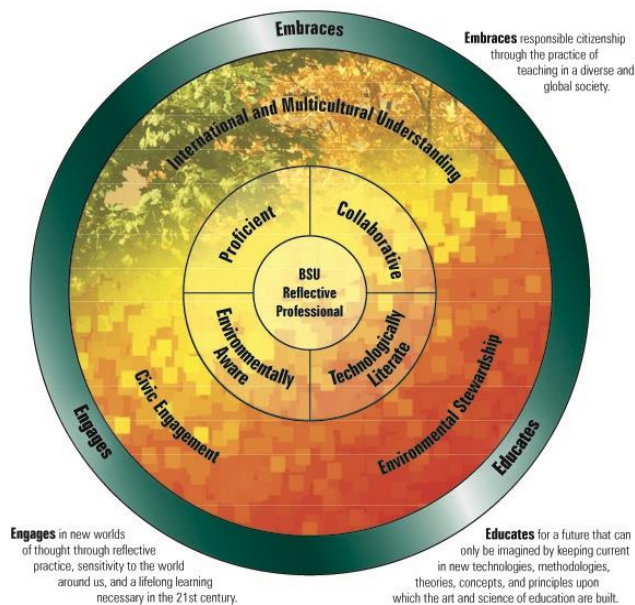




BEMIDJI
STATE UNIVERSITY

Student Teaching Handbook

Conceptual Framework: Teacher as Reflective Professional



Bemidji State University Professional Education

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Table of Contents

Introduction	3
Image, Conceptual Framework, and Philosophy of Education	4
Purposes and Nature of Student Teaching	6
Major Guidelines for University and School Personnel	7
General Information and Policies.	9
The Role of the Student Teacher	14
edTPA.	17
Career Services and Job Searching	19
Standards of Effective Practice	21
Code of Ethics for Minnesota Teachers	22
The Role of the Cooperating Teacher	23
The Role of the University Supervisor	31
The Role of the Clinical Experiences Director	34
Student Teaching Issues and Minnesota Law	35
Minnesota Laws Governing Teachers	36
Glossary of Terms	42
Mandatory Reporting Act	44
Evaluation Form	46

Introduction

This handbook has been developed as a guide for teacher candidates, cooperating teachers, university supervisors, and public school administrators involved in the student teaching experience. It is designed to provide orientation to and uniform application of student teaching policies and to enhance communication among all parties involved in the student teaching experience.

Student teaching is the culminating experience of Bemidji State University's Professional Education program. The insights gained into the teaching and learning process will permit students to develop and refine their knowledge, skills, and professionalism.

Student teaching is a crucial element in the development of successful teachers, and every effort must be made on the part of all involved to make the experience a positive learning opportunity for the student teacher. A thorough understanding of this handbook is required of the student teacher.



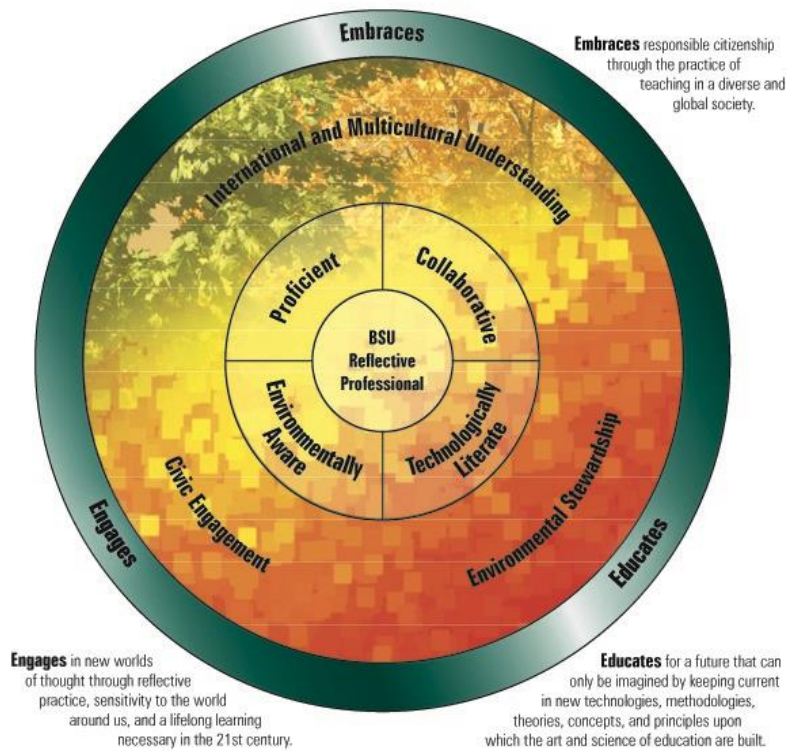
Image of a Teacher

A teacher is a reflective professional who nurtures the potential of individuals through knowledge of child and adolescent development. The teacher addresses the diversity of student needs in our multicultural society and has the ability to mesh the methodologies, theories, concepts, and principles upon which the art and science of education are built.

Working from a pedagogical and academic knowledge base, the teacher integrates these elements into effective strategies that promote learning. In addition, the teacher is a life-long learner who works with students, colleagues, administrators, other professionals, and parents to evaluate the ongoing educational process. From this collaboration comes meaningful growth.

Conceptual Framework

Conceptual Framework: Teacher as Reflective Professional



Bemidji State University Professional Education

In teacher education, the conceptual framework is the coordinated system that links the institution's image of what a teacher should be with the knowledge base and delivery of the program. The faculty of the Department of Professional Education and methods instructors from other departments have adopted and implemented the "Standards of Effective Practice" (SEP) as the guiding principles for its program. The "Standards of Effective Practice" are required for all teaching licenses in the State of Minnesota. These standards are detailed later in this handbook in the student teacher section.

Evaluation of the student teacher's performance is based on Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* (1996), with emphasis on Component 3c:

Engaging Students in Learning (p. 95). Standards for Effective Practice (INTASC) are correlated with Framework for Teaching components within the Department of Professional Education evaluation process.

Philosophy of Education

It is important for cooperating teachers to understand the basic philosophy of teacher education at Bemidji State University if the student teaching program is to provide optimum student growth and development. One purpose of this handbook is to bring about a better understanding of the Bemidji State University teacher education philosophy of education.

The aim of education is the development of personally integrated and socially adjusted individuals who can participate effectively in democratic group life.

Mission Statement of the Teacher Education Program

BSU prepares teachers through inquisitive, involved, reflective practice. The framework outlining our program sets a standard that is rigorous, exemplary and innovative. The curricular structure is research based and organized around the Standards of Effective Practice. Graduates are proficient, collaborative, technologically literate and environmentally aware teachers, who work effectively in various settings with diverse learners. Professional programs are designed to reflect the current knowledge base and effective practice. Curricular coherence is strengthened through faculty study and dialogue on purpose, course content, and intended candidate learning outcomes.

Purposes and Nature of Student Teaching

Student teaching is the field experience of guided observation and teaching during which the student takes increasing responsibility for the work with a given group of learners over a period of consecutive weeks. It has long been recognized that a good student teaching experience is potentially one of the most significant parts of the education of teachers.

A key person in this experience is the cooperating teacher. The cooperating teacher brings to life the professional aspects of the total job of teaching through his/her interest and understanding of the potential teacher. This is done through modeling, daily supervision of classroom teaching, and through related administrative and professional activities.

Goals of Student Teaching

- A. To help the student teacher identify personally with the role of the teacher.
- B. To help the student teacher examine and develop an increased meaning and make better application of, the content of all aspects of the total program such as:
 - the intellectual, physical, emotional and social development of children and youth;
 - the nature of the teaching task and how children and youth learn skills, understanding, and attitudes;
 - the role of the school in American society;
 - the teacher's role as a member of a school staff, profession, and community
- C. To provide an opportunity for the student teacher to assess his/her unique teaching talents and determine how to effectively contribute and fit into the classroom in the future.
- D. To develop teaching skills such as planning, guiding, executing, and evaluating classroom learning experiences.
- E. To give the student teacher an opportunity to team teach with an experienced teacher and benefit from that teacher's experience and constructive criticism.



Major Guidelines for University and School Personnel Responsible for Planning and Conducting the Student Teaching Program

A. The education of teachers in Minnesota is a mutual concern and responsibility of:

- public school systems, boards of education, teachers, and administrators;
- colleges and universities preparing teachers;
- State Board of Education;
- Board of Teaching;
- professional teaching organizations.

Therefore, policies and procedures that relate to student teaching should be developed cooperatively by all of the above.

B. The acceptance of a student teacher carries with it a major professional commitment to teacher education by the teachers, administrators, and boards of education--in addition to the primary responsibility of educating children.

C. A high-quality student teaching program is based on clearly defined goals that are understood by all involved. Because student teaching is a part of the total teacher education program, the goals of student teaching must be consistent with the goals of the preparing institution. The controlling factors in determining the kind of teachers a university wishes to prepare are:

- the total program of teacher preparation program;
- admission and retention policies in student teaching;
- purposes and experiences to be emphasized in student teaching;
- the kind of supervision to be provided.

D. Student teaching is a learning experience, not simply a period of testing for the beginning teacher or a professional hurdle over which he/she must pass. The student does not enter student teaching or leave the assignment as a finished product. The experiences in student teaching should help equip the student teacher with skills, attitudes, and knowledge needed to continue to improve teaching competence throughout his/her professional career.

E. A considerable amount of actual teaching, under the close supervision of the cooperating teacher, is an essential aspect of the student teaching experience. Observation and participation are useful preparatory and supplementary experiences, but they are not substitutes for actual teaching. This aspect of student teaching should resemble a team teaching relationship so that the tone does not become one where the student teacher takes some major responsibility with the cooperating teacher still holding the overall control and responsibility.

F. The quality of what is learned by the student teacher will be improved if given the opportunity to assume increasing responsibility for educational decision-making. The student teacher needs experience in exercising independent judgments, planning, executing the plans, and assessing the results. Such experience should be guided by the cooperating teacher.

G. The quality of what is learned by the student teacher will be enhanced if he/she has the opportunity to solve educational problems creatively. The student teacher needs to be given help in analyzing a problem situation, posing alternatives, choosing an alternative, and

evaluating the alternative course of action. The student teacher should be encouraged to consider and weigh alternative approaches to teaching problems rather than be given a single rule or method of response.

