Elementary & Kindergarten Methods – Practicum
Cooperating Teacher Handbook
Department of Education

Preparing Our Students to Teach to the World

2013 – 2014
Contact Numbers:

Gustavus Education Office
tele 507.933.7457
fax 507.933.6020

Coordinator of Field Experience:
Tel: 507.933.7455
Email: dsandqui@gustavus.edu

Contact with Katrina, Michele and Sue
We will be stopping by informally to check on the students and to talk with you, and also for formal observations of some of the required teaching lessons. However, you are the person who will know the most about the progress of your practicum students, since you will see them every day. If you have concerns or questions, don't wait for one of us to visit—call or send e-mail. We want the practicum experience to be enjoyable and appropriately challenging for our students, and comfortable for you as their cooperating teacher.

Katrina Imison-Mázy [Reading and Kindergarten Methods]: 933-7440 kimisonm@gac.edu
Michele Koomen [Science and Math Methods]: mkoomen@gac.edu
Sue Moore [Language Arts and Social Studies]: smoore4@gac.edu

Contact Information is Needed:
To report absences from the elementary methods practicum experience. The practicum student is required to contact the cooperating teacher, practicum partner, and elementary methods instructors.

To provide answers and/or clarification to any questions or concerns the cooperating teacher may have about the program and/or program requirements.

Please call or email us at your convenience!
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Department of Education Vision Statement

“There is a story – whether true or myth, it is characteristic of him – that when Thomas Edison was working on improving his first light bulb, he handed a finished bulb to a young helper, who nervously carried it upstairs step by step. At the last moment, the boy dropped it. The whole team had to work another 24 hours to make another bulb. Edison looked around, then handed it to the same boy. The gesture probably changed the boy’s life. Edison knew that more than the bulb was at stake.”

James Newton, Uncommon Friends

Like Edison, we teacher educators at Gustavus Adolphus College know we have the power to greatly influence lives, to make a difference. This is the power all teachers possess – the power to kindle the fire of creativity, and the power to extinguish it; the power to make the classroom a safe, secure and friendly place, and the power to make it a nightmare; the power to develop in learners the attitudes of acceptance and appreciation of differences, and the power to reinforce existing stereotypes; the power to begin teaching a person from where they start and take them further, and the power to frustrate them and discourage them from learning.

As educators, we continue the journey of understanding the powers of influence within a school, a community, a nation and the world. We invite you to share your thoughts on this topic with the Gustavus student teacher placed in your classroom. We trust and appreciate your professional abilities to provide in-depth discussions by analyzing current educational processes and trends of the 21st century.

Thank you for taking the time to work with us. Thank you for making a difference.
The Education Department is committed to the preparation of 21st century teachers who understand the complexities of learning and teaching that encompasses inclusion, equity, and justice. This work is enhanced by a liberal arts foundation that encourages breadth of knowledge, interdisciplinary and international perspectives, engaged inquiry, and intellectual curiosity. As professionals and educational leaders, graduates of our program:

- Make informed teaching and learning decisions based on use of best practice, reflection, and new knowledge;
- Act as leaders for positive social change within schools and communities;
- Advocate for their students' intellectual, physical, and emotional well being;
- Understand cultural and linguistic diversity, and promote anti-racist, gender fair, and inclusive educational opportunities for all students;
- Defend their instructional choices on the basis of pedagogical, moral, and ethical grounds;
- View teaching as a journey of learning;
- Proactively profess and advocate well-developed teaching beliefs, and participate in decision-making, not as mere technicians, but as positive agents of change.

The organizing theme of our department's mission is "teaching as principled practice." We strive to help our graduates acquire skills of analysis and reflection, a broad knowledge base, and an array of experiences that will enable them to articulate and examine their own beliefs about teaching and learning and set those beliefs into action.
Department of Education Program Outcomes

Upon completion of the Department of Education teacher preparation program, a graduate:

1. Understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and can create learning experiences that make the aspects of subject matter meaningful for the students. **Subject Matter.**

2. Understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and personal development. **Student Learning.**

3. Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and exceptionalities. **Diverse Learning.**

4. Understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. **Instructional Strategies.**

5. Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive interaction, active engagement in learning, and self-motivation. **Learning Environment.**

6. Uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. **Communication.**

7. Plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals. **Planning Instruction.**

8. Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. **Assessment.**

9. Reflects upon and evaluates the effects of his/her choices and actions toward others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to grow professionally. **Reflections and Professional Development.**

10. Communicates and interacts with parents/guardians, families, school colleagues, and the community to support students’ learning and well-being. **Collaboration, Ethics, and Relationships.**

*Based on the Board of Teaching Standards of Effective Practice for Teachers*
Practicum Policies

Placement
The Coordinator of Field Experiences from the Department of Education is responsible for administering all aspects of the elementary methods practicum experience, including communication with cooperating schools concerning placements and supervision. Practicum students do not make independent arrangements for a placement in a school. Any changes in placement must be discussed with the Coordinator and the contact person for the school district to modify contractual agreements. Once a cooperating teacher has been identified, the practicum student will make contact with the cooperating teacher prior to the start of the experience to introduce him/herself. The cooperating teacher and principal receive verification of placement through a letter from the Coordinator of Field Experiences.

Liability Insurance
Gustavus Adolphus College carries personal liability insurance for all student teachers, and we encourage students to carry additional insurance through “Education Minnesota Student Program”. The College is not responsible for personal injury of a student teacher.

Attendance
During the practicum experience, practicum students are expected to be in practicum each day for the full amount of time scheduled. Absences, late arrivals or departures are not acceptable except in extenuating circumstances. If a practicum student must be absent, s/he will contact the cooperating teacher by leaving a phone message on your school voice mail as well as contact his or her practicum partner and all course instructors (by phone or email). Make-up of missed days will be determined on an individual basis.

