Important Contact Information

Student Teacher__________________ Phone___________
e-mail____________________

Cooperating Teacher______________ Phone___________
e-mail____________________

Cooperating School_______________ Phone___________
e-mail____________________

College Supervisor________________ Phone___________
e-mail____________________

Gustavus Adolphus College Switchboard:
507-933-8000

Department of Education:
507-933-7457

Coordinator of Field Placements:
507-933-7455
Fall Semester 2004
Classes Convene on Campus September 8
K - 12 Workshops - Student Teachers Begin Late August/ Early September

<table>
<thead>
<tr>
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<tr>
<td>Fall Student Teaching Session 1</td>
<td>Teacher Workshops - October 21</td>
</tr>
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</tr>
<tr>
<td>Human Relations and Seminar</td>
<td>September 10</td>
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<td>assigned schools.</td>
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<tr>
<td>Finals</td>
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<td>Winter Recess</td>
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January Term, 2005
Classes Convene January 3
Classes Conclude January 28
Touring Week January 29 - February 6

Spring Semester, 2005
Classes Convene on Campus February 7

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<td>(Student Teacher Attendance Is Required)</td>
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Thoughts on Teaching

One must learn by doing; for though you think you know it, you have no certainty until you try.  

Sophocles

Knowledge is power.  

Francis Bacon

The best teachers ask many more questions than answer them.  

Charles VanDorn

Education is life, not subject matter.  

John Dewey

A good teacher is first of all a good human being.  

Norman Cousins

The object of teaching a child is to enable him to get along without his teacher.  

Elbert Hubbard

Once you have learned how to ask relevant questions—relevant and appropriate and substantial questions—you have learned how to learn and no one can keep you from learning whatever you want or need to know.  

Postman/Weingartner

Imagination has always been given a predominant place in the psychology of childhood, and all over the world people tell their children fairy stories which are enjoyed immensely, as if children wanted to exercise this great gift, as imagination undoubtedly is. Yet when all are agreed that a child loves to imagine, why do we give her only fairy tales and toys on which to practice this gift? If a child can imagine a fairy and a fairyland, it will not be difficult for her to imagine America. Instead of hearing it vaguely in conversation, she can help to clarify her own ideas of it by looking at the globe on which it is shown.  

Maria Montessori

Often with the very best intentions, Americans expose their children to overwhelming pressures, pressures that can lead to low self-esteem. By blurring the boundaries of what is age appropriate, by expecting—or imposing—too much too soon, we force our kids to grow up too fast, to mimic adult sophistication while secretly yearning for innocence.  

David Elkind
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Teaching as Principled Practice

A Statement of Vision from the Department of Education

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

James Newton,
Uncommon Friends

Like Edison, we teacher educators at Gustavus Adolphus College know we have the power to greatly influence lives, to make a difference. This is the power all teachers possess – the power to kindle the fire of creativity, and the power to extinguish it; the power to make the classroom a safe, secure and friendly place, and the power to make it a nightmare; the power to develop in learners the attitudes of acceptance and appreciation of differences, and the power to reinforce existing stereotypes; the power to begin teaching a person from where they start and take them further, and the power to frustrate them and discourage them from learning.
The above diagram represents the conceptual framework of the Gustavus Teacher Education Program. The Gustavus Department of Education has chosen as its organizing theme “teaching as principled practice”. We seek to foster in prospective teachers the ability to explain why they do what they do in the classroom.

We want all students to exit our program with an ability to articulate the rationale for their instructional choices on the basis of pedagogical, moral, and ethical grounds. It is our goal to help them realize that we do not (nor does anyone else) possess “the correct answer” for their teaching dilemmas and challenges. Instead we strive to help them acquire the skills of analysis and reflection, a broad knowledge base, and an array of experiences that will enable them to examine their knowledge and beliefs about teaching and learning, as well as to act upon them.

We see three components contributing to and informing “principled practice”: our past, present, and imagined experiences, both inside and outside the classroom; our reflection on and analysis of our experiences, knowledge, and practices; and our conceptualization of knowledge/truth including that regarding the research on teaching/learning and theories of teaching/learning.
Department of Education Program Outcomes

The Student Teacher:

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

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

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

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

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

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

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

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

9. Is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. **Reflections and Professional Development.**

10. Communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well being. **Collaboration, Ethics, and Relationships.**
Code of Ethics
for Minnesota Teachers
Minnesota Board of Teaching

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.

