**CLINICAL EXPERIENCE HANDBOOK**

*Student Teachers*

*Cooperating Teachers University Supervisors*



**TEACHER EDUCATION**

**University of Minnesota Crookston  
2023**

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| **I. INTRODUCTION** |

## Teacher Education Unit at the University of Minnesota, Crookston

#### Mission

The mission of the University of Minnesota, Crookston Teacher Education unit is to develop beginning teachers as engaged learners who know how to create motivating environments, work with diverse students, adapt curriculum and practices, model ethical practices, and make reflective decisions that support and extend the learning of children/students in varied settings.

#### Vision

As teacher educators we know that it is through reflective practice that we can create more coherence between what we do, or intend to do, and how students experience these actions. Our vision of offering exemplary teacher education programs (Darling-Hammond, 2006) depends on reflective practice that currently integrates the following features:

* **Coherence in learning experiences** is based on our clear vision of what constitutes good teaching which is integrated in all course work and clinical experiences.
* **Strong core curriculum** which is grounded in knowledge of child and adolescent development and learning, subject matter, pedagogy, assessment, and social and cultural contexts.
* **Explicit standards for performance and professional practice** that guide faculty and student work.
* **Extensive supervised clinical experiences** which are closely integrated with course work using pedagogies that link theory and practice and facilitate students’ ability to apply knowledge to real problems.

#### Extensive use of performance assessments and evaluation.

* **Continuous improvement** in a) developing stronger relationships among educational programs, schools, and university faculty; and b) helping students confront beliefs and assumptions about learning and working with people who have experiences different from themselves.

#### Conceptual Framework

**UMC Teacher Education Conceptual Framework Model**



The Conceptual Framework for Teacher Education at the University of Minnesota, Crookston includes three (3) essential components:

1. Pedagogical Paradigm: Learner-Centered
2. Unifying Themes
3. Dispositions for Educators

#### Pedagogical Paradigm: Learner-Centered

Teacher educators at the University of Minnesota, Crookston keep student learning and meaning- making at the forefront of our curriculum, relationships, and practices. Our goal is student learning. We recognize our responsibility to create environments and experiences that help students discover and construct knowledge for themselves. Our paradigm is based on theoretical and empirical evidence, specifically: a) how people learn, b) the type of environment that supports learning, c) our role as teachers, and d) the role of assessment.

#### Unifying Themes

Our Unifying Themes guide our curriculum and integrate our institutional student learning competencies and core values, Minnesota Board of Teaching Standards, academic knowledge bases, dispositions, field experiences, student teaching, and assessments of student learning.

#### Focus on the Nature of Learners

The developmental characteristics of the learner, temperament, learning styles, motivations, knowledge, skills, attitudes, experiences, and cultural context are central to facilitating learning.

#### Create a Motivating Environment

Creating motivating and challenging environments, developing responsive relationships, encouraging students’ active engagement in learning, and using inquiry learning strategies to increase students’ motivation to learn are at the heart of productive and positive teaching and learning environments.

#### Demonstrate Content Expertise

Academic subject matter standards inform what teacher education candidates need to know, understand, and be able to do. Teachers need to connect ideas to one another and apply them to real-world problems.

#### Build Partnerships

Building communities of learning, both in the classroom and beyond the classroom, is critical to maintaining professional partnerships and collaborations. Continual interaction and shared responsibility between and among members of our learning communities is essential in the preparation of highly qualified beginning teachers.

#### Reflect as a Practitioner

Developing reflection skills is a complex process which requires continuous analysis of one’s teaching and the effect on the individual. Reflective practitioners demonstrate a sustained commitment to learning, questioning, and discovery.

#### Dispositions for Educators

The following dispositions will be promoted and assessed of all teacher education candidates at the University of Minnesota, Crookston

#### Respect

Values and demonstrates consideration and regard for oneself and others*.*

#### Responsibility

Accepts responsibility for personal actions, decisions, efforts and outcomes.

#### Emotional Maturity

Demonstrates situational appropriate behavior.

#### Values Learning

Demonstrates a respect for and is serious about knowledge acquisition and is passionate about increasing one’s competence.

#### Integrity

Models truthful, ethical,

and professional behavior.

## Collaborative Relationships

The University of Minnesota, Crookston, alone, could not adequately prepare students to become teachers. The full scope of professional knowledge and skills is made available to student teachers through collaborative relationships with early childhood centers, public schools, and accredited parochial schools. Administrators are willing and helpful to open their facilities and classrooms to our students. Experienced teachers welcome the developing professional teacher with enthusiasm and provide excellent mentoring skills.

The Early Childhood Development Center (ECDC) at the University of Minnesota, Crookston is a teacher training facility that provides early education experiences for infants, toddlers, and preschool children. ECDC maintains a safe and healthy learning environment, provides a supportive social-emotional atmosphere, and helps children learn how to learn through self-directed learning processes and problem solving. The ECDC supports the UMC Early Childhood Education program by providing scheduled laboratory experiences for program majors, and as a site for specific student teaching placements. It is expected that every UMC graduate of the Early Childhood program will have had at least one of his or her student teaching courses completed at the ECDC under the director and a cooperating teacher.

The proper relationship between the university and the local school is necessary for a successful teaching experience. The placing of a teacher candidate in a school in Minnesota tends to bring about an integration of teacher education with the local school. It should be realized that hosting a teacher candidate causes some interruption in the regular school program. At the same time, a teacher candidate is a co-teacher in a school and as such, should have ideas which can be of value to the local school.

