

STUDENT TEACHING HANDBOOK

For

TEACHER CANDIDATES

AUGSBURG
UNIVERSITY

AUGSBURG UNIVERSITY MISSION STATEMENT

Augsburg University educates students to be informed citizens, thoughtful stewards, critical thinkers, and responsible leaders. The Augsburg experience is supported by an engaged community that is committed to intentional diversity in its life and work. An Augsburg education is defined by excellence in the liberal arts and professional studies, guided by the faith and values of the Lutheran Church, and shaped by its urban and global settings.

AUGSBURG EDUCATION DEPARTMENT MISSION STATEMENT

The Augsburg University Education Department commits itself to developing future educational leaders who foster student learning and well-being by being knowledgeable in their fields, being capable in pedagogy, being ethical in practice, nurturing self-worth, embracing diversity, thinking reflectively, and collaborating effectively.

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PREFACE

This handbook is designed for three purposes:

1. to inform the teacher candidates, cooperating teachers, and college supervisors (the student teaching triad) of the policies and procedures pertaining to student teaching;
2. to assist the student teaching triad in carrying out their various roles during the student teaching experience;
3. to support all so that the student teaching experience operates smoothly and effectively for teacher candidates, school personnel, and Augsburg staff.

The student teaching experience is recognized as the capstone experience of the teacher education program at Augsburg University. It is a transitional period in which students have the opportunity to work directly with children and discover their role as teachers in a classroom setting while receiving guidance and support from experienced, certified teachers and university staff.

The student teaching experience should:

1. provide the opportunity for discovery of personal areas of strength and further development ;
2. encourage teacher candidates to analyze themselves and their behavior as teachers;
3. provide the opportunity for revealing and developing teacher candidates abilities to communicate, and develop their abilities to become professional leaders.

With these goals in mind, we commit and extend ourselves in a collaborative effort with classroom teachers to train our future teachers.

Dear Teacher Candidate,

Welcome to the student teaching term at Augsburg University. Congratulations! You have reached the capstone experience of our teacher education program. Upon completion, you will join a select group of professionals who are committed to educating all learners.

Throughout your course work, you have been introduced to theories about teaching. During your field experiences, you have been able to “try out” some of the methods modeled for you in your college classes. Now, during student teaching, you will bring both theory and practice together as you continue to refine and hone your skills. While practicing the methods that are effective tools in supporting student learning—the science of teaching—you will gain an understanding of when to use them and with whom—which is the art.

Approach this semester and the beginning of your teaching career with a curious mind. Share your personal background and talents with others in the classroom and school. Develop an interest in learning all that you can from the faculty and staff, students and parents, your cooperating teacher and college supervisor. Learn as much as you can from each of these individuals. This semester, you, along with your cooperating teacher and college supervisor, will be a cooperative member of what the teaching profession calls the student teacher triad. Your cooperating teacher has been selected because of their professional reputation, and your college supervisor will assist, guide, and collaborate with you both during the term.

This student teaching term is one that demands a great deal of time and energy. It is an exciting, but demanding, journey that will forever shape you, personally and professionally. You will work hard, and you must be genuinely involved in the process of becoming a thoughtful and reflective practitioner. During this term, set high standards for yourself and your students, and don't fear asking questions or seeking help from others.

Augsburg University has a long-standing commitment to excellence in teacher education, the focal point of which is to guide and prepare you for pedagogical practices and professional responsibilities. We believe that you will continue our tradition of excellence in teacher education with integrity, enthusiasm, and vigor.

The faculty congratulates you for what you have accomplished thus far in your journey, and look forward to seeing what comes next. Best wishes for a stimulating and successful semester teaching and learning.

Sincerely,

Barbara West
Director of Student Teacher Placement/Licensing

AUGSBURG UNIVERSITY EDUCATION PROGRAM THEMES

These four interrelated program themes provide lenses through which we filter our practice in the college classroom and to which we support your practice as teacher candidates during student teaching.

Relationships

Learning is relational and communal. Responsive teachers create significant relationships with their students, colleagues and community partners by developing learning communities. These nurturing learning communities provide a safe, trustworthy place where challenging and engaging questions can be considered. We model the kinds of learning communities that we expect our graduates to create. We share with our students a learning model that connects content, theory and practice in an ongoing cycle. Students and their learning are the focus for responsive teachers. Therefore, we embrace and foster a progressive and constructivist orientation.