Teacher Strikes and Work-To-Rule
When a disruption of normal school activities occurs due to a teacher strike or similar job action in a school where student teachers are assigned, the student teachers will not attend the school until after the conflict is resolved. If the strike or job action is not resolved in a reasonable length of time, the student teachers may be reassigned to other school districts.

Substitute Teaching
Practicum students may not serve as substitute teachers. If the cooperating teacher cannot be present, the school district must obtain a qualified substitute.

Confidentiality
Student teachers have read and discussed at length the Teaching Code of Ethics and have been instructed to refrain from discussing student concerns and building concerns publicly.

Lesson/Unit Preparation
Practicum students have been instructed to hand in lesson plans to the cooperating teacher prior to the day the lesson is to be delivered in the classroom. Lessons should be planned far enough in advance so that the cooperating teacher may have a chance to check them, offer suggestions, and approve the plans before they are employed in the classroom. Plans will also be given to the college supervisors/instructors prior to formal observations. (See Appendix C for Lesson Plan Formats.)

Evaluation of Practicum Students
Each practicum student must be evaluated at a midterm point and a final point during the extended practicum experience. The Mid-Practicum Professionalism checklist and final evaluation forms are included in this handbook. (See Appendix D) Evaluation forms may or may not be typed.
Supervision by College Personnel
The Department of Education at Gustavus Adolphus College prides itself on meeting the needs of the practicum students and cooperating teachers by maintaining positive communication through regular classroom visits and observations. The practicum student will confer with the course instructors/supervisors and cooperating teachers to arrange scheduled observations and time periods that allow for conferencing to take place after the lesson delivery. During the conferencing, identification of strengths, areas of challenge, student reactions, levels of thinking, and ideas and suggestions for future changes are discussed. A written record of the observations is kept by the college supervisor and a copy is provided to the student teacher.

Contact with Course Instructors/College Supervisors
Course instructors will be stopping by informally to check on the students and to talk with cooperating teachers as part of the supervision process. Instructors will also be conducting formal observations of some of the required teaching lessons during the practicum experience. Lessons will be planned and scheduled in consultation with cooperating teacher and course instructors in order to provide a balance between opportunities to teach required lessons, to assist within the classroom and to learn from the cooperating teacher through observation and discussion.

Sue Moore [Language Arts/Social Studies Methods]: 933-7454 smoore4@gac.edu
Michele Koomen [Science and Math Methods]: 933-6057 mkoomen@gac.edu
Katrina Imison-Mázy [Reading/Kindergarten Methods]: 933-7440 kimisonm@gac.edu

Honorarium
The cooperating teacher will be paid a sum of $100.00 for working with elementary methods practicum students. Cooperating teachers will receive $50.00 for working with elementary methods students during the Kindergarten practicum.

General expectations for practicum students
Practicum students are expected to become familiar with classroom and school-wide routines and guidelines, and to assist cooperating teachers in ways of mutual benefit to cooperating teacher, to the practicum students themselves, and to the children in the class. Practicum students are encouraged to experience any teacher routines that support the cooperating teacher, from taking attendance to delivering and picking up students, to running morning meetings, working with individual students and small groups. This is a time for the practicum students to begin practicing the many responsibilities and roles of a classroom teacher and they are expected to use preparation time to do lesson planning or other prep work, investigate library/media resources, assist the cooperating teacher, and/or meet with cooperating teacher as needed. Practicum students are expected to write a full lesson plan for each lesson taught in practicum as these lesson plans are assignments for courses. Students are required to dress in an appropriate and professional manner while staying in the confines of their college-student budgets. Practicum student may not exchange e-mail addresses with students in the cooperating classroom. Course instructors will discuss these expectations with the practicum students prior to the commencement of the practicum experience.

General Information About Practicum

Where does the practicum fit into the students’ pre-service teacher preparation?
The practicum experience acts as a stepping stone to student teaching at which time students take on primary responsibility for their host classroom. Most of the practicum students are juniors who will be completing their student teaching the following semester. In addition to their liberal arts and content-area preparation, they have completed coursework focusing on social foundations, the inclusive classroom, educational technology, literacy, children’s literature, educational psychology, methods for teaching middle school, and human relations. Several of these courses include field experience in schools and communities.

The practicum is designed to be the students’ first extended opportunity to begin to integrate what they are learning at Gustavus in their methods classes with their experiences teaching in the field. We have attempted to structure the practicum so that students are not only challenged, but also have the time and space to step back from their first attempts at teaching to reflect on their experiences. Therefore, in practicum we expect students to spend a significant amount of time observing and talking to their cooperating teachers and teaching a limited number of lessons in the content areas.

**What will Gustavus students be expected to do during the practicum?**

Our students will begin their work in your classroom with four early, all-day visits. During these visits, students will have assignments in which they are asked to do focused observations of the classroom environment, instruction, and student learning. As they approach the extended practicum, students will begin to gather information about particular student needs in relation to the curriculum so that they can begin to plan for teaching. During the extended practicum in the kindergarten and elementary classrooms, students will work in small groups or partnerships to teach a short series of lessons in each of the core content areas: Kindergarten, Reading, Science, Math, and Language Arts/Social Studies. You will find a calendar attached that outlines key dates and responsibilities during the semester.

**What responsibilities will the cooperating teacher have in this partnership?**

One of the ways that you can contribute to the practicum students’ learning is by simply allowing students to observe you teach. The modeling you do will allow practicum student to observe your instructional and management strategies and talk to you about why you make particular choices.