The teacher candidate and cooperating teacher often develop lifetime professional relationships. This rapport should be developed early in the student teaching experience and regularly scheduled communication be established each day.

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| **II. CLINICAL EXPERIENCES** |

**Field Experiences: Observational and Practicum**

Field experiences and student teaching play a critical component in the preparation and continuing development of teacher candidates in the content, pedagogical knowledge, skills, and dispositions. At UMC, the teacher candidates’ field experiences are frequent, begin early and continue throughout their licensure program (refer to UMC Catalog). All candidates are engaged in three different levels of field experiences, which provide candidates different levels of responsibilities and opportunities to apply, integrate and demonstrate content knowledge and pedagogical knowledge, skills, and dispositions:

Observational experiences: Candidates observe and actively participate in a variety of early childhood education programs and school-based settings of different age and grade levels.

Practicum experiences: Candidates observe, practice, and demonstrate best practices through planning and implementing a variety of activities/lesson plans and unit planning; assessments; and collaborate with colleagues, professional staff and parents. Cooperating teachers and course faculty/university supervisor will share supervision responsibilities and evaluation.

Student Teaching experiences: Candidates will participate in all aspects of the teaching role and will eventually assume responsibilities for all classroom and related duties. Cooperating teachers and course faculty/university supervisors will share supervision responsibilities and evaluation.

The field experiences assure teacher candidates can have the opportunity to observe and practice in a variety of early childhood education programs and E – 12 school-based settings that include students at different age and grade levels, students with disabilities, and from diverse populations that are culturally and socio-economically diverse. All field experiences are based on the Minnesota PELSB Standards, 8710.2000 and Subject Matter Standards. Your assignments and assessments will be based on the standards addressed in the courses.

## FIELD EXPERIENCE REQUIREMENTS

## Teacher candidates must complete a minimum of 100 field experience hours prior to student teaching that includes:

## a. at least 60 field experience hours that are aligned to the scope and content of the licensure field sought;

## b. experience with students who differ in race, ethnicity, home language,

## and socioeconomic status;

## c. experience with students with a range of exceptionalities, including students on an

## individualized education plan

## Observational Experiences (informal clinical/field experiences):

## Courses that require observational experiences typically follow the following process:

## a. placement sites are usually sought by course instructors/university supervisor

## b. field experience coordinator contacts school districts and ECE programs and request for placements

## c. course instructors provide cooperating teachers with training such as course

## expectations and purpose of field experience

## d. assignments are designed and planned by course instructor

## e. candidate assessment – usually conducted by course instructor but cooperating

## teachers usually provide general supervision and may include feedback.

## Practicum Experiences (structured clinical/field experiences):

## Courses that require practicum experiences typically follow the following process:

## a. placement sites are requested by course instructors/university supervisor

## b. field experience coordinator contacts school districts and ECE programs and request for placements

## c. course instructors meet with cooperating teachers (and sometimes administrators) to discuss course expectations, lab assignments, and candidate’s assessment and

## evaluation

## d. assignments are designed, planned, and graded by course instructor

## e. candidate assessment:

## ● both course instructor and cooperating teacher supervise, assess and provide

## feedback to candidate

## ● both course instructor and cooperating teacher also assess and provide

## feedback on candidate’s dispositions.

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| **III. STUDENT TEACHING** |

## PURPOSE OF STUDENT TEACHING

Student teaching courses are culminating experiences for the pre-service teacher. These intensive, on site, all day, placements provide the opportunities and expectations for students to grow and develop into successful, beginning teachers. In Minnesota, success in student teaching indicates that the candidate has demonstrated achievement in knowledge, dispositions, and performance as presented in Minnesota Rules, 8710.2000, *Standards for the Effective Practice for Teaching.* The student teacher in Early Childhood must also demonstrate achievement of the standards in Minnesota Rules 8710.3000, *Teachers of Early Childhood Education*., and Elementary Education student teachers must also demonstrate achievement of the standards in Minnesota Rules 8710.3200, *Teachers of Elementary Education*. The specific standard indicators to be achieved are listed at the beginning of each of the syllabi for the student teaching courses.

In general, through practice at an approved site, the student teacher gradually assumes the role of the teacher. Through observation of the learning environment and of the behaviors of the children, and the modeling of effective teaching by the cooperating teacher, the student teacher proceeds to integrate knowledge and application. The student teacher eventually takes responsibility for planning, teaching, and evaluating learning and for managing a dynamic classroom. By the end of each student teaching experience, the student teacher is to have demonstrated a full range of teaching competencies indicating a readiness to succeed in an entry teaching position at that level.