Reflection and Inquiry

Responsive teachers are reflective practitioners who are students of teaching and learning. Providing numerous frameworks through which to filter our experience encourages intentional and thoughtful inquiry. Through field placements, service learning, generative questions, and classroom experiences, students and faculty develop their perspectives about teaching and learning. Critical reflection allows us to examine content, theory and practice in ways that transform our practice. We think it is important to understand and learn how to manage the many polarities inherent in the teaching and learning process.

Diversity and Equity

Responsive teachers embrace diversity and intentionally work to ensure that all learners, especially those who for some reason have been marginalized, learn and develop in powerful ways. We continually reflect on what it means to be a “school in the city.” We recognize that each student is unique, shaped by culture and experience, therefore differentiating instruction is essential. The perspective of multiple intelligences, learning style theory and teaching for understanding help us differentiate and enable us to provide choice, variety, and flexibility. Responsive teachers believe that all students can learn. They also have a sense of efficacy and believe that they can help all students learn.

Leadership

Responsive teachers recognize that becoming a learning leader is a developmental process, which begins in pre-service education and continues throughout one’s career. Teachers serve as leaders within the classroom, and with experience, increased confidence, and professional development become leaders within the school, the district, and the community. Teacher leaders view themselves as life long learners. They become role models committed to their profession as a vocation rather than a job. Emerging teacher leaders keep student learning at the center of their work while advocating for instructional innovation, constructivist curricular development and systemic change.

OVERVIEW OF THE STUDENT TEACHER TRIAD

The Teacher Candidate is placed as a learner with a cooperating teacher in one or multiple classroom settings. Teacher candidates are expected to utilize course work knowledge, the expertise of the cooperating teacher, the college supervisor, and the actual classroom experience with students to gain knowledge and skills needed to teach. This partnership is not only to support the teacher candidate, but to allow them opportunities to evaluate values and beliefs associated with the profession. It is within the context of a school setting that a teacher candidate has the opportunity to test the realities of the role and responsibilities of a classroom teacher. The extent of teacher candidate involvement and the assumption of full class responsibilities rest upon the mutual agreement of the candidate, the cooperating teacher and the college supervisor, who make up the Student Teaching Triad.

TRIAD RESPONSIBILITIES

Teacher Candidate Responsibilities

To the K-12 Students	To the Cooperating Teacher and the School	To College Supervisor and Augsburg
Be Prepared!	Be prepared each day!	Be prepared for any site visit or observation by maintaining binder
Be a good role model	Communicate absences with your teacher/school	Communicate absences
Get to know your students in order to set high but attainable expectations	Volunteer to assist in any activity when you recognize a need	Actively seek feedback in a professional manner
Differentiate instructions so all students can be successful	Actively seek feedback and openly make changes to your teaching style	Complete weekly reflections on time
Handle all personal information professionally and confidentially	Understand the purpose behind specific lessons, units or school-wide initiatives	Come prepared to all seminars.
Be patient!	Ask for help!	Actively participate in midterm and final evaluations Ask for help!

Cooperating Teacher Responsibilities

<p>To the K-12 Students</p> <p>Prepare classroom students for T.C.</p> <p>If the student teaching experience is detrimental to the students, it should be terminated</p>	<p>To the Teacher Candidate</p> <p>Introduce teacher candidate to school faculty, staff, and policies</p> <p>Define expectations and T.C. responsibilities</p> <p>Model a variety of effective management techniques</p> <p>Review and plan lessons, observe teaching and provide feedback</p> <p>Arrange to see all subjects or periods</p> <p>Provide verbal and written feedback of each observation to facilitate growth and development</p>	<p>To College Supervisor and Augsburg</p> <p>Communicate frequently with supervisor to support and evaluate T. C.</p> <p>Report any concerns</p> <p>Collaboratively prepare and discuss the midterm evaluation to support growth</p> <p>Complete administrative paperwork for the Department</p> <p>Use Augsburg's assessment forms</p> <p>Complete the midterm and final evaluation</p>
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College Supervisor Responsibilities

