning outcome</td>
<td>Recognizes that many different assessment strategies are necessary for monitoring and supporting student learning</td>
<td>Appropriately uses a variety of formal and informal assessment techniques (e.g., observations, portfolios, tests, performance tasks, projects, self-assessments, peer assessment, standardized tests)</td>
<td>Uses assessments to enhance knowledge of students, identify strengths, evaluate progress and modify teaching</td>
<td>Knows how to assess performance toward achievement of the MN graduation standards</td>
</tr>
</tbody>
</table>
### Standard 9 - Reflection and Professional Development

<table>
<thead>
<tr>
<th>Not Observed</th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a willingness to give and receive help and is open to collegial coaching</td>
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<tr>
<td>Demonstrates a commitment to reflection, self-assessment and on-going learning</td>
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<tr>
<td>Understands the influences of the teacher’s behavior on student growth and learning</td>
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<tr>
<td>Knows major areas of educational research and resources available for professional development</td>
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<tr>
<td>Uses classroom observation, student information and research to refine teaching and learning</td>
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<tr>
<td>Reflects on and revises practice based on student outcomes</td>
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<tr>
<td>Seeks out professional literature and other resources for on-going professional development</td>
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<tr>
<td>Draws on colleagues as supports for reflection, problem-solving and new ideas</td>
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<tr>
<td>Understands and models the Minnesota standards of professional conduct</td>
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</table>

The Candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

### Standard 10 - Partnership

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

The Candidate fosters relationships with school colleagues, parents and agencies in the larger community to support students’ learning and well-being.
**Exceeds Expectations:**

The teacher candidate clearly understands the concepts and expectations of teaching for a beginning teacher. The candidate demonstrates consistent and effective performance in an exemplary manner in ESSENTIAL areas of the standard and has made unique contributions to the classroom.

**Meets Expectations:**

The teacher candidate appears to understand the concepts and expectations of teaching for a beginning teacher. The candidate demonstrates consistent and effective performance in an appropriate manner in ESSENTIAL areas of the standard.

**Developing:**

The teacher candidate shows limited understanding of the concepts and expectations of teaching for a beginning teacher. The candidate attempts to demonstrate skills and abilities in the ESSENTIAL areas of the standard with limited success. The candidate demonstrates willingness to further develop in the standard needing attention.

**Needs Improvement:**

The teacher candidate does not appear to understand the concepts and expectations of teaching for a beginning teacher. The candidate either does not attempt to implement the skills and abilities within the standard or does so without success. The candidate lacks the willingness or ability to make changes. Remediation is needed.

*Use the descriptions above as performance ratings for the midterm and final evaluation forms.*
WSU Disposition Form (Complete this survey online)

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.

| Belonging and Support: Conveys a sense of belonging and support to all regardless of background. |
|--------------------------------------------------|---------------------------------|
| Inappropriate: Strongly Disagree | Inappropriate: Somewhat Disagree | Appropriate: No evidence to believe otherwise | Exceptional: Somewhat Agree | Exceptional: Strongly Agree |
| ○ | ○ | ○ | ○ | ○ |
### Area 2: Commitment to Professionalism and Continued Growth

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

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

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

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Inappropriate: Strongly Disagree</th>
<th>Inappropriate: Somewhat Disagree</th>
<th>Appropriate: No evidence to believe otherwise</th>
<th>Exceptional: Somewhat Agree</th>
<th>Exceptional: Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication: Utilizes appropriate oral communication skills in the</td>
<td>○</td>
<td>○</td>
<td>●</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>professional setting, e.g., grammar, usage, word choice, and oral</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>presentation skills.</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Written Communication: Utilizes appropriate written communication skills</td>
<td>○</td>
<td>○</td>
<td>●</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>in the professional setting, e.g., grammar, usage, punctuation,</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>capitalization, and spelling.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Professional Appearance: Demonstrates a professional</td>
<td></td>
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</tr>
</tbody>
</table>
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.

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</tbody>
</table>

**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

Classroom Observation (for TC to observe another teacher)


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:
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

___________________________________________ Journals
### WINONA STATE UNIVERSITY

**Observation for Special Education Student Teaching**

**Student Name:** ________________________________  **Date:** ________________

**School:** ________________________________  **Location:** ________________________________

**Cooperating Teacher:** ________________________________  **Setting/Level:** ________________________________

**Subject:** ________________________________  **No. of Students:** ________________________________

#### ANTECEDENT CONDITIONS:

<table>
<thead>
<tr>
<th>Condition</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials are prepared, ready &amp; appropriate</td>
<td></td>
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<tr>
<td>Creates an organized teaching area</td>
<td></td>
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<tr>
<td>Communicates activity purpose</td>
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<tr>
<td>Gives clear, concise directions</td>
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<tr>
<td>Links material to prior knowledge</td>
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<tr>
<td>Pre-teaches relevant vocabulary</td>
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</table>

**Comments:** ___________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

#### INSTRUCTIONAL SKILLS:

<table>
<thead>
<tr>
<th>Skill</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of content area</td>
<td></td>
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</tr>
<tr>
<td>Plans with knowledge of student skills</td>
<td></td>
<td></td>
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<tr>
<td>Uses appropriate pacing</td>
<td></td>
<td></td>
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<tr>
<td>Constructs varied inputs/activities</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Uses time efficiently</td>
<td></td>
<td></td>
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<tr>
<td>Checks for understanding</td>
<td></td>
<td></td>
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<tr>
<td>Uses a variety of questioning strategies</td>
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<tr>
<td>Gives adequate wait time for responses</td>
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<tr>
<td>Solicits student inputs &amp; opinions</td>
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<td>Gives corrective feedback as needed</td>
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<td>Adjusts instruction based on student response</td>
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<td>Re-teaches when the need is indicated</td>
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<tr>
<td>Provides a structured closure &amp; review</td>
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**Comments:** ___________________________________________________________________________________
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#### BEHAVIOR MANAGEMENT:

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Page 1
| Knows student needs, skills & interests | 1 | 2 | 3 |
| Redirects off-task students | 1 | 2 | 3 |
| Provides varied reinforcement | 1 | 2 | 3 |
| Demonstrates proactive behavior management | 1 | 2 | 3 |
| Uses environmental modifications to manage behavior | 1 | 2 | 3 |
| Imposes logical consequences when needed | 1 | 2 | 3 |
| Models calm and self-control | 1 | 2 | 3 |

Comments: ___________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
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| PROFESSIONAL BEHAVIOR: |
| Uses standard English in oral and written work | 1 | 2 | 3 |
| Dress & grooming are appropriate for classroom | 1 | 2 | 3 |
| Effectively directs paraprofessionals | 1 | 2 | 3 |
| Understands classroom & school rules | 1 | 2 | 3 |

Comments: ___________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

1 = skill improvement needed  2 = acceptable  3 = outstanding  n/o = not observed

University Supervisor: _________________________________________________________________

Student Signature: _________________________________________________________________

Observation _______#1 _______#2 _______#3 _______#4 _______#5_______#6
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 assistant 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”.

For a fillable copy of the Teacher Candidate Disposition and Performance Concern Form or the Student Assistance Plan, go to https://www.winona.edu/teachered/supervisors.asp.