

College of Saint Benedict  
**Saint John's University**

**STUDENT TEACHING HANDBOOK**  
**Education Department**

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## **Introduction**

The College of Saint Benedict/Saint John's University Department of Education is committed to preparing Student Teachers as reflective decision makers as defined in the department's conceptual framework. CSB/SJU supervisors and cooperating/mentor teachers work cooperatively with Student Teachers to provide guidance, encouragement and constructive formative and summative assessments including edTPA.

This handbook is intended to be a resource guide with practical information to help student teachers, cooperating teacher/mentors and supervisors to understand their roles and responsibilities. It is not meant to be comprehensive because of the ever-changing procedures and regulations affecting teacher licensure in the State of Minnesota. It is the student teacher's, the cooperating/mentor teacher's and CSB/SJU supervisor's responsibility to contact the Director of Student Teaching whenever questions arise that need clarification.

This handbook contains essential policies, information, guidelines, required assignments and artifacts. Do not hesitate to contact the assigned CSB/SJU supervisor or Director of Student Teaching when questions arise. Please read the sections of the handbook. Copies of forms appropriate for student teachers, cooperating/mentor teachers and CSB/SJU supervisors are included either in hard copy or as links in this document. Teacher Performance Assessment (**edTPA**) requirements are also referenced in this handbook.

## **CSB/SJU Education Department Background Our Mission and Vision**

**Purposeful decision-making is at the heart of effective teaching.** Our aim is to develop exemplary teachers with a strong liberal arts foundation who exemplify Benedictine values, and who consistently make professional decisions that help all students achieve their full potential as persons and as responsible world citizens in a democratic society.

The work of the Education Department builds upon a rich tradition established in this area in the 19<sup>th</sup> Century. The College of Saint Benedict and Saint John's University...work together to offer their students 'a unified liberal arts curriculum which focuses on questions important for the human condition, demands clear thinking and communicating, and calls forth new knowledge for the betterment of humankind.' Through this shared curriculum these two colleges strive as one to offer their students 'an integrative environment for learning which stresses intellectual challenge, open inquiry, collaborative scholarship, and artistic creativity.' These colleges recall their monastic founders by celebrating learning within Benedictine settings that 'foster attentive listening to the voice of God, awareness of the meaning of one's existence, and the formation of community built on respect for individual persons' (Academic Catalog, p. 4).

Congruent with the [joint mission](#) of the College of Saint Benedict and Saint John's University, the mission of the CSB/SJU Education Department is to provide exemplary teacher preparation within the framework provided by the Minnesota Standards of Effective Practice for Teachers. Building on our theme of [Teacher as Decision-Maker](#), we seek to prepare teachers who use their content knowledge, pedagogical skills, and understanding of student needs to make informed, ethical classroom decisions that foster their students' learning.

Drawing from the liberal arts tradition, we seek to prepare teachers who possess a rich and diverse background of coursework and experiences that stress intellectual challenge, open inquiry, collaborative scholarship, and promote clear thinking. Embedded within our belief in the necessity of a broad, liberal arts education is an emphasis on the basic skills of reading, critical thinking, and writing. Therefore, we seek to provide experiences throughout our program that enhance the development of these skills. Further, we attempt to emphasize the [Benedictine values](#) of openness to change and lifelong learning as essential to continued teaching effectiveness and seek to model these values by keeping abreast of and teaching about the latest technologies and instructional trends.

In addition to a rich, liberal arts experience, it is our mission to provide students with the knowledge and skills necessary to make effective classroom decisions. Drawing from the [Minnesota Standards of Effective Practice](#), we endeavor to provide a strong knowledge of content, foundations, and pedagogy as well as the practical skills (including the use of instructional technology) essential to classroom success. We realize, however, that knowledge and skills attained in a college classroom are not enough. Therefore, to enable the fulfillment of our mission, our program allows for frequent opportunities to apply the knowledge, practice the skills, and then reflect on their outcome.

Consistent with Catholic and Benedictine values, we seek to develop teachers who have a commitment to service and building a classroom community which respects all persons. We realize that for this to happen, we must be vigilant in our efforts to increase teacher candidates' knowledge of diversity and help them examine their own biases and beliefs so that they are able to make educational decisions that enhance the development of all learners. Therefore, content and experiences involving elements of cultural diversity are consciously woven throughout our curriculum.

## **Aim**

Building on our theme, philosophy, and mission, our aim is to prepare exemplary teachers who have a strong liberal arts background, exemplify Benedictine values, and make professional decisions which help all students achieve their full potential as persons and as responsible world citizens in a democratic society.

[Material pulled from the Education Department website:  
<https://www.csbsju.edu/education/our-approach/conceptual-framework>]

## **References:**

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(material found on the CSB/SJU Education Department webpage)

## Standards of Effective Practice

Minnesota state law requires that all teacher candidates demonstrate competency in 10 standards prior to licensure. These standards have been distributed throughout the Education Department curriculum, and many are assessed in student teaching activities and observations.

Demonstration of these standards will be assessed by university supervisors, and/or the Director of Student Teaching throughout the experience. [The Standards of Effective Practice](#) are as follows:

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

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

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

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

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

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

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

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

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

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

## **Professional Dispositions**

The Education Department aims to have student teachers who demonstrate the following professional dispositions:

**Positive Outlook:** The candidate has a positive outlook toward students, learning, challenges, collaboration, and colleagues.

**Intellectual Integrity:** The candidate values important intellectual and reflective thinking practices, believes that he/she can always improve upon his/her thinking and skills, and is devoted to the truth in his/her work as a learner and teacher.

**Advocacy for Diversity and Equity:** The candidate appreciates learner differences, promotes equitable outcomes within inclusive environments, and respects the dignity of all students.

**Effective Communication and Collaboration:** The candidate values effective communication and collaboration with important stakeholders, including students, colleagues, peers, professors, and parents.

**Ethical Outlook:** The candidate values and engages in reflective practices, ethical thinking, and strives for ethical behavior.

**Professionalism:** The candidate recognizes professional responsibility for engaging in and supporting professional practices for self and colleagues.

## **Teacher's Code of Ethics**

Professional educators must also comply with the [Teacher's Code of Ethics](#) as outlined in Statute. According to Statute, "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."

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.

## **Student Teaching Policies and Guidelines**

### **Placements**

The Director of Student Teaching is responsible for administering all aspects of student teaching, including communication with cooperating schools concerning placements and supervision. Student teachers do not make independent arrangements for a placement in a school. Any changes in placement must be discussed with the Director and the contact person for the school district to modify contractual agreements. Once a cooperating teacher has been identified, the student is to meet with her/him prior to the start of the experience to discuss curriculum, class loads, classroom management strategies, instructional strategies, building guidelines, and any other information that may be useful to the student teacher. The cooperating teacher and principal receive verification of placement through a letter from the Director of Student Teaching. Fall student teachers are required to participate in the district's fall workshops.

### **Insurance and Background Checks**

The CSB/SJU Education Department requires students to carry additional insurance through Education Minnesota's Student Program. The student is required to provide proof of this prior to the start of the placement. CSB/SJU is not responsible for personal injury of a student teacher.

The CSB/SJU Education Department conducts background checks on its students upon completion of the application. Applications are available in the department's office. These background checks can be shared with the district or school in which the student teacher is placed; however, some districts require their own background checks. Expenses for those background checks would be the responsibility of the student teacher.

### **Transportation**

CSB/SJU students are responsible for their own transportation to and from the school site during student teaching. The Director of Student Teaching will make all possible arrangements for students without transportation to have local placements or find placements where other student teachers with transportation may be.

Student teachers who wish to live at home must have student teaching placements a minimum of 30 miles away from CSB/SJU. Further information on this may be obtained from the housing office.

### **Attendance**

Daily attendance is required. Student teachers should, at a minimum, follow the hours assigned to their cooperating teachers (typically referred to as the 'contract day'). Student teachers should also plan to attend all mandatory activities their cooperating teachers attend, including, but not limited to department or team meetings, workshops, in-services, IEP/504 meetings, and parent-teacher conferences. If the cooperating teacher indicates that the student teacher's presence is not required or is deemed inappropriate, please notify the University Supervisor prior to the event.

Student teachers will be tracking their attendance, which will be signed off on by cooperating teachers at the end of each placement. This will be submitted to the university supervisor at the final conference. See Appendix A for the form.



**School Breaks:** Schools may schedule breaks on days that do not align with the CSB/SJU calendar. Student teachers are expected to follow the calendar of the school in which they are placed. This may result in some student teachers having a spring break while others don't. This may result in some student teachers starting earlier or ending later than others. Everyone is expected to have the same number of weeks in a classroom setting, and the school's calendar dictates how that plays out.

**Weather-related Absences:** If the school cancels classes, student teachers are not responsible for making up missed days. If roads are bad and travel is not advised but school is still in session, student teachers are NOT to put themselves at risk. Instead, student teachers should report their planned absence to the cooperating teacher, university supervisor, and the Director of Student Teaching. As always, lesson plans should be available for the cooperating teacher to use.

**General Absences:** Absences are ordinarily permitted only for illness or emergency situations. The Director of Student Teaching or the Education Department Chair are the only people who can give permission for absences other than illness, but the absence must be cleared with the cooperating teacher before consulting CSB/SJU personnel. Make-up for absences will be considered on an individual basis at the discretion of the Director of Student Teaching in consultation with the cooperating teacher and the student teacher. Student teachers may be required to repeat an eight-week student teaching experience, or continue teaching beyond the end of the CSB/SJU semester, if the Director of Student Teaching and CSB/SJU Supervisor determine that the student teacher has missed too many days of student teaching.

**Absence Notification:** Student teachers are required to notify the cooperating teacher and CSB/SJU Supervisor of absences prior to the start of the school day. Make sure to notify each individual in the way he/she prefers. Lesson plans and necessary materials should be made available for the cooperating teacher and/or substitute before school begins.

**Illness:** Lesson plans must be available to the cooperating teacher at all times. It is essential that the CSB/SJU supervisor is aware of any day(s) of absence so he/she does not visit the school when the student teacher is absent. It is expected that individuals may be ill during student teaching. An occasional or rare absence is permissible; however, excessive absences may result in additional days of teaching.

**Personal:** The most important commitment during this semester is to teaching responsibilities. Please do not ask for a day off from teaching for personal reasons, if at all possible. It is understandable that there are situations where you will need to be absent (funerals, family concerns or events, legal, etc.) that are unavoidable on your personal schedule. Be in contact with the Director of Student Teaching as these absences could result in the necessity of making up days.

**Attendance at all student teaching seminars is mandatory.** These will be held in during the week on days and evenings pre-established by the Director of Student Teaching. Schedules will be provided to student teachers prior to the start of the placements.

**Excused and Unexcused Absences:** After THREE absences for excused reasons, student teachers will need to make up the time day for day (Seminars, interviews, and job fairs are not included in this number as long as they are not excessive). Any absence that is not reported, from a mandatory meeting, or dishonestly reported will be deemed unexcused. ALL unexcused absences will be made up. After missing FIVE days of school (including mandatory attendance days), a student teacher may be asked to repeat part or all of the student teaching experience.

**Music students may be required to conduct in concerts that occur after the last rotation date or semester-ending date.**

**Cooperating Teacher Absence:** In the absence of the cooperating teacher, the student teacher may assume the duties of the cooperating teacher, but a substitute must be present in the classroom or building. Contact the Director of Student Teaching with questions or concerns. If this happens early in the student teaching experience, do not assume responsibilities that are not comfortable. Student teachers are not to receive any monetary reimbursement for teaching services.

## **General Responsibilities and Information**

### **Getting to Know the School and District**

Take time to introduce yourself to important people in the school and district. Before your placement, contact the Human Resources department to take care of any obligations they may have for your placement in the school. Also, introduce yourself to the building principal and inquire about expectations for student teachers. Ask for copies of the school and faculty handbooks in preparation for your work in the building.

Be sure to meet the office staff, media center/library staff, custodial staff, counselor/social worker, and school nurse. These are important people to know!

### **Communication**

Set up mobile phones so that messages can be left. Be sure the message is professional and clear. Also be sure that personal or CSB/SJU emails have a professional signature. Always return messages within 24 hours. If it is not possible to attend to a requested task within one of these messages, be sure to acknowledge that the message was received and the request will be completed soon.

Use the CSB/SJU email for ALL email communications throughout student teaching.

### **Work and Other Obligations**

During student teaching, student teachers are to free themselves of all campus responsibilities (other than seminars or pre-approved activities). Students are not to be enrolled in other courses, be resident assistants, or participate in varsity athletics. It is recommended that student teachers not hold a job (full- or part-time) during student teaching due to the rigor of the coursework. Exceptions to this may only be approved by the Director of Student Teaching or Department Chair (and must be cleared in the semester prior to student teaching).

Student teachers participating in ROTC during the semester of student teaching may be required to complete additional weeks of student teaching to make up for missed days due to ROTC obligations. Members of ROTC are to provide contact information of cadre leadership to

the Director of Student Teaching at least one month prior to student teaching. A formal introduction should be made of these parties to one another.

**\*\*Student teachers who fail to communicate obligations other than student teaching will be placed on a plan of action and are at risk to repeat all or part of student teaching as activities other than student teaching often have a deleterious effect on the student teaching responsibilities.**

### **Confidentiality**

It is the student's responsibility to ensure that confidentiality is kept, especially with private data. All educational data about students is to be kept confidential and private. School personnel may request private data if they have legitimate educational reason and authority. Private data may be released pursuant to court order. See MN Statute 13.03-13.04; 13.32.

### **Meetings**

Student teachers are expected to attend all meetings that the cooperating teacher would typically attend, regardless of the scheduled time. However, at no time should the student teacher take the place of the cooperating teacher at a meeting.

### **Substitute Teachers**

School districts cannot lawfully employ or assign unlicensed personnel as substitute teachers. If student teachers are asked to teach without a substitute, tell the principal that is not allowed by this program or Minn. Stat. 125.03, Sub d.1. When there is a substitute teacher in the classroom, the student teacher should teach only those classes that were prearranged as teaching periods.

### **School Policies and Handbooks**

Student teachers are subject to all Minnesota laws pertaining to teaching and to the policies of the local school board. As such, student teachers should gain access to school policies regarding their responsibilities to personal insurance, background checks, and any other requirements for incoming teachers. Student teachers should be aware of school policies related to their roles, rights and responsibilities, their students, and the use of technology. Additionally, student teachers should access and read through school handbooks prior to the first day at a placement. Important information about procedures and discipline can be found in these documents.

### **Work Stoppage/Strike**

In the event of a work stoppage or strike in the school or district of placement, the student teacher is to report such activity to the Director of Student Teaching immediately. Depending upon the length of the stoppage, a new placement may be found so the student teacher can adequately complete the requirements established by the state and this institution.

### **Mandated Reporting**

Per Minn. Stat. 626.556, it is the duty of a teacher to report any evidence of neglect or physical or sexual abuse (threatened or actual) of children in the home, school, or community to

the appropriate civil authorities (local law enforcement or a social service agency). Documentation of the report should be maintained in one's confidential file.