- H. The student teacher should have the opportunity to see and experience many aspects of the total job of the teacher, both in and out of the classroom. However, priority should be given to helping the student teacher deal with the fundamental problems of the teacher in the classroom.
- I. Effective supervision by the cooperating teacher and the university supervisor involves:
- giving friendly support, help, and encouragement to the student teacher;
 - helping the student teacher to analyze and interpret his/her experience to see the relationship between theory, principles, and practice;
 - giving the student teacher specific suggestions and helping with problems;
 - helping the student teacher to understand and control his/her own behavior in the classroom;
 - providing a continuous evaluation in relation to agreed-upon learning outcomes and encouraging the student teacher to engage in self-evaluation.
- J. Teacher candidates, as learners, come with great variability in background, academic ability, and interests. One of the responsibilities supervisors have is to help teacher candidates capitalize on their strengths and to remedy deficiencies.

General Information and Policies

Student Teacher Eligibility

To be eligible for a student teaching assignment, the student must meet the following requirements:

- A cumulative grade point average of 2.5 is maintained in all completed coursework.
- Elementary education majors will have successfully completed all courses in the elementary major.
- Secondary majors will have successfully completed all major coursework including the methods requirements identified by their major department.
- Completion of all methods coursework.
- Formal cover letter and resume materials submitted one semester in advance of the student teaching semester.
- Liability insurance obtained through the teacher professional organization.
- Acceptable ratings on required dispositions

When a prospective student teacher has not satisfactorily met the requirements prior to student teaching, the student may make application for an exception with the Director of Clinical Experiences. The student will need to provide a rationale as to why the exception should be granted. Decisions will be made on a case by case basis.

Registration Requirements

You must register for student teaching. The following guidelines are used for registration:

- K-6 licensure ED4820 (16 weeks) 12 credits
- K-6 licensure with an endorsement (math, social studies)
ED4820 (12 weeks at elementary) 7 credits
ED4840/5840 (4 weeks at middle school) 5 credits
- Preprimary Endorsement
ED4811 (4 weeks at preschool) 5 credits
- 5-12 (English, Math, Sciences, Social Studies,)
 - ED4830/5830 (12 weeks at high school) 7 credits
 - ED4840/5840 (4 weeks at middle school) 5 credits
- K-12 licenses (World Language, Music, Physical Education, Special Education)
 - ED4820 (12 weeks at elementary) 7 credits
 - ED4830/5830 (4 weeks at the high school) 5 credits
 - These courses may be interchangeable. See the Director for further instruction.

Mandatory Student Teaching Orientation

The Director of Clinical Experiences facilitates an orientation for applicants prior to their student teaching. All teacher candidates attend this mandatory orientation, to review student teaching requirement, to clarify policies and procedures, and to meet their University Supervisor.

Reasons For Denial for student teaching placement

1. Failure to meet academic prerequisites.
2. Unsatisfactory performance in field experiences completed prior to student teaching.
3. Inability to perform the essential functions of a full-time student teaching position, with reasonable accommodation.
4. Current illegal drug or alcohol use.
5. Repeated and documented inability to interact with people effectively.
6. Conviction of an offense which would authorize or require the superintendent of public instruction to refuse to grant a teaching license.
7. Violation of the BSU Code of Student Life or other evidence of incompetence, immorality, intemperance, or cruelty on the part of the student.

The above are all grounds for termination and the assignment of a failing grade
If appropriate a remediation action plan will be written by the Cooperating Teacher, University Supervisor, Teacher Candidate and Clinical Director prior to termination.

Reasons for Termination of Student Teaching Placement.

1. Inability to perform the essential functions of a full-time student teaching position, with reasonable accommodation.
2. Current illegal drug or alcohol use.
3. Repeated and documented inability to interact with people effectively.
4. Inability to treat students properly
5. Inability to demonstrate mastery of subject matter being taught
6. Host schools request termination of placement

If any of the above occur, the teacher candidate will be immediately removed from his or her current placement. The teacher candidate may pursue a Bachelor of Individual Studies to complete their four-year educational program. The teacher candidate has the right to appeal this decision through the Teacher Education Conduct Policy.

Action Plan for Improvement

1. Inability to management the classroom environment effectively
2. Inability to impart subject matter effectively
3. Inability to organize and plan in a timely manner for student learning
4. Inability to use constructive feedback
5. Inability to be flexible
6. Inability to respond to student needs

Failure to meet any of the above will result in a conference to be held which include the teacher candidate, cooperating teacher, university supervisor. If an action plan is needed the Director of Clinical Experiences will be contacted. The teacher candidates will have 10 school days to show improvement related to the action plan and items of concern.

Student Teaching Placement

The student, with the approval of his/her major advisor, selects a semester to enroll in student teaching. Although all attempts are made to place students in the school district of their choice, students may be in a school within a 40-mile radius of their choice listed on the student teacher request form.

Teacher candidates need the opportunity to demonstrate competency in an unbiased setting. It is best for the candidate when they are **not in the school district from which they graduated, where they have held employment, where they have children in school or where they have close friends or relatives as students or employees.** However, due to the area and availability of cooperating teachers, student placements are considered on an individual basis. Only the Director of Clinical Experience, or designee, assigns students to specific schools and teaching situations. **Under no circumstances, are students to initiate preliminary placements or contact potential cooperating teachers.** Teacher candidates will be placed according to availability in school districts that have contracted with Bemidji State University and the availability of university supervisors.

The student teacher will be under the supervision of a fully qualified teacher. All cooperating teachers shall hold at least a continuing license in the licensure field and at the licensure level for which they are teaching. The cooperating teacher must have a minimum of three years of successful teaching experience.

Other options available for placement include:

1. Common Market student teaching is available from Winona State University.
2. Student teaching in Aldine, Texas is a unique opportunity in a diverse school district and offers preschool through grade 12 options.
3. Student teaching abroad and other states in the United States is offered through the Educators Abroad Program which is administered by Winona State University.
4. Student teaching is available in China. See Clinical Director if interested.

Insurance

For the protection of both the student teacher and the school system, each student teacher must have adequate liability insurance. Liability insurance will provide protection for the vast majority of lawsuits and is mandatory before any field experience. Liability insurance can be obtained through a private insurance company or by purchasing through the Education Minnesota Student Program. The least expensive way to be covered is purchase through the Education Minnesota Student Program. Proof of purchase must be provided to the Clinical Experiences Office preceding the student teaching assignment.

School District Criminal Background Check/Drug Testing

School districts may require a student teacher to undergo a criminal background check, drug testing or other security measures. Teacher candidates are responsible for completing the requirements as necessary before the start date of student teaching. The cost of such testing is not the responsibility of Bemidji State University, nor will any data collected be kept by the university.

Activities while Student Teaching

Teacher candidates should not plan to enroll for additional courses during the semester of student teaching. Further, teacher candidates may not be under contract with any school district during their

student teaching placement. Students may not, student, teach during a semester when they will be committed to other activities on campus. Outside employment during the student teaching experience is strongly discouraged. Student teaching is the most important preparation for teaching and is considered a full-time job so that full attention can be devoted to student teaching. At no time may teacher candidates use these activities as an excuse for not meeting the responsibilities during the student teaching placement.

English Usage

Mastery of the English language is an essential skill for all teachers. Written work must be legible, neat and grammatically correct. The student teacher cannot be excused for obvious grammatical errors or poor spelling.

Attendance

The period of student teaching will equal a 16 week, full-time placement of student teaching and associated activities scheduled for the complete school day, five days per week. Candidates seeing a 5-12 license or a K-12 license will split the 16 weeks into 12/4 with experiences at the two different levels. Beginning and ending dates for student teaching will be determined by the Director of Clinical Experiences. Students generally will not begin and end their assignment on the same day as classes begin or end for the equivalent university semester. Fall semester assignments begin with teacher workshops and the opening of public schools where students are assigned. Spring placements may continue until the end of the assigned district's school year.

Teacher candidates are expected to be present at their sites for the same school hours and obligations as the cooperating teacher during the placement and must follow the school district's calendar, including staff development days and conferences.

Regular attendance by the student teacher is expected. If the student teacher needs to be absent due to illness or other reasons, the cooperating teacher and the university supervisor must be notified immediately. During a 12 or 16 week experience, if more than three absences are incurred, the student teaching placement must be extended by one week. During a 4 week placement, if absent more than one day, the student teaching placement must be extended by a full week.

Substitute Teaching

Teacher candidates are not permitted to serve as substitute teachers for pay or on a voluntary basis. When the cooperating teacher is absent from the school, the school district must provide a qualified substitute. The student teacher should be prepared to carry out teaching responsibilities; however, the substitute teacher must be present to assume the legal responsibilities of the cooperating teacher.

Professional Behavior and Confidentiality

Bemidji State University teacher candidates assume a number of obligations, one of which is maintaining professional conduct. Teacher candidates must be aware of the fact that they are always on duty even though they may not be actively engaged in classroom teaching. They must conduct themselves as if they were members of the faculty. They are teachers, and as such, their actions reflect on the reputation of local teachers, Bemidji State University, and the teaching profession.

Teacher candidates are expected to understand and comply with the ethics of their profession. The Bemidji State University student assumes the trust and obligation to ensure the full confidentiality of information acquired about students/children, teachers, families and other school personnel, both educational and personal during the student teaching experience.

Appearance and Dress

Your appearance will make a lasting impression on the students, administration, and staff of your assigned school. Teacher candidates are expected to dress in a professional manner for all student teaching events. Teacher candidates are expected to follow the dress code that is required for teachers at their student teaching site.

Clothing should be professional, clean and in good repair. **Refrain from wearing clothing that is short, tight(yoga pants), or revealing, T-shirts, sweatshirts, jeans, tennis shoes, exposed body piercing (other than ears), tattoos and unusual hair colors are not appropriate for the school setting.** Be well groomed at all times. If the school is having a “dress down” day, only then would a candidate wear jeans, sweatshirts or tennis shoes.

When teacher candidates are engaged in teaching areas such as physical education, technology education, etc., it is expected that they will dress appropriately for effective teaching in these areas.

School Administrators

The role of the school administrator is supportive in nature. By agreeing to accept teacher candidates in their school, the administrator provides a setting for future teachers to become accomplished teachers ready to enter the professional world of education. The administrator provides the leadership needed to guide, support and direct the novice teacher, as well as the cooperating teacher. The university supervisor will attempt to keep the administrator informed of student teaching developments.