We would appreciate your support in assisting students in planning instruction that enhances your curriculum, makes sense for your particular group of students, and allows the GAC students some freedom to try instructional approaches or explore content that might be somewhat different than what you would teach.

Finally, we will ask for brief feedback on our students’ progress at two points during the semester. While the forms we provide are not lengthy, they will provide us with valuable information about the emerging professionalism of the prospective teachers.

**What can cooperating teachers expect from the Gustavus faculty?**

We consider cooperating teachers to be partners in educating our preservice teachers. We recognize that we will be guests in your school and classroom and will do our best to model the type of professional interactions we expect from new teachers. Part of this professionalism will be to keep lines of communication open and
cause as little disruption as possible when we visit your classroom. We hope that you feel comfortable giving us feedback on how we can make the practicum experience more positive for all involved.

*How are Gustavus students prepared to meet the needs of diverse learners?*

Throughout our program we emphasize the need to honor the resources and meet the needs of *all* students in our schools and classrooms. In order to do so, we believe that students need to recognize and respect the diversity of student learners and recognize the role that schools can play in promoting social justice through equitable practices and educational opportunities.

We recognize that our students are beginning teachers and that learning how to meet the needs of all students is a professional life-long task. However, you can expect that our students will arrive in your classrooms familiar with concepts and practices related to differentiation, multiple intelligences, teaching English Language Learners (i.e. SIOP), and culturally responsive teaching.
## Practicum Schedule—Overview

<table>
<thead>
<tr>
<th>Dates: TBA</th>
<th>Work in the classrooms at South &amp; North:</th>
<th>Work in practicum methods courses at Gustavus:</th>
</tr>
</thead>
<tbody>
<tr>
<td>First week of semester.</td>
<td>Students begin intensive work in methods classes</td>
<td>Course (instructor):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Math (Michele)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Science (Michele)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Language Arts (Sue)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Social Studies (Sue)</td>
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<tr>
<td></td>
<td></td>
<td>- Reading (Katrina)</td>
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<tr>
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<td></td>
<td>- Kindergarten (Katrina)</td>
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<td></td>
<td></td>
<td>- Teaching Learning Community (TLC)</td>
</tr>
</tbody>
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### Kindergarten Practicum

#### Kindergarten Practicum Early Visit 1:

**All day practicum visit in Kindergarten classrooms**

**7:30-3:00pm**

Each pair of student will spend the day in the classroom, introduce themselves to cooperating teacher and students, and collect information about the school, classroom, and students.

Methods instructors will provide students with guidelines about what to observe, key questions to ask cooperating teachers, etc.

Debriefing will focus on what they learned about the specific needs and resources of individuals and groups of children and how that knowledge might guide instruction.

Kindergarten instructor will provide calendar and additional material to assist in scheduling lessons.

#### Kindergarten Practicum Early Visit 2:

**All day practicum visit in Kindergarten classrooms**

**7:30-3:00pm**

Students will complete focused observations on specific students as learners.

Students should engage with students more directly by participating in scheduled activities, working with individual students, assisting in small group activities, and supporting the work of the cooperating teacher.

Students will finalize information on curriculum and needs of students in class and scheduling of upcoming practicum teaching lessons.

Kindergarten instructor will provide students with guidelines about what to observe, key questions to ask cooperating teachers, etc.

Debriefing will focus on what they learned about the specific needs and resources of individuals and groups of children and how that knowledge might guide instruction.

Kindergarten instructor will provide calendar and additional material to assist in scheduling lessons.
### 5-Day Kindergarten Practicum

Students will lead daily activities and co-teach lessons in core content areas that integrate reading, writing/social studies; science; and math. Lesson plans should be sent to cooperating teacher in advance of teaching.

Students will gather data as evidence of impact on student learning (i.e. samples of work).

Kindergarten instructor and cooperating teachers will provide students with feedback on planning in advance of teaching, observe and provide feedback on teaching, and support students in revising subsequent lessons.

### Elementary Practicum

#### Early Visit 1:

**All day practicum visit in Elementary classrooms**

7:30-3:00pm

Each pair of student will spend the day in the classroom, introduce themselves to cooperating teacher and students, and collect information about the school, classroom, and students.

Students will complete focused observations on specific students as learners.

Students will collect information on curriculum and needs of students in class and discuss scheduling and possible focus of upcoming practicum teaching lessons.

Methods instructors will provide students with guidelines about what to observe, key questions to ask cooperating teachers, etc.

Debriefing will focus on using information to plan for a positive practicum experience and open communication with cooperating teacher.

Debriefing will also focus on what they learned about the specific needs and resources of individuals and groups of children and how that knowledge might guide instruction.

#### Early Visit 2:

**All day practicum visit in Elementary classrooms**

7:30-3:00pm

Students will finalize information on curriculum and needs of students in class and discuss scheduling and possible focus of upcoming practicum teaching lessons.

Methods instructors will provide students with guidelines about what to observe, key questions to ask cooperating teachers, etc.

Methods instructors will provide calendar to assist in scheduling lessons and support students in initial planning of practicum teaching lessons.

