Winona State University

Professional Education Unit

Teacher Education Handbook

2024-2025

Winona State University
Winona, Minnesota

All the information contained in this handbook is subject to change as the Professional Education Licensing Board rules change and/or the College of Education policies change. Students are encouraged to communicate regularly with their program advisor and visit the Teacher Education web site frequently at www.winona.edu/teachered/

WELCOME FROM DEAN SORVAAG

Transformative Education for What is Possible: Your Journey into Education

Dean's Welcome

Your Winona State University College of Education is a place where you will always belong. We remain with you on your journey to the noble profession of education. Our aspirations are tied to your continued learning and growth, your immediate needs, your long-term best interests . . . your teaching/counseling. We want nothing more than your success. Your success is our success. We know that a thriving, well prepared educator devoted to inclusive excellence and deep learning will lead learners that thrive. We believe in whole learner education that includes everyone. For us, *all* means *all*. All learners have deep and rich capacities. It is our shared task to see them, engage them, and bring them into flourishing. Your journey to becoming and being a teacher is a mighty one.

WSU has a storied history and longstanding reputation for educational excellence. What started as the first Normal School for teacher training west of the Mississippi River, at the birth of the state of Minnesota, has grown into a regionally prominent and nationally recognized university. Within our university, your College of Education has prepared, and will continue to prepare, highly effective teachers and educational leaders committed to excellence in public service as influential and effective professional, committed, and humanizing education.

Our College of Education has a rich foundation to support new, innovative, and imaginative thinking as we continue to build our Education Village. You have been an important part of our continued construction and design. The conceptual work continues and involves you. What does it mean to belong to a community united in the pursuit of excellence in education? What does it mean for everyone to fully belong in a learning community? What does it mean to root ourselves in shared values and seek new ways to enliven and explore our human diversity together? What is possible? You will help us answer these questions in ways that humanize our educational endeavors. You are our Education Village.

Your experience at Winona State University, in your College of Education has been unique and has prepared you for the challenges and opportunities ahead. You are a personification of our reputation for excellence in education. You have the opportunity to continue to enrich our thriving, supportive, and compassionate village through your service to children and young people. You are invited to help us to continue to create the new normal – transformative education for what is possible!

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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 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 Education Unit's Core Belief Statement:

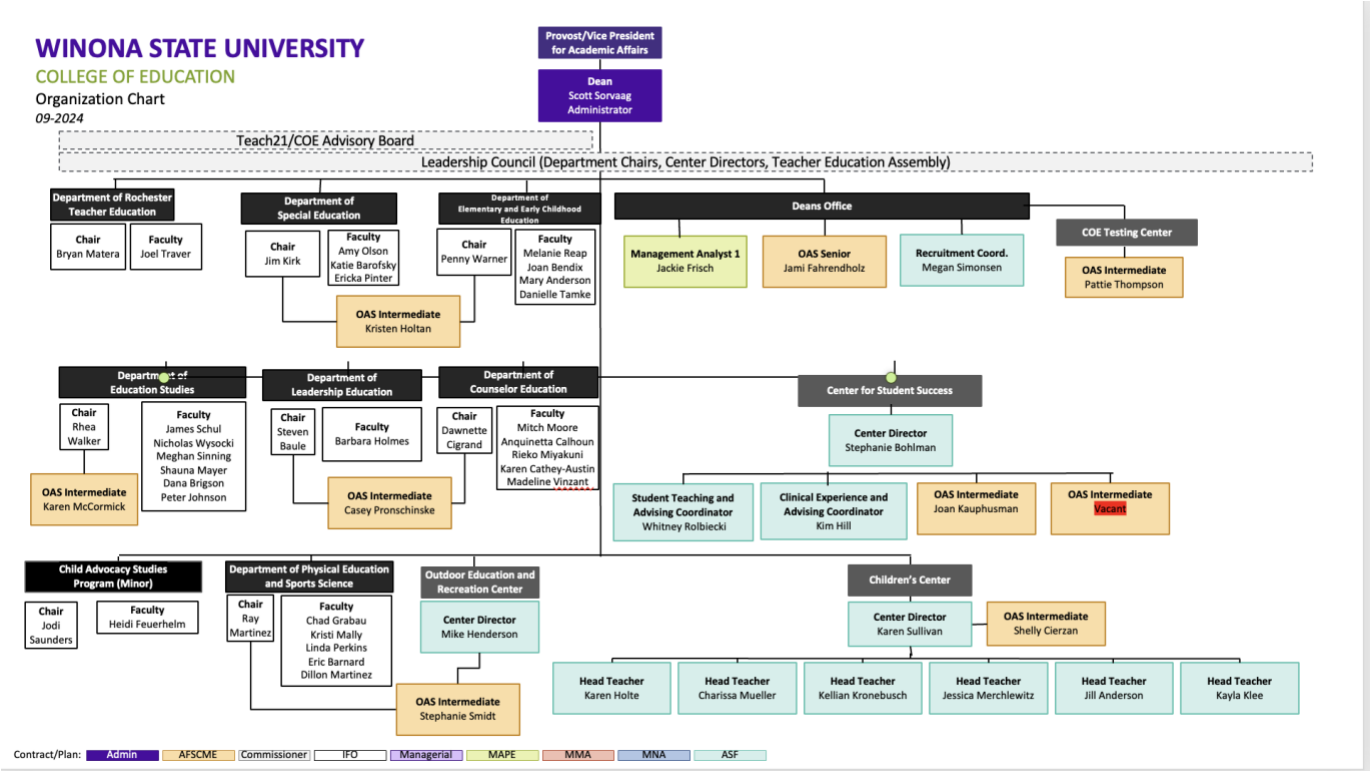
We exist to prepare professionals to continuously improve birth-to-grade 12 (B12) student learning in twenty-first century schools. Through a continuum of clinical experiences and relevant and appropriate instructional methods, WSU graduates are prepared in a community of learners with developmentally 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.

Who Are we?

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.

College of Education Organizational Chart



TEACHER EDUCATION PROGRAMS

Winona State University offers a variety of programs that focus on relevant coursework and practical experiences so that every graduate can face their very first class as a teacher with confidence, ready to meet the challenges of education.
https://www.revisor.mn.gov/rules/8710.2000/

Undergraduate Major leading to licensure	Pre-Code	Major Code
Business Education (5-12)	PBED	BEDT
Early Childhood Education (Birth -3)	--	ECEO
Elementary and Early Childhood (Birth – 6)	PELE	ELEC
Elementary (K-6)	PELM	ELEM
Elementary (K-6) Online (WSU-Rochester)	--	EEPT
Physical Education (K-12)	PPET	PET
Special Education: Developmental Disabilities (K-12)	PSED	SEDD
Special Education: Academic Behavioral Strategist (K-12)	PSEA	SEAB
Art Education (K-12)	PART	ARTT
Communications, Arts, and Literature (5-12)	PCAL	CALT
Music: Instrumental and Classroom (K-12)	PMTI	MSTI
Music: Vocal and Classroom (K-12)	PMTV	MSTV
Social Studies (5-12)	PSSH	SSHT
Spanish (K-12)	PSPN	SPNT
English as a Second Language (K-12)	PESL	ESLT
Health Promotion- School Health (5-12)	PHPT	HPST
ACS Chemistry (9-12)	PCHT	CHCT
Geoscience-Earth Science (9-12)	PESC	ESCT
Biology-Life Science (5-12)	PBLS	BLST
Mathematics (5-12)	PMTH	MTHT
Physical Science: Chemistry (9-12)	--	CPST
Physical Science: Physics (9-12)	--	PPST
Physics (9-12)	PPHS	PHST
Career and Technical Education (7-12)		CTE

Endorsements (must accompany appropriate initial licensure area)	Minor Code
Bilingual/Bicultural Education Minor (K-12)	BBED
Communication Arts and Literature Middle Level Minor (5-8)	MLCA
Developmental/Adapted Physical Education (PreK-12)	APE
Mathematics Middle Level Minor (5-8)	MLMA
Science Middle Level Minor (5-8)	MLSC
Social Studies Middle Level Minor (5-8)	MLSO

Non-Licensure/Endorsement Programs Minors	Minor Code
Adventure Education	AETE
Child Advocacy Studies	CAST
Coaching Minor	COAC
Reading Instruction Minor	EDRD

Non-Licensure/Endorsement Programs Majors	Major Code
Educational Studies Non-Licensure	EDNL

Graduate programs	
School Counseling	

Section 1: Pre-Majors

(prior to Professional Education Unit admittance)

Winona State University College of Education Teacher Education Handbook: *What a Student Should Know*

Prior to the Program

Popular Majors
Business Education (5-12)
Early Childhood Education (Birth-3)
Elementary & Early Childhood (Birth-6)
Elementary (K-6)
Physical Education (K-12)
Special Education: DD & ABS (K-12)

Popular Minors
Bilingual/Bicultural Education (K-12)
Middle Level Math (5-8)
Middle Level Science (5-8)
Middle Level Social Studies (5-8)
Child Advocacy Studies
Reading Instruction Minor

Admission Criteria: 30 college level credits, online programs require 60 college level credits completed, cumulative GPA of at least 2.75, 15 hours of clinical experience are required for admission. *For further information, see online student handbook.*

EMAE liability insurance and a Comprehensive Criminal Background Check is required for admission.

ADVISING & ACAMEDIC SUPPORT

You are not alone!

You will be matched with an academic advisor for your major, and minor if you chose, that will help you through the registration processes throughout your education

- Warrior Success Center
- Tutoring Services
- TRIO SSS
- Access Services

Things to Think About

Academic Progress - portfolios
Coursework Expectations - must maintain a GPA of 2.75 or higher to graduate as well as a "C" or higher in all Professional Education Sequence courses
Pass/No Credit (P/NC) Courses
Repetition of Courses - certain courses cannot be repeated more than once
Incomplete Grades - the grade of an incomplete ("I") may be granted at the discretion of the course instructor in special cases.

Scholarships & Grants

There are several federal grants and WSU scholarships specifically for teacher education students. You are encouraged to apply!

Foundation Scholarships

- Over 60 WSU Foundation scholarships available specifically for students admitted to the Teacher Education Unit

Academic Scholarships

- Students may be eligible for several academic scholarships in addition to the variety of forms of financial aid Winona State has to offer

TEACH Grant

- The Teacher Education Assistance for College and Higher Education (TEACH) Grant program is a "grant to service" program that provides grants of up to $4,000 per year to students who intend to teach in a private of public school that serves students from low-income families.

The Winona State University licensure areas that are currently in the highest demand in Minnesota are: Chemistry, English as a Second Language (ESL), Mathematics, Middle Level science (5-8), Physics, Spanish, Special Education

Teacher Loan Forgiveness Programs

- There are two types of forgiveness programs for teachers
- The Teacher Loan Forgiveness Program is intended to encourage individuals to enter and continue in the teaching profession
- Through this program, if you teach full-time for 5 complete and consecutive academic years in certain elementary and secondary schools and educational services that serve low-income families, and meet other qualifications, you may be eligible for forgiveness of up to a combined total of $17,500 on your Direct Subsidized and Unsubsidized Loans and your Subsidized and Unsubsidized Federal Stafford Loans.

For further questions and concerns, visit winona.edu for official teacher handbook and other online resources.

Apply online! Your high school text scores and GPA can help through the admissions process.

PROGRAM ADMISSION

To be prepared, it is best to understand the admission process into the Teacher Education Programs the minute that you set foot on campus. Keep in mind that admission is competitive, so you will want to go above and beyond the minimum expectations. Because the Professional Education sequence will take 4-5 semesters to complete, apply as soon as you meet the admission criteria.

ADMISSION (ENTRANCE) CRITERIA

The following criteria must be met to be admitted into the Teacher Education Unit:

- Admitted to Winona State University as a degree seeking student.
- 30 college level credits completed with no more than 4 credits of pass/no credit
- Cumulative G.P.A. of at least ≥ 2.75 based on 30 most recent credits including all credits per semester
- B grade or better in a 3-credit college level writing course (ENG 111 if taken at WSU)
- B grade or better in a 3-credit college level speech course (CMST 191 or 192 if taken at WSU)
- C grade or better in a 3-credit college level math course (Math 202 is required for Elementary and Early Childhood majors)
- Early Clinical experience; clinical hours ≥ 15 hours:
  - Complete 15 hours of experience working with children post high school graduation. This criterion can be met by taking EDFD 100 or through work or volunteer experience. These forms are available on the student resource page or in Cathedral 212. Return forms to Cathedral 212.

Online Application

Pre-Education majors will receive an email with the URL for the online application in the beginning of each semester. Application deadlines are October 1 (starts in COE spring semester) and March 1 (starts in COE spring semester) for on-campus majors. Application deadlines for online programs are a priority deadline of March 1with final application deadline of July 1.

Students must apply to the Teacher Education Program with the expected major upon graduation that matches the major listed on their Degree Audit Report (DARS).

Admission Scoring

Applicants are scored on a point-system according to the admission criteria in four areas: Academics, Communication, Mathematics, and Speech.

- The Academics section is based on the GPA the minimum GPA is 2.75. In this section, a student is awarded points based on their GPA. For example, if a student has a GPA of 3.15, then that student would be awarded 3.15 points out of 4 points in this section.
- The Communication section awards points based on the grades achieved in the 4-credit college writing course (ENG 111) and a 3-credit speech courses (CMST 191 or CMST 192). A grade of a "B" in each of these courses would earn 2 points while an "A" would earn the maximum of 3 points. For example, if a student has earned an "A" in English and a "B" in Speech, then that student would be awarded 5 out of 6 points in this section.
- The Mathematic section awards points based on the grade achieved in a 3-credit college math course. A grade of a "C" would earn 1 point while an "A" would earn the maximum of 3 points. If students have taken any higher math courses, an extra point will be added to their scores. For example, if a student has earned a "A" in Math 202 which is a higher math course, then their score would be 4 in this section.

The total score that can be achieved is 14 points. The top students with the highest points are admitted each semester; these are known as Tier 1 students. Students who do not place in the top 110 scores will be put on a waiting list known as Tier 2. If any of the students on Tier 1 drop out, then students on Tier 2 will be contacted starting with the students who have the highest scores on Tier 2.

Admission levels

Full Admission

The total number that can be achieved is 14 points. The top 110 students with the highest points are placed in Tier 1 and are admitted each semester.

Students who do not make it in the top 110 scores will be put on a waiting list. If any of the students in Tier 1 decline or drop out, then the highest scoring students in Tier 2 will be contacted.

Conditional Acceptance

If there are still openings, the Admission Coordinator review the pre-teacher candidates who did not meet all admission requirements. They may grant students conditional admission to fill the remaining openings.

If given conditional admission status, students must schedule a Notice of Concern meeting with the Admission Coordinator.

Admission appeals

If you have concerns about admission or retention, talk to your academic advisor first. Then you should request to meet with your major department chair to further discuss a resolution, if needed.

If your concern is still unresolved, you will submit the Application for Appeal Form. Email education@winona.edu to receive the Application for Appeal Form.

A specific issue may be appealed only once. This Teacher Education Appeals procedure is intended to guarantee all students due process rights and to protect students from bias and retaliation.

After Admission

In the admitted letter, students will receive instructions to obtain EMAE (see fee sheet) for liability insurance and complete a Comprehensive Criminal Background Check (see fee sheet)). Failure to obtain both liability insurance and pass the background check will result in the student being removed from the admission cohort.

Once a student is admitted to the Teacher Education Unit, the student **must** start the Professional Education Sequence courses the following semester and must graduate with the same major listed on their application.

If you cannot start the Professional Education Sequence the following semester you must contact the Center for Student Success and ask to withdraw your acceptance until the following semester. If you do not contact the Center for Student Success and you do not register for the Professional Education Sequence, then you will be removed from the admitted list and you will need to re-apply next semester.

Criminal Convictions or Charges

Please note that some types of convictions or certain charges could make it difficult to obtain a teaching license. If you have questions about this, it is best to contact the Teacher Ethics Specialist at the Professional Education Licensing and Standards Board (PELSB).

Advising

Academic Progress

As part of the program, you will assemble a portfolio to demonstrate in writing that you have gained the necessary skills and experience during your studies at WSU. So, it is helpful if you save all your work from all your classes for possible inclusion in this portfolio.

Coursework Expectations

Remember, all your coursework must be completed before you can student teach, so plan carefully. To graduate, you must maintain a GPA of 2.75 or higher, earn a grade of "C" or better in all Professional Education Sequence coursework including all EDFD classes, HERS 204, and SPED 300 (For K-12 and 5-12 majors, this grade requirement includes EDUC 429
and EDFD 449). Each teacher education program may have additional grade requirements in their major. EEPT students should communicate with their academic advisors to learn which courses in their program are part of the Professional Education Sequence, satisfactorily complete the student teaching experience, and demonstrate proficiency in all competencies as outlined in the student teaching handbook.

Pass/No Credit (P/NC) Courses

Except for field experience and student teaching, you must take all courses in the major, minor, certificate, and licensures on a grade-only basis. The P/NC option is available to non-majors unless otherwise noted. Courses offered on a pass/no-credit-only or grade-only basis are so designated in the course descriptions.

Repetition of Courses

The following courses cannot be repeated more than once due to withdrawal or earning a grade less than "C": all Professional Education Sequence courses including all EDFD classes, HERS 204, and SPED 300; and EDUC 429 and EDFD 449 for K-12 and 5-12 majors. Online students should communicate with their academic advisors to learn which courses in their program are part of the Professional Education Sequence.

Incomplete Grades

The grade of incomplete ("I") may be granted at the discretion of the course instructor in special cases in which, for reasons beyond your control, all course assignments were not finished although you were passing all other aspects of the course. The incomplete must be resolved by the second week of the next semester in which you enroll for any course that serves as a prerequisite for other courses.

Academic Support

If you are struggling to succeed in the Teacher Education Program, our faculty will work to support you and get you back on track so that you can achieve your goals. Please work with your academic advisor to decides which services are applicable to your situation.

- Academic Advisor
- Department Chairperson
- College of Education: Center for Student Success
- Warrior Success Center
- Tutoring
- TRIO SSS
- Access Services

Assistance Plans

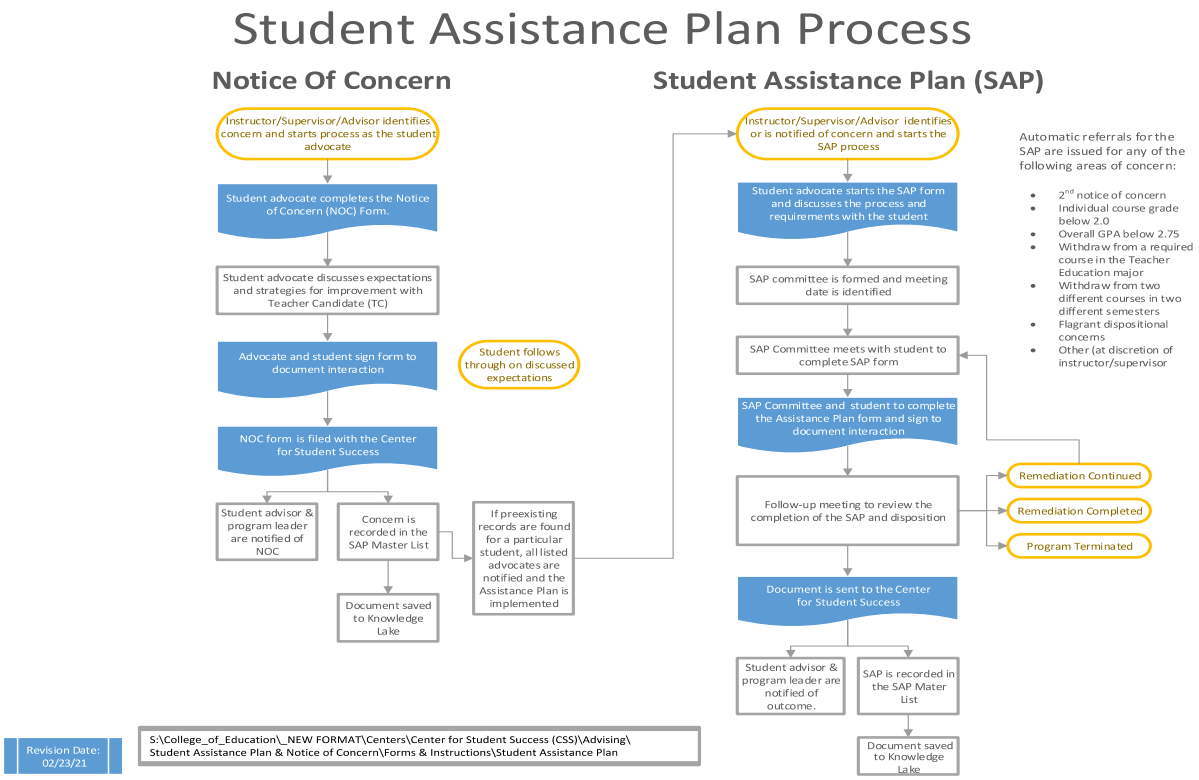
If you are facing academic, personal, or professional problems that affect your studies, contact your academic advisor. Your advisor can begin the process of creating a student assistance plan, so you are able to finish your degree.

