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The student teaching internship is one of the most significant aspects of teacher education. It provides teacher candidates with an opportunity to understand all dimensions of teaching and to apply what they have learned. All participants in the teaching internship program play an important role in providing the context in which a candidate can demonstrate his/her ability to assume the responsibilities of a full-time teacher.

The success of this supervised teaching experience depends upon close cooperation among teachers and administrators, university personnel, and each teacher candidate. Cooperative relationships are fostered through the contacts that teacher candidates, supervising personnel, and administrators have with one another.

The key person in this experience is the cooperating teacher in the school. This individual brings to life the professional aspects of the teaching experience through a willingness to share expertise with a teacher candidate, to observe activities planned and introduced by the candidate, to offer advice regarding effectiveness of teaching and classroom management techniques, and to provide the support that candidates often need in maintaining their professional and personal well-being as they transition from student to professional educator.

The purpose of the twelve-week teaching internship period is to provide opportunities for the teacher candidate to:

- Apply the knowledge and skills acquired in teacher education coursework and pre-internship field experiences
- Apply the Standards of Effective Practice
- Explore multiple teaching strategies
- Apply classroom management techniques
- Utilize various strategies to assess and evaluate student learning
- Engage in creating curriculum
- Demonstrate attitudes consistent with good teaching
- Perform professional duties deemed important in each school setting
- Apply principles of professional and ethical behavior
- Explore the role of the teacher in the schools and begin to identify with that role
- Develop entry level competence in the full range of teaching functions
- Be a reflective learner by engaging in thorough reflection on the learning experience.
The student teaching internship is an important aspect of teacher preparation. It is a time for applying theory, and developing abilities. It is also an opportunity to demonstrate one’s potential as an effective educator. For these and other reasons, it is mandatory that teacher interns focus their energies on this experience.

Because each individual has multiple responsibilities and obligations, and because a teaching internship involves the expectations of students in the classroom, cooperating teachers, university faculty, and the teacher candidate/intern, these responsibilities must be balanced. The following guidelines are intended to help all participants make appropriate decisions in each situation.

1. The choice of participating in co-curricular, extracurricular or work experiences during the internship is up to the individual teacher candidate. The teacher education faculty reminds every candidate that their primary concern should be with the teaching and learning of K-12 students in the internship site. Activities beyond the internship cannot be used as an excuse for poor performance during the experience.

2. Candidates who intend to participate in co-curricular, extracurricular, or work experiences during the internship period must inform the discipline faculty of their intent to participate in these activities before accepting a student teaching internship placement. To help assure that expectations are clear, the cooperating teacher(s) will be notified of the candidate’s intent to participate in activities beyond the internship.

   There is no guarantee that a placement near extracurricular activities will be available, appropriate, or arranged. There are many factors involved in placement decisions and co-curricular, extracurricular, or work experiences will be considered as one, though not the primary, factor.

3. If any activity requires that the teacher candidate be released during school hours during the internship, the judgment of the cooperating teacher will take priority. The cooperating teacher and university supervisor must be informed well in advance of any request to miss school. The candidate/intern remains responsible for all obligations associated with the field experience. Candidates may be required to make up absences. Absences during the weeks of full-time teaching are strongly discouraged.

4. It is understood that directors of extracurricular or co-curricular activities and employers will be flexible in their requirements of individuals during the time they are completing the teaching internship. This may mean altered schedules, missing performances and activities, and partial attendance at scheduled meetings or practices.
Prior to the student teaching internship:
1. Learn of your field placement and meet with your university supervisor.
2. Arrange for housing and transportation. It is strongly recommended that you reside in the community in which you are assigned to teach.
3. Communicate with your cooperating teacher(s) to arrange a meeting so that you can plan what units and lessons you will teach during your internship experience.
4. Ask for copies of any textbooks, teacher’s manuals, and other materials that will assist you in preparing for your classes.
5. Cut down on your commitments. You will need to concentrate your efforts and time on teaching.
6. Read through your Teacher Performance Assessment (edTPA) handbooks to familiarize yourself with the tasks.

During the teaching internship:
Your university supervisor will visit you in the field multiple times during the internship experience. The supervisor evaluates and provides feedback and encourages and supports your learning. Each time your supervisor visits, you should have the following materials available for him/her to examine:

- Lesson plan for that day’s observed lesson, including all texts, handouts, quizzes, and other materials to be used during the lesson being observed.
- Your Teacher Performance Assessment (edTPA) portfolio: Minnesota requires teaching candidates/interns to complete the edTPA during the student teaching internship. This is a deeply reflective project with multiple components that you may want to discuss with your university supervisor. You will be expected to maintain the schedule set for completion of this project.
- Your current and past unit and lesson plans must be available to your university supervisor each time he/she visits and are a part of his/her assessment of your teaching internship. Lesson plans must include student and self assessment for one lesson per day.

Following is a week-by-week timeline of the tasks and priorities for student teaching. You are expected to follow this timeline as closely as your placement will permit.

Week One of the student teaching internship:
Become familiar with general expectations of the University of Minnesota, Morris during this field experience:
1. Abide by the philosophy, regulations, policies and standards of behavior and dress of the school. Ask your cooperating teacher for a copy of those policies and discuss them with him/her.
2. Follow the same regulations regarding calendar and daily time schedule as the teachers in the school to which you are assigned. You are expected to arrive at school at the contract time set for teachers in your school.
3. Conduct yourself as a regular member of the teaching faculty in line with relevant laws and the Code of Ethics for Minnesota Teachers.
4. Call your school office and cooperating teacher immediately if you cannot attend school because of illness or other extenuating circumstances. Inform your university supervisor later that day via e-mail of your absence from classes. Extended teaching time may be required in the event of numerous absences.
5. Accept extracurricular assignments that appeal to your interests and enhance your marketability if they do not detract from your performance in the classroom, which is your first responsibility. At the
discretion of the school, a teacher candidate may be paid for supervising extracurricular activities. However, the local teacher collective bargaining contract may forbid this or specify conditions under which it is permissible.

6. Submit the Student Teaching Internship Placement and Schedule form on the Moodle site and email a copy to the Division of Education Office.

**Become familiar with the classroom and students:**

1. Observe your cooperating teacher’s classroom, the teaching area, and related areas at several grade levels.
2. Become familiar with resource materials in the classroom.
3. Become familiar with the course syllabus/course content, course texts and materials, and course expectations.
4. Become familiar with resource materials you could use outside the classroom, in the media center, and in the community.
5. Analyze the physical arrangement of the building and classroom, and available resources. Notice the arrangement of tables/desks, the placement of teacher’s desk in relation to student desks, the use of posters/pictures/student work on walls, and the use of plants or music.
6. Become familiar with classroom routines and policies, i.e., what is the homework policy? What is the policy for late work? What is the attendance and tardiness policy? How are students assessed and graded?
7. Learn how to use electronic attendance and/or grading systems.
8. Learn the students’ names as soon as possible and use them at every opportunity. Get to know students as individuals by observing them both within and outside the classroom.
9. Develop an understanding of the academic, language, and social needs of students as individuals and as members of groups.
10. Complete the “Context for Learning Information” form in your edTPA handbook (For all edTPA assignments you will be asked to focus in particular on ONE of your several classes.)
11. Observe the teaching style and classroom management techniques of your cooperating teacher and other teachers. Observe their instructional strategies and the circumstances under which they use direct or indirect instruction. Note their use of group work to accomplish lesson objectives.

**Become familiar with the school and school authority:**

1. Learn what is expected of classroom teachers by conversing with your cooperating teacher(s), the principal, special education teachers, secretaries, and others in the school.
2. Ask your cooperating teacher to introduce you to key personnel in your school—the principal, vice-principals, the nurse, counselors, the media specialist, special education staff, etc.
3. Become informed about school and district policies regarding attendance, passes, makeup assignments, discipline, textbook adoption, and conditions of teacher employment.
4. Become acquainted with school facilities, services, and equipment.
5. Become familiar with areas of access to computers and the Internet.
7. Learn how to use the photocopier if teachers are allowed to access it.
8. Note the location of the counselors’ offices and under what circumstances you can access student records.
9. Become aware of all sources of information in the school concerning students, the information each provides, and the appropriate use of this information. Discuss the Family Education Rights and Privacy Act (FERPA) with your cooperating teacher.
10. Learn about the school and additional responsibilities of teachers by attending teachers’ meetings and parent/teacher association meetings.
11. Find out about innovative programs and practices in the school system.

