



Concordia
UNIVERSITY·SAINT PAUL

Teacher Education Clinical Practice Handbook

(for Student Teachers)

A Guide for Student Teaching
Birth – Grade 3
Pre-K to Grade 6
K-8 with specialties
9-12/5-12 content areas
K-12 content areas
Parent and Family Education
Master of Arts in Teaching

College of Education
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Concordia University Mission Statement

The mission of Concordia University, a university of the Lutheran Church-Missouri Synod, is to prepare students for thoughtful and informed living, for dedicated service to God and humanity, and for the enlightened care of God's creation, all within the context of the Christian Gospel.

It is the supreme art of the teacher to awaken joy in creative expression and knowledge.

Albert Einstein

The purpose of this handbook is to guide the teacher candidate through the Clinical Practice (Student Teaching) expectations and materials.

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Mission of the Department of Teacher Education

The Department of Teacher Education, at the initial/undergraduate level, prepares professional, academically capable, and personally responsible entry-level educators who are professional decision makers to serve in diverse and global educational communities.

Effective teachers will:

- Demonstrate the intellectual breadth of a liberally educated person.
 - Convey the central concepts, tools of inquiry, content, and structures within the field of education.
 - Apply developmental theories and a philosophy of education in designing instruction.
 - Demonstrate knowledge of and sensitivity to diverse ways of learning including learning styles related to culture, gender, and ability.
- Communicate clearly verbally and in writing.
 - Engage students through a variety of instructional strategies (including instructional technology).
 - Apply classroom management strategies successfully according to individual student needs.
 - Involve students in curricular, management, and instructional decisions when appropriate.
- Assess, evaluate, and communicate student learning effectively.
 - Maintain a positive self-image, respect and concern for students and co-workers, enthusiasm, and resourcefulness, and physical and emotional well-being.
 - Demonstrate awareness of professional, ethical, and legal responsibilities and rights of teachers, knowledge of school organization structure, and the relationship with the social and philosophical foundations of education.
- Initiate responsibility for continuous self-learning.

Educator as Professional Decision Maker

CONCEPTUAL FRAMEWORK COLLEGE OF EDUCATION – CONCORDIA UNIVERSITY, SAINT PAUL

The conceptual framework serves to organize and articulate the multiple dimensions of the education program. The model presents the components of the conceptual framework and communicates the relationships that the components have with one another. It suggests a dynamic and interactive approach to education. The curriculum, Field Experiences, Clinical Practices, conceptual foundations, and framework all interact, contributing to the making of effective decision-makers, empowered professionals – educators who know not only what to do but why they do it.

The central hub, around which every element revolves, is the program's organizing theme of "professional decision making." It is with this central theme in mind, that coursework, Field Experiences, Clinical Practices, and reflections are focused and outcomes are directed. All the knowledge, skills, and dispositions of the developing educator are aimed at the ability to make good professional decisions. The process of decision-making (plan - implement – evaluate) also recognizes the continuous and pervasive role that feedback and reflection plays in the making of decisions. The substantial attention and support that professional decision making receives as a pivotal activity and area of expertise in educating is an important validation of its selection as an organizing theme for Concordia University's program.

Educational outcomes can be understood as developing the potential characteristics of students who complete Concordia University's Teacher Education or Director of Christian Education program. They provide a description of the cognitive and affective qualities the program helps students develop and acquire. In the model, they are displayed in circulating motions around the central hub. **"The Educator as Professional Decision Maker Outcomes"** provides a more complete listing and articulation of the outcomes. It describes the personal and professional arenas of decision-making within which the Concordia University graduate is prepared to function successfully.

Four general areas of teacher competence necessary to make informed decisions make up the field against which we view all of the decision-making components: subject matter, learning and human development, teaching strategies, and personal qualities. Educational decisions are reflections of one's beliefs and dispositions about teaching and learning as well as one's knowledge and skills.

Finally, the College of Education program operates within a context of professionalism. Infused throughout the program is an expectation that students and faculty members conduct themselves in a responsible and ethical way.

During the Student Teaching Clinical, teacher candidates will continue to develop their knowledge, skills, and dispositions aligned with the standards on which the entire teacher education program is based. Throughout the clinical work, teacher candidates will demonstrate through their planning, instruction, and assessment their skills related to these standards. University Supervisors and Cooperating Teachers will provide feedback throughout the clinical and ultimately evaluate the teacher candidate on these standards.