For the Early Childhood degree that prepares students for seeking licensure to teach birth through grade three in Minnesota, there are four required student teaching experiences. Those are:

* + - ECE 4440, Infant and Toddler Student Teaching, 3 credits for 4 weeks
    - ECE 4811, Preprimary Student Teaching I, 5 credits for 6 weeks
    - ECE 4812, Preprimary Student Teaching II (Kindergarten), 4 credits for 5 weeks
    - ED 4827, Elementary Student Teaching, 8 credits for 10 weeks

For the Elementary degree that prepares students for seeking licensure to teach birth through grade three in Minnesota, there are two required student teaching experiences. Those are:

* + - ECE 4812, Preprimary Student Teaching II (Kindergarten), 4 credits for 5 weeks
    - ED 4827, Elementary Student Teaching, 7 credits for 10 weeks

**APPLICATION TO STUDENT TEACHING**

## Qualifications

### Candidates must:

1. meet the course prerequisites of each student teaching course including ECE 3901, Professional Teacher I before placement. The prerequisites are listed at the beginning of each student teaching syllabus.
2. present a record of good standing in the professional dispositions of respect, responsibility, emotional maturity, values learning, and integrity. That record includes assessments on the Teacher Education Dispositional Appraisal form; (APPENDIX)
3. have evidence of a minimum grade point average of 2.5 and no less than a C-minus grade in any course required in the program.

## Process

Candidates must:

1. complete an application form for student teaching.
2. meet with their academic advisor early in the fall semester for spring placement and early in the spring semester for summer and/or fall placement and obtain a signature of approval for student teaching.
3. submit the application to the designated faculty by the posted deadline.
4. enroll in ECE 3901, Professional Teacher I, in the term before beginning student teaching.

Forms are available electronically and the handbook appendix. (APPENDIX )

## Orientation:

Candidates must:

1. complete ECE 3901

1. meet with the university supervisor of the student teaching course for orientation and review of the specific requirements.
2. meet with the cooperating teacher and the university supervisor at the placement site to review roles and responsibilities.

## Liability Insurance

UMC requires that students be engaged in activities with students in school settings during their field experiences and student teachings are required to be insured. Student insurance is through:

*Education Minnesota* at <http://www.educationminnesota.org/en/membership/students.aspx>

## Criminal Background Check

Criminal History Background check will occur, and fingerprinting may be required, based on Minnesota Statute requirements for individuals working with children and students.

## Global Student Teaching through the University of Minnesota, Morris:

## Candidates are encouraged to explore opportunities to student teach abroad with faculty advisor.

**STUDENT TEACHING REQUIREMENTS**

## Courses that require student teaching experience follows the following process:

## candidates apply for student teaching.

## academic advisor checks for completion of prerequisites and if minimum program

## requirements have been met.

## faculty within the program meet to discuss teacher education dispositions and

## readiness of the candidate to start student teaching.

## Field Experience Coordinator seeks and requests appropriate placement sites (Principals are contacted and provided with the minimum qualifications needed for classroom teachers to supervise teacher candidates), and agreements/contracts are established. Field Experience Coordinator contacts school districts and ECE programs to request placements.

## triad meeting (# of triad meetings) - course instructor, teacher candidate and cooperating teacher meet to discuss the following:

## orientation to individuals, classroom, and building site

## roles and responsibilities of teacher candidate, cooperating teacher, university supervisor, and principals/directors

## course requirements, expectations, and timeline

## student teaching assignments and assessments

## student teaching assignments:

## course faculty provide guidelines of typical student teaching process

## teacher candidate and cooperating teacher plan teaching assignments with guidance from course faculty/university supervisor

## student teaching assessment:

## course instructor and cooperating teacher provide weekly, mid-term, and summative feedback and evaluation (# of observations needed)

## both course instructor and cooperating teacher also assess and provide feedback on candidate’s dispositions.

**Student Teaching Requirements:**

1. Unit Rule 8705.1010 STANDARD 11 (2). For candidates seeking an initial professional license, the unit must provide a minimum of 12 full-time weeks, or the equivalent number of weeks where the candidate is participating in at least 80 percent of the contracted school week, of face-to-face student teaching that:

2. UMC exceeds the minimum standards stated above:

**PROGRAM: EARLY CHILDHOOD EDUCATION**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **# OF OBSERVATIONS** | | **# OF TRIAD MEETINGS** | |
| **COURSES** | **# OF FULL WKS.** | **UNIVERSITY SUPERVISORS** | **COOPERATING TEACHERS** | **UNIVERSITY SUPERVISORS** | **COOPERATING TEACHERS** |
| ECE 4440 Infant and Toddler Student Teaching (3 cr) | 4 | **2** | **2** | **2** | **2** |
| ECE 4811 Preschool Student Teaching (5 cr) | 6 | **2** | **2** | **2** | **2** |
| ECE 4812 Kindergarten Student Teaching (4 cr) | 5 | **3** | **2** | **2** | **2** |
| ED 4827 Elementary Student Teaching (8 cr) | 10 | **4** | **4** | **3** | **3** |

**PROGRAM: ELEMENTARY EDUCATION**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **# OF OBSERVATIONS** | | **# OF TRIAD MEETINGS** | |
| **COURSES** | **# OF FULL WKS.** | **UNIVERSITY SUPERVISORS** | **COOPERATING TEACHERS** | **UNIVERSITY SUPERVISORS** | **COOPERATING TEACHERS** |
| ECE 4812 Kindergarten Student Teaching (4 cr) | 5 | **3** | **2** | **2** | **2** |
| ED 4827 Elementary Student Teaching (8 cr) | 10 | **4** | **4** | **3** | **3** |

**PROGRAM: AGRICULTURAL EDUCATION (Refer to Agricultural Education Student Teaching Handbook)**

**PROGRAM: COMMUNICATION ARTS & LITERATURE (ENGLISH EDUCATION)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **# OF OBSERVATIONS** | | **# OF TRIAD MEETINGS** | |
| **COURSES** | **# OF FULL WKS.** | **UNIVERSITY SUPERVISORS** | **COOPERATING TEACHERS** | **UNIVERSITY SUPERVISORS** | **COOPERATING TEACHERS** |
| ENED 3004 Methods of Teaching CA & L (8 cr) | 12 | **4** | **4** | **3** | **3** |
|  |  |  |  |  |  |

## Storm Day Policy

## The policy for making up storm days is consistent through all student teachings, half of all missed days. Late start days do not need to be made up as they are counted as full day attendance by the districts. If only 1 day is a missed storm day and if aren't any additional days, no makeup is required.

