

Concordia University, St. Paul

College of Education

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 enlightened care of God's creation, all within the context of the Christian Gospel.

Syllabus

Part 1: Course Prospectus

Course Information

Registration

- **Course Title: Student Teaching Clinical**
- **Course Number: ED471, ED472, and ED560**
- **Credit Hours: 15/6**
- **Prerequisites and/or Co-requisites: Completion of Teacher Education Requirements**

Course Content

Course Description

Student teaching provides direct teaching experience for students to develop the understanding, skills, and dispositions necessary for successful teaching.

Student Learning Outcomes

Candidates for teacher licensure in Minnesota must show verification of completing the following standards in a teacher preparation program. These 10 standards and more than 120 specific competencies associated with these standards reflect the national INTASC standards, and are the permanent rules of PELSB. Students in the Teacher Education Program at Concordia University are required to demonstrate their skills related to each of the standards below. The complete standards and competencies are available at

<http://www.revisor.leg.state.mn.us/arule/8710/2000.html>

8710.2000 Subp.3.2 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:	
Competency	Assessment
D. Use a student's strengths as a basis for growth, and a students' errors as opportunities for learning;	edTPA Context for Learning Teacher Candidates describe the students in their class – their special needs; culture; IEPs; etc. in order to frame their teaching to the distinct class demographics. edTPA Task 1 Teacher candidates describe their plans for the learning segment and explain how their instruction is appropriate for the students and the content they are teaching. Teacher candidates must think about the following: What their students know, what can they do, and what are they learning to do; What they want their students to learn; How they will use their knowledge of their students to inform their plans; What instructional strategies, learning tasks, and assessment they will design to support learning; How their learning segment supports students to develop and use language to deepen understanding; How are their plans supported by research and theory. Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.
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;	Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism. edTPA Task 3 In this task teacher candidates analyze student learning. Teacher candidates must think about: How they will gather evidence and make sense of what students have learned; How will they provide meaningful feedback to their students; How they will use evidence of what students know and are able to do to plan next steps in instruction; How they will

	<p>identify evidence of and explain students' development of content understanding.</p>
<p>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;</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p>
<p>G. Use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking; and</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p> <p>edTPA Task 1 Teacher candidates describe their plans for the learning segment and explain how their instruction is appropriate for the students and the content they are teaching. Teacher candidates must think about the following: What their students know, what can they do, and what are they learning to do; What they want their students to learn; How they will use their knowledge of their students to inform their plans; What instructional strategies, learning tasks, and assessment they will design to support learning; How their learning segment supports students to develop and use language to deepen understanding; How are their plans supported by research and theory.</p>
<p>H. Demonstrate knowledge and understanding of concepts related to technology and student learning.</p>	<p>Student Teaching Evaluation The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p> <p>edTPA Task 1 Teacher candidates describe their plans for the learning segment and explain how their instruction is appropriate for the students and the content they are teaching. Teacher candidates must think about the following: What their students know, what can they do, and what are they learning to do; What they want their students to learn; How they will use their knowledge of their students to inform their plans; What</p>

	<p>instructional strategies, learning tasks, and assessment they will design to support learning; How their learning segment supports students to develop and use language to deepen understanding; How are their plans supported by research and theory.</p>
<p style="text-align: center;">8710.2000 Subp. 4.3 DIVERSE LEARNERS</p> <p>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:</p>	
Competency	Assessment
<p>L. Use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p>
<p>M. Accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p>
<p>N. Identify when and how to access appropriate services or resources to meet exceptional learning needs;</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p>
<p>O. Use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p>
<p>P. Bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms;</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p>

<p>Q. Develop a learning community in which individual differences are respected.</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p>
<p>R. Identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p>
<p style="text-align: center;">8710.2000 Subp. 5.4 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:</p>	
<p>Competency</p>	<p>Assessment</p>
<p>D. Nurture the development of student critical thinking, independent problem solving, and performance capabilities.</p>	<p>edTPA Task 3 In this task teacher candidates analyze student learning. Teacher candidates must think about: How they will gather evidence and make sense of what students have learned; How will they provide meaningful feedback to their students; How they will use evidence of what students know and are able to do to plan next steps in instruction; How they will identify evidence of and explain students' development of content understanding.</p> <p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p>
<p>E. Demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p>
<p>F. Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge,</p>