<p>To the Teacher Candidate</p> <p>Visit and observe at least five times during the term.</p> <p>Initial visit should occur during first week of student teaching</p> <p>Two observations prior to midterm evaluation</p> <p>Following observation, meet with T.C. to discuss general progress and allow time to reflect</p> <p>Support teacher candidates during the TPA teaching week</p>	<p>To the Cooperating Teacher and the School</p> <p>On initial visit, review policies and expectations of student teaching at Augsburg</p> <p>Communicate frequently to support student teaching</p> <p>Provide opportunities to discuss progress and growth of T.C.</p>	<p>To the Augsburg Education Program</p> <p>Communicate all important information</p> <p>Report any difficulties to the appropriate Director of Student Teaching Placements</p> <p>Submit all paperwork to the Department from all members of the triad</p> <p>Submit the college supervisor assessment</p>
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ACTIVITIES BEFORE STUDENT TEACHING

Before you begin your student teaching experience, you need to read through this section and write your initials on each of the lines below. If you are unable to initial all of requirements below, please contact the Director of Placements for Elementary and Secondary Teacher Candidates, or the Director of Teacher Placements for Special Education Teacher Candidates.

Apply for Student Teaching

To apply for student teaching, teacher candidates will have had to complete all of the requirements listed in this section.

_____ Pass all portions of the MTLE or NES Basic Skills Test. It is strongly recommended that candidates take all professional MTLE content and pedagogy tests before student teaching.

_____ Maintain a 2.5 cumulative GPA or better in all education courses, teaching majors, concentration areas, and other college courses.

_____ Complete required hours of field experiences at the appropriate levels.

_____ Complete all courses for elementary, secondary and K-12 licensure program.

Understanding My Role as A Teacher Candidate

Before teacher candidates can begin teaching in the classroom they will need to complete and initial all of the requirements listed below:

Prior to Placement

_____ I have read and understand my role as a Teacher Candidate in the classroom.

_____ I have observed my cooperating teacher for more than one class period before the placement begins.

_____ I have completed the Student Teaching Contract with my cooperating teacher prior to the placement.

_____ I have joined the Minnesota Teacher Education Association.

Professional Readiness

_____ I know and will adhere to school procedures.

_____ I have read and understand the "Professional Readiness" section of the handbook.

_____ I have read the MSEPs in the appendix and will work toward developing positive, professional dispositions.

_____ I will attend all student teaching seminars and edTPA workshops.

_____ I understand that I will be expected to write lesson plans for ALL lessons.

_____ I understand that I need to meet the minimum requirements in completing my edTPA portfolio.

_____ I have signed the "Augsburg College Student Teaching Agreement"

TARGET OBSERVATIONS AND THE STUDENT TEACHING CONTRACT

A student teaching placement is tentative until the teacher candidate and co-operating teacher meet face-to-face. The teacher candidate should contact the cooperating teacher to make introductions and determine a convenient time for the visit. The teacher candidate should schedule the visit to allow time to observe the teacher for more than one class period and time for an interview afterwards or the end of the school day.

To prepare for this visit, teacher candidates should familiarize themselves with the Target Observation guidelines (p. 11) and the Student Teacher Contract (p. 12).

In the interview, the two should engage in discussion to go over expectations for the experience and to determine if this placement will be appropriate for both (see the Overview of Student Teaching Triad, pp. 7-8).

Part of this discussion will also serve to provide answers to prompts in the Student Teaching Contract. All prompts in the contract should be responded to prior to the administrative visit made by the College supervisor.

TARGET OBSERVATION RECORD

After observing your cooperating teacher for at least one class period, identify and describe methods or strategies that he or she uses to:

- Help students feel safe and comfortable in the classroom environment;
- Communicate expectations, and positively reinforce student engagement and behavior;
- Involve students in the lesson and in self-assessment of their learning;
- Scaffold content from foundational material to critical thinking;
- Develop routines that have become part of the classroom culture;
- Gain knowledge of students' abilities, needs, cultural and linguistic backgrounds, and interests;
- Redirect and dissipate disruptions in the classroom and elsewhere.