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| **IV. STUDENT TEACHING – PLACEMENT** |

## Qualifications

### Candidates must:

1. meet the course prerequisites of each student teaching course including ECE 3901, Professional Teacher I before placement. The prerequisites are listed at the beginning of each student teaching syllabus.
2. present a record of good standing in the professional dispositions of respect, responsibility, emotional maturity, values learning, and integrity. That record includes assessments on the Teacher Education Dispositional Appraisal form; (APPENDIX)
3. have evidence of a minimum grade point average of 2.5 and no less than a C-minus grade in any course required in the program.

## Process

Candidates must:

1. complete an application form for student teaching.
2. meet with their academic advisor early in the fall semester for spring placement and early in the spring semester for summer and/or fall placement and obtain a signature of approval for student teaching.
3. submit the application to the designated faculty by the posted deadline.
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Candidates must:

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1. meet with the university supervisor of the student teaching course for orientation and review of the specific requirements.
2. meet with the cooperating teacher and the university supervisor at the placement site to review roles and responsibilities.

## Liability Insurance

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*Education Minnesota* at <http://www.educationminnesota.org/en/membership/students.aspx>

## Criminal Background Check

Criminal History Background check will occur, and fingerprinting may be required, based on Minnesota Statute requirements for individuals working with children and students.

## Global Student Teaching through the University of Minnesota, Morris:

## Candidates are encouraged to explore opportunities to student teach abroad with faculty advisor

1. Early Childhood student teachers are expected to complete at least one student teaching experience on campus at the teacher education training facility, the Early Childhood Development Center, unless capacity for placement has been exceeded.
2. Every effort is made to place student teachers within a forty-mile radius of campus but may have to extend the distance up to sixty miles if closer placements are not available.
3. Student teachers who want to student teach beyond sixty miles from campus must submit a written request with reasons to the TE faculty. Such placements will be approved for extraordinary circumstances only, and students will be charged additional fees. If the distance is too far for the university supervisor to travel, then an adjunct university supervisor with a minimum of a master’s degree in the field and university teaching experience may be hired from the vicinity of placement.
4. Student teachers are placed in appropriate centers and schools with which the institution has established relationships. In most cases, the center or school district, has agreed to a letter of understanding regarding teacher qualifications, responsibilities, and honoraria for accepting student teachers from the University of Minnesota, Crookston.

Cooperating teachers must have a minimum of three years teaching experience and a bachelor’s degree in either early childhood for the infant/toddler and preprimary placements or in elementary for the primary placement. It is also expected that the cooperating teacher is a committed, reflective educator who enjoys helping the professional growth and development of a student teacher.

1. The Field Experience Coordinator contacts the center director or school principal and provides resumes and brief biographies of those applying to student teach. The director or principal communicates with qualified cooperating teachers about their willingness to accept a student teacher, and then notifies the university supervisor of available classrooms. In most circumstances, the student teacher, the university supervisor, and the cooperating teaching meet on site to review each other’s roles and expectations and the course requirements shortly before the experience begins.

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| **V. STUDENT TEACHING – CANDIDATE EXPECTATIONS** |

1. Achieve teaching competencies as described in Minnesota Rules, 8710. 2000 and 8710. 3000 which are listed on each student teaching syllabus.
2. Continue to demonstrate positive values, commitments, and professional ethics as assessed on the Teacher Education Disposition Appraisal Form.
3. Develop and maintain a professional notebook of student teaching for each student teaching course (see syllabi for specific requirements).
4. Keep journal entries for every day of student teaching with reflections that provide evidence of professional growth.
5. Demonstrate initiative while working together as a team with the cooperating teacher and with the parents.
6. Take responsibility for asking for help.
7. Successfully fulfill the stages of the student teacher’s role in the classroom (vary in length according to the length of the student teaching experience)
   1. orientation to the building, classroom, office, library, work areas, class schedule, class rules, etc.
   2. observation of teacher and children to gain information and insight into the learning environment and getting to know them. (First few days)
   3. introduction of teaching responsibilities, usually one activity/lesson/subject at a time, gradually adding on more. (Starting the second week)
   4. full responsibilities for planning, teaching and evaluation (at least one week for infant/toddler, at least one week for preprimary each, and at least two weeks for elementary)
   5. short period of lessening teaching responsibilities to allow for observation in other classrooms before experience ends. (Usually two or three days)
8. Submit lessons to a cooperating teacher according to his or her schedule, but at least two days before teaching is to take place.
9. Conference regularly (informal and formal) with the cooperating teacher at least weekly and with university supervisor during visits. Accept suggestions, reflect on feedback, and grow accordingly.
10. Candidates enrolled in Elementary Student Teaching must complete and submit an education Teacher Performance Assessment (edTPA)
11. Candidates may be assigned a “K” grade for an extension if the performance indicates more time is needed to achieve success or if the candidate has had excused, but lengthy absences.
12. A grade lower than a C- is unsatisfactory and denotes failure. Each student teaching course may be repeated once.