In Case of a Strike

In the event of a district-wide work stoppage, you are not to report to your assigned school. Under no circumstances are you to cross picket lines or participate. Communication should take place between the school staff and the Director of Clinical Experiences or the university supervisor. Teacher candidates are not to be used as substitutes during the strike period.

The Role of the Teacher Candidate

Student teaching should be an exciting and rewarding experience. It is intended to help you make the transition from being a college student to assuming your role as a professional teacher. It necessitates applying the arts and sciences you have learned to the actual task of educating others.

Since student teaching is designed to be a learning experience, expect to grow gradually in the competencies required for success in teaching. As a student teacher, interpret the comments, observation feedback, and recommendations of everyone who assists you as suggestions for growth, not as personal criticism. You will make mistakes, but you can learn from them as well as from your successes as you grow in personal and professional competence.

The student teacher placement is made during ED 4799 The Professional Teacher course. The student teacher visits their assigned cooperating teacher prior to the actual beginning of student teaching. Documentation of this initial contact is made on the Student Teaching Assignment Form and returned to the Clinical Experience Office.

The School as Your Workplace

During the first days of student teaching, the student teacher is usually introduced to the principal, faculty members, and other staff. The principal may give further instructions and take the student teacher on a tour of the building. Make every effort to become a part of the school climate. It is necessary to know the policies of the school. Generally, there is a policy handbook, which you should request and read. Your cooperating teacher will also be a valuable source of information about school policy. Become acquainted with the entire school building and those key personnel with whom you are likely to be having contacts. Student teaching offers you opportunities to develop personal and professional relationships with others in your field. Take the time to develop these relationships.

Teacher candidates are expected to assume most of the responsibilities of regular teachers. Their day begins when the cooperating teacher's day begins and ends when their day ends. The student teacher may be assigned duties in the extracurricular program of the school (e.g. working at games or social events, chaperoning, etc.). The student teacher should accept these responsibilities and recognize that this is an essential part of teaching.

The student teacher is encouraged to be part of the school community during the student teaching experience. This might include such activities as family/school conferences; attending PTA/PTO meetings; attending family events at the school; supervision in halls, lunchrooms, playgrounds and bus loading; and/or encouraging family members to be actively involved in the classroom. Faculty meetings are a great source of information and you are strongly encouraged to attend them. Consider yourself a guest and not a participant.

Phases of Student Teaching

Planning the experiences of a student teacher is not an easy task. It is especially difficult for the Professional Education Department to suggest any set pattern because of the differences between teacher candidates, cooperating teachers, and classroom settings. Consequently, cooperating teachers are in the best position to formulate a plan by which their teacher candidates will assume classroom responsibilities. The following phases are approximations to serve as general guidelines:

Phase 1- Orientation/Observation: An orientation phase at the beginning of the semester provides teacher candidates with an opportunity to become familiar with school policies, classroom routines, building personnel, classroom objectives, procedures, and individual students. During the first two weeks, teacher candidates and Cooperating Teachers plan collaboratively for the upcoming transition to teaching.

Phase 2- Participating: During this phase, teacher candidates should be provided opportunities to assist Cooperating Teachers. It is a good policy for students to assume some responsibilities immediately. These responsibilities will vary from school to school and at different grade levels. Cooperating Teachers should gradually increase the responsibilities of teacher candidates in performing routine duties, working with individuals/small groups, etc.

This phase is an ideal time to plan collaboratively and establish teach-teaching strategies, as well as provide opportunities to observe in other classrooms. The cooperating teacher should offer the teacher candidate support and modeling while encouraging independence. This is also a good time for teacher candidates to observe in a few other classrooms to see other methods/techniques they can employ during their full-time student teaching. Cooperating teachers should provide continuity for the classroom. As teacher candidates develop skills and confidence, cooperating teachers relinquish more duties to them.

Phase 3- Full Teaching Responsibility: Together, the cooperating teacher and teacher candidate decide when it is time for full teaching responsibility. Teaching a full class schedule is desirable because it gives the student teacher a realistic perspective of the work required of a full-time teacher. The College of Education recommends a minimum of ten full consecutive days of lead teaching (complete planning and teaching responsibilities) for a 16-week assignment and a minimum of one full week lead teaching for each 4-week assignment.

The length of full teaching responsibility will depend on a number of factors: 1) the nature of the classes, 2) progress of the student teacher, 3) responsibility and maturity of the student teacher, 4) judgment of the cooperating teacher, and 5) policy of the school system and 5) policy of the school system.

Phase 4- Phase-out/Observations: The purpose of this phase is to provide a smooth transition of responsibilities from teacher candidates back to cooperating teachers. While teacher candidates will continue to assist with various aspects of the teaching, they should gradually reduce their teaching load and be provided opportunities to observe in other classrooms, attend end-of-semester Department activities, and prepare for graduation and licensure. Teacher Candidates are to be engaged in teaching-related activities through their twelfth /sixteenth week, but not necessarily in their assigned classroom.

Specific Suggestions for Integrating into the Classroom

During the first days or week of student teaching, the emphasis is on observation and getting acquainted with your student teaching site. The student teacher should spend time observing classroom procedures and may begin assuming a few administrative and procedural tasks such as roll taking and grade recording if the cooperating teacher feels it is appropriate. The student teacher may also begin assisting individual students or small groups with lessons or projects at this time. This is a transition time for the student teacher and open communication between him/her and the cooperating teacher is essential in clarifying roles and expectations. Some of the suggestions below will be more appropriate than others to your setting and for your circumstances, and you will want to add others to the list.

- Become acquainted with students; learn their names and interests.
- Become acquainted with all phases of your cooperating teacher's resources and preparations: curriculum guides; teacher manuals; lesson plans; instructional media; grading systems.
- Become acquainted with daily and weekly schedules.
- Become familiar with class periods and ways of making transitions from one class or one activity to another.
- Become acquainted with all printed forms such as attendance reports; tardy slips, hall passes; health excuses; report forms; requisition slips.
- Assist with classroom routines: attendance; record keeping; typing and duplicating; preparation of charts, posters, bulletin boards, and displays; and testing programs.
- Become familiar with the ability and performance level of your students by evaluating student work.
- Learn about the course of instruction for your grade; establish which areas your teacher has covered; begin to prepare for teaching other areas.
- Have a clearly defined purpose for each day's observations.
- Note the response the cooperating teacher makes to specific students and situations establishing the classroom management style.
- Identify the kinds of questions your cooperating teacher asks of students in different circumstances.
- Note which students are called on to respond, which are not, and try to identify the reasons for this.
- Develop awareness of students' interactions with and responses to the teacher and to each other in a variety of situations.
- Discuss with your cooperating teacher your Teacher Performance Assessment.
- Be sure you check the guideline calendar for further integration suggestions.

Lesson Plans

You and your cooperating teacher should decide early on in your placement what topics will be covered in different subjects/periods while you are in the classroom. You should also discuss when you will be teaching part of the day and when you will be teaching all day during your experience. Whenever you are teaching, prepare a lesson plan that you can share with your cooperating teacher. Use any lesson/unit plan formats that you have been introduced to in your education classes. Reflect on your teaching after each lesson you plan to teach.

EdTPA –Taskstream

All teacher candidates will complete one edTPA and submit the edTPA in the Taskstream platform which is integrated with the Pearson edTPA website. www.edtpa.com. Completing one edTPA is a requirement for all teacher candidates in the state of Minnesota.

All teacher candidates will attend mandatory edTPA seminars during their student teaching assignment. The cooperating teacher and the university supervisor are permitted to give general direction to the candidate. The edTPA will be scored by outside evaluators and the scores are sent to BSU. Teacher candidates will receive their grade for student teaching ONLY after their edTPA and recommendation letters are complete and submitted.

Students are encouraged to seek assistance, input, and feedback from cooperating teachers and university supervisors as they design their edTPA teaching event. The student has primary responsibility for teaching the class during the teaching segment. University Supervisors are encouraged to sit down with their teacher candidate and review the video of their teaching

The Performance Assessment (edTPA) is completed in TaskStream. Students will be required to create a profile in the Pearson Platform www.edtpa.com for scoring purposes. Teacher candidates must complete one edTPA during their student teaching. This is a three to five (3-5) day teaching segment and includes videotaping a small portion of the teaching segment. A context for learning, student work samples, and a reflection are also required in the edTPA. Students are encouraged to seek assistance, input, and feedback from cooperating teachers and university supervisors as they design their edTPA teaching segment. The teacher candidate has primary responsibility for teaching the class during the teaching segment.

This is a requirement for passing student teaching. The score you receive from outside evaluators will be a numerical score. At this time, the score will not reflect your ability to get a license.

Supervisory Conferences

Teacher candidates engage in reflective practice with their cooperating teacher and university supervisor. These on-going evaluations of the student teaching performance are highly effective in stimulating teacher candidates to make the most of their student teaching experience. One of the most important aspects of student teaching is the benefit the student teacher receives from conferences with the cooperating teacher and/or university supervisor. The ideal conference is a cooperative affair. The Student Teacher Self-Evaluation can open discussion and lead to the kind of improvement desired in the student teacher when shared with the cooperating teacher and/or university supervisor. A conference can be very profitable in pointing out strengths and weaknesses and where special emphasis may be needed.

The Cooperating Teacher and/or University Supervisor observation form can be used to prepare for a conference and open discussion with the student teacher.

Student Teaching Requirements

Throughout foundation and licensure courses in Professional Education, students are required to provide evidence of authentic, standards-related activities. The requirements provide evidence of teaching ability and performance that will be used for assessment purposes as students proceed through the student teaching experience. It is a tool that will help demonstrate the student teacher's understanding and competency in acquiring the knowledge, skills, and dispositions necessary for teaching licensure.

Journal

Reflective individuals think about what they have seen and done. They gather information and analyze it. Most often, writing down what they have observed, or participated in, as a way of processing their thoughts. "Reflection is at first introspective, but later it becomes active and interactive. Of course, true reflective people continue the introspective process while they are actively pursuing information and clarification" (Reed & Bergeman, 2001).

Use the following questions to self-evaluate and make improvements through your journal reflections.