The standards of professional conduct are as follows:

1. A teacher shall provide professional educational services in a nondiscriminatory manner.

1. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.

3. 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.

4. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.

5. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.

6. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.

7. A teacher shall not deliberately suppress or distort subject matter.

8. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher’s own qualifications or to other teacher’s qualifications.

9. A teacher shall not knowingly make false or malicious statements about students or colleagues.

10. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.
Mandatory Reporting Act

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, or has been 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.

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 reporting 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, and person believed to be responsible for the abuse or neglect and the name and address of the reporter.

What is the penalty for failure to report?

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

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. 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.

What if I 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.

State Department of Education  
St. Paul, MN  55103
Policies on Student Teaching

Placement
The Coordinator of Field Experiences from the Department of Education is responsible for administering all aspects of student teaching, including communication with cooperating schools concerning placements and supervision. Student teachers do not make independent arrangements for a placement in a school. Any changes in placement must be discussed with the Coordinator and the Human Resource Personnel of the school district to modify contractual agreements.

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

Attendance
During the student teaching experience, the student is expected to spend full days at the school, maintaining the same arrival and departure schedule as full-time certified employees. Student teachers may not miss more than three days due to illness, job interviews or emergencies. Absences are not permitted for strictly personal days and non-emergencies. If more than three days are missed during the fourteen-week experience, the student will need to make up the time. Before an anticipated absence, the student will contact the cooperating teacher and the secretary of the school and the college supervisor. Participation in scheduled Seminar days on campus is required. Seminar days are not considered absences from student teaching. For dates of Seminar, see the calendar at front of the handbook.

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

Substitute Teaching
Student teachers may not accept compensations for teaching nor serve as substitute teachers. If the cooperating teacher cannot be present, the school district must obtain a qualified substitute.

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

Conferencing/Staffings/General Meetings
The student teachers should attend all meetings the cooperating teacher attends unless confidentiality must limit student teacher participation. During conferencing with parents, colleagues, school administrators, etc., the student is to participate at the discretion of the cooperating teacher. Students are also encouraged to attend fall workshops with the cooperating teacher.
Lesson/Unit Preparation
Student teachers have been instructed to hand in lesson plans to the cooperating teacher prior to the day the lesson is to be delivered in the classroom. Lessons should be planned far enough in advance so that the cooperating teacher may have a chance to check them, offer suggestions, and approve the plans before they are employed in the classroom. Plans will also be given to the College supervisor prior to or upon arrival of a formal observation. All formats must include lesson objectives, procedures, materials, evaluation, and reflection of student outcomes.
The Student Teaching Time Line

The student teacher and cooperating teacher will need to determine how the student teacher will phase into assuming full responsibility of the classroom. This period of phasing will be unique to each experience. Some guidelines to keep in mind:

• **The Gustavus Adolphus College semester runs fourteen weeks.** The guidelines for teaching certifications require the student teacher to complete at least 120 clock hours of successful, full time student teaching during the semester. Full time student teaching includes planning and preparing the lesson, as well as delivering the lesson and reflecting upon student outcomes.

• **Student teachers will be absent** from their student teaching locations on the Seminar dates listed on the calendar at the front of this Handbook.

• **Elementary student teacher** will more than likely be taking over all classroom curriculum and duties by the sixth week of their experience. Some students actually full time student teach during the fifth and sixth weeks and reduce the load gradually during the seventh week. Regardless of when the full time teaching experience begins, the elementary student teacher must complete at least one full week of student teaching for each seven-week experience.

• **Secondary student teachers** will often observe and assist in classes for the first two weeks of their experience and begin to take full responsibility for teaching one or more classes by the third week of the experience. Three or four preparations are typical for a secondary student teacher. One week of full time student teaching of all courses and responsibilities is required for each seven-week experience. However, two weeks of full time teaching is typical for a secondary student during the seven-week experience.

• **During the full time student teaching experience,** the cooperating teacher may leave the room, but not the building. We encourage the cooperating teacher to allow the student teacher to be completely responsible for all classes and duties.