## A summary of the responsibilities of each party includes:

* Complete all course requirements to the best of one’s abilities
* Become familiar with the curriculum and daily expectations in the classroom
* Prepare well for each week’s lessons and activities
* Work with a minimum of direction
* Accept constructive criticism as an opportunity to grow
* Perform as a supportive team member in the classroom and with parents
* Reflect frequently on one’s effectiveness
* Practice ethical and professional standards
* Communicate effectively with cooperating teacher and university supervisor
* Demonstrate growth in teaching competencies
* Complete and submit an Education Teacher Performance Assessment (edTPA) while enrolled in Elementary Student Teaching

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| **VI. MENTORING AND EVALUATION** |

**UNIVERSITY SUPERVISOR AND COOPERATING TEACHER PROFESSIONAL DEVELOPMENT REQUIREMENTS**

**Professional Development Coaching Strategies Video**

PELSB, the MN Licensing Agency, instituted a new Unit Rule, effective this year, that requires all cooperating teachers and university supervisors for student teaching to complete a coaching strategy for adult learners module.

The training consists of a 1-hour video that is only needed once, regardless of how many times you mentor a teacher candidate in Minnesota. I have included the links below and ask that you register and view the video at your convenience - if you have a MN teaching license you are asked to use that corresponding link. The training was created by the U of M and other Higher Ed institutions, and they are sharing the video with all Minnesota teacher preparation programs. A verifying email when you have completed the training is required.

University Supervisor training Cooperating Teachers and supervisors who are members of Education Minnesota, should complete the Adult Coaching Strategies course on the Education Minnesota website:

Video link <https://meaonline.learnupon.com/users/sign_in?next=%2Fdashboard>

For individuals who do not have a Minnesota teaching license, they can complete the MACTE copy of the course available below:

## Video link <https://umn.qualtrics.com/jfe/form/SV_etFjXTO7ARZwPDU>

## University Supervisor’s role.

There are scheduled observations by the university supervisor to assess progress and to give feedback and instruction as appropriate. There are a minimum of three-four such visits for each student teaching experience except for primary student teaching which has a minimum of four observations. The purpose of these observations is for the student teacher to demonstrate what he or she is achieving in the classroom and provide evidence of student learning as a result.

In addition to observing the planned lesson and the student teacher’s skills in teaching and in classroom management, the supervisor will expect to assess the quality of the:

* 1. written, current lesson outlines with objectives and assessment plans.
  2. standards’ achievement and documentation in the student teaching notebook,
  3. reflection and growth in the daily journal
  4. self-assessments of previous lessons

The supervisor will expect to conference with the student teacher to discuss the observed lesson, to listen to the student teacher’s self-assessment of the observed lesson, to suggest any needed improvements and ways to achieve them, to review the formative evaluations or feedback from the cooperating teacher, to schedule for the next visit, and to generally be of assistance to the student teacher’s goals for success student teaching.

The supervisor will also expect to meet with the cooperating teacher to discuss progress and plans for any needed improvements. At the end of the experience, the supervisor meets with the cooperating teacher and the candidate to discuss the final evaluations. The supervisor also evaluates the professional student teaching notebook and the overall performance of the candidate in meeting the course requirements before assigning the letter grade.

Specifically, the university supervisor or Field Experience coordinator:

* Provides a syllabus with clear expectations and assignments
* Conducts an orientation visit and a minimum of 3 or 4 on-site observations with written assessments
* Three TRIAD meetings are required
* Meets with and maintains communication with the cooperating teacher
* Reviews and evaluates student teacher’s progress in the classroom and in achieving course assignments
* Serves as a resource for student teacher
* Assists student teacher in developing plans for growth
* Provides a written evaluation of the student teacher’s progress regarding achievement of standards and teacher disposition

## Cooperating Teacher’s role.

The classroom teacher models effective teaching strategies and ‘best practices’ class management skills, while also serving as a mentor who gives helpful feedback to the beginner. It is important that student teachers have a good sense of their own progress, so that they can gain confidence through their efforts and success and to search for ways to improve as needed. The cooperating teacher helps the student teacher by giving some timely comments or praise about strengths and suggestions for improvement throughout the experience.

Specifically, the cooperating teacher:

* Provides orientation to the curriculum, schedules, children, facilities, and school culture
* Communicates expectations to the student teacher on a regular basis
* Models a variety of teaching strategies and classroom management
* Assists with suggestions or serves as a resource in his or her weekly planning
* Provides frequent informal feedback
* Provides weekly written comments regarding strengths and areas needing improvement
* Conducts a minimum of 2 or 4 on-site observations with written assessments, dependent on student teaching level – see student teaching requirements table
* Three TRIAD meetings are required
* Meets with and maintains communication with university supervisor
* Completes a final, written evaluation of the student teacher’s performance and growth regarding achievement of standards and teacher dispositions

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| **VII. APPENDIX** |

1. Student Teaching Application Form…………………………………………………
2. Teacher Education Disposition Appraisal Form… …………………………………
   * FIELD EXPERIENCE Practicum Level
   * STUDENT TEACHING
3. Summary of Roles and Responsibilities for Student Teaching -