STUDENT TEACHING CONTRACT

If you prefer to download an electronic copy go to:

http://www.augsburg.edu/home/education/studentteaching/ST_Contract.html

Teacher Candidate: _____

School: _____

Cooperating Teacher(s) Signature: _____

Dates of experience: From _____ to _____

SCHOOL INFORMATION AND POLICY

What are the daily hours the teacher candidate is expected to keep?

Are there regulations/expectations for professional dress?

What meetings are the teacher candidate expected to attend in addition to faculty meetings, department or team meetings, and parent conferences? When are they held?

Does the teacher candidate have any extra-curricular activities? What is the extent of involvement?

Does the student teacher have any supervisory responsibilities (lunchroom, lavatories, playground, study halls)?

Where can the teacher candidate locate a copy of school/district policies such as emergency procedures, harassment policies, and curriculum or Internet restrictions?

CLASSES

What will be the nature and extent of the teacher candidate's initial involvement with each class?

Are there any instances where responsibility for the class will be shared?

When will the student teacher assume primary responsibility for each class?

What are the classroom schedule, daily routines, and procedures that the teacher candidate needs to become familiar with?

LESSON PLANS

The teacher candidate is required by Augsburg to prepare daily lesson plans for every class.

How often will the teacher candidate plan in cooperation with the cooperating teacher?
When will this be done?

When will the cooperating teacher check the daily lesson plans with the teacher candidate?

CURRICULUM MATERIALS

What materials will the student teacher have access to?

What materials will the student teacher need to develop?

What kind of technology will the teacher candidate be expected to use?

GRADING

Who will be responsible for designing and/or delivering assessment materials?

Who is responsible for determining grades?

MANAGEMENT TASKS

What management duties is the teacher candidate expected to perform and how are these to be done (attendance, recording grades, etc.)?

Will the teacher candidate be responsible for initiating parent contact when necessary and attending conferences concerning students?

What classroom management policies is the teacher candidate expected to maintain?
Will the teacher candidate be allowed to initiate discipline procedures?

EVALUATION

With what frequency will the teacher candidate's classes be observed?

When will these observations be discussed with the teacher candidate?

ADDITIONAL TOPICS OF DISCUSSION

QUESTIONS

THE AUGSBURG COLLEGE STUDENT TEACHING AGREEMENT

(Download and complete before the first day of student teaching and provide a copy to the college supervisor)

Teacher Candidate _____ Date _____

School _____ District _____

Cooperating Teacher _____

Subject/Grade _____ / _____

Terms of Agreement

Dates of Experience

_____ to _____
(Beginning) (Ending)

Length of Student Teaching Day

_____ to _____
(Reporting Time) (Dismissal Time)

Teacher Candidates are required to adhere to local district calendars, including in-service days. Report all absences or unexpected tardiness to the following people (include phone numbers)

(Cooperating Teacher Email)

(College Supervisor Email)

(Director of Student Teaching Email)

PROFESSIONAL READINESS

Student teaching marks the beginning of a teacher candidates transition from student to professional teacher. Teacher candidate research reports that student teaching experiences are the most meaningful part of their professional preparation to become a teacher. Prospective employers take into consideration the value and assessment of the student teaching experience. Therefore, you want to receive glowing reviews of this experience.

Augsburg's professional expectations for Teacher Candidates are outlined below:

Daily attendance at school is required. Report absence to the cooperating teacher and the university supervisor. You are to attend all required meetings at school: faculty meetings, grade level meetings, and others involving your cooperating teachers professional requirements.

- **Absence Due to Illness**

The teacher candidate must notify 1) the cooperating teacher(s), 2) the college supervisor, and 3) the Director of Student Teaching. It is imperative that the classroom teacher be notified before the start of the school day, either at home or through the school office. Days missed will be added to the end of the placement.

- **Absence for Personal Reasons**

The form, Petition for Absence from Student Teaching, must be filled out and submitted to the Education Department at least two weeks before the requested absence for consideration of approval.

Keep lines of communication open. It is mandatory that teacher candidates communicate at least weekly with their college supervisor. Teacher candidates are required to use and check Augsburg email daily, are expected to check the Moodle site established, and post assignments as instructed. College supervisors can only be supportive and advocate if they know there is a problem.