• **The cooperating teacher will provide guidance for the student teacher** in the form of observation notes, discussions, etc. Please see the example forms located in Appendix B for providing this information to the student teacher and the college supervisor. Daily observations by the cooperating teacher with feedback to the student teacher is needed throughout the experience. It is also important to share this information with the college supervisor.
Reflection on Critical Incidents

In order that it not be said of you, “They had the experience, but missed the meaning” (T.S. Eliot, “Four Quarters”), we are asking you to spend some time each week documenting a “critical incident” that occurred during that week of student teaching.

What is a critical incident? A critical incident is an event you were part of or observed that caused you to re-think your teaching and/or gave you some new insight into teaching or learning. It could be a conversation you overheard in the teachers’ lounge, a problem you solved (or didn’t solve) with a student who challenged you because of his or her learning or behavioral characteristics, a lesson plan that was a great success, an unusually low moment in your teaching when you wondered, “Why on Earth did I ever want to be a teacher?” The critical incident can be anything that stands out in your minds as you reflect on your day or week of teaching.

The critical incident report should include:

1. A summary of the background, that is, where it took place, who was involved, what led up to it, etc.

2. A description of the event. Who said what? What happened? How did you respond (mentally or verbally)? What were you thinking about? If reporting about something you read or an insight you had regarding curriculum, for example, explain what your thoughts were as you went through the material.

3. An analysis of what you learned about teaching or learning from this event. How did it change your thought or future behavior.

NOTE: While “critical incidents” will be discussed in seminar, the writings will not be submitted to the seminar instructor. Your College supervisor may wish to discuss the critical incidents with you to learn about your progress.
Teaching and Learning:
A Journal of Reflections and Revelations

During the professional semester, the student teacher will have ample opportunity for personal journaling. Through the recording of thoughts and feelings, activities, project outcomes, etc. and reflecting on those journal entries, connections can be made between teaching and learning. When a connection is recognized, a revelation-disclosure of a new thought or idea – begins to take shape and the process of “becoming” is realized.

Please take minimal time each day to make an entry into your personal journal. The entry is for you, a reflection of your progress in the process of “becoming” an effective, caring educator. Some recorded thoughts on the following will be of great value to you in the future:

- Did I accomplish the goals or objective of the day?
- How did the students react to the lesson? How do I feel about what happened?
- What method did I use to teach the lesson? Why?
- Do I like teaching? What new thing did I try today?
- In what ways do the students enjoy learning?
- What activities are most enjoyable to prepare? To teach?
- Do I like what I am doing? How can I change?
- How do I assess students? Do I enjoy assessing? Which assessments are most rewarding to me? To the students? Why?
- Are the students learning? How do I know? What is learning? How is learning demonstrated? How should it be demonstrated?
- What are the “pros” to teaching? What are the “cons” to teaching? Am I realistic about my goals for the classroom? Am I realistic about expectations? Am I ready for my own classroom?

Date your recordings and reflect at mid-semester and during the final week of teaching. Compare your views on learning, teaching, managing, etc. at each reflection period. Have your views changed? How?

NOTE: These journal entries will not be submitted to the seminar instructor. Your College supervisor may ask you to report on the journal entries to learn about your progress.
The Service-Learning Project

Service-learning is a method to provide service to the community or school in a way that meets a community need and also improves the academic experience of the student. There is some research *(Learn & Serve)* that indicates effective service-learning can actually improve students' grades, increase their school attendance, and help develop personal and social responsibility.

According to the National and Community Service Act of 1990, Service-learning is a method… under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community.

That is integrated into the students' academic curriculum or provides structured time for a student to think, talk, or write about what the student did and saw during the actual service activity.

That enhances what is taught in school by extending student learning beyond the classroom and into the community, and

That helps to foster the development of a sense of caring for others.

In conjunction with EDU 399 (Seminar), you are asked to complete a service-learning project* during your student teaching experience. You and your students will be involved in performing a service that meets a need in your school, school district, or the larger community. The project should be integrated into your students' curriculum, and you should provide time for students to reflect on the experience. See EDU 399 syllabus for more specifics.

Ideas for service-learning:

From Learn & Serve:

- Preserving native plants
- Designing neighborhood playgrounds
- Teaching younger children to read
- Testing the local water quality
- Creating wheelchair ramps
- Preparing food for the homeless
- Developing urban community gardens
- Starting school recycling programs, and much more.