**Become familiar with the role of the teacher:**

1. Begin planning lessons and units suitable to the needs and interests of your students. Consider both short-term and long-term objectives.
2. **With your cooperating teacher, decide the topic and timing of your 3-5 lesson teaching segment for the edTPA.** Read the handbook sections on Task 1 (Planning) and prepare to complete this Task. Complete the Context for Learning portion of your edTPA.
3. Finalize (with your cooperating teacher) when you will complete the required learning segment (3-5 lessons or 3-5 hours, continuous) for the edTPA (see “Task 2: Instructing and Engaging Students in Learning”); choose which topic/unit will be the focus; begin exploring video recording equipment that will be used; begin detailed lesson plans; examine the “Planning Instruction and Assessment” task checklist so that you understand all requirements of this task.
4. **Send out video recording consent forms to the families of students in the class you will be recording for your edTPA.**
5. Conduct long and short-term lesson planning with your cooperating teacher. The University of Minnesota, Morris Education Office expects a lesson plan filled out according to one of the templates in the Moodle site (or approved by your university supervisor) for each lesson you teach. These lesson plans must be available to your university supervisor each time he/she visits and are a part of his/her assessment of your student teaching.
6. Discuss beforehand with your cooperating teacher all lessons you teach.
7. Plan a unit and lessons for one class for week two of student teaching.
8. Know and apply the Standards of Effective Practice to your lesson planning. Use a variety of instructional strategies. Include motivation, active participation, and assessment in every lesson.
9. Whenever possible, participate in team planning and team teaching.
11. Ask for specific, concrete feedback from your cooperating teacher and university supervisor.
12. Confer regularly with your cooperating teacher regarding individual lesson plans, unit plans, observations, progress, and special problems.
13. Ask questions!

**Week Two:**

1. Take over unit and lesson preparation for and teaching of one class. If the class has two sections, teach both to learn why class sections may require different teaching approaches and assignments.
2. **Finalize detailed lesson plans for Task 1 of your edTPA.**
3. Discuss all lessons with your cooperating teacher in advance.
4. Prepare a lesson plan for each lesson you teach. All current and past plans must be available to the university supervisor at each visit. Self-assess in your lesson plan at least once a day.
5. Record your perceptions, observations, insights, anecdotes, self-assessment of lessons, etc. in your lesson plan reflections and in any required reflective activities on the student teaching internship Moodle site (https://moodle.umn.edu/).

**Week Three:**

1. Teach an additional class section to the sections you began teaching last week. Notice how your confidence level increases.
2. **Complete the lesson planning task (Task 1) commentaries (see your edTPA handbook).** Submit commentaries, plans, and all required artifacts (all of Task 1) to supervisor for scoring. Ensure
that you are prepared to teach the learning segment (Task 2) and to collect data for the assessment task (Task 3) by consulting the prompts and checklists in the edTPA handbook.

3. Prepare a lesson plan for each lesson you teach. All current and past plans must be available to the university supervisor at each visit. Self-assess in your lesson plan at least once a day.

4. Record your perceptions, observations, insights, anecdotes, self-assessment of lessons, etc. in your lesson plan reflections and in any required reflective activities on the student teaching internship Moodle site (https://moodle.umn.edu/).

5. Plan your unit and lesson plans for the additional class you will begin teaching next week. One unit will need to include video recording and data collection/analysis tasks for the edTPA.

**Week Four:**

1. Take over unit and lesson preparation for a third class and its sections.

2. Examine the edTPA “Task 3: Assessing Student Learning” checklist and description; ensure that you have planned for data collection during the learning segment; revise lesson plans and create assessment tools as necessary.

3. **Teach the learning segment (3-5 lessons or 3-5 hours, continuous) as described in the edTPA handbook (Task 2).** Have your cooperating teacher assist with video recording. Record more time/segments than are needed for the edTPA so that you can choose the best video clips to submit.

4. **Collect data for the assessment task of edTPA (Task 3).**

5. Prepare a lesson plan for each lesson you teach. All current and past plans must be available to the university supervisor at each visit. Self-assess in your lesson plan at least once a day.

6. Record your perceptions, observations, insights, anecdotes, self-assessment of lessons, etc. in your lesson plan reflections and in any required reflective activities on the student teaching internship Moodle site.

7. Plan your unit and lesson plans to begin teaching all classes next week. Include an assessment of student learning for one of your units. One of your units will need to be in final form to be evaluated by your university supervisor.

**Week Five:**

1. Teach all sections of your cooperating teacher’s classes to assume a full load of teaching.

2. **Analyze data collected related to assessment task of edTPA (Task 3).** Complete responses to the instruction commentary (Task 2) and assessment commentary (Task 3) prompts (consult your edTPA handbook). Submit Task 2 to supervisor for feedback.

3. Prepare a lesson plan for each lesson you teach. All current and past plans must be available to the university supervisor at each visit. Self-assess in your lesson plan at least once a day.

4. Record your perceptions, observations, insights, anecdotes, self-assessment of lessons, etc. in your lesson plan reflections and in any required reflective activities on the student teaching internship Moodle site.

**Week Six:**

1. **Finalize commentaries for “Task 2 Instructing and Engaging Students in Learning” and “Task 3 Assessing Student Learning”**.

2. **Proofread and edit your edTPA and prepare it for final submission.** Examine the edTPA handbook and rubrics for materials related to Academic Language; ensure that you have addressed all needed areas in commentaries and artifacts.

3. Discuss mid-term progress with the cooperating teacher.
4. Prepare a lesson plan for each lesson you teach. All current and past plans must be available to the university supervisor at each visit. Self-assess in your lesson plan at least once a day.
5. Record your perceptions, observations, insights, anecdotes, self-assessment of lessons, etc. in your lesson plan reflections and in any required reflective activities on the student teaching internship Moodle site.

**Week Seven:**
1. Teach a lesson that integrates technology and complete the technology lesson rubric with the cooperating teacher (see appendix for details).
2. Prepare a lesson plan for each lesson you teach. All current and past plans must be available to the university supervisor at each visit. Self-assess in your lesson plan at least once a day.
3. Record your perceptions, observations, insights, anecdotes, self-assessment of lessons, etc. in your lesson plan reflections and in any required reflective activities on the student teaching internship Moodle site.

**Week Eight:**
1. Teach all sections of your cooperating teacher’s classes.
2. Prepare a lesson plan for each lesson you teach. All current and past plans must be available to the university supervisor at each visit. Self-assess in your lesson plan at least once a day.
3. Record your perceptions, observations, insights, anecdotes, self-assessment of lessons, etc. in your lesson plan reflections and in any required reflective activities on the student teaching internship Moodle site.

**Week Nine:**
1. Teach all sections of your cooperating teacher’s classes.
2. Prepare a lesson plan for each lesson you teach. All current and past plans must be available to the university supervisor at each visit. Self-assess in your lesson plan at least once a day.
3. Record your perceptions, observations, insights, anecdotes, self-assessment of lessons, etc. in your lesson plan reflections and in any required reflective activities on the student teaching internship Moodle site.

**Week Ten:**
1. Teach several sections of your cooperating teacher’s classes. Plan for phasing out of the student teaching internship.
2. Prepare a lesson plan for each lesson you teach. All current and past plans must be available to the university supervisor at each visit. Self-assess in your lesson plan at least once a day.
3. Record your perceptions, observations, insights, anecdotes, self-assessment of lessons, etc. in your lesson plan reflections and in any required reflective activities on the student teaching internship Moodle site.
4. Submit one complete unit plan to your university supervisor for feedback.

**Week Eleven:**
1. Reduce number of sections being taught. Arrange to observe other teachers or specialists. Plan for phasing out of the student teaching internship.
2. Prepare a lesson plan for each lesson you teach. All current and past plans must be available to the university supervisor at each visit. Self-assess in your lesson plan at least once a day.
3. Record your perceptions, observations, insights, anecdotes, self-assessment of lessons, etc. in your lesson plan reflections and in any required reflective activities on the student teaching internship Moodle site.
Week Twelve:
1. Design and distribute a student evaluation form asking your students for feedback on your teaching.
2. Ease out of teaching classes and observe other teachers in your discipline.

Summary of Ongoing Assignments:
You are expected to engage in ongoing professional behaviors throughout your student teaching internship experience that include the following:

- Prepare written plans for every lesson, using one of the templates in the appendix or one approved by your cooperating teacher and university supervisor. The methodology section of the lesson plan must be detailed, including directions for students and questions to ask students to achieve higher-level thinking. These lesson and unit plans are to be available for your university supervisor each time he/she visits and are a course requirement for successful completion of the teaching internship.
- Self-assess in writing at least one lesson each day. The assessment should be done on the lesson plan.
- Prepare, teach, and evaluate detailed unit plans for each of your classes. Complete the Teacher Performance Assessment (edTPA). Follow the directions in the handbook for your subject area.
- Submit all edTPA materials to Pearson and to UMM.
- Teach and evaluate a lesson which integrates technology; have your cooperating teacher evaluate, using the form in the appendix.
- Complete any additional reflective activities via the course Moodle site.
- Assume sole responsibility for the full range of teaching and learning activities in the classroom for a period of at least four weeks.
- Integrate activities into your teaching that demonstrate your understanding of diversity and your ability to fulfill the diversity requirement.
- Integrate activities into your teaching that demonstrate your competence in utilizing educational technology in meaningful and appropriate ways.