- SUBJECT MATTER – The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches.
- STUDENT LEARNING – The candidate understands how children and youth learn and develop.
- DIVERSE LEARNERS – The candidate understands how learners differ in their approaches to learning.
- COMMUNICATION – The candidate uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- INSTRUCTIONAL STRATEGIES – The candidate understands and uses a variety of instructional strategies to encourage the student’s development of critical thinking, problem solving, and performance skills.
- LEARNING ENVIRONMENT – The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- PLANNING INSTRUCTION – The candidate plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- ASSESSMENT – The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of his/her learners.
- COLLABORATION, ETHICS, AND RELATIONSHIPS – The candidate communicates and interacts with parents/guardians, families, school colleagues, and the community to support the students’ learning and well-being.
- REFLECTION AND PROFESSIONAL DEVELOPMENT – The candidate is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Additionally, for candidates pursuing teaching positions in Lutheran schools, the following three outcomes are also included:

Regarding teaching in Lutheran Schools (Lutheran Classroom Teacher candidates)

1. Models a Christian life based upon a hope in Jesus Christ as Savior.
2. Demonstrates knowledge and skill needed to serve in the parish and school.
3. Demonstrates sufficient theological insight to communicate the Gospel effectively.

Accreditation

Concordia University is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA)* since 1967, with the most recent re-accreditation in 2008. All professional teacher education licensure programs were re-accredited by the National Council for the Accreditation of Teacher Education (NCATE)** in 2008; re-approval was given to all teacher education programs by the Minnesota State Board of Teaching in 2008 and 2015. Thus, candidates who successfully complete a certification program are recommended to the Minnesota State Board of Teaching for licensure. In 2015, all teacher education licensure programs were re-accredited by the Council for Accreditation of Educator Preparation (CAEP; formerly NCATE).

Federal Title II reporting requirements:

In compliance with public disclosure requirements for institutions of higher education, Title II, sections 207(f)(1) and 207(f)(2), program completers (cohort group 1999-2000) in Teacher Education at Concordia University, St. Paul, were reported by Educational Testing Service (ETS) to have an institutional pass rate of 90 percent. Program completers for 2000-2001 had a pass rate of 93 percent, and program completers for 2006-07 had a pass rate of 96%. This represents the number of completers who successfully completed one or more tests across all categories (Praxis I and II) used by the State of Minnesota for licensure. By way of comparison, the Statewide Pass Rate for all program completers in Minnesota teacher education licensure programs was 92 percent in 2006-07.

*North Central Association of Colleges and Schools Commission on Institutions of Higher Education, 30 North LaSalle Street, Suite 2400 Chicago, IL 60602-2504, (800) 621-7440

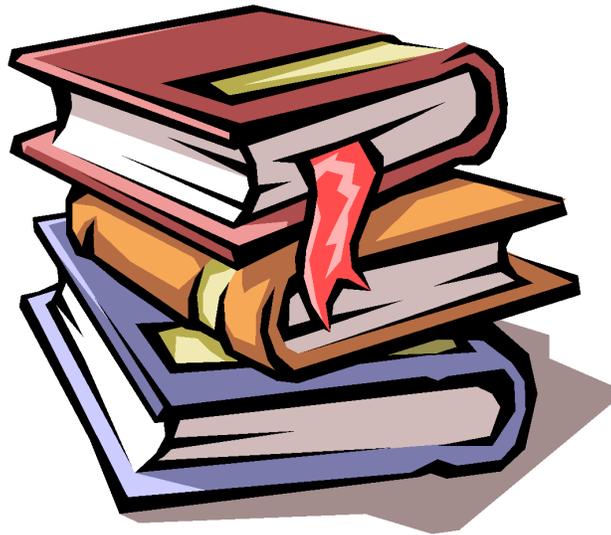
**National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue NW, Suite 500 Washington DC 20036-1023, (202) 466-7496, fax: (202) 296-6620, website: www.ncate.org

***Council for Accreditation of Educator Preparation (CAEP), 1140 19th St. NW, Suite 400, Washington DC 20036, (202) 223-0077, website: <http://caepnet.org>

Student Teaching Clinical

"The highest function of the teacher consists not so much in imparting knowledge as in stimulating the pupil in its love and pursuit."

**Henri Frederic Amiel
Swiss philosopher (1821-1881)**



Purpose of the Clinical Experience

The Clinical Practice semester is the essential link between the pre-professional academic preparation for teaching and full-time independent professional teaching. Achievement of the objectives of the Teacher Education program requires a carefully planned sequence of experiences (including directed observation, classroom participation, and full-time responsible teaching) under the direction of the university and Partnering Schools. Concordia University candidates participate in a variety of settings depending on the particular licensure area working to become professional decision-making educators.

Goals to be achieved through Clinical Practice:

- Give meaning to theory learned in the academic program;
- Help the teacher candidate develop professional ability to reflect, to judge, to reason, to react, and to make decisions for the particular educational situations;
- Provide opportunities for the teacher candidate to gain ideas and experiences which will become a storehouse of information for the beginning teacher; and
- Help the teacher candidate gain the confidence and poise necessary for the successful beginning of a professional career in education.