Early Intervention Program

Starting with the first semester at Winona State University, students may be identified via the Early Intervention Program. The Early Intervention Program (EIP) is a retention tool used across all colleges at WSU. Teaching faculty receive an email directing them to Warrior Space where they can report on any student in any of their courses that they have academic concerns such as missing classes, not doing assignments, poor test/quiz results, not understanding course materials and more. Once a report is submitted, comments and concerns will be forwarded to the students' assigned academic advisor and any other touch point (supplemental advisors) that the student may relate to (Warrior Success Center, Athletics, Housing and Residential Life, Inclusion and Diversity, TRIO, etc.) for further follow up with the student.

Student Assistance Plan

We are here to support students! This plan provides the process of support and advocacy for the student. The process is a 2-step process including a Notice of Concern (NOC) and a Student Assistance Plan (SAP). The goal is to provide early intervention, support, and advocacy to help the student/teacher candidate grow to their highest potential.



Notice of Concern (NOC)

The Student Assistance Plan was created to support students in their academic journey. If an Instructor/Supervisor/Advisor identifies a concern, then the process is begun as the student advocate. The Notice of Concern (NOC) Form is completed and discussed with the teacher candidate. Advocate and teacher candidate signs the NOC form, student advisor & program leader are notified of NOC, and it is filed with the Center for Student Success and filed in TEVERA.

Student Assistance Plan (SAP)

Instructor/Supervisor/Advisor identifies or is notified of concern and starts the SAP process. (SAP) committee is formed with meeting date. The SAP Committee meets with student to discuss situation and complete the SAP. All sign the document and identify follow-up meeting. student advisor & program leader are notified of SAP, and it is filed with the Center for Student Success and filed in TEVERA.

Follow-up meeting is held to review the completion of the SAP and disposition of the Teacher Candidate with one of three decisions: remediation continued, remediation completed, or program terminated.

Automatic referrals for the SAP are issued for any of the following areas of concern:

- 2nd notice of concern
- Individual course grade below 2.0
- Overall GPA below 2.75
- Withdraw from a required course in the Teacher Education major
- Withdraw from two different courses in two different semesters.
- Flagrant dispositional concerns
- Other (at discretion of instructor/supervisor)

Retention and Appeals

Once you are admitted into the Teacher Education Program of your choice, you will focus on learning what you need to know to be the best teacher possible. Our faculty will help you actively engage in a culture of reflective practice and continuous improvement. You will learn to advocate for your students and their learning through leadership, collaboration, innovation, flexibility, and critical thinking.

Appeals and Dismissal

Teacher Education Unit Appeals Procedure

Teacher education majors should use the following procedures to appeal issues related to admission or retention in the Teacher Education Program. The purpose of the teacher education appeals procedure is to guarantee all students due process rights and to protect students from bias and retaliation.

Note: A specific issue may be appealed only once. This procedure should not be used to appeal course grades. Course grades are appealed through the University Grade Appeal Committee.

If you have concerns about admission or retention in the Teacher Education Program except for grades, first discuss it with your academic advisor. If your concerns remain unresolved, then request to meet with your major department chair to further discuss a resolution to your concern. If your concern is still unresolved, prepare your concern in writing on the Application for Appeal form. The window for submitting admissions appeals is October 15th – November 15th in the fall and March 15th – April 15th in the spring.

Dismissal from Teacher Education

Students may be dismissed from the Teacher Education Program for any of the following reasons:

- Failure to document the fulfillment of student assistance plan commitments.
- Breach of ethical responsibilities, as stated in the Minnesota Code of Ethics for Teachers.
- Breach of ethical responsibilities, as stated in the WSU Student Code of Conduct www.winona.edu/sld/studentconductcode.asp

Note: A student dismissed for a violation will not be allowed to continue in any field experience for that semester, will be dropped from the Teacher Education Program at the end of the semester, and will not be readmitted to the major.

SCHOLARSHIPS & GRANTS

There are several federal grants and WSU scholarships specifically for teacher education students, and students are encouraged to apply. Please refer to our website for additional questions: http://www.winona.edu/teachered/scholarships.asp

Foundation Scholarships

There are more than 60 WSU Foundation scholarships available specifically for students who have been admitted into the Teacher Education Unit. With this many scholarships available, there is bound to be one that is right for you and your area of study. The scholarship window usually opens in February each year. Most of the scholarships are for students enrolled in our undergraduate programs, but there are some available for graduate students as well. Foundation Scholarships can be found at http://www.winona.edu/foundation/ scholarships.asp

Academic Scholarships

Winona State offers world-class education with the tremendous value of public university cost. In addition to a variety of forms of financial aid, students may be eligible for several academic scholarships. All applicants are automatically evaluated for academic awards, so there is no extra paperwork to complete. Academic scholarships can be found at http://www.winona.edu/admissions/ scholarships.asp

TEACH Grant

One grant that is available for students who choose to teach in a high demand area is the TEACH Grant: https://studentaid.ed.gov/sa/types/grants-scholarships/teach. The Teacher Education Assistance for College and Higher Education (TEACH) Grant program is a “grant to service” program that provides grants of up to $4,000 per year to students who intend to teach in a public or private school that serves students from low-income families. The Winona State University licensure areas that are currently in the highest demand in Minnesota are:

- Chemistry
- English as a Second Language (ESL)
- Mathematics
- Middle Level Science (grades 5-8)
- Physics
- Spanish
- Special Education

Teacher Loan Forgiveness Programs

There are two types of loan forgiveness programs for teachers and more specific eligibility information can be found at https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/ teacher The Teacher Loan Forgiveness Program is intended to encourage individuals to enter and continue in the teaching profession. Under this program, if you teach full-time for five complete and consecutive academic years in certain elementary and secondary schools and educational service agencies that serve low-income families, and meet other qualifications, you may be eligible for forgiveness of up to a combined total of $17,500 on your Direct Subsidized and Unsubsidized Loans and your Subsidized and Unsubsidized Federal Stafford Loans.

If you have a loan from the Federal Perkins Loan Program you might be eligible for loan cancellation for full-time teaching at a low-income school, or for teaching in certain subject areas. You can also qualify for deferment for these qualifying teaching services. Check with the school that made your Federal Perkins Loan for more information.

EXPECTATIONS OF TEACHER CANDIDATES

Academics

We have high expectations for our teacher candidates. Students are expected to always adhere to the WSU Academic Integrity Policy. We also expect students to maintain a grade of "C" or better in all Professional Education Sequence coursework including all EDFD classes, HERS 204, and SPED 300. For K-12 and 5-12 majors, this grade requirement includes EDUC 429 and EDFD 449. Online students should communicate with their academic advisors to learn which courses in their program are part of the Professional Education Sequence. Take the initiative to get to know your academic advisor. You can work together to draft an academic plan, declare your major and monitor your DARS report. Remember, be thoughtful in your course selections because this is your chance to take charge of your own future.

Professional Dispositions

A disposition of teaching begins during the first semester of the college experience. As you are enrolled in general education courses, the pre-teaching major begins to develop the three dispositions expected of all majors in the College of Education:

1) *Commitment to students and a positive learning environment;*
   Teachers should have a "student-first" attitude and create a positive learning environment for all students.

2) *Commitment to professionalism and continued growth; and*
   Teachers realize learning is continual; growing into a professional is a process. As you learn foundational knowledge through the general education "goal" courses, realize this information will form the bedrock for the knowledge about educating your future students.

3) *Communication and commitment to colleagues, family, and the community.*
   Teachers model a strong work ethic, promoting responsibility, promoting communication and collaboration. During your initial semesters, you will enhance personal communication skills (listening, written, and spoken) that are important throughout the teaching profession. You will be asked to complete class work in groups and individually. All these assignments are opportunities for you to grow your own collaborative skills and responsibility so you will be an effective model as a teacher.

Code of Ethics

There is a lot of terminology within the education field. As you progress through your major, familiarize yourself with the definitions and reflect on what it means to you. When you entered WSU, you chose a teaching major, or you possibly switched to a teaching major. You have made the right decision.

A basic terminology is professional conduct. PELSB has set principles to guide the profession, Code of Ethics. As a Pre Major, there are expectations to guide your behavior set forth by the university and teacher education.

WSU Student Code of Conduct: The basis of the Code of Conduct is to "promote a culture of responsibility and good citizenship" on campus and within the community.

For example, expected conduct:

- Attend classes.
- Respect others and yourself.
- Ask for assistance when needed.
- Abide by societal and university laws.
- Limit and reflect on intent of posting personal pictures and information on social media.
- Stand up for others and yourself.
- Use proper language within appropriate settings.

Community Engagement

A well-rounded student is involved in the university and community in ways that transcend classroom attendance and performance. The competitive teacher candidate will have a well- established record of such involvement. This might include but is not limited to WSU student clubs and local volunteer opportunities. Significant experience with diverse populations is key in developing the ability to relate to the wide variety of students with whom the teacher candidate will interact. They should be proactive in this area and take advantage of every opportunity which will allow for growth.

DIVERSITY OPPORTUNITIES

Our teacher candidates have opportunities to interact with peers who are ethnically, racially, linguistically, socioeconomically, and exceptionally diverse as well as B-12 learners in a variety of campus, community, and even global settings.

Inclusion & Diversity Office

The mission of the WSU Inclusion & Diversity Office is to build an inclusive community. To that end, they organize several programs and events throughout the year for students, faculty, staff, and the community.

Kids First

The students enrolled in Special Education 300 - Children and Youth with Exceptionalities class serve approximately 100 children who reside at Maplewood Townhomes in Winona. When Carol Marchant began the Kids First program six years ago, it was a small venture with the goal to increase literacy levels. Since then, the program has expanded, leaving a positive impact on the local community and university.

Kids First is a requirement for all teacher education candidates on the Winona campus; every education major has the privilege of participating in the service-learning course. This is a great time for the Winona State Education students to work one-on-one in a friendly and comfortable setting with students from different cultural backgrounds.

Urban Immersion Experience

The Educational Foundation (EDFD) courses 460 and 462 may be substituted with EDFD 308 - Human Relations and Student Diversity is available each May as an Immersion experience. The course takes a laboratory and a directed study approach in areas such as communication, group interaction, trust, interpersonal relationships, and the study of minorities, ethnic groups, and second language learners. Prerequisites: Admission to the teacher education program. Grade only. Offered May term.

Student Clubs & Organizations

Winona State University offers more than 180 student clubs and organizations with a wide range of purposes and interests from academic clubs to honor societies to sports clubs. There are also many cultural clubs that represent the voices of our diverse student body. Clubs are a great way to meet new people and hear different viewpoints and students are encouraged to join clubs that interest them.

Travel Study & Study Abroad

Travel study and Study Abroad programs are designed to encourage students to engage in critical thinking, experience first-hand the value systems and diverse lifestyles of other cultures and participate in meaningful service-learning projects. Oftentimes interdisciplinary, these programs enhance student global and cultural awareness through constant engagement and reflection.
These programs utilize the unique characteristics of an international location to extend learning to the world beyond classrooms in short-term courses taught by WSU faculty. The courses are designed by WSU faculty, who accompany a group of students abroad. Since travel study courses are usually held during summer or winter breaks, they do not conflict with students' regular class schedules. Most programs satisfy a University Studies or General Education requirement and/or count towards a particular major or minor.

Benefits of International Experience

- To attain global competencies
- To develop intellectual growth
- To acquire career skills needed to compete in the 21st century global job market
- To earn academic credits towards graduation
- To understand cultures and ways of life of people from different parts of the world
- To explore and compare knowledge, beliefs, and values of different cultures
- To learn a second language
- To relate classroom learning to real world experiences
- To engage in exercises involving critical analysis, reflection, and transfer of knowledge
- To balance academic course work and travel experiences

Multicultural Education Certificate Program

Demographic differences (e.g., ethnic, racial, socioeconomic, gender, sexuality, religious, linguistic, and physical/cognitive) characterize members of our social and professional communities. Winona State University's Multicultural Education Certificate Program (MECP) is designed to prepare professionals to work more effectively with diverse clientele within their respective education, health, law enforcement, social service, faith, non-profit, arts, military, business, and industry sectors throughout Southeast Minnesota. This certificate program provides participants with the opportunity to both analyze their own cultural experiences and work more closely with both clientele and their communities to examine how services can be provided in a more equitable manner.

Field Experience

Prior to applying to the College of Education you need to complete 15 hours in an early clinical experience. These hours may be completed in a plethora of ways. All hours must be completed after high school graduation. Here are a few ideas that would work:

- WSU EDFD 100
- WSU EDFD 150
- comparable work or volunteer experience, following high school graduation, which involved working with children.

The professor, supervisor, or employer will need to complete the Early Clinical Documentation Form (pdf) that can be found at *https://www.winona.edu/teachered/resources.asp*

Section 2: Teacher Candidates

(admitted to Professional Education Unit)

Winona State University College of Education Teacher Education Handbook: What a Student Should Know

Admittance to the College of Education

Expectations of Teacher Candidates

Academics

- Adhere to the WSU Academic Integrity Policy
- Maintain a grade of "C" or better in all Professional Education Sequence coursework
- Declare major and monitor DARS report

Community Engagement

- Involvement that transcends classroom attendance and performance
- well-established record of involvement
- Significant experiences with diverse populations is key
- Take advantage of every opportunity that allows for growth

Professional Dispositions

- Commitment to Students and Positive Learning Environment
- Commitment to Professionalism and Continue Growth
- Creating an environment that helps students learn while also modeling communication & commitment to colleagues, family, and community

Diversity Opportunities

Inclusion and Diversity Office
Kids First - Maplewood Townhomes
Rochester Campus Opportunities
St. Paul Urban Immersion Experience

MECP - Multicultural Education Certificate Program

Available

Travel Study & Study Abroad

- Obtain global competencies
- Develop intellectual growth
- Earn credits towards graduation
- Understand different cultures and ways of life
- Relate classroom learning to real world experiences
- Balance academic course work and travel experiences

Most programs satisfy a University Studies or General Education requirement are usually held during summer or winter breaks

-FIELD EXPERIENCE-

The process of learning to teach requires opportunities to engage in ongoing authentic experiences.

- **MINIMUM** of 100 hours of field experiences prior to student teacher
- You gain these hours in a variety of K-12 classrooms, some courses have embedded field experience, some you will receive placements
- You will receive you field placement only when you EMAE and Background Checks have been verified

Student Expectations

- Attendance
- Liability Insurance Coverage (coverage spans from Sept. 1 - Aug. 31)
- Professionalism During Clinical Experiences
- Transportation (placements can be up to 40 miles from WSU

Things to Think About -

- Make initial contact with you cooperating teacher using email. Teacher emails are found under the staff directory on the school's page.
- Become familiar with the rules and regulations of the school, and policies and procedures of the classroom teacher
- Give evidence of willingness to assist as well as welcome feedback

Co Teaching Strategies You May Experience

- One Teach, One Observe
- One Teach, One Assist
- Station Teaching
- Parallel Teaching
- Supplemental Teaching
- Alternative (Differentiated) Teaching
- Team Teaching

Teacher Candidates: Welcome to the College of Education and the Professional Education Unit!

After Admission

In the admitted letter, students will receive instructions to obtain EMAE (see fee sheet) for liability insurance and complete a Comprehensive Criminal Background Check (see fee sheet)). Failure to obtain both liability insurance and pass the background check will result in the student being removed from the admission cohort.

Once a student is admitted to the Teacher Education Unit, the student **must** start the Professional Education Sequence courses the following semester and must graduate with the same major listed on their application.

If you cannot start the Professional Education Sequence the following semester you must contact the Center for Student Success and ask to withdraw your acceptance until the following semester. If you do not contact the Center for Student Success and you do not register for the Professional Education Sequence, then you will be removed from the admitted list and you will need to re-apply next semester.

Academic Progress

As part of the program, you will assemble a portfolio to demonstrate in writing that you've gained the necessary skills and experience during your studies at WSU. So, it is helpful if you save all your work from all your classes for possible inclusion in this portfolio.

Coursework Expectations

Remember, all your coursework must be completed before you can student teach, so plan carefully. To graduate, you must maintain a GPA of 2.75 or higher, earn a grade of "C" or better in all Professional Education Sequence coursework including all EDFD classes, HERS 204, and SPED 300 (For K-12 and 5-12 majors, this grade requirement includes EDUC 429
and EDFD 449). Each teacher education program may have additional grade requirements in their major. Online students should communicate with their academic advisors to learn which courses in their program are part of the Professional Education Sequence, satisfactorily complete the student teaching experience, and demonstrate proficiency in all competencies as outlined in the student teaching handbook.

Pass/No Credit (P/NC) Courses

Except for field experience and student teaching, you must take all courses in the major, minor, certificate, and licensures on a grade-only basis. The P/NC option is available to non-majors unless otherwise noted. Courses offered on a pass/no-credit-only or grade-only basis are so designated in the course descriptions.

Repetition of Courses

The following courses cannot be repeated more than once due to withdrawal or earning a grade less than "C": all Professional Education Sequence courses including all EDFD classes, HERS 204, and SPED 300; and EDUC 429 and EDFD 449 for K-12 and 5-12 majors. Online students should communicate with their academic advisors to learn which courses in their program are part of the Professional Education Sequence.

Incomplete Grades

The grade of incomplete ("I") may be granted at the discretion of the course instructor in special cases in which, for reasons beyond your control, all course assignments were not finished although you were passing all other aspects of the course. The incomplete must be resolved by the second week of the next semester in which you enroll for any course that serves as a prerequisite for other courses.

Academic Support

If you are struggling to succeed in the Teacher Education Program, our faculty will work to support you and get you back on track so that you can achieve your goals. Please work with your academic advisor to decides which services are applicable to your situation.

- Academic Advisor
- Department Chairperson
- College of Education: Center for Student Success
- Warrior Success Center
- Tutoring
- TRIO SSS
- Access Services

Assistance Plans

If you are facing academic, personal, or professional problems that affect your studies, contact your academic advisor. Your advisor can begin the process of creating a student assistance plan, so you are able to finish your degree.