After the student teaching internship:
1. Remind your cooperating teacher(s) to complete and submit both the dispositions document and Summative Evaluation of Student Teaching and Teacher Recommendation form through Tk20 (see appendix for examples).
2. You will be given guidelines on preparing a senior presentation during the Ed 4901: The Teacher and Professional Development course. Start reflecting on the aspects of your experience you will want to discuss during this presentation. Review what you have learned from your coursework, portfolio, lesson and unit plans, edTPA, practicum and student teaching internship experiences. Reflect on the generalizations you can make about the learning that can be applied to the teaching standards that form a framework for the curriculum at UMM. Consider what beliefs you have acquired and how you have developed into the kind of teacher you wished to become. Organize your presentation for a 20-minute period.
3. Select a book about teaching and learning to discuss and review orally during the professional development class. You may choose from the list on the Ed 4901: The Teacher and Professional Development webpage or you may submit your own idea to your 4901 instructor for approval. Watch your e-mail for the professional development course syllabus and book suggestions.
4. Prepare for Ed 4901: The Teacher and Professional Development by collecting student work, lesson plans, assessments and other material applicable to each of the ten Standards of Effective Practice. These artifacts will be useful for the discussions which will take place in Ed 4901 as well as for use in employment interview experiences.
Responsibilities of teacher candidates are discussed in the previous section of the student teaching handbook, pages 4-11. Please refer to this section for greater detail regarding your duties during your teaching assignment. Below is a checklist to help you track your assignments and tasks while you are teaching.

**General:**
- Obtain materials, including seating charts, textbooks, etc.
- Complete written lesson plans for every lesson you teach
- Self-assess in writing at least once per day (self-assessment is in lesson plan)
- Assume sole responsibility for the FULL range of teaching and learning activities for a MINIMUM of four weeks
- Collect materials for teaching and for edTPA portfolio
- Plan for and teach all sections of your cooperating teacher’s schedule
- Reflect on how you are meeting needs of diverse learners—students with varying reading levels, varying cultural/racial/linguistic/socioeconomic backgrounds, students with special needs, etc.

**Week One:**
- Submit the Student Teaching Internship Placement and Schedule form via email, mail, or fax to your University Supervisor. Get to know the school and students. Complete the “Context for Learning Information” for (Task 1) of edTPA
- Consult with the cooperating teacher about when you will teach your edTPA teaching segment. Read the edTPA handbook sections on Task 1 and prepare for this task.
- Complete reflection activities in Moodle (https://moodle.umn.edu/)

**Week Two:**
- Finalize detailed lesson plans for Task 1 of your edTPA. Arrange for videorecording equipment.
- Send out video recording consent forms to the families of students in the class you will be recording for your edTPA.
- Take on responsibility for one class
- Complete reflection activities in Moodle

**Week Three:**
- Finalize detailed lesson plans for edTPA Task 1. Draft Task 1 commentaries and submit commentaries, plans, and all required artifacts (all of Task 1) to Moodle. Ensure that you are prepared to teach the learning segment (Task 2) and to collect data for the assessment task (Task 3) by consulting the prompts and checklists in the edTPA handbook.
- Take on responsibility for an additional class
- Complete reflection activities in Moodle

**Week Four:**
- Take on responsibility for an additional class
- Teach learning segment (3-5 lessons or 3-5 hours consecutive) for edTPA, and video record. Collect data for Task 3
- Complete reflection activities in Moodle

**Week Five:**
Take on responsibility for all classes

Analyze data collected related to assessment task of edTPA (Task 3). Complete responses to the instruction commentary (Task 2) and assessment commentary (Task 3) prompts. Submit Tasks 2 and 3 to your supervisor.

Complete reflection activities in Moodle

Week Six:
Finalize and proof all parts of your edTPA.
Ask cooperating teacher for feedback about your performance thus far
Complete reflection activities in Moodle

Week Seven:
Prepare a lesson using technology that your cooperating teacher evaluates (see appendix)
Take on responsibility for all classes
If you have not taught a lesson using technology that your cooperating teacher also evaluates, do that this week (see appendix)

After receiving approval from your supervisor submit final edTPA portfolio to Pearson.
Complete reflection activities in Moodle

Week Eight:
Take on responsibility for all classes
After integrating feedback from your supervisor, submit final edTPA portfolio to Pearson. Make sure to have revised commentaries as needed and ensure that all artifacts required on the edTPA checklists have been included.
Complete reflection activities in Moodle

Week Nine:
Take on responsibility for all classes
Complete reflection activities in Moodle

Week Ten:
Transition out of one class
Complete reflection activities in Moodle

Week Eleven:
Transition out of an additional class
Complete reflection activities in Moodle

Week Twelve:
Transition out of teaching classes and observe other teachers
Design and distribute a student evaluation of your teaching
Complete reflection activities in Moodle
**PLACEMENT SCHEDULE**

Student Name: ___________________________ Licensure Area: ___________________________

Email: _________________________________ Phone: _________________________________

Cooperating Teacher: ______________________ School: _______________________________

Teacher email: ___________________________ Teacher phone number: ______________________

Best time to reach cooperating teacher: _________________________________

Schedule of Placement:

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How each cooperating teacher handles the observation and assessment of the teacher candidate/intern is a matter of individual preference. Regular and frequent observation of the candidate with descriptive comments communicated to him/her as soon as possible will facilitate his/her learning the skills and attitudes necessary to become an effective teacher.

A guide for cooperating teachers with information about models of supervision, frequently asked questions, and other topics can be accessed at [https://netfiles.umn.edu/umm/www/academics/secondaryeducation/CooperatingTeacherGuide.pdf](https://netfiles.umn.edu/umm/www/academics/secondaryeducation/CooperatingTeacherGuide.pdf)

GUIDELINES FOR WEEK ONE WITH A TEACHER CANDIDATE:

1. Accept the candidate/intern as a co-worker; introduce him/her to the class and to department members/grade level teachers and other school personnel.
2. Arrange for a place for the candidate to put belongings and prepare for classes.
3. Give the candidate a tour of the school. Introduce him/her to key staff.
4. Make available a list of the students’ names and/or a seating chart. Explain your rationale/system for seating.
5. Acquaint the candidate with instructional materials, community resources, supplies and equipment. Take him/her to the media center to meet the media specialist.
6. Provide a listing of students who receive individual or small group assistance from specialists. Discuss IEP’s and modifications that are required for students in your classes. Provide background information that will assist the teacher candidate in meeting the needs of these students. Introduce him/her to special education and other support staff who will be working with your students.
7. Introduce him/her to the counselors. Acquaint him/her with student records and the manner in which they are accessed. Explain data privacy.
8. Provide a daily schedule of classes you teach. Explain at least the major needs of the age group or groups with whom the teacher candidate will be involved. This will be an ongoing process throughout the experience.
9. Acquaint the teacher candidate with what has been taught in the curriculum. Provide a semester overview of what will be taught. Provide necessary texts and teachers’ manuals.
10. Discuss the Teacher Performance Assessment (edTPA) with your candidate. This is a state-required performance assessment which asks the candidate to engage in reflective, detailed, and thorough tasks. Each task includes an extensive written commentary of several pages. The edTPA tasks will require the candidate to create detailed lesson plans, video record learning segments, collect and analyze assessment data, and reflect on the teaching context. In particular, plan the timing and content of the teaching segment with the candidate. Some areas in which the candidate may require assistance include:
   A. Knowing early in the field experience what units he/she will be in charge of and when this teaching will occur
   B. Creating detailed lesson plans and getting feedback on them
   C. Obtaining consent from families for video recording learning segments
   D. Understanding what resources are available for video recording the learning segment
   E. Creating a plan for collecting and analyzing assessment data
11. Allow the teacher candidate to observe your teaching and the teaching of other teachers for several days, and encourage him/her to assume some classroom responsibilities right from the beginning. The candidates have been involved in a practicum as well as a tutor-aide experience, so they are ready to begin teaching without a lot of classroom observation. Some possible early activities could include:

- Tutoring students in small groups or one-on-one
- Taking attendance
- Team teaching with you
- Teaching one part of a lesson
- Monitoring cooperative groups or guided activities
- Introducing and playing a videotape

12. Provide handbooks on policies and procedures from handling fire and tornado drills to district discipline policies. Discuss your classroom management philosophy with him/her.

13. Discuss your philosophy of education with the teacher candidate. Give specific examples of its application in classroom situations.

14. Let the candidate know your expectations regarding his/her role in your classroom. Don’t assume he/she will automatically know what you want.

15. Discuss the culture of the school and faculty. Let the teacher candidate know the attitude of the school concerning standards of behavior of pupils, teacher grooming, etc.

16. Explain attendance and tardy reports, your grading methods, make-up work policies and other daily routine procedures.