	<p>environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p>
<p>G. Use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p> <p>edTPA Task 2 In this task student candidates demonstrate how they support and engage students in learning. They must think about and include: The kind of learning environment they want to develop in order to establish respect and rapport, and to support students' engagement in learning. The kinds of learning tasks that actively engage students in the central focus of the learning segment How they will elicit and build on student responses in ways that develop and deepen content understanding. The ways they will connect to their students' prior academic learning and personal, cultural, or community assets during instruction. How they will use evidence from their instruction to reflect on and change their practices to be more effective.</p>
<p>H. Monitor and adjust strategies in response to learner feedback;</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p> <p>edTPA Task 3 In this task teacher candidates analyze student learning. Teacher candidates must think about: How they will gather evidence and make sense of what students have learned; How will they provide meaningful feedback to their students; How they will use evidence of what students know and are able to do to plan next steps in instruction; How they will identify evidence of and explain students' development of content understanding.</p>
<p>I. Vary the instructional process to address the content and purposes of instruction and the needs of students;</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge,</p>

	<p>environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p> <p>edTPA Task 2 In this task student candidates demonstrate how they support and engage students in learning. They must think about and include: The kind of learning environment they want to develop in order to establish respect and rapport, and to support students' engagement in learning. The kinds of learning tasks that actively engage students in the central focus of the learning segment How they will elicit and build on student responses in ways that develop and deepen content understanding. The ways they will connect to their students' prior academic learning and personal, cultural, or community assets during instruction. How they will use evidence from their instruction to reflect on and change their practices to be more effective.</p>
<p>J. Develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking;</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p> <p>edTPA Task 2 In this task student candidates demonstrate how they support and engage students in learning. They must think about and include: The kind of learning environment they want to develop in order to establish respect and rapport, and to support students' engagement in learning. The kinds of learning tasks that actively engage students in the central focus of the learning segment How they will elicit and build on student responses in ways that develop and deepen content understanding. The ways they will connect to their students' prior academic learning and personal, cultural, or community assets during instruction. How they will use evidence from their instruction to reflect on and change their practices to be more effective.</p>
<p>K. Use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning;</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction,</p>

	assessment, diverse students, ethics, and professionalism.
L. Develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.	Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.
8710.2000 Subp. 6.5 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:	
Competency	Assessment
H. Establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;	Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.
I. Establish peer relationships to promote learning;	Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.
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;	Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.
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;	Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.
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	Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge,

choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;	environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.
N. Organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;	Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.
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;	Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.
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;	Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.
Q. Analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work;	Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.
R. Organize, prepare students for, and monitor independent and group work that allows for full, varied and effective participation of all individuals.	Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.
8710.2000 Subp. 7.6 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:	
Competency	Assessment
F. Use effective listening techniques;	Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to

	<p>evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p> <p>edTPA Task 2 In this task student candidates demonstrate how they support and engage students in learning. They must think about and include: The kind of learning environment they want to develop in order to establish respect and rapport, and to support students' engagement in learning. The kinds of learning tasks that actively engage students in the central focus of the learning segment How they will elicit and build on student responses in ways that develop and deepen content understanding. The ways they will connect to their students' prior academic learning and personal, cultural, or community assets during instruction. How they will use evidence from their instruction to reflect on and change their practices to be more effective.</p>
<p>G. Foster sensitive communication by and among all students in the class</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p> <p>edTPA Task 2 In this task student candidates demonstrate how they support and engage students in learning. They must think about and include: The kind of learning environment they want to develop in order to establish respect and rapport, and to support students' engagement in learning. The kinds of learning tasks that actively engage students in the central focus of the learning segment How they will elicit and build on student responses in ways that develop and deepen content understanding. The ways they will connect to their students' prior academic learning and personal, cultural, or community assets during instruction. How they will use evidence from their instruction to reflect on and change their practices to be more effective.</p>
<p>H. Use effective communication strategies in conveying ideas and information and in asking questions</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of</p>