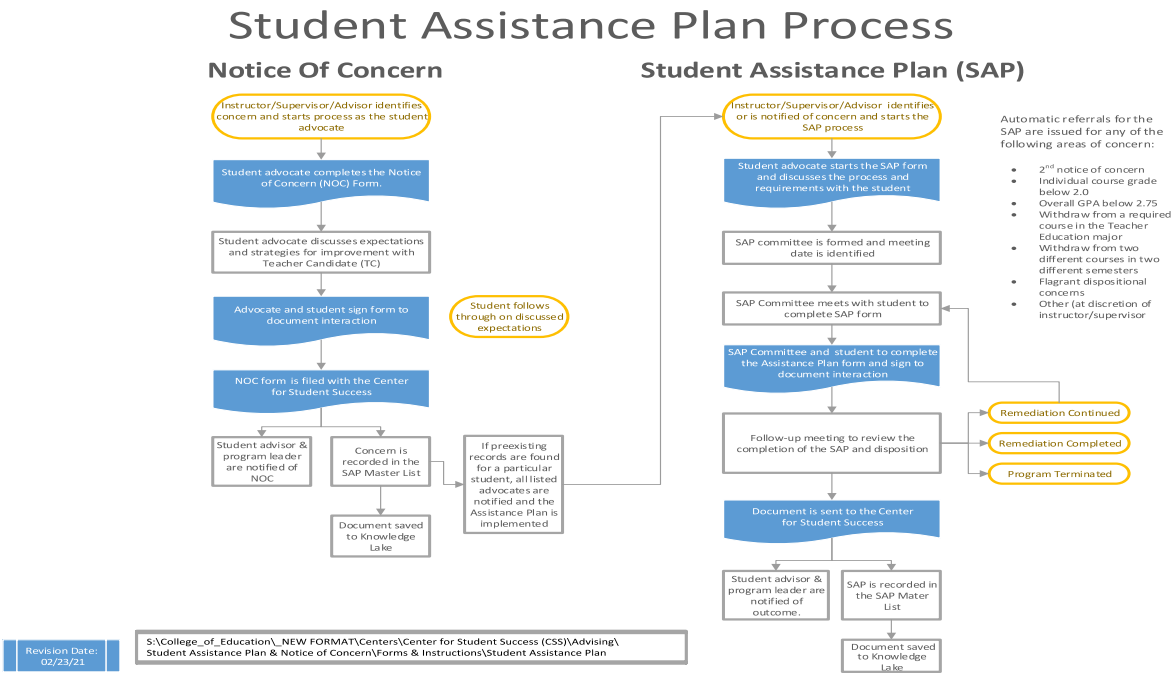
Early Intervention Program

Starting with the first semester at Winona State University, students may be identified via the Early Intervention Program. The Early Intervention Program (EIP) is a retention tool used across all colleges at WSU. Teaching faculty receive an email directing them to Warrior Space where they can report on any student in any of their courses that they have academic concerns such as missing classes, not doing assignments, poor test/quiz results, not understanding course materials and more. Once a report is submitted, comments and concerns will be forwarded to the students' assigned academic advisor and any other touch point (supplemental advisors) that the student may relate to (Warrior Success Center,

Athletics, Housing and Residential Life, Inclusion and Diversity, TRIO, etc.) for further follow up with the student.

Student Assistance Plan

We are here to support students! This plan provides the process of support and advocacy for the student. The process is a 2-step process including a Notice of Concern (NOC) and a Student Assistance Plan (SAP). The goal is to provide early intervention, support, and advocacy to help the student/teacher candidate grow to their highest potential.



Notice of Concern (NOC)

The Student Assistance Plan was created to support students in their academic journey. If an Instructor/Supervisor/Advisor identifies a concern, then the process is begun as the student advocate. The Notice of Concern (NOC) Form is completed and discussed with the teacher candidate. Advocate and teacher candidate signs the NOC form, student advisor & program leader are notified of NOC, and it is filed with the Center for Student Success and filed in TEVERA.

Student Assistance Plan (SAP)

Instructor/Supervisor/Advisor identifies or is notified of concern and starts the SAP process. (SAP) committee is formed with meeting date. The SAP Committee meets with student to discuss situation and complete the SAP. All sign the document and identify follow-up meeting. student advisor & program leader are notified of SAP, and it is filed with the Center for Student Success and filed in TEVERA.

Follow-up meeting is held to review the completion of the SAP and disposition of the Teacher Candidate with one of three decisions: remediation continued, remediation completed, or program terminated.

Automatic referrals for the SAP are issued for any of the following areas of concern:

- 2nd notice of concern
- Individual course grade below 2.0
- Overall GPA below 2.75
- Withdraw from a required course in the Teacher Education major
- Withdraw from two different courses in two different semesters.
- Flagrant dispositional concerns
- Other (at discretion of instructor/supervisor)

Retention and Appeals

Once you are admitted into the Teacher Education Program of your choice, you will focus on learning what you need to know to be the best teacher possible. Our faculty will help you actively engage in a culture of reflective practice and continuous improvement. You will learn to advocate for your students and their learning through leadership, collaboration, innovation, flexibility, and critical thinking.

Appeals and Dismissal

Teacher Education Unit Appeals Procedure

Teacher education majors should use the following procedures to appeal issues related to admission or retention in the Teacher Education Program. The purpose of the teacher education appeals procedure is to guarantee all students due process rights and to protect students from bias and retaliation.

Note: A specific issue may be appealed only once. This procedure should not be used to appeal course grades. Course grades are appealed through the University Grade Appeal Committee.

If you have concerns about admission or retention in the Teacher Education Program except for grades, first discuss it with your academic advisor. If your concerns remain unresolved, then request to meet with your major department chair to further discuss a resolution to your concern. If your concern is still unresolved, prepare your concern in writing on the Application for Appeal form. The window for submitting admissions appeals is October 15th – November 15th in the fall and March 15th – April 15th in the spring.

Dismissal from Teacher Education

Students may be dismissed from the Teacher Education Program for any of the following reasons:

- Failure to document the fulfillment of student assistance plan commitments.
- Breach of ethical responsibilities, as stated in the Minnesota Code of Ethics for Teachers.
- Breach of ethical responsibilities, as stated in the WSU Student Code of Conduct www.winona.edu/sld/studentconductcode.asp

Note: A student dismissed for a violation will not be allowed to continue in any field experience for that semester, will be dropped from the Teacher Education Program at the end of the semester, and will not be readmitted to the major.

EXPECTATIONS OF TEACHER CANDIDATES

Academics

We have high expectations for our teacher candidates. Students are expected to always adhere to the WSU Academic Integrity Policy. We also expect students to maintain a grade of "C" or better in all Professional Education Sequence coursework including all EDFD classes, HERS 204, and SPED 300. For K-12 and 5-12 majors, this grade requirement includes EDUC 429 and EDFD 449. Online students should communicate with their academic advisors to learn which courses in their program are part of the Professional Education Sequence. Take the initiative to get to know your academic advisor. You can work together to draft an academic plan, declare your major and monitor your DARS report. Remember, be thoughtful in your course selections because this is your chance to take charge of your own future.

Professional Dispositions

A disposition of teaching begins during the first semester of the college experience. As you are enrolled in general education courses, the pre-teaching major begins to develop the three dispositions expected of all majors in the College of Education:

1) *Commitment to students and a positive learning environment;*
   Teachers should have a "student-first" attitude and create a positive learning environment for all students.

2) *Commitment to professionalism and continued growth; and*
   Teachers realize learning is continual; growing into a professional is a process. As you learn foundational knowledge through the general education "goal" courses, realize this information will form the bedrock for the knowledge about educating your future students.

3) *Communication and commitment to colleagues, family, and the community.*
   Teachers model a strong work ethic, promoting responsibility, promoting communication and collaboration. During your initial semesters, you will enhance personal communication skills (listening, written, and spoken) that are important throughout the teaching profession. You will be asked to complete class work in groups and individually. All these assignments are opportunities for you to grow your own collaborative skills and responsibility so you will be an effective model as a teacher.

These professional dispositions are assessed throughout your program aligned with different classes as you work with students in the P12 setting: SPED 300 or program entry (online programs); EDFD 440 and EDFD 441; and at student teaching. Professional dispositions are also the foundation for the Student Assistance Plan intervention.
If there is a low rating in any area of the disposition then the Student Assistance Plan intervention becomes active for the student, initiated by the Center for Student Success, a professor, a supervisor, or Academic Advisor.

Code of Ethics

State of Minnesota and the Minnesota Professional Educator Licensing and Standards Board (PELSB) have expectations of behavior as a practicing educator. The principles guiding this is the Code of Ethics as described in current legislation 8710.2100 (Minnesota Rules).

We believe, when you declare your teaching major, you are responsible to adhere to the expected conduct set forth by the Code of Ethics. This is reflected in our conceptual framework, dispositions, clinical practice, course expectations, university conduct, etc. In essence, the embodiment of your chosen teaching major. The Code of Ethics Alignment matrix provides a bigger picture of the shared building blocks that create a strong **Professional Conduct.**

Our WSU education community is obligated to serve the public, our B-12 students, teachers and school personnel, and our profession in highest professional conduct. We wear our purple every day proudly.

Code of Ethics for Majors

During Induction Day, you were formally admitted to your teacher education major. You are now a teacher candidate who has obligations of professional conduct beyond being a college student. Your courses will have field experience hours, which you will be working with children within the schools, community agencies, and/or non-profit agencies. Your responsibilities are extended beyond the university and major to include your clinical placements. We partner with our placement sites to guide you forward to graduation and licensure. Our children deserve the best possible learning environments. You will be creating these environments for all children.

Pre-Major conduct still applies at this level, but it now includes more expectations.

For example, expected conduct:

- Maintain minor personal information privately as indicated by school policy and current statutes. The information must not be shared verbally, nonverbally, textually, posted in social media, etc. If you violate such policies and statues, it may become more than dealt at the course level to include law enforcement.
- Attend clinical experiences diligently and timely as this is your proposed lifelong career. Teachers plan on your attendance and the children expect to see you.
- Dress professionally.
- Know your content. Children will quickly identify those who don't understand or lack the ability to explain concepts.
- Respect your cooperating teacher's knowledge and classroom. You are a guest in the classroom who is observing and learning from a practicing teacher.
- Choose language carefully as children will remember and repeat what you say.
- Reflect on the connection between theory and practice. Be prepared to identify developmentally appropriate pedagogy within a classroom.
- pedagogy within a classroom.

Community Engagement

A well-rounded student is involved in the university and community in ways that transcend classroom attendance and performance. The competitive teacher candidate will have a well- established record of such involvement. This might include but is not limited to WSU student clubs and local volunteer opportunities. Significant experience with diverse populations is key in developing the ability to relate to the wide variety of students with whom the teacher candidate will interact. They should be proactive in this area and take advantage of every opportunity which will allow for growth.

Student Clubs & Organizations

Winona State University offers more than 180 student clubs and organizations with a wide range of purposes and interests from academic clubs to honor societies to sports clubs. There are also many cultural clubs that represent the voices of our diverse student body. Clubs are a great way to meet new people and hear different viewpoints and students are encouraged to join clubs that interest them.

Travel Study & Study Abroad

Travel study and Study Abroad programs are designed to encourage students to engage in critical thinking, experience first-hand the value systems and diverse lifestyles of other cultures and participate in meaningful service-learning projects. Oftentimes interdisciplinary, these programs enhance student global and cultural awareness through constant engagement and reflection.
These programs utilize the unique characteristics of an international location to extend learning to the world beyond classrooms in short-term courses taught by WSU faculty. The courses are designed by WSU faculty, who accompany a group of students abroad. Since travel study courses are usually held during summer or winter breaks, they do not conflict with students' regular class schedules. Most programs satisfy a University Studies or General Education requirement and/or count towards a particular major or minor.

Benefits of International Experience

- To attain global competencies
- To develop intellectual growth
- To acquire career skills needed to compete in the 21st century global job market
- To earn academic credits towards graduation
- To understand cultures and ways of life of people from different parts of the world
- To explore and compare knowledge, beliefs, and values of different cultures
- To learn a second language
- To relate classroom learning to real world experiences
- To engage in exercises involving critical analysis, reflection, and transfer of knowledge
- To balance academic course work and travel experiences

Multicultural Education Certificate Program

Demographic differences (e.g., ethnic, racial, socioeconomic, gender, sexuality, religious, linguistic, and physical/cognitive) characterize members of our social and professional communities. Winona State University's Multicultural Education Certificate Program (MECP) is designed to prepare professionals to work more effectively with diverse clientele within their respective education, health, law enforcement, social service, faith, non-profit, arts, military, business, and industry sectors throughout Southeast Minnesota. This certificate program provides participants with the opportunity to both analyze their own cultural experiences and work more closely with both clientele and their communities to examine how services can be provided in a more equitable manner.

FIELD EXPERIENCES

Field experiences can be associated with a variety of courses on campus. In this handbook, you will find helpful information so that your experience is valued and successful. Field experiences are a vital part of any education program and are central to the successful completion of your program. The process of learning to teach requires opportunities to engage in ongoing authentic experiences.

Clinical practices or field experiences and student teaching is central to high-quality teacher preparation. WSU students are placed with master teachers in the field to understand and apply the practices from courses to teaching.

Education majors are required to have a **minimum** of 100 hours of field experiences prior to student teaching. The PELSB Board states:

"*A candidate for licensure to teach elementary students in kindergarten through grade 6 must have a variety of field experiences which must include at least 100 school-based hours prior to student teaching that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.*"

The 100 hours include both the content and the scope of the license: You will need to complete a minimum 100 hours of field experience prior to student teaching, this must be within the scope and content of your license. There is no "double-counting" of hours.

Note: You may have the minimum number of hours and still need to complete field experience hours related to a course; you MUST complete the total hours per course no matter what the final total of hours. Double majors need the minimum of 100 hours with at least 30 in each major.

(EX: Elementary student with a middle school minor with 100 hours still needs to take EDFD 449 requiring 30 hours in middle school content class and EDUC 429 requiring 10 hours in middle school content class. The student can complete all 40 hours in the same classroom, but the total of hours MUST be 40 hours.)

K-12: elementary, middle, and high school experiences between field experiences and student teaching.

5-12: middle and high school experiences between field experiences and student teaching.

Elementary and Early Childhood listed below:

- Early Childhood (Birth-Grade 6 license): Infant/Toddler, K-2, 3-6
- Elementary (K-6 license): K-2 and 3-6
- Elementary with middle school minor: K-2, 3-6 and middle school (7-8)
-

ALL field experiences requirements and total hours must be completed even if the teacher candidate has

already exceeded the 100 hours.

During registration for all EDFD Courses, a field experience is taken simultaneously with the course. These are listed as CPES courses with EDFD Courses. Additionally, students will also have field experiences associated with other courses, especially in Methods Courses. Students will be assigned cooperating teachers in area schools in their licensure area. Students should NOT contact schools personally. This is done with permission of area administrators.

You will receive your field placement only when your EMAE and Background Checks have been verified. Placements begin within the first few weeks of each semester and is coordinated and approved by your instructor for the course.

- Methods courses- professor
- CPES courses- professor of record
- CPPE Courses- professor
- ELEM & ELEC- Immersion Day
- SPED- professor

Field Experience Student Expectations

ATTENDANCE

Punctuality is required of all field experience students. In cases where absence is necessary, it is the field experience student's responsibility to notify the cooperating teacher. If a student misses more than 1 time in the placement, the absence must be made up at the end of the placement period. Chronic absence is a basis for dismissal from the field experience program and lowered or failing grades. This can prevent a teacher candidate from progressing through the sequence of courses.

LIABILITY INSURANCE COVERAGE

All Winona State University field experience students are required to carry liability insurance. Students must purchase Education Minnesota Aspiring Educators (EMAE) insurance as a form of liability insurance. In addition to the insurance, a student becomes a member of the Minnesota Education Association. EMAE Insurance is renewed every year. EMAE Insurance coverage spans from September 1-August 31. Completion of this requirement is monitored by the Center for Student Success. ***Without this insurance, students will not be assigned a placement.***

PROFESSIONALISM DURING CLINICAL EXPERIENCES

Dress for Success! The way you dress will create an impression on teachers and students. Avoid wearing casual outfits such as jeans, t-shirts, or athletic outfits. If you do not have professional attire, this can be easily found at Good Will, Grace Place, Salvation Army, and Restored Blessings in Winona. Follow the Minnesota Code of Ethics for Teachers (see back of handbook for details).

TRANSPORTATION

It is the responsibility of the field experience student to arrange for transportation to and from the assignment. **Placements can be up to 40 miles from Winona State University**. Travel time is NOT included in the hours counted towards the minimum of 100 hours of field experiences.

Placement Guidelines

BEFORE YOUR VISIT

Make initial contact with your cooperating teacher using email. Teacher emails are found under the staff directory on the school's page.

- Address the cooperating teacher by their preferred professional title.
- Introduce yourself in the body of the email. The introduction should include the class you are taking and the time you have been assigned to the classroom.
- Ask if email is the preferred way to communicate with them.
- Establish a time to meet and visit the class.
- Take a test drive to your school location. This will help you gauge the time it takes to travel from campus to your school destination.

Sample Letter:

Dear Cooperating Teacher Name Write a paragraph that opens with a sentence in which you express your enthusiasm for joining the class for your field experience. Include the course name and number of hours you expect to work in the classroom. Confirm your arrival day and time. Write a couple of sentences about your major/minor and related interests. Write a couple of sentences about your goals for this class. Confirm the preferred method of communication for the cooperating teacher (text, email, phone). End with a positive statement about joining the class.

DURING THE FIELD PLACEMENT EXPERIENCE

- Inform the cooperating teacher concerning goal development during field experience.
- Become familiar with rules and regulations of the school, and policies and procedures of the classroom teacher.
- Develop understanding regarding the organization, administration, and philosophy of the school assigned.
- Give evidence of a willingness to assist the cooperating teacher(s) with clerical and supplemental instructional tasks.
- Welcome feedback from the cooperating teacher(s) and work to implement suggestions for improvement.
- Avoid situations which are outside the responsibility of a field experience student.
- Model appropriate speaking and writing skills.
- Put away cell phones and computers during your field experience time.
- Pay particular attention to these specifics:
  - Learn names of students.
  - Be well-groomed and practice good habits of person hygiene.

- Show interest, initiative, and enthusiasm and demonstrate resourcefulness.
- Be friendly, cooperative, and considerate of teachers, students, and total staff.
- Use equipment and materials responsibly and carefully.

IF PROBLEMS ARISE

If a concern develops with the cooperating teacher you are assigned, try to solve the problem by addressing the issue professionally and directly with the cooperating teacher. If this does not resolve the situation, you should contact the faculty member teaching the course. The faculty member will contact the appropriate university personnel.

WRAPPING UP YOUR FIELD EXPERIENCE

Conclude your experience by writing an email or sending a card to the cooperating teacher thanking them for providing you this experience. Remember, each time you are in the field, you are "interviewing" indirectly for a job!

SUGGESTIONS FOR PARTICIPATION:

Put yourself in many situations so that you can be fully prepared to teach your own classroom. Ask your cooperating teacher if you can participate in the following ways:

- Take Ownership of your experience.
- Work on your teaching goals.
- Be open to constructive feedback, as this will provide you with opportunities for growth.

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. The teacher assisting often lends a voice to students or groups who would hesitate to participate or add comments.
- **Station Teaching**
  - The co-teaching pair divides 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. Often an independent station will be used along with the teacher led stations.
- **Parallel Teaching**
  - Each teacher instructs half the students. The two teachers are addressing the same instructional material, using the same teaching strategies. The greatest benefit to

this approach is the reduction of student to teacher ratio.

- **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 re-taught, extended or remediated.
- **Alternative (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. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader.

WSU Checklist for Field Experiences

When you receive your placement:

_____ Contact your supervising teacher via e-mail to introduce yourself and schedule a time to visit the classroom.

_____ Include your name and phone number for a return call if the cooperating teacher needs to contact you.

_____ Inquire about policies and procedures you should observe when visiting, especially with regard to checking in and out of school.