Other ideas:

- Peer tutoring
- Raising $ for a charity
- Sending letters to legislative representatives to promote or support legislation that would help meet a community need
- Research a community problem & take action to solve
- Track & publish the voting record of local officials or representatives
- Volunteer to work with adults whose first language is not English
- Translate important local information materials into another language used by local residents
- Put on a concert & donate collected items to a cause your students are studying
- Create posters on health fitness that you distribute in the community

See [http://www.mpsaz.org/msl/sl_teach_ideas.html](http://www.mpsaz.org/msl/sl_teach_ideas.html) for many other ideas in various subject areas.

*If circumstances at your placement do not permit a service-learning project, you can substitute a service project in its place. Check with the Seminar instructor.*
Record of Hours: Teaching, Assisting, Observing/Other

You will be expected to complete the time sheet indicating how much time you have spent in the listed activities. You will return the time sheet to the Seminar Instructor at the end of your experience. This time sheet must be enclosed in your education file located in the Department of Education.

Name: ____________________________________________________________

School(s):________________________________________________________________

Cooperating Teacher(s):_____________________________________________________

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*NOTE: Teaching means you are in charge of the lesson. You should include your preparation and assessment time for these lessons in your Teaching hours.

Total hours for Teaching______  Assisting______  Other_______

for the first session of student teaching. This form is to be completed and submitted to the seminar instructor at the final seminar meeting.
Appendix A

Critical Incident Reporting Form

______________________________
Date

______________________________
Name

Summary of background:

Description of Critical Incident:

Analysis
Appendix B

Teaching and Learning Journal Format

Student teachers are expected to view the student teaching experience as a learning experience. This requires that you make a genuine effort to collect your reflections and revelations in a format, which will allow you to compare and contrast curriculum and instructional development procedures you have used throughout the entire student teaching experience. Below is a format that will help you more readily identify characteristics of teaching and learning for the journal entry lesson of the day.

Entry: Lesson Description

Clarify the purpose of the event – why are you teaching what you are teaching?

What happened? How did I feel? What were the implications? What are the next steps to get to where I want to go?

Select the learning experience – why did I choose to cover the lesson in this manner?

What happened? How did I feel? What were the implications? What are the next steps to get to where I want to go?

Organize the experience – Why did I organize the activity in this manner?

What happened? How did I feel? What were the implications? What are the next steps to get to where I want to go?

Assess the progress – How did I monitor the progress of the lesson? The students?

What happened? How did I feel? What were the implications? What are the next steps to get to where I want to go?

Getting Started. Schools of Quality ASCD 1993
Appendix C

Special Considerations While Teaching Diverse Learners

A list of possible activities for demonstrating ability to work effectively with students from various backgrounds.

- Interview school personnel for the purpose of assisting minority students. Note that person’s perceptions related to whether cultural differences of the children affect their interactions with peers/teachers and their responses to various teaching strategies and, if so, how.
- Interview school special services personnel to determine what might be expected of Gustavus students when working with exceptional students.
- Interview school personnel in reference to the school’s population diversity. This should include students from different ethnic backgrounds, languages, religions, socioeconomic levels, and family makeup. Also it would include students of different genders, physical and mental abilities, and those at risk due to dysfunctional family situations, such as child abuse and/or drug and alcohol abuse.
- Compile information about cultural traditions of one specific minority group represented in the school. Incorporate into lesson and unit planning across the curriculum.
- Examine an IEP of one or more exceptional students. Implement an appropriate lesson or activity to meet objectives outlined.
- Spend some free time (eat lunch, play a game, etc.) with one minority student and/or exceptional student.
- Assemble a bulletin board or display that emphasizes or explains a particular holiday, ceremony, tradition, or historical event of a minority culture represented in the school’s population.
- Tutor one or more exceptional students from a different ethnic or racial population.
- Assess student needs of one or more exceptional students or students from a different ethnic or racial population.
- Assist teacher with instruction of one or more exceptional students or students from a different ethnic or racial population.
- Work with an instructional aide with one or more exceptional student or students from a different ethnic or racial population.
- Supervise an instructed activity with one or more exceptional students or students from a different ethnic or racial population.
- Teach a small group of exceptional students or students from a different ethnic or racial population.
- Present to a large group of exceptional students or students from a different ethnic or racial population.
- Supervise cross-age helpers with one or more exceptional students or students from a different ethnic or racial population.
- Assist a specialist working with exceptional students or students from a different ethnic or racial population.
- Work with a parent of one or more exceptional students or students from a different ethnic or racial population.
Appendix D