Debriefing will focus on what they learned about the specific needs and resources of individuals and groups of children and how that knowledge might guide instruction.
<table>
<thead>
<tr>
<th>15-Day Extended Elementary Practicum</th>
<th>Pairs will co-teach lessons in core content areas: reading, writing/social studies; science; and math. Lesson plans should be sent to cooperating teacher in advance of teaching. Students will gather data as evidence of impact on student learning (i.e. samples of work). Cooperating teachers submit the “Mid-practicum Professionalism Checklist” to instructors.</th>
<th>Methods instructors will provide students with feedback on planning in advance of teaching, observe and provide feedback on teaching, and support students in revising subsequent lessons.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-3:00pm</td>
<td></td>
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</table>
| TLC/Debrief on campus:  
Weekly during practicum | | Debriefing will focus on using information to plan for a positive practicum experience and open communication with cooperating teacher. Debriefing will also focus on what they learned about the specific needs and resources of individuals and groups of children and how that knowledge might guide instruction. |
| | | |
| End of semester Reflection & professional goal setting | Cooperating teachers submit “Practicum Student Performance Assessment” to instructors. Stipends mailed to cooperating teachers. | Students will complete projects for both kindergarten and elementary practicum experiences in which they analyze student work, reflect on practicum experience, and set goals for student teaching. |

Instructors:

Michele Koomen: mkoomen@gac.edu
Katrina Imison-Mazy: kimisonm@gac.edu
Sue Moore: smoore4r@gac.edu
Elementary Methods Practicum Information –
Overview of Required Lesson Plans

**Language Arts/Social Studies:**
Students will teach 4-5 sequential and "connected" lessons for SS/LA. This series of lessons should include both formative and summative assessment of the 3 focal students they have selected. Students can choose to focus their practicum lessons in several ways:

--Writing: Develop and teach a mini-unit or Writing Workshop sequence focused on one of the genres or forms we've worked with in class (i.e. letter writing, poetry, persuasive, personal or creative narrative, retelling etc.)

--Social studies/Integrated mini-unit: Develop and teach a mini-unit in which you introduce and guide students in learning about a "big idea" or exploring an "essential question" related to your grade-level's Social Studies curriculum. In order to connect to language arts, this lesson series should include either a literature and/or a writing component.

Contact: Sue Moore, smoore4@gustavus.edu

**Reading:**
Each pair of students will plan and teach 3-4 reading lessons that fit within the established classroom curriculum. If possible, the lessons should incorporate whole group, small group and/or independent reading activities (e.g. interactive read-aloud, shared reading, guided reading, word work/phonics/vocabulary/fluency activities). Students have also been asked to observe students as they engage in reading and writing activities and to keep anecdotal records as they work with students in order to inform their lesson planning.

Contact: Katrina Imison-Mázy, kimisonm@gac.edu

**Math**
Each pair of students will teach two or three math lessons. If possible, the lessons should be part of a coherent unit. The lessons should fit with the grade level curriculum, although there may be some leeway in teaching lessons "from the book" as opposed to developing or adapting lesson plans which align with the curriculum but are not in the text/curriculum being used. Practicum students have been instructed to coordinate their math lessons with their cooperating teachers.

Contact: Michele Koomen: mkoomen@gac.edu

**Science:**
Students will teach two or three science lessons. As if possible, attempt to schedule these lessons so that each piece of the science methods we've covered can be taught, i.e., Inquiry, vocabulary, embedding science content with reading & writing, and assessment.

Contact: Michele Koomen: mkoomen@gac.edu

**Kindergarten:**
Students will teach 3 lessons during their extended 5 day kindergarten practicum experience, including 1 math lesson, 1 language arts lesson and 1 calendar time or morning meeting lesson planned in consultation with the cooperating teacher. In addition, students will plan a 2-3 day integrated mini-unit around a developmentally appropriate classroom theme to be taught during the extended practicum experience at a time determined by the cooperating teacher.

Contact: Katrina Imison-Mázy, kimisonm@gac.edu
Texts and Resources Used in Elementary Methods Courses

These are the main textbooks and resources the students are engaged in throughout the semester. All resources are selected to align with the Gustavus Adolphus Education Department’s Conceptual Framework,

MATH METHODS
- *Math Facing an American Phobia* by Marilyn Burns

SCIENCE METHODS
- *Teaching Science for Social Justice* by Angela Calabrese Barton

LANGUAGE ARTS METHODS
- Additional articles and readings selected by instructor.

SOCIAL STUDIES METHODS
- *Elementary and Middle School Social Studies* (6th edition) by Pamela Farris
- Selection of poetry, historical fiction, and nonfiction tradebooks

READING METHODS
- *Teaching for Comprehending & Fluency (w/CD)* by Irene Fountas & Gay Su Pinnell
- *Strategies That Work: Teaching Comprehension for Understanding & Engagement* by Stephanie Harvey & Anne Goudvis
- *Assessment for Reading Instruction: Solving Problems in the Teaching of Literacy* by Michael C. McKenna & Katherine A. Dougherty Stahl
- Additional articles and readings addressing related literacy topics and reading methods selected by instructor.

KINDERGARTEN METHODS
- *Developmentally Appropriate Curriculum in Action* by Kostelnik et. al.
- *Teaching Children to Care: Classroom Management for Ethical & Academic Growth K-8* by Ruth Sidney Charney
- *The Power of Our Words: Teacher Language That Helps Children Learn* by Paula Denton
- Additional articles and readings selected by instructor.

INTERDISCIPLINARY METHODS (Practicum Seminar also called TLC = Teaching and Learning Curriculum)
- Articles and readings on various topics related to teaching and learning

RESOURCES from Educational Psychology and Inclusive Classrooms courses:
- *Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom* (2007) by Sharon R Vaughn, Candace S. Bos, Jeanne Shay Schumm and Sharon Vaughn
Appendix A
Practicum Classroom Profile
Practicum Teaching
Classroom Profile:

<table>
<thead>
<tr>
<th>Your Name __________________________________________________________________________</th>
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<tbody>
<tr>
<td>Teacher_______________________ School___________________________ Grade/Subject_________</td>
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</table>

Please identify the following for your homeroom if you are in an elementary classroom. If you are in a secondary classroom, complete the profile for one class you are assisting/teaching during the practicum experience. Confidential information will not be distributed, nor carry any names to identify subjects.