- Did your lesson hold student interest and learning as you were teaching?
- What were the strengths of your lesson plan?
- Were the lesson's goals and objectives appropriate for the students?
- Were the materials and activities appropriate?
- What was the most effective part of the lesson?
- What might you change if you were to teach a similar lesson in the future and why?
- What did you learn about teaching from this lesson?

A great deal is happening each day in the classroom. Effective teachers are those who learn how to reflect on and learn from their day-to-day experiences. More than simply recording experiences, journals become an instrument of inquiry which can guide your future actions. In the D2L shell, there is a place provided for submitting a weekly summary of your actions and thoughts. Be sure you include the standards and indicators which are met through your experiences in your journal. In particular, standard 10 and the indicators 10G, 10H, 10I, and 10K will not be met in the SNR and therefore must be met through journaling. The journal is intended to clarify the meaning in your encounters with students, colleagues, curriculum and teaching. It is strongly encouraged that you

reflect upon your daily experiences. This can be done in any format but must be referred to when writing the weekly summary. The journal is one tool for you to open conversations and sharing with your university supervisor who will provide coaching feedback for you.

Standards of Effective Practice Attainment Checklist

This checklist is a tool maintained by the student teacher to track the completion of standards that are met or demonstrated during student teaching. Teacher candidates are expected to demonstrate these indicators during their student teaching experience.

Career Services and Job Searching

Career Services of Bemidji State University provides services to all graduates. Early in the senior year, the Career Services office begins assisting students with assembling a **self-managed credential file**, which contains a resume, letters of recommendation, transcript, cooperating teacher recommendation and university supervisor recommendation. This file will be used by education graduates as part of the application process and is one step in preparing for a job search. Self-managed credential files are sent to school superintendents and administrative offices, most commonly at the request of the graduate. The file is accompanied by a letter of application and resume (printed on resume paper) and a school district application form.

The Director of Career Services meets with interested students to discuss and explain Career Services' procedures and policies during ED 4799 The Professional Teacher.

It is the student's responsibility to ask three to five people to serve as reference writers. Good people to select to write letters of recommendation would be faculty, advisors, and current or past employers (particularly if the work is related).

Student teaching recommendations are received by the Clinical Experiences Office after completion of the student teaching experience. Students can request copies of the cooperating teacher and university supervisor recommendations by emailing the Clinical Experiences Office. Students must include within the email their name, a current mailing address, and student ID number. The first request is free. For more than one copy, students must furnish a self-addressed, stamped envelope for mailing the recommendations.

Career Services offers unlimited service to BSU students. In order to use Connect2Careers and have access to education openings in our system, students **MUST** have their resumes pre-approved by the Clinical Experiences Director. Being part of Connect2Careers includes having active access to teaching openings, the ability to register for Education Career Fairs, interviewing on-campus with school districts and the ability to have their resume referred to potential employers.

Students must register with Connect2Careers prior to student teaching. Seniors are encouraged to complete their self-managed file whether or not they intend to teach their first year after graduation. For your convenience, additional workshops and a video have been developed to assist with this process. Contact Career Services at <http://www.bemidjistate.edu/career>, call 218-755-2038 or 800-657-3426 or email us at career@bemidjistate.edu. Career Services can help point you in the right career direction.

Standards of Effective Practice

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

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

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

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

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

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

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

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

Standard Ten: Collaboration, Ethics, and Relationship. 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 complete standards and competencies are available on the internet at <http://www.revisor.leg.state.mn.us/arule/8710/2000.html>

Code of Ethics for Minnesota Teachers

1. Subpart 1. Scope

Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to rules established by the Minnesota Board of Teaching.

2. Subpart 2. Standards of Professional Conduct.

- A teacher shall provide professional educational services in a non-discriminatory manner.
- A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- 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.
- A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- A teacher shall not deliberately suppress or distort subject matter.
- A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- A teacher shall not knowingly make false or malicious statements about students or colleagues.
- A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

The Role of the Cooperating Teacher

The student teacher will be under the supervision of a fully qualified teacher. All cooperating teachers shall hold at least a continuing license in the licensure field and at the licensure level for which they are teaching. The cooperating teacher must have a minimum of three years of successful teaching experience.

The supervision of teacher candidates can be a satisfying experience for both the cooperating teacher and the student teacher. While the cooperating teacher will likely see their responsibilities increase, they will find that teacher candidates can be of help in many ways. Most teacher candidates will bring new ideas, materials or methods. The cooperating teacher will be challenged to interpret and appraise different teaching technique and will be required to analyze and reaffirm his/her own beliefs and procedures. The presence of a student teacher means that there are two teachers in the classroom instead of one, thus giving an opportunity for more individual help with a team effort.

The role of the cooperating teacher is vital to the success of the student teaching experience. The cooperating teacher sets the tone of the classroom and structures the experiences of the student teacher, thus significantly shaping the skills, attitudes and practices needed to become adept in the art of teaching. The cooperating teacher must be an effective mentor and model for the student teacher. The cooperating teacher must not neglect responsibilities to the pupils in a class or any other extracurricular duties assigned; therefore, the student teaching assignment should be planned carefully to ensure maximum educational experiences for the pupils. The student teacher should not be given menial tasks in greater proportions than those of the regular teacher.

This responsibility includes activities such as:

1. Model teaching before, during and after the student teaching experience
2. Schedule daily meeting/planning time with the student teacher for feedback, direction, and collaborative tasks.
3. Plan conferences centered around the concerns of the student teacher as well as those of the cooperating teacher.
4. Arrange a variety of teaching experiences in the secondary major and minor areas or in all elementary subject areas (including art, music, and physical education).
5. Listen to new ideas and give the student teacher opportunities to put into practice those ideas which the cooperating teacher believes to have merit.
6. Assist in lesson planning.
7. Create the kind of atmosphere necessary for the self-understanding and maximum growth of the student teacher.

The cooperating teacher should assist the student teacher in solving problems. It would be doing an injustice to protect the student teacher from the natural problems of teaching. This also applies to problems which arise outside of the regular classroom with parents and citizens of the community. Under no circumstances shall the cooperating teacher create problems merely to see whether the student teacher can react correctly to them.

Preparing for the Arrival of the Student Teacher

The Clinical Experiences Director contacts the school administrator and/or cooperating teacher concerning the acceptance of a student teacher. An introductory meeting or conversation may occur before the formal acceptance. Before the student teacher arrives, there are several things that can be done at the cooperating school:

1. Familiarize yourself with the available background information on the student teacher.
2. Create a place in the classroom for the student teacher.
3. Prepare the students so that they understand the reasons for having a student teacher and the authority and responsibilities he/she will assume.
4. Arrange for a tour of the building and introduction to faculty and staff members who may work with the student teacher.
5. Prepare a packet of useful materials for the student teacher to review as they begin the student teaching experience. This can include special faculty directives, seating charts, school calendar, faculty and pupil handbooks, course outlines, and textbooks.
6. Make tentative plans for the student teacher's early observation of other teachers and orientation to the total school system.

Planning for Teaching

During the first days or week of student teaching, the emphasis is on observation and getting acquainted with your student teaching site. The student teacher should spend time observing classroom procedures and may begin assuming a few administrative and procedural tasks such as roll taking and grade recording if the cooperating teacher feels it is appropriate. The student teacher may also begin assisting individual students or small groups with lessons or projects at this time. This is a transition time for the student teacher and open communication between him/her and the cooperating teacher is essential in clarifying roles and expectations.

1. Encourage the student teacher to identify and look for specifics throughout all observations of teaching.
2. Arrange meaningful observations of other teachers.
3. Encourage the student to teach and take notes during observations.
4. Following student teacher observation of the cooperating teacher's lesson, the cooperating teacher should explain the reasons for teaching methods used. This demonstration teaching and explaining will be done throughout the student teaching semester, but the emphasis should be given to this phase during the first few weeks of the semester during the orientation period.
5. Acquaint the student teacher with your short-range, long-range and daily plans.
6. Acquaint the student teacher with the location of teaching materials.
7. Use every opportunity to help the student teacher become an active participant by answering pupil's questions during the study periods, making class seating charts, passing out materials and books, arranging bulletin boards, taking roll, correcting papers and tests, preparing demonstrations, reading announcements, recording grades, and checking assignments.
8. Help the student teacher understand school regulations and routines particular to the school system like using the library, checking out visual aids equipment, taking attendance, conducting fire drills, issuing hall passes, accepting admit slips for absence, using permanent and cumulative records, administering homeroom and hall duties, prep time, and lunch policy.

The Teaching Load

Some teacher candidates seem ready from the start, but even in these cases, the student teacher should begin work gradually. Some students will show little originality or initiative in organizing and planning and will require suggestions and direction in procedures and techniques. For this reason, no set teaching load can be set up as a formula. A general pattern for a student teaching assignment will begin with a period of observation for one or two weeks, the length depending on the student teacher's readiness. This would be followed by responsibility for a period a day with the gradual addition of class periods, depending on the judgment of the cooperating teacher and the university supervisor, and would depend on the success of the student teacher in this assignment. It is recommended that the student teacher is allowed some full-time teaching during the semester's work. In the case of elementary teacher candidates, this shall include the teaching of all special areas, i.e., art, music and physical education. During the semester, time should be made available for the student teacher to observe the cooperating teacher and/or other master teachers in the system.

Deciding when and to what extent a student teacher should assume teaching duties is determined by a number of factors:

1. the readiness of the student to take responsibilities;
2. nature of the subject;
3. teaching techniques in use when the student teacher arrives;
4. the degree of assurance assumed before a class;
5. adequacy of knowledge of subject matter;
6. type of pupils in the classroom; and
7. the size of the class.

Student Teacher Progress

Most teacher candidates will demonstrate adequate growth and development throughout their experience. On rare occasions, the kind of growth expected of the student teacher is not observed. Abnormalities or irregularities in student teacher development, attitude, or progress toward completion of the student teaching requirements must be reported to the university supervisor or the Clinical Experiences Director as soon as observed.

Evaluation

1. Attempt to offer the student teacher specific suggestions on how he/she can improve, as well as being specific about what he/she is doing well.
2. Give the student teacher ample opportunity to evaluate the results of his/her own teaching and to analyze the results.
3. Provided on-going, continuous evaluation making sure the student teacher knows exactly where he/she stands in relation to strengths and areas that need continued work.