Elementary and Secondary Student Teaching
Required and Suggested Activities

The Department of Education faculty encourages the student teacher to experience the following in each student teaching session:

**Required**

1. Design/personalize a unit to be taught during the experience.
2. Implement transition activities.
3. Implement a means of assessing the student teacher's impact on student learning.
4. In one of the student teaching placements - provide the classroom, building, or community with a service learning project.
5. Provide the classroom with multicultural perspectives.
6. Attend parent/teacher conferences and staffings. (unless prohibited)
8. Maintain a file of successful lessons and materials to share with peers and to keep for future reference.
9. Write daily lesson plans – discuss with Cooperating teacher and College supervisor.

**Suggested**

1. Design student centered activities such as learning centers, hands on experiences, etc. The student teacher is encouraged to integrate the project with a planned unit and/or specific lesson to reduce/eliminate the use of lecture format.
2. Write a letter of introduction to send home with the students.
3. Video tape several lessons – one at the beginning of the session and one toward the end of the session.
4. Observe and conference with another student teacher.
5. Observe and meet with support persons in the building (i.e. counselors, Special Education teachers, assistant principals, etc.)
6. Attend a School Board Meeting or Site Council Meeting.
7. Stretch and grow!!
Appendix E

Questions to Shape Reflective Conversations

I. Organizing Content Knowledge for Student Learning (Unit/Lesson Plan)

Instructional Goals
- Did the students learn what you wanted them to learn?
- Were the teaching methods effective?
- Were the activities and materials helpful and culturally appropriate?
- How will student learning be evaluated?
- How did the lesson incorporate students’ cultural backgrounds?

Lesson Delivery
- Did you depart from what had been planned?
- What would you do differently/same?
- How did you accommodate a variety of learning styles?
- What do you plan to do next? Why?

II. Creating an Environment for Student Learning (Observation)

Rapport
- What styles of relating and interacting with students is most comfortable to you? Why?
- How do you accommodate cultural differences in interaction styles?

Management
- What considerations were made in the physical environment? Why?
- Which classroom standards of behavior were maintained? How?
- How do you work toward a gender fair, anti-racist, anti-homophobic environment in the classroom?

III. Teaching for Student Learning (Observation)

Comprehension of Content and Process
- What prior knowledge did the students need to succeed in the lesson?
- Were the goals and procedures of the lesson clearly articulated? How do you know?
- Did you encourage the students to extend their thinking? How?
- How did you monitor student understanding?

Instructional Time
- Were the students on task? Why?
- Did you use your time during the lesson effectively? How?

IV. Professionalism (Discussion)

Teaching and Learning
- How are you continuing to educate yourself on cultural differences or other areas of concern?
- When you need assistance with your teaching, or when you have concerns about a particular student, with whom do you talk?
- Do you coordinate learning activities with other teachers?
- What forms of communication can be used with parents or guardians concerning a student's performance/behaviors? When?

Personal Reflection
- How do you feel about your overall performance?
- What tools do you, your GAC supervisor and your cooperating teacher employ to discuss teaching and learning progress? Do these tools meet your needs?
Appendix F

Lesson Plan Format: Elementary / Secondary

Elementary Lesson Plan Format

NAME:  Your name

DATE:  Date of lesson

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

TITLE:  Name or brief description of the lesson

GRADE LEVEL:  For what grade level is the lesson designed?

GROUPING:
  o Is the activity designed for whole class, small groups, learning stations, individuals, partners, something else?
  o If students are working in pairs or small groups, how will you decide on placement in groups?
  o If groups are assigned ahead of time, list here.

TIME:  Estimate of the time needed for the lesson.  For some lessons, you may want to give estimates of time for various parts or chunks of the lesson.

MATERIALS:
  o List the materials that you -- the teacher -- will need (Overhead, transparencies, overhead pens, etc).
  o List the materials that the students will need (teddy bear counters, rulers, maps, etc.).
  o If you or the students are using a textbook, a novel, or other print material, include author and year of publication.
  o Identify the source of your lesson plan.  Cite author, year of publication, and title of publication.  Be sure to include the Internet source, if applicable.  How and when will you distribute materials?