1. How many students are in the class?
   - Total number __________
   - Male students ______
   - Female students ______

What is the age range of the students? ________________

2. How many students are in each of the following language categories?
   - English Language Proficient ______
   - Limited English Language Proficient ______

3. With respect to the following categories, how would you describe your students?
   - African American or Black ______
   - Asian, Asian American, or Pacific Islander ______
   - Latino (a) /Chicano (a) ______
   - Native American ______
   - Eastern Indian ______
   - White, Non-Hispanic ______
   - Other, please specify ______

How do they identify themselves? ________________

How do you know?

4. Which students leave the classroom on a daily basis to receive academic, social, or emotional/behavioral support services from other staff members? When does each leave and return? (no names)

5. Approximately how many have the following exceptionalities?
   - Attention Deficit Hyperactivity Disorder (ADD or ADHD) ______
   - Autism Spectrum Disorders (include Asperger’s Syndrome) ______
   - Blindness or visually impairments ______
   - Deafness or hearing impairments ______
   - Developmental/Cognitive Delays (DCD) ______
   - Emotional/Behavioral Disabilities (EBD) ______
   - Gifted/Talented (G/T) ______
   - Specific Learning Disabilities (LD)/(SLD) ______
   - Physical Impairments ______
   - Cognitive Impairments ______
   - 504 Plan ______
   - Other: (note/specify) ______
6. Which students receive support services within the classroom? At what times? (no names)

7. Which support personnel assist students within the classroom (service provided)?

8. How many students receive free and reduced lunch in class?
   - reduced
   - free
   - percentage of all

9. Other Pertinent Information:
Appendix B
Elementary Teaching Lesson Plan Example
NAME: Your name(s)

DATE: This is the date you teach the lesson. *(Be careful to revise this date, especially if this lesson was previously taught to your peers).*

GRADE LEVEL:

SUBJECT AREA: What is the content area for this lesson? Reading, Science?

UNIT/SEQUENCE TITLE:  

LESSON TITLE: Name or brief description of the lesson

TIME: Estimate of the time needed for the lesson.

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Instructional Goals & Objectives

GOAL/PURPOSE: *This is the WHY of the lesson. Write your goal for this lesson from your perspective as the teacher.* Questions to consider as you compose a paragraph-length narrative about your goals are:

- Why are we teaching the lesson? What is the purpose of the lesson or what’s the point of what you will doing? What should students take away from the lesson? How will your lesson help the students become better readers, mathematicians, writers, scientists, etc.? Your goal and rationale should read as if you are telling someone about the broader importance of teaching this particular lesson.

- Because the goal is from your perspective, please use this format: “I (we) want the students to…” and describe in narrative form (a paragraph or two).

INSTRUCTIONAL OBJECTIVE (S) FOR STUDENTS: *Objectives describe how you will implement your goal. In this particular lesson, what will the students be learning that shows they are moving toward accomplishing your goal?*
o Write your objectives (no more than 2-3 for a lesson) from the students’ perspective, stated in terms of student learning. Please use the format in your lesson plan: “The students will .....” The MAS strand(s) you have chosen should guide these objectives.

### Academic Standards & Rationales

**MINNESOTA ACADEMIC STANDARDS (MAS):** These are student standards – standards that relate to skills and concepts in the curriculum. Choose strands appropriate to your lesson objectives.

o Which MN Academic Standard(s) will the students work with in this lesson? Indicate the GRADE LEVEL, STRAND, SUB-STRAND, STANDARD, AND APPROPRIATE BENCHMARKS.

### Teaching Standards

**MN BOARD OF TEACHING STANDARDS OF EFFECTIVE PRACTICE (BOT Standards):** These are teacher standards that your practicum group will practice for this lesson and which will be the basis for your post-teaching reflection.

**BOT Standard 2: Student learning.** “A teacher must understand how students learn and develop and must provide learning opportunities that support a student’s intellectual, social and personal development.

**BOT Standard 3: Diverse Learners.** “A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.”

**BOT Standard 8: Assessment.** A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. What evidence will you have that your teaching is effective—that the students in your class have accomplished the objectives? How will you assess how students are doing during the lesson?
The BOT standards that you are working on require you to plan rich instruction that meets the needs of the range of learners in your classroom. In order to determine your success in this, you will reflect on your planning and implementation after you teach the lesson. In order to focus your planning and assessment, please **identify three focal students who represent three different learning needs in relation to the lesson objectives.**

For each student, write a paragraph that (1) identifies the student (first name only) and why you have selected him/her. (In other words, what is it about this student and what you know about his/her prior knowledge, strengths and needs that suggests you might need to either differentiate instruction? How do you know this?) (2) what will be your general strategy that you use to meet the needs of this student? (This will also appear in your plans, in specific detail, as part of the second column of planning.) And (3) how will you know that you met this particular student’s needs? (This will also appear, in more detail, in the third column of your plan.

**Focal student 1:**

**Focal student 2:**

**Focal student 3:**

---

**Lesson Implementation**

**MATERIALS:**
- List the materials that you and the students will need.
- Any worksheets, visuals, etc. should be included here or attached to the lesson.
- If you or the students are using a big book, leveled texts, children’s literature, or other print material, include author and year of publication.
- Identify the source of your lesson plan. Cite author, year of publication, and title of publication. Be sure to include the Internet source, if applicable.