Personal and Professional Relations

1. At all time, attempted to respect the personal integrity of the student teacher.
2. Encouraged the student teacher to express his/her opinions and ideas, and to discuss freely, any problems of a personal or professional nature.
3. Help the student teacher see the need for, and develop suitable professional attitudes and relationships.

4. Invite the student teacher to the parent-teacher organization, building faculty/staff meetings, and local teacher association meetings.

Classroom Management and Discipline

1. Attempted to provide the student teacher with ample, concrete instruction in methods of classroom management that experience has shown to be successful.
2. Give the student teacher full support when it was necessary for him/her to take disciplinary action.
3. Encouraged the student teacher to try some of his/her own ideas in methods of positive discipline.
4. Assist the student teacher in an appropriate manner in a situation that the student teacher could not adequately handle.

Planning with the Student Teacher

All teaching needs to be planned and thought out carefully. Because a poorly planned lesson can be an embarrassment to the cooperating teacher, the teacher candidates, and the pupils, it is especially important that the student teacher prepares written plans. When the student teacher has prepared written plans, the cooperating teacher has something tangible upon which to make judgments and suggestions. This examination of lesson plans should be done in such a way that the student teacher's main concern is designing a lesson which will pass the inspection of someone in authority. The plans should be written to ensure they meet the requirements of the particular teaching situation.

Good planning should be three-fold: (1) long-range planning for the duration of the semester, (2) unit planning, and (3) daily planning. It may be necessary for the cooperating teacher to point out to the student teacher, the long-range objectives of the teaching-learning situation and the nature of the subject matter to be studied. During the early part of the semester, the class work should be a cooperative procedure in which both the cooperating teacher and student teacher share. As the student teacher gains experience and confidence, he/she will want to make plans and submit them for approval or correction. Plans made by the student teacher should be more detailed than those of the cooperating teacher. Plans should be logical and sequential.

Conferences

Teacher candidates engage in reflective practice with their cooperating teacher and university supervisor. These on-going evaluations of the student teaching performance are highly effective in stimulating teacher candidates to make the most of their student teaching experience. One of the most important aspects of student teaching is the benefit the student teacher receives from conferences with the cooperating teacher and/or university supervisor. The ideal conference is a cooperative affair. A conference can be very profitable in pointing out strengths and weaknesses and where special emphasis may be needed.

The cooperating teacher observation form can be used to prepare for a conference and open discussion with the student teacher. Set aside time daily to confer with the student teacher. Make conferences positive and constructive and encourage the student teacher to feel free to discuss teaching methods and techniques at all times.

The cooperating teacher's schedule should include frequent conferences with the student teacher. The importance of these conferences cannot be over-emphasized. In planning individual conferences, the following suggestions are offered.

1. Arrange a definite schedule of conference periods. Provide opportunities for the student teacher to confer whenever a problem needing attention is encountered.
2. Hold conferences when and where there will be few interruptions. Meeting between classes or while class is in session is discouraged.
3. Encourage the student teacher to come prepared with a list of questions or ideas for discussion. He/she should be encouraged to identify and analyze any problems.
4. Plan conferences with a constructive tone. The student teacher's strong points should be praised. The weak points should be noted and plans for remediation made.
5. Center the conference around such topics as the: examination of plans submitted; discussion of methods or procedures in presenting various topics; individual differences within the group and instruction resources; review sheets and materials to be used; checking of tests.
6. The cooperating teacher and student teacher should be active participants in the conference. The discussion must be friendly, free and frank with both parties contributing.
7. Encourage the student teacher to be original in teaching. The cooperating teacher should explain the importance of initiative and ingenuity.
8. End the conference on a constructive note so the student teacher leaves with an optimistic outlook.
9. In addition to individual conferences between the cooperating teacher and student teacher, the following types of conferences have proved to be helpful:
 - One or more conferences where all teacher candidates , cooperating teachers and administrators in the system meet together.

Supervision

The quality of the daily supervision is the key to a high-quality student teaching performance. No other single factor is so important in the development of the total potential of a beginning teacher. In their daily work with teacher candidates , the cooperating teacher should:

1. Help the student teacher relate teaching theory to actual teaching in the classroom. Discuss the reasons for selection of materials and methods to be used.
2. Try to ensure understanding and application of the basic principles of learning.
3. Withhold criticism during a lesson whenever possible.
4. Promote good rapport between the student teacher and the pupils, and between the cooperating teacher and the student teacher. When making decisions concerning the student teacher, place yourself in that person's place and consider what your reactions would be to the decision made.
5. Assist in developing consistent classroom control which is conducive to learning. Learning effective classroom management skills is very important. This should include promoting self-control and respect for others.
6. Help promote an atmosphere in the classroom in which the student teacher is poised and confident and the children are self-directed.
7. Assist the student teacher in realizing the need for continuous evaluation of his/her teaching techniques. This will affect the planning and improve the quality of classroom teaching

Observations

Cooperating teachers will use the Student Teacher Observation form to assess the progress of the student teacher in demonstrating the Standards of Effective Practice competencies. These observations, along with open communication, help determine the focus of future activities. Formal observation forms are required to be completed three (3) times during the student teaching placement. These formal observations should be based on the teacher candidate's lesson plan. A copy of the formal observation should be sent to the student and the University Supervisor.

Recommendation

Cooperating teachers complete a written Cooperating Teacher Recommendation for the student teacher. The letter of recommendation is of the utmost importance to prospective employers. Emphasizing critical areas such as student rapport, discipline, poise, cooperation and future in the profession is important. This recommendation is the formal reference letter used by the student teacher in a job search and indicates if the student teacher has successfully completed the student teaching requirements and the student teaching experience.

Letters of Recommendation should be specific and avoid vague generalizations. Provide examples of strengths that the student demonstrated during her/his student teaching experience. In the closing of the recommendation, state the strength of your recommendation. Clearly state that you support this student without reservation and that you believe that she/he has grown during the student teaching experience.

A letter of recommendation is required by all Cooperating teacher's using the Bemidji State University Recommendation Form. The recommendation form must have an original or electronic signature. This form must be sent to the Clinical Office. The recommendation needs to be received by the Clinical Director before the last day of student teaching.

Tips for the Cooperating Teacher

Express your expectations during the interview.

Be firm in demanding good performance. Be very explicit in what you expect from the student teacher. Make realistic expectations and accept nothing less.

As soon as possible, give your student teacher a tour of the school and introduce them to everyone! Always consider them as a full-fledged member of your class. Make them feel welcome and comfortable.

Make sure you inform the student teacher about the rules of the classroom and school, both written and unwritten. Thoroughly explain schedules and routine. Remember to explain the school's discipline policy.

Discipline will be one of the hardest things for them. Don't understate its importance! Discuss and develop a discipline plan which will provide continuity and still provide for personality differences.

Get the student teacher involved right away! Have the student teacher assume some small responsibilities from the start. Example—attendance, bulletin boards, etc. Be organized.

Jot down notes concerning topics needing further discussion. Little things are easily forgotten. For instance, whether or not they need a planning book, how often they need to turn in lesson plans, use of office equipment, etc.

Plan a specific time for a daily conference with the student teacher. It could be as short as five minutes. By the sixth week, the student teacher should tell you what to observe. Remember to use positive feedback, however, do not be afraid to tell the student teacher what they are doing wrong. Do not “nit pick.” However, a consistent behavior should be acknowledged.

Explore problems cooperatively with the student teacher.

The purpose of the conference is not to repair a previous lesson but rather to use it as a reference toward improving future lessons.

Advise the student teacher to keep current with faculty announcements.

Have your student teacher participate in as many varied experiences as possible.

Make an effort to keep in contact with the university supervisor so you work together to provide a more positive experience for the student teacher.

Teach professionalism by example. You have the responsibility to be the positive role model.

View the student as a co-worker. As a team, your goal should be to provide opportunities for student success. As a cooperating teacher, you have a responsibility to help them grow. “What can we do to help our kids?”

Do not assume the student knows how to make lesson plans or knows how to maintain control of a classroom.

Early on in student teaching, preview lesson plans with the student teacher. It could prevent a potential disaster.

Provide a structure of curriculum but allow the student teacher freedom.

Provide materials that you would like to share with them.

Have the student teacher start with small segments of each class (5-10 minute activities) and build up gradually to a full class period. (This may depend on the individual student teacher. Some may prefer starting with a full class period. Discuss their preference ahead of time.)

Let the student teacher begin in an area most comfortable for them.

Do not “abandon” the student teacher too soon, however, be careful not to suffocate them by hanging on too long to your class.

Do not interrupt a student teacher’s lesson unless absolutely necessary.

Allow the student teacher to be his/herself, not a clone of you.

Remind the student teacher that confidentiality is a sacred trust. Things they encounter concerning students and staff are not suitable for topics of idle gossip or dinner table chatter.

Encourage creativity. (Watch for new ideas and approaches to teaching. Cooperating teachers can gain a lot through close observation.)



The Role of the University Supervisor

The university supervisor is a faculty member of the Professional Education Department who is responsible for the direct supervision of teacher candidates during the student teacher placement. The university supervisor oversees the student teaching experience, facilitates dialogue, and strengthens the existing partnership between the university and the public school. As a representative of the Bemidji State University Professional Education Department, university supervisors are in a unique position to enhance and encourage communication, collegiality, and collaboration with the public school.

University supervisors will use the **Student Teacher Observation** form to assess the progress of the student teacher demonstrating the applicable Standards of Effective Practice indicators. These carboned forms are supplied to the university supervisor at the beginning of the student teacher. After each observation, the university supervisor and student teacher discuss feedback on strengths and design goals for improvement.

University supervisors will conduct three-five formal visits during the 16-week student teacher placement. More visits can be made depending upon individual situations. The university supervisor will check in at the school office on every visit.

The first visit is an introductory visit and occurs within the first two weeks of the student teaching placement. During this visit, the university supervisor will discuss the student teaching experience with the cooperating teacher and student teacher. The university supervisor will ensure that the cooperating teacher has the necessary materials and understands the nature of their responsibilities. The university supervisor is expected to introduce him/herself to the building administrator and office personnel.

The university supervisor visits the student teacher three times and completes the Student Teacher Observation form for three visits. The university supervisor will observe the student teacher in the classroom, preferably in the role of the primary teacher. These visits may be announced or unannounced. The student teacher journal weekly summaries and Student Teaching Observation form can be used to spark conversation between the university supervisor and student teacher throughout the student teaching experience.