	<p>expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p> <p>edTPA Task 2 In this task student candidates demonstrate how they support and engage students in learning. They must think about and include: The kind of learning environment they want to develop in order to establish respect and rapport, and to support students' engagement in learning. The kinds of learning tasks that actively engage students in the central focus of the learning segment How they will elicit and build on student responses in ways that develop and deepen content understanding. The ways they will connect to their students' prior academic learning and personal, cultural, or community assets during instruction. How they will use evidence from their instruction to reflect on and change their practices to be more effective.</p>
<p>I. Support and expand learner expression in speaking, writing, and other media;</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p> <p>edTPA Task 2 In this task student candidates demonstrate how they support and engage students in learning. They must think about and include: The kind of learning environment they want to develop in order to establish respect and rapport, and to support students' engagement in learning. The kinds of learning tasks that actively engage students in the central focus of the learning segment How they will elicit and build on student responses in ways that develop and deepen content understanding. The ways they will connect to their students' prior academic learning and personal, cultural, or community assets during instruction. How they will use evidence from their instruction to reflect on and change their practices to be more effective.</p>
<p>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</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge,</p>

<p>productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question;</p>	<p>environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p> <p>edTPA Task 2 In this task student candidates demonstrate how they support and engage students in learning. They must think about and include: The kind of learning environment they want to develop in order to establish respect and rapport, and to support students' engagement in learning. The kinds of learning tasks that actively engage students in the central focus of the learning segment How they will elicit and build on student responses in ways that develop and deepen content understanding. The ways they will connect to their students' prior academic learning and personal, cultural, or community assets during instruction. How they will use evidence from their instruction to reflect on and change their practices to be more effective.</p>
<p>K. Use a variety of media and educational technology to enrich learning opportunities.</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p> <p>edTPA Task 2 In this task student candidates demonstrate how they support and engage students in learning. They must think about and include: The kind of learning environment they want to develop in order to establish respect and rapport, and to support students' engagement in learning. The kinds of learning tasks that actively engage students in the central focus of the learning segment How they will elicit and build on student responses in ways that develop and deepen content understanding. The ways they will connect to their students' prior academic learning and personal, cultural, or community assets during instruction. How they will use evidence from their instruction to reflect on and change their practices to be more effective.</p>
<p style="text-align: center;">8710.2000 Subp.8.7 PLANNING INSTRUCTION</p> <p>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:</p>	
<p>Competency</p>	<p>Assessment</p>

<p>D. Create short-range and long-range plans that are linked to student needs and performance;</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p> <p>edTPA Task 1 Teacher candidates describe their plans for the learning segment and explain how their instruction is appropriate for the students and the content they are teaching. Teacher candidates must think about the following: What their students know, what can they do, and what are they learning to do; What they want their students to learn; How they will use their knowledge of their students to inform their plans; What instructional strategies, learning tasks, and assessment they will design to support learning; How their learning segment supports students to develop and use language to deepen understanding; How are their plans supported by research and theory.</p>
<p>E. Design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p> <p>edTPA Task 1 Teacher candidates describe their plans for the learning segment and explain how their instruction is appropriate for the students and the content they are teaching. Teacher candidates must think about the following: What their students know, what can they do, and what are they learning to do; What they want their students to learn; How they will use their knowledge of their students to inform their plans; What instructional strategies, learning tasks, and assessment they will design to support learning; How their learning segment supports students to develop and use language to deepen understanding; How are their plans supported by research and theory.</p>
<p>F. Implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge,</p>

<p>and problem solving, and building new skills on those previously acquired;</p>	<p>environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p> <p>edTPA Task 1 Teacher candidates describe their plans for the learning segment and explain how their instruction is appropriate for the students and the content they are teaching. Teacher candidates must think about the following: What their students know, what can they do, and what are they learning to do; What they want their students to learn; How they will use their knowledge of their students to inform their plans; What instructional strategies, learning tasks, and assessment they will design to support learning; How their learning segment supports students to develop and use language to deepen understanding; How are their plans supported by research and theory.</p>
<p>G. Evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning;</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p> <p>edTPA Task 1 Teacher candidates describe their plans for the learning segment and explain how their instruction is appropriate for the students and the content they are teaching. Teacher candidates must think about the following: What their students know, what can they do, and what are they learning to do; What they want their students to learn; How they will use their knowledge of their students to inform their plans; What instructional strategies, learning tasks, and assessment they will design to support learning; How their learning segment supports students to develop and use language to deepen understanding; How are their plans supported by research and theory.</p>
<p>H. Plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment.</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p> <p>edTPA Task 1</p>