GOAL/PURPOSE (the WHY of the lesson):  Write your goal for this lesson from your perspective as the teacher.
  o Consider questions like these:  Why are you teaching this lesson?  What is the purpose?  Why are you having student's learn/do what is in this lesson?  What should students take away from the lesson?  How will your lesson help the students become better readers, mathematicians, writers, scientists, etc.?  What are the students going to think about in this lesson?  What are they supposed to learn by doing whatever you have them do in this lesson?
  o Please use the format in your narrative:  "I (we) want the students to..."  and be sure to tell why you are having students learn/do what you are teaching.

MINNESOTA ACADEMIC STANDARDS (MAS):  These are student standards—standards that relate to skills and concepts in the curriculum.  Choose strands appropriate to your lesson objectives.
a. Which MN Academic Standard(s) will the students work with in this lesson? Indicate the STRAND, SUB-STRAND, STANDARD, AND APPROPRIATE BENCHMARKS.
   o Explain the specific relationship of these standard(s) to your lesson. What is the evidence that you will be looking for that demonstrates that the students worked on the designated standard?

INSTRUCTIONAL OBJECTIVE(S):
   o Objectives describe how you will implement your goal. In this particular lesson, what will the students be learning that shows they are moving toward accomplishing your goal?
   o Write your objectives (no more than 2-3 for a lesson) from the students' perspective, stated in terms of student learning. Please use the format in your lesson plan: "The students will ... ."

MN BOARD OF TEACHING STANDARDS OF EFFECTIVE PRACTICE (BOT Standards):
These are teacher standards—what you or you have chosen to practice for this lesson.
   o What MN Standards of Effective Practice are you practicing in this lesson as you prepare to become a classroom teacher? Include the standard name, the overall standard description, and the indicator letter and content.
   o Explain the specific relationship of the standard(s) to your lesson. What are you doing in this lesson that demonstrates your understanding of this standard/indicator?

BACKGROUND KNOWLEDGE
   Students
   o Is there background knowledge the students have--or lack-- that might help (or interfere, in the case of misconceptions) with the learning? If you don't know, how will you find out?
   o Are there other understandings, skills, or attitudes they will need, such as vocabulary important to the lesson, willingness to work in teams, keyboarding...?
   o How are you going to build your understanding of the content and the concepts of the lesson? What sources have you consulted?
   o What are key concepts/content that you need to know to teach this lesson? Please describe.

CLASSROOM MANAGEMENT:
How will you gain the attention of the students at the beginning of the lesson and at different points throughout the lesson? How are you going to manage the learning environment and the students while you are teaching? You should consider...
   o Attention getters
     ❑ This may be a simple song, finger play, clapping pattern, or other means to focus the students' attention on you, their teacher. Have you taught the attention getter?
     ❑ You may use quieting words. What are they?
   o Transitions and movement of students
     ❑ How do you plan to transition from a previous lesson/content area to this lesson/content area?
     ❑ How will you transition between sections of your lesson?
     ❑ Do students need to move from one area of the room to another? How will you plan for this?
INTRODUCTION TO THE CONTENT OF THE LESSON:
How will you begin? Here are a few suggestions for a meaningful introduction to immediately capture and engage students cognitively:

- Pose a problem or ask a question
- Do a demonstration
- Tell or read a story
- Revisit information from a previous lesson
- Do a skit or sing a song

IMPORTANT TO REMEMBER: “Take out your books and turn to page 35,” is not an acceptable introduction; it is a statement giving instructions.

BODY: Refer to sample lesson plans and class notes for more information about developing this part of the lesson.

- This section will develop the main ideas of your lesson in sufficient detail that someone else could easily teach from it. Think of the body of the lesson in several parts or “chunks.” The body is your visualization of the proposed lesson. It is helpful to number or bullet the parts of your lesson.
- Include “teacher talk”—what you might actually say when you teach the lesson—as to remind you of important information, key phrases, and/or questions you want to ask in the lesson. Teacher talk serves as a rehearsal for what you plan to say when you actually teach the lesson.
- Describe:
  - What students will be doing in each part of the lesson
  - What you will be doing in each part of the lesson

NOTE: This section is applicable to lessons that involve extensive use of manipulatives and or equipment (i.e. science and or math lessons), and may or may not be a part of other subject area lessons.