### **Teaching Load**

Student teaching placements are for varied amounts of time depending upon licensure area, but all student teachers will have placements for a total of at least 16 weeks. During this time student teachers begin with observing their classroom teacher(s) and other staff. Full-time observation should be for no more than one week. The amount of time spent teaching should gradually increase so that the student teacher is responsible for most of the teaching load (one class less than a full load at the secondary level; at least 80% of teaching at the elementary level). The progression may begin with co-teaching and lead to solo teaching; student teachers should follow the models of the district in which they are placed. For secondary teachers, at no time should the student teacher have more than two lesson preparations each day. For elementary teachers, responsibilities should begin with either language arts or math, but not both; eventually, both should be taught.

### **Lesson Planning**

Lesson plans are to be written for each lesson taught such that a substitute teacher could enter the classroom and take over. Lesson plans are due to the cooperating teacher **24 hours before** they are to be taught on the next teaching day. Failure to provide lesson plans will result in the student teacher NOT teaching the particular lesson for which the plan was late. Consistent failure to write lesson plans may result in an extension of student teaching or removal from the student teaching program.

Students should use the department-approved, detailed lesson plans to begin their placements (2 weeks minimum and for edTPA). With direction from the University Supervisor and/or Director of Student Teaching, student teachers may use the Abbreviated Lesson Plan.

Each week student teachers must submit their weekly plans to the University Supervisor. These plans can be found in Appendices D, E, and F.

### **Co-Teaching**

Some school districts (including ISD742) require student teachers to participate in co-teaching. Any student teachers placed in co-teaching districts must attend all required trainings and complete all required paperwork according to district expectations. Student teachers are to follow the strategies expected of the district rather than the designed placement outline if required. If this happens, student teachers must share the modified co-teaching strategies or plan with the university supervisor and Director of Student Teaching.

Co-teaching strategies are valuable in creating a collaborative, communicative, and respectful teaching environment. More information on co-teaching can be found in Appendix G.

### **Observations of Teacher**

To prepare for observations of the cooperating teacher and other teachers in the school, be sure to request the opportunity, establish a place to observe from, and gather important instructional material beforehand. When conducting observations of other teachers, observe, take notes, and assist the teacher or individual students. Observation time is not to be used for

individual work. Refrain from using personal phones or computers for personal reasons during this time.

Observations are carried out during the first or last weeks of the student teaching experience primarily. During the first week, observations of the cooperating teacher should lead into co-teaching within that first week. In the last week of a placement, with the exception of elementary endorsement placements, observations during the last week should be done only as a means to phase out of the placement time. Additional observations may be done to help build the student teacher's toolbox of skills.

### **Observations and Evaluations of Student Teachers**

Student teachers are observed and evaluated by both cooperating teachers and university supervisors. To prepare for these, student teachers are to email the weekly schedule for the next week (Appendix B) to the university supervisor by Thursday. List the beginning time, ending time, and subject for these specific classes. Another format may be used as arranged with the university supervisor.

At the time of any observation, student teachers must provide a copy of the lesson plan and any materials students would need or receive for the observer. During the observation, the lesson should be instructional in nature (not a text, movie, speaker, taped edTPA lesson, student presentation period, or individual work day). After the observation, the student teacher should allow for 30 minutes of review with the cooperating teacher or university supervisor.

Evaluations completed by the cooperating teacher and/or university supervisor should be discussed on the same day as the evaluation was completed whenever possible. Feedback should be clear, direct, performance based, and impartial.

### **Portfolios**

Student teachers may choose to create a professional portfolio of their work; however, this is not a requirement. A portfolio may be print or electronic. Typical portfolios include a copy of a resume, significant work or scholarship, examples of units and lesson plans, evaluations, and recommendations. The portfolio should not include images or video of students if releases have not been obtained. The educational website created in pedagogy courses is a recommended platform. The Director of Student Teaching or university supervisors can assist with preparation of a portfolio.

### **Assignments**

Student teaching is a course to which Minnesota Standards of Effective Practice and Minnesota Content Area Standards have been assigned. To assess those standards, student teachers will be given assignments via Canvas. It is the student's responsibility to review the syllabus, check assignments, and submit required materials through Canvas. All assignments are to be completed by the due dates in the formats expected.

There are five types of assignments for student teaching: edTPA and preparation materials, key assessments, preparation for seminar, evaluations, and optional assignments. Every key assessment must be completed satisfactorily in order to "pass" student teaching. Missing assignments may result in a failing grade.

## **Grades**

Student teachers who successfully complete all assignments, successfully submit an edTPA (except for Theology), demonstrate all required elements of in-class teaching, upload key assessments to TaskStream, meet the expectations for seminars, and have satisfactory attendance will earn a passing grade in student teaching.

Student teachers who do not meet any of the conditions above may not pass student teaching. Consistent absences from student teaching placements and/or seminars, late assignments, or unsatisfactory evaluations will likely result in a non-passing grade.

## **Improvement Plans/Plan of Action**

A student teacher needing dispositional, instructional, or academic remediation will be placed on a plan of improvement/action. The purpose of such a plan is to provide evidence of insufficiency and identify appropriate corrective actions. An improvement plan may be initiated by feedback from a cooperating teacher, university supervisor, faculty member, or the Director of Student Teaching.

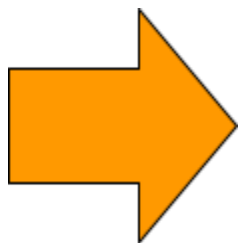
If a student teacher is placed on an action plan, specific, time-based goals will be established in a meeting between the student teacher and Director of Student Teaching (at a minimum). See Appendix H. It is expected that the student teacher address all parts of the plan. Failure to do so may result in removal from student teaching.

## **Removal from Student Teaching**

In cases where the student teacher is removed from a placement for reasons unrelated to the student teacher's dispositions or performance, all efforts will be made to secure a new placement as quickly as possible.

Students who demonstrate dispositional or performance challenges, failure to respond appropriately to improvement plans, or engage in serious violations of codes of ethics, may be recommended for dismissal from student teaching. Should this be proposed, the student will meet with the Director of Student Teaching and the Department Chair to determine the course of action appropriate to the situation, which may lead to dismissal from student teaching.

## **Professionalism**



Professionals invest time, energy, and attention to their own success and the success of others. Because the CSB/SJU Education Department believes student teachers should be professional in how they present themselves, it is recommended that student teachers:

- \*Do more than is expected or asked
- \*Use their own ideas, not just what is provided in manuals or supplied materials
- \*Arrive early and stay late
- \*Be present unless an emergency or university-approved event make an absence necessary
- \*Dress in business or business casual attire
- \*Use manners and follow the etiquette appropriate to their settings
- \*Seek advice and consultation from teachers, supervisors, and other professionals when needed
- \*Accept constructive criticism when given

## **Minnesota Laws Related to Student Teaching**

**\*Chemical Abuse - Minn. Stat. 126.037; 1144.4165**

Any public-school teacher/Teacher Candidate that has reason to believe that a student is using, possessing, or transferring a controlled substance (alcohol, tobacco and other drugs) while in school is to immediately notify the school's principal and chemical abuse assistance team. Minnesota law requires that schools and school property be smoke/tobacco free. Federal law requires that workplaces be alcohol/drug free.

**\* Delegated Responsibilities – Minn. Stat. 179A; 125.12 Sub d.8**

Teacher Candidates will assume classroom responsibilities as delegated by the cooperating teachers. However, the Cooperating Teacher is responsible for all activities in the classroom, including those where the Teacher Candidate has direct contact with students.

**\* Exceeding Authority – Minn. Stat. 123.25; 123.12; 125.17**

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

**\* Harassment – MN Human Rights Act – Minn. Stat. 363**

All school employees, Teacher Candidates, and students have protected rights regarding sexual harassment, religious, racial, and any form of discrimination. It is the duty of the Teacher Candidate to report any acts of suspected or obvious harassment to the supervisor and/or principal.

**\* Liability – Minn. Stat. 123.35; 466.02; 466.07**

Teacher Candidates are considered employees of the school district for which they are placed and are afforded the same rights and privileges.

**\* Student Discipline – Minn. Stat. 127.45**

Teacher Candidates have the legal authority to administer discipline as related to their placement district's policies and procedures. However, at no time should a Teacher Candidate administer corporal punishment.

## **Cooperating Teachers**

### **Minnesota Requirements for Cooperating Teachers**

Classroom teachers who supervise student teaching experiences shall hold at least a full professional Minnesota license in the field and at the license level for which they mentor. Qualifications of cooperating teachers and related field experiences are defined in Minnesota Administrative Rule 8705.1000. Subpart 3 at: <https://www.revisor.mn.gov/rules/?id=8705.1000>.

### **University Requirements for Cooperating Teachers**

Three years teaching experience (more than 5 years preferred) and tenure status (if applicable) are required. Cooperating teachers must be fully licensed in the area of supervision. Cooperating teachers must have the approval of the school district and/or the building principal in order to mentor a student teacher. Cooperating teachers must also demonstrate a willingness to communicate personal knowledge with the student teacher, be committed to spending time in planning and evaluation, and show a positive and enthusiastic attitude toward teaching and learning while mentoring the student teacher.

### **Responsibilities of Cooperating Teachers**

The cooperating teacher plays a major role in the education of the teacher candidate. Because of the significance attached to this supervisory role, it is necessary that the cooperating teacher be thoroughly familiar with a number of guidelines. As such, the policies and procedures covered in this handbook should be read and observed carefully. In addition, we invite your suggestions and comments for future revisions of this document.

Throughout the student teaching experience, the cooperating teacher and teacher candidate should function as a teaching team. This will include cooperative planning, teaching, and evaluating. During the early part of the experience, the major responsibility for planning, teaching, and evaluating pupils should be assumed by the cooperating teacher.

Cooperating teachers and teacher candidates should plan the clinical experience to match the needs of the classroom pupils. Increasingly this involves co-teaching between the cooperating teacher and the teacher candidate until the teacher candidate takes full responsibility for teaching assigned classes with mentoring and supervision. All teacher candidates need to understand the school's policies, the faculty culture, and the backgrounds and strengths of the school's students and families. We expect each teacher candidate to be a contributing member of the host school's faculty.

Cooperating teachers play an important role in fostering productive reflection and promoting the teacher candidate's professional learning. Co-planning and co-teaching provide opportunities for cooperating teachers to articulate the reasons for their instructional decisions and to engage the teacher candidate in discussions about instruction. By engaging in regular dialogue about a teacher candidate's instructional practice, the impact of instruction on student learning, and the candidate's relationships with pupils, cooperating teachers encourage teacher candidates to reflect upon, evaluate, and improve their teaching.

The teacher candidate should progress through a sequence of orientation, observation, participation, and full teaching responsibility. Suggestions for each of the areas are presented below to serve as a guide for the cooperating teacher.



Cooperating teachers are asked to read and review all communications from the university including emails and newsletters. A bi-weekly newsletter called “The Acorn” will be sent which provides professional development as well as a list of tasks and important links.

## **Orientation**

Good orientation is a vital part of the cooperating teacher’s work with the student teacher. Although orientation is generally part of the initial stages of student teaching, it is most effective when it is continuous. The following suggestions can be used to guide the student teacher through 1) general orientation, 2) orientation of the student teacher to the classroom, and 3) planning for success as a student teacher. Refer to Appendix C for specific orientation ideas.

### **General Orientation:**

- Introduce yourself to become acquainted with the student teacher
- Introduce the student teacher to faculty, staff, and administration
- Assist in acquainting the student teacher with school facilities
- Assist in finding and learning usage procedures regarding instructional supplies
- Model professional behavior
- Provide an environment for learning
- Discuss school policies, rules, and philosophies
- Review safety procedures
- Discuss acceptable use of school email and technology

### **Orientation to the Classroom:**

- Discuss the physical arrangement of the classroom
- Provide a workspace for the student teacher
- Introduce the student teacher to student demographics, needs, and strengths
- Introduce the student teacher to students in the classes taught
- Establish the student teacher’s role as a teacher in the classroom
- Review routines, discipline guidelines and procedures, and class norms
- Discuss curricular goals and materials
- Discuss evaluation procedures

### **Planning for Success of the Student Teacher:**

- Plan the student teacher’s growth as a teaching candidate
  - Know and implement co-teaching
  - Discuss short- and long-term plans for teaching responsibilities
  - Communicate and clarify expectations and procedures
  - Schedule regular observations, conferences, and check-ins
  - Identify the student teacher’s responsibilities within the school (meetings, inservices, professional duties, etc.)
  - Encourage the student teacher to become involved in co- and extracurricular activities
  - Guide and assist in the completion of the edTPA and/or Unit Plan. This may include assistance in choosing content, appropriate lessons and objectives, and/or helping with audio/video recording for the edTPA.

- **Mentor the student teacher in meaningful instruction**
  - Assist in development of lesson plans (must be done and submitted 24 hours in advance for each lesson taught; samples are available in Appendices D-F)
  - Share curricular goals and objectives
  - Use co-teaching when appropriate
  - Co-plan and assist the student teacher in lessons and units of instruction
  - Discuss instructional strategies that can be used to address learning goals
  - Discuss classroom management techniques
  - Discuss ways to motivate students
  - Discuss ways to modify instruction and accommodate various learner needs
  - Share ways to avoid pitfalls in instruction and classroom management
  - Encourage reflection on goals and expectations of lessons, student achievement, and practice
  
- **Observe, provide feedback, and evaluate performance (All forms found later in the document under “Required Documents for Cooperating Teachers”)**
  - Observe informally and formally on a regular basis, with pre- and post-conferencing meetings
  - Provide regular feedback in oral and written form
  - Conduct observations for the purpose of monitoring growth as a student teacher (We ask that you complete 6 for a 16 week placement, 5 in a 12 week placement, 3 in an 8 week placement, and 2 in a 5 week placement).
  - Meet with the university supervisor and/or Director of Student Teaching to review the student teacher’s performance
  - Report concerns about performance and/or professionalism
  - Write letters of recommendation

## **General Responsibilities**

### **Confidentiality**

Cooperating teachers should assist student teachers in understanding confidential data. It is the student’s responsibility to ensure that confidentiality is kept, especially with private data. All educational data about students is to be kept confidential and private. School personnel may request private data if they have legitimate educational reason and authority. Private data may be released pursuant to court order. See MN Statute 13.03-13.04; 13.32.

### **Meetings**

Cooperating teachers should inform the student teacher of all meetings that would regularly be assigned to a member of the faculty. Student teachers are to attend all meetings that the cooperating teacher would typically attend, regardless of the scheduled time. However, at no time should the student teacher take the place of the cooperating teacher at a meeting.

### **Co-Teaching**

Some school districts (including ISD742) require student teachers to participate in co-teaching. Any student teachers placed in co-teaching districts must attend all required trainings and complete all required paperwork according to district expectations. Student teachers are to follow the strategies expected of the district rather than the designed placement outline if required.