GENERAL GUIDELINES FOR THE STUDENT TEACHING CLINICAL

Most teachers report that their student teaching semester was the most transformative experience during their teacher education major. During student teaching, you will try out all the theories and strategies you learned during your coursework. During this semester you will share the classroom with an experienced teacher who has volunteered to mentor and teach you. This is an exciting time. But, it will not be easy. You will have days that are thrilling and successful as well as days where you struggle with frustrations. Such is the life of a teacher.

You will not be alone. You will have your cooperating teacher and your university supervisor to guide and support you. Remember that teaching is collaborative and reflective. Everyone has room for improvement. It's the ceaseless reflection on practice with your cooperating teacher and university supervisor that will be the strategy you'll use continually to improve your practice.

Student Teaching is a full-semester experience with placements appropriate to the candidate's licensure program. The Coordinator of Field Experience and Clinical Practice conducts orientations and seminars with student teachers. Seminars are held on specifically assigned days on campus. Attendance, professional behavior, and participation are expected at these required seminars.

The Student Teacher is responsible for informing the School Principal and Cooperating Teacher of these dates, which are considered "excused" absences from the clinical site. Attendance at the Job/Career Fair in April each year is also an excused absence. Unacceptable attendance will result in an incomplete grade for the Student Teaching experience.

Attendance

As stated above, your student teaching clinical is a collaborative situation. This collaboration requires a schedule that is not always predictable. You are required to keep the same before and after school hours as the cooperating teacher. Your job this semester is to be at the school working alongside your cooperating teacher. You are required to be available before the students arrive in the morning and after their dismissal in the afternoon. You will follow the calendar of the school site, not CSP during your student teaching clinical.

Examples of required attendance:

1. Before school hours
2. After school hours
3. Grade level PLCs
4. Staff meetings
5. Parent-Teacher conferences
6. IEP meetings with your cooperating teacher
7. Extra-curricular school activities (book fairs, evening festivals, concerts, etc.)
8. Student Teaching Seminars-on CSP's campus

In addition:

- Student Teachers are expected to be at the school site each day of the experience.
- Arriving late and/or leaving early is not acceptable, and must be brought to the attention of the university supervisor.
- In case of illness or emergency, the candidate is to immediately notify BOTH the Cooperating Teacher **and** the University Supervisor using the method agreed upon with those personnel (email or text).
- Absences for any other reason must be discussed with the Cooperating Teacher **and** the Coordinator of Field Experiences. **After 3 absences for illness or personal situations, additional days will be added to the experience to make-up the days missed, upon approval from the coordinator.**

Co-Curricular Activities and Employment

- **Student Teachers are expected to make the experience their highest priority.**
- **Student Teaching is considered a full-time experience.**
- Participating in co-curricular activities is strongly discouraged.
- Employment is strongly discouraged for the duration of Student Teaching.
- Participation in other classes/seminars during the student teaching semester is also strongly discouraged.

LiveText Requirements

In the LiveText shared space is a section for logging your hours each day. This is a requirement of the student teaching clinical. You will learn more about this during the first days of Student Teaching Seminar.

- Hours in placement
- Lesson Plans (24 hours in advance)
- Letters to parents
- Observation reports-from cooperating teachers and university supervisors
- Anything school related
- [Cooperating Teaching Application/Interview](#) - also send to cmoran@csp.edu
- Demographics-classroom only
- Classroom management strategy observation report
- Daily schedule
- Completed competency document
- ePortfolio: 2-3 artifacts and rational per SEP

Student Teaching Binder

Purchase a 1 or 2" 3-ring binder with dividers before beginning your student teaching clinical. (You can also choose to create an electronic version upon approval from your cooperating teacher and university supervisor). This binder will hold all your classroom observations, notes from your observation of your classroom teacher and the students, your lesson plans, the day's schedule, and any other school related items. Divide your binder by subject areas or class periods you will teach and store all your lesson plans in those sections. Your university supervisor will page through your binder to review the reflections you write on each lesson you teach. The "catalog" of past lesson plans will give your university supervisor a context for each observation. Additionally, your binder

will give your university supervisor information about the classroom and your ideas for practice. We suggest you designate a place in your binder to serve as your journal of this experience. Once per week, write your thoughts, ideas, concerns, new learnings, etc., about your journey through student teaching. This will be so enlightening and valuable to you in the future!
Note-most items will be uploaded to your LiveText page AND be included in your binder.

Reflective E-Journal

Each Sunday evening, before 11:59pm, you are required to send a reflective email to your university supervisor. This email should be a reflection of your week and your thoughts about the upcoming week. *What went well? What would you like to change? What is an area that challenges you? How is your relationship building going with your students? What is a meaningful connection you made, or are hoping to make? Are you connecting with your cooperating teacher?* These are just ideas or jumping off points, write about what you are thinking and feeling. These thoughts will not be shared with your cooperating teacher, they are simply a way for you and your university supervisor to build a stronger connection.

edTPA Submission

Each teacher candidate is required to submit the edTPA portfolio to Pearson for successful completion of the clinical experience. Information about requirements and expectations will be the main focus of our student teaching seminars. Beginning in fall 2019, one requirement for earning a passing grade in ED 471, ED 472, or ED 560 is posting the following minimum scores on the three tasks of the edTPA: 13 on Task 1, 13 on Task 2 and 12 on Task 3. Those candidates who do not post a passing score on one or more tasks must resubmit revised tasks to Pearson in order to earn a passing grade in ED 471, ED 472, or ED 560."