Infant/Toddler and Preprimary I………………………………………………………

1. Summary of Roles and Responsibilities for Student Teaching –

Kindergarten and Elementary…………………………………………………………

5. Formative Evaluation Forms……………………………………………………………



**TEACHER EDUCATION UNIT   
 HUMANITIES, SOCIAL SCIENCES AND EDUCATION DEPT**.

**Teacher Education (TE) Application for Student Teaching**

**NOTE:** For ECE and Elem teacher candidates, every effort is made to place student teachers within a 40-mile radius of campus; students

who want to student teach beyond 60 miles must submit a completed Appeal stating rationale.

|  |  |  |  |
| --- | --- | --- | --- |
| **Last Name** |  | **First Name** |  |
| **ID#** |  | **Email** |  |
| **Cell phone** |  | **Request to**  **Student Teach** | **Term Year** |

**Student Teaching Course Selection**

|  |  |
| --- | --- |
|  | **AGED 4600 Student Teaching: Work-Based Learning** |
|  | **AGED 4800 Student Teaching: Middle School** |
|  | **AGED 4900 Student Teaching: High School** |
|  | **ECE 4440 Infant and Toddler Student Teaching** |
|  | **ECE 4811 Preschool Student Teaching** |
|  | **ECE 4812 Kindergarten Student Teaching** |
|  | **ED 4827 Elementary Student Teaching** |
|  | **ENED 4900 Student Teaching: Middle and High School** |

**I understand and accept my responsibility to comply with the following Teacher Education STUDENT TEACHING requirements.**

* I have achieved a minimum cumulative 2.5 GPA at UMC or UM campuses. My cumulative GPA is\_\_\_\_\_\_\_\_\_\_.
* I have achieved a minimum of a C- or higher course grade in ALL my teacher education courses.
* I have successfully demonstrated verbal and non-verbal behaviors consistent with the Teacher Education Dispositions of Respect, Responsibility, Emotional Maturity, Values Learning, and Integrity.
* I have provided the Humanities, Social Sciences and Education Office evidence of my current and annual purchase of liability insurance through membership in Education Minnesota (EdMN/NEA) or Minnesota Association of Agricultural Educators (MAAE/NAAE).
* I have met with my Academic Advisor, and we discussed my record of meeting **ALL** of the academic program requirements or I am in concurrent enrollment.

**As the Academic Advisor of this teacher candidate, I confirm that we have met and discussed this application and confirm his/her compliance with the prerequisites.**

**Academic Advisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Updated: August 1, 2023





**TEACHER EDUCATION**

**HUMANITIES, SOCIAL SCIENCES and EDUCATION DEPT. 08/01/2023**

**TEACHER EDUCATION DISPOSITION APPRAISAL: Practicum level field experiences**

**DIRECTIONS: Please CHECK appropriate course box below; write and sign names in 3rd column below.**

|  |  |  |
| --- | --- | --- |
| * **AGED 3003 Supervised Agricultural Education** * **ECE 3420 Nurturing & Collaborative Relationships for Infants & Toddlers – 3 credit option** * **ECE 3410 Learning Environments for Infants & Toddlers** * **ECE 4700 Creative Arts & Language Arts** * **ECE 4702 Mathematics, Social Studies & Sciences** * **ED 2877 Social Studies in Elementary Education** * **ED 2878 Science in Elementary Education** | * **ED 3034 Methods of WBL** * **ED 3301 Creating Meaning…Literature & the Arts** * **ED 3600 Classroom Mgmt. in Middle/High School** * **ED 3800 Elementary Ed Classroom Experiences –**   **with ED 3201 Reading and Language Arts I**   * **ED 3800 Elementary Ed Classroom Experiences –**   **with ED 3870 Mathematics in Elementary Ed.**   * **ED 3202 Reading and Language Arts II** * **ENED 3004 Methods of teaching CA & L** * **Other:** | **Teacher Candidate/UMC Student:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_write**  **Completed by:**   * **Course Instructor**   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sign**   * **Classroom Teacher at placement site**   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sign** |

**DIRECTIONS: Please CIRCLE appropriate frequency.**

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| **R E S P O N S I B I L I T Y:** ACCEPTS RESPONSIBILITY FOR PERSONAL ACTIONS, DECISIONS, EFFORTS, and OUTCOMES. | | | | | | | | | | | |
| **Dependability** | | | | **Dependability** | | | | **Preparedness** | | | |
| Arrives for class on time & regularly attends | | | | Makes prior arrangement when absence is essential | | | | Prioritizes work based upon established goals | | | |
| Rarely | Occasionally | Usually | Consistently | Rarely | Occasionally | Usually | Consistently | Rarely | Occasionally | Usually | Consistently |
| **E M O T I O N A L M A T U R I T Y:** DEMONSTRATES SITUATIONAL APPROPRIATE BEHAVIOR. | | | | | | | | | | | |
| **Emotional control** | | | | **Emotional control** | | | | **Adaptability** | | | |
| Uses appropriate non-verbal and verbal expressions | | | | Displays composure and steady emotional temperament | | | | Demonstrates curiosity, creativity, & flexibility regarding processes, tasks, & content | | | |
| Rarely | Occasionally | Usually | Consistently | Rarely | Occasionally | Usually | Consistently | Rarely | Occasionally | Usually | Consistently |
| **V A L U E S L E A R N I N G:** DEMONSTRATES A RESPECT FOR and is SERIOUS about KNOWLEDGE ACQUISTION and is PASSIONATE ABOUT INCREASING ONE’S COMPETENCE. | | | | | | | | | | | |