**Launching the Lesson** (Feel free to rename/restructure the sections, based on the type of lesson you are doing)
Lesson implementation (BOT 2): This is where you describe what you will say. Be sure to also include details such as: who will do what, embedded management strategies, how students will be grouped, timing, how you will use the other adults in the classroom, etc.

Anticipating and planning for diverse student response & needs (BOT 3): This is where you anticipate and plan for possible student responses and individual and small group needs. This is also the column where you will identify what you are doing to meet the needs of your 3 focal students.

Gathering evidence of student understanding (BOT 8): This is where you describe what you will document and gather as evidence that students are meeting your learning objectives.

Listening and remembering what students say is not evidence, unless you have a written record.

<table>
<thead>
<tr>
<th>Body of the Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson implementation: (See above)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concluding the Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson implementation: (See above)</td>
</tr>
</tbody>
</table>
Lesson Evaluation & Reflection

EVALUATION OF LESSON:

Immediately after teaching notes:
These are notes that you and your partner write on your lesson after you teach it. Your notes may include: a portion of the lesson that you had to omit (and the reason for omission), something that you learned about a student(s) or group of students as they worked through your lesson or worked together with their peers, something about your pacing etc. These notes will help you remember what you learned and will inform your next teaching.

[Include your notes here.]

Focused reflection on lesson: You planned your lesson with three BOT standards in mind: BOT Standard 2: Student learning; BOT Standard 3: Diverse Learners and BOT Standard 8: Assessment. The following prompts parallel those standards and should be the basis for your reflection.

Planning and providing instruction that gave students opportunities for rich learning:

• Having taught the lesson, how would you assess the richness of the learning experience you provided for students? What went well that supported student engagement and learning? Were there any glitches or revisions that you would make to the lesson to strengthen it? (This might include management, structure, the examples you used, etc.)
• What would you change if you were to teach the lesson again?

Planning and providing instruction that was responsive and met the individual needs of students and Planning, gathering and analyzing evidence of student learning that resulted from the lesson:

• Did your students meet the objectives you originally identified? How are you able to determine this? What evidence of learning do you see for your three focal students? Be specific! Describe the learning and keep all work samples.
• If you are teaching a follow-up lesson, what will do to respond to where the group or individuals are in their learning?
Appendix C
Cooperating Teacher Feedback to Practicum Student

Your practicum students will appreciate any and all feedback you share with them. Feedback can be oral or written, and in any format you choose.

If you choose to write notes to your students as they teach, you may find the formats on the next pages useful. Students are not asked to give this information to the course instructors; it is for your use with practicum students to help them become capable teachers.

Practicum students also appreciate comments and suggestions about routines in the classroom, as well as feedback about how they are doing when they take attendance or lunch count, pick up or deliver kids to specialists, transition between subjects, read a story to the class, etc.
While observing your lesson, I noticed these strengths:

+ 

Here is a suggestion for next time:

★
While observing your lesson, I noticed these strengths:

+ 

+ 

I am wondering about this:
Feedback to Practicum Student(s)

Practicum Student(s)_______________________________ Date ___
Observer __________Grade(s)___ Lesson_____________

<table>
<thead>
<tr>
<th><strong>What I see...</strong></th>
<th><strong>What I hear...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This went well today...

I am wondering about...
Lesson Feedback

An area of strength I noticed in your lesson today:

Something you might want to think about or work on:

I see improvement in this area:

A question I have:

Other comments:

Practicum student(s) ____________________________  Date ____

Observer ___________________________  Grade(s) ____

Lesson________________________

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Appendix D
Forms for Cooperating Teacher
Please complete this short professionalism checklist for each of your practicum students. Use S (satisfactory) or N (Needs to Improve). Add comments if you wish to explain or clarify your response. We will use this information in our continuing efforts to promote professionalism in the Elementary Education program as our students develop their skills and attitudes on the way to becoming teachers.

<table>
<thead>
<tr>
<th>The practicum student:</th>
<th>S or N</th>
<th>Comments for clarification, as needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>arrives on time daily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has a professional affect and attitude with students, teachers, and staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>takes initiative and is proactive with tasks and in working with students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>follows through effectively with tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>shares lesson plans as agreed upon between you (cooperating teacher) and the practicum student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>comes prepared on his/her teaching days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes an active role in co-taught lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>is open and responsive to your feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please complete one set of forms for each of your practicum students. We would appreciate it if you schedule an exit conference with each student to go over the observations you record on the assessment form.

Your assessment of the practicum student’s performance in your classroom will not only serve as feedback for this semester, it will also help him or her set goals for student teaching. The following directions appear on the assessment form:

Minnesota teacher license specifications require demonstration of competence in the MN Board of Teaching Standards of Effective Practice listed below, which practicum students may have experienced to some degree in your classroom. Please keep in mind that you are evaluating a pre-student teacher who is beginning to acquire competencies in teaching. Your comments are for the purpose of guiding and mentoring the young educator.

- Choose at least THREE areas the practicum student demonstrated especially well in your classroom. Please share a supporting example you observed in his or her teaching in each of the three areas.
- Choose ONE area you think the practicum student should work on improving during student teaching and include a suggestion or strategy for improvement.

IMPORTANT: Please complete and sign two copies of your assessment, one for the individual practicum student, and the other to be kept on file in the Gustavus Adolphus Education Department office as proof of the student’s participation in the practicum experience.

We would greatly appreciate it if you can give your practicum students the completed and signed assessment forms on the last day of their experience in your classroom.