Student Teaching is a full-time job and should be treated as a professional work experience. Work, classes, and personal commitments DO NOT take precedence over a teaching schedule; plan accordingly. If you choose to work, you MUST share this intention with your college supervisor and cooperating teacher. Being overcommitted could jeopardize your success in student teaching.

Follow school policies and procedures. Teacher candidates are expected to:

- Observe the same school policies as those followed by the cooperating teacher(s).
- Arrive and leave the school at times adhered to by the faculty.
- Follow the school's work and vacation day calendar rather than Augsburg's.
- Attend faculty, departmental, team, and in-service meetings.
- Attend parent-teacher conferences, PTA, and other school related activities as appropriate.
- Dress professionally and appropriately for your placement.
- Follow all district policies outlined in their policy statement.

Attendance is required at all seminars. Student teaching seminars are designed to allow the student teacher to “touch base” with college faculty and other teacher candidates as well as to provide information relevant to the student teaching experience, and required for obtaining licensure. Cooperating teachers need to be informed when a seminar conflicts with a normal classroom day. If a seminar is missed due to illness, the student teacher is required to contact the Placement Director to arrange make-up work.

There are three student teaching seminars:

1. Seminar I – Professionalism, Meeting Expectations, and Overview of the edTPA (held before placement begins)
2. Seminar II - Resumes and Job Applications (held in Week Six, after school hours)
3. Seminar III - Licensing and Interviewing Techniques (held a chosen day of Week 13)

Classroom Management Seminars, called EnVoY.

- Teacher candidates sign up for one only. It is offered twice for scheduling choice and to keep participation levels manageable.

Teacher Performance Assessment Workshops There are two to four workshops scheduled and conducted by Program Group facilitators during the student teaching experience. Please check the Moodle site for specific dates.

Liability Coverage During Student Teaching Teacher candidates placed in a school district that provides liability insurance for their teachers also receive the same coverage. However, because of recent legislation that raised liability requirements, **teacher candidates are required to join Education Minnesota in order to receive adequate coverage** and to protect the agreement Augsburg College has entered with partner school districts. Students can obtain application through the Education Minnesota website. <http://www.educationminnesota.org>

If you are already employed by the school district, joining Education Minnesota is optional.

PETITION FOR ABSENCE FROM STUDENT TEACHING/FIELD EXPERIENCE

To be submitted to the Director of Student Teaching at least two weeks before requested absence.

Name _____ Grade/Subject _____

School _____ Teacher _____

Date of Request _____

I understand that Augsburg College policy requires that I am present for full days at my student teaching or field placement site on each of the days assigned. However, because of the following special circumstances, I am asking for a variance to that policy:

Date(s) of requested absence _____

Reason for requested absence _____

I believe the circumstances justify my absence because: _____

Cooperating Teacher comments: _____

College Supervisor comments: _____

Teacher Candidate
Signature

Cooperating Teacher
Signature

College Supervisor
Signature

OVERVIEW OF STUDENT TEACHING ASSIGNMENTS

The following assignments must be completed by the conclusion of the student teaching semester and prior to a teacher candidate's application for licensure.

_____ The teacher candidate and cooperating teacher will meet to plan future lessons, fill out the Student Teaching Contract and discuss any related topics. Turn in a copy of this contract to the college supervisor during his/her initial visit.

_____ Keep formal lesson plans in a 3-ring binder, along with weekly reflections and other materials collected to support your teaching. This will be checked at every supervisor visit.

_____ Complete weekly reflections and submit to college supervisor.

_____ Complete written requirements of the edTPA throughout the experience.

_____ As part of the edTPA requirement, teacher candidates will be video-taped while teaching a series of 3 to 5 lessons.