Co-teaching strategies are valuable in creating a collaborative, communicative, and respectful teaching environment. We encourage cooperating teachers and student teachers to utilize co-teaching strategies throughout the placement to improve the student teacher's pedagogical skills and as a means of additional support. More information on co-teaching can be found in Appendix...

### **Substitute Teachers**

School districts cannot lawfully employ or assign unlicensed personnel as substitute teachers. If student teachers are asked to teach without a substitute, tell the principal that is not allowed by this program or Minn. Stat. 125.03, Sub d.1. When there is a substitute teacher in the classroom, the student teacher should teach only those classes that were prearranged as teaching periods.

### **Observations, Evaluations, and Other Forms (See “Required Documents for Cooperating Teachers” found later in this handbook)**

Cooperating teachers are encouraged to conduct informal and formal observations and evaluations of student teachers throughout their placements.

As soon as possible, complete the [Cooperating Teacher Information](#) form.

In the first two weeks of active teaching, conduct at least 3 informal observations providing areas of strength and areas of improvement for the student teacher.

Conduct formal observations using the [Student Teaching Observations](#) form. Not all parts of the form need to be completed with each observation; however, by the end of the student teaching experience, all elements should have been observed and evaluated. We ask that you complete 6 for a 16 week placement, 5 in a 12 week placement, 3 in an 8 week placement, and 2 in a 5 week placement. Specific recommendations for weeks are noted in the student teaching timelines and in “The Acorn”.

Conduct a [mid-placement evaluation](#) using the appropriate form.

At the end of the placement, complete the following forms:

[Evaluation of University Supervisor](#) Form

[Student Teacher’s Dispositional Evaluation](#)

[Student Teaching Final Evaluation](#)

Write a letter of recommendation for the student teacher on school letterhead. Provide a copy for the student teacher and email a copy to the student teacher, the university supervisor, and the Director of Student Teaching. This is required for receiving your CEUs and honorarium.

### **edTPA**

The edTPA was designed by Stanford University researchers to provide standardized, portfolio-based assessments of teacher candidates. It is intended as a measurement system for teacher quality. To complete the edTPA, student teachers must complete a series of three tasks

with a prefatory document describing their teaching situations. The first task details the planning for a unit of instruction around a central theme, 3-5 lesson plans, and discussion about the choices made in planning the lesson. The second task involves video recording the lessons, selection of video clips, and instructional commentary about choices made in the delivery of instruction and in meeting student needs. The final task considers assessment of student learning and involves analysis of both the assessments and assessment strategies. For this segment, students must also provide student work samples and assessment tools.

The edTPA is an extremely demanding task for student teachers as it requires comprehensive development of a unit, reflection on each element of the unit, research, and analysis. Because of this, it is important for cooperating teachers to provide assistance and support of student teachers in the following ways:

- Assist in the selection of a unit or series of lessons
- Assist in securing video permission forms and/or approval of district administration
- Assist in securing video equipment and recording of the video
- Assist in understanding assessment strategies

See <http://www.edtpa.com/Home.aspx> for more information.

### **Assignments for Student Teachers**

In addition to the edTPA student teachers are responsible for the following assignments:

- Submission of weekly schedules to university supervisors
- Submission of a Unit Plan for the second (or endorsement) placement
- Technology Record (use of technology throughout student teaching)
- Professional Development Record (activities completed throughout student teaching)
- Parent and Community Involvement Record (activities completed throughout student teaching)
- Weekly Reflection Journals (completed throughout student teaching)

Student teachers are also required to attend bi-weekly seminars held on alternating days and evenings. Additional assignments are required in preparation for these meetings.

### **Additional Information**

- Cooperating teachers earn an honorarium for their time mentoring student teachers. Please refer to your school district's policies on receiving these. Additionally, cooperating teachers receive continuing education units. These are given at the completion of the semester.
- Cooperating teachers should maintain communication with the university supervisor and Director of Elementary and Secondary Student Teaching, especially regarding serious concerns. Any issues that arise causing concern should be reported by phone or email immediately.
- Student teachers should be introduced to the classroom in gradual, scaffolded stages according to the timelines provided. The maximum preparation period is

two subjects at the secondary and a maximum of one class short of a teacher's full load for a minimum of 10 consecutive days. At the elementary level, time expectations are set such that the student teacher should build class responsibilities to eventually take on 80% of the teacher's instructional day for a minimum of 10 consecutive days per placement.

- At the end of the experience, please accept the university's thanks for sharing your expertise, energy, and enthusiasm and for mentoring our student teacher. We are grateful for your help!

## **University Supervisors**

### **Minnesota Requirements for University Supervisors**

University Supervisors who supervise student teaching experiences shall hold at least a full professional Minnesota license in the field and at the license level for which they mentor and a master's degree in a field aligned to the programs they supervise. Qualifications of cooperating teachers and related field experiences are defined in Minnesota Administrative Rule 8705.1000. Subpart 8 at: <https://www.revisor.mn.gov/rules/?id=8705.1000>.

### **University Requirements for University Supervisors**

The College of St. Benedict/St. John's University Education Department follows the Minnesota requirements for hiring university supervisors. As such, university supervisors should have experience teaching in a Minnesota school, have current or past licensure in the grade levels assigned to supervision, and preferably in the discipline of supervision. In addition, we ask that all university supervisors have been fully vetted by the university through the application process including having an up-to-date, clean background check on file with the institution. University supervisors should exhibit skills as strong mentors, effective communicators, and engaged collaborators. Additionally, university supervisors should be able to support teacher candidates throughout the entirety of the student teaching process.

### **Responsibilities of University Supervisors**

The university supervisor plays a significant role in the education of a teacher candidate. Because of the significance attached to this liaison and supervisory role, it is necessary that the university supervisor be thoroughly familiar with a number of guidelines. As such, the policies and procedures covered in this handbook, as well as the handbooks for student teachers and cooperating teachers, should be read and observed carefully. In addition, we invite your suggestions and comments for future revisions of this document.

### **Primary Responsibilities**

#### **Orientation**

University Supervisors have many responsibilities to attend to; therefore, it is important that they attend an orientation meeting prior to stepping out in the field. An orientation session

will be held a few weeks prior to the beginning of student teaching. This session is mandatory; if missed, arrangements should be made with the Director of Student Teaching.

University Supervisors also have the responsibility for orienting the cooperating teacher and student teacher to the processes of student teaching. These points will be addressed in the initial orientation meeting.

### **Meetings**

University Supervisors are responsible for attending all meetings scheduled at the university including orientation, seminars, and the final luncheon. The orientation meeting, explained above, will be held approximately one month prior to student teaching. Seminars are opportunities for student teachers and university supervisors to connect with the Director of Student Teaching on relevant topics including edTPA, unit planning, pedagogy, discipline, and professional matters. These sessions are informational, educational, and support based. It is recommended that University Supervisors attend all seminars at least until the edTPA is completed. The final luncheon, typically held within the last two weeks of the semester, is an opportunity to celebrate the completion of student teaching with graduates and faculty.

### **Observations**

University Supervisors are responsible for conducting formal observations student teachers several times throughout their placements (a minimum of four is required). [Formal observations](#) are available in links under “Required Documents” in this text and in the student teaching newsletter, *The Acorn*. When formal evaluations are submitted, digital copies are sent to the student teacher, evaluator, and the Education Department’s evaluation database. A timeline for observations by can be found in Rotations in Appendix A.

A few words regarding ratings. At the beginning of student teaching, most student teachers will be at the basic level. It is quite appropriate if there are areas needing improvement, and it is quite helpful if the university supervisor offers specific suggestions for improvement. By the end of student teaching, most student teachers will be proficient in most areas. Proficiency is “A” work. If a student teacher is rated distinguished in any area, that would be something that stands out, shows exceptional talent, or displays great effort.

It is understandable that not all elements of the evaluation form are able to be completed in any one observation. Should that be the case, note N/A in the evaluation. Throughout the course of the observation process, each element should be observed in order to meet the standards for student teaching. Report any discrepancies of this to the Director as soon as possible.

### **edTPA**

All student teachers seeking licensure are required to complete the edTPA assessment prior to the last 5 weeks of student teaching. University Supervisors are important guides and supports in that process. As the student teachers complete Tasks in the edTPA, University Supervisors should review content and make suggestions for improvement; however, further guidelines can be found on our course Canvas page.

University Supervisors should work with the student teachers to establish timelines for completion of Tasks in order to meet CSB/SJU deadlines.

### **Student Teachers' Assignments**

Student teachers will be responsible for completing several assignments throughout their experience of student teaching. University Supervisors are responsible for assessing each of these through the Canvas Student Management System. Those assignments University Supervisors review are: Weekly Reflective Journals, the Unit Plan, Professional Development Record, Technology Record, and Connections with Parents and Community Record. Assignment details and rubrics are available on Canvas. Although students do complete the edTPA during student teaching, this is not assessed by the university.

### **Recommendations**

Upon completion of the term, University Supervisors are responsible for writing letters of recommendation for each of their student teachers. This should be done on university letterhead which is available in paper and digitally (will be sent in email). The letter of recommendation should be consistent with evaluation ratings and objectively report the student teacher's abilities and dispositions. Recommendations should be shared with the student teacher and Director of Student Teaching after the student teacher's final conference.

*Suggestions for letters of recommendation:*

- \*State your relationship to the student teacher.
- \*Provide specific descriptions to back up statements. For example, "David successfully generated class discussions that built a deeper understanding of difficult concepts by asking open-ended questions and encouraging students to explain their reasoning."
- \*Describe special skills or dispositions the student teacher displayed.
- \*Describe the student teacher's ability to plan and execute lessons.
- \*Describe classroom management skills.
- \*Give an opinion of the student teacher's probable success.

### **Additional Responsibilities**

#### **Meetings and Seminars**

University Supervisors should attend all scheduled meetings including orientation, student teaching seminars, and the end-of-semester student teaching luncheon. Schedules will be made available prior to the beginning of the new term. Please report planned and unplanned absences to the Director of Student Teaching.

#### **Beginning the Semester**

The University Supervisor has several responsibilities prior to the beginning of each semester as noted below:

- \*Review the list of student teachers, cooperating teachers, and contact information
- \*Report discrepancies in contact information to the Director of Student Teaching
- \*Share your contact information with the student teacher and cooperating teacher
- \*Contact the student teachers and cooperating teachers to set up an initial meeting (during or prior to Week 1)
- \*Become familiar with this handbook

- \*Orient the student teacher and cooperating teacher to university expectations
- \*Review the student teachers' school calendars and daily schedule

### **Monitoring and Reporting**

Throughout the student teacher's experience, frequent monitoring is important, whether that is done in person or via email with the student teacher and cooperating teacher. During the student teaching experience, monitor the amount of time and types of teaching the student teacher is engaged in. It is important that student teachers never have more than one class less than a full load and that no secondary student teacher has more than two preps. Also monitor for any areas of improvement that the student teacher can make. If any concerns arise, please be in contact with the Director of Student Teaching. On occasion, it will be necessary to complete a plan of action to seek improvement (see Appendix H). Sometimes, it is necessary to remove a student teacher from a placement. Serious cases might include: planning deficiencies, serious conflicts between the student teacher and cooperating teacher, excessive absences, harassment, use of the student teacher as a substitute, or inappropriate behaviors. In all of these cases, involvement from the Director of Student Teaching and Education Department is necessary.

More often than not, reports on student teachers are favorable. Feel free to share these celebrations as well!

### **End of Placements**

Student teachers have a variety of placement schedules. It is important to be mindful of specific end dates for each. There are a number of tasks that must be done before the placements are completed.

- \*Ensure the cooperating teacher has completed the required number of formal observations, an end-of-placement evaluation, and written a letter of recommendation (a copy is to be submitted to the Director of Student Teaching)

- \*At least 1 week prior to the end of the placement, contact the Education Department office manager at 320-363-5709 to order either Johnnie or Bennie bread (your choice) for you to deliver to the cooperating teacher and another staff member of your choice.

- \*Write a thank you letter to the cooperating teacher to give along with the bread.

- \*Conduct a final conference with the student teacher and cooperating teacher (See timeline for conferencing ideas)

- \*Provide any feedback you wish on the cooperating teacher with the Director of Student Teaching.

### **End of Semester**

At the end of the term, be sure to complete the following tasks:

- \*Ensure each student teacher's recommendations have been submitted to the Director of Student Teaching and to the student directly (either on paper or digitally).

- \*Obtain the students' edTPA scores for review; contact the Director of Student Teaching with any questions or concerns.

- \*Complete assessment of student assignments

- \*Write a letter of recommendation for each student teacher and share as



previously noted

\*Share any deficiencies regarding student teachers with the Director of Student Teaching in writing.

\*Attend the luncheon to celebrate with our graduates

\*Ensure all mileage forms are complete

## **Important Information**

### **Attendance**

One of the most important factors of student teaching success is attendance. If a student teacher is planning an absence, that must be pre-approved by all parties--cooperating teacher, university supervisor, and the Director of Student Teaching. Emergency absences must be reported to the cooperating teacher and university supervisor. Once the student teacher has had THREE absences, that student is in jeopardy of needing to repeat part or all of student teaching.

### **Weekly Schedules and Lesson Plans**

Student teachers are required to submit weekly schedules to their university supervisors by Thursday prior to the week noted on the schedule. These should be sent electronically. University Supervisors should monitor the amount of time the student teacher is responsible for teaching so that it follows the guidelines.

Lesson plans MUST be completed and submitted to the cooperating teacher at least 24 hours prior to teaching a lesson. If the cooperating teacher does not receive a lesson plan, the student is NOT to teach that lesson. Lesson plans should be kept in a distinct folder or binder for use by the cooperating teacher or a substitute and available for anyone completing an observation of that student. See Appendices D-F.

### **Mileage**

Mileage forms are available in the Education Department office and available electronically. These must be submitted monthly. Mileage to all CSB/SJU student teaching events should be recorded.

Please note the student's name and/or purpose of the visit on each mileage line.

Mileage is paid at the federal reimbursement rate.

### **Thank yous**

As a Benedictine institution, CSB/SJU values hospitality, community, respect, and stewardship. To recognize the efforts and contributions of the cooperating teacher (and perhaps one more individual in the school), we ask that a thank you note be written. We see the cooperating teacher as a host and educational steward to our student teacher. We believe appreciation builds community and shows respect.

Thank you notes are available in the Education Department.

Additionally, we give each cooperating teacher (and one additional helpful person in the school, as you wish) a loaf of St. John's or Bennie bread. To order these, please follow these instructions per our office coordinator:

\*If you are ordering Bennie Bread (all Bennie bread is picked up in the Education office on the St. Ben's campus)--

-Contact the office coordinator a minimum of three days before the bread is needed for pick up by phone or email.

-Indicate what you wish to have (plain or cinnamon bread), the number of loaves needed, and the intended pick-up date and time.

\*If you are ordering St. John's Bread (all Johnny bread is picked up on the St. John's campus)--

*\*\*If ordered by the Education Department:*

-Contact the office coordinator a minimum of three days before the bread is needed for pick up by phone or email.

-Indicate what you wish to have (plain or cinnamon bread), the number of loaves needed, and the intended pick-up date and time.