	<p>Teacher candidates describe their plans for the learning segment and explain how their instruction is appropriate for the students and the content they are teaching. Teacher candidates must think about the following: What their students know, what can they do, and what are they learning to do; What they want their students to learn; How they will use their knowledge of their students to inform their plans; What instructional strategies, learning tasks, and assessment they will design to support learning; How their learning segment supports students to develop and use language to deepen understanding; How are their plans supported by research and theory.</p>
<p>8710.2000 Subp. 9.8 ASSESSMENT</p> <p>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:</p>	
<p>Competency</p>	<p>Assessment</p>
<p>A. Be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p> <p>edTPA Task 1 Teacher candidates describe their plans for the learning segment and explain how their instruction is appropriate for the students and the content they are teaching. Teacher candidates must think about the following: What their students know, what can they do, and what are they learning to do; What they want their students to learn; How they will use their knowledge of their students to inform their plans; What instructional strategies, learning tasks, and assessment they will design to support learning; How their learning segment supports students to develop and use language to deepen understanding; How are their plans supported by research and theory.</p>
<p>F. Use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p>

	<p>edTPA Task 3 In this task teacher candidates analyze student learning. Teacher candidates must think about: How they will gather evidence and make sense of what students have learned; How will they provide meaningful feedback to their students; How they will use evidence of what students know and are able to do to plan next steps in instruction; How they will identify evidence of and explain students' development of content understanding.</p>
<p>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;</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p> <p>edTPA Task 3 In this task teacher candidates analyze student learning. Teacher candidates must think about: How they will gather evidence and make sense of what students have learned; How will they provide meaningful feedback to their students; How they will use evidence of what students know and are able to do to plan next steps in instruction; How they will identify evidence of and explain students' development of content understanding.</p>
<p>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;</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p> <p>edTPA Task 3 In this task teacher candidates analyze student learning. Teacher candidates must think about: How they will gather evidence and make sense of what students have learned; How will they provide meaningful feedback to their students; How they will use evidence of what students know and are able to do to plan next steps in instruction; How they will identify evidence of and explain students' development of content understanding.</p>
<p>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;</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge,</p>

	<p>environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p> <p>edTPA Task 3 In this task teacher candidates analyze student learning. Teacher candidates must think about: How they will gather evidence and make sense of what students have learned; How will they provide meaningful feedback to their students; How they will use evidence of what students know and are able to do to plan next steps in instruction; How they will identify evidence of and explain students' development of content understanding.</p>
<p>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;</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p> <p>edTPA Task 3 In this task teacher candidates analyze student learning. Teacher candidates must think about: How they will gather evidence and make sense of what students have learned; How will they provide meaningful feedback to their students; How they will use evidence of what students know and are able to do to plan next steps in instruction; How they will identify evidence of and explain students' development of content understanding.</p>
<p>K. Monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p> <p>edTPA Task 3 In this task teacher candidates analyze student learning. Teacher candidates must think about: How they will gather evidence and make sense of what students have learned; How will they provide meaningful feedback to their students; How they will use evidence of what students know and are able to do to plan next steps in instruction; How they will identify evidence of and explain students' development of content understanding.</p>

<p>L. Establish and maintain student records of work and performance;</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p> <p>edTPA Task 3 In this task teacher candidates analyze student learning. Teacher candidates must think about: How they will gather evidence and make sense of what students have learned; How will they provide meaningful feedback to their students; How they will use evidence of what students know and are able to do to plan next steps in instruction; How they will identify evidence of and explain students' development of content understanding.</p>
<p>M. Responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues;</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p> <p>edTPA Task 3 In this task teacher candidates analyze student learning. Teacher candidates must think about: How they will gather evidence and make sense of what students have learned; How will they provide meaningful feedback to their students; How they will use evidence of what students know and are able to do to plan next steps in instruction; How they will identify evidence of and explain students' development of content understanding.</p>
<p>N. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p> <p>edTPA Task 3 In this task teacher candidates analyze student learning. Teacher candidates must think about: How they will gather evidence and make sense of what students have learned; How will they provide meaningful feedback to their students; How they will</p>