LiveText-additional information

The Department of Teacher Education uses an online platform called LiveText. By the beginning of your placement, you will receive an automated email from "support@livetext" giving you instructions on how to create your LiveText account and log in. Please do not delete this email. Also, if you do not have this email by the beginning of your placement, please check your junk email folder.

If you are in a district that uses email verification steps (like District #196), this email from "support @livetext" might not come to you. In that case, go to www.livetext.com and click on "log in". Then, click on "forgot password". It will ask you for your email (which we've already put into the system) and ask you to set a new password.

Once you log in, look at the top left hand corner of the "landing page" and click on "Field Experiences". Once there, you will see the placement information for the Teacher Candidate you are hosting. To get into the shared space that you, the Candidate, and the University Supervisor will use, click on "View Placement Details".

Now you are in the shared space. It looks like this:

The screenshot shows the LiveText Field Experience dashboard for Emilee Kaupp. The dashboard is divided into several sections:

- Placement Details:** Intern: Emilee Kaupp; Supervisor(s): Lynn Gehrke; Mentor(s): Chantelle Wimer; Start Date: 08/31/2015; End Date: 12/18/2015; Status: Completed.
- Assessments:** Final Practicum Evaluation: Assessment Completed (12/17/2015); By Chantelle Wimer; Final Practicum Evaluation: Assessment Assigned (12/17/2015).
- Time Log:** Required Hours: 0. A table with columns: Date, Category, Activity, Add'l Info, HH:MM, Apprv.
- Internship Site:** Palmer Lake Elementary School, 7300 Palmer Lake Drive West, Brooklyn Park MN 55429.
- Attachments:** A table with columns: Date, Type, Uploaded by. Entries include: September_25_Introductory_Letter_from_Lynn.docx (09/27/15, Lynn Gehrke) and Math_Lesson_Plan_Samp.docx (10/06/15, Emilee).

You will see your "intern's" name. In the "Placement Details" in the upper left-hand side of the page you will also see your name and the name of the supervisor with placement dates. "View Demographics" is where the Teacher Candidate will record the demographic of the students in your classroom and the school. In the middle section you will see the final clinical evaluation form assigned to you, any other cooperating teacher sharing the Teacher Candidate, and the University Supervisor. In the "Attachments" section the Teacher Candidate will upload ALL Lesson Plans and any other materials related to their work. The University Supervisor will upload their observation notes and feedback after each visit. We ask that you will upload your observation documents also to facilitate communication between yourself and the University Supervisor. Finally on the top right-hand side of the page you will see a "Time Log". All Teacher Candidates are required to log their time each day. For accountability sake, we ask that you will check the box next to their time in/out to verify their attendance.

The Teacher Candidate will receive training on LiveText at their Orientation and can assist you with any questions.

Recommendations for a Successful Student Teaching Experience

Before the First Day:

- Email your cooperating teacher, introduce yourself, thank him/her for hosting you, and inquire about where to meet on your first day at the school.
- Check out the school website – learn as much as you can about the school and the school district.
- Take a test drive to be sure of the route.
- Ensure that you have completed a background check (if needed) and completed all HR requirements for your placement.
- Check to make sure you have access to a name badge, keys, technology, etc. needed to complete your placement.

During the First Week:

- Become familiar with the learning standards for your classroom. Talk to your cooperating teacher.
- Jump in! Do not wait to be told what to do. Cooperating teachers expect you to be a professional educator and to take initiative!
- With your cooperating teacher, develop your teaching schedule for your entire time at the placement. It is crucial you do this the first week so you can start preparing for the first subject you will take over.
 - In a 15-week student teaching placement, the teacher candidate must work up to teaching all subjects for a minimum of 4 weeks.
 - In a 9-week or 6-week student teaching placement, the teacher candidate must work up to teaching all subjects or class periods for a minimum of 2 weeks.
 - In an endorsement placement, the teacher candidate must work up to teaching all subjects or class periods at a minimum of one full week, preferably 2.
- Ask your cooperating teacher for the opportunity to study the curriculum guides for the first subject you will teach.
- Ask about specific instructional models or programs in use. (RTI, Responsive Classroom, Daily 5, etc., etc.)
- Check out availability and use of technology. Ask for training if you need it.
- Talk with your cooperating teacher about students receiving accommodations for physical or learning disabilities. (This is a good time to collect the information you need for your edTPA Context for Learning & the LiveText Classroom Demographics for your placement.)
- Meet the principal, assistant administrators if there are any, the office staff, the school nurse, the other teachers, custodians, and all other school personnel. You are a guest but at the same time a colleague. Learn their names and use them.