_____ Keep all appointments and arrive at school promptly each time you visit.

_____ Notify the cooperating teacher immediately if you need to change a visit.

First visit to the school/classroom:

_____ Introduce yourself to the office staff and principal (if available).

_____ Give the cooperating teacher information about the requirements from the professor of the course.

_____ Discuss the schedule and ask how you can be involved in the classroom.

_____ Explain what your requirements are for this placement (How many hours, how many lessons you must teach, you should explain that you want to be active).

_____ Ask about classroom policies and express appreciation to the cooperating teacher for agreeing to work with you.

Throughout the placement:

_____Share your expectations and class requirements with the cooperating teacher and seek input as to your progress.

_____ Direct any concerns about your field experience to your course instructor or field coordinator in a confidential setting.

_____ Remain objective in your evaluation of the experience, reserving negative criticism.

_____ Maintain a professional demeanor at all times and adhere to school guidelines.
_____ Express your appreciation in an email or card to the cooperating teacher at the end of the placement as they have volunteered time and talent to provide you a good experience.

Completion of your placement:
_____ Faculty of the course will complete the final information regarding each placement.

ROLE FOR COURSE INSTRUCTOR

- Provide placement for the student.
- Provide course information and expectations to the student.
- Provide a written document to the cooperating teacher, outlining the student goals for the course.
- Check progress of student during the course, through discussions and feedback and by reviewing the Dispositions data
- Document the field hours, by reviewing the ***Field Transcript*** at the end of each semester.

DISPOSITIONS ASSESSMENT

The dispositions evaluation is completed for the following courses: SPED 300, EDFD 400/401, EDFD 440/441 and Student Teaching. It is submitted by the classroom teacher and the course instructor. This appraisal is combined with the faculty's evaluation of the classroom work. In addition, random checks with cooperating teachers are made for all field experience courses. A copy of the Dispositions criteria is in the appendix of this handbook. The Dispositions Form can be found at this link: *https://www.winona.edu/teachered/supervisors.asp*

Section 3: Student Teaching

Winona State University

Professional Education Unit

Teacher Education Handbook Pt 3

2024-2025

Winona State University
Winona, Minnesota

Transformative Education for What is Possible: Your Journey into Education

Dean's Welcome

Your Winona State University College of Education is a place where you will always belong. We remain with you on your journey to the noble profession of education. Our aspirations are tied to your continued learning and growth, your immediate needs, your long-term best interests . . . your teaching/counseling. We want nothing more than your success. Your success is our success. We know that a thriving, well prepared educator devoted to inclusive excellence and deep learning will lead learners that thrive. We believe in whole learner education that includes everyone. For us, *all* means *all*. All learners have deep and rich capacities. It is our shared task to see them, engage them, and bring them into flourishing. Your journey to becoming and being a teacher is a mighty one.

WSU has a storied history and longstanding reputation for educational excellence. What started as the first Normal School for teacher training west of the Mississippi River, at the birth of the state of Minnesota, has grown into a regionally prominent and nationally recognized university. Within our university, your College of Education has prepared, and will continue to prepare, highly effective teachers and educational leaders committed to excellence in public service as influential and effective professional, committed, and humanizing education.

Our College of Education has a rich foundation to support new, innovative, and imaginative thinking as we continue to build our Education Village. You have been an important part of our continued construction and design. The conceptual work continues and involves you. What does it mean to belong to a community united in the pursuit of excellence in education? What does it mean for everyone to fully belong in a learning community? What does it mean to root ourselves in shared values and seek new ways to enliven and explore our human diversity together? What is possible? You will help us answer these questions in ways that humanize our educational endeavors. You are our Education Village.

Your experience at Winona State University, in your College of Education has been unique and has prepared you for the challenges and opportunities ahead. You are a personification of our reputation for excellence in education. You have the opportunity to continue to enrich our thriving, supportive, and compassionate village through your service to children and young people. You are invited to help us to continue to create the new normal – transformative education for what is possible!

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Winona State University College of Education Teacher Education Handbook: What a Student Should Know

Student Teaching

Overview of Student Teaching: Eligibility for Student Teaching, Graduation, and Licensure

STUDENT TEACHING: admittance to teacher education unit, completion of all coursework required for teaching degree, cumulative GPA of 2.75 or higher, "C" or better for all Professional Education Sequence courses and all program methods courses, completion of formal applicational materials one year in advance of the student teaching semester, documentation of professional liability insurance, criminal background check, documentation of 100+ hours of field experience

GRADUATION: WSU GPS of 2.75 or higher, "C" or better for all Professional Education Sequence courses and all program methods courses, satisfactory completion of the student teaching experience and all degree requirements completed, demonstration of competencies outlined in the student teaching syllabus

CERTIFICATION & LINCENSURE: Passing scores on MTLE Content Area and Pedagogy Tests, WSU GPS of 2.75 or higher, Completion of Minnesota Department of Education licensure application and background check
MTLE tests can be obtained from the MTLE website: https://www.mtle.nesinc.com/

edTPA: What You Need to Know

The edTPA is due at the 10th week of student teaching. The edTPA assessment is an important and mandatory step within Minnesota's existing pathways to initial teacher licensure. This assessment process requires teacher candidates to demonstrate the skills needed to enter the classroom ready to teach and help all students learn.

The edTPA consists of 3 tasks, within each of these tasks are 5 rubrics which you are evaluated. The method and standards vary by state and/or education program. Currently, Minnesota and Winona State University require 70% of students score 13, 13, 12 on individual tasks.

Task 1: Planning, Instruction, & Assessment
Task 2: Instructing & Engaging Students in Learning
Task 3: Assessing Student Learning
Task 4: Analyzing Teaching

Career Tips & Resources

- High Demand Areas - School districts most in need of teachers to hire. Chemistry, ESL, Mathematics, Middle Level Science, Physics, Spanish, and Special Education are in the highest demand currently in MN.
- Make yourself marketable!
- Looking for employment after graduation -> Education Minnesota and MSC Employment Network

WSU Academic Integrity Policy

At Winona State University, integrity 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***

University Supervisor Expectations

The WSU Director of Center for Student Success will assign and University Supervisor to each Teacher Candidate. Supervisors are responsible for the following tasks:

- *Visits/Observations*
- *Documentation*
- *Folder Submission*
- *Data Collection*
- *Three-way Conferences*
- *Evaluations*
- *Seminars*
- *Lesson Plans*
- *edTPA*
- *Resources*
- *Staff Development for Supervisors*
- *Co-Teaching*
- *Disabilities*

For further information, visit the Teacher Education Handbook at winona.edu.

Welcome to Student Teaching

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.

This handbook serves as a resource for you and 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 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 Center for Student Success and 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!

Center for Student Success College of Education Winona State University

Emergency Situations

What to do in case of:

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

EMERGENCIES:
Call your Cooperating Teacher AND University Supervisor; inform the WSU Center for Student Success. Fill out the Absence Form.

ROAD AND WEATHER CONDITIONS:
Listen to radio or TV reports, which announce whether schools are open or delayed. Follow instructions your University Supervisor gave you.

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 Teachers, 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 Center of Student Success for further guidance. In the case of prolonged work stoppage extending two weeks or more, the student teaching placement will be reassigned.

If 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.

***You must always carry your liability insurance card/confirmation of insurance with you.**

Overview of Student Teaching
Eligibility for Student Teaching, Graduation, and Licensure

Eligibility Requirements to Student Teach

1. Admittance to teacher education unit.
2. Completion of all coursework required for the teaching degree prior to student teaching.
3. Cumulative G.P.A. of 2.75/4.0 or higher.
4. 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.
5. Completion of formal application materials one year in advance of the student teaching semester.
6. Documentation of professional liability insurance.
7. Criminal Background Check.
8. Documentation of 100 hours of field experience prior to student teaching

Graduation Requirements

1. WSU G.P.A. of 2.75/4.0 or higher.
2. 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.
3. Satisfactory completion of the student teaching experience and all degree requirements completed.
4. Demonstration of competencies outlined in the student teaching syllabus.

Certification and Licensure Requirements

1. Passing scores on MTLE Content Area and Pedagogy Tests. Information about the MTLE tests can be obtained from the MTLE website. http://www.mtle.nesinc.com/
2. WSU G.P.A. of 2.75/4.0 or higher.
3. Completion of Minnesota Department of Education licensure application.
4. Completion of Minnesota Department of Education background check.

Student Teaching Professionalism

- Be well groomed, always. 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.
- Always be prompt. 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 Center for Student Success prior to making a commitment.
- Share with your University Supervisor copies of newsletters, special projects, and programs in which you have had major input.
- Invite your University Supervisor to visit special projects or programs.
- Abide by the National Education Technical Standards (NETS) for Students and Educators (for more information, go to www.iste.org and click NETS for students and/or NETS for Teachers). Check with the Media Specialist and/or District Technology Specialist to ensure you follow 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 Center for Student Success, your University Supervisor, and WSU.

Student Teaching Course Syllabus

Winona State University

(EDST 460-470) Up to 16 credits

Instructors:	Stephanie Bohlman	University Supervisor
Phone:	507.457.5178 or 507. 519.0197	
E-Mail:	sbohlman@winona.edu	
Office:	Cathedral 215	
Office Hours:	By appointment only	

Required Materials:

- **Winona Student Teaching Policy and Procedure Handbook:** available on the WSU Clinical Practice website. *http://www.winona.edu/teachered/clinicalpractice.asp*
- **Liability Insurance:** 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 31. Center for Student Success 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*

Required Equipment List:

For completion of the edTPA™, video equipment is available to check out in the Center for Student Success.

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 Textbook

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.
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; those speaking assignments comprise a significant portion of the final grade; and that student 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:

- Earn significant course credit through extemporaneous oral presentations.
- Understand the features and types of speaking in their disciplines.
- Adapt their speaking to field-specific audiences.
- Receive appropriate feedback from teachers and peers, including suggestions for improvement.
- Make use of the technologies used for research and speaking in the fields.
- Learn the conventions of evidence, format, usage, and documentation in their fields.

This course will enable students to demonstrate competencies for PELSB.

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

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.
- 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.

Know the information in the Student Teaching Handbook. 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
- 2 Majors– 1st placement 12 weeks and 2nd placements 8 weeks of Student Teaching depending upon majors (this experience may cross semesters)

Maintain current proof of liability insurance through EMAE. The Center for Student Success will verify your coverage.

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

The Winona State University College of Education requires two 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.

Assignments:
Student Teaching is a pass/no credit course. **ALL** assignments will need to be completed 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".

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.

Complete the Teacher Performance Assessment (edTPA™):
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.

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.

For more information refer to the edTPA™ handbook for your program. edTPA™ information can be found on D2L site under Student Teaching. 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.

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

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.

Attend the Student Teaching Orientation meeting. These meetings are held in August for fall placements and December for spring placements.

Attend the edTPA workshop.

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

Commitment to Inclusive Excellence:
WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, 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 Center for Student Success 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.

Winona Campus Resources

- Student Support Services, Krueger Library 219, 457-5465 (www.winona.edu/studentsupportservices/)
- Inclusion and Diversity Office, Kryzsko Commons Room 236, 457-5595 (www.winona.edu/inclusion-diversity/)
- Disability Services, Maxwell 314, 457-5878 (www.winona.edu/disabilityservices/)
- Counseling and Wellness Services, Integrated Wellness Complex 222, 457-5330 (www.winona.edu/counselingcenter/)
- GLBTA Advocate, contact Counseling and Wellness Services for name and number of the current Advocate
- Tutoring Services, Krueger Library 220, 457-5680 (http://www.winona.edu/tutoring/) To make an appointment at the Writing Center: https://tutortrac.winona.edu/TracWeb40/default.html
- Writing Center, Minné Hall 348, 457-5505 (www.winona.edu/writingcenter/)

- Math Achievement Center, Tau 313, 457-5370 (http://www.winona.edu/mathematics/mac/)
- Advising Services, Maxwell 314, 457-5878 (www.winona.edu/advising/)

Details about Campus Resources

- Two good places to help you find resources of all kinds on campus are *Student Support Services* and *the Inclusion and Diversity Office*. Both offices are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They can facilitate tutoring and point you to a wide range of resources.
- If you have a disability, the *Disability Services* office can document it for your professors and facilitate accommodations. If you have a documented disability that requires accommodation, please let me know as soon as possible. If you suspect you may have a disability, please visit Disability Services as soon as possible.
- College can be very stressful. The *Counseling and Wellness Services* office is 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.
- 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 the Library (220) or go on-line and use *TutorTrac* to schedule a session.
- 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.

The GLBTA Advocate can direct people to GLBT resources on and off campus. In addition, the advocate is responsible for documenting homophobic and transphobic incidents on campus and working with the appropriate channels to get these incidents resolved.

SPECIAL EDUCATION STUDENT TEACHING SYLLABUS

College of Education

Department of Special Education

Course Information

Course Number: SPED 441/641

Course Title: Student Teaching Developmental Disabilities/ Internship/Developmental Disabilities

Number of Credits: 15

Semester Offering: Fall and Spring

Prerequisites: SPED 300/500, SPED 405/505, SPED 410/510, SPED 420/520, SPED 425/525, SPED 414/514, SPED 415/515, SPED 432/532, SPED 433/533, SPED 440/540, SPED 411/631

Grading: Credit/No Credit only

Disposition Statement:

Students will be expected to adhere to the following dispositions: Commitment to Professional Self-Reflections and Growth, Commitment to Students and Their Learning, and Commitment to the Profession and Community as determined by the Professional Education Unit.

Professional Dispositions Expected from Students in this Course:

- Attendance/Punctuality
- Self-Initiative/Independence
- Reliability/Dependability
- Clarity in Written Expression
- Critical Thinking Skills
- Verbal Involvement in Class/Groups
- Open-minded Listening and Discussion
- Respectful Interaction with **ALL**
- Tact/Judgment
- Collegiality/Positive Attitude
- Accept and Give Constructive Criticism
- Professional Ethics and Demeanor
- Best Effort/High Quality Performance
- Desire to Improve Own Teaching Performance
- Word-processing of All Major Written Projects

Basic Technology Skills

- Microsoft Word, PowerPoint and Excel
- Email
- D2L- Click here for D2L access
- Access to Adobe Acrobat or Adobe Reader to read .pdf files
- Access to Windows Media Player, QuickTime, or another program that will allow you to access and view videos for this course

If you need help with basic technical skills such as Word, PowerPoint or Excel, I recommend signing up for a Lynda.com account. This is free for all WSU students. Click here to set up a Lynda account.

Technology

If you have any technology-based problems, contact the ITS Technical Support Center at **507- 457-5240 or email at techsupport@winona.edu**. They will provide you with assistance on any of your information technology needs at Winona State University.
WSU Tech Support
website: WSU Tech Support

D2L Site and Support

D2L Log in at: https://winona.ims.mnscu.edu/ D2L Help Site: WSU D2L Wiki Page

Commitment to Inclusive Excellence:

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

General Course Information

Course Description:

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

WSU College of Education Conceptual Framework:

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

Statement of the Major Focus and Objectives of the Course:

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

The student will demonstrate:

Standard	Assessment(s)
(B1) collect and interpret data and information specific to research-based interventions and supports provided prior to referral and integrate into the special education evaluation processes;	b. Interventions e. Evaluation summary
(B2) select, administer, and interpret assessments for students with developmental disabilities, accounting for technical adequacy, ethical concerns, and expressive and receptive communication needs and communicate the results to students, families, educators, and other professionals;	d. Standardized tests e. Evaluation summary
(B3) integrate multiple methods of collecting data from students, parents, families, teachers, and other professionals for the	e. Evaluation summary

purpose of evaluation and planning, developing, implementing, and evaluating individualized education programs;	
(B4) adapt and modify data collection procedures to accommodate the abilities and needs of students with developmental disabilities;	e. Evaluation summary f. IEP
(B5) assess, accommodate, and modify the environmental conditions that impact academic achievement and functional performance;	c. Behavior management plan
(B6) support the use and maintenance of orthotic, prosthetic, assistive, and adaptive equipment in collaboration with parents and specialists;	f. IEP g. IEP conference i. Parent communication plan
(B7) support and manage student health needs and plan for emergency situations in collaboration with parents and medical professionals;	f. IEP g. IEP conference
(B8) design individualized education program plans, considering a range of educational placement options and required levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and nonacademic goals; and	c. Behavior management plan f. IEP g. IEP conference
(B9) address factors that influence the disproportional identification of culturally, linguistically, and/or socio-economically diverse students as students with developmental disabilities.	d. Standardized test administration e. Evaluation summary
(C1) integrate knowledge of evidence-based instruction, including scientifically based research interventions when available, in language development, reading, writing, and math with characteristics of developmental disabilities in order to design, implement, monitor, and adjust instruction aligned with grade-level content standards;	b. Interventions
(C2) apply evidence-based instructional strategies and practices, including functional, community-based instruction, task analysis, multisensory, and concrete or manipulative techniques, to	b. Interventions

promote acquisition of academic and functional skills in the least restrictive environment;	
(C3) select, adapt, and implement developmentally appropriate classroom management strategies, including proactive and positive behavioral interventions and supports, for students with developmental disabilities to promote progress in the least restrictive environment;	c. Behavior management plan
(C4) provide instructional, curricular, and physical accommodations across environments to meet the physical, cognitive, sensory, cultural, and expressive and receptive communication needs of students with developmental disabilities;	b. Interventions f. IEP g. IEP conference
(C5) implement positioning and movement techniques and reinforce and support instruction in orientation and mobility provided by certified specialists;	b. Interventions
(C6) design, implement, monitor, and adjust use of assistive technologies, including communication systems, for students with disabilities to promote language development, communication, literacy, and access to and progress in the general education curriculum;	f. IEP g. IEP conference
(C7) address the transition needs of students to enhance participation in family, school, recreation or leisure, community, and work life, including personal self-care, independent living, safety, and prevocational and vocational skills, for students with increasingly complex needs;	b. Interventions f. IEP g. IEP conference
(C8) make decisions about the participation of students with disabilities in the full range of state assessment options including necessary accommodations; and	f. IEP g. IEP conference
(C9) provide sequential instruction on grade-level content standards, adjusting when necessary for breadth, depth, and complexity, for students participating in alternate assessments.	b. Interventions
(D1) collaborate with children and youth and their families in making choices that impact academic, occupational, and other domains across the lifespan;	f. IEP g. IEP conference
(D2) make use of structures supporting interagency collaboration and coordinate interagency services and transition plans;	f. IEP

	g. IEP conference
(D3) select and plan for the integration of related services personnel and other service providers into the instructional programs and settings for children and youth utilizing a transdisciplinary team approach;	f. IEP g. IEP conference
(D4) direct, structure, support, and monitor the activities of paraprofessionals regarding student instruction and intervention with an emphasis on supporting student independence and achievement;	f. IEP g. IEP conference
(D5) understand and communicate educational roles and shared responsibilities of educators, paraprofessionals, and other staff when collaborating for the consistent implementation of academic instruction, support for student independence, and individualized positive behavior supports across environments;	f. IEP g. IEP conference l. Roles table
(D6) identify and access school, community, and social services, networks, agencies, and organizations, including day habilitation and recreational leisure programs appropriate to children and youth with developmental disabilities to enhance instruction and programming;	f. IEP g. IEP conference
(D7) provide and receive consultation and collaborate in a variety of settings regarding development and implementation of the comprehensive evaluation process, individualized education program planning, delivery of instruction and accommodations, and transition with individuals and agencies;	g. IEP conference h. Collaborative teaching project i. Parent communication plan
(D8) promote collaborative practices that respect the individual's and family's culture and values relative to the impact that developmental disabilities may have on the individual and family across the lifespan;	i. Parent communication plan
(D9) access and evaluate information, research, and emerging practices relevant to the field of developmental disabilities through consumer and professional organizations, peer-reviewed journals, and other publications; and	j. Bibliography
(D10) engage in continuing professional development and reflection to increase knowledge and skill as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families.	k. Reflection

(11) promote peer acceptance, social participation, and achievement by training, coaching, supporting, structuring, and modeling evidence-based strategies for developmental disabilities to peers, parents, paraprofessionals, and other school staff.	b. Interventions

Course Outline:

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

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

c. Collaboration and communication
   1. Working with children, youth, and their families
   2. Interagency collaboration and coordination
   3. Related services personnel and other service providers
   4. Paraprofessionals
   5. Support services
   6. Consultation and collaboration

7. Emerging information relevant to development disabilities

8. Professional development

Class Procedures and Policies

Instructional Methods:

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

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.