17. Explain your methods of assessing students formally and informally. Show him/her copies of your tests and quizzes.

GUIDELINES DURING SUBSEQUENT WEEKS (WEEKS 2-12):

To assist the teacher candidate:

1. Model effective teaching and classroom management.
2. Model professionalism. Give the teacher candidate an understanding of professional activities of which they might be a part.
3. Be open to any questions the teacher candidate may ask.
4. Gradually increase teaching responsibilities as you see the candidate’s confidence growing until he/she has a full teaching load for a minimum of four weeks of the assignment. Typically the teacher candidate will assume the responsibility for one class by the start of the second week of placement, take over a second class by the end of the third week, and work toward a full load of classes by the fifth week.

5. The candidate must assume full time teaching for at least four weeks during the 12-week field experience; that includes assuming your extra roles such as bus or lunchroom duty.

6. Plan with the teacher candidate the schedule for increasing teaching responsibilities. The teacher candidate is generally expected to take on the full load of the cooperating teacher. If a circumstance prevents this (for example a school policy prohibiting the teacher candidate from teaching College in the Schools courses) work with the teacher candidate to find a colleague who might allow him/her to teach a course so that the teacher candidate fulfills requirements for a full teaching load. Work with the university supervisor as needed.

7. Instruct the teacher candidate to experiment with multiple teaching strategies.
8. Expect the teacher candidate to attend all faculty and parent meetings you attend. UMM requires the teacher candidate to participate in parent conferences. Offer tips on facilitating positive communication between parents and school.

9. Participate in at least two triad meetings with the candidate and university supervisor.
To provide planning assistance:
1. Come to consensus on lesson plan formats (see appendix).
2. Emphasize the importance of good planning.
3. Set aside time for daily, weekly, and long-term planning.
4. Encourage creativity in lesson planning.
5. **Expect the teacher candidate to provide lesson plans for all lessons taught.**
6. Assist as appropriate in the development of unit and daily plans, tests and other materials. Offer suggestions.
7. Challenge the teacher candidate to use technology to build competence.
8. Meet with the candidate/intern to discuss units/lessons before they are taught. Questions to ask include:
   - Does the plan provide an anticipatory set or introduction?
   - Are the goals/objectives clear? Appropriate?
   - Does the plan provide for large group and small group instruction?
   - Does the plan include varying teaching strategies?
   - Are appeals to varying learning styles and/or multiple intelligences included?
   - Are provisions made for modifications for students on IEP’s?
   - How will the lesson be assessed?
   - Does the assessment match the objectives?

To assess progress of the teacher candidate:
1. Participate in at least two triad conferences, which include the cooperating teacher, student teacher, and university supervisor.
2. Provide formal or informal feedback immediately after the candidate has taught a lesson. Emphasize strengths of the candidate/intern, while helping to improve the quality of his/her instruction. Written, concrete comments about the lesson are helpful.
3. Discuss with the teacher candidate your role in helping him/her establish credibility with the students. Does the candidate/intern want you in the classroom on the first days he/she teaches? According to Minnesota Statute, classrooms must be under the control and direction of a licensed teacher. A teacher candidate is not licensed so he/she must be under the direction at all times of a licensed teacher. However, with the permission of the principal, the cooperating teacher may leave the room at times so the candidate can experience managing the class alone.
4. **Hold a formal discussion of the teacher candidate’s progress at least once a week.**
5. Encourage self-evaluation and reflection. Ask the candidate to share his/her observations about the lesson before you provide your feedback. UMM teacher candidates are required to reflect on the effectiveness of all lessons taught on their lesson plans.
6. Help the candidate/intern to analyze and interpret experiences and to discover the relationship between theory and practice.
7. **Complete the Assessment of Integrated Technology** (see appendix). The candidate is required to teach lessons which integrate technology to benefit student learning. Assist the candidate in reflecting on and evaluating these lessons. Do this at least once formally using the form included in the folder sent to you at the beginning of the student teaching internship experience (also found in the appendix).
8. **Complete Student Teacher Formative Evaluation forms three times during the student teaching internship experience.** These forms are included with your cooperating teacher materials. One form is kept by you, one submitted to the teacher candidate, and one submitted to the university supervisor (either in person when the supervisor visits or via post in the envelopes provided). If these formative evaluations are completed electronically, ensure that the student teacher and university supervisor receive copies.
9. **Distribute copies of this three-part form to the candidate and university supervisor.** These reports provide formative evaluation as a basis for communication among the teacher candidate, cooperating teacher, and university supervisor. They will not be placed in the student’s career placement file.

10. **Complete the Summative Evaluation of Student Teaching and Teacher Recommendation form and the Dispositions Document; share both with the teacher candidate.** The Summative Evaluation will become part of the student’s credential file and will be used in efforts to find employment.

**To facilitate communication between the university and your school:**

1. Contact the university supervisor with questions.
2. Discuss any concerns about attendance or other matters with the university supervisors as soon as possible. Teacher candidates are expected to keep the same hours as are required by the school district and school.
3. Make any comments deemed necessary to the university supervisor.
This formative evaluation is the basis for communication among the teacher candidate, cooperating teacher, and the university supervisor for the purpose of improving the performance of the candidate. Please address the following: instructional competencies, classroom management, and personal/professional attributes.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Goals</th>
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</thead>
<tbody>
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</tbody>
</table>
Standard 1: Subject Matter. A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students. Does the candidate:
1. Connect disciplinary knowledge to other subject areas and to everyday life?
2. Use multiple explanations of subject matter concepts to capture key ideas?
3. Link explanations of subject matter concepts to students’ prior knowledge?
4. Use varied viewpoints, theories, and methods of inquiry in teaching subject matter concepts?
5. Develop and use curricula that encourage students to understand and apply ideas from varied perspectives?

Standard 2: Student Learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a students’ intellectual, social, and personal development. Does the candidate:
1. Use a student’s strengths as a basis for growth, and a student’s errors as opportunities for learning?
2. Assess both individual and group performance?
3. Design developmentally appropriate instruction that meets the students’ current needs?
4. Link new ideas to familiar ones and make connections to a student’s experiences?
5. Provide opportunities for active engagement?
6. Encourage students to assume responsibility for shaping their learning tasks?
7. Use a student’s thinking and experiences as a resource in planning instructional activities by encouraging discussion?

Standard 3: Diverse Learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. Does the candidate:
1. Use differences in approaches to learning and performance, including varied learning styles and multiple intelligences?
2. Use strategies to support the learning of students whose first language is not English?
3. Incorporate students’ experiences, cultures, and community resources into instruction?
4. Persist in helping all students achieve success?
5. Accommodate a student’s learning differences or needs regarding time and circumstances for assigned tasks?
6. Deal with discrimination, prejudices, racism and sexism in the classroom?
7. Develop a learning community in which individual differences are respected?

Standard 4: Instructional Strategies. A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. Does the candidate:
1. Understand Minnesota’s graduation standards and implement them appropriately?
2. Enhance learning through the use of a wide variety of materials and human and technological resources?
3. Use multiple teaching and learning strategies to nurture the development of student critical thinking and problem solving?
4. Monitor and adjust strategies in response to learner feedback?
5. Design teaching strategies and materials to achieve different instructional purposes?
6. Design teaching strategies to meet student needs including developmental stages, prior knowledge, learning styles, and interests?
7. Vary methods of instruction according to the needs of students?
8. Use educational technology to broaden student thinking and to deliver instruction to students at different levels and paces?

**Standard 5: Learning Environment.** A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. **Does the candidate:**
1. Create learning environments that contribute to the self-esteem of all persons?
2. Help students to work productively and cooperatively with each other?
3. Use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom?
4. Establish a positive climate in the classroom?
5. Use routines/procedures to enhance the learning environment?
6. Design and manage learning communities in which students assume responsibility for themselves and one another?
7. Engage students in individual and group learning activities that help them develop the motivation to achieve by:
   a. Relating lessons to students’ personal interests
   b. Allowing students to have choices in their learning
   c. Leading students to ask questions and pursue problems that are meaningful to them?
8. Organize and manage resources of time, space, activities, and attention to provide active engagement for all students in productive tasks?
9. Use class time productively?
10. Develop expectations for student interactions that create a classroom climate of respect, openness, support, inquiry, and learning?
11. Organize and monitor group work that allows for effective participation of all individuals?

**Standard 6: Communication.** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. **Does the candidate:**
1. Use effective listening techniques?
2. Foster sensitive communication by and among all students in the class?
3. Use effective verbal and nonverbal communication to convey ideas and information?
4. Know how to ask questions to stimulate discussion?
5. Know how to ask questions to probe for learner understanding?
6. Promote productive risk-taking and problem solving?
7. Encourage convergent and divergent thinking?
8. Use a variety of media communication tools, including A-V aides and computers?
9. Engage students in higher order thinking?
10. Understand how cultural and gender differences can affect communication?