Preparing for Success and Support:

- Ask your cooperating teacher and university supervisor for their email addresses and the phone number they want you to use.
- Check in with the HR department to ensure all requirements are fulfilled.
- Get guidelines for parking, professional dress, and lunch. With regard to professional dress, remember this is like a long interview, err on the side of business versus casual.
- Get guidelines for what to do in an emergency, such as fire drills, intruder lockdown, tornado drill, etc.
- Get guidelines for school closings and late openings.
- Get guidelines for handling medical needs of students (medications, injuries, allergies).
- Get guidelines for reporting abuse or other difficult situations.
- Make yourself a seating chart so you can learn your students' names.
- Discuss with your cooperating teacher the procedures for classroom management used in your classroom.
- Learn as much as you can from your cooperating teacher about the management of the room, daily routines, student needs, etc.
- Keep notes in your student teaching binder about classroom management strategies and other strategies your cooperating teacher uses to help students manage themselves in the classroom.

A few more:

- Read this entire **Clinical Practice Handbook**.
- Prepare a letter of introduction for your class before you arrive. In this letter tell a little about yourself, your goals and your anticipated joys for the experience. Give your Cooperating Teacher a copy of this letter for his/her approval before sending home with your students. Be sure to plan a special way to introduce yourself to the students on your first day with them.
- Once you begin your student teaching experience, be certain to submit completed lesson plans to the shared space on LiveText **at least one day, 24 hours, before the lesson is**

to be taught. Please note: It is quite possible your cooperating teacher will want to review your lesson plans 48 hours before you are to teach them. That is his/her prerogative.

Lesson Planning

Many conversations with your cooperating teacher will revolve around the planning of your learning tasks. Your cooperating teacher will share the goals of the upcoming units you will teach as well as provide you with materials and ideas that he/she used in the past. After these coaching conversations, you will write your plans using the Concordia University Teacher Education Lesson Planning Form. An electronic copy of the planning form can be found at the Teacher Education Website: <https://concordia.csp.edu/teachered/>

The planning form requires all the information you will think through as you plan for learning and assessment of your students. These elements of the planning form encompass the elements of effective teaching. The information you provide on the form demonstrate the thinking behind your planning to both your cooperating teacher and your university supervisor.

It is a requirement of your student teaching clinical that you submit all lesson plans at the minimum 24 hours BEFORE you can teach the lesson. (24 hours in advance of a lesson taught at 8:00 A.M. means submission by 8:00 A.M. the day before.) Those lesson plans must be uploaded to LiveText. Additionally, as mentioned above, the paper copies in your student teaching binder will aid your university supervisor at visits. At a point in time determined by your university supervisor in consultation with your cooperating teacher, you will drop the CSP Lesson Plan Form and use the format used by your cooperating teacher.

There will be times when you have lessons that you wish you could redo. We have all been in that position. No one expects your lessons to go perfectly, especially when you're just getting started. What is most important to us is that you develop the skill to evaluate your teaching and reflect on what went well and what you would need to do differently next time. Also, look to your cooperating teacher and university supervisor for support in developing this skill of reflective practice.

Throughout the semester, student teachers are expected to:

- Respond to emails from your cooperating teacher, university supervisor, and placement coordinator in a timely manner (no more than 24 hours). This is considered professionalism.
- Submit lesson plans at least 24 hours in advance of teaching that lesson. You will not be allowed to teach unless your cooperating teacher has reviewed the lesson plan in advance. This does not mean sending her/him your lesson plan the night before you are to teach it. That is not enough time for evaluation and feedback.
- Reflect upon and incorporate feedback received from your cooperating teacher and/or university supervisor in advance of teaching the lesson.
- After teaching, usually at the end of the day, speak with your cooperating teacher to reflect on the delivery of your lessons and receive feedback.
- On the paper copy of your lesson plan in your binder, add a reflection on the lesson at the end of the lesson plan.
- If concerns arise about your performance and/or professionalism at any point during the semester, you will meet with your university supervisor to develop a Professional Growth Plan.

Reflection, Evaluation, and Evaluation Forms

Verbal and written evaluation provided both formally and informally in the classroom and during conferencing with your cooperating teacher and university supervisor is important. Professional reflection and improvement in practice begin with reflection and feedback.

Student Teacher:

It is your responsibility and our expectation that you will ask for feedback from your cooperating teacher consistently. Ask your cooperating teacher to give you advice on areas of teaching including student engagement, classroom management, instructional strategies, and assessment. Ask your cooperating teacher to complete a **weekly** teaching evaluation using the Classroom Observation form. An electronic version for your use can be downloaded from the Teacher Ed website –

<http://info.csp.edu/Academic-Resources/Departments/teacher-education/current-teacher-ed-students-forms-materials>

These weekly evaluations are intended as formative feedback to you and a conversation starter between you and your cooperating teacher. As formative assessment, the evaluations are meant to provide you with ways to improve each week. **Your Reflection:** To show your reflection on teaching, you will write a lesson reflection on the paper copy of each lesson you teach. Keep those paper copies in your student teaching binder for your university supervisor to see at each visit.