*\*\*If ordering yourself:*

--Email the SJU catering office (found on website) no later than 24 hours before intended pick up.

--Indicate number of loaves of Johnny bread needed, the date and time of pick up, your name, note that this is for the Education Department (use budget number given at the intro meeting)

--At the time of pick up, go to the Refectory (dining hall, lower level of the Quad building). Explain to the cashier that you are making a pick up. Cross the dining hall to get to the catering office which is on the right side.

## **Observational Information For Cooperating Teachers and University Supervisors**

### **Feedback for the Student Teacher**

As a mentor to a student teacher, the feedback you provide has a significant effect on the individual's development as a teacher. Often, feedback we provide lacks specificity or direction to enable improvement for the student teacher; however, we know that quality feedback can be a determining factor in the learner's future success.

As we work with student teachers, here are a few things to remember about the feedback we provide:

1. Focus feedback on behavior rather than the person.

It is important that we refer to what a person does in the classroom rather than a personal trait. Thus, we might say a person "talked considerably at the meeting" rather than that this person is "a loudmouth."

2. Focus feedback on observations rather than inferences.

Observations refer to what we can see or hear in the behavior of another person, while inferences refer to our interpretation of the behavior (as in "you were defensive"). The sharing of inferences or conclusions may be valuable, but it is important that they be supported by observations and facts.

3. Focus feedback on description rather than judgment.

The effort to describe represents a process for reporting what occurred, while judgment refers to an evaluation in terms of good or bad, right or wrong. The judgments arise out of a personal frame of reference or value grid, whereas description represents more neutral reporting.

4. Focus feedback on the sharing of ideas and information rather than on giving advice.

By sharing ideas and information we leave the receivers free to decide for themselves in the light of their own goals, in a particular situation at a particular time how to use the ideas and information. When we give advice, we tell them what to do with the information, and in that sense we take away the freedom to determine the most appropriate course of action as well as reducing their responsibility for their own behavior.

5. Focus feedback on exploration of alternatives rather than answers or solutions.

The more we can focus on a variety of procedures and means for the attainment of a particular goal, the less likely we are to accept prematurely a particular answer or solution which may or may not fit a particular problem.

## Reflective Feedback to Student Teacher Example

To engage in conversation around the student teacher's work and growth, it is suggested that there be dialogue that causes the student to be reflective. Consider those below.

- Organizing Content Knowledge for Student Learning
  - Instructional Goals
    - Did the students learn what you wanted them to learn?
    - Were the teaching methods effective?
    - Were the activities and materials helpful and culturally appropriate?
    - How will student learning be evaluated?
    - How did the lesson incorporate students' cultural backgrounds?
  - Lesson Delivery
    - Did you depart from what had been planned?
    - What would you do differently/same?
    - How did you accommodate a variety of learning styles?
    - What do you plan to do next? Why?
- Creating an Environment for Student Learning
  - Rapport
    - How do you decide how to relate and communicate with students?
    - How do you accommodate cultural differences in interaction styles?
  - Management
    - What considerations were made in the physical environment? Why?
    - Which classroom standards of behavior were maintained? How?
    - How do you work toward an equitable environment in the classroom?
- Teaching for Student Learning
  - Comprehension of Content and Process
    - What prior knowledge did the students need to succeed in the lesson?
    - Were the goals and procedures clearly articulated? How do you know?
    - Did you encourage the students to extend their thinking? How?
    - How did you monitor student understanding?
  - Instructional Time
    - Were the students on task? Why?
    - Did you use your time during the lesson effectively? How?
- Professionalism
  - Teaching and Learning
    - How are you continuing to educate yourself on learning and cultural differences and other areas of concern?
    - Do you coordinate learning activities with other teachers?
    - What forms of communication can be used with parents or guardians concerning a student's performance/behaviors? When?

(Modified from the Gustavus Adolphus College Student Teaching Handbook)

## Informal Observation Form

*Use this form as you wish for informal observations to provide feedback to the student teacher. Please copy to a new document. Feel free to modify for your needs.*

How well does the student teacher...	P= Proficient D=Developing U=Unmet N/A=Not applicable	Comments on observed behaviors and/or ideas for improvement
Introduce the Lesson		
Present Materials/Concepts		
Elicit Student Responses		
Respond to Questions/ Providing Feedback		
Engage All Students		
Modify Curriculum/Teaching for Specific Student Needs		
Modify Teaching in the Moment		
Manage Student Behavior		
Motivate Students		
Close the Lesson		
Other: Create Relationships Address Diversity Promote a Positive, Respectful Environment Movement around Classroom Transitions between Lesson Elements		
Other Comments or Ideas		

## **Required Documents for Student Teaching**

### **Student Teacher**

#### [Student Teacher Evaluation of the Cooperating Teacher](#)

### **Cooperating Teacher**

#### [Cooperating Teacher's Information](#)

This document is used to track our placement of student teachers and to obtain additional contact information on the cooperating teacher.

#### [Cooperating Teacher's Mid-Placement Evaluation of Student Teacher](#)

This evaluation should be done at the mid-point of each placement longer than 8 weeks. A copy of this will be sent to the cooperating teacher, student teacher, and university electronically.

#### [Student Teaching Observations \(by Cooperating Teacher/University Supervisor/Director\)](#)

This observation/evaluation form should be used to complete observations throughout the placement. Six formal observations of the student teacher are required within the span of student teaching. We ask that you complete 6 for a 16 week placement, 5 in a 12 week placement, 3 in an 8 week placement, and 2 in a 5 week placement. The entire form does not need to be completed for each observation; however, by the end of the placement, each part should be addressed.

#### [Student Teacher's Dispositional Evaluation \(for CT/US\)](#)

This form should be completed at the end of each placement. Our program assesses student dispositions that we believe are essential to becoming a professional educator. The comments on this form should be part of the final evaluation conference.

#### [Student Teaching Final Evaluation \(by Cooperating Teacher\)](#)

This form is the culminating evaluation of the student teacher's work. Our program uses this document for final assessment of the student and for program improvement. Please complete the entirety of the form.

#### [Evaluation of University Supervisor](#)

This form provides feedback regarding your relationship with and cooperation from the university supervisor. Please complete this at the end of the placement.

### **University Supervisor**

#### [Student Teaching Observations \(by Cooperating Teacher/University Supervisor/Director\)](#)

This observation/evaluation form should be used to complete observations throughout the placement. A minimum of four formal observations of the student teacher is required in the student teacher's full experience. A minimum of one formal observation is required for placements of 5 weeks or less. The entire form does not need to be completed for each observation; however, by the end of the placement, each part should be addressed.

### Student Teacher's Dispositional Evaluation (for CT/US)

This form should be completed at the end of the placement. Our program assesses student dispositions that we believe are essential to becoming a professional educator. The comments on this form should be part of the final evaluation conference.

### University Supervisor's Final Evaluation

Complete at the end of the entire placement. This should be discussed at the final conference. Many of the items are on the cooperating teacher's evaluation as well.

### **Letter of Recommendation**

While not a form, we ask that you write a letter of recommendation on the behalf of the student teacher on your school's letterhead. A copy should be shared either in print or as a pdf with the student and the Director of Student Teaching at the end of the placement. For more information, check out the following links:

<https://www.scholastic.com/teachers/articles/teaching-content/how-write-stellar-letter-recommendation/>

<https://resumegenius.com/letter-of-recommendation/student-and-teacher-samples>

Other tips: Be consistent with the ratings given on observation forms. Consider using the language of the forms to assist in writing. Be objective with clear statements of performance. Describe the student teacher's abilities with students, colleagues, and the community. Give your assessment of the individual's probable success.

## **Student Teaching Timelines**

Student teachers with CSB/SJU complete a minimum of 16 weeks of student teaching. Of these, at least four weeks of full-time teaching is to be completed; the state requires at least ten consecutive days. A teacher candidate should assume responsibility for teaching a lesson as soon as the cooperating teacher believes he/she is ready. It is desirable that this be a cooperative decision between the teacher candidate and cooperating teacher. Greater responsibility for teaching should proceed gradually. Before the experience is successfully completed, he/she should demonstrate the ability to assume total responsibility as a beginning teacher. In co-taught classroom, the cooperating teacher and teacher candidate collaboratively plan and deliver instruction from the very beginning of the experience. As the experience continues, the pair seamlessly alternates between assisting and/or leading the planning, teaching, and evaluation. As this occurs, the cooperating teacher partners with the teacher candidate rather than exiting the classroom for long periods of time. As the term progresses, the teacher candidate assumes more responsibility, ultimately taking the lead in planning, teaching, assessing, including directing the contributions of the cooperating teacher.

During the period in which the student teacher is full-time instructing the class, the cooperating teacher may or may not be present; however, the cooperating teacher must be available to the student teacher (in the building).

A few reminders:

- NEVER use a teacher candidate as a substitute teacher. He/she is not licensed and it is illegal.
- Lesson plans are required and should be reviewed by the cooperating teacher at least 24 hours before the lesson is taught.



### Timeline for k-6, 5-12, and 7-12 Student Teachers (16 weeks)

Week	Tasks
1	<ul style="list-style-type: none"> <li>● Help the student teacher get to know your students, the teachers, and the school</li> <li>● Review the Orientation Guidelines/Checklist</li> <li>● Assist the student teacher in setting up observations--one of the cooperating teacher and another of a colleague</li> <li>● Allow the student teacher to assist with planning, preparation of lessons and materials, monitoring of individual and group work.</li> <li>● Determine which classes the student teacher will lead building to teaching one less than the teacher's full load.</li> <li>● Allow the student teacher to teach a lesson you have co-planned. Observe this lesson and provide feedback to the student teacher.</li> </ul>
2	<ul style="list-style-type: none"> <li>● Work with the student teacher in lesson and management design.</li> <li>● Co-teach lessons throughout the day</li> <li>● Conduct informal observations of the lessons taught and provide feedback.</li> <li>● Elementary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to solo teach 30-40 minutes per day ONLY in the subject chosen for edTPA and lead morning meetings/classroom routines.</li> </ul> </li> <li>● Secondary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to begin teaching in the edTPA-related course (at least one section)</li> </ul> </li> </ul>
3	<ul style="list-style-type: none"> <li>● Work with the student teacher in planning, preparation of lessons and materials, monitoring student work, and assessment.</li> <li>● Review the student teacher's lesson plans (CSB/SJU approved lesson plans should be used for the first two-three weeks of teaching).</li> <li>● Conduct one formal observation in the edTPA class</li> <li>● Elementary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to solo teach 30-40 minutes per day in the edTPA area; adding 10 minutes as the student teacher is ready.</li> <li>○ Co-teach in other subjects</li> </ul> </li> <li>● Secondary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to teach at least one section of the edTPA-related course, build to two sections by the end of the week</li> <li>○ Co-teach other courses/sections</li> </ul> </li> </ul>
4	<ul style="list-style-type: none"> <li>● Conduct informal observations of the student teacher and provide feedback</li> <li>● Co-teach in classes/subjects the student teacher is not leading</li> </ul>

	<ul style="list-style-type: none"> <li>● Elementary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to fully teach in the edTPA subject</li> </ul> </li> <li>● Secondary: Teach a minimum of 40 minutes per day. <ul style="list-style-type: none"> <li>○ Allow the student teacher to continue with the edTPA-related course and all other sections of that course (up to two classes less than a full-time load, if the student teacher is prepared to do so)</li> </ul> </li> </ul>
5	<ul style="list-style-type: none"> <li>● Discuss lesson planning techniques and whether or not to continue with CSB/SJU full lesson plans</li> <li>● Conduct one formal observation in the edTPA class</li> <li>● Encourage the student teacher to observe another classroom or two based on areas needing improvement; upon completion, discuss what was discovered and what could be implemented in current practice</li> <li>● Co-teach in classes/subjects the student teacher is not leading</li> <li>● Elementary: <ul style="list-style-type: none"> <li>○ Build to at least ½ of the day of the student teacher leading the class</li> </ul> </li> <li>● Secondary <ul style="list-style-type: none"> <li>○ Allow the student teacher to solo teach all sections of the course related to the edTPA.</li> </ul> </li> </ul>
6	<ul style="list-style-type: none"> <li>● Discuss planning, assessment, and class management techniques</li> <li>● Conduct one formal observation</li> <li>● Co-teach in classes/subjects the student teacher is not leading</li> <li>● Elementary: <ul style="list-style-type: none"> <li>○ Add teaching time for up to ½ of the day until the edTPA videotaping process is complete..</li> </ul> </li> <li>● Secondary: <ul style="list-style-type: none"> <li>○ Have the student teacher continue teaching all sections of the edTPA-related course</li> <li>○ Choose which classes the student teacher will solo teach--all but one class of your full load--once videotaping for edTPA is done</li> </ul> </li> </ul>
7	<ul style="list-style-type: none"> <li>● Conduct one formal observation</li> <li>● Elementary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to teach for ½ of the day.</li> <li>○ Co-teach other subjects</li> <li>○ Decide which courses the student teacher will assume to take on 75-80% of your teaching load beginning week 8</li> </ul> </li> <li>● Secondary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to solo teach to the almost full-time status</li> </ul> </li> </ul>
8	<ul style="list-style-type: none"> <li>● Complete the mid-placement evaluation and discuss with the student teacher and university supervisor</li> <li>● Engage in goal-setting for the remainder of the term</li> <li>● Elementary:</li> </ul>

	<ul style="list-style-type: none"> <li>○ Allow the student teacher to teach to 75-80% of full load</li> <li>● Secondary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to teach to almost full time (one section less than the teacher's full load)</li> </ul> </li> </ul>
<b>9</b>	<ul style="list-style-type: none"> <li>● Elementary and Secondary: <ul style="list-style-type: none"> <li>○ Continue to teach as in week 8</li> <li>○ Assist student teacher to address areas needing improvement with continued informal observations and feedback</li> </ul> </li> </ul>
<b>10</b>	<ul style="list-style-type: none"> <li>● Elementary and Secondary: <ul style="list-style-type: none"> <li>○ Continue to teach up to one course/section less than a full load</li> <li>○ Assist student teacher to address areas needing improvement with continued informal observations and feedback</li> <li>○ Conduct one formal observation</li> </ul> </li> </ul>
<b>11-15</b>	<ul style="list-style-type: none"> <li>● Elementary and Secondary: <ul style="list-style-type: none"> <li>○ Continue to teach as in week 10 (ten consecutive days of full-time teaching are to be done in this time)</li> <li>○ Assist student teacher to address areas needing improvement with continued informal observations and feedback</li> </ul> </li> <li>● Additional materials for week 12: <ul style="list-style-type: none"> <li>○ Conduct one formal evaluation</li> </ul> </li> <li>● Additional materials for week 14: <ul style="list-style-type: none"> <li>○ Conduct one formal evaluation</li> <li>○ Discuss transitioning back to your classroom (missing work, schedule for return, etc.)</li> </ul> </li> <li>● Additional materials for week 15: <ul style="list-style-type: none"> <li>○ Schedule a final meeting with the university supervisor</li> <li>○ Prepare letter of recommendation/reference for the final meeting</li> </ul> </li> </ul>
<b>16</b>	<ul style="list-style-type: none"> <li>● Elementary and Secondary: <ul style="list-style-type: none"> <li>○ Have the student teacher teach half time and observe (either you or colleagues) half time</li> <li>○ Participate in the final meeting</li> </ul> </li> <li>● Complete all CSB/SJU forms as noted in this handbook and "the Acorn"</li> </ul>