**Standard 7: Planning Instruction.** A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. **Does the candidate:**
1. Plan instruction connecting to student experiences and prior knowledge?
2. Plan instruction that accommodates individual learning styles?
3. Design lessons and activities that operate at multiple levels to meet individual needs?
4. Create short-range and long-range plans that are linked to student needs and performance?
5. Evaluate plans in relation to short-range and long-range goals?
6. Adjust plans to meet student needs and enhance learning?

Standard 8: Assessment. A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. Does the candidate:
1. Assess student performance toward achievement of the Minnesota graduation standards?
2. Select, construct, and use assessment strategies appropriate to the learning objectives?
3. Accommodate student needs in designing/implementing assessments?
4. Use assessment to identify student strengths and promote student growth?
5. Use assessment data to evaluate student progress and performance?
6. Use assessment data to modify teaching and learning strategies?
7. Implement students’ self-assessment activities to help them identify their strengths and needs?
8. Evaluate the effect of class activities on both individuals and the class as a whole using observation and analysis of student work?
9. Construct and use a variety of assessments, including performance based?
10. Systematically keep records of student grades?

Standard 9: Reflection and Professional Development. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. Does the candidate:
1. Model knowledge of the Code of Ethics for MN Teachers?
2. Use classroom observation as a basis for reflecting on and revising practice?
3. Use professional literature, colleagues, and other resources to develop as a teacher?
4. Use professional colleagues within the school as supports for reflection, problem solving, and new ideas?
5. Reflect on lessons taught to identify strengths and weaknesses?
6. Attend faculty meetings, workshops or training sessions offered at the school?

Standard 10: Collaboration, Ethics, and Relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. Does the candidate:
1. Become involved in the school and community?
2. Establish productive relations with parents and guardians in support of student learning and well-being?
3. Consult with parents, counselors, and teachers of other classes to foster student success?
4. Address the needs of the whole learner?
5. Use community resources to enhance learning?
6. Understand and adhere to mandatory reporting laws and rules?
7. Understand and adhere to data practices?
8. Work effectively with faculty, administration and support personnel?
9. Collaborate in activities designed to make the entire school a productive learning environment?
<table>
<thead>
<tr>
<th>Standard 1: Subject Matter</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate connects disciplinary knowledge to other subject areas and to everyday life.</td>
<td>☐</td>
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<tr>
<td>The candidate uses different ways of representing knowledge to students.</td>
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<tr>
<td>The candidate engages students in higher order thinking skills such as application, analysis, and interpretation.</td>
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<tr>
<td>The candidate engages students in making connections with other disciplines.</td>
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<tr>
<td>Standard 2: Student Learning</td>
<td>Unsatisfactory</td>
<td>Basic</td>
<td>Proficient</td>
<td>Distinguished</td>
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<tr>
<td>The candidate recognizes and uses student strengths in developing learning opportunities.</td>
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<tr>
<td>The candidate assesses individual and group learning.</td>
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<tr>
<td>The candidate provides students with opportunities for active involvement in the class.</td>
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<tr>
<td>The candidate creates lessons that connect with the student’s daily experiences.</td>
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<tr>
<td>Standard 3: Diverse Learners</td>
<td>Unsatisfactory</td>
<td>Basic</td>
<td>Proficient</td>
<td>Distinguished</td>
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<tr>
<td>The candidate shows an interest in and active awareness of the community in which the school is situated and the out-of-school lives of the students.</td>
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<tr>
<td>The candidate develops lessons with an awareness of student background and community culture.</td>
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<tr>
<td>The candidate tailors lessons to meet the diverse needs of the students.</td>
<td>☐</td>
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<tr>
<td>The candidate creates a classroom atmosphere that respects the diverse attributes and needs of the students.</td>
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<tr>
<td>Standard 4: Instructional Strategies</td>
<td>Unsatisfactory</td>
<td>Basic</td>
<td>Proficient</td>
<td>Distinguished</td>
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<tr>
<td>The candidate demonstrates flexibility in planning and teaching, as needed.</td>
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<tr>
<td>The candidate uses multiple teaching strategies to meet various student needs.</td>
<td>☐</td>
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<tr>
<td>The candidate develops a variety of clear, accurate presentations and representations of concepts.</td>
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<tr>
<td>The candidate monitors and adjusts teaching strategies in response to learner feedback.</td>
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<tr>
<td>Standard 5: Learning Environment</td>
<td>Unsatisfactory</td>
<td>Basic</td>
<td>Proficient</td>
<td>Distinguished</td>
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<tr>
<td>The candidate creates a positive classroom learning environment that promotes student collaboration.</td>
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<tr>
<td>Through activities and student interaction, the candidate creates a motivating class environment.</td>
<td>☐</td>
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<tr>
<td>The candidate demonstrates an awareness of effective use of class time.</td>
<td>☐</td>
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<tr>
<td>The candidate demonstrates good classroom organization skills.</td>
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<tr>
<td>The candidate analyzes the classroom environment and makes positive changes, as needed, to promote student learning.</td>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Standard 6: Communication</td>
<td>Unsatisfactory (does not meet the standard)</td>
<td>Basic (does not meet the standard)</td>
<td>Proficient (meets and sometimes exceeds standard)</td>
<td>Distinguished (consistently exceeds the standard)</td>
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<tr>
<td>The candidate uses effective listening skills.</td>
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<tr>
<td>The candidate fosters effective communication amongst all students in the classroom.</td>
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<tr>
<td>The candidate uses questioning techniques to effectively stimulate student communication in class discussion and to facilitate effective student communication between students and between students and teacher.</td>
<td>☐</td>
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<tr>
<td>The candidate uses a variety of media and educational technology to enrich learning opportunities.</td>
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<table>
<thead>
<tr>
<th>Standard 7: Planning Instruction</th>
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<tbody>
<tr>
<td>The candidate practices effective planning skills to plan lessons and units of study that meets students’ learning needs.</td>
<td>☐</td>
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<tr>
<td>The candidate demonstrates the ability to evaluate instructional plans and to make adjustments to the plans as needed.</td>
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<thead>
<tr>
<th>Standard 8: Assessment</th>
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<tbody>
<tr>
<td>The candidate creates or chooses effective formative and summative assessment strategies that relates to taught content and effectively measures student learning.</td>
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</tr>
<tr>
<td>The candidate guides students to become good self-assessors.</td>
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<tr>
<td>The candidate makes instructional decisions based upon student assessment results.</td>
<td>☐</td>
</tr>
<tr>
<td>The candidate effectively communicates assessment results to parents or guardians and to other colleagues.</td>
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<tr>
<th>Standard 9: Reflection and Professional Development</th>
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<tbody>
<tr>
<td>The candidate actively reflects upon and learns from prior experience.</td>
<td>☐</td>
</tr>
<tr>
<td>The candidate utilizes resources such as other colleagues and professional literature to support her/his teaching and student learning.</td>
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<tr>
<td>The candidate demonstrates strong professional standards required of teachers.</td>
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<table>
<thead>
<tr>
<th>Standard 10: Collaboration, Ethics and Relationships</th>
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<tbody>
<tr>
<td>The candidate collaborates effectively with other school personnel, parents, and community members.</td>
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</tr>
<tr>
<td>The candidate fosters good relationships with other school personnel, parents, and community members.</td>
<td>☐</td>
</tr>
<tr>
<td>The candidate applies and understanding of the social, ethical, legal, and human issues surrounding the use of information and technology.</td>
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Comments:
STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS

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

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

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

A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

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.

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.

A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

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.

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.

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.
Teacher Candidate ___________________________ Evaluator ___________________________ Date ___________________________

UMM teacher candidates are expected to integrate technology into their lessons on a regular basis. In one lesson observation, please complete the chart below to assess the use of technology. The completed assessment should be submitted to the University Supervisor.