Include the following in these reflections:

- What went well & how you know it,
- What you would change if you could do it again,
- What you learned that you use next time you teach any lessons, etc.
- Did your students “get it”? How do you know?

Remember, this personal reflection helps you become better at your craft of teaching.

Competencies for the Student Teaching Clinical Experience:

In addition to the conversations (reflective & feedback) you will have with your Cooperating Teacher and University Supervisor, use those conversations to discuss the Competencies that are associated with the student teaching clinical. These competencies were written by the state of Minnesota and represent the expectations for teacher candidates during their clinical semester. As you move through the student teaching clinical, discuss with your cooperating teacher and university supervisor the skills and activities you have accomplished with the goal of completing the competency form by the end of your 15 weeks of clinical work.

You will receive this form at the first student teaching seminar of your clinical semester. Keep the competencies form in your student teaching binder for quick access during your conversations with your cooperating teacher and university supervisor. Bring the paper copy of the completed form to the final student teaching seminar and luncheon and upload the form to LiveText.

Cooperating Teacher:

Your cooperating teacher is your mentor, teacher, and co-teacher. The feedback and instructive coaching he/she provides to you is invaluable. Your cooperating teacher will use a Classroom Observation form to use weekly as a way to give you feedback on all aspects of teaching. Some weeks the cooperating teacher might choose which lesson to evaluate. Other weeks you might ask them to evaluate a specific lesson. Your weekly evaluation should contain points of strength and work areas. Your cooperating teacher will help you reflect on the lesson instruction, the lesson planning, and his classroom management. Their expertise and years of experience are the source of many new strategies for you to accept and practice. These weekly evaluations are not submitted to the university. You will keep these to refer to. As a way to maintain good records, we will ask your cooperating teacher to complete these evaluation forms electronically and upload them to your shared space on LiveText.

In addition to the weekly formative assessments, there is one final evaluation form, the Educator Disposition Assessment, within the LiveText shared space. At the end of your experience the cooperating teacher will complete it.

University Supervisor:

Your university supervisor will provide the same kind of feedback and conversation with you at each visit. Besides evaluating and providing new ideas for your use, they will provide you another perspective including the theories and strategies you have learned during your coursework at Concordia.

Professional Growth Plan:

If expectations are not met, you will be asked to meet with Dr. Conrad to discuss ways to improve. Together, we will create a professional growth plan to address any issues. More information and specifications will be provided should the need arise.

Professionalism

We hold the following expectations for your professionalism:

- Maintain a professional appearance at all times. You are no longer a college student rushing from your dorm to class in sweats. You are a professional in a school, so for some of you it will mean taking more time to prepare for "work" each day. Check to see if the school has a dress code. Always model your professional attire after that of the most professionally dressed school staff.
- Learn the culture of the school. Address the teachers and administrators by the name that others use. Remember, you are on a semester long interview!
- Contact your university supervisor immediately if you have any questions during your placement. Also, if your university supervisor is scheduled to come for a visit, but your schedule at school changes, contact your supervisor right away to let him/her know of the change.
- All email communication must come from your CSP email address and must be answered within 24 hours.
- If you communicate with parents by email, be certain that your email is grammatically correct and there are no spelling errors or typos.
- Cell phones are not allowed during the school day. Your attention must be on the students in your classroom. Keep your cell phone in your backpack or purse during the teaching day. Many schools have cell phone policies – please default to that policy where applicable.
- It goes without saying that you must not connect on social media with any students or school personnel during your student teaching semester.
- Regarding your social media footprint: What you say and do and post on social media is available to prospective employers who often find ways around privacy screenings to view your social media presence. Your time as a teacher candidate is a semester-long interview. It's important to treat it that way. So take time to Google yourself to see what's out there. Review your social media sites through the eyes of a principal, superintendent, or school district HR department. Go through your profiles to see what might reflect poorly on you. One job search site suggested: "When in doubt, throw it out."

According to job search websites, sixty-nine percent of employers said they have rejected candidates because of what they saw about them on a social networking site. The primary reasons were because these candidates:

- Posted inappropriate photos
- Posted inappropriate comments
- Demonstrated poor communication skills
- Posted negative comments about previous employers
- Made discriminatory comments

According to those same sites, Sixty-eight percent of employers said they have hired candidates because of what they saw about them on a social networking site. These employers said they hired candidates who:

- Gave a positive impression of their personality and organizational fit
- Had a profile that showed they were creative
- Showed solid communication skills
- Had a profile that showed they were well rounded.