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| **Initiative** | | | | **Effort** | | | |
| Shows initiative in lab/class | | | | Stays focused during lab/class | | | |
| Rarely | Occasionally | Usually | Consistently | Rarely | Occasionally | Usually | Consistently |
| **R E S P E C T:** VALUES and DEMONSTRATES CONSIDERATION and REGARD FOR ONESELF and OTHERS. | | | | **I N T E G R I T Y:** DEMONSTRATES TRUTHFULNESS, TRUSTWORTHINESS and PROFESSIONAL BEHAVIOR. | | | |
| **Open-mindedness** | | | | **Professionalism** | | | |
| Receptive to feedback from others | | | | Professional demeanor in dress and attitude | | | |
| Rarely | Occasionally | Usually | Consistently | Rarely | Occasionally | Usually | Consistently |

**COMMENTS:**

 **TEACHER EDUCATION DISPOSITION APPRAISAL**

**COMPLETED BY\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* **Course Instructor STUDENT\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Cooperating Teacher COURSE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DATE\_\_\_\_\_\_\_\_\_\_**
* **University Supervisor**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **R E S P E C T: VALUES and DEMONSTRATES CONSIDERATION and REGARD FOR ONESELF and OTHERS.** | | | | | | | | | | | |
| **Open-mindedness** | | | | **Empathy** | | | | **Values Diversity** | | | |
| Evidence of willingness to suspend initial judgment; respects & considers the ideas, beliefs, & opinions of others; listens carefully & actively to others; receptive to feedback from others; receptive of a critical examination of multiple perspectives | | | | Demonstrates empathy, shows genuine concern for others & their needs; interacts in a polite, respectful manner; uses appropriate language; thoughtfully listens & responds to people’s insights, needs, & concerns by acknowledging a person’s feelings & summarizing his/her thoughts; evidence of compassion for others, putting their needs first, when appropriate. | | | | Evidence of willingness & ability to work, cooperate, and communicate with diverse individuals (ability, age, ethnicity, socio-economic, gender, and self-identities; acknowledges & appreciates perspectives and unique needs of individuals from diverse cultural & experiential backgrounds; treats others with dignity; courtesy, & offers due consideration for people & ideas; demonstrates being intentional of feedback to students and families; shows willingness to disrupt patterns that support unequal advantages. | | | |
| **Rarely** | **Occasionally** | **Usually** | **Consistently** | **Rarely** | **Occasionally** | **Usually** | **Consistently** | **Rarely** | **Occasionally** | **Usually** | **Consistently** |
| **R E S P O N S I B I L I T Y: ACCEPTS RESPONSIBILITY FOR PERSONAL ACTIONS, DECISIONS, EFFORTS, and OUTCOMES.** | | | | | | | | | | | |
| **Dependability** | | | | **Preparedness** | | | | **Cooperation** | | | |
| Arrives for class on time & regularly attends; makes prior arrangement when absence is essential; submits assignments prior to absences and/or completes work; returns borrowed materials in a timely manner; takes care of other’s property. | | | | Reading assignments are completed prior to class; engaged in reading materials with written notes, questions etc.; submits assignments by deadlines; prioritizes work based upon established goals. | | | | Keeps on task; maximizes individual’s talents; assumes & participates in evenly distributing responsibility to all members; responds to others’ insights in ways that further the conversation & invoke new ways of thinking. | | | |
| **Rarely** | **Occasionally** | **Usually** | **Consistently** | **Rarely** | **Occasionally** | **Usually** | **Consistently** | **Rarely** | **Occasionally** | **Usually** | **Consistently** |
| **E M O T I O N A L M A T U R I T Y: DEMONSTRATES SITUATIONAL APPROPRIATE BEHAVIOR.** | | | | | | | | | | | |
| **Emotional control** | | | | **Adaptability** | | | | **Optimism** | | | |
| Uses appropriate non-verbal & verbal expressions; sensitive to language use; displays appropriate sense of humor; interacts without put-downs or sarcasm; displays composure & steady emotional temperament; holds self-accountable for his/her emotions. | | | | Adapts to unexpected or new situations with emotional control; willing to get along with others; demonstrates curiosity, creativity, & flexibility regarding processes, tasks, & content; generates effective & productive options. | | | | Acts from a positive frame of reference most of the time, including when changes occur; views feedback & situations maturely, analyzes feedback & makes adjustments to enhance personal growth & learning; promotes a positive learning environment. | | | |
| **Rarely** | **Occasionally** | **Usually** | **Consistently** | **Rarely** | **Occasionally** | **Usually** | **Consistently** | **Rarely** | **Occasionally** | **Usually** | **Consistently** |
| **V A L U E S L E A R N I N G: DEMONSTRATES A RESPECT FOR and is SERIOUS about KNOWLEDGE ACQUISTION and is PASSIONATE ABOUT INCREASING ONE’S COMPETENCE.** | | | | | | | | | | | |
| **Initiative** | | | | **Effort** | | | | **Reflection** | | | |
| Takes initiative to get materials and notes when absent from classes or meetings; resourceful; seeks clarification and/or assistance as needed; shows initiative in class; uses multiple & quality resources to add value to assigned work. | | | | Evidence of preparation for class; actively engaged in class discussion; interested in class activities; voluntarily responds to questions in class; stays focused during class/lab; work completed with attention to accuracy and detail; work shows that adequate time & planning were allocated; persistent efforts to improve. | | | | Shows intellectual interest by statements made in class; asks relevant & thoughtful questions; shows thoughtful analysis of assignments; work shows higher-order thinking; makes reasoned decisions with supporting evidence; makes connections to previous readings, experiences, & courses. | | | |
| **Rarely** | **Occasionally** | **Usually** | **Consistently** | **Rarely** | **Occasionally** | **Usually** | **Consistently** | **Rarely** | **Occasionally** | **Usually** | **Consistently** |
| **I N T E G R I T Y: DEMONSTRATES TRUTHFULNESS, TRUSTWORTHINESS and PROFESSIONAL BEHAVIOR.** | | | | | | | | | | | |
| **Truthfulness** | | | | **Ethical Practice** | | | | **Professionalism** | | | |
| Practices honesty in communicating with others; communicates without intent to deceive; gives credit to others when using their work; actions indicate that truth is more important than personal need. | | | | Practices discretion in keeping personal or professional confidences; words & actions indicate strong character; displays understanding that fairness includes considerations of students with special needs & students’ treatment of one another, as well as teacher to student, or student to teacher; role model of personal integrity. | | | | Professional demeanor in dress & attitude; models behavior expected of both teachers & learners in educational settings; makes use of professional organizations or publications; willingly participates in professional development activities; belongs to professional organization(s). | | | |
| **Rarely** | **Occasionally** | **Usually** | **Consistently** | **Rarely** | **Occasionally** | **Usually** | **Consistently** | **Rarely** | **Occasionally** | **Usually** | **Consistently** |