Checking for procedural understanding:
Your lesson will involve directions, instructions, and manipulatives. How will you find out if students understand the directions, procedures, strategies, and content of your lesson, or how to use manipulatives or equipment? What will you do if they don’t understand? This is not an assessment or evaluation of learning.

CONCLUSION/PROCESSING OF LESSON: The conclusion is a time for students to process what they have learned. Before you plan a conclusion, go back and read your lesson objective(s).

- How will you conclude the activity (bring closure) so that it connects to the lesson objectives and so that the purpose of the lesson is clear to the students? [COGNITIVE CLARITY]
- How will you help students think about what they have learned so they can apply it to future lessons, other subject matter, or in the world outside of school?
- Here are a few suggestions for concluding/processing your lesson:
  - Each student completes an exit card
  - Groups share lesson products with class
Students share with partner/group one thing they’ve learned, then with whole class.

Individuals or groups teach the class one new thing learned.

**IMPORTANT TO REMEMBER:** A conclusion is more than saying, "We’re done now, so put away your books and get ready for lunch,” or thanking your students for doing a good job.

**LEARNING DIFFERENCES:** Refer to the Class Profile to help you plan this part of your lesson.

- To ensure that everyone in your class can learn from this lesson, you may need additional or different strategies to help particular students be successful. Identify the student(s) you anticipate will have difficulty with some or all of the lesson (e.g., sitting still, reading independently, processing directions, cooperating with peers, difficulty with English). Describe at least one way you plan to support these students so they can successfully participate in the lesson, and learn from it.

**ASSESSMENT:** As you plan for meaningful assessment, revisit the goal and objectives for this particular lesson. Also refer to resources you have in your Sci/Math course pack, class notes, & handouts on assessment.

- What evidence will you have that your teaching is effective—that the students in your class have accomplished the objectives? How will you assess how students are doing during the lesson?
- Describe the evidence that you are looking for—circling the room does not reveal what you are thinking about while you are observing the students!! Are you collecting and recording information through observation? Student work samples? Are you keeping a checklist? What will you look for in the student work you collect?
- How will you give your students feedback on their learning? Oral? Written? Checklist? Rubric? Other?
- How will the assessment help you plan for what you need to teach next?

**REFLECTION:** This section will vary by instructor.
Model for Secondary Lesson Plan:

Your Name:________________________________ Grade Level: _______________

Course Name:______________________ Lesson ________________________________

Objectives:
State the specific, student-centered expectations that students will meet through this lesson. Objectives should be observable and measurable, and should state what students should know and/or be able to do at the end of the lesson.

Link to standard and essential question:
Describe or identify by number, etc., how the connections are made in this lesson between the essential questions, the standards and the objectives.

Prior Knowledge Needed by Students:
Identify what prior knowledge students will need before they can complete this lesson successfully. Identify how you will know (or how you plan to find out) what prior knowledge all students bring to class.

Purpose:
Why should students care about this lesson? What is it about this lesson that will be helpful for the students in this class? (What will you say to students?)

Anticipatory Set:
How will you start your lesson to 'catch their interest' and/or make connections between student prior knowledge and what they are learning today?

Methods/Strategies Used and Rationale:
List the methods/strategies you will use in this lesson (active learning, cooperative learning, use of critical thinking strategies, etc.) and describe why you are using these method(s) in your lesson.

Chronology of Lesson:
Outline a step-by-step approach to the lesson. Include everything that you need to do and everything the students need to do. Develop and list all questions you plan to ask students. Write out the directions you will give to students. Processes for grouping students, handouts, etc. should all be included. Estimate the amount of time you will give to each portion of your lesson.

Accommodation(s) Required/Differentiated Instruction:
Identify the specific way(s) in which you plan to meet the needs of students who would find this lesson too hard or too easy. Identify the ways in which you have provided for all learning styles. Name the specific student for whom you are planning this differentiation strategy.
**Assessment of Objectives:**

Identify how you will assess students for each of the objectives, and attach the form, quiz, checklist, observational guide, etc. that you will use to assess students during your lesson.