### Timeline for Student Teachers with Endorsements (12 + 5 weeks)

Week	Tasks
1	<ul style="list-style-type: none"> <li>● Help the student teacher get to know your students, the teachers, and the school</li> <li>● Review the Orientation Guidelines/Checklist with cooperating teacher</li> <li>● Assist the student teacher in setting up observations--one of the cooperating teacher and another of a colleague</li> <li>● Allow the student teacher to assist with planning, preparation of lessons and materials, monitoring of individual and group work.</li> <li>● Determine which classes the student teacher will lead building to teaching one less than the teacher's full load.</li> <li>● Allow the student teacher to teach a lesson you have co-planned. Observe this lesson and provide feedback to the student teacher.</li> </ul>
2	<ul style="list-style-type: none"> <li>● Work with the student teacher in planning, preparation of lessons and materials, monitoring student work.</li> <li>● Co-teach lessons throughout the day</li> <li>● Conduct informal observations of the lessons taught and provide feedback</li> <li>● Elementary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to solo teach 30-40 minutes per day ONLY in the subject chosen for edTPA and lead morning meetings/classroom routines.</li> </ul> </li> <li>● Secondary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to begin teaching or co-teaching in the edTPA-related course (at least one section)</li> </ul> </li> </ul>
3	<ul style="list-style-type: none"> <li>● Work with the student teacher in lesson and management design.</li> <li>● Review the student teacher's lesson plans (CSB/SJU approved lesson plans should be used for the first two-three weeks of teaching).</li> <li>● Co-teach in subjects/classes the student teacher is not leading</li> <li>● Informally observe and provide feedback (a formal observation could be planned for the end of this week)</li> <li>● Elementary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to solo teach 30-40 minutes per day in the edTPA area; adding 10 minutes as the student teacher is ready.</li> </ul> </li> <li>● Secondary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to teach at least one section of the edTPA-related course, build to two sections by the end of the week</li> </ul> </li> </ul>

4	<ul style="list-style-type: none"> <li>● Conduct one formal observation in the edTPA subject class</li> <li>● Co-teach in classes/subjects the student teacher is not leading</li> <li>● Elementary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to fully teach in the edTPA subject</li> </ul> </li> <li>● Secondary: Teach a minimum of 40 minutes per day. <ul style="list-style-type: none"> <li>○ Allow the student teacher to continue with the edTPA-related course and all other sections of that course (up to two classes less than a full-time load, if the student teacher is prepared to do so)</li> </ul> </li> </ul>
5	<ul style="list-style-type: none"> <li>● Discuss lesson planning techniques and whether or not to continue with CSB/SJU full lesson plans</li> <li>● Encourage the student teacher to observe another classroom or two based on areas needing improvement; upon completion, discuss what was discovered and what could be implemented in current practice</li> <li>● Co-teach in classes/subjects the student teacher is not leading</li> <li>● Elementary: <ul style="list-style-type: none"> <li>○ Build to at least <math>\frac{1}{2}</math> of the day of the student teacher leading the class</li> </ul> </li> <li>● Secondary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to solo teach all sections of the course related to the edTPA.</li> </ul> </li> </ul>
6	<ul style="list-style-type: none"> <li>● Discuss lesson planning techniques and whether or not to continue with CSB/SJU full lesson plans</li> <li>● Complete the mid-placement evaluation and discuss with the student teacher</li> <li>● Engage in goal setting for the remainder of the term</li> <li>● Co-teach in classes/subjects not lead by the student teacher</li> <li>● Discuss plans for adding responsibilities once the edTPA videotaping is complete</li> <li>● Elementary: <ul style="list-style-type: none"> <li>○ Add teaching time for up to <math>\frac{1}{2}</math> of the day.</li> </ul> </li> <li>● Secondary: <ul style="list-style-type: none"> <li>○ Have the student teacher continue teaching all sections of the edTPA-related course</li> </ul> </li> </ul>
7	<ul style="list-style-type: none"> <li>● Conduct one formal observation</li> <li>● Elementary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to teach at least <math>\frac{1}{2}</math> of the day building to <math>\frac{3}{4}</math> by week 8.</li> </ul> </li> <li>● Secondary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to solo teach to almost full-time status</li> </ul> </li> </ul>

<b>8</b>	<ul style="list-style-type: none"> <li>● Assist student teacher to address areas needing improvement with continued informal observations and feedback</li> <li>● Elementary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to teach to 75-80% of full load</li> </ul> </li> <li>● Secondary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to teach to almost full time (one section less than the teacher's full load)</li> </ul> </li> </ul>
<b>9</b>	<ul style="list-style-type: none"> <li>● Elementary and Secondary: <ul style="list-style-type: none"> <li>○ Continue to teach as in week 8</li> <li>○ Conduct one formal observation</li> </ul> </li> </ul>
<b>10</b>	<ul style="list-style-type: none"> <li>● Elementary and Secondary: <ul style="list-style-type: none"> <li>○ For ten consecutive days, teach full time with possible exceptions: secondary student teachers may only teach up to two preps</li> <li>○ Assist student teacher to address areas needing improvement with continued informal observations and feedback</li> </ul> </li> </ul>
<b>11</b>	<ul style="list-style-type: none"> <li>● Elementary and Secondary: <ul style="list-style-type: none"> <li>○ Continue to teach as in week 10</li> <li>○ Assist student teacher to address areas needing improvement with continued informal observations and feedback</li> </ul> </li> <li>● Conduct one formal evaluation</li> <li>● Discuss transitioning back to your classroom (missing work, schedule for return, etc.)</li> <li>● Ensure that a final meeting has been scheduled with the university supervisor</li> <li>● Prepare letter of recommendation/reference for the final meeting</li> </ul>
<b>12</b>	<ul style="list-style-type: none"> <li>● Elementary and Secondary: <ul style="list-style-type: none"> <li>○ Have the student teacher teach half time and observe (either you or colleagues) half time</li> <li>○ Participate in the final meeting</li> <li>○ Complete all CSB/SJU forms as noted in this handbook and "the Acorn"</li> </ul> </li> </ul>
<b>13</b> <b>(week 1</b> <b>of place-</b> <b>ment 2)</b>	<ul style="list-style-type: none"> <li>● <i>Second Placement Begins</i></li> <li>● Help the student teacher get to know your students, the teachers, and the school</li> <li>● Review the Orientation Guidelines/Checklist with cooperating teacher</li> <li>● Assist the student teacher in setting up observations--one of the cooperating teacher and another of a colleague</li> <li>● Allow the student teacher to assist with planning, preparation of lessons</li> </ul>

	<p>and materials, monitoring of individual and group work.</p> <ul style="list-style-type: none"> <li>● Determine which classes the student teacher will lead building to teaching one less than the teacher's full load.</li> <li>● Allow the student teacher to teach a lesson you have co-planned (30-60 minutes). Observe this lesson and provide feedback to the student teacher.</li> </ul>
<b>14</b> <b>(week 2</b> <b>of place-</b> <b>ment 2)</b>	<ul style="list-style-type: none"> <li>● Work with the student teacher in planning, preparation of lessons and materials, monitoring student work.</li> <li>● Co-teach lessons throughout the day</li> <li>● Allow the student teacher to teach approximately <math>\frac{1}{3}</math> of teaching load (more if comfortable)</li> <li>● Observe and provide informal feedback for at least two lessons this week</li> </ul>
<b>15</b> <b>(week 3</b> <b>of place-</b> <b>ment 2)</b>	<ul style="list-style-type: none"> <li>● Work with the student teacher in planning, preparation of lessons and materials, monitoring student work.</li> <li>● Allow the student teacher to teach up to one course less than a full time load</li> <li>● Conduct one formal observation and provide feedback</li> </ul>
<b>16</b> <b>(week 4</b> <b>of place-</b> <b>ment 2)</b>	<ul style="list-style-type: none"> <li>● Continue to teach as in week 15</li> <li>● Assist student teacher to address areas needing improvement with continued informal observations and feedback</li> <li>● Conduct one formal evaluation</li> <li>● Discuss transitioning back to your classroom (missing work, schedule for return, etc.)</li> <li>● Ensure that a final meeting has been scheduled with the university supervisor</li> <li>● Prepare letter of recommendation/reference for the final meeting</li> </ul>
<b>17</b> <b>(week 5</b> <b>of place-</b> <b>ment 2)</b>	<ul style="list-style-type: none"> <li>● Have the student teacher teach half time and observe (either you or colleagues) half time</li> <li>● Participate in the final meeting</li> <li>● Complete all CSB/SJU forms as noted in this handbook and "the Acorn"</li> </ul>

**Timeline for Performing Arts, Visual Arts, and Secondary Student Teachers with Two Placements (8+8 weeks)**

Week	Tasks
1	<ul style="list-style-type: none"> <li>● Help the student teacher get to know your students, the teachers, and the school</li> <li>● Review the Orientation Guidelines/Checklist with cooperating teacher</li> <li>● Assist the student teacher in setting up observations--one of the cooperating teacher and another of a colleague, if possible</li> <li>● Allow the student teacher to assist with planning, preparation of lessons and materials, monitoring of individual and group work.</li> <li>● Determine which classes the student teacher will lead building to teaching one less than the teacher's full load.</li> <li>● Allow the student teacher to teach a lesson you have co-planned. Observe this lesson and provide feedback to the student teacher.</li> </ul>
2	<ul style="list-style-type: none"> <li>● Work with the student teacher in planning, preparation of lessons and materials, monitoring student work.</li> <li>● Co-teach lessons throughout the day</li> <li>● Conduct informal observations of the lessons taught and provide feedback.</li> <li>● Elementary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to solo teach 30-40 minutes per day ONLY in the subject chosen for edTPA and lead morning meetings/classroom routines.</li> </ul> </li> <li>● Secondary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to begin teaching in the edTPA-related course (at least one section)</li> </ul> </li> </ul>
3	<ul style="list-style-type: none"> <li>● Work with the student teacher in planning, preparation of lessons and materials, monitoring student work.</li> <li>● Review the student teacher's lesson plans</li> <li>● Co-teach in subjects/classes the student teacher isn't leading</li> <li>● Conduct one formal observation</li> <li>● Elementary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to solo teach 30-40 minutes per day in the edTPA area; adding 10 minutes as the student teacher is ready.</li> </ul> </li> <li>● Secondary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to teach at least one section of the edTPA-related course, build to two sections by the end of the week</li> </ul> </li> </ul>
4	<ul style="list-style-type: none"> <li>● Informally observe and provide feedback for the student teacher</li> <li>● Co-teach in classes/subjects the student teacher is not leading</li> </ul>



	<ul style="list-style-type: none"> <li>● Elementary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to fully teach in the edTPA subject</li> </ul> </li> <li>● Secondary: Teach a minimum two full sections <ul style="list-style-type: none"> <li>○ Allow the student teacher to continue with the edTPA-related course and all other sections of that course (up to two classes less than a full-time load, if the student teacher is prepared to do so)</li> </ul> </li> </ul>
5	<ul style="list-style-type: none"> <li>● Discuss lesson planning and management techniques</li> <li>● Encourage the student teacher to observe another classroom or two based on areas needing improvement; upon completion, discuss what was discovered and what could be implemented in current practice</li> <li>● Co-teach in classes/subjects the student teacher isn't leading</li> <li>● Conduct one formal observation</li> <li>● Elementary: <ul style="list-style-type: none"> <li>○ Build to at least <math>\frac{1}{2}</math> of the day of the student teacher leading the class</li> </ul> </li> <li>● Secondary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to solo teach all sections of the course related to the edTPA and additional courses as co-determined</li> </ul> </li> </ul>
6	<ul style="list-style-type: none"> <li>● Discuss lesson planning and management techniques</li> <li>● Co-teach in classes/subjects not lead by the student teacher</li> <li>● Discuss plans for adding responsibilities once the edTPA videotaping is complete</li> <li>● Elementary: <ul style="list-style-type: none"> <li>○ Add teaching time for <math>\frac{1}{2}</math> to <math>\frac{3}{4}</math> of the day.</li> <li>○ Co-teach throughout the remainder of the day</li> </ul> </li> <li>● Secondary: <ul style="list-style-type: none"> <li>○ Have the student teacher continue teaching all sections of the edTPA-related course</li> <li>○ Add in additional courses to progress to nearly full time.</li> </ul> </li> </ul>
7	<ul style="list-style-type: none"> <li>● Conduct one formal observation</li> <li>● Assist student teacher to address areas needing improvement with continued informal observations and feedback</li> <li>● Discuss transitioning back to your classroom (missing work, schedule for return, etc.)</li> <li>● Ensure that a final meeting has been scheduled with the university supervisor</li> <li>● Prepare letter of recommendation/reference for the final meeting</li> <li>● Elementary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to teach for 75-80% of the day.</li> </ul> </li> <li>● Secondary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to solo teach to the almost full-time status</li> </ul> </li> </ul>
8	<ul style="list-style-type: none"> <li>● Have the student teacher teach half time and observe (either you or</li> </ul>