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| --- |
| **Demonstration of all dispositions with consistency CULTIVATES RESILIANCE.** |

Comments on strengths and challenging dispositions:

# UNIVERSITY OF MINNESOTA CROOKSTON

# STUDENT TEACHING

# (Infant & Toddler and Preprimary I)

# Summary of Roles and Responsibilities

Student Responsibilities:

### Completion of all assignments and course requirements

* Work with a minimum of direction
* Translate theory into performance
* Work as a supportive team member
* Gain new skills
* Maintain professional standards and ethical practice.
* Communicate with staff in regards to change of plan in timely manner

University Supervisor/Course Instructor Responsibilities:

* Arrange and monitor placements.
* Provide orientation for student teachers: outline responsibilities, expectations and course assignments.
* Conduct a total of 4 - 5 visits: orientation, 3-4 on-site observations with written assessment including mid-term evaluation and/or final evaluation.
* Review and evaluate student’s competencies and portfolio
* Communicate with site supervisors and cooperating teachers on students’ progress
* Serve as a resource for students
* Assist students in developing plans for future growth

Cooperating Teacher Responsibilities:

* Provide orientation for students teachers to communicate expectations.
* Provide formal evaluation for students: beginning (only for students with 10 weeks or more weeks of student teaching), mid-term and final evaluation.
* Provide frequent informal feedback to students.
* Model a variety of teaching strategies and classroom management
* Assist students in their weekly planning
* Serve as a resource for students in planning activities
* Assist director/manager in assigning students their daily/weekly assignments
* Communicate with university supervisor on student’s progress

Director and/or Principal Responsibilities:

* Arrange student teaching schedule
* Assist cooperating teachers in assigning students their daily/weekly assignments when necessary
* Provide formal and informal feedback to students when necessary.
* Communicate with university supervisor on student’s progress when necessary.
* Provide planning time and conferencing time with cooperating teacher.

**STUDENT TEACHING**

**(Kindergarten and Elementary)**

**Summary of Roles and Responsibilities**

Student Teacher Responsibilities:

* Complete all course requirements to the best of one’s abilities
* Become familiar with the curriculum and daily expectations in the classroom
* Prepare well for each week’s lessons and activities
* Work with a minimum of direction
* Accept constructive criticism as an opportunity to grow
* Perform as a supportive team member in the classroom and with parents
* Reflect frequently on one’s effectiveness
* Practice ethical and professional standards
* Communicate effectively with cooperating teacher and university supervisor
* Demonstrate growth in teaching competencies

University Supervisor Responsibilities:

* Arrange and monitor placements
* Provide a syllabus with clear expectations and assignments
* Conduct an orientation visit and a minimum of 3 or 4 on-site observations with written assessments
* Meet with and maintain communication with the cooperating teacher
* Review and evaluate student teacher’s progress in the classroom and in achieving course assignments
* Serve as a resource for student teacher
* Assist student teacher in developing plans for growth

Cooperating Teacher Responsibilities:

* Provide orientation to the curriculum, schedules, children, facilities, and school culture
* Communicate expectations to the student teacher on a regular basis
* Model a variety of teaching strategies and classroom management
* Assist with suggestions or serve as a resource in his or her weekly planning
* Provide frequent informal feedback
* Provide weekly written comments regarding strengths and areas needing improvement
* Meet with and maintain communication with university supervisor
* Complete a final, written evaluation of the student teacher’s performance and growth

Principal Responsibilities:

* Accept placement with cooperating teachers who have at least three years of teaching experience and who are fully certified in the teaching assignment