WSU students are required to adhere to the University's standards of academic integrity.

For examples of behaviors that are considered unacceptable and violate the WSU Academic Integrity Policy, click on this link:
WSU_Academic_Dishonesty_Policy

You can also find information and this link under the **Resources** menu on D2L.

Academic Probation:

For information regarding Academic Probation use this link: Academic Probation

Software Private Policy Information:

D2L: http://www.d2l.com/legal/privacy/

YouTube: https://www.youtube.com/static?&template=privacy_guidelines

Online Environment & Netiquette:
When taking a course online, through email, D2L, or other online interaction, it is important to remember several points of etiquette so that communication between everyone involved is smooth and effective. Please review the following "Netiquettes" before you being this course.

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3. Read first and write later, you don't want to repeat what someone else has said or ask the same question.

4. Write, review, then send.

5. An online classroom is still a classroom. Be respectful.

6. The language for this course should be professional not resemble text messages. For example, do not write using all capital letters, because it will appear as shouting. Also, the use of emoticons can be helpful when used to convey nonverbal feelings (example: :-) or :-( ), but avoid overusing them.

7. Consider the privacy of others. Do not just assume you can share classmate's comments or email addresses with others.

9. No inappropriate material this includes chain letters, jokes, etc. to classmates or instructors.

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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.

Area 1: Commitment to Students and Positive Learning Environment

Belonging and Support: Conveys a sense of belonging and support to all regardless of background.

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

Ensuring Equity: Ensures equitable access and opportunity for all students to learn and grow High

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Consistent Behaviors: Demonstrates behaviors that are consistent with the idea that all students can learn, grow and contribute.

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

Area 2: Commitment to Professionalism and Continued Growth

Dependability: is reliably present, dependable and prepared.

Reflective Questions: Poses reflective questions related to multiple perspectives and viewpoints.

Learning Principles: Questions student performance in light of principles of growth and learning.

Response to instruction: Utilizes insights from student responses as a resource for refinement of professional practices or dispositions.

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Self-Directed Learning: Takes initiative in seeking resources and developing plans for continued growth related to professional knowledge, instruction, and dispositions.

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Oral Communication: Utilizes appropriate oral communication skills in the professional setting, e.g. grammar, usage, word choice, and oral presentation skills.

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Professional Appearance: Demonstrates a professional appearance which projects an image consistent with parent and community expectations for professionals, e.g. clothing, hygiene, physical appearance.

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

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

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

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

Commitment to Inclusive Excellence:

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

trained, confidential advocate by calling 507-457-5610. See the Sexual Violence page for more information about your rights and resources.

Copyright Protection The materials used in connection with this course may be subject to copyright protection.

Winona Campus Resources

- Student Support Services, Krueger Library 219, 457-5465 (www.winona.edu/studentsupportservices/)
- Inclusion and Diversity Office, Kryzsko Commons Room 236, 457-5595 (www.winona.edu/inclusion-diversity/)
- Disability Services, Maxwell 314, 457-5878 (www.winona.edu/disabilityservices/)
- Counseling and Wellness Services, Integrated Wellness Complex 222, 457-5330 (www.winona.edu/counselingcenter/)
- GLBTA Advocate, contact Counseling and Wellness Services for name and number of the current Advocate
- Tutoring Services, Krueger Library 220, 457-5680 (http://www.winona.edu/tutoring/) To make an appointment at the Writing Center: https://tutortrac.winona.edu/TracWeb40/default.html
- Writing Center, Minné Hall 348, 457-5505 (www.winona.edu/writingcenter/)
- Math Achievement Center, Gildemeister 135, 457-5370 (http://www.winona.edu/mathematics/mac/)
- Advising Services, Maxwell 314, 457-5878 (www.winona.edu/advising/)

Details about Campus Resources

- Two good places to help you find resources of all kinds on campus are *Student Support Services* and *the Inclusion and Diversity Office*. Both offices are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They can facilitate tutoring and point you to a wide range of resources.
- If you have a disability, the *Disability Services* office can document it for your professors and facilitate accommodations. If you have a documented disability that requires accommodation, please let me know as soon as possible. If you suspect you may have a disability, please visit Disability Services as soon as possible.
- College can be very stressful. The *Counseling and Wellness Services* office is 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.
- 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 the Library (220) or go on-line and use *TutorTrac* to schedule a session.
- 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.

- The GLBTA Advocate can direct people to GLBT resources on and off campus. In addition, the advocate is responsible for documenting homophobic and transphobic incidents on campus and working with the appropriate channels to get these incidents resolved.

Grading and Assignments

Assignments:

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

Keep a journal. See university supervisor for requirements.

a. Review a minimum of three cumulative files. Write a summary of information compiled in cumulative files (describe the type of information in the files not specific student information)
b. Prepare reports on interventions in four academic or adaptive behavior areas. Each report should include a) a written summary, b) an instructional plan, c) a graph of assessment data
c. Develop an individual behavioral management plan. Prepare a brief (1-2 page) description of the plan.
d. Administer two standardized tests. Include the protocols and score reports in your practicum notebook. Maintain the confidentiality of the student and school by deleting identifying information.
e. Using school district forms write an evaluation summary for a case-study student.
f. Using school district forms write an IEP for the same case-study student.
g. Participate in at least one IEP conference. Write a summary of the IEP meeting.
h. Participate in a collaborative teaching project with a general education teacher. Prepare a written description of the activity signed by the collaborating teacher.
i. Prepare a written description of a plan for ongoing parent communication.
j. Prepare an annotated bibliography of information sources relevant to the field of developmental disabilities, including consumer and professional organizations, peer-reviewed journals.
k. In a reflection paper, identify personal strengths and areas for needed growth and write a professional development plan for the first year of teaching. Specify action items, sources of information, mentoring, training, and provide a timeline for completion.
l. Create a table specifying roles and duties of teachers, paraprofessionals, other professionals/staff, and parents in the assigned classroom.

Methods of Evaluation

a. direct observation by cooperating teacher and university supervisor

b. daily journaling

c. practicum notebook assignments

d. evaluations

College of Education

Department of Special Education

Course Information

Course Number: SPED 477/677

Course Title: ABS Student Teaching/ABS Internship

Number of Credits: S.H. 15

Semester Offering: Fall and Spring semesters

Prerequisites: SPED 300/500, SPED 405/505, SPED 410/510, SPED 420/520, SPED 425/525, SPED 414/514, SPED 415/515, SPED 470/570, SPED 471/571, SPED 472/572, SPED 473/573, SPED 474/574, SPED 475/575

Grading: Pass/No Credit only

Disposition Statement:

Students in the Teacher Education Program (and in this course) will be assessed on 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. (See Disposition Evaluation as well as the Contract signed during Induction Day.

Professional Dispositions Expected from Students in this Course:

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

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

Basic Technology Skills

- Microsoft Word, PowerPoint and Excel
- Email
- D2L- Click here for D2L accessAccess to Adobe Acrobat or Adobe Reader to read .pdf files
- Access to Windows Media Player, QuickTime, or another program that will allow you to access and view videos for this course

If you need help with basic technical skills such as Word, PowerPoint or Excel, I recommend signing up for a Lynda.com account. This is free for all WSU students. Click here to set up a Lynda account.

Technology

If you have any technology-based problems contact the ITS Technical Support Center at **507-457-5240 or email at techsupport@winona.edu**. They will provide you with assistance on any of your information technology needs at Winona State University. WSU Tech Support website: WSU Tech Support

D2L Site and Support

D2L Log in at: https://winona.ims.mnscu.edu/ D2L Help Site: WSU D2L Wiki Page

General Course Information

Course Description:

This student teaching/internship experience 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. It is a 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.

WSU College of Education Conceptual Framework:

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

Conceptual Framework Connections:

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

(3) advocating for students and their learning through leadership, collaboration, innovation, flexibility, and critical thinking.

Statement of the Major Focus and Objectives of the Course:

Student competencies gained from this course are aligned with the Minnesota Rule 8710.5050 TEACHERS OF SPECIAL EDUCATION: ACADEMIC AND BEHAVIORAL STRATEGIST. Objectives are listed as Minnesota Board of Teaching Standards.

Standard	Assessment
(B1) select, administer, and interpret academic, behavioral, functional, social, emotional, and communication screening tools;	Evaluation Summary
(B2) design, implement, evaluate, and adjust as needed, research- based interventions based on screening results, information from families, and performance data in the context of general education instruction and pre-referral interventions;	Interventions
(B3) consult and collaborate with school personnel and families to maintain educational supports found to be effective during pre- referral interventions and needed in the general education classroom;	Interventions
(B4) apply decision-making procedures based on data to determine when students are not responding to interventions and should be referred for a formal, comprehensive evaluation;	Interventions
(B5) evaluate one's own knowledge, strengths, and limitations in evaluation planning, administration, and interpretation of results to assemble a comprehensive team with the capacity to assess all known and suspected areas of student needs, disability, and level of severity, in the areas of specific learning disabilities, emotional or behavioral disorders, developmental cognitive disabilities, autism spectrum disorders, other health disabilities, and other related disabilities;	Self-assessment
(B6) select, administer, and interpret a variety of informal and formal assessments, including rating scales, interviews, observation checklists, direct observations, formative assessments, assistive technology considerations, and academic achievement assessments, accounting for technical adequacy, limitations, and ethical concerns;	Standardized test administration Informal assessment
(B7) complete, as a member of a team, a systematic, functional behavioral assessment including consideration of the forms and functions of behaviors, context in which behaviors occur, and antecedents and consequences of behaviors for the purpose of developing an individual positive behavior support plan;	Functional behavioral assessment
(B8) integrate assessment results and information available from family, school personnel, legal system, medical and mental health providers into the evaluation, planning, and programming	IEP assignment

process;	
(B9) communicate the purpose, procedures, and results of interventions, assessments, and the evaluation process to students, families, educators, and other professionals;	IEP assignment
(B10) collaborate with teachers and specialists to identify patterns of strengths and weaknesses that require systematic explicit	IEP assignment
instruction, accommodations, and modifications, including the use of assistive technology for access to the curriculum;	
(B11) address factors such as gender, socioeconomic status, and familial, cultural diversity that may influence the identification of students in the areas of specific learning disabilities, emotional or behavioral disorders, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities; and	Evaluation summary
(B12) design and implement individualized education program plans, considering a range of educational placement options and required levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and nonacademic goals.	IEP assignment
(C1) utilize principles of universal design for learning in order to meet student needs across disability areas and across settings and provide access to grade level content standards;	Interventions
(C2) design, implement, modify, and adjust instructional programs and processes and adapt materials and environments to enhance individual student participation and performance when serving students with a range of disabilities and diverse needs;	Interventions
(C3) design, implement, monitor, and adjust goals and objectives to address the individual strengths and needs of students with autism spectrum disorders, developmental cognitive disabilities, emotional or behavioral disorders, specific learning disabilities, and other health disabilities;	IEP assignment
(C4) monitor, collect, summarize, evaluate, and interpret data to document progress on skill acquisition and make adjustments to and accommodations in instruction;	Interventions
(C5) select and apply evidence-based instructional practices, including those supported by scientifically based research when available, for academic instruction, social skills instruction, affective education, and behavior management for students with a range of disabilities and diverse needs within a common instructional setting;	Interventions
(C6) apply strategies to increase functional developmental skills, academic skills, reasoning, problem solving skills, study skills, organizational skills, coping skills, social skills, self-advocacy, self- assessment, self-awareness, self-	Interventions

management, self-control, self- reliance, self-esteem, test-taking skills, and other cognitive strategies to ensure individual success in one-to-one, small-group, and large-group settings, including preparation for transition;	
(C7) modify instruction and teach skills to increase accuracy, fluency, and comprehension in reading, writing, and listening including modifying pace of instruction, introducing monitoring strategies, and providing organizational cues;	Interventions
(C8) modify instruction and teach skills to increase accuracy and proficiency in mathematical reasoning and calculation;	Interventions
(C9) collect and interpret academic progress monitoring data using a variety of assessment tools, including general outcome measures,	Interventions
instruction, accommodations, and modifications, including the use of assistive technology for access to the curriculum;	
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range of disabilities and diverse needs within a common instructional setting;	
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(C8) modify instruction and teach skills to increase accuracy and proficiency in mathematical reasoning and calculation;	Interventions
(C9) collect and interpret academic progress monitoring data using a variety of assessment tools, including general outcome measures,	Interventions
curriculum specific measures, and grade level content standard measures;	
(C10) design, implement, monitor, and adjust instructional programs that promote communication skills and teach language development and vocabulary related to academic literacy, functional skills, social communication, and problem- solving;	Interventions
(C11) utilize assistive technology devices, accessible instructional materials, and accommodations to strengthen or compensate for differences in perception, attention, memory, processing, comprehension, and expression;	Interventions
(C12) design, implement, monitor, and adjust a range of evidence- based instructional strategies and practices and develop and adapt specialized materials that facilitate student engagement and the maintenance and generalization of skills;	Interventions
(C13) access information from functional behavioral assessments in order to develop, implement, monitor, evaluate, and revise as needed an individual positive behavioral support plan across settings and personnel;	Behavior plan
(C14) design functional and safe school and classroom environments, utilize classroom management theories and strategies, establish consistent classroom-based positive behavioral support practices, and apply individual positive behavioral interventions and practices to support learning behavior, social, and emotional needs; and	Interventions
(C15) collect, interpret, and use data to monitor the effectiveness of replacement behaviors, prompts, routines, and reinforcers in changing and maintain positive behaviors.	Interventions

(D1) access services, networks, agencies, and organizations for individuals with autism spectrum disorders, developmental cognitive disability, emotional or behavioral disability, specific learning disabilities, and other health disabilities and their families;	Bibliography
(D3) provide and receive consultation and collaborate with educators, specialists, families, paraprofessionals, and interagency professionals for the purposes of observation, problem-solving, providing positive behavior supports, and coaching in order to improve the academic and non-academic performance of children and youth;	IEP assignment
(D5) assist children and youth and families in understanding terminology and identifying concerns, priorities, and resources during the identification of a disability and at critical transition points across the lifespan;	IEP assignment
(D6) apply cultural competencies, including self-awareness of one's personal perspectives, when communicating and problem solving, taking into account differences in familial background, socioeconomic status, and cultural and/or linguistic diversity;	Self-assessment
(D8) cultivate professional relationships that encourage peer observation, coaching, and systems for giving and receiving feedback from colleagues to enhance student instruction and program outcomes;	Collaborative teaching project
(D9) access and evaluate information, research, and emerging practices relevant to the fields of autism spectrum disorders, developmental cognitive disability, emotional or behavioral disability, specific learning disabilities, other health disabilities, and academic and behavioral interventions through consumer and professional organizations, peer- reviewed journals, and other publications; and	Bibliography
(D10) engage in continuing professional development and reflection to increase knowledge and skill as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families.	Professional development plan

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

Methods of Evaluation:

a. Review a minimum of three cumulative files. Write a summary of information compiled in cumulative files (describe the type of information in the files not specific student information)
b. Prepare reports on interventions in four academic or adaptive behavior areas. Each report should include a) a written summary, b) an instructional plan, c) a graph of assessment data
c. Do a functional behavioral assessment and develop an individual behavioral management plan. Prepare a brief (1-2 page) description of the plan.
d. Administer two standardized tests. Include the protocols and score reports in your practicum notebook. Maintain the confidentiality of the student and school by deleting identifying information.
e. Administer two informal assessments.
f. Using school district forms write an evaluation summary for a case-study student.
g. Using school district forms write an IEP for the same case-study student.
h. Participate in at least one IEP conference. Write a summary of the IEP meeting.
i. Participate in a collaborative teaching project with a general education teacher. Prepare a written description of the activity signed by the collaborating teacher.
j. Prepare a written description of a plan for ongoing parent communication.
k. Do a self-assessment to evaluate one's own knowledge, strengths, and limitations in evaluation planning, administration, and interpretation of results.

Class Procedures and Policies

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WSU Academic Dishonesty Policy

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Academic Probation:

For information regarding Academic Probation use this link: Academic Probation

Software Private Policy Information:

D2L: http://www.d2l.com/legal/privacy/

YouTube: https://www.youtube.com/static?&template=privacy_guidelines

Online Environment & Netiquette:

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

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Area 2: Commitment to Professionalism and Continued Growth

Dependability: is reliably present, dependable and prepared.

Reflective Questions: Poses reflective questions related to multiple perspectives and viewpoints. Learning

Principles: Questions student performance in light of principles of growth and learning.

Response to instruction: Utilizes insights from student responses as a resource for refinement of professional practices or dispositions.

Response to Feedback: Utilizes feedback from colleagues, supervisors, and other professionals to make adjustments to professional practices or dispositions.

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Winona Campus Resources

- Student Support Services, Krueger Library 219, 457-5465 (www.winona.edu/studentsupportservices/)
- Inclusion and Diversity Office, Kryzsko Commons Room 236, 457-5595 (www.winona.edu/inclusion-diversity/)
- Disability Services, Maxwell 314, 457-5878 (www.winona.edu/disabilityservices/)
- Counseling and Wellness Services, Integrated Wellness Complex 222, 457-5330 (www.winona.edu/counselingcenter/)
- GLBTA Advocate, contact Counseling and Wellness Services for name and number of the current Advocate
- Tutoring Services, Krueger Library 220, 457-5680 (http://www.winona.edu/tutoring/) To make an appointment at the Writing Center: https://tutortrac.winona.edu/TracWeb40/default.html
- Writing Center, Minné Hall 348, 457-5505 (www.winona.edu/writingcenter/)
- Math Achievement Center, Tau 313, 457-5370 (http://www.winona.edu/mathematics/mac/)
- Advising Services, Maxwell 314, 457-5878 (www.winona.edu/advising/)

Details about Campus Resources

- Two good places to help you find resources of all kinds on campus are *Student Support Services* and *the Inclusion and Diversity Office*. Both offices are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They can facilitate tutoring and point you to a wide range of resources.
- If you have a disability, the *Disability Services* office can document it for your professors and facilitate accommodations. If you have a documented disability that requires accommodation, please let me know as soon as possible. If you suspect you may have a disability, please visit Disability Services as soon as possible.
- College can be very stressful. The *Counseling and Wellness Services* office is 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.
- 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 the Library (220) or go on-line and use *TutorTrac* to schedule a session.

- 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.
- The GLBTA Advocate can direct people to GLBT resources on and off campus. In addition, the advocate is responsible for documenting homophobic and transphobic incidents on campus and working with the appropriate channels to get these incidents resolved.