	use evidence of what students know and are able to do to plan next steps in instruction; How they will identify evidence of and explain students' development of content understanding.
8710.2000 Subp. 10.9 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:	
Competency	Assessment
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;	Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.
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.	
8710.2000 Subp. 11.10 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:	
Competency	Assessment
G. collaborate with other professionals to improve the overall learning environment for students;	Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.
H. Collaborate in activities designed to make the entire school a productive learning environment;	
I. Consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;	
J. Identify and use community resources to foster student learning;	
K. Establish productive relationships with parents and guardians in support of student learning and well-being;	
8710.3000 Subp. 3 Subject Matter Standards: Early Childhood Education A candidate for licensure as a teacher of early childhood education must complete a preparation program under subpart 2, Item C, that must include the demonstration of the knowledge and skills in items A to M.	
Competency	Assessment
M. The teacher of young children applies effective teaching practices for teaching young children through a variety of early and ongoing clinical experiences with infant and toddler, preprimary-ages, and primary-aged children within a range of educational programming models.	Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction,

	assessment, diverse students, ethics, and professionalism.
8710.3100 Subp. 3 Subject Matter Standards: Parent and Family Education A candidate for licensure as a teacher of parent and family education must complete a preparation program under subpart 2, Item C, that includes the candidate's demonstration of the knowledge and skills in items A to D.	
Competency	Assessment
How to apply the standards of effective practice in teaching adult students through a series of formal observations and directed instructional experiences with adults participating in early childhood and family education programs.	Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.
8710.3200 Subp.3 Subject Matter Standards: Elementary Education A candidate must complete a preparation program for licensure under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to L.	
Competency	Assessment
A. A teacher of children in kindergarten through grade 6 must: (6) apply the standards of effective practice in teaching students in kindergarten through grade 6 through a variety of early and ongoing clinical experiences with kindergarten, primary, and intermediate students within a range of educational programming models; and	Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.
(7) apply the standards of effective practice in teaching students in kindergarten through grade 6 through a minimum of twelve weeks of full-time student teaching.	Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.
8710.3310 Subp. 3 ,8710.3320 Subp. 3 ,8710.3300 Subp. 3 Subject Matter Standards: M.S. Comm.Arts/Literature; Mathematics; Social Studies A candidate for licensure as a middle level academic teacher of communication arts and literature must complete a preparation program under subpart 2, item B and C, that includes the candidate's demonstration of the knowledge and skills in items A to D.	
Competency	Assessment
B. A teacher of middle level students understands the teaching of an academic subject area that integrates understanding of the academic content with the teacher's understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of middle level students in grades 5-8 must: (8) apply the standards of effective practice in teaching students through a variety of early and	Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.

<p>ongoing clinical experiences with middle level students within a range of educational programming models and by completing a minimum of a four-week student teaching experience. Candidates for licensure who hold a license at the elementary level must complete these experiences with students in grades 7-8. Candidates for licensure who hold a license at the secondary level must complete the student teaching experiences with students in grades 5 or 6.</p>	
<p style="text-align: center;">8710.3350 Subp. 3 Subject Matter Standards: Preprimary Endorsement</p> <p>A teacher of preprimary education valid for teaching preprimary students ages three through five must meet the standards in part 8710.3000 Subpart 3, items A,C,E, F, G, H (preprimary only). Standards of 8710.3000 are listed below.</p>	
Competency	Assessment
<p>M. The teacher of young children applies effective teaching practices for teaching young children through a variety of early and ongoing clinical experiences with infant and toddler, preprimary-ages, and primary-aged children within a range of educational programming models.</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p>
<p style="text-align: center;">8710.4250 Subp. 3, 8710.4400 Subp. 3, 8710.4500 Subp. 3, 8710.4600 Subp. 3, 8710.4650 Subp. 3, 8710.4700 Subp. 3, 8710.4750 Subp. 3, 710.4800 Subp. 3, 8710.4900 Subp. 3</p> <p style="text-align: center;">SUBJECT MATTER STANDARDS:</p> <p style="text-align: center;">Com. Arts/Literature, ESL, Health, Mathematics, Physical Education, Music: Instru. & Vocal, Science: Chem. & Life Science, Social Studies, Visual Arts</p> <p style="text-align: center;">A candidate for licensure as a teacher of (see licensure below) must complete a preparation program under subpart 3.</p>	
Competency	Assessment
<p>C. A teacher of communication arts and literature demonstrates an understanding of the teaching of communication arts and literature that integrates understanding of communication arts and literature with their understanding of pedagogy, students, learning, classroom management, and professional development.</p>	<p>Student Teaching Evaluations The student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism.</p>
<p>J. An English as a second language teacher must demonstrate an understanding of the teaching of English as a second language that integrates understanding of English as a second language with the teacher's understanding of pedagogy, students, learning, classroom management, and professional development.</p>	
<p>I. A teacher of mathematics must demonstrate an understanding of the teaching of mathematics that integrates understanding of mathematics with the understanding of pedagogy, students, learning, classroom management, and professional development.</p>	