Conferences

On each visit, the university supervisor engages in a reflective conference with the student teacher and the cooperating teacher. These on-going evaluations of the student teaching performance are highly effective in stimulating teacher candidates to make the most of their student teaching experience. One of the most important aspects of student teaching is the benefit the student teacher receives from conferences with the cooperating teacher and/or university supervisor. The ideal conference is a cooperative affair. A conference can be very profitable in pointing out strengths and weaknesses and emphasize when changes need to be made.

Student Teacher Progress

Most teacher candidates will demonstrate adequate growth and development throughout their experience. On rare occasions, the kind of growth expected of the student teacher is not observed. Abnormalities or irregularities in student teacher development, attitude, or progress toward completion of the student teaching requirements must be reported to the Clinical Experiences Director as soon as noted.

Observations

University Supervisors will use the Student Teacher Observation form to assess the progress of the student teacher in demonstrating the Standards of Effective Practice competencies. These observations, along with open communication, help determine the focus of future activities. Formal observation forms are required to be completed three (3) times during the student teaching placement. The basis of the formal evaluation will be an observation of the student's lesson plan. When a student teacher placement is split between two locations (elementary/secondary or middle school /secondary) two observations at the 12-week level would be completed and one at the four-week level.

The student teacher is given the original of the observation. The observation forms may be completed electronically and added to the D2L shell.

Summative Evaluation of Student Teaching

University Supervisors will use the University Supervisor Summative Evaluation of Student Teaching form to reflect the culmination of the student teaching experience. The original should be forwarded to the Clinical Experiences Office along with the recommendation.

Journals

Teacher candidates are strongly encouraged to journal daily reflecting their experiences. This can be done in any format but must be referred to when writing the weekly summary. Students are required to submit a weekly summary of their actions and thoughts in the D2L shell. Students are to include the standards and indicators which are met through their experiences. University supervisors will be responsible for accessing the D2L shell to read the weekly journals. The journal is one tool to open conversations and share with their university supervisor for feedback.

Recommendations

University Supervisors complete a written University Supervisor Recommendation for the student teacher. The letter of recommendation is of the utmost importance to prospective employers. Emphasizing critical areas such as student rapport, discipline, poise, cooperation and future in the profession is important. This recommendation is the formal reference letter used by the student teacher in a job search and indicates if the student teacher has successfully completed all student teaching requirements and the student teaching experience.

Letters of Recommendation should be specific and avoid vague generalizations. Provide examples of strengths that the student demonstrated during her/his student teaching experience. In the closing of the recommendation, state the strength of your recommendation. Clearly state that you support this student without reservation and that you believe that she/he has grown during the student teaching experience.

An original recommendation, with signature, is required and is forwarded to the Clinical Experiences Office. A digital copy is also sent to the candidate to put in the D2L drop box.

Clinical Experiences Office Paperwork

It is the **responsibility of the university supervisor**, to submit 3 formal observations, verify that all teacher candidate requirements are uploaded into the D2L shell. Once all requirements are uploaded a summative evaluation is completed. A letter of recommendation is completed and sent to the Clinical Office before the last day of student teaching.

The Role of the Clinical Experiences Director

The Clinical Experiences Director is a member of the Professional Education Department who is responsible for the administration of the student teaching program. The Director oversees the placement, supervision, and assessment of teacher candidates and assures that the student teaching experience is productive and successful for all stakeholders in the process. Duties and responsibilities of the Director include, but are not limited to:

- Maintain accurate records and files for all students in the education program.
- Builds and maintains relationships with all public school administrators in the area.
- Initiates contractual school agreements that allow for the placement of teacher candidates .
- Solicits requests for placements of teacher candidates .
- Evaluates students to assess readiness for student teaching.
- Arranges placements for all teacher candidates in accordance with the requirements for state licensure.
- Oversees the activities of university supervisors and ensures that proper visits and assessments are conducted.
- Consults with teacher candidates , cooperating teachers and university supervisors during all phases of the student teaching experience.
- Maintains accurate records of all formal student teaching observations
- Reviews and maintains all recommendations from cooperating teachers and university supervisors.
- Facilitates payment of all cooperating teachers as determined by MNSCU regulations so there is consistency among the five state universities. Local schools disburse the compensation to individual cooperating teachers.
- Facilitates payment to all university supervisors.
- Acts as the instructor of record for student teaching and determines whether the student teacher reaches a satisfactory level of performance and issues a satisfactory or unsatisfactory grade for student teaching.
- Continuously evaluates all phases of the student teaching program.



STUDENT TEACHING ISSUES AND MINNESOTA LAW

This section is intended to be a resource guide for participants in the university student teaching program (teacher candidates, school district personnel, and university supervisors). The following information has been collected in response to questions raised by these participants regarding student teaching practices and is intended to act as a guide for discussion and decision making that will have an impact on student-teacher effectiveness. Participants in the student teaching process have the right and the responsibility to be knowledgeable of student teaching issues.

This information is based on the premise that those being taught by the teacher candidates (students at the school districts) are the primary consideration in all actions taken by the three participants in the program. Decisions should be made for the benefit of these children at the participating cooperating school.

Presented by topic area, the information addresses the role of each participant. Some of the appropriate legal references are cited so that the reader may understand how the guidelines were developed. However, please note that the information presented in this document is for purposes of discussion only. It is not intended to be taken as legal advice and, where appropriate, participants should consult with their legal counsel for interpretation of statutes and legal obligations.

This handbook is meant as a guideline only and does not constitute an express or implied contract. It does not alter existing employment relationships or policies.

Many resources are available to participants in addition to this handbook. Participants should consult the university or school district personnel when appropriate. Applicable policies exist both at the university and school district level and participants are expected to have read all appropriate policies.



Minnesota Laws Governing Teachers

CHEMICAL ABUSE

School District: A public school teacher is required to immediately notify the school's principal and chemical abuse assistance team when:

The teacher has reason to believe that a student is using, possessing, or transferring a controlled substance, alcohol, or tobacco while on school premises or involved in school-related activities.

Public school teachers are prohibited by law from using tobacco on school property. Teachers also have the responsibility by law not to use or possess alcohol or controlled substances while on school premises or involved in school-related activities.

Student Teacher: The student teacher has the same responsibility as other teachers in the district in regard to this issue. The student teacher, like other teachers, has the responsibility not to abuse controlled substances, use tobacco or use, possess or distribute alcohol. The student teacher is obligated to follow the school's policy regarding alcohol, controlled substances, and tobacco. The student teacher is also subject to the university's policies regarding the same.

University: The university has a policy regarding student conduct. Teacher candidates may not use or possess alcohol and controlled substances when prohibited by law or policy. The university expects that teacher candidates will not use tobacco when prohibited by law or policy. The university reserves the right to take action and/or remove the student teacher if it determines that there has been any inappropriate conduct.

CHILD ABUSE

School District: A teacher who knows or has reason to believe that a child or vulnerable adult is being neglected or physically or sexually abused (threatened or actual) in the home, school, or community is required by law to report to the appropriate civil authorities (local law enforcement agency or a local welfare agency). Teachers are also required to report to the appropriate civil authority if the teacher knows or has reason to believe that a pregnant woman has used a controlled substance for a nonmedical purpose during pregnancy. Teachers are prohibited from abusing children or vulnerable adults.

Student Teacher: The student teacher is required to report actual or threatened abuse or neglect of children or vulnerable adults. The student teacher is prohibited from abusing children or vulnerable adults. Teacher candidates should consult with school administration and all applicable school district policies.

University: The university expects teacher candidates to comply with the law regarding reporting and abusive behavior. The university reserves the right to take appropriate disciplinary action and/or remove the student teacher if it receives evidence that the student teacher has engaged in any form of abuse or has failed to report abuse. The university may serve as a resource to aid the student teacher in reporting evidence of abuse or neglect to the appropriate civil authorities.

CODE OF ETHICS AND MODEL CITIZENSHIP OF STUDENT TEACHERS

School District: Teacher candidates should be placed with supervisors who model the professional Code of Ethics and who do not engage in conduct in violation of Minn. Stat. § 125.09 (immoral

character or conduct; failure, without justifiable cause, to teach for the term of the teacher's contract; gross inefficiency or willful neglect of duty; failure to meet licensure requirements; or fraud or misrepresentation in obtaining a license). The Teachers' Code of Ethics is enforced by the Board of Teaching.

The school district has the right to refuse the placement of a student teacher or to terminate a student teacher who the school district has determined has violated the Code of Ethics or who, for some other reason, is not fit to teach.

Student Teacher: The student teacher is required to provide all relevant information to the university at the time of application for student teaching and to authorize the university to release the information to the school district. Teacher candidates are required, once placed in a student teaching position, to conduct themselves in a professional manner and in accordance with the Code of Ethics and Minnesota law governing teachers. Teacher candidates should review the Board of Teaching Code of Ethics and Minnesota law governing teachers. It is recommended that teacher candidates also review the Code of Ethics of either the National Education Association or the American Federation of Teachers, depending upon the teachers' organization of the school district.

University: The university and/or the school district reserves the right to not assign a student teacher or to terminate a student teacher from a position. The university expects each student teacher to abide by the Code of Ethics. The university reserves the right to take appropriate action and/or remove the student teacher if it determines that the Code of Ethics or Minnesota state law has been violated by the student teacher.

DELEGATED RESPONSIBILITIES AND EXCEEDING AUTHORITY

School District: Classroom supervisors/teachers must follow the rules of the school district that protect pupils in their charge. Classroom supervisors/teachers are responsible for classroom activities, including those where teacher candidates have direct contact with students. School districts have the responsibility to review the quality of supervision that teacher candidates receive from classroom supervisors and take action to assure satisfactory supervisions. The school district has the right to remove a student teacher on the grounds of insubordination if the student teacher exceeds the authority delegated by the classroom teacher.

Student Teacher: Teacher candidates will assume classroom responsibilities as delegated by the classroom supervisor. Teacher candidates should consult with the appropriate school district and university personnel with any questions or concerns regarding the supervision they receive. Teacher candidates are responsible for understanding their responsibilities and the limits of the authority delegated to them by their supervisors. Teacher candidates must consult with their supervisors regarding authoritative limits. Teacher candidates will not exceed their authority while acting as a student teacher.