Student Teaching

Academic & Behavioral Strategist Assignments Revised August 2021

SPED 477/677

Student Teachers should develop a timeline goal to complete these learning experiences:
1. Review a minimum of five SPED files ensuring that each file is based on an LD, DD, EBD, ASD and OHD eligibility. MAINTAINING CONFIDENTIALITY, DOCUMENT INFORMATION AS IF IT WERE BACKGROUND FOR A SPECIAL EDUCATION EVALUATION OR RE-EVALUATION.
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. Make sure each intervention is with four different students with eligibility that vary - LD, DD, EBD, ASD and OHD eligibility. LIMITED PERSONAL CONTACT WITH STUDENTS MAY INHIBIT YOUR ABILITY TO COMPLETE THIS ASSIGNMENT. CONSULT WITH YOUR CT AND SUPERVISOR.
3. Do a functional behavioral assessment and develop an individual behavioral management plan. Prepare a brief (1-2 page) description of the plan. LIMITED PERSONAL CONTACT WITH STUDENTS MAY INHIBIT YOUR ABILITY TO COMPLETE THIS ASSIGNMENT. CONSULT WITH YOUR CT AND SUPERVISOR.
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, DD, EBD, ASD or OHD services. **CONSULT with your university supervisor IF NO EVALUATIONS WILL BE OCCURRING DURING YOUR STUDENT TEACHING EXPERIENCE.**
5. Administer two informal assessments for a learner eligible for LD, DD, EBD, ASD or OHD.
6. PERUSE CASE FILE EVALUATION REPORTS FOR SEVERAL STUDENTS, MAINTAINING CONFIDENTIALITY, COLLECT WRITING SAMPLES OF VARIOUS SECTIONS OF THE REPORTS; a. BACKGROUND INFORMATION/FAMILY HISTORY, b. DESCRIPTION OF FORMAL TEST PERFORMANCES AND INTERPRETATIONS (sometimes descriptions of standardized tests and/or tables can be used as frames) c. ELIGIBILITY STATEMENTS d. SUMMARY STATEMENTS. COLLECT A MINIMUM OF 3 WRITING SAMPLES FOR EACH AREA LISTED. YOU MAY WANT TO COMPILE ADDITIONAL SAMPLES FOR YOUR FILES.
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. ALTERNATIVE: IF UNABLE TO COLLABORATE WITH A GENERAL EDUCATION TEACHER, DESIGN A SPECIFIC PROJECT, WORKING WITH YOUR COOPERATING TEACHER.
10. Prepare a written description of a plan for ongoing parent communication.

11. Prepare reports on interventions in TWO 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. INCLUDE AT LEAST 5 SOURCES. YOU ARE ENCOURAGED TO USE THE WSU LIBRARY FOR PEER-REVIEWED JOURNALS, SUCH AS TEACHING EXCEPTIONAL STUDENTS.
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

Developmental Disabilities Assignments Revised August 2021

SPED 441/641

Student Teachers should develop a timeline goal to complete these learning experiences:
1. Review a minimum of three cumulative files. Write a summary of information compiled in cumulative files, as well as the SPED files. Maintaining confidentiality, document information as if it were background for a special education evaluation or re-evaluation.
2. Prepare reports on interventions in TWO 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. Observe 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. **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. ALTERNATE: PERUSE CASE FILE EVALUATION REPORTS FOR SEVERAL STUDENTS, MAINTAINING CONFIDENTIALITY, COLLECT WRITING SAMPLES OF VARIOUS SECTIONS OF THE REPORTS; a. BACKGROUND INFORMATION/FAMILY HISTORY, b. DESCRIPTION OF FORMAL TEST PERFORMANCES AND INTERPRETATIONS (sometimes descriptions of standardized tests and/or tables can be used as frames) c. ELIGIBILITY STATEMENTS d. SUMMARY STATEMENTS. COLLECT A MINIMUM OF 3 WRITING SAMPLES FOR EACH AREA LISTED. YOU MAY WANT TO COMPILE ADDITIONAL SAMPLES FOR YOUR FILES.
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. ALTERNATIVE: IF UNABLE TO COLLABORATE WITH A GENERAL EDUCATION TEACHER, DESIGN A SPECIFIC PROJECT, WORKING WITH YOUR COOPERATING TEACHER.
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. INCLUDE AT LEAST 5 SOURCES. YOU ARE ENCOURAGED TO USE THE WSU LIBRARY, CITING PEER REVIEWED SOURCES.
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

As of Aug. 1, 2023, PELSB no longer requires Basic Skills, Pedagogy, or Content Exams for licensure if you have completed an accredited teacher preparation program. Each state has a licensing entity with specific directions for that state.

If you're planning to teach out of state, it's a good idea to talk to your advisor or Paula O'Malley early in your program.

Web sites to other states (most require meeting license and testing requirements in state where teacher preparation program was completed):

Illinois License: refer to this link https://www.isbe.net/Pages/Professional-Educator-License-Teaching-Endorsements.aspx need MN license to apply for IL provisional license.

Iowa License: refer to this link **https://boee.iowa.gov/** to apply for an Iowa Teaching license.

Wisconsin License: refer to this link https://dpi.wi.gov/licensing/apply-educator-license/oos/teacher

Role of Teacher Candidate

Boundary Issues

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 effects. 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 Center for Student Success.

Racial and Ethnic Diversity

Our students 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 Equality

- Make sure your expectations are the same for all your students.
- Use examples that are gender inclusive. If there are not any in your textbook, do some research.
- Look for objective materials. Screen books, posters, and other items for inclusivity.
- 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 all students regardless of gender identity are equally challenged.
- Walk the walk. Model gender equity by what you say and do.
- Be sure you interact equally with all your students. 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 all students regardless of gender identity.

School Safety

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 mange 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.

Data Privacy

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 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

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, EDFD 459, course and/or your notes taken during the presentation.

Teacher Candidate Checklist

Teacher Candidate:
Placement:
Cooperating Teacher:

Things to discuss, review, and/or obtain copies before placement or during your first week of student teaching:

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

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.

Lesson Planning

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

Removal from Student Teaching

On rare occasions, a Teacher Candidate might encounter difficulties so serious that it is necessary for the WSU Center for Student Success 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 Center for Student Success 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 Center for Student Success, 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 Center for Student Success 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 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 Center for Student Success and/or the Dean of the College of Education. If the student changes majors, then they must complete the "oral flag" requirement for the new major, which has an approved course for this flag.

Role of Cooperating Teacher

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 your 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.
5. Completed professional development in coaching strategies for adult learners

Following are guidelines for the Cooperating Teacher:

1. Prepare classroom students in advance for the Teacher Candidate's (TC) arrival; enlist their cooperation in helping to make the TC feel comfortable in the school environment. Accept the TC as a colleague and introduce TC to the class as "another teacher."
2. Orient the TC 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 TC'S first experiences are successful. It is recommended that co-teaching begins immediately (see co-teaching section).
4. **WSU expects that a TC 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 TC assumes the leadership responsibility for the classroom and the coop teacher continues to teach. WSU recommends the following co-teaching strategies:
   a. One Teach, One Observe
   b. One Teach, One Assist
   c. Station Teaching
   d. Parallel Teaching
   e. Supplemental Teaching
   f. Alternative or Differential Teaching
   g. Team Teaching

***Goal: Both teachers should be actively involved and engaged in all aspects of instruction.**

5. Help the TC understand the multicultural pattern and socio-economic status, as well as problems unique to the local school community. Together complete the demographics survey and submit via a web-based survey. http://www.winona.edu/teachered/coopteachers.asp

6. Assist the TC in maintaining status with students by acknowledging contributions to the group, by refraining from criticism before the class, and by allowing the TC to demonstrate knowledge and skills.
7. Help the TC 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 TC well in advance of the scheduled lesson.
9. TCs are required to develop and teach an instructional unit and submit as part of edTPA™.
10. TCs 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 TC in demonstrating their understanding of teaching and student learning in authentic, experiential ways. As participants in this assessment, TC 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 TC to the equipment list, see Student Teaching Syllabus.
11. TC 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 TC in all aspects of teaching and professional responsibilities in and out of the classroom. As a professional, the TC 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 TC. Plan...name tags, class lists, extra teacher editions, etc.
15. Begin with a getting acquainted activity and encourage your TC to write a letter of introduction to parents. Always pre-approve newsletters and communication with parents and guardians.
16. Do not expect your TC to become a duplicate of you. Allow for differences in personality and styles.
17. Allow your TC 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 Center for Student Success (if necessary).
    a. 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 TC, 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 TC in planning for instruction. The TC benefits from modeling both short range and long-range planning. This includes lesson plans, instructional unit plans, and curriculum planning. TC are to use planning time wisely to prepare for the current day and beyond.

Evaluation of Teacher Candidates:

1. If the Teacher Candidate is in the placements for 12 or more weeks, complete four in person observations and two virtual observations, and provide a written and oral mid- term evaluation. Complete the evaluation before your mid-term conference with the University Supervisor and TC. The main objective of this mid-term evaluation is to guide the TC during the second half of the experience.
2. 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.
3. Complete a three-way final evaluation conference with the TC and University Supervisor. Prior to the conference with the University Supervisor and TC, 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, 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

University Supervisor

University Supervisor Expectations

The WSU Director of Center for Student Success 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; 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 Center for Student Success as soon as possible.

C. **Folder Submission:** 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:
   a. Observation and Conference Plan Forms (Written documentation of supervisor visits)
   b. Observation Assignment Reflection
   c. Written Midterm evaluations
   d. Student Assistance Plan/Remediation Plan, if needed, along with all related documentation
   e. Leave of Absence Forms, if needed

D. **Data Collection:** 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:
   a. Diversity Demographics Survey for edTPA – submitted online survey by the Cooperating Teacher working jointly with the Teacher Candidate
   b. Dispositions assessment from Cooperating Teacher AND University Supervisor – submitted online via WSU Webpage
   c. 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:
   a. Classroom Management
   b. 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. For completion of the edTPA™, please direct Teacher Candidates to the equipment list, see Student Teaching Syllabus (Section II). Please refer your Teacher Candidates to edTPA™ videos posted on D2L. 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 them to contact the Center for Student Success 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

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.

Center for Student Success 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 Center for Student Success, 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 tasks 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).

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.
- 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

Ask your Cooperating Teacher or University Supervisor to help with videotaping.

Student Assistance Plan Guidelines for Faculty and Teacher Education Candidates

Notes: For use in any teacher education program to address professional behaviors and performance that do not meet expectations and requirements.

Purpose of student assistance plan process:

- Identify teacher candidates who are exhibiting professional dispositions inconsistent with expectations of teacher's academic performance that does not meet minimal program requirements
- Provide students with an opportunity to remediate such that professional dispositions and academic performance meet program expectations and requirements.

Who completes the form?

- Any teacher education faculty
- Any practicum related supervisor
- Any faculty member outside of teacher education

Student assistant plan process utilizes both 'Notice of Concern' and 'Automatic Referral". Notice of

Concern:

- Definition: A documented concern regarding professional teacher dispositions and/or academic performance that can be resolved between the instructor/supervisor and the student.
- Timeline: Problematic dispositions and academic performances are identified early and resolved within the course/semester/practicum experience.
- 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 Student Success; (f) Student 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.

Automatic Referral

- Definition: Automatic referrals are issued for any of the following areas of concern:
  - 2nd notice of concern
  - Individual Course Grade Below 2.0
  - Overall GPA Below 2.75
  - Withdraw from a required course in the teacher education major
  - Withdraw from two different courses in two different semesters
  - Flagrant dispositional concerns
  - Other (at discretion of instructor/supervisor)

- 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.
- 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.
- SAP Committee Meeting
  - Opening statements are made by both the person making the referral and the TC.
  - The committee determines SAP including expected outcomes, evidence for outcomes, and timeline.
  - After SAP is reviewed, all meeting participants sign the document. The document is forwarded to the Center for Teacher Success.
  - At end of timeline, TC provides evidence of SAP completion along with support document if necessary (e.g., recommendations).
  - 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.

CERTIFICATION FOR LICENSURE

When the required exams are passed, your coursework at WSU is completed with a GPA of 2.75 or higher in your education major, and you have begun your student teaching, it is time to think about obtaining a Minnesota teaching license.

The licensure application process can take a while, so it is best not to procrastinate. Current students can start the online process two weeks prior to graduation if they have passed all required exams. Many districts will not consider you for employment unless you have a license in hand. Keep in mind that even if you plan to teach in a state other than Minnesota, the first step is always to get a Minnesota license. Then, you can research the steps to obtaining an out-of-state license if that is something that you would like to do.

Before you apply for your MN License:
Please read and understand the following information below prior to applying online. You will not be able to send your application to the WSU Certification Officer until you have applied online and printed the appropriate documents. There is more detailed information on our web site www. winona.edu/teachered/licensure.asp about this process.

PELSB Minnesota Educator License Application Directions

WSU, College of Education, Certifying Officer created this page as a resource to assist students with obtaining a MN teaching license. WSU is the State-approved Teacher Prep Program Institution. PELSB (Professional Educator Licensing and Standards Board) is the authoritative body to issue the teaching license. **PELSB will email candidates when license is issued. It will take "6 to 8 weeks" after date of graduation to obtain an "initial" teaching license if "all required PELSB application documents have been submitted to PELSB" in one packet.**

ADDING a LICENSE to an EXISTING PELSB LICENSE: Use paper application located within this URL https://mn.gov/pelsb/current-educators/additional-license/ Select the Tier3 or 4 application and follow the directions for add-on to existing license. Email Paula O'Malley Pomalley@winona.edu to request the Verification Section 6. When this is received, mail form and check ($57.00) to PELSB. This application does require updated official transcripts but does not require an additional fingerprint card.

INITIAL TIER 2 APPLICATION: This option can be used if an applicant has a job offer for which the applicant has not completed a licensure program. Follow the same instructions listed below and select the Tier2 application in the online process. Collaborate with your employer (School District) to verify employment (Section 8) for the Tier 2 application. This process is between the applicant, the employer, and PELSB. WSU only completes sec. 6 if all required tests have been attempted. If you have not attempted tests, leave the verification page blank for the Tier 2 application.

1. **Order fingerprint cards** by phone 651-539-4200 (enter option 1) or email to pelsb@state.mn.us (include your name and mailing address). Call a law enforcement agency regarding hours available for teacher license fingerprinting. When you receive the "PELSB stamped" fingerprint, write in black ink the required personal information, but do not make other marks on the card. Do not bend/fold the card. Using hand lotion prior to finger printing is suggested. There may be a fee of $10.00 or more. Candidates can complete the fingerprinting process early and plan to mail the completed fingerprint card when the entire application is completed.
2. **Order Official WSU transcripts** to be mailed to your home address. Keep transcripts sealed and enclose with your license application packet to PELSB. Click here to order official transcripts select Official Transcripts for Current Students & Recent Graduates . If you are ordering transcripts prior to graduating, check the box "hold until degree is recorded". Transcripts can also be requested and picked up at WSU, Warrior Hub (2nd Floor Maxwell) with Warrior Id for identification. If you transferred courses into your WSU Teaching Program, also order official transcripts from those institutions and enclose sealed transcripts with your PELSB license application packet. During COVID, WSU will enclose your "transfer" transcripts.
3. Refer to the PELSB application- https://mn.gov/pelsb/aspiring-educators/apply/ Follow online application directions Online Licensing System (steps listed below). Complete the MN Tier 3 license application Sections 1, 2, 3, 4, and 5; Section 7 and 8 does not need to be completed for Teacher Preparation Graduates who have tests passed. This step can be completed 30 days prior to graduation date. Candidates do not need to wait for the verification page form WSU to complete the online application.
4. **Verification of Completion** of a State-approved Program must be completed, signed, and dated by the certifying officer of your teacher prep program institution. Paula O'Malley is the WSU Certifying Officer. Each semester, the verification form is emailed to each program completer when they meet the Tier 3 License requirements:
   - A bachelor's degree (degrees are posted on transcripts approximately 2-3 weeks after graduation)
   - Official Passing scores for MTLE content and pedagogy exams reported to WSU
   - edTPA completion (not required during COVID- 19); COVID 19 updates https://mn.gov/pelsb/covid19/

Note: If you did not obtain your license when you graduated and you are now applying for your license, email coe@winona.edu to request your verification page to be signed.

5. **This is the final step**: It is the applicant's responsibility to submit the required items in ONE complete packet to PELSB. PELSB will return the items if packet does not include all documents.
   - Completed fingerprint card (must be on PELSB stamped fingerprint card)
   - Official WSU transcripts with degree posted (unopened letter size envelope)
   - Institutional verification of completion of program page (MTLE officially passed, degree on transcript)
   - Print out of transfer transcripts and print out of email from certifying officer (WSU certifying officer will enclose a form for transfer work and transfer transcripts) with verification page email.

Mail complete packet to : PELSB 1021 Bandana Blvd. East, Suite 222 Saint Paul, MN 55108- 5111;

PELSB Contact Information: Phone: 651-539-4200; Web site: https://mn.gov/pelsb/ ; Email: pelsb@state.mn.us

Note: Link to the Minnesota Statutes 122A.183 for Tier 3 License
https://www.revisor.mn.gov/statutes/cite/122A.183

ONLINE APPLICATION DIRECTIONS:

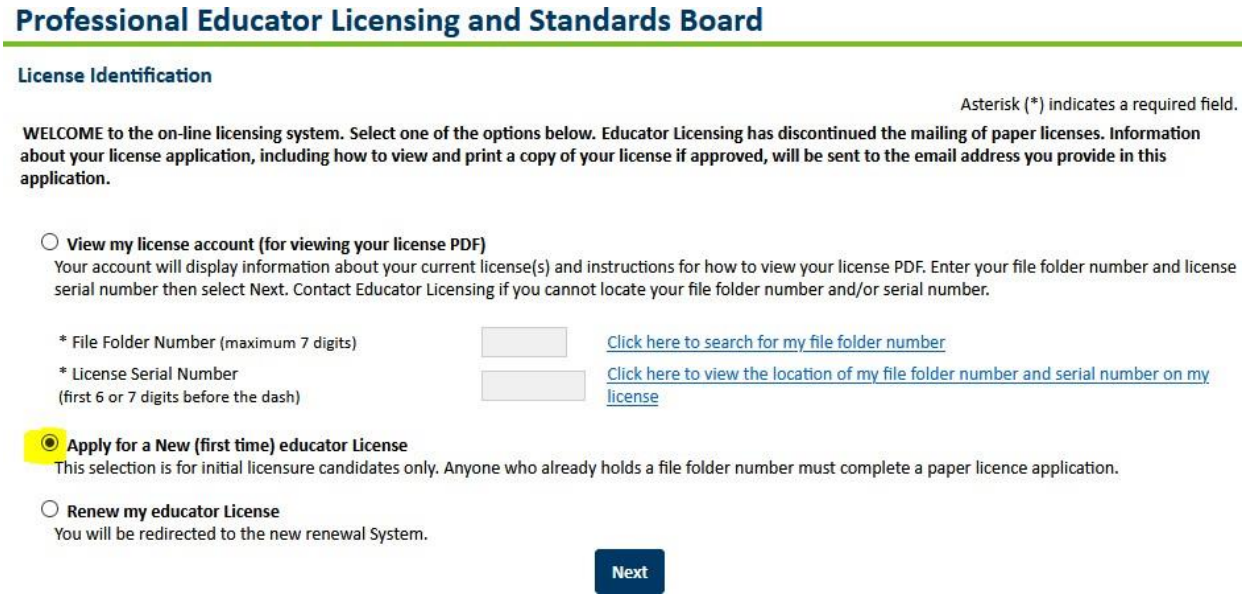
This can be completed 30 days prior to graduation if passing MTLE scores or pending passing scores or Tier 2 application with job offer:

STEP 1: Go online to: PELSB Online Application System Website

a. Asterisk (*) indicates a required field.
b. Fee for initial License: 91.95, must be paid via credit card
c. The application will time out when there is 30 minutes of inactivity, be sure to complete the application at a time when you will not be interrupted.
d. Do not use the back arrow navigation on your internet browser toolbar, instead use the navigation buttons in the PELSB application

STEP 2: Click on "Sign in with Google" and login with a gmail account

STEP 3: Select "Apply for a New (first time) educator License"


Professional Educator Licensing and Standards Board

License Identification

Asterisk (*) indicates a required field.