For each indicator, check the box that most closely corresponds with your observation and analysis.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Limited</th>
<th>Adequate</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>All components of lesson plan were present and accurate.</td>
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<tr>
<td>• Objectives</td>
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<tr>
<td>• Assessment</td>
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<tr>
<td>• Elements of instructional strategy</td>
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<tr>
<td>• Closure</td>
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<tr>
<td>Lesson included meaningful and purposeful student use of or engagement with technology.</td>
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<tr>
<td>Lesson appropriately utilized the most advanced technology available at this site.</td>
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<tr>
<td>Selection and use of technology met legal and ethical guidelines.</td>
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<tr>
<td>• Copyright</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use of appropriate sites</td>
<td></td>
<td></td>
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<tr>
<td>• Use of licensed software</td>
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<tr>
<td>Management strategies for teacher and student use of technology are well planned and implemented.</td>
<td></td>
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<tr>
<td>• Technology set up and tested prior to lesson</td>
<td></td>
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<tr>
<td>• Troubleshooting as needed</td>
<td></td>
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<tr>
<td>• Organization of hardware, software, and other materials</td>
<td></td>
<td></td>
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<tr>
<td>• Equitable use by all students including those with special needs</td>
<td></td>
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<tr>
<td>• Back up plan in place and used if necessary</td>
<td></td>
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<tr>
<td>Terminologies related to computers and technologies were used appropriately.</td>
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<tr>
<td>Technology was used in meaningful ways to maximize student learning.</td>
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<tr>
<td>• Learning styles</td>
<td></td>
<td></td>
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<tr>
<td>• Higher order thinking skills</td>
<td></td>
<td></td>
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<tr>
<td>• Creativity</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Affirmation of diversity</td>
<td></td>
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</tbody>
</table>

Comments:
### Evaluation of Teacher Candidate Dispositions

<table>
<thead>
<tr>
<th>Disposition Indicators</th>
<th>Evident</th>
<th>Improvement Needed</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaboration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates regularly with cooperating teacher about units and lessons</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Communicates unit and lesson goals and objectives to special education and/or other professionals</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Communicates with parents appropriately</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Supports work of other education professionals</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Fosters classroom collaboration</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Equity/Respect</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interacts in a polite and respectful manner</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Demonstrates empathy and concern for others</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Displays equitable treatment of others</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Appreciates and embraces individual differences</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Demonstrates positive attitudes toward diverse cultures and learners</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Makes instructional decisions based on needs of all learners</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepts consequences for personal actions or decisions</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Submits lesson plans on time</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Seeks clarification and/or assistance as needed</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Takes initiative to seek/locate needed resources</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ensures accuracy of information for which he/she is responsible</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Arrives for field experience on time and fully prepared</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Ethics/Integrity</strong></td>
<td></td>
<td></td>
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<tr>
<td>Models behavior expected of teacher in educational setting</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Acts with honesty and integrity</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Responds to situations professionally</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Maintains emotional self-control</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Accepts personal responsibility in conflict/problem situations</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Accepts and acts on feedback from others</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td><strong>Efficacy/Commitment to Learning</strong></td>
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<tr>
<td>Demonstrates all students can learn</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Takes initiative to expand knowledge base for self and students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Demonstrates positive attitude toward learning</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Demonstrates intellectual and academic curiosity</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Conveys high expectations for achievement</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Demonstrates a commitment to action that all students do learn</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td><strong>Enthusiasm/Openness</strong></td>
<td></td>
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<tr>
<td>Displays enthusiasm for subject matter</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Demonstrates flexibility</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Encourages positive social interactions among students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Demonstrates openness to the assumptions/beliefs/values of others</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>

**Comments:**
University of Minnesota, Morris  
Secondary Education  
Responsibilities of the University Supervisor

1. Assist teacher candidates in preparing for their student teaching internship assignments.
2. Meet with the cooperating teacher(s) in each school to answer questions and/or clarify information shortly after the teacher candidate arrives in the school.
3. Explain the edTPA process to the cooperating teacher; reiterate the cooperating teacher’s role in the process. Answer candidate questions about edTPA and assist him or her throughout the experience.
4. Meet with the candidate to answer questions and/or clarify information before he/she begins the teaching assignment. Meet with him/her again shortly after he/she arrives at the school assignment to further clarify information and answer questions.
5. Monitor each placement carefully to prevent problems, concerns, or conflicts.
6. Visit the school at least four times to observe the candidate. Complete Student Teaching Formative Evaluation forms during each visit (see appendix).
7. Ensure that at least two of the four supervisory visit conferences include the entire triad of candidate, supervisor, and cooperating teacher, as required by statute.
8. Confer with the candidate and the cooperating teacher about your observations and the candidate’s progress in the school setting.
9. Meet with relevant school administrators. Gather information about the candidate’s progress, and resolve any concerns about the teaching experience and relationships between the school and university.
10. Ask cooperating teachers to share their Student Teaching Formative Evaluation forms with you.
11. Assure that cooperating teachers complete both the dispositions document and the Summative Evaluation of Student Teaching and Teacher Recommendation forms and submit them to the University.
12. Adjunct faculty supervisors of UMM students must also complete and submit the Student Teaching Formative Evaluations, dispositions document, and the Summative Evaluation of Student Teaching and Teacher Recommendation forms for inclusion in the student’s file (see appendix).
13. Advise each teacher candidate on lesson and unit planning. Advise the candidate on the assessment requirement.
14. Ask to see lesson plans for the day you visit and also all other lesson plans created by the candidate/intern. Ask to see these plans each time you visit. Note that one lesson plan per day must be self assessed. Share observations and insights.
15. Support candidates/interns in completing their teacher performance assessment (edTPA) tasks and requirements. Answer questions, help candidates reflect, give feedback.
16. Remind candidates to keep student projects/bulletin boards, lessons, photographs and other materials for the edTPA portfolio and senior presentation.
17. Mediate any conflicts that arise between cooperating teacher and candidate; involve discipline coordinator, principal, or relevant others as necessary.
18. Monitor, assess, and provide feedback on candidate work in the Moodle site.
19. Submit Summative Evaluation of Student Teaching to Division of Education Office.
20. Submit copies of all Formative Evaluations of Student Teaching to Division Office.
21. Submit a grade of S (satisfactory) or N (not satisfactory) for the candidate’s University of Minnesota, Morris transcript. (Grades can be sent to the Discipline Coordinator).
8710.2000 STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS.

Subpart 1. Standards.
A candidate for teacher licensure shall show verification of completing the standards in subparts 2 to 11 in a teacher preparation program approved under part 8700.7600.

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

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

Subp. 3. Standard 2, student learning.
A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

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

Subp. 4. Standard 3, diverse learners.
A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

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

Subp. 5. Standard 4, instructional strategies.
A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:
A. understand Minnesota's graduation standards and how to implement them;
B. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;
C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;
D. nurture the development of student critical thinking, independent problem solving, and performance capabilities;
E. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;
F. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;
G. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;
H. monitor and adjust strategies in response to learner feedback;
I. vary the instructional process to address the content and purposes of instruction and the needs of students;
J. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking;
K. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning; and
L. develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.

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

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

Subp. 7. Standard 6, communication.
A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:
  A. understand communication theory, language development, and the role of language in learning;
  B. understand how cultural and gender differences can affect communication in the classroom;
  C. understand the importance of nonverbal as well as verbal communication;
  D. know effective verbal, nonverbal, and media communication techniques;
  E. understand the power of language for fostering self-expression, identity development, and learning;
  F. use effective listening techniques;
  G. foster sensitive communication by and among all students in the class;
  H. use effective communication strategies in conveying ideas and information and in asking questions;
  I. support and expand learner expression in speaking, writing, and other media;
  J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question; and
  K. use a variety of media and educational technology to enrich learning opportunities.

Subp. 8. Standard 7, planning instruction.
A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:
  A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;
  B. plan instruction using contextual considerations that bridge curriculum and student experiences;
  C. plan instructional programs that accommodate individual student learning styles and performance modes;
  D. create short-range and long-range plans that are linked to student needs and performance;
  E. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;
F. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired;
G. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning; and
H. plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment.

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

Subp. 10. Standard 9, reflection and professional development.
A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:
A. understand the historical and philosophical foundations of education;
B. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;
C. understand the influences of the teacher's behavior on student growth and learning;
D. know major areas of research on teaching and of resources available for professional development;
E. understand the role of reflection and self-assessment on continual learning;
F. understand the value of critical thinking and self-directed learning;
G. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;
H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;
I. use professional literature, colleagues, and other resources to support development as both a student and a teacher;
J. collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;
K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500;
L. understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations; and
M. understand the role of continuous development in technology knowledge and skills representative of technology applications for education.

Subp. 11. Standard 10, collaboration, ethics, and relationships.
A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

A. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;
B. understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;
C. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;
D. understand the concept of addressing the needs of the whole learner;
E. understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;
F. understand data practices;
G. collaborate with other professionals to improve the overall learning environment for students;
H. collaborate in activities designed to make the entire school a productive learning environment;
I. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;
J. identify and use community resources to foster student learning;
K. establish productive relationships with parents and guardians in support of student learning and well-being;
L. understand mandatory reporting laws and rules; and
M. understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.
Subpart 1. **Scope.** Each teacher, upon entering the teaching profession, assumes a number of obligations, one 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 for 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.**

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

A. A teacher shall provide professional educational 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 not 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.

Subpart 3. **Statutory Enforcement of Code; Complaints, Investigation and Hearing.**

A. The enforcement of the provisions of the code of ethics for Minnesota teachers shall be in accord with M.S. 214.10 (1992).

M.S. 214.10 Complaints, Investigation and Hearing.

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

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

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

Subpart 4. Complaints handled by board. When oral complaints alleging violations of the code of ethics are received, the executive secretary of the Minnesota Board of Teaching shall request the complaining party to submit the complaint in writing within ten days.

Upon the receipt of a complaint in writing alleging violations of the code of ethics, the teacher named in the complaint shall be notified in writing within ten days of the receipt of the complaint.