We will also send this information to you as a Word attachment in case you wish to type and print a copy instead of hand-write your assessment feedback.
Assessment / Self Assessment of the MN Standards of Effective Practice

Gustavus Adolphus College
Department of Education

Check time of Assessment:

_____ Admission     _____ Completion of methods course     _____ Completion of student teaching

Student: _______________________________________________________ Date: _______________

Students completing the teacher education program at Gustavus Adolphus College must demonstrate competence with respect to the Minnesota Standards of Effective Practice. Please rate the student using the following scale:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 = Proficient</td>
<td>In-depth and very insightful understanding and competence related to the standard</td>
</tr>
<tr>
<td>3 = Accomplished</td>
<td>Strong understanding and competence related to the standard</td>
</tr>
<tr>
<td>2 = Developing</td>
<td>An adequate understanding and competence related to the standard</td>
</tr>
<tr>
<td>1 = Attempted</td>
<td>Superficial understanding and competence related to the standard</td>
</tr>
<tr>
<td>N/A = Not Observed</td>
<td>Not attempted or unable to attempt</td>
</tr>
</tbody>
</table>

1. **Subject Matter**
   - _____ Selects teaching methods, activities and materials appropriate for students and the discipline.
   - _____ Demonstrates subject mastery and general teaching knowledge
   - _____ Understands and teaches the connections of the discipline with other disciplines and with everyday life

   *Evidence:*

2. **Student Learning**
   - _____ Demonstrates familiarity with relevant aspects of students’ base knowledge and experiences
   - _____ Demonstrates familiarity with how students learn and develop
   - _____ Provides learning opportunities that support a student’s intellectual, social, and personal growth

   *Evidence:*

3. **Diverse Learners**
   - _____ Demonstrates familiarity with students’ cultural, ethnic, and experiential backgrounds
   - _____ Demonstrates familiarity with student difference in learning capabilities and approaches
   - _____ Provides learning opportunities that are modified or adapted for students with diverse backgrounds and exceptionalities

   *Evidence:*

4. **Instructional Strategies**
   - _____ Makes the learning goals and instructional procedures clear to students
   - _____ Makes content comprehensive to students
   - _____ Encourages students to extend their thinking to include critical thinking, problem solving and performance skills

   *Evidence:*

33
Evidence:

5. **Learning Environment**
   - Creates a climate that promotes fairness and positive social interaction
   - Communicates behavioral expectations to students and establishes consistent standards of classroom behavior
   - Attends to make the physical environment safe and conducive to learning

Evidence:

6. **Communication**
   - Uses knowledge of effective verbal, nonverbal and media communication techniques to foster learning
   - Assists students to communicate effectively about their learning needs and accomplishments
   - Effectively formulates and asks questions and stimulates discussion

Evidence:

7. **Planning Instruction**
   - Articulates clear learning goals for the lesson that are appropriate for the students and the content
   - Selects teaching methods, activities and materials appropriate for students and the content
   - Aligns goals, instruction and evaluation

Evidence:

8. **Assessment**
   - Demonstrates knowledge of and employs a variety of formal and informal assessment tools, including self-assessment strategies
   - Uses assessment information to adapt instruction and support student learning
   - Accurately and appropriately reports information regarding student learning

Evidence:

9. **Reflection and Professional Development**
   - Reflects on the extent to which the learning goals were met
   - Demonstrates professional responsibility and integrity
   - Uses research, colleagues, and professional development opportunities to become a better teacher
10. **Collaboration, Ethics, and Relationships**
   - Builds professional relationships with colleagues
   - Communicates with parents and guardians about student learning
   - Collaborates with colleagues, families and the community to foster a healthy and productive learning environment

Evidence:

11. **Other**
   - Uses technology to enhance student learning
   - Plans and uses instructions skills to help students meet the MN Academic Standards

Evidence:

Signature of Assessor ___________________________ Date ____________

School Name ___________________________ Grade/Subject ____________

Circle position:

- Student
- Methods Teacher
- Cooperating Teacher
- Supervising Teacher
Gustavus Adolphus College
Department of Education

Diversity Awareness Survey

Name________________________________________________    Date________________________

Check appropriate time of survey completion below:
_______ Admission    _______ Post Methods Courses     _______ Post Student Teaching

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 = Proficient</td>
<td>In-depth and very insightful understanding and competence (can provide four or more examples and evidence of use)</td>
</tr>
<tr>
<td>3 = Accomplished</td>
<td>Strong Understanding And Competence (can provide several samples and evidence of use)</td>
</tr>
<tr>
<td>2 = Developing</td>
<td>An adequate understanding and competence (can provide a sample and evidence of use)</td>
</tr>
<tr>
<td>1 = Attempted</td>
<td>Superficial understanding and competence (can provide an example but have no evidence of use)</td>
</tr>
<tr>
<td>N/A = Not Observed</td>
<td>Not attempted or unable to attempt (cannot provide example or evidence of use)</td>
</tr>
</tbody>
</table>

Statements: Please circle the number that currently corresponds to your level of expertise. Provide evidence (experience to justify your circled answer) in the space below each area.

1. Ability to resource relevant visual examples of cultural diversity. 1 2 3 4
   Evidence:

2. Ability to use flexible grouping to support diverse students’ learning. 1 2 3 4
   Evidence:

3. Ability to select and implement print and media resources that represent diverse cultures and perspectives within the curriculum. 1 2 3 4
   Evidence:

4. Ability to gather data about students and student learning then vary lessons in ways that support the learning of diverse students. 1 2 3 4
   Evidence:

5. Ability to engage all students in the learning by using a variety of methods that address diverse learning needs. 1 2 3 4
   Evidence:
6. Ability to provide a range of assessments that give all students the opportunity to demonstrate what they know and can do. Evidence:  

7. Ability to involve family/community from diverse backgrounds in student learning and classroom experiences. Evidence:  

8. Ability to generate and implement equitable standards of classroom behavior that take into consideration the culture background and experiences of diverse learning. Evidence:  