**Materials/Resources Needed:**

List all sources of information used to prepare this lesson, as well as the materials you give to students (texts, handouts, videotapes, reference books, visuals, etc.).
Appendix G

Gustavus Adolphus College
Department of Education

Student Teaching Performance Assessment

_____ 1st Placement   _____ 2nd Placement (Check one)   Date:__________________

Student Teacher:__________________________________________________________

Observer:___________________________Title:_____________________

School:____________________________Subject/Grade:_____________

Background Information: Students completing the teacher education program at Gustavus Adolphus College are expected to demonstrate competence with respect to the 10 Standards of Effective Practice for Teachers identified by the Minnesota Board of Teaching. This assessment form lists three behavioral indicators for each of the 10 standards. In addition, you are asked to assess the student teacher's competence with respect to technology use and instruction related to the graduation standards.

Directions: For each indicator listed under a standard, please assess whether or not the student teacher has demonstrated competence at the minimum level necessary for a beginning teacher. If the particular indicator has been demonstrated, place a check (✓), on the appropriate blank and list supporting evidence. If the indicator has not been met, leave blank and list suggestions for the student teacher.

1. **Subject Matter** (✓ if demonstrated)
   - Selects teaching methods, activities and materials appropriate for students and the discipline.
   - Demonstrates subject mastery and general teaching knowledge.
   - Understands and teaches the connections of the discipline with other disciplines and with everyday life.
   
   Evidence and/or suggestions:

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

   Evidence and/or suggestions:
3. **Diverse Learners**  (√ if demonstrated)
   ___ Demonstrates familiarity with students' cultural, ethnic, and experiential backgrounds.
   ___ Demonstrates familiarity with student differences in learning capabilities and approaches.
   ___ Provides learning opportunities that are adapted for students with diverse backgrounds and exceptionalities.
   **Evidence and/or suggestions:**

4. **Instructional Strategies**  (√ if demonstrated)
   ___ Makes the learning goals and instructional procedures clear to students.
   ___ Makes content comprehensible to students.
   ___ Encourages students to extend their thinking to include critical thinking, problem solving, and performance skills.
   **Evidence and/or suggestions:**

5. **Learning Environment**  (√ if demonstrated)
   ___ Creates a climate that promotes fairness and positive social interaction.
   ___ Communicates behavioral expectations to students and establishes consistent standards of classroom behavior.
   ___ Attends to making the physical environment safe and conducive to learning.
   **Evidence and/or suggestions:**

6. **Communication**  (√ if demonstrated)
   ___ Uses knowledge of effective verbal, nonverbal and media communication techniques to foster learning.
   ___ Assists students to communicate effectively about their learning needs and accomplishments.
   ___ Effectively formulates and asks questions and stimulates discussion.
   **Evidence and/or suggestions:**

7. **Planning instruction**  (√ if demonstrated)
   ___ Articulates clear learning goals for the lesson that are appropriate for the students and the content.
   ___ Selects teaching methods, activities and materials appropriate for students and content.
   ___ Aligns goals, instruction and evaluation.
   **Evidence and/or suggestions:**
8. **Assessment** (√ if demonstrated)
   ___ Demonstrates knowledge of and employs a variety of formal and informal assessment tools, including self-assessment strategies.
   ___ Uses assessment information to adapt instruction and support student learning.
   ___ Accurately and appropriately reports information regarding student learning.
   **Evidence and/or suggestions:**

9. **Reflection and professional development** (√ if demonstrated)
   ___ Reflects on the extent to which the learning goals were met.
   ___ Demonstrates professional responsibility and integrity.
   ___ Uses research, colleagues, and professional development opportunities to become a better teacher.
   **Evidence and/or suggestions:**

10. **Collaboration, ethics, and relationships** (√ if demonstrated)
    ___ Builds professional relationships with colleagues.
    ___ Communicates with parents and guardians about student learning.
    ___ Collaborates with colleagues, families, and the community to foster a healthy and productive learning environment.
    **Evidence and/or suggestions:**

11. **Other** (√ if demonstrated)
    ___ Uses technology to enhance student learning.
    ___ Plans and uses instructional skills to help students meet the graduation standards.
    **Evidence and/or suggestions:**

**Overall Statement**

________________________________________________________________________

__________________________________________________________

Signature of Assessor Date