The teacher shall be entitled to be represented by the teacher’s own counsel or representative at each stage of the investigation and hearing.

Subpart 5. Enforcement procedures. The Board of Teaching may impose one or more of the following penalties when it has found a violation of the code of ethics. These actions shall be taken only after all previous efforts at remediation have been exhausted.

A. The Board of Teaching may enter into agreements with teachers accused of violating the code of ethics which would suspend or terminate proceedings against the teacher on conditions agreeable to both parties.

B. A letter of censure from the Board of Teaching may be sent to the person determined to be in violation of the standards of the code of ethics. A copy of this letter shall be filed with the Board of Teaching. Such letters shall be kept on file for a period of time not to exceed one calendar year.
C. A teacher who has been found to have violated the code of ethics may be placed on probationary licensure status for a period of time to be determined by the Board of Teaching. The Board may impose conditions on the teacher during the probationary period which are to be directed toward improving the teacher’s performance in the area of the violation. During this period, the teacher’s performance or conduct will be subject to review by the Board of Teaching or its designee. Such review will be directed toward monitoring the teacher’s activities or performance with regard to whatever conditions may be placed on the teacher during the probationary period. Before the end of the probationary period the Board of Teaching shall decide to extend or terminate the probationary licensure status or to take further disciplinary actions as are consistent with this rule.

D. The licensure to teach of the person determined to be in violation of the standards of the code of ethics may be suspended for a period of time determined by the Board of Teaching.

E. The license to teach of the person determined to be in violation of the standards of the code of ethics may be revoked by the Board of Teaching.

Send requests for further information, or complaints alleging violation of the Code of Ethics, to: Executive Director, Minnesota Board of Teaching, 1500 Highway 36 West, Roseville, Minnesota 55113-4266, Phone: 1-651-582-8833, Fax: 651-582-8872, or Email: board.teaching@state.mn.us.
General Lesson Plan Template

Class:
Unit:
Lesson:

Objectives:

Assessment: Explain how you will know the level of mastery students are developing for this lesson (related to objectives)

Materials Needed:

Teaching plan

Introduction – [Orient students; bring up prior knowledge, spark interest]

Activity – [explain how you will engage students in today’s learning episode]

Guided Practice – [if any, independent work students will do]

Closure [summary, tying it together]

Teacher self-assessment (reflection on how things went)
STUDENT OBJECTIVES (BEHAVIOR, CONDITIONS, DEGREE OF PROFICIENCY):
The student will…

MINNESOTA GRADUATION STANDARD ALIGNMENT:

ESTABLISHING SET:

PROCEDURES (INCLUDE ALL ACTIVITIES AND TIME ALLOTMENT):

GUIDED PRACTICE (IF APPLICABLE):

CLOSURE/DEBRIEFING:

STRATEGIES TO ASSURE SUCCESS FOR ALL STUDENTS (MODIFICATIONS AND ACCOMMODATIONS):

TECHNOLOGY, RESOURCES, AND SUPPLIES NEEDED:

TEACHING STRATEGIES TO BE USED (CHOOSE ALL THAT APPLY):

LEARNING STYLES:

MULTIPLE INTELLIGENCES:
☐ Interpersonal ☐ Logical/Mathematical

**ASSESSMENT METHOD(S):**

☐ Teacher-made test  ☐ Portfolio  ☐ Peer assessment
☐ Teacher observation  ☐ Performance assessment  ☐ Worksheet/activity
☐ Textbook company test  ☐ Exhibit/Presentation  ☐ State test
☐ Student self assessment  ☐ Group assessment  ☐ Other:

**REFLECTION ON STUDENT LEARNING (STUDENT ASSESSMENT):**

**REFLECTION ON MY OWN TEACHING PRACTICE (SELF ASSESSMENT):**
Concept Attainment Lesson Plan Format

Name ________ Date _______ Grade/Subject ________ Time Allotment ________

Group:

Context:

Materials and Preparation:

Lesson

Objective:

Assessment:

Introduction:
  • Anticipatory Set (Pre-assess, review, present overview, arouse interest, state objectives and purpose.)

Procedures:
  • Presentation (List examples in order of presentation. List questions you will ask to guide student thinking.)
- Refinement (List examples in order of presentation. List questions you will ask to guide student thinking. Elicit examples from students.)

- Practice (List examples in order of presentation. Include questions.)

**Closing**
- Closure (Have students review or summarize.)

- Independent Practice (Make assignment allowing students to practice or apply new skill.)

- Enrichment/Extension (Activities planned for those who finish early or for the whole class if time allows)

**Student Assessment Results**

**Self-Assessment**
Problem-Based Inductive Inquiry Lesson Plan Format

Name __________ Date ______ Grade/Subject ________ Time Allotment ________

Group:

Context:

Materials and Preparation:

Lesson

Objective:

Assessment:

Introduction:
  • Provide a problem source, data set, discrepant event.

Procedures:
  • Problem Identification: Encourage student questions.
• Propose Testable Hypotheses: Encourage students to offer possible solutions, ideas.

• Collect Data: Gather evidence, conduct experiment, survey a sample, or use other methods.

• Interpret Data: Make meaningful statements supported by the data. Test hypotheses.

• Developing tentative conclusions: Discuss relationships or patterns. Allow students to state generalizations.

• Replication: Obtain new data. Revise original conclusions.

Closing:
• Closure (Have students review or summarize.)

Student Assessment Results:

Self-Assessment:
## Discussion Lesson Plan Format

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Grade/Subject</th>
<th>Time Allotment</th>
</tr>
</thead>
</table>

**Group:**

**Context:**

**Materials and Preparation:**

**Lesson**

**Objective:**

**Assessment:**

**Organization Structure:** (e.g. cooperative grouping arrangements, curricular engagements, large group/small group)

**Phase I: Focus Discussion:** (review major ideas; set purpose for listening)

**Phase II: Engagement:** (e.g. read, view, listen, enact)
Phase III: Foster participation: (facilitate classroom organization structure, ensure participation, ensure the students utilize comments of other students in their responses, ask open ended questions)

Phase IV: Closure: (summarize the students’ positions, synthesize ideas, review)

Student Assessment Results:

Self-Assessment:
The state of Minnesota requires teacher candidates to complete the Teacher Performance Assessment (edTPA). The edTPA is comprised of several tasks that emphasize planning, instruction, assessment, teaching analysis, and academic language. The candidate will be required to collect artifacts and student work samples, video record teaching, write reflective commentaries, and engage in other activities. Candidates will have access to edTPA handbooks either through the student teaching Moodle site. The following pages reflect only a SAMPLE of the edTPA tasks in the form of a checklist from one handbook. **The full edTPA handbook should be used to guide completion of this activity.**
**edTPA Secondary English-Language Arts Tasks Overview**

<table>
<thead>
<tr>
<th>What to Do</th>
<th>What to Submit</th>
<th>Evaluation Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task 1: Planning for Instruction and Assessment</strong></td>
<td></td>
<td><strong>Planning Rubrics</strong></td>
</tr>
<tr>
<td>▶ Select one class as a focus for this assessment.</td>
<td>Part A: Context for Learning Information</td>
<td>Rubric 1: Planning for English-Language Arts Understandings</td>
</tr>
<tr>
<td>▶ Provide relevant context information.</td>
<td>Part B: Lesson Plans for Learning Segment</td>
<td>Rubric 2: Planning to Support Varied Student Learning Needs</td>
</tr>
<tr>
<td>▶ Identify a learning segment to plan, teach, and analyze student learning. Select a learning segment of 3–5 consecutive lessons (or, if teaching English-Language Arts within a large time block, about 3–5 hours of connected instruction).</td>
<td>Part C: Instructional Materials</td>
<td>Rubric 3: Using Knowledge of Students to Inform Teaching and Learning</td>
</tr>
<tr>
<td>▶ Identify a central focus. The central focus should support students to comprehend, construct meaning from, and interpret complex text, as well as to create a written product that interprets or responds to a text.</td>
<td>Part D: Assessments</td>
<td>Rubric 4: Identifying and Supporting Language Demands</td>
</tr>
<tr>
<td>▶ Write and submit a lesson plan for each lesson in the learning segment.</td>
<td>Part E: Planning Commentary</td>
<td>Rubric 5: Planning Assessments to Monitor and Support Student Learning</td>
</tr>
<tr>
<td>▶ Select and submit key instructional materials needed to understand what you and the students will be doing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▶ Respond to commentary prompts prior to teaching the learning segment.</td>
<td></td>
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</tr>
<tr>
<td>▶ As part of the commentary, choose one language function to analyze English-language arts language demands and identify a learning task where students use that language function. Identify both the language that students will be expected to use to engage in the learning task and your instructional supports.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▶ Submit copies or directions for all planned assessments from the learning segment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Task 2: Instructing and Engaging Students in Learning