University: The university will assign a university supervisor for each student teacher. The university supervisor is available to assist teacher candidates with any concerns they may have regarding the supervision teacher candidates receive at the school district and the teacher candidates' authoritative limits. The university's goal is to perform regular on-site visitations and observations which should also assist teacher candidates to understand authoritative limits.

DISABILITIES

School District: Children with disabilities may request accommodations. Disabled children may be accommodated pursuant to a variety of processes including development of an IEP or 504 plan. Teachers are required to comply with the child's IEP, 504 plan or other approved accommodation. Teachers who are disabled may request reasonable accommodations. Children and teachers who have disabilities may not be discriminated against.

Teacher candidates : Teacher candidates must comply with a student's IEP, 504 plan or approved accommodation. Teacher candidates who need accommodations may request the accommodation from the appropriate personnel at the university and/or the school district.

University: The university has a policy regarding accommodations in its educational programs. In addition, teacher candidates may consult with the appropriate personnel at the university regarding any questions or problems arising from the student teacher's request for accommodations at the school district.

DISCRIMINATION

School District: Federal and State law prohibit discrimination on the basis of a protected characteristic (e.g., race, religion, etc.). This prohibition includes harassment as a form of discrimination. The school district is required to investigate any complaints of discrimination and take prompt and appropriate action where discrimination has occurred. The school district must have a discrimination policy and should inform employees of the policies.

Teacher candidates : Teacher candidates are expected to review the school district and university policies on discrimination/harassment. Teacher candidates must report discrimination/harassment he/she observes or suspects to the appropriate school district personnel.

University: The university takes its discrimination/harassment policy very seriously. Teacher candidates who feel they have been discriminated against or harassed should report the complaint to the appropriate person at the university. The complaint will be processed according to university policy. The university will take appropriate action should it learn that a student teacher has discriminated or harassed another individual. This action includes discipline and/or removal from the school district assignment.

GOVERNMENT DATA PRACTICES

School District: School district employees are required by law to comply with the Government Data Practices Act and the Family Educational Rights and Privacy Act. In general, student and employee data are private and only school personnel with a legitimate need to know may have access to private data. The school district should inform its employees about their data privacy responsibilities.

Student Teacher: Teacher candidates must comply with state and federal law regarding data privacy. Teacher candidates should review school district policy concerning data privacy. Teacher candidates should consult with appropriate school district personnel with any questions about whether data should be released. Teacher candidates should not release any data unless they have consulted with school district personnel.

University: Teacher candidates may also consult with appropriate university personnel regarding data privacy issues arising at the school district.

HARASSMENT

School District: The Minnesota Human rights Act of 1974 guarantees rights to all employees, including teacher candidates , who are victims of discrimination. This includes protection from religious, racial and sexual harassment. It is the duty of the school district to take prompt and appropriate action where harassment has occurred. Students who are harassed by other students are covered as well as employees. The District is encouraged to inform teacher candidates of its policy on harassment.

Student Teacher: It is the duty and responsibility of the student teacher to report any acts of suspected or obvious harassment to the classroom supervisor or principal. It is the responsibility of the student teacher to not engage in harassment. The student teacher should obtain a copy of district harassment policy and reporting methods.

University: It is the policy of the State University System that teacher candidates will be protected from harassment or any other violations of the Human Rights Act. It is the goal of the university to inform teacher candidates of their rights and to take steps necessary to enforce the protection of these rights. The university expects that the student teacher will not engage in harassment and reserves the right to remove a student teacher if it receives evidence that the student teacher has engaged in harassment

LEGAL ACTIONS

School District: Teacher candidates are considered to be employees of the school district for the purposes of liability insurance (if provided for other district employees) and legal counsel. Legal counsel is provided by the school district when certain claims are made against a teacher for an injury arising out of or in connection with the teacher's employment.

Student Teacher: Teacher candidates are considered employees of the school district in a variety of situations. In normal circumstances, teacher candidates should be protected by the school district when performing duties within the scope of their student teaching. Teacher candidates should review all district and classroom policies and are cautioned to handle information regarding students in a manner consistent with federal and state law. Teacher candidates must provide evidence of current liability insurance to the university.

University: The university does not have the authority to provide legal defense, legal advice or to reimburse teacher candidates for legal fees or judgments. The university does not control the actions of teacher candidates . The university requires teacher candidates to provide evidence of current liability insurance. The university reserves the right to take appropriate disciplinary action and/or to remove the student teacher if it determines that the student teacher has been negligent or violated the rights of students or colleagues/adults.

RELIGION

School District: The school district must make a reasonable effort to accommodate a student who wishes to be excused from a curricular activity for a religious observance. Teachers may not attempt to solicit or convert students and may not harass students in regards to religion. Teachers are required to recognize the school district's responsibility not to establish a particular religion.

Student Teacher: Teacher candidates have the same responsibilities as teachers. Should a student teacher feel they are being discriminated against or harassed because of religion or are being asked

to do something they feel is in violation of the law, they should report their complaint to the appropriate personnel at the school district and the University.

University: Should a student teacher feel they are being discriminated against or harassed because of their religion or are being asked to do something they feel is in violation of the law, the university encourages the student teacher to report the incident not only to the school district as is stated above but also to the appropriate personnel at the university pursuant to university policy.

STUDENT DISCIPLINE

School District: Student discipline and dismissal are governed by state statute and school district policy. School districts should inform teacher candidates as to their policy regarding dismissal, discipline, and violence.

Student Teacher: Teacher candidates have the same responsibilities as teachers. Teacher candidates should be aware of and are expected to follow state law and school district policies regarding discipline. For example, Minn. Stat § 127.45 states that “an employee or agent of a public school district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.” Corporal punishment is defined as “conduct involving: 1) hitting or spanking a person with or without an object, or 2) unreasonable physical force that causes bodily harm or substantial emotional harm.”

University: The university may include student discipline issues in its curriculum for the teacher preparation program.

STUDENT TEACHING TERMINATION

School District: School districts are encouraged to set written standards for teacher candidates to follow. It is the right of the school district to dismiss or terminate teacher candidates at any time, by written notification, if any of the standards are violated.

Student Teacher: Student teachers must cooperate with the university in the placement of student teaching assignments. Teacher candidates must meet the objectives set by the university and any written standards set by the school district.

University: The university sets written standards for teacher candidates to demonstrate. The university reserves the right to terminate the student teaching at any time if the university or school district standards are not satisfactorily met by the student teacher.

SUBSTITUTE TEACHING

School District: It is unlawful for a school district to employ or assign unlicensed personnel as substitute classroom teachers.

Student Teacher: Teacher candidates who do not have a license cannot, by law, be employed or assigned to perform services which require a licensed teacher.

University: The university will make teacher candidates aware of the Minnesota licensing requirements necessary for employment or assignment as substitute classroom teachers.

WORKER'S COMPENSATION

School District: The definition of employee, under worker's compensation law, includes teacher candidates . If a student teacher is hurt while fulfilling student teaching responsibilities, that student teacher may be eligible for benefits.

Student Teacher: Teacher candidates are employees of the school district in which they are student teaching for this purpose and are covered by worker's compensation. It is to the teacher candidates ' advantage to determine what benefits they would qualify for if a claim arises. Recovery of lost wages is not possible since they do not receive wages. It is strongly recommended that teacher candidates have their own health or student insurance.

University: The university strongly recommends that teacher candidates have their own health or student insurance.

GLOSSARY OF TERMS/Evaluation Form

Civil Authority - The authority vested in civil, as distinguished from military, officers. Police officers and firefighters are civil authorities within the meaning of the term thus employed.

Cooperating School - A public school contracts with the university to provide facilities and supervision for education students.

Cooperating Teacher - An experienced classroom teacher agrees to supervise and guide a student teacher. This person has a responsibility to delegate teaching responsibilities and to evaluate the performance of the student teacher.

Corporal Punishment - Physical punishment, as distinguished from pecuniary punishment or a fine; any kind of punishment of or inflicted on the body. The term may or may not include imprisonment, according to the context. The Supreme Court has upheld the use of reasonable corporal punishment in schools: In *Graham v. Wright*, 430 U.S. 651, 97 S. Ct. 1401, 51 L. Ed2d 711; Though a number of states, including Minnesota, by statute, prohibit paddling, slapping, shoving, and holding of students. Minnesota law does allow the use of reasonable force by a teacher in the exercise of lawful authority to restrain or correct a pupil.

Felony - A crime of a serious nature than those designated as misdemeanors; e.g., aggravated assault (felony) as contracted with simple assault (misdemeanor). Under many state statutes, any offense punishable by death or imprisonment for a term exceeding one year. See, e.g., Model Penal Code 1.04(2); U.S.C.A.; 1.

Government Data - Any data collected, created, received, maintained, or disseminated by any state agency, political subdivision, or statewide system regardless of its physical form, storage media or condition of use. This includes written documents, computer discs, artwork, and photographs. Under the Minnesota Government Data Practices Act, government data is generally classified as "public," "private," or "confidential." "Public" data is available for review by anyone who asks. "Private" data is available only to those in the governmental entity with a need to know and the "subject of data." "Confidential" data is available only to those in the governmental entity with a need to know.

An individual asked to supply private or confidential data about herself must be informed of: 1) the purpose and intended use of the requested data; 2) whether the individual can legally refuse to give the data; 3) any known consequence from giving or refusing to give the data; and 4) anyone else who is legally authorized to receive the data. (A Tennessean Warning.)

Indemnity - Reimbursement. An undertaking whereby one agrees to indemnify another upon the occurrence of an anticipated loss. *Dawson v. Fidelity & Deposit Co. of Md.*, D.C.S.D., 189 F. Supp. 854, 865. A contractual of equitable right under which the entire loss is shifted from a tortfeasor (the person who commits or is guilty of a tort or wrongful act) who is only technically or passively at fault to another who is primarily or actively responsible. *Moorhead v. Waelde*, La. App., 499, So. 2d 387, 389

Immunity - Exemption, as from serving in an office, or performing duties which the law generally requires other citizens to perform; e.g. exemption from paying taxes . Freedom or exemption from a penalty, burden or duty. Special privilege.