<p>D. All teachers of music must demonstrate an understanding of the teaching of music that integrates understanding of pedagogy, students, learning, classroom management, and professional development.</p>
<p>C. A teacher of physical education must demonstrate an understanding of the teaching of physical education that integrates understanding of physical education with the understanding of pedagogy, students, learning, classroom management, and professional development.</p>
<p>E. A teacher of science must have a broad-based knowledge of teaching science that integrates knowledge of science with knowledge of pedagogy, students, learning environments, and professional development.</p>
<p>K. A teacher of social studies must demonstrate an understanding of the teaching of social studies that integrates understanding of the social studies disciplines with the understanding of pedagogy, students, learning, classroom management, and professional development.</p>
<p>F. A teacher of visual arts must demonstrate an understanding of the teaching of visual arts that integrates understanding of visual art with an understanding of pedagogy, students, learning, classroom management, and professional development.</p>
<p>(8), (9), or (10) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with middle level and high school students within a range of educational programming models.</p>

Syllabus Changes

While the intention is to follow the syllabus as closely as possible, the instructor reserves the right to modify, supplement and make changes as course needs arise.

Course Requirements

Required Course Materials

- Clinical Placement Handbook
- Student Teaching Competencies Document
- Learning Task Template
- edTPA Handbook and accompanying materials
- Three Ring Binder (or electronic portfolio for clinical experience)
- LiveText Account with Field Experience portion

Course Assessments & Grading Criteria

Requirements – Seminars, Blackboard, and LiveText

There are requirements in each of these areas, listed in the Clinical Placement Handbook, that must be met to complete this course successfully.

Formative – Weekly Observations and Feedback by Cooperating Teachers

The weekly evaluations ask the cooperating teacher to evaluate the teacher candidate in the areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism, as the lesson dictates. Formative feedback is given to influence improvement and new ideas.

Formative – Written reflection on lessons by Teacher Candidate

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:

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

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

Summative – Final Student Teaching Evaluations – Completed by University Supervisor and Cooperating Teacher(s)

The final student teaching evaluations ask both the university supervisor and cooperating teacher to evaluate the teacher candidate in all areas of expectations: planning, content knowledge, environment, student learning, instruction, assessment, diverse students, ethics, and professionalism

Summative – edTPA (not applicable due to COVID restrictions)

Resubmissions where applicable

The edTPA is a state required assessment for Teacher Candidates to be completed during their student teaching clinical. edTPA is comparable to entry-level licensing exams that demand applications of skills in other professions, such as the medical licensing exams, the architecture exam, or the bar exam in law. As a nationally available teacher performance assessment, edTPA:

- Helps candidates develop the confidence and skills they need to be successful in urban, suburban, and rural schools.
- Provides a uniform and evidence-based process that can be used across states to confirm that aspiring teachers demonstrate their readiness for the classroom.
- Measures candidates' ability to differentiate instruction for diverse learners, including English language learners and special education students.
- Provides meaningful and consistent data that can be used to improve teacher education programs and renew program curriculum.
- Creates a body of evidence of teacher performance.

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.

Course Grading

Grading Scale

ED471, ED472, and ED560 are P/NP courses. To pass this course the Teacher Candidate must complete the following:

1. Develop a student teaching binder organized by class period or subject area.
2. Keep all lesson plans and materials organized and up-to-date in the binder and in LiveText.
3. Load all lesson plans to LiveText and Blackboard
4. Submit all lesson plans to the cooperating teacher at least 24 hours in advance of teaching them.
5. Email weekly reflective journal to supervisor
6. Log teaching hours in LiveText
7. Complete reflections on lesson plans after teaching the lesson (use the questions in the Student Teaching Handbook.)
8. Keep the same schedule as the cooperating teacher with professional dispositions including: being on time, attending meetings, attending school events, etc.
9. Attend all student teaching seminars
10. Complete all assignments in Blackboard

Part 2: Practices and Policies (“How this course works...”)