	colleagues) half time <ul style="list-style-type: none"> <li>● Participate in the final meeting</li> <li>● Complete all CSB/SJU forms as noted in this handbook and “the Acorn”</li> </ul>
<b>9</b> <b>(week 1</b> <b>of place-</b> <b>ment 2)</b>	<ul style="list-style-type: none"> <li>● <i>Second Placement Begins</i></li> <li>● Help the student teacher get to know your students, the teachers, and the school</li> <li>● Review the Orientation Guidelines/Checklist with cooperating teacher</li> <li>● Assist the student teacher in setting up observations--one of the cooperating teacher and another of a colleague</li> <li>● Allow the student teacher to assist with planning, preparation of lessons and materials, monitoring of individual and group work.</li> <li>● Determine which classes the student teacher will lead building to teaching one less than the teacher’s full load.</li> <li>● Allow the student teacher to teach a lesson you have co-planned. Observe this lesson and provide feedback to the student teacher.</li> </ul>
<b>10</b> <b>(week 2</b> <b>of place-</b> <b>ment 2)</b>	<ul style="list-style-type: none"> <li>● Work with the student teacher in planning, preparation of lessons and materials, monitoring student work.</li> <li>● Co-teach lessons throughout the day</li> <li>● Conduct informal observations of the lessons taught and provide feedback.</li> <li>● Elementary:             <ul style="list-style-type: none"> <li>○ Allow the student teacher to solo teach 30-40 minutes per day and lead morning meetings/classroom routines.</li> </ul> </li> <li>● Secondary:             <ul style="list-style-type: none"> <li>○ Allow the student teacher to begin teaching in one course (at least one section)</li> </ul> </li> </ul>
<b>11</b> <b>(week 3</b> <b>of place-</b> <b>ment 2)</b>	<ul style="list-style-type: none"> <li>● Work with the student teacher in planning, preparation of lessons and materials, monitoring student work.</li> <li>● Review the student teacher’s lesson plans (CSB/SJU approved lesson plans should be used for the first two-three weeks of teaching).</li> <li>● Co-teach in subjects/classes the student teacher isn’t leading</li> <li>● Conduct one formal observation</li> <li>● Elementary:             <ul style="list-style-type: none"> <li>○ Allow the student teacher to solo teach at least ⅓ of the day.</li> </ul> </li> <li>● Secondary:             <ul style="list-style-type: none"> <li>○ Allow the student teacher to teach at least one section, build to two sections by the end of the week</li> </ul> </li> </ul>
<b>12</b> <b>(week 4</b> <b>of place-</b> <b>ment 2)</b>	<ul style="list-style-type: none"> <li>● Conduct informal observations of the lessons taught and provide feedback.</li> <li>● Co-teach in classes/subjects the student teacher is not leading</li> <li>● Elementary:             <ul style="list-style-type: none"> <li>○ Allow the student teacher to teach ⅓ to ½ of the day</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Secondary: <ul style="list-style-type: none"> <li>○ Teach a minimum two full sections (approximately 100 minutes).</li> <li>○ Allow the student teacher to continue with initially selected course and all other sections of that course (up to two classes less than a full-time load, if the student teacher is prepared to do so)</li> </ul> </li> </ul>
<b>13</b> <b>(week 5</b> <b>of place-</b> <b>ment 2)</b>	<ul style="list-style-type: none"> <li>● Discuss lesson planning and management techniques</li> <li>● Encourage the student teacher to observe another classroom or two based on areas needing improvement; upon completion, discuss what was discovered and what could be implemented in current practice</li> <li>● Co-teach in classes/subjects the student teacher isn't leading</li> <li>● Elementary: <ul style="list-style-type: none"> <li>○ Build to <math>\frac{1}{2}</math> to <math>\frac{3}{4}</math> of the day of the student teacher leading the class</li> </ul> </li> <li>● Secondary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to solo teach all sections of the course and additional courses as co-determined</li> </ul> </li> </ul>
<b>14</b> <b>(week 6</b> <b>of place-</b> <b>ment 2)</b>	<ul style="list-style-type: none"> <li>● Discuss lesson planning and management techniques</li> <li>● Elementary: <ul style="list-style-type: none"> <li>○ Add teaching time for 75-80% of the teaching day. Aim for as close to full time as possible.</li> </ul> </li> <li>● Secondary: <ul style="list-style-type: none"> <li>○ Have the student teacher continue teaching all sections of the initially chosen course and additional courses as noted in week 13 for 75-80% of the day (all but one section of a full-time load).</li> </ul> </li> </ul>
<b>15</b> <b>(week 7</b> <b>of place-</b> <b>ment 2)</b>	<ul style="list-style-type: none"> <li>● Conduct one formal observation</li> <li>● Assist student teacher to address areas needing improvement with continued informal observations and feedback</li> <li>● Discuss transitioning back to your classroom</li> <li>● Schedule a final meeting with the university supervisor</li> <li>● Prepare letter of recommendation/reference for the final meeting</li> <li>● Elementary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to teach for at least 75-80% of the day.</li> </ul> </li> <li>● Secondary: <ul style="list-style-type: none"> <li>○ Allow the student teacher to solo teach to the almost full-time status</li> </ul> </li> </ul>
<b>16</b> <b>(week 8</b> <b>of place-</b> <b>ment 2)</b>	<ul style="list-style-type: none"> <li>● Have the student teacher teach half time and observe (either you or colleagues) half time</li> <li>● Participate in the final meeting</li> <li>● Complete all CSB/SJU forms as noted in this handbook and "the Acorn"</li> </ul>

## Timeline for Meetings and Observations of Cooperating Teachers (CT) and University Supervisors (US)

Number of weeks	Responsibility CT or US	Triad Meetings			Observation Week Number								
		#1	#2	#3									
5	CT	Pre-week 1	N/A	At final conference	3		4						
	US				2		4						
8	CT		Wk. 5		3		5		7				
	US				3		6						
12	CT		At mid-term (wk. 6)		3 or 4		7		9		11		
	US				3		6		8		11		
16	CT		At mid-term (wk. 8)		3	5		7	10		12		15
	US				2 or 4		6		11		14		

### Ideas for Triad Meetings

#### *Triad Meeting #1: Initial meeting*

- \*Introductions
- \*Review handbook and expectations of CSB/SJU and of host school and teacher
- \*Review schedules
- \*Set up initial observations
- \*Share contact information
- \*Share hopes, goals

#### *Triad Meeting #2: Mid-term meeting*

- \*Review observations
- \*Engage in goal setting
- \*Discuss technology, professional development and communications with parents/community records in relation to placement
- \*Review strengths and areas for growth
- \*Develop plan for addressing goals

#### *Triad Meeting #3: Final Meeting*

- \*Review observations and goals
- \*Share recommendations
- \*Discuss strengths and areas for growth
- \*Celebrations and thank yous

### Appendix A: Student Teacher Attendance Form

(Print off for recording personal attendance. Note days present with a P, days absent with an A and provide a brief reason for the absence. This document must be available for the cooperating teacher and university supervisor to access. At the end of each placement, it is to be signed at the bottom by the cooperating teacher and submitted to the university supervisor.)

Week # & Dates	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					

## Appendix B: Weekly Lesson Schedule

Week of: \_\_\_\_\_ to \_\_\_\_\_, 20\_\_\_\_\_

NAME: \_\_\_\_\_ COOPERATING TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ Room #: \_\_\_\_\_ Prep times: \_\_\_\_\_

Email this form to your CSB/SJU Supervisor no later than Thursday of each week. Email any changes as soon as you are aware. Place a check mark in the classes you work with.

Indicate your role in each of the boxes using these letters:

O = Observing      P=Participating      TT=Team or Co-teaching      F=Full teaching

PT=Prep time      LT=Lunch time

Highlight any courses/sections that you would like to have observed.

<u>Monday/Date</u>	<u>Tuesday/Date</u>	<u>Wednesday/Date</u>	<u>Thursday/Date</u>	<u>Friday/Date</u>
<b>Time</b> (start - end) <b>Class:</b> <b>Topics:</b>	<b>Time</b> (start - end) <b>Class:</b> <b>Topics:</b>	<b>Time</b> (start - end) <b>Class:</b> <b>Topics:</b>	<b>Time</b> (start - end) <b>Class:</b> <b>Topics:</b>	<b>Time</b> (start-end) <b>Class:</b> <b>Topics:</b>
<b>Time</b> (start - end) <b>Class:</b> <b>Topics:</b>	<b>Time</b> (start - end) <b>Class:</b> <b>Topics:</b>	<b>Time</b> (start - end) <b>Class:</b> <b>Topics:</b>	<b>Time</b> (start - end) <b>Class:</b> <b>Topics:</b>	<b>Time</b> (start-end) <b>Class:</b> <b>Topics:</b>
<b>Time</b> (start - end) <b>Class:</b> <b>Topics:</b>	<b>Time</b> (start - end) <b>Class:</b> <b>Topics:</b>	<b>Time</b> (start - end) <b>Class:</b> <b>Topics:</b>	<b>Time</b> (start - end) <b>Class:</b> <b>Topics:</b>	<b>Time</b> (start-end) <b>Class:</b> <b>Topics:</b>
<b>Time</b> (start - end) <b>Class:</b> <b>Topics:</b>	<b>Time</b> (start - end) <b>Class:</b> <b>Topics:</b>	<b>Time</b> (start - end) <b>Class:</b> <b>Topics:</b>	<b>Time</b> (start - end) <b>Class:</b> <b>Topics:</b>	<b>Time</b> (start - end) <b>Class:</b> <b>Topics:</b>

## Appendix C: Orientation Guidelines

### Orientation Guidelines/Checklist

**All teacher interns should be familiar with these items within the first week (or so) of each experience**

- |  |   |
|--|---|
| _____ Attendance procedures                | _____ Mail  |
| _____ for staff absences                   | _____ Outgoing / procedures   |
| _____ for student absences                 | _____ Staff mailboxes   |
| _____ Auditorium/Stage                     | _____ Offices: administration,<br>activities/athletic director, counseling, health<br>services/nurse, school psychologist, student<br>support |
| _____ Class lists                          | _____ Phone usage, voicemail  |
| _____ Classroom expectations / rules       | _____ Recordkeeping procedures and data<br>privacy  |
| _____ Classroom procedures                 | _____ Referral procedures   |
| _____ Communications with Home             | _____ Requisitions / Purchasing   |
| _____ Computer Lab/Room                    | _____ Safety procedures: fire, lockdown,<br>tornado   |
| _____ Custodian contacts and rooms         | _____ Scheduling  |
| _____ Duplication services / supplies      | _____ School calendar   |
| _____ Email access / procedures            | _____ School closing information  |
| _____ Fax machine                          | _____ School handbooks  |
| _____ Gifted / Talented programs           | _____ School-wide discipline procedures   |
| _____ Hall passes / procedures             | _____ Special education services and support  |
| _____ Homeroom / Advisory responsibilities | _____ Teacher facilities: lounge, workroom,   |
| _____ Keys                                 | _____ Technology policies (usage, personal<br>devices—for students and staff)   |
| _____ Library / Media Center               | _____ Transportation  |
| _____ AV equipment, supplies               | _____ Busing  |
| _____ Access and usage                     | _____ Parking   |
| _____ Procedures                           | _____ Student & staff expectations  |
| _____ Lunchroom / Cafeteria procedures     | _____ Other?  |

## Appendix D: Lesson Plan (Behaviorist Focus)

### Education Department Lesson Plan

*Template includes directional text that should be deleted. Remember that lesson plans should be student-focused rather than teacher directions.*

**A lesson plan should not exceed four pages.**

**If you refer to a text, worksheets, slides or whiteboard images, include a copy. These extra items should not exceed five pages.**

<b>Teacher</b>	
<b>Subject and grade level</b>	
<b>National and/or State Standard</b>	Academic standards should be noted by standard number and the full text of the standard.
<b>Central Focus</b>	Describe what the unit is trying to accomplish. What core concepts will students develop?
<b>Objective(s) or learning targets</b>	What conceptual understandings, skills, and/or facts students should students demonstrate as a result of the lesson?
<b>Academic Language</b>	How are you teaching oral and written language usage and how is language of the discipline used to engage students or present information? What do you need to do to be sure students can access the content? Function: Language Demand: Vocabulary: Discourse: Syntax: Language Supports:
<b>Instructional Resources</b>	List tangible and intangible resources:



## Instructional Content and Procedures

<b>Anticipatory Set</b> [Five minute maximum]	How will you motivate? How will you HOOK and HOLD attention? How will you introduce the objectives? What pre-assessments might you use?
<b>Procedure</b>  <b>OR</b>  <b>Teaching Script</b>	Bridge—  Instructional Strategies—  Engagement—  *Write out what the teacher will say.      *Write out what the students will do.
<b>Assessment</b> <b>[formative, summative]</b>	*How will students apply/demonstrate what they have learned? *How will you determine if students are meeting objectives? *How will you assess during the lesson (formative)? *What is the summative tool of assessment (checklist, rubric, etc.)?
<b>Closure</b>	*How will objectives and the lesson be summarized?- OR- *How will you get information across one more time? *Homework: Pass out and explain the homework assignment (if appropriate) *Ask for and answer questions.
<b>Accommodations</b>	*How will you use knowledge of students to differentiate instruction for high, middle, and low achievers? *How do you address the needs of students with IEPs, 504 plans, and/or English Language Learners?
<b>Theoretical/ Research base</b>	Describe two specific ways the instructional planning outlined in this lesson reflects the appropriate application of educational theory/research.

Reflection and Review (DO NOT COMPLETE THIS SECTION; USE FOR REFLECTION CONFERENCES)

At least one page double spaced:

The process of planning your lesson:

What was challenging?

What was the experience like for you?

What did you learn about the subject matter or education from the experience? What did you learn about literacy instruction from the experience?

-OR-

The experience of teaching your lesson:

What were the students able to do in the lesson?

What did you as the teacher do to help them be successful?

What did you personally learn from teaching this [read aloud] lesson and how will you use what you learned in your future teaching?

-OR-

Describe the situation of the lesson:

What worked? What didn't work? For whom?

How will you maintain the skills so the students do not lose them?

-AND-

What instructional changes do you need to make you prepare for the next lesson?

Why will these changes improve student learning?

What changes do you propose for the whole class, groups of students, and/or focus students?

How will those changes improve student learning?

What gaps (in content, tasks, materials, scaffolding, etc.) did you discover that needed to be filled and how will you fill in the future?

What research/theory supports your changes?

## Appendix E: Lesson Plan (Constructivist Focus)

### Education Department Lesson Plan (Constructivist Focus)

*Template includes directional text that can be deleted as necessary*

**A lesson plan should not exceed four pages.**

**If you refer to a text, worksheets, slides or whiteboard images, include a copy. These extra items should not exceed five pages.**

<b>Teacher</b>	
<b>Subject and Grade Level</b>	
<b>Title of Lesson / Brief Description</b>	
<b>National and/or State Standards</b>	
<b>Objectives</b>	What skills or concepts should students be able to do or understand after completing the lesson.
<b>Essential Question</b>	
<b>Criteria for Success</b>	How will you know children have gained an understanding of the concepts?
<b>Resources/ Materials Needed</b>	What resources will you and the children use?
<b>Management</b>	(Is this a child-directed or teacher-directed lesson? What special planning is required for this lesson? Manage Behavior? Manage materials? Manage technology? Manage learning center? How much time is needed for this lesson?)
<b>Learner Diversity</b>	(What diverse learner needs do you need to consider when selecting resources, grouping children or planning the culminating project? Are there any special considerations such as assistive equipment, technologies or second-language learning to take into account?)

<b>Instructional Content</b>	
<b>Engage/ Bridge:</b>	<b>Lesson introduction. Capture the children's attention, stimulate their thinking and help them access prior knowledge.</b>
<b>Explore/ Question:</b>	<b>Give children time to think, plan, investigate and organize collected information. Provide opportunities for students to practice or work with new knowledge before discussing all the details of the content.</b>
<b>Explain:</b>	<b>Teacher input on the big idea. Answer questions. Involve children in an analysis of their explorations. Use reflective activities to clarify and modify their understanding.</b>
<b>Elaborate:</b>	<b>Give children the opportunity to expand and solidify their understanding of the concept and/or apply it to a real-world situation. Differentiation happens here.</b>
<b>Evaluate and Assess:</b>	Evaluate throughout the lesson. Use observation and assessment to track children's progress. Scoring tools developed by teachers target what children must know and do. Consistent use of assessment tools can improve learning.
<b>Research Base/Theory</b>	How does theory apply to the content of this lesson?
	Adapted from Tarleton State University Education Department Lesson Plans: <a href="http://www.tarleton.edu/~becker/t4/ConstructivistLessonPlanFormrtf.rtf">www.tarleton.edu/~becker/t4/ConstructivistLessonPlanFormrtf.rtf</a>

**Reflection and Review** (DO NOT COMPLETE THIS SECTION; USE FOR REFLECTION CONFERENCES)

At least one page double spaced:

The process of planning your lesson:

What was challenging?