<table>
<thead>
<tr>
<th>What to Do</th>
<th>What to Submit</th>
<th>Evaluation Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>► Obtain required permissions for videorecording from parents/guardians</td>
<td>Part A: Video Clips</td>
<td>Instruction Rubrics</td>
</tr>
<tr>
<td>of your students and other adults appearing in the video.</td>
<td>Part B: Instruction</td>
<td>Rubric 6: Learning</td>
</tr>
<tr>
<td>► Identify lessons from the learning segment you planned in Task 1 to</td>
<td>Commentary</td>
<td>Environment</td>
</tr>
<tr>
<td>videorecord. You should choose lessons that show you interacting with</td>
<td></td>
<td>Rubric 7: Engaging</td>
</tr>
<tr>
<td>students to prepare them to read a complex text and participate in a</td>
<td></td>
<td>Students in Learning</td>
</tr>
<tr>
<td>discussion to construct meaning from and interpret the text.</td>
<td></td>
<td>Rubric 8: Deepening</td>
</tr>
<tr>
<td>► Videorecord your teaching and **select 2 video clips (no more than 10</td>
<td></td>
<td>Student Learning</td>
</tr>
<tr>
<td>minutes each in total running time)**.</td>
<td></td>
<td>Rubric 9: Subject-</td>
</tr>
<tr>
<td>► Analyze your teaching and your students' learning in the video clips by</td>
<td></td>
<td>Specific Pedagogy</td>
</tr>
<tr>
<td>responding to commentary prompts.</td>
<td></td>
<td>Rubric 10: Analyzing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teaching Effectiveness</td>
</tr>
</tbody>
</table>

**Instruction Rubrics**
- Rubric 6: Learning Environment
- Rubric 7: Engaging Students in Learning
- Rubric 8: Deepening Student Learning
- Rubric 9: Subject-Specific Pedagogy
- Rubric 10: Analyzing Teaching Effectiveness
<table>
<thead>
<tr>
<th>What to Do</th>
<th>What to Submit</th>
<th>Evaluation Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>► Select one assessment from the learning segment that you will use to</td>
<td>◾ Part A: Student Work Samples</td>
<td>Assessment Rubrics</td>
</tr>
<tr>
<td>evaluate your students’ developing knowledge and skills. Submit the</td>
<td>◾ Part B: Evidence of Feedback</td>
<td>Rubric 11: Analysis of Student</td>
</tr>
<tr>
<td>assessment used to evaluate student performance.</td>
<td>◾ Part C: Assessment Commentary</td>
<td>Learning</td>
</tr>
<tr>
<td>► Define and submit the evaluation criteria you will use to analyze</td>
<td>◾ Part D: Evaluation Criteria</td>
<td>Rubric 12: Providing Feedback</td>
</tr>
<tr>
<td>student learning.</td>
<td></td>
<td>to Guide Learning</td>
</tr>
<tr>
<td>► Collect and analyze student from the selected assessment to identify</td>
<td></td>
<td>Rubric 13: Student Use of Feedback</td>
</tr>
<tr>
<td>quantitative and qualitative patterns of learning within, and across</td>
<td></td>
<td>Rubric 14: Analyzing Students’ Language Use and English Language Arts Learning</td>
</tr>
<tr>
<td>learners in, the class.</td>
<td></td>
<td>Rubric 15: Using Assessment to</td>
</tr>
<tr>
<td>► Select 3 student work samples to illustrate your analysis of patterns</td>
<td></td>
<td>Inform Instruction</td>
</tr>
<tr>
<td>of learning within, and across learners in, the class. At least 1 of the</td>
<td></td>
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<tr>
<td>samples must be from a student with specific learning needs. These 3</td>
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<td></td>
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<tr>
<td>students will be your focus students.</td>
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<tr>
<td>► Summarize the learning of the whole class, and refer to work samples</td>
<td></td>
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<tr>
<td>from the three focus students to illustrate patterns in student</td>
<td></td>
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<tr>
<td>understanding across the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>► Submit feedback on the assessment for the three focus students in</td>
<td></td>
<td></td>
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<tr>
<td>written, audio, or video form.</td>
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<tr>
<td>► Analyze evidence of students’ language use from (1) the video clips</td>
<td></td>
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<tr>
<td>from the instruction task, (2) an additional video clip of one or more</td>
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<td></td>
</tr>
<tr>
<td>students using language within the learning segment, AND/OR the student</td>
<td></td>
<td></td>
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<tr>
<td>work samples from the assessment task.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>► Analyze your assessment of student learning and plan for next steps by</td>
<td></td>
<td></td>
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<tr>
<td>responding to commentary prompts.</td>
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</tr>
</tbody>
</table>
Dear Parent/Legal Guardian:

I am a teacher candidate completing student teaching in your child’s classroom this semester. As part of the requirements for successful completion of my teacher education program at the University of Minnesota, Morris and as a requirement for the Minnesota Board of Teaching, I am completing the Teacher Performance Assessment (edTPA), an in-depth examination of my teaching skills. The edTPA was developed by educators nationwide under the leadership of educators at Stanford University and is now used in Minnesota as one component of assessing my readiness for teacher licensure.

The edTPA requires that I plan and teach several lessons and that I record my teaching of those lessons taught in your child’s class. While the focus of the recording is on my instruction and my ability to engage students in learning, and not on the students in the class, the audiovisual recording may include your child.

In addition to recording my teaching, I am required to select and submit with my edTPA, several samples of student work. These samples will be used as evidence in support of my teaching ability (such as: my ability to analyze student work and plan instruction designed to meet the specific needs of my particular students). For example, in order to demonstrate my skills as an effective teacher, the edTPA requires that I address the range of learning and ability needs within the classroom, and must demonstrate my ability to do so. Thus, I may select your child’s work samples as evidence of my ability to address the specific learning needs of students with whom I work. Again, the focus is on my ability as a teacher to meet the needs of all students, not on particular students.

The audiovisual recording and student work samples:

- May include your child or some of your child’s work
- Will be kept confidential in my writing about my ability to analyze and plan for your child’s learning
- May be submitted to be scored by trained scorers at Pearson through a password protected website
- May reveal information on special education, gifted & talented, and/or language support services as a part of my written analysis and description of my teaching in your child’s classroom
- May be used and distributed by the University of Minnesota, Morris Division of Education and Stanford University for programmatic research, review and improvement; accreditation; and for the education of teacher education majors, in support of its mission to prepare effective teachers

The attached form will be used to document your permission for these activities. **To protect your child’s identity, I will not use the actual name of the school or district and will not use your child’s name when writing about my ability to analyze and plan for your child’s learning.**

If you have questions regarding the requirements for the Teacher Performance Assessment (edTPA) described above, please contact Dr. Gwen Rudney, Chair of the Division of Education, at the University of Minnesota, Morris.

Sincerely,

Teacher Candidate Signature

The attached permission slip will be completed either by the parents/legal guardians of minor students involved in this project or by students who are 18 or more years of age who are involved in this project.

Please complete and return the attached permission slip to me by
Complete this section if you are the parent/legal guardian of a minor child

I am the parent/legal guardian of the child named above. I have received and read your letter regarding a teacher assessment being conducted by the University of Minnesota, Morris Division of Education and Stanford University and agree to the following:

☐ I DO give permission to you to include my child on audiovisual recordings as he or she participates in class during the lessons that will be used for the Teacher Performance Assessment (edTPA). I also give my permission for you to reproduce materials that my child may produce as part of classroom activities associated with the lessons that will be used for the edTPA. I understand that no names will appear on any materials submitted. I understand that if my child receives special education, gifted & talented, and/or language support services, that information may be revealed in the teacher candidate’s analysis and description of his or her teaching in my classroom. I also give permission for the University of Minnesota, Morris and Stanford University to use the materials for educational purposes as described in the consent letter.

☐ I DO NOT give permission to include my child on audiovisual recordings or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: ___________________________ Date: ____________

Complete this section if you are a student 18 or more years of age

I am the student named above and am 18 or more years of age. I have read and understand the project description given above. I understand that my performance is not being evaluated by this project and that my last name will not appear on any materials that may be submitted.

☐ I DO give permission to you to include my image on audiovisual recordings as I participate in my class during the lessons that will be used for the Teacher Performance Assessment (edTPA). I also give permission for you to reproduce materials that I may produce as part of classroom activities associated with the lessons that will be used for the edTPA. I understand that no last names will appear on any materials submitted by the teacher candidate. I understand that if I receive special education, gifted & talented, and/or language support services, that information may be revealed in the teacher candidate’s analysis and description of his or her teaching in my classroom. I also give permission for the University of Minnesota, Morris and Stanford University to use the materials for educational purposes as described in the consent letter.

☐ I DO NOT give permission to include my image on audiovisual recordings or to reproduce materials that I may produce as part of classroom activities.

Signature of Student: ___________________________ Date: ____________

Date of Birth: _____/_____/______

Return completed permission slip to the teacher candidate by ________________________________