Insurance Requirement

Before your first day in the classroom, make sure that you have professional liability insurance through Education Minnesota. **Log in to the website provided below and join Education Minnesota at the student level. The cost is \$25.00 for the year.** If for some reason you purchased this in the past you must renew it to last the entire time of your student teaching clinical

<https://ims.nea.org/JoinNea/>

Verification of this insurance MUST be on file in the College of Education in order for you to work with students. To verify your purchase of the membership, forward the confirmation email of your membership to Carol Moran (cmoran@csp.edu), Administrative Assistant, College of Education.

YOUR STUDENT TEACHING PERFORMANCE

Over the course of the first couple weeks in your clinical site you will take on more of the classroom teacher's responsibilities. Eventually, you will teach for longer periods of the day and continue to co-teach and co-plan with your cooperating teacher. Your cooperating teacher not only provides you with a classroom within to teach, but the principal of the school chose this teacher as someone with expertise and willingness to coach a teacher candidate. It is your responsibility to foster a professional and positive relationship with this important person. How do you do that?

- Ask questions that indicate your desire to learn.
- Take on tasks during your first week.
- Ask how you can help in the classroom even before you teach your first lesson.

As you take over more teaching responsibilities your university supervisor will visit you a minimum of 4 times during your clinical semester. Your university supervisor will meet with you and your cooperating teacher at the very beginning of your placement to facilitate the start of your professional relationship. As mentioned earlier in this handbook, both your university supervisor and your cooperating teacher will complete a final evaluation of your teaching. Both professionals will share those final evaluations with you in person as a way of giving cumulative feedback and congratulations for completing such a time-consuming and rewarding semester. **You are required to take over all aspects of the classroom (planning, instruction, assessment) for at least four weeks of your clinical experience.** Please be sure to plan this time with your cooperating teacher as you begin your placement.

Student Teaching Seminars:

You will come back to campus often for Student Teaching Seminars. These seminars are a requirement of your student teaching semester. The seminar sessions are intended to provide opportunity to discuss classroom successes and issues, discuss new ideas for you to use in your classrooms, and teach you about and guide your edTPA work. **These seminars are essential to the successful submission of your edTPA portfolio.** The schedule for the seminars will be shared in a separate communication and be added to your CSP calendars. While in-person attendance is STRONGLY encouraged, we realize there may be times that make it difficult for you to come to campus. If you are unable to attend in person, we will have a Zoom link available and

each session will be recorded for later viewing. If you do not attend a synchronous meeting, you will be required to write a detailed reflection of the session to be sent to Professor Novack and to Dr. Conrad.

MTLE Testing:

A score of 478 is needed to be eligible for Student Teaching. A score of 520 is needed to be able to apply for a Tier 4 license when eligible to apply. If you are experiencing difficulty passing these exams we have a variety of support resources available to you.

- CSP - [Student Support Services](#)
- MTLE - [Test Prep Materials](#)

Minnesota Teachers Code of Ethics (from Minnesota statute 8700.7500)

Subpart 1. **Scope.** Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation. This code shall apply to all persons licensed according to rules established by the Minnesota Board of Teaching (BOT).

Subpart 2. **Standards of Professional Conduct.** The standards of professional conduct are as follows:

- A. A teacher shall provide professional education services in a nondiscriminatory manner.
- B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- G. A teacher shall not deliberately suppress or distort subject matter.
- H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- I. A teacher shall not knowingly make false or malicious statements about students or colleagues.
- J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

Legal Aspects of Student Teaching in Minnesota

The following information was prepared by the staff attorney of the Education Minnesota and is provided for your information. [The language refers to "Student Teachers" but applies to Practicum Participants as well.]

Questions concerning the legal status of Student Teachers in Minnesota are raised on occasion. It is not always possible to give specific answers. An examination of the available data indicates that

there is very little legal precedent or interpretation and it is a rather new area as far as the law is concerned.

Minnesota statutes say "the school board shall employ and contract with necessary qualified teachers" (MSA 125.12, Subdivision 2, and 123.35, Subdivision 5).

The Continuing Contract Law provides that "contracts for teaching can be made only with qualified teachers" (MSA, Section 125.12, Subdivision 2). A qualified teacher is defined as one holding a valid license from the Minnesota Board of Teaching to perform the particular service for which (s)he is employed.

Therefore, school boards have no legal authority to hire teachers not properly licensed. It is obvious that unlicensed students may not be used as teachers in the regular sense. But it is possible that a school board may have authority to arrange for their use as learners or apprentices working under the control and supervision of a teacher regularly in charge of the class. The only Minnesota legal authority that seems to apply provides that a school board may permit the use of Student Teachers under certain circumstances.

It may be well to note the conditions under which Student Teaching may be permissible from a legal standpoint: (1) When legally qualified teachers are in actual charge of the class, the instruction, and the conduct of the students. (2) When all Student Teaching is done under the personal direction of the regular teacher employed by the school board. This indicates that regular teachers should remain present while practice teachers are assuming responsibility for portions of class instruction.