About the Course

Teaching Procedures

Student teaching is the culmination of your coursework in the teacher education program. You will complete your clinical work in a clinical experience with a mentor teacher and a university supervisor. We will meet as a class in seminar to discuss your classroom experiences, current issues in education, your final edTPA, and next steps in your work toward MN teaching licensure. These seminars are required to pass this course.

Engaged Hours

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 work alongside your cooperating teacher. You are required to be available before the students arrive in the morning and after their dismissal in the afternoon. Obviously, this may look different for each district as they react to circumstances. 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. Staff development workshops

In addition:

- Student Teachers are expected to be at the school site each day of the experience, or engaged in the same manner as their cooperating teacher.
 - 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 by the Clinical Experience Coordinator.

Supplemental Resources

Supplemental resources will be available through Blackboard if/when appropriate

Expectations and Policies

Respectfulness

Students are expected to practice the highest standards of ethics, honesty, and integrity. Unless otherwise indicated, it is expected that student's work reflects the independent, original work of the individual student and not a group effort or the copied opinions of an outside author.

Professionalism

1. To write, email, act, dress, talk and work as a professional in all interactions with cohort members and university faculty and staff
2. To be present for the clinical practice and seminars and make them a priority
3. To meet required deadlines
4. To be prepared for clinical practice and seminars
5. To eliminate outside distractions (e.g. cell phones, FB, etc.)
6. etc.

Honesty

1. To abide by university policies regarding academic integrity
2. To work honestly on assignments
3. To properly cite sources of any material quoted, paraphrased or modified in the work one submits

4. To maintain confidentiality
5. To respect the confidential sharing that occurs within the group during seminar
6. etc.

Respect

1. To learn about and value differences
2. To contribute ideas
3. To listen carefully
4. To ask for clarification as needed
5. etc.

Collegiality

1. To support and encourage others
2. To celebrate achievements
3. To share concerns with candor and to work through conflict appropriately
4. etc.

Attendance and Participation

Attendance at all student teaching seminars is required.

Your schedule during your clinical experience is that of your cooperating teacher.

Academic Integrity

- FH 6.87 Academic Integrity for Undergraduate Students
- FH 9.66 Academic Integrity for Graduate Students

Privacy statement

Please, see the Privacy Tab in Blackboard for links to the privacy statements of our key technology partners.

Late Submissions

In the life of a teacher, “late” isn’t a word or action that is possible. Moment to moment in the classroom, decisions are made. Preparation for each day is the key to success. Lesson plans must be submitted at least 24 hours before teaching them. If your cooperating teacher wants them 48 hours in advance, that is their prerogative. edTPA cannot be submitted late, so plan accordingly.

Class Delivery Modifications

If a student teaching seminar must be cancelled, it will be reflected in your Google calendars as a cancelled meeting.

Extra Credit

Extra credit is not a part of the Student Teaching experience.

Addenda

You may find the following links helpful in understanding how Concordia University works

- The [CSP Policies](#) page provides links to helpful course-related information for undergraduate and graduate students. Along with other key university policies, the site details policies that relate to:
 - [Academic integrity](#)
 - [Class attendance](#)
 - [If you are called to military service](#)
 - [Official communication by email](#)
 - [University closings](#)
 - [Student accessibility](#)
 - [Network usage](#)
 - [Sexual Misconduct \(Title IX\)](#)
- The [Academic Catalog](#) provides course descriptions, academic programs, and more
- Concordia also provides a range of [Student Support Services](#) to help you be successful.
- Sometimes things do not go well in a class.
 - If circumstances beyond your control make it difficult for you to complete your coursework, you may [request an in-progress grade](#).
 - If serious problems arise that you cannot work out after meeting with your professor, or if you wish to appeal a course grade, [click here for the Student Grievance Form](#).
- Links to student resources are also available through CSPConnect, the university's internal website. Within the "[Resource Links](#)" page click on the various headings (example: University Quicklinks) to navigate to the desired resource.

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