WELCOME to the on-line licensing system. Select one of the options below. Educator Licensing has discontinued the mailing of paper licenses. Information about your license application, including how to view and print a copy of your license if approved, will be sent to the email address you provide in this application.

View my license account (for viewing your license PDF)
Your account will display information about your current license(s) and instructions for how to view your license PDF. Enter your file folder number and license serial number then select Next. Contact Educator Licensing if you cannot locate your file folder number and/or serial number.

* File Folder Number (maximum 7 digits) — Click here to search for my file folder number

* License Serial Number (first 6 or 7 digits before the dash) — Click here to view the location of my file folder number and serial number on my license

Apply for a New (first time) educator License
This selection is for initial licensure candidates only. Anyone who already holds a file folder number must complete a paper licence application.

Renew my educator License
You will be redirected to the new renewal System.

Next

STEP 4: Select "Minnesota Education License" below is a screenshot of 2020 application; the fee is now $90.25

The processing fees for this educator license application total $91.95.

Step 1: Select an application from the list below. If your choice requires you to specify one or more license types, a list will display. Select **Next** when you are ready to continue.

- (●) Minnesota Education License
- ( ) Three-Year Short-Call Substitute Teaching License
- ( ) Lifetime Short-Call Substitute Teaching License

According to Minnesota Statute 122A.18 Subd. 7a (b), to be granted a lifetime short-call substitute license, the applicant must be retired and receiving a retirement annuity as a result of the applicant's teaching experience.

STEP 5: Select "Teaching"

STEP 6: Select "Tier 3" and then click "Next" STEP 7: Verify Information and click "Next"

Professional Educator Licensing and Standards Board

Application Type

Application Type:
- Minnesota Education License

License Types:
- Teaching
- Tier 3

Edit

You have selected the maximum number of applications allowed for this session. You can change your application selections as needed or select Next to continue with the application process.

Next

STEP 8: Complete the Contact Information

Be sure to complete all sections that are applicable to your situation. *required fields

STEP 9: Education Background

- Enter the colleges/universities you have attended.
- For WSU be sure to include:
  - State or Territory Select "Minnesota"
  - College/University Name: Winona State University
  - Select: I completed a licensure program at this college/university

STEP 10: Student Information

- Choose appropriate response and document date degree awarded (05/07/2021)
  - If earning Undergraduate Degree---Select "Bachelors"
  - If Post Bac Student Earning License Milestone---Select "Fifth Year Program or Additional Coursework

STEP 11: Verify Information and Select "Next"

STEP 12: Respond to Conduct Review Statement questions and select "I Accept"

STEP 13: Review Application Components and click "Submit Applications"

STEP 14: Review the Certification Statement and click "I Accept" STEP 15: Click on "Print Checklist & Make Payment"

Professional Educator Licensing and Standards Board

Print Checklist and Make Payment

Please select the Print Checklist and Make Payment button below to complete the final steps needed to submit your application. Your application will not begin the review process until your processing fee has been paid and all documents are received at PELSB.

1. Print your document checklist and additional forms.

Your checklist must accompany your supporting documents.
Links to any additional required forms are available on the checklist.
If there are no blank checkboxes on your list, no further documentation is required.

2. Pay your application and BCA processing fee.

After you print your check list and any forms use the Make Payment button to pay the processing fee.
Your application will not be considered for review until your processing fee has been received.

Print Checklist & Make Payment

STEP 16: Download the Verification of Completion of a State-Approved Licensure Program by clicking on "[Click to Download Forms]" the screen shot listed below is from the PELSB 2020 application; the fee is now
90.25 and the seventh line listed below will state official transcripts in sealed envelope from Winona State University.

Document Checklist : **If you have no blank check boxes, you are not required to send any additional documents to PELSB.** If there are required forms listed below, use the download link to print the form. Review of your application will not begin until all of the required documentation has been received by Educator Licensing.

02/06/2021 This is the date your supporting documentation is due at PELSB.

√ Completed On-Line Application for Minnesota Education License - Teaching

Indicate licensure field _____

√ Completed On-Line Application for Minnesota Education License - Tier 3

√ Completed Conduct Review Statement

☐ BCA Fingerprint Card **[Click to Request Fingerprint Card]**

☐ Verification of Completion of a State-Approved Licensure Program **[Click to Download Form]**

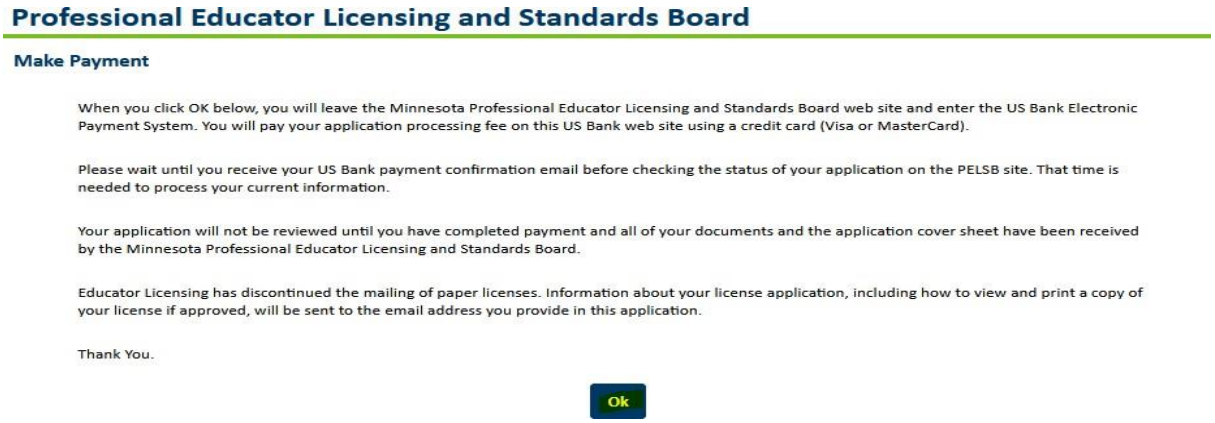
☐ *(If applicable)* Verification of Teaching Experience **[Click to Download Form]**

☐ Official Transcripts in sealed envelope from U Of M Duluth

☐ Processing Fee(s) are $91.95. Payment must be made online using a VISA or MasterCard using the Make Payment link at the bottom of this screen. **Do not send a check or money order with your packet.** If payment has not been made within 60 days, your application will be deactivated.

STEP 17: Save and print this (Verification of Completion of a State-Approved License Program) form and write in the recommendation part "Refer to Verification page from WSU"). Paula O'Malley (WSU Certifying Officer) will email you your completed Verification of Completion form when your degree is posted on your transcripts and your required exams are passed MN License Exams.

STEP 18: Click on Make a Payment



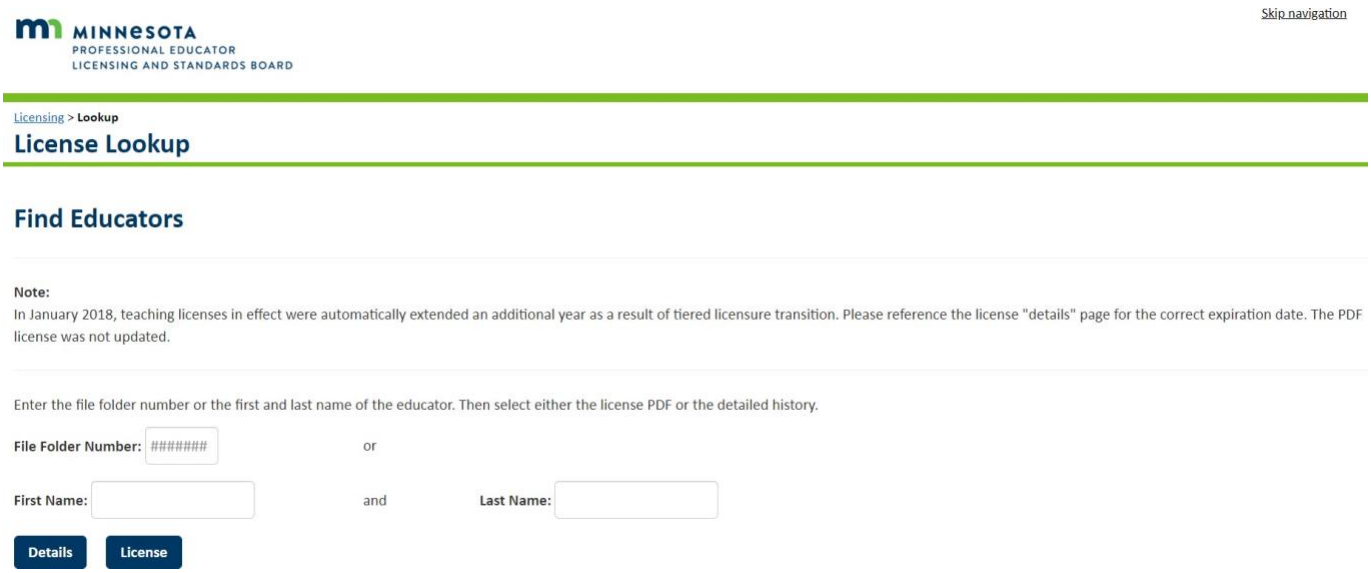
STEP 19: Review the payment statement and click "OK"

STEP 20: Make payment for $91.95

- Enter Contact Information and Payment Information
- Click "Continue"

STEP 21: Add File Folder number to top of Verification Form from Paula (WSU)

When you receive the completed verification form from Paula (degree on transcripts and tests passed), write your file folder number at the top of the form. To find your file folder number click link License look up and enter your first and last name. Note: Payment must be completed to find your file folder number.



Wisconsin Licensing Application Directions

Contact WI DPI for questions: https://dpi.wi.gov/support/contact-educator-licensing Link to updates and options during COVID: https://dpi.wi.gov/licensing/news

WSU Certification officer prepared these directions in accordance with the WI DPI web site as of 11-18- 2020. It is the applicant's responsibility to follow the WI DPI web site to confirm information.

Teacher Preparation Candidates who meet the MN Tier 3 Teaching license requirements can apply for a WI Teaching license by following the steps listed below. Candidates can choose one of these pathways:

The out-of-state pathway requires the educator has completed an approved out-of-state teacher preparation program, all out-of-state testing & be eligible to obtain the license in the state where the program is headquartered. If seeking an Elementary Education, Early Childhood or Special Education license we require a passing score of 240 or higher on the Wisconsin Foundations of Reading exam.

OR

Apply for a one- year license with a letter stating that you plan to get the one-year WI license and then teach for a year and complete the reciprocity license. This option requires the candidate to complete 1 year of teaching (either in WI or MN) while holding a WI 1-year license with Stipulations and a MN Tier3 license. This option also requires multiple application fees. Note: Special Education, Elementary, and Early Childhood majors are required to also take a WI. FORT test, however, this test is not required for the one- year initial license and is not require for the reciprocity pathway.

STEPS to apply for a WI Teaching license:

Start at main page https://dpi.wi.gov/tepdl/elo/oos/initial-teacher-tips

1. **Schedule an appointment for electronic fingerprints:** Click this link Electronic Fingerprint Submission; then follow step #2 schedule appt for electronic fingerprints (candidates can skip the part regarding "determine if you need fingerprinting" because all first-time applicants need fingerprinting).

Go back to main page https://dpi.wi.gov/tepdl/elo/oos/initial-teacher-tips

2. **Gather Documents:** Plan to **gather documents and** Scan all documentation into files (.pdf, .doc/docx, .jpg/jpeg, or .txt) that are 2MB or less in size. Do not start the online application until you have all necessary documents saved as pdf files.

A. Preview the ELO Conduct & Competency Questions to see if you will need to provide documentation of any alleged misconduct. You will answer these questions in the online application as the final step.

B. PI-1612-Institutional Endorsement-T – right click to open, determine it is safe to open and enable content; type in your information and save to your laptop; Email this completed form to Pomalley@winona.edu to request your institutional endorsement. This form can only be endorsed by WSU if teacher candidate meets all requirements of MN Tier 3 license including passing all MTLE required exams with official scores reported and the degree posted on transcripts.

C. Bachelor's degree verification: click this link transcripts from the WI DPI web site to review options. Note: After we reviewed this part of the WI. web site; ordering the official transcript sent to your home address, scanning and saving it to a pdf file seemed to be the best option. Click here to order official transcripts from WSU and select **Official Transcripts for Current Students & Recent Graduates** and check the box "hold until degree is recorded". Degrees are posted within 2 to 3 weeks after date of graduation.

D. Click this link Testing* and "review" out of state pathway: *Not all tests are required. For graduates who have additional WI tests like the FORT test required for Elementary, Early Childhood, and Special Education who plan to get a one-year license, teach for a year, and apply for the reciprocity license can write a letter to WI DPI with a written statement identifying the testing requirement(s) you have not met. Save this letter in pdf format and plan to upload it with your other pdf documents. The WI DPI out of state pathways are described in the narrative in the beginning of this document.

Note: DPI licensure decisions are based on the documentation you provide with your application. Therefore, it is

best to include as many documents listed above as possible.

3. After you have all pdf documents described in the previous steps including the official transcript, completed fingerprint card, institution recommendation from WSU, etc.; Log in to Educator Licensing Online (ELO) with your WAMS ID

- Within ELO, make sure you have answered the three onboarding questions.

- Select "Out of State Program [1025]" application under "Apply for a new license" on the Quick Start Menu, and click on "Go"

- Complete each page of the application as instructed. Review your Application Summary and edit information if necessary OR click the "SUBMIT" button to submit your application.

CAREER TIPS & RESOURCES

The faculty and staff in the College of Education at WSU are committed to meeting the needs of our students as they work towards their careers. We want to provide all the information necessary to help students be competitive in the job market. Historically, WSU's placement rate has been excellent. Our graduates have experienced great success in the job search and are highly regarded in districts throughout Minnesota, Wisconsin and beyond.

The Bureau of Labor Statistics is a valuable resource to learn more about the job outlook and salary for high school teachers and elementary teachers in the United States.

High Demand Areas

High demand areas are those licensure areas that school districts are most in need of teachers to hire. This is often because there are fewer people entering these areas of teaching and, thus, there are fewer job applicants. The Winona State University licensure areas that are currently in the highest demand in Minnesota are:

Chemistry, English as a Second Language (ESL), Mathematics, Middle Level Science (grades 5- 8), Physics, Spanish, and Special Education. Other areas that have been in high demand in the past include Business Education, Life Science and Earth Science.

If you choose to enter one of the above listed areas, you might want to consider applying for the TEACH grant and the federal loan forgiveness program. These are both federal programs in which WSU participates.

Make Yourself Marketable

If you are interested in a licensure area (like Elementary Education, for example) that is not one of the high demand areas, there are still ways to make yourself more marketable. Here are a few ideas:

- Add a Mathematics or Science Middle Level minor to your licensure area
- Add a Spanish major or minor
- Add a Special Education major
- Add an English as a Second Language licensure area
- Consider participating in a travel study program while at WSU

Employment After Graduation

If you are seeking a teaching job in the state of Minnesota, the Education Minnesota and MSC Employment Network websites are good starting points.

If you are seeking a teaching job in Wisconsin, visit the Wisconsin Job Seeker website. This jobs database has listings from around the state that can be filtered by category, job type, and region. For additional resources, WSU's Career Services can also aid in searching for a job, writing a resume, and preparing for interviews.

COLLEGE OF EDUCATION GRADUATE PROGRAMS

WSU offers the following options for students interested in pursuing graduate degrees.

Counselor Education Department

- Addictions Counseling Certificate
- MS – Clinical Mental Health Counseling
- MS – Professional Development
- MS – School Counseling

Leadership Education Department

- EdS – K–12 Principal
- EdS – Superintendency
- MS – Organizational Leadership
- MS – Professional Leadership Studies
- MS – Teacher & School Leadership
- MS – Recreation Leadership (with RTTR)
- MS – Sport Management (with PESS)

Education Studies Department

- Training & Development Certificate (Business Education)

Rochester Education Department

- MS – Graduate Induction Program (Elementary Education)
- Teacher Preparation Collaborative (Secondary Licensure Program)

Special Education Department

- MS – Academic & Behavioral Specialist
- MS – Developmental Disabilities

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

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

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

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

Subp. 4.
Complaints handled by board.
When oral complaints alleging violations of the code of ethics are received, the executive secretary of the 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
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STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS

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

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

A. understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines taught.
B. understand how students' conceptual frameworks and misconceptions for an area of knowledge can influence the students' learning;
C. connect disciplinary knowledge to other subject areas and to everyday life;
D. understand that subject matter knowledge is not a fixed body of facts but is complex and ever developing;
E. use multiple representations and explanations of subject matter concepts to capture key ideas and link them to students' prior understandings;
F. use varied viewpoints, theories, ways of knowing, and methods of inquiry in teaching subject matter concepts;
G. evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness for presenting 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;
R. and 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, facilitatin 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

Forms and Other Resources

Professional Education Unit Application for Appeal

(To be completed by student)

*Date: Application Received in Dean's Office:*_____

Name_____Tech ID_____

Permanent Address_____Phone #
_____

Local Address_____Phone #

_____
Cell Phone _____

Email Address_____ Teaching Major:_____

No. of credits completed: _____ Overall GPA:_____

_____ _____

Major Advisor Signature Signature of Chairperson of Major
Department/Designee

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

_____
_____
_____
_____
_____
_____
_____

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

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

_____
_____
_____
_____
_____

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

_____
_____
_____
_____
_____
_____
_____
_____

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

_____
_____
_____
_____
_____
_____
_____
_____

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

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

Return completed form to the Dean, College of Education Office, Cathedral School 112. The College of Education Dean will summon a non-biased, non-conflict of interest taskforce to review this appeal.

Professional Education Unit Appeal Form

(To be completed by a Taskforce Chairperson or Designee)

1. Exact issue being appealed.

_____

_____

_____

_____

_____

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

_____

_____

_____

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

_____

_____

_____

_____

_____

_____

Appeal Recommended_____ **Appeal Not Recommended** _____

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

_____

_____

_____

_____

_____

_____

Signature Verification Documentation Teacher Education Unit Appeals

TASKFORCE DESIGNEE SIGNATURE(S) REQUIRED BELOW:

_____ _____

Taskforce Designee Date

_____ _____

Taskforce Designee Date

_____ _____

Taskforce Designee Date

_____ _____

Taskforce Designee Date

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

STUDENT SIGNATURE REQUIRED BELOW:

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

_____ _____

Student's Signature Date

COLLEGE OF EDUCATION DEAN SIGNATURE REQUIRED BELOW:

Student Appeal Granted_____

Taskforce Recommendations & Conditions for Appeal Accepted_____

Student Appeal Denied _____

_____ _____

Dean, College of Education Signature Date

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?