Following are a series of questions raised in this connection together with a brief answer. In some cases, there can be no clear and specific answer since no legal basis for an answer exists. In other cases, the only possible answer is a discussion of the pros and cons.

FAQ'S

- (1) ***What is the position of a Student Teacher with respect to tort liability?*** Student Teachers have the same responsibility in this respect as a certified teacher; namely, they are legally liable to students in their charge for injuries.
- (2) ***Does a Student Teacher have the legal authority to administer discipline?*** As a practical matter, a Student Teacher should refrain from use of corporal punishment or other forms of physical discipline, and that if any kind of discipline is needed, should refer the matter to the certified teacher regularly in charge of the class. Each school district should have an established discipline policy pursuant to M.S. 127.42. A Student Teacher should be aware of this policy.
- (3) ***May a Student Teacher report with immunity information that might be damaging to the reputation of a student?*** It would seem that there should be a privilege to make such a report to the regular teacher, provided it is done in good faith without malice. The Student Teacher should not undertake to make reports to parents. If that needs to be done, it should be done by their certified teacher having direct responsibility for the education of the child.
- (4) ***What is a Student Teacher's position when he exceeds the authority delegated to him/her by his Supervising Teacher? Does he abandon the protection bona fide teachers have under the law?*** It is difficult to answer this in the absence of more specific facts since this kind of situation must be examined individually as it arises. Needless to say, a Student Teacher should take care to stay within the limits permitted

him/her by the regular teacher. Whether he is legally protected in any situation would depend upon the particular facts and the pertinent law.

- (5) **May a Student Teacher be used as a substitute teacher? If so, may he be paid for this service?** The answer to the first question is "no". The statutes contemplate that a substitute teacher must be a "qualified teacher", properly licensed. It is, therefore, not necessary to answer the second question except to note that under Supreme Court decisions a non-certified teacher has no right to recover his salary.
- (6) **Will the worker's compensation laws cover the Student Teacher should (s)he be injured on the job?** Regular teachers are, of course, covered as employees of the school district under Minnesota Worker's Compensation Act (Minnesota Statutes, Section 176.01). However, there seems to be no precedent under the state law with respect to Student Teachers. The nature of the employment arrangement under which the Student Teacher is used would be important in determining whether there is an employer-employee relationship. The customary arrangement is in the form of an agreement between the district and the college. The fact that there is no contract between the student and the school district and that such a contract would be invalid, plus the further fact that (s)he is paid no compensation by the district, all lead to the conclusion that the student is not protected by worker's compensation in Minnesota. In California, (s)he has been held to be covered by the worker's compensation laws of that state, but there Student Teachers are specifically provided for by law, and there are statutory references to them facilitating such a result. However, even so, the correctness of the California ruling has been questioned.
- (7) **Are there responsibilities a licensed teacher cannot delegate to the Student Teacher?** Unquestionably "yes." Under the law and under her/his contract, the regular teacher has certain definite responsibilities. Assuming that Student Teachers are authorized under Minnesota law, it is quite apparent that some of the duties of regular teachers are of such importance that they cannot properly be delegated to a learner. Official school records, report cards, and notices to parents must be signed by the regular teacher, to name only a few. In situations where it may be proper to entrust duties to the Student Teacher, the regular teacher has the responsibility of exercising correct supervision and control over him/her. As appears to be indicated by the 1925 Attorney General's opinion, from a legal standpoint, it is strongly advisable for the regular teacher to be present at all times while the student is teaching. If (s)he is going to take the risk of leaving the learner on her/his own, (s)he should not do so without assuring him/herself that the student will follow correct procedures and will be able to handle the class alone. The reason for this is that if an accident occurs during her/his absence, the regular teacher would be held legally liable if the court or jury should find that leaving the room in charge of the student constituted negligence which resulted in the injury.
- (8) **Is the school district obliged to protect the Student Teacher in those states which have "save harmless" statutes? Is the college obliged to protect the Student Teacher?** As to the first question, Minnesota has no such statute, and there is no obligation on the part of the school board in this state to furnish a student teacher with legal counsel for his/her defense. In other states which have "save harmless" laws, that would depend upon the provisions of the particular statute and other factors. With respect to the second question, we know of no precedents on this point. The college is probably not legally obligated to defend the Student Teacher, but that it may have the legal right to do so if its governing authorities so decide in cases where the student was acting in good faith. Needless to say, if the college had the right to furnish legal assistance to such a teacher, but failed to do so, it would have an effect on the morale of its other Student Teachers.

It must be understood that the above data does not constitute a legal opinion. Proper state agencies will need to re-examine the total Student Teacher framework in the near future and more clearly establish the necessary policies and regulations governing this activity. College advisors, supervising teachers, administrators, and student representatives as well as all other professional teachers who are personally concerned are invited to communicate their ideas and suggestions to Education Minnesota.