What was the experience like for you?

What did you learn about the subject matter or education from the experience? What did you learn about literacy instruction from the experience?

-OR-

The experience of teaching your lesson:

What were the students able to do in the lesson?

What did you as the teacher do to help them be successful?

What did you personally learn from teaching this [read aloud] lesson and how will you use what you learned in your future teaching?

-OR-

Describe the situation of the lesson:

What worked? What didn't work? For whom?

How will you maintain the skills so the students do not lose them?

-AND-

What instructional changes do you need to make you prepare for the next lesson?

Why will these changes improve student learning?

What changes do you propose for the whole class, groups of students, and/or focus students?

How will those changes improve student learning?

What gaps (in content, tasks, materials, scaffolding, etc.) did you discover that needed to be filled and how will you fill in the future?

What research/theory supports your changes?

## Appendix F: Abbreviated Lesson Plan

### Education Department Abbreviated Lesson Plan

*Template includes directional text that can be deleted as necessary*

A lesson plan should not exceed **four** pages.

If you refer to a text, worksheets, slides or whiteboard images, include a copy. These extra items should not exceed **five** pages.

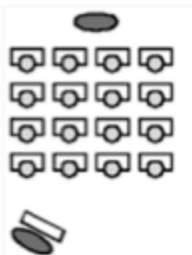
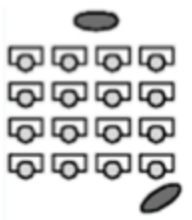
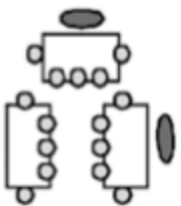
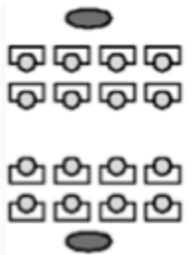
<b>Teacher</b>	
<b>Subject and grade level</b>	
<b>National and/or State Standard</b>	
<b>Objective(s) [learning targets?]</b>	
<b>Instructional Resources</b>	<b>List tangible and intangible resources:</b> Tangibles—texts, materials, supplies, technology, apps; include amount as appropriate Intangibles—preparation needed, prerequisite skills (as appropriate)

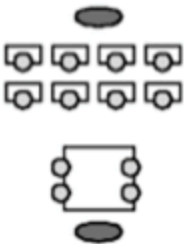
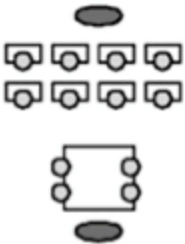
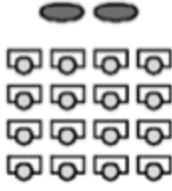
### Instructional Content and Procedures

<b>Procedure</b> (Bulleted form is sufficient)	<b>Anticipatory Set—</b> <b>Bridge—</b> <b>Instructional Strategies—</b> <b>Engagement—</b>	
<b>-OR-</b>		
<b>Teaching Script</b>	<b>*Write out what the teacher will say.</b>	<b>*Write out what the students will do.</b>
<b>Assessment Plan</b>		
<b>Closure</b>		
<b>Accommodations</b>	<b>Note key accommodations you will need to remember or prep.</b>	
	<b>Provide examples of worksheets, handouts, graphic organizers, or other individualized materials used.</b>	

## Appendix G: Co-Teaching Materials

### Collaborative Teaching Strategies & Examples

Methods	Definition/Example
<b>One Teach, One Observe</b> 	<p>One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.</p> <p><b>Example:</b> One teacher can observe students for their understanding of directions while the other leads.</p>
<b>One Teach, One Assist</b> 	<p>An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.</p> <p><b>Example:</b> While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.</p>
<b>Station Teaching</b> 	<p>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.</p> <p><b>Example:</b> One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.</p>
<b>Parallel Teaching</b> 	<p>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.</p> <p><b>Example:</b> Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.</p>

<p><b>Supplemental Teaching</b></p> 	<p>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 retaught, extended or remediated.</p> <p><b>Example:</b> One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.</p>
<p><b>Alternative (Differentiated) Teaching</b></p> 	<p>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.</p> <p><b>Example:</b> One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.</p>
<p><b>Team Teaching</b></p> 	<p>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 students' 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.</p> <p><b>Example:</b> Both instructors can share the reading of a story or text so that the students are hearing two voices.</p>

*The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom. Copyright 2011, St. Cloud State University, Teacher Quality Enhancement Center; Research Funded by a US Department of Education, Teacher Quality Enhancement Grant*

Cook, K. & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. *Focus on Exceptional Children*, 28(3), 1-17.

Friend, M. & Bursuck, W.D. (2009). *Including students with special needs: A practical guide for classroom teachers*. (5th ed.). Columbus, OH: Merrill.

Heck, W.H., & Bacharach, N. (2016). A better model for student teaching. *Educational Leadership*, v. 7, n4.



## Teacher Actions During Co-Teaching

*TQE Strategies (2005) along with Adaptations from Murawski & Dieker (2004)*

Co-Teaching is an Attitude... an attitude of sharing the classroom and students  
Co-Teachers must always be thinking - We're Both Teaching!

If one teacher is leading instruction...	The other can be doing this...
	<b>Observing for:</b> student understanding and/or questions (through body language facial expressions, etc.); specific types of questions asked by instructing teacher; specific student interactions and behaviors; teacher movement; specific teacher behaviors; specific student or group behaviors;
	<b>Charting:</b> where questions are directed within the classroom; gender of responders; on-task/off task behavior; teacher wait time; specific teacher behaviors or movements; specific student or group behaviors
	<b>Circulating:</b> checking for comprehension; using proximity control for behavior management; checking for comprehension; providing one-on-one support as needed
	Collecting and reviewing last night's homework
	Introducing a social or study skill
	Taking roll
	Reviewing directions; modeling first problem on the assignment
	Writing down instructions on board
	Repeating or clarifying any difficult concepts
	Passing out papers
	Giving instructions orally
	Facilitating a silent activity
	Introducing a new concept to whole group
	Asking clarifying questions

If one teacher is...	The other can be doing this...
Reading a test aloud to a group of students	Proctoring a test silently with a group of students
Explaining a new concept through discussion	Introducing a new concept through role play or modeling;
Provide enriching or extended activities on a concept already discussed in class	Re-teach or review old concept with students who didn't understand it
Provide enriching or extended activities related to items on a test	Re-teach or review those concepts or questions that were missed on an exam with those students who missed those questions on the exam
Predicting what will happen next (in book or text) by brainstorming with a group of students using the overhead	Predicting what will happen next (in a book or text) by showing objects that have already been introduced in the story and using them to predict what happens next
Re-teaching or pre-teaching with a small group	Monitoring large group as they work on practice materials
Facilitating sustained silent reading	Reading aloud quietly with a small group
Lecturing	Modeling note taking on the board/overhead
Running last minute copies or errands	Reviewing homework; providing a study or test-taking strategy
Prepping half of the class for one side of a debate	Prepping the other half of the class for the opposing side of the debate
Checking for understanding (reviewing a chapter, etc.) by leading a discussion with half of the class	Checking of understanding (reviewing a chapter, etc.) by leading a discussion with half of the class
Facilitating a station or group	Facilitating a station or group

The main focus of *Co-Teaching* is to find ways to keep both teachers actively engaged with students and their learning.

## Co-Teaching Supervisor Support Form

This form is intended to guide you in your supervision of co-teaching. It does not take the place of the formal observation forms.  
 When meeting after a lesson, most of the talking should be done by the teacher candidate.

### General things to ask and/or look for:

- Is the Teacher Candidate's name (phonetic, if appropriate) on the door of the room?
- Has the TC been introduced to other team members in the school community?
- Does the TC have his/her own space in the room (desk, etc.)?
- Has the TC been introduced as a teacher candidate or co-teacher?

### 3-Way Conferences

- Share overall expectations
- Distribute handouts and observation forms
- English observation forms: share number of observations expected
- Provide contact information - e-mail and phone numbers
- Co-Teaching Conversations:
  - Did you attend the Para Workshop?
  - Do you have your planning time arranged?
  - Encourage the pair to get started with co-teaching and then try all the strategies.
  - Plan to observe a co-taught lesson. Supervisor will be observing the teacher candidate for leadership, communication, and collaboration skills.
  - Introduce or remind pair of the Stages of Concern.

### Co-Teaching is an Attitude!

### Final 3-Way Conferences

- Have a three-way discussion on progress and identify any future goals for the TC.
- Discuss the co-teaching strategies the pair used - and their success.
- What are your future co-teaching goals?
- How did the co-planning and co-teaching go this semester? What went well? What did you struggle with? Were you able to schedule planning sessions each week?
- What did you accomplish in those sessions?
- Give teacher candidate mid-term or summative assessment and collect self-evaluation and cooperating teacher observations.
- Thank cooperating teacher with a card (certificate, university gift, etc.)

"It is literally true that you can succeed best and quickest by helping others to succeed."

*Pythagoras*

Co-Teaching Strategy	Definition	Teacher Role
One Teach, One Observe	One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation - where the teacher doing the observation is observing specific behaviors. It is important that either (teacher candidate or cooperating teacher) could take on both roles.	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.
One Teach, One Assist	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 on independent station will be used along with the teacher led stations.	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.
Parallel 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 teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the means for getting there is different.
Supplemental Teaching	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the means for getting there is different.	
Alternative (Differentiated) Teaching		
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 - as both teachers share the instruction, are free to interject information, and are available to assist students and answer questions.	

### Has the Co-Teaching Pair discussed:

- voice levels
  - timing
  - pace
- space distractions
- planning time
- Things to look for when observing a co-taught lesson:
  - Can you identify the strategy?
  - Do both co-teachers know the lesson plan?
  - During the lesson, do the co-teachers have a strategy or signal that enables them to check in or discuss situations that arise?
  - Do the co-teachers have the attitude: "We're Both Teachers?"
  - How do the co-teachers show respect for each other?
  - How and why have the co-teachers decided to divide and/or group students the way they did?
  - Do the co-teachers make decisions together as things come up?
  - Do co-teachers play equal parts in the lesson?
  - How have the co-teachers decided to transition?
  - Do the co-teachers finish at the same time? If not, how is this handled?
  - Specifics for observing Teacher candidates:
    - If TC is observing/leading, find out what specific things they are observing/assisting with and observe the same thing. Check in with TC afterwards to compare notes.
    - With stations, does the TC's teaching improve with each new station?
    - In parallel or station, if TC finishes first how is this handled?
    - When teaming, is the TC prepared for his/her part? (content knowledge, management, etc.)
    - If TC is differentiating instruction, find out why these students were grouped this way and how s/he is differentiating their instruction.
    - If TC is observing/leading, is s/he taking notes or collecting data?
    - What type?
- Following the observations:
  - Do the co-teachers reflect together on the co-taught lesson?
  - Ask if co-teachers have you been co-planning each week.
    - o Are you taking a few moments to address communication concerns?
    - o Discuss which co-teaching strategies the co-teachers have used.
  - Ask if the co-teachers have any questions about the strategies.
  - At the end of the session, begin by taking time to build on your own relationship with the candidate.
    - o Provide evidence from observation - allow candidate time to review it.
    - o Praise attention to body language and other non-verbal signals.
    - o Ask questions that are open-ended and require reflection.
    - o Be sure to praise, allowing both of you time to think.
    - o Summarize the candidate's response.
    - o Gently ask questions assisting the candidate in clarifying his/her thoughts.

## Support for Building a Relationship with your Co-Teacher

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4. Major Questions	As a Collaborator:	Are We Co-Teachers?	
<p>To what degree do I believe that there is more than one right way to carry out student teaching/teaching tasks?</p> <p>To what extent am I willing to let my co-teacher carry out teaching tasks at which I am particularly competent?</p> <p>How willing am I to allow my co-teacher to see aspects of my teaching in particular uncomfortable?</p> <p>How willing am I to tell my co-teacher when I disagree about an issue or have a concern?</p>	<p>2. I freely share ideas, information, and resources.</p> <p>3. I can be relied on to participate, even when a project seems away from my own immediate interests.</p> <p>4. My work reflects my best efforts. I continuously make small changes to improve the quality of my work.</p> <p>5. I use time well to ensure things are done on time.</p> <p>6. I represent the team and the work of fellow group members in a positive manner in other settings.</p> <p>7. I bring needed materials and come ready to work.</p> <p>8. I actively look for solutions to problems and/or reflect the solutions suggested by others.</p> <p>9. I have time to prepare my own input as the group and as a member of the team.</p> <p>10. I have time to prepare my own input as the group and as a member of the team.</p> <p>11. I can easily move between leader and follower, assuming either role as needed to accomplish the task.</p> <p>12. I use self-reflection after collaborative activities.</p> <p>13. I am prepared to leave myself - as you are above with and leave your co-teaching partner.</p> <p>To begin determine:</p> <p>What types and frequency of communication would we like to have with each other?</p> <p>How will we ensure regular communication with each other?</p> <p>What is the best way to give each other feedback?</p> <p>Discuss with your co-teacher your responses to each of the following statements:</p> <p>Personal</p> <p>1. I find it helpful to bounce ideas off other people.</p> <p>2. I am comfortable being told by others what they need from me.</p> <p>3. I am able to speak openly about my feelings.</p> <p>4. I express my opinion, even if others disagree with me.</p> <p>5. I feel comfortable saying "no" to people.</p> <p>6. I can detect the mood or feelings by look or tone as we converse.</p> <p>7. I become defensive when I am being criticized.</p> <p>8. I am able to resolve problems without losing control of my emotions.</p> <p>Co-Teaching</p> <p>1. I am comfortable giving my co-teacher feedback because it is a natural part of team work.</p> <p>2. I am comfortable telling my co-teacher what I need from them.</p> <p>3. I find it easy to publicly voice my disagreement with my co-teacher.</p> <p>4. I find it difficult to express my opinion when my co-teacher doesn't share them.</p> <p>5. I find it easy to see things from my co-teacher's point of view.</p> <p>6. I tend to postpone discussing tricky topics with my co-teacher.</p> <p>When co-teaching, I find it important for tasks to be clearly defined and distributed.</p>	<p>1. As we prepare for co-teaching, do we:</p> <p>a. have both teachers' names on the board/door?</p> <p>b. have spots for both teachers?</p> <p>c. have comparable desks and materials for both teachers?</p> <p>2. Do we share responsibility for determining:</p> <p>a. what to teach?</p> <p>b. what teaching strategy(s) to use?</p> <p>c. who teaches what part of the lesson?</p> <p>d. how to assess student learning?</p> <p>3. In planning, do we:</p> <p>a. have regularly scheduled time to meet and discuss our work?</p> <p>b. use our teaching time productively?</p> <p>c. share teaching materials and resources?</p> <p>d. communicate freely our concerns?</p> <p>e. each contribute to the planning process?</p> <p>f. decide which co-teaching model to use in a lesson based on the needs of the student and the co-teacher?</p> <p>4. While co-teaching, do:</p> <p>a. both teachers have a lead role in the classroom?</p> <p>b. both teachers work with all students?</p> <p>c. we use a variety of co-teaching approaches?</p> <p>d. students see both teachers as equal partners in the classroom?</p> <p>e. we both participate in the assessment of the students?</p> <p>f. students ask both teachers for clarification and/or assistance?</p> <p>g. we teach different groups of students at the same time?</p> <p>h. we model the expected roles of our co-teaching partner?</p> <p>i. we make changes as needed during a lesson?</p> <p>j. we actively reinforce classroom rules and manage the classroom together?</p> <p>5. After the co-taught lesson, do we:</p> <p>a. provide feedback to one another on what went on in the classroom?</p> <p>b. celebrate the process of co-teaching and the successes and successes?</p> <p>c. make improvements in our lessons based on what happens in the classroom?</p> <p>Overall, do we:</p> <p>a. explain the benefits of co-teaching to the students and their families?</p> <p>b. depend on one another to follow through on tasks and responsibilities?</p> <p>c. have both co-teachers participate in parent teacher conferences?</p> <p>d. model collaboration and teamwork for our students?</p> <p>e. have a process for dealing with any disagreements we have?</p> <p>f. contribute to pursue additional training to make our co-teaching better?</p> <p>g. provide feedback to others who want to co-teach?</p> <p>h. communicate with our administrator about our needs as a co-teaching job?</p>	<p>Co-Teachers must always be thinking--</p> <p style="text-align: center;">We're Both Teaching!</p>