9. Ability to articulate personal philosophy and beliefs regarding diversity and describe how this impacts my teaching. Evidence:  

10. Ability to demonstrate a commitment to on-going learning regarding the needs of diverse learners (Workshops/seminars/classes/subscriptions). Evidence:
Professionalism Self-Reflection
Teacher Education - Gustavus Adolphus College

(CHECK ONE)
____ Admission to Program  ____ Completion of Methods courses  ____ Completion of St Teaching

Name ____________________________________________ Date __________

Please rate each of the 17 items below based upon your current professional behaviors. Use the following rubric:

4 = Always
3 = Frequently/Usually
2 = Sometimes/occasionally
1 = Infrequently

____ (1) Consider and utilize suggestions and reflective feedback
____ (2) Demonstrate respect for others and their points of view
____ (3) Contribute to group work and performance
____ (4) Demonstrate sensitivity and responsiveness to the needs of others
____ (5) Form and maintain appropriate relationships in the college classroom, in field experiences, and in social networking.
____ (6) Take responsibility for the safety and welfare of students in field experiences
____ (7) Communicate effectively
____ (8) Take responsibility for his/her action
____ (9) Seek help when needed
____ (10) Demonstrate academic integrity and effort in assignments, in class participation, and in field experiences
____ (11) Demonstrate personal integrity
____ (12) Maintain a drug-free and alcohol-free college classroom and work environment
____ (13) Approach problem-solving focusing on what is best for children and youth
____ (14) Generate and act on goals and plans
____ (15) Manage time well on assignments and in field experiences
____ (16) Manage resources and materials appropriately in field experiences
____ (17) Maintain a professional appearance and presence in field experience settings
Appendix E
BOARD OF TEACHING
8710.2000 STANDARDS OF EFFECTIVE PRACTICE

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

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

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

A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;
B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;
C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;
D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;
E. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;
F. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks; and
G. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking.
Standard 3: Diverse Learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

A. understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning;
B. know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents;
C. know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;
D. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;
E. understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;
F. understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;
G. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;
H. understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;
I. understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;
J. know about community and cultural norms;
K. identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs;
L. use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;
M. accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;
N. identify when and how to access appropriate services or resources to meet exceptional learning needs;
O. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;
P. bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms; and
Q. develop a learning community in which individual differences are respected.

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

A. understand Minnesota's graduation standards and how to implement them;
B. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;
C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;
D. enhance learning through the use of a wide variety of materials and human and technological resources;
E. nurture the development of student critical thinking, independent problem solving, and performance capabilities;
F. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;
G. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;
H. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;
I. monitor and adjust strategies in response to learner feedback;
J. vary the instructional process to address the content and purposes of instruction and the needs of students;
K. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking; and
L. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning.

**Standard 5: Learning Environment.** A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:
A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;
B. understand how social groups function and influence people, and how people influence groups;
C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;
D. know how to help people work productively and cooperatively with each other in complex social settings;
E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;
F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;
G. understand how participation supports commitment;
H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;
I. establish peer relationships to promote learning;
J. recognize the relationship of intrinsic motivation to student lifelong growth and learning;
K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;
L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities; the learning;
M. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;
N. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;
O. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;

P. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;

Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and

R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.

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

A. understand communication theory, language development, and the role of language in learning;
B. understand how cultural and gender differences can affect communication in the classroom;

C. understand the importance of nonverbal as well as verbal communication;
D. know effective verbal, nonverbal, and media communication techniques;
E. understand the power of language for fostering self-expression, identity development, and learning;
F. use effective listening techniques;

G. foster sensitive communication by and among all students in the class;
H. use effective communication strategies in conveying ideas and information and in asking questions;

I. support and expand learner expression in speaking, writing, and other media;

J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question; and

K. use a variety of media communication tools, including audiovisual aids and computers, including educational technology, to enrich learning opportunities.

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

A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;

B. plan instruction using contextual considerations that bridge curriculum and student experiences;

C. plan instructional programs that accommodate individual student learning styles and performance modes;

D. create short-range and long-range plans that are linked to student needs and performance;

E. plan instructional programs that accommodate individual student learning styles and performance modes;

F. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;

G. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired; and

H. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning.
**Standard 8: Assessment.** A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

A. be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;
B. understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work;
C. understand the purpose of and differences between assessment and evaluation;
D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;
E. select, construct, and use assessment strategies, instruments, and technology appropriate to the learning outcomes being evaluated and to other diagnostic purposes;
F. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;
G. use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests;
H. use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;
I. implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;
J. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;
K. monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;
L. establish and maintain student records of work and performance; and
M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues.

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

A. understand the historical and philosophical foundations of education;
B. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;
C. understand the influences of the teacher's behavior on student growth and learning;
D. know major areas of research on teaching and of resources available for professional development;
E. understand the role of reflection and self-assessment on continual learning;
F. understand the value of critical thinking and self-directed learning;
G. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;
H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;
I. use professional literature, colleagues, and other resources to support development as both a student and a teacher;
J. collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;
K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500; and
L. understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations.

**Standard 10: Collaboration, Ethics, and Relationships.** A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

A. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;
B. understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;
C. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;
D. understand the concept of addressing the needs of the whole learner;
E. understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;
F. understand data practices; collaborate with other professionals to improve the overall learning environment for students;
G. collaborate in activities designed to make the entire school a productive learning environment;
H. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;
I. identify and use community resources to foster student learning;
J. establish productive relationships with parents and guardians in support of student learning and well-being; and
K. understand mandatory reporting laws and rules.