	*Examples are given in the right-hand column. When submitting your lesson plan, you may either replace the given examples or leave them intact.
Lesson Title	Example: Line symmetry
MN/CC State Standard(s) - direct quote from MN standards documents - if only focusing on one part of a given standard, underline the part being focused upon	Example: MN Standard: Geometry.4. G.3: <u>Recognize a line of symmetry</u> for a …
Central Focus - derived from standard, - communicates general goal	Example: Read and comprehend nonfiction texts.
Learning Target for this Lesson - concisely says what students will be able to know and do - start with appropriate language function (active verb)	Possible language functions: Identify, explain, summarize, interpret, contrast, justify… Example: Explain how X plays a role in….
Academic Language (AL) a. Domain-specific Acad vocabulary b. General Academic vocabulary (Words used in school across many subject areas) c. Syntax Sentence Frame: Example sentence that student can use to accomplish target d. Point in lesson where students will be given opportunity to use Academic Vocabulary (Note: It is important that this appears in TPA videotape segments	a. Domain-specific academic vocabulary ex: perpendicular, separatist, fable... b. General academic vocabulary ex: essay, illustrate, contrast, critique, table … c. Sentence Frame ex: X & Y are different because... I agree with X because the text says 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…
Needed modifications/supports a. Identify how some form of additional support will be provided for some aspect of the lesson for given student(s) - visual, graphic, interactive - reduced text, rewritten text, fill-in the blank notes, word banks - graphic organizers, sentence frames	Ex: BP will accomplish the stated target, with the added support of sentence frames and a word
Resources & materials needed	Ex: handout on X, Graphic organizer on Z, McGraw Hill textbook chapter 4, pp. 48-52.

Lesson Part	Activity description / teacher does	Students do
<u>Phase 1</u> **<u>State Target & Activate Prior Knowledge</u>** a) Post the learning target statement and indicate whether the teacher or student(s) will read it aloud b) Engage students in activity to elicit / build prior background 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 Explain the plan to capture data from this phase of the lesson	Assessment Example: Note responses with + or – on class roster	
<u>Phase 2 Teacher Input / Inquiry</u> - Explain procedures - Demonstration the task - Teachers think aloud		
Phase 2 Assessment Explain the plan to check for understanding of steps / procedures demonstrated in this phase	Assessment Example: 3 quick questions (write out the questions). Individuals will write answers on individual whiteboards and teacher will make note of students who miss1 or more.	
<u>Phase 3 Guided Practice</u> - Paired/collaborative work - Teacher(s) may roam & assist		
Phase 3 Assessment Explain the plan to check for ability to apply demonstrated steps/procedures during guided practice	Assessment Example: Ask "turn and talk" question. Walk around and make note of overheard misconceptions.	
<u>Phase 4 Independent practice</u> - Individual student work		
Phase 4 Assessment Explain plan to check for ability to apply demonstrated steps/procedures during independent practice	Assessment Example: Check individual answers on handout.	
<u>Phase 5 Restatement & Closure</u> a) Restate learning 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	

b) Explain a planned opportunity for students to self-assess their perceived level of mastery for the target.	want would 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=-yCj7IMyWAQ. Updated 1/2016

Math Lesson Plan Template

Course & topic addressed _____ Grade__

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

Specific learning objectives for this lesson.	
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	

State-adopted Academic Content Standards/Benchmarks

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

Academic Language Support and Objectives

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)	

Materials

Materials needed by teacher for **this lesson**.	
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.

Amount of Time	**Teaching & Learning Activities**	**Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.**
	Orientation/Engagement/ Motivation:	
	Exploration #1	

	Exploration #2	
	Exploration #3	
	<u>Closure:</u>	

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.

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	☐ Informal /☐ Formal	
	☐ Informal /☐ Formal	
	☐ Informal /☐ Formal	

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

PRE-PLANNING INFORMATION		
Central Focus - Unit		
Terminal Objective(s) – *by the end of the unit students will:*		
<u>Primary Benchmarks</u> (bulleted list; include text of each benchmark)		**<u>Summative Assessment(s)</u>**
<u>Secondary Benchmarks</u> (bulleted list; include text of each benchmark)		**<u>Assessment(s)</u>**
Tools		
Pre-Requisite Knowledge & Skills [what do students already know; what can students already do]		
Additional Notes		
Student, community, and cultural characteristics	**Whole Class**	**Individuals (reference students with a, b, c, etc.)**
Strategies to activate prior knowledge, create relevance, generate motivation/interest		
Use of Theory & Research	*Theory - Research* *Why does this apply?* *How will it be used?* *Where in the lesson plan will it be used?*	

*The actual Lesson Plan (LP) starts below this line.

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

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

Academic Language	**Function** **Discourse** **Vocabulary** **Syntax**		**Supports**	

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

TABLE 3: ENGAGING STUDENTS in LEARNING		
Transition		
<u>LXI</u> **<u>Type of LX</u>**	**Activity & Extensions**	**Task Structure**
	Cues:	
	Adaptations & Supports:	
	Modifications:	
<u>Est. Time</u>	**Monitoring Learning & Feedback Focus (FF)**:	
	Questions & Questioning Strategies:	
	Language Supports:	
Transition		
<u>L</u> **<u>X</u>** **<u>I</u>**	**Activity & Extensions**	**Task Structure**

Type of LX	**Cues**:	
	Adaptations & Supports:	
	Modifications:	
Est. Time	**Monitoring Learning & Feedback Focus (FF)**:	
	Questions & Questioning Strategies:	
	Language Supports:	
Transition		
L X 3	**Activity & Extensions**	**Task Structure**
	Cues:	
Type of LX	**Adaptations & Supports**:	
	Modifications:	
	Monitoring Learning & Feedback Focus (FF):	
Est. Time	**Questions & Questioning Strategies**:	
	Language Supports:	
Transition		
L X 4	**Activity & Extensions**	**Task Structure**
	Cues:	
Type of LX	**Adaptations & Supports**:	
	Modifications:	
	Monitoring Learning & Feedback Focus (FF):	
Est. Time	**Questions & Questioning Strategies**:	
	Language Supports:	
Transition		

L X 5	**Activity & Extensions**	**Task Structure**
Type of LX	**Cues**:	
	Adaptations & Supports:	
	Modifications:	
Est. Time	**Monitoring Learning & Feedback Focus (FF)**:	
	Questions & Questioning Strategies:	
	Language Supports:	
Transition		

Created August 2018, by K. Mally

P-12 Student Diversity Demographic Survey

OF STUDENTS SERVED BY **WSU** MAJORS

Please Fill out this form Electronically

Check one: ____Field Experience ____Practicum A ____Student Teaching ____Practicum B	Licensure Area/s: _____ _____
WSU Student's Name	Classroom Teacher's Name
School District	School Name
Please estimate the number of students you served who are described by the following categories: ___African American ___ American Indian ___ Asian ___ Hispanic ___ Migrant ___ Multi-Ethnic ___ White	Please specify the number of students with Individual Education Programs (IEPs): ___ Autism Spectrum Disorder ___ Blind-Visually Impaired ___ Deaf-Blind ___ Deaf and Hard of Hearing ___ Developmental Cognitive Disabilities ___ Developmental Delay (Birth to Age 7) ___ Emotional/Behavioral Disorders ___ Learning Disabilities ___ Other Health Disabilities (Includes Attention Deficit Disorders) ___ Physically Impaired ___ Traumatic Brain Injury
___ Gifted and Talented ___ Limited-English Proficiency ___ Title I (Reading/Math)	

Please return this form by _____to _____.

Address: _____.

Please Fill out this form Electronically

Form Available On-Line at: http://www.winona.edu/teachered/coopteachers.asp

Standard of Effective Practice

Criteria/Benchmark/Performance Indicator examples

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

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

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

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

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

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

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

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

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

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

Comments:

Your Name: _____

Your Title:
(Circle one)

University Supervisor

Cooperating Teacher

Signature: _____

Date: _____

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.

	Inappropriate: Strongly Disagree	Inappropriate: Somewhat Disagree	Appropriate: No evidence to believe otherwise	Exceptional: Somewhat Agree	Exceptional: Strongly Agree
Belonging and Support: Conveys a sense of belonging and support to all regardless of background.	○	○	◉	○	○

Fair Interactions: Demonstrates a sense of fairness in interaction with all students.	○	○	◉	○	○
Ensuring Equity: Ensures equitable access and opportunity for all students to learn and grow.	○	○	◉	○	○
High Expectations: Conveys high expectations for all students during interaction.	○	○	◉	○	○
Consistent Behaviors: Demonstrates behaviors that are consistent with the idea that all students can learn, grow and contribute.	○	○	◉	○	○
Advocacy: Envisions and advocates for opportunities for students to make their own choices in paths for learning and growth	○	○	◉	○	○

Area 2: Commitment to Professionalism and Continued Growth

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

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

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

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

	Inappropriate: Strongly Disagree	Inappropriate: Somewhat Disagree	Appropriate: No evidence to believe otherwise	Exceptional: Somewhat Agree	Exceptional: Strongly Agree
Oral Communication: Utilizes appropriate oral communication skills in the professional setting, e.g. grammar, usage, word choice, and oral presentation skills.	○	○	◉	○	○
Written Communication: Utilizes appropriate written communication skills in the professional setting, e.g. grammar, usage, punctuation, capitalization, and spelling.	○	○	◉	○	○
Professional Appearance: Demonstrates a professional					

appearance which projects an image consistent with parent and community expectations for professionals, e.g. clothing, hygiene, physical appearance.	○	○	◉	○	○
Collegiality: Interacts with colleagues and staff in a respectful, purposeful way, and in a manner balanced between listening and contributing.	○	○	◉	○	○
Family and Community Relationships: Interacts with families and the broader community in a respectful, purposeful, and professional manner.	○	○	◉	○	○
Confidentiality: Maintains student confidentiality in spoken, written, social media, and other online forms of communication, e.g., regarding medical and personal information, duplication of materials without permission, test scores, etc.	○	○	◉	○	○
Ethical Behavior: Does not condone, support, or participate in acts that are unethical or illegal.	○	○	◉	○	○

Block 1

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

Leave of Absence from Student Teaching Form

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

Today's date:_____

Leave to be granted to:_____

Dates and times of leave:_____

Reason for leave: (Check those that apply)

_____Sick Leave
_____Bereavement
_____Emergency. Specify:_____
_____Approved professional development. Specify:_____
_____Other. Specify:_____

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

Signed:_____
Teacher Candidate

Signed:_____
Cooperating Teacher

Signed:_____
University Supervisor

Form Available online at:
http://www.winona.edu/teachered/Media/Student_Teaching_Handbook.pdf

Classroom Observation (for TC to observe another teacher)

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

Teacher Candidate Name:_____

Current Placement:_____

School/Teacher to be Observed:_____

Anticipated Observation Date:_____

Site Principal gave permission of observation on:_____

Cooperating Teacher gave permission on: _____

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

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

Observation Summary:

Reflection on the Visit:

Summary Comments of Follow-Up Conference with University Supervisor

Co Teaching Approach

Check the co teaching strategy you observed.

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

OBSERVATION AND CONFERENCE PLAN

WINONA STATE UNIVERSITY

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:			
Materials are prepared, ready & appropriate	1	2	3
Creates an organized teaching area	1	2	3
Communicates activity purpose	1	2	3
Gives clear, concise directions	1	2	3
Links material to prior knowledge	1	2	3
Pre-teaches relevant vocabulary	1	2	3
Comments:			

INSTRUCTIONAL SKILLS:			
Demonstrates knowledge of content area	1	2	3
Plans with knowledge of student skills	1	2	3
Uses appropriate pacing	1	2	3
Constructs varied inputs/activities	1	2	3
Uses time efficiently	1	2	3
Checks for understanding	1	2	3
Uses a variety of questioning strategies	1	2	3
Gives adequate wait time for responses	1	2	3
Solicits student inputs & opinions	1	2	3

Gives corrective feedback as needed	1	2	3
Adjusts instruction based on student response	1	2	3
Re-teaches when the need is indicated	1	2	3
Provides a structured closure & review	1	2	3

Comments:

Page 1

BEHAVIOR MANAGEMENT:			
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 Comments:	1	2	3

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 Copy	Winona State University Teacher Education

Teacher Candidate's Commitment to Professional Dispositions

Teacher Candidate Name: _____Warrior ID:_____

Candidate & Program Data

At Winona State University, the teach21 faculty and staff believe our teacher education programs should be driven by rigorous professional standards. The teach21 Unit is committed to student success and meeting the expectations of its teacher candidates. A key aspect of student success is collecting and analyzing student data to improve program delivery, quality, and effectiveness.
The teach21 Unit utilizes information from a variety of sources to obtain a valid and accurate understanding of our students and our programs.

The documents in Appendix 3 provide answers to many questions that parents, prospective students and other stakeholders may ask about our teacher preparation programs. Performance and satisfaction data are reported on students as they progress through their program, from entrance to graduation and beyond. Our data demonstrate both the effectiveness of our programs and our desire to continually improve the way we prepare teachers to meet the needs of their students.

Teacher Candidate Dispositions

Dispositions are defined as the values, commitments, and professional ethics that influence behavior toward students, families, colleagues, and communities. They affect student learning, motivation, and development, as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (CAEP, NCATE). The dispositions listed are expected of teacher candidates at Winona State University and should be demonstrated in the university classroom and during field experiences, practicum, and student teaching experiences.

Commitment to Improving the World through Education:
Area 1: Commitment to Students and Positive Learning Environments

- Belonging and Support: Conveys a sense of belonging and support to all regardless of background.
- Fair Interactions: Demonstrates a sense of fairness in interaction with all students.
- Ensuring Equity: Ensures equitable access and opportunity for all students to learn and grow.
- High Expectations: Conveys high expectations for all students during interaction.
- Consistent Behaviors: Demonstrates behaviors that are consistent with the idea that all students can learn, grow, and contribute.
- Advocacy: Envisions and advocates for opportunities for students to make their own choices in paths for learning and growth.

Area 2: Commitment to Professionalism and Continued Growth

- Dependability: Is reliably present, dependable, and prepared.
- Reflective Questions: Poses reflective questions related to multiple perspectives and viewpoints.
- Learning Principles: Question's student performance in light of principles of growth and learning.
- Response to instruction: Utilizes insights from student responses as a resource for refinement of professional practices or dispositions.
- Response to Feedback: Utilizes feedback from colleagues, supervisors, and other professionals to make adjustments to professional practices or dispositions.
- Self-Directed Learning: Takes initiative in seeking resources and developing plans for continued growth related to professional knowledge, instruction, and dispositions.

Area 3: Commitment to Colleagues, Families, and the Community

- Oral Communication: Utilizes appropriate oral communication skills in the professional setting, (e.g., tone, grammar, usage, word choice, and oral presentation skills).
- Written Communication: Utilizes appropriate written communication skills in the professional setting, (e.g., grammar, usage, punctuation, capitalization, spelling, and using formal language).
- Professional Appearance: Demonstrates a professional appearance which projects an image consistent with parent and community expectations for professionals, (e.g., clothing, hygiene, and 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, and test scores).
- Ethical Behavior: Does not condone, support, or participate in acts that are unethical or illegal.

I have read the dispositions and indicators listed. I agree dispositions are important to my development as an effective, professional educator. I am committed to my own growth and excellence in acquiring and demonstrating these dispositions. I understand my progress in Teacher Education depends upon my successful demonstration of these dispositions.

Signature:_____ **Date:**_____

WSU College of Education- Criminal Background Check Policy

Revised: 5/18/20

COMPREHENSIVE CBC

A comprehensive CBC is conducted for all students prior to their first clinical experience which includes the following searches:

- Unlimited County Criminal Records
  - previous 7 years
  - Maiden & Alias Names Included
- Residency History
- Social Security Alert
- National Record Indicator with Sex Offender Index
  - Maiden & Alias Names Included
- Nationwide Healthcare Fraud & Abuse Search (FACIS Level 3: OIG, GSA, etc.).

Please note: If WSU has conducted a comprehensive CBC within 3 years prior to being admitted into the COE for another purpose, this requirement is already met.

REFRESHER CBC

A refresher CBC is conducted prior to student teaching which includes the following searches:

- Current County of Residence
- Residency History
- National Record Indicator with Sex Offender Index
- Nationwide Healthcare Fraud & Abuse Search (FACIS Level 3: OIG, GSA, etc.)

DISCREPANCIES – FOLLOW-UP WITH TEACHER CANDIDATES

1. The results of the background check are made available electronically to the teacher candidate and the Center for Clinical Practice. The Center for Clinical Practice will review any discrepancies with the Dean of the College of Education to determine if follow-up is necessary on a case-by-case basis.
2. Discrepancies on the CBC may lead to difficulty in securing clinical placements for teacher candidates which could result in a candidate being ineligible to complete the requirements of the Teacher Education Program. Even if the teacher candidate can complete the program, they may not be eligible to receive a teaching license.
3. MN PELSB currently reviews (by committee) each request for licensure on a case-by-case basis, but a conviction of child abuse (physical or sexual), domestic abuse involving a child or possession of child pornography would almost certainly preclude a candidate from receiving a license. The Teacher Ethics Specialist with MN PELSB encourages teacher candidates to contact PELSB directly with questions about their criminal record (651-634-2736).
4. The following offenses automatically result in the Director of Clinical Practice and Dean of the College of Education initiating a meeting/communication with the teacher candidate:
   - Any sex crime incident/arrest/conviction
   - Incidents/arrests/convictions because of violence
   - Incidents/arrests/convictions as a result of harm to children
5. The purpose of the meeting with the teacher candidate is to learn more about the incident/arrest/conviction, and to make the teacher candidate aware of the difficulties in securing clinical placements and obtaining a teaching license with their criminal record. The teacher candidate needs to sign a disclosure indicating their understanding of these difficulties and allowing the results of the CBC to be shared with school district administration.
6. Other considerations for meeting/communication with the teacher candidate:

- The level of offense (felony, gross misdemeanor, misdemeanor)
- The length of time since the incident occurred
- A history of criminal conduct/repeated offenses

7. This policy could change as the legislature/PELSB make changes to teacher licensing policy.

COMMUNICATIONS/DATA PROTECTION

1. The CBC information is archived online by Castle Branch. A CBC report will be printed only if a meeting with the teacher candidate is required. Printed copies of CBC reports will be kept in a locked file cabinet in the Center for Clinical Practice. The CBCs are not stored in teacher candidate files.
2. Castle Branch sets up user IDs for those who need access to the report (members of the Center for Clinical Practice). They are archived online and are accessible only to those with IDs and passwords. The Center for Clinical Practice maintains confidentiality of all data connected with the CBC.
3. The teacher candidate also receives a copy of his/her own CBC.
4. Teacher candidates are notified of this policy in the following documents:
   - College of Education Admission letter
   - Student handbook
   - Advising handbook
   - College of Education website
   - Student Teaching handbook
   - Field Experience handbook

Confidentiality Agreement

Signed at Induction Day and kept on file during duration of your education at WSU

WSU COLLEGE OF EDUCATION PROFESSIONAL CONFIDENTIALITY AGREEMENT

During your clinical work/practicum experience at WSU, you may have access to information, which is confidential and may not be disclosed, except as permitted or required by law, by the school district, and/or by WSU policies and procedures.

Confidential information includes, but is not limited to:

1. Medical and certain other personal information about the children with whom you work.
2. Student records and staff decisions made relative to specific students and their families.

As a clinical/practicum student, you also agree that you will **not:**

1. Use or duplicate any material without express written permission from a District representative in which you work or the author of the material. This includes photographs, audio recordings, or student work samples.
2. Teach or present this material other than for internal use.
3. Use **any** form of social media to post any images or comments pertaining to the school, program, children, parents, or other staff members.

By signing this Confidentiality Agreement, you acknowledge that:

1. You are obligated to hold the aforementioned information in the strictest confidence and not to disclose the information to any person or in any manner that is inconsistent with applicable policies and procedures of Winona State University or the school district with which you are placed.
2. Your confidentiality obligation shall continue indefinitely, including at all times after your association with College of Education Clinical/Practicums.
3. Disclosure of confidential information about a person may result in legal actions being taken against you, by or on behalf of that person or school district.
4. You have read and understood this Confidentiality Agreement.

If you have any questions concerning the confidentiality or disclosure of information, you should contact the WSU College of Education.