Professional Code of Ethics - A set of principles which defines professional conduct and service for teachers is identified. The American Federation of Teachers adopted a code of ethics in 1971. The

National Education Association established a set of ethical standards for teachers in July 1975. The Minnesota Board of Teaching set similar standards and procedures for implementation in October 1978.

Racial Harassment - Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct: 1) are purposeful or has an effect of creating an intimidating, hostile or offensive working or academic environment; 2) has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or 3) otherwise adversely affects an individual's employment or academic opportunities.

Religious Harassment - Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct: 1) has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment; 2) has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or 3) otherwise adversely affects an individual's employment or academic opportunities.

Sexual Harassment - Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature when 1) submission to that conduct or communication is made a term or condition either explicitly or implicitly of obtaining employment, obtaining public accommodations, or obtaining public services or obtaining education, or obtaining housing; 2) submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting the individual's employment, public accommodations, or public services, education or housing; or 3) the conduct or communication has the purpose or effect of substantially interfering with an individual's employment, public accommodations, public services, educational or housing environment, and in the case of employment, the employer knows or should know the existence of the harassment and fails to take timely and appropriate action. (1992 Minn. Stat. 363.01. Subd. 41.)

Sexual harassment may include but is not limited to: 1) unwelcome verbal harassment or abuse; 2) unwelcome pressure for sexual activity; 3) unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers administrators or other school personnel to avoid physical harm to persons or property; 4) unwelcome behavior or words directed at an individual because of gender.

Student Teacher - Education students doing field experiences and student teaching who have not yet earned a license to teach and need supervision from experienced career teachers licensed in appropriate fields.

University Supervisor - A university faculty member who agrees to supervise and guide a field experience for a student teacher. This person has responsibility to evaluate the performance of the student teacher

(Reference: Black's Law Dictionary)



Mandatory Reporting Act

1. What are the requirements of the mandatory reporting act?

A teacher who knows or has reason to believe a child is being neglected or physically or sexually abused within the preceding three years, shall immediately report the information to the local welfare agency, police department, or the county sheriff.

2. How should a report be made?

An oral report shall be made immediately by telephone or otherwise. An oral report made by a person required to report shall be followed within 72 hours, exclusive of weekends and holidays, by a report in writing to the appropriate police department, the county sheriff or local welfare agency. Any report shall be of sufficient content to identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.

3. What is sexual abuse?

"Sexual abuse" means the subjection of a child by a person responsible for the child's care, or by a person in a position of authority, as defined in 609.341, sub. 10, to any act which constitutes a violation of 609.342, 609.343, 609.344, or 609.345. Sexual abuse also includes any act which involves a minor which constitutes a violation of 609.321 to 609.324 or 617.246. Sexual abuse includes threatened sexual abuse.

609.32, 609.343, 609.344 and 609.345 can be broken down into two categories:

Category I Sexual penetration (609.342, 609.344), Sexual intercourse, cunnilingus (oral sex), fellatio (oral sex), anal intercourse, or any intrusion, however slight, into the genital or anal openings of the victim's body or with any object used by the actor for any of these purposes. Emission of semen is not necessary.

Category II Sexual contact (609.343, 609.345), Intentional touching of the victim's intimate parts by the actor. The coerced touching by the victim of the actor's intimate parts or the victim's own intimate parts or the intimate parts of another person. The coerced touching of the victim's parts by another person. The touching can occur over the victim's clothing.

609.321 to 609.24 deal with juvenile prostitution. 617.246 deals with juvenile sexual performances or pornography.

4. What is physical abuse?

"Physical abuse" means any physical or mental injury, or threatened mental injury inflicted by a person responsible for the child's care on a child other than by accidental means, or any physical or mental injury that cannot reasonably be explained by the child's history or injuries, or any aversive and deprivation procedures that have not been authorized under 245.825.

"Mental injury" means an injury to the psychological capacity or emotional stability of a child, as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture. "Threatened mental injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury.

5. What is neglect?

"Neglect" means failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter or medical care when reasonably able to do so or failure to protect a child from conditions or actions which imminently and seriously endanger the child's physical or mental health. Nothing in this section shall be construed to mean that a child is neglected solely because the child's parent, guardian, or other person responsible for the child's care in good faith selects and depends upon spiritual means or prayer for treatment or care of disease or remedial care of the child in lieu of medical care; except that there is a duty to report if a lack of medical care may cause imminent and serious danger to the child's health. This section does not impose upon persons, not otherwise legally responsible for providing a child with necessary food, clothing, shelter, or medical care, a duty to provide that care. "Neglect" includes prenatal exposure to a controlled substance, as defined in section 253B.02, subd. 2 used by the mother for a non-medical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child at birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance. Neglect also means "medical neglect" as defined in section 260.015, subdivision 2a, clause (5).

6. Who is a person responsible for a child's care?

"Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.

7. What is the penalty for failure to report?

A person mandated by this section to report is one who knows, or has reason to believe, that a child is neglected or physically or sexually abused, as defined in subdivision 2, or has been neglected or physically or sexually abused within the preceding three years, and fails to report is guilty of a misdemeanor.

8. Can I be sued or retaliated against for reporting?

A teacher, who makes a report in good faith, under this law, is immune from civil or criminal liability. Also, the employer cannot retaliate against a teacher who makes a report in good faith, and the employer is subject up to a \$1000 penalty and actual damages to the teacher if it retaliates. The name of the reporter cannot be revealed for any reason during the investigation. Once the investigation is concluded, the name can only be revealed by a court determination that the report was made in bad faith and was false.

9. What if the school district has a policy of reporting to school administrators?

If such a policy exists, a teacher should report to BOTH the local authorities and the administration. Reporting only to the administration is not enough under the law. If you were not aware of any district policy, you cannot be disciplined for failure to follow the policy. You will always be subject to criminal prosecution for failure to report to local authorities. Ignorance of the law is no excuse.

10. What if I'm having difficulty deciding whether to report?

If a teacher has any question as to whether to report, A REPORT SHOULD BE MADE. Always err on the side of reporting.



Bemidji State University

Student Teacher Observation

University Supervisor	
	Formative 1
	Formative 2
	Formative 3
	Formative 4 (opt)

Cooperating Teacher	
	Observation 1
	Observation 2
	Observation 3

Student Teacher: _____ Semester _____ Date _____

School/Location _____ Grade and Subject _____

Cooperating Teacher _____ University Supervisor _____

Performance Scale:

1	2	3	4	5
Deficient in performance and understanding the concepts underlying components/domain	Deficient in performance and understanding still present, however candidate is making efforts to improve performance	Demonstrates understanding of concepts in a domain and attempts to implement elements. However, <i>implementation is not always achieved or successful.</i>	Demonstrates understanding of concepts underlying the components in a domain and <i>generally implements them well.</i>	Demonstrates specific understanding of concepts underlying components in domain <i>and implements elements consistently at high level</i> ; already shows attributes of accomplished practice.

<i>Domain 1: Planning and Preparation</i>	1	2	3	4	5
A. Demonstrating Knowledge of Content and Pedagogy - Knowledge of content, prerequisite relationships, content-related pedagogy Standards: 4A, 4B, 7B and 7F					
B. Demonstrating Knowledge of Students - Knowledge of characteristics of age group, students' varied approaches to learning, students' skills and knowledge, students' interests and cultural heritage Standards: 6G and 8I					
C. Selecting Instructional Goals - Value, clarity, suitability for diverse students, balance Standards: 2E, 3M, 4A and 8H					
D. Demonstrating Knowledge of Resources - Resources for teaching and students Standards: 5Q, 8N, and 10J					
E. Designing Coherent Instruction - Learning activities, instructional materials and resources, instructional groups, lesson and unit structure Standards: 2F, 5R, 7F and 7G					
F. Assessing Student Learning - Congruence with instructional goals, criteria and standards, use for planning Standards: 8F, 8G, 8H and 8I					
Comments on Domain 1: Planning and Preparation					
Domain 2: The Classroom Environment	1	2	3	4	5
A. Creating an Environment of Respect and Rapport - Teacher interaction with students, student interaction Standards: 5H and 5I					
B. Establishing a Culture for Learning - Importance of the content, student pride in work, expectations for learning and achievement Standards: 3Q and 7B					
C. Managing Classroom Procedures - Management of instructional groups, transitions, materials and supplies, performance of non-instructional duties, supervision of volunteers and paraprofessionals Standards: 5E and 5L					
D. Managing Student Behavior - Expectations; monitoring & response to student misbehavior Standards: 5K and 8K					
E. Organizing Physical Space - Safety and arrangement of furniture; accessibility to learning and use of physical					

resources Standards: 5N and 5O					
Comments on Domain 2: The Classroom Environment					
Domain 3: Instruction	1	2	3	4	5
A. Communicating clearly and accurately - Directions and procedures; Oral and written language Standards: 6D and 6F					
B. Using Questioning and Discussion Techniques - Quality of questions, discussion techniques, student participations Standards: 5M, 6H and 6J					
C. Engaging Students in Learning - Representation of content, activities and assignments, grouping of students, instructional materials and resources, structure and pacing Standards: 4E, 5M and 7F					
D. Providing Feedback to Students - Quality, accuracy, substantive, constructive, specific, timeliness Standards: 2D and 8I					
E. Demonstrating Flexibility and Responsiveness - Lesson adjustment, response to students, persistence Standards: 4H, 4I, 8H, 8K and 9H					
Comments on Domain 3: Instruction					
Domain 4: Professional Responsibilities	1	2	3	4	5
A. Reflecting on Teaching - Accuracy, use in future teaching Standards: 7G, and 9J					
B. Maintaining Accurate Records - Student completion of assignments, progress in learning, noninstructional records Standards: 8H, 8L and 10F					
C. Communicating with Families - Information about the instructional program, individual students, engagement of families in the instructional program Standards: 6F, 8M and 10K					
D. Contributing to the School and District - Relationships with colleagues, service to the school, participation in school and district projects Standards: 5H, 10F, 10J and 10I					
E. Growing and Developing Professionally - Enhancement of content knowledge and pedagogical skill, service to the profession Standards: 8M and 9I					
F. Showing Professionalism - Service to students, advocacy, decision making Standards: 9I and 10G					
Comments on Domain 4: Professional Responsibilities					

Overall Comments:

_____ *Date:* _____

Signature (University Supervisor/Cooperating Teacher)

Lesson plan provided before observation Yes__ No__