## Appendix H: Improvement Plan

***College of St. Benedict/St. John's University***  
**Education Department**  
***Student Performance Concern and Action Plan***

Intervention Plan for:  
Individual Bringing Concern Forward:  
Faculty/Staff Involved:

Date:

Areas of Concern	Present Performance	Performance Goals Action Plan	Evidence of Progress Expected and Goal Dates

Meeting Date:	Attendees (printed name and signature)

I have read this plan and \_\_\_\_\_ it.  
accept/reject

I understand that rejection of this plan or failure to meet its goals may result in failure to meet licensure requirements for the State of Minnesota, and may have an impact on my ability to maintain positive status in the CSB/SJU Education Department.

Student signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix I: edTPA Information, Checklist, and Revision Information

### edTPA Completion Checklist for Student Teachers

Initial Steps	
I have...	Note when completed
Identified in what grade level (and subject area) I will be completing the edTPA	
Checked my TaskStream account to ensure I have access for submissions	
Created the necessary folders/documents on my computer, to which I will save all materials: Folder: edTPA Subfolder: Task 1 Subfolder: Task 2 Subfolder: Task 3 Check your edTPA handbook for exact file naming convention, formatting, number of files, and length requirements.	
Saved the necessary Document Templates to my computer under the corresponding folders/documents listed above, and have not altered them in any way	
Reviewed the steps for learning the edTPA process (“Getting Started”) at <a href="http://www.edtpa.com/PageView.aspx?f=GEN_GettingStarted.html">http://www.edtpa.com/PageView.aspx?f=GEN_GettingStarted.html</a>	
Reviewed all of the terms in the edTPA glossary within my content area handbook and recognized that I must understand and use these terms in my edTPA portfolio.	

<b>Task 1</b>	
I have...	Note when completed
<b>PART A</b>	
Download and review the template for Context for Learning	
Accessed and utilized the resources at the edTPA special site for candidates: <a href="#">EdTPA for MN</a>	
Obtained and read “Making Good Choices: A Support Guide for edTPA Candidates” in Canvas	
Read through Rubrics 1-5 in the edTPA content area handbook	
Used my Cooperating Teacher and University Supervisor as advisors in choosing one class as a focus	
Received my Cooperating Teacher’s approval of the class and students targeted by my edTPA	
Used my Cooperating Teacher and University Supervisor as advisors in identifying any students with accommodations, modifications, and/or IEP’s within the chosen class	
Completed Part A (Context for Learning) within the first two weeks of my student teaching placement	
Made sure Part A is in the correct format: 1 File, Arial 11pt. font, single spaced, 1” margins, no more than 3 pages including prompts (.doc; .docx; .odt; .pdf)*	
Spoken with my Cooperating Teacher and decided what learning segment I will plan, teach, and analyze (3-5 consecutive lessons)	
<b>PART B</b>	
Identified the required CSB/SJU Lesson Plan Template that includes: standards, learning objectives, formal and informal assessments, instructional strategies and learning tasks that describe what you and the students will be doing, supports for diverse student needs, and instructional materials/resources that engage students in learning	
Written a detailed lesson plan for each lesson in the learning segment (3-5 consecutive lessons)	
Made sure the lesson plans are in the correct format: 1 File (.doc; .docx; .odt; .pdf)*	
Combined all lessons in one document (Document: Part B - Lesson Plans for Learning Segment) and labeled each clearly within the document (Lesson 1, Lesson 2, etc.)*	
<b>PART C</b>	

Created instructional materials (for students and myself) for each lesson (including: discovery activities, bell work, readings, classwork, class/group/pairs activities, experiments, graphic organizers, handouts, slides, interactive whiteboard images, etc.)	
Made sure the instructional materials are in the correct format: 1 File, no more than 5 pages of KEY instructional materials per lesson plan (.doc; .docx; .odt; .pdf)*	
Combined all instructional materials in one document (Document: Part C - Instructional Materials) and labeled each clearly within the document (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.)*	
Ordered and labeled all instructional materials as they are used in the learning segment	
<b>PART D</b>	
Created assessments for each lesson (including: bell work, classwork, class/group/pairs activities, experiments, labs, homework, etc.) aligned to the standards and central focus	
Made sure the assessments are in the correct format: 1 File (.doc; .docx; .odt; .pdf)*	
Combined all blank assessments in one document (Document: Part D – Assessments) and labeled each clearly within the document (Lesson 1 Assessments, Lesson 2 Assessments, etc.)*	
Ordered all assessments as they are used in the learning segment	
<b>PART E</b>	
Download and review the template for Planning Commentary	
Responded to the prompts in Part E prior to teaching the learning segment (3-5 consecutive lessons)	
Made sure Part E is in the correct format: 1 File, Arial 11pt. font, single spaced, 1” margins, no more than 9 pages of commentary, including prompts (.doc; .docx; .odt; .pdf)*	
Saved all materials for Task 1 in the correct folders	



<b>Task 2</b>	
I have...	Note when completed
<b>PART A</b>	
Reviewed pages 11-17 of “Making Good Choices”	
Read through Task 2 Rubrics 6-10 in the edTPA handbook (i.e., Task 2 rubrics indicated in my content handbook)	
Identified a recording device I would like to use (FLIP video, iPhone, camera, etc.) and found a clear spot in the classroom to set up the device	
Obtained permission from the parents/guardians of the students, and from the adults who will appear in the video(s) (I determine whether I will film the whole class, or a targeted group)	
Practiced videotaping with my device, to ensure that target activities can be clearly seen and that voices can be heard.	
Filmed myself teaching ALL of the lessons in which I actively engage and interact with students within the learning segment (3-5 consecutive lessons), ensuring that I did not include the name, city, state, or district of the school in my video (I used only first names for all individuals who appear in the video(s))	
Watched my video(s) multiple times and decided which 1 or 2 video clips I would like to use, and made copies of the video(s)	
Edited/Clipped all of my copies of my video(s) (Windows Movie Maker for PCs and iMovie for Macs), making sure that the final clip(s) is/are continuous and unedited*	
Made sure the video(s) are in the correct format: flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v, and of the correct time according to my handbook	
Added my final clipped video(s) to the corresponding folder	
<b>PART B</b>	
Downloaded and reviewed the template for Instruction Commentary	
Responded to the prompts for Part B.	
Determined if supporting documentation is needed by deciding if portions of the video(s) are inaudible and if text/graphics/images are not visible, and have clearly labeled any supporting documentation at the end of Part B (“Clip 1, lesson 2, text from a whiteboard that is not visible in the video,” “Clip 2, lesson 4, transcription of a student response that is inaudible”)	
Made sure Part B is in the correct format: 1 File, Arial 11pt. font, single spaced, 1” margins, no more than 6 pages of commentary, including prompts (.doc; .docx; .odt; .pdf) If needed no more than 2 pages of supporting documentation	
Saved all materials for Task 2 in the correct folders/documents on my computer	

<b>Task 3</b>	
I have...	Note when completed
<b>PART A</b>	
Reviewed pages 18-21 of “Making Good Choices”	
Read through Task 3 Rubrics 11-15 in the edTPA handbook (i.e., Task 3 rubrics indicated in my content handbook).	
Selected one assessment that reflects the work of individuals (not groups) from the learning segment that I will use to evaluate my students knowledge and skills	
Downloaded and reviewed template for Assessment Commentary	
Selected 3 individuals[focus students] (at least one student with a learning need) who completed the assessment (Learning needs: IEP, English language learners, struggling reader, underperforming student, student with gaps in academic knowledge, gifted student, etc.)	
Collected work samples (the assessment) from the 3 students chosen above	
Decided if the students’ writing is illegible, if so, I wrote a transcription directly on the work samples	
Masked or removed any students’ names or other identifying information the work samples	
Clearly labeled, on each work sample, the student number (Student 1 Work Sample, Student 2 Work Sample, or Student 3 Work Sample)	
Copied or scanned each student work sample	
Made sure the student work samples are in the correct format: 3 Files, (.doc; .docx; .odt; .pdf)	
Clearly labeled each file with the student number (Student 1 Work Sample, Student 2 Work Sample, or Student 3 Work Sample)*	
<b>PART B</b>	
Decided what type of feedback I will give the students (written on students work samples/audio/video)	
Decided to include feedback directly on the student work samples in Part A, so I will not include any files for Part B Or Decided to give students feedback through an audio/video conference, so I added 3 separate audio/video conferences to the corresponding folder and labeled each clearly (Student 1 Feedback, Student 2 Feedback, or Student 3 Feedback)	
Made sure the evidence of feedback is in the correct format: 0 files for written feedback not written on the work samples: (.doc; .docx; .odt; .pdf) 3 files for audio feedback: (flv, asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma) 3 files for video feedback: (flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v)*	

<b>PART C</b>	
Identified the location of my evidence of feedback (Part A if written on the student work samples, Part B if audio/ video)	
Downloaded and reviewed template for Assessment Commentary	
Responded to the prompts in Part C	
Included 2 blank pages of the assessment that was analyzed in Part B	
Made sure Part C is in the correct format: 1 File, Arial 11pt. font, single spaced, 1" margins, no more than 8 pages of commentary, including prompts (.doc; .docx; .odt; .pdf). Plus no more than 2 pages of an analyzed assessment...as specified in my content handbook.	
<b>PART D</b>	
Decided what type of evaluation criteria I will use on the chosen assessment (a rubric, explanation of point system for different levels of performance, rules for awarding full versus partial credit, pre-/post-assessment, etc.).	
Created the appropriate evaluation criteria for my chosen assessment	
Included all evaluation criteria in one document and labeled each clearly within the document (Lesson 1 Evaluation Criteria, Lesson 2 Evaluation Criteria, etc.) ...as specified in my content handbook.	
Made sure the evaluation criteria is in the correct format: 1 File, (.doc; .docx; .odt; .pdf)*	
Saved all materials for Task 3 in the correct folders/documents on my computer	

### edTPA Final Steps

I have...	Note when completed
Made sure everything was in the correct format and allotted number of pages. (If your video file is in the correct format but still will not upload, it could be that the file size is too large. To reduce the file size, use either the Video Compression Guide for Windows Users ( <a href="http://www.edtpa.com/content/docs/videocompressionguidepc.pdf">http://www.edtpa.com/content/docs/videocompressionguidepc.pdf</a> ) or the Compression Guide for Mac OS X users ( <a href="https://www.edtpa.com/Content/Docs/VideoCompressionGuideMac.pdf">https://www.edtpa.com/Content/Docs/VideoCompressionGuideMac.pdf</a> )	
Reviewed all segments with my university supervisor	
Corrected all grammatical/spelling errors	
Checked to be sure there is no personal, school, or college identification in any of the documents	
Listed any citations for any materials that I did not create by lesson number at the end of Task 1, Part E (Materials: published texts, websites, materials from other educators, etc.)	
Saved all materials to the correct folders/documents on my computer that I created at the beginning	
Uploaded all materials to TaskStream	

When scores are returned, share them with the university supervisor and Director of Student Teaching via email.

#### **edTPA Registration and Submission Deadlines**

You will be informed by the Director of Student Teaching of your upload submission date.

The fee is \$300.00. The CSB/SJU education department is providing vouchers for the initial cost.

Print or create a .pdf of your entire **edTPA** report and save it. It may be necessary if you choose to teach out of state.

#### **Revision Information:**

Depending upon scores received and condition codes noted, student teachers may be required to resubmit their edTPAs to the department and/or Pearson. Students who have received low scores in one Task will follow the directions below. Students with substandard scores across Tasks or unreadable edTPA documents/Tasks may be required to resubmit to Pearson. Pearson resubmissions are at the student's own expense.

*Who must revise?*

For student teachers in all areas other than World Languages, if you earned scores less than 13 on Tasks 1 and/or 2 and/or a score of less than 12 on Task 3, you are responsible for making revisions to your edTPA in order to be recommended for licensure.

For student teachers in World Languages, if you earned scores less than 10 on Task 1, and/or 13 on Task 2, and/or 9 on Task 3, you are responsible for making revisions to your edTPA in order to be recommended for licensure.

*What needs to be done?*

For each rubric on which you scored a 2 or less, you will need to rewrite/revise/add to that section. In the email to which this document is attached, the designated sections will be identified for you.

In making revisions, please consider the comments made regarding your scores on the rubric. For example, a score of 2 on Task 1 of the elementary mathematics edTPA has a Performance Description stating, “Candidate’s plans for instruction support student learning of facts and procedures with vague connections to concepts OR mathematical reasoning and problem-solving skills.” With this in mind, a revision would shore up the connections by CLEARLY stating how the lessons support learning AND make the connections to concepts and/or mathematical reasonings and problem solving. It seems that more specific detail would be necessary to create those necessary connections.

Additionally, look at the edTPA handbook for your discipline, the edTPA rubric, AND the Making Good Choices document for additional information. These texts are designed to offer you some direction that will improve your work.

When you resubmit your work, it should have the following elements:

1. Each change or addition should be highlighted.
2. Anything removed should be struck through, not deleted.
3. Documents should be in the required edTPA format.
4. Submit with the original Context for Learning and Lesson Plans.

All work is due by the date noted in the email.

If you have questions, please contact Dr. Jennifer Meagher at [jmeagher001@csbsju.edu](mailto:jmeagher001@csbsju.edu) or 320-363-5902.