_____ Complete the Dispositions Survey at the beginning of the student teaching experience and again towards the end.

SUGGESTIONS FOR ENHANCING STUDENT TEACHING

- Meet with their co-operating teachers before the placement begins in order to plan future lessons.
- Catch up on your sleep and cut down on your commitments prior to student teaching. Student teaching is exhausting! It is also a time of excitement and anxiety but, remember that anticipating a new experience is usually worse than the reality itself.
- Learn your students' names as quickly as you can and then use them often.
- Get to know the support staff, including administrative assistants, custodians, and resource people at your school.
- Keep a journal of your experiences; include anecdotal notes about your observations and students.
- Develop a receptive attitude toward feedback. This feedback from your cooperating teacher and college supervisor is essential to your growth.
- Offer to assist your co-operating teacher(s); anticipate and react to needs in the classroom; suggest ideas; and ask lots of questions.
- As you begin, look for ways to become involved from the very first day. Volunteer for individual students or small groups, with playground duty, with clubs, and other co-curriculum activities.
- Start a file or notebook of teaching ideas, activities, and resources.
- After you begin to feel more comfortable and confident in your teaching (about midway through your experience) invite your principal in to observe you teach.
- Give yourself quiet time at the end of each day to reflect on the day's activities.

ACTIVITIES DURING STUDENT TEACHING

Although student teaching programs vary by content area, generally the student teaching experience follows three phases: observation, participation, and independent teaching. When to move from one phase to the next will be determined by the student teaching triad.

The degree of teaching responsibility assigned to the teacher candidate is based on the principle of gradually increased participation. The teacher candidate's work should progress from assisting in duties, to small group instruction, to eventually being responsible for an entire class and then class schedule. A recommended pacing guide is provided in this handbook; however, the teacher candidate, cooperating teacher, and college supervisor will determine the pacing that best supports the teacher candidate and the needs of the students in the classroom.

Teacher candidates are expected to assume responsibility for planning and teaching early in the experience. By the second and third weeks, the student teacher should be ready to teach two or three of the class periods or subject areas. Full-time student teaching for elementary majors and special education majors should be a minimum of two weeks; the timing will be determined by the cooperating teacher and teacher candidate, based on the needs of the classroom setting. Secondary teacher candidates generally assume responsibilities of one class at the beginning of the placement, adding a minimum of 2-3 more classes before the placement ends. Duration of full-time teaching should be a minimum of 2 weeks as determined by the cooperating teacher and student teacher and the needs of the classroom setting.

The teacher candidate is expected to write complete lesson plans for each lesson taught. Lesson plans should be submitted to the cooperating teacher well in advance to teaching the lesson. The student teacher should consult with the cooperating teacher each day or as often as necessary for appropriate planning.

In addition to short and long range planning, the student teacher is expected to devise some systematic form for recording student progress in each of the classes or subject areas.

Pacing Guide - Seven Weeks

Below is a recommended sequence of activities for a typical seven-week student teaching experience. Since school schedules can vary depending on circumstances, your guide will be what the cooperating teacher feels would be in the best interests of the students.

On-Going Responsibilities:

- Attend all team, staff, district in-service, and parent-teacher conferences
- Schedule regular daily reviews and weekly planning times with the teacher
- Prepare a lesson plan for each lesson that you teach
- Reflect on each lesson that you teach with notes on how the lesson went.
- Maintain weekly email contact with your college supervisor

Pre-Week 1 Attend Seminar One for Teacher Candidates
 Arrange the initial meeting with your cooperating teacher and college supervisor
 Learn the starting and dismissal times for you at your school
 Complete the Student Teaching Contract with your cooperating teacher

Week 1 Observation of Cooperating Teacher
 Leading Some Small Groups

Week 2-3 Introduction to Teaching. Begin teaching one class or leading a Group, gradually adding more classes; plan with the cooperating teacher. The Mid-Term Assessment is completed by the cooperating teacher, college supervisor, and teacher candidate by the end of Week Three.

Week 4 Continue part-time teaching, adding Head Teaching as appropriate.

Week 5 Teach lesson segment for edTPA with videotaping. Record data every day about student learning, assessment, and adaptations needed in your teaching. Continue to plan with cooperating teacher.

Week 6 Continue team teaching, some Head Teaching as appropriate.

Week 7 Transition to the cooperating teacher resuming Head Teaching.

PACING GUIDE – 12 WEEKS

Below is a recommended sequence of activities for a *typical* twelve-week student teaching experience. Since school schedules can vary depending on circumstances, the guide will be what the cooperating teacher feels would be in the best interests of the students.

- Pre-Week 1 Attend Seminar One for teacher candidates
 Arrange the initial meeting with your cooperating teacher and college supervisor
 Learn the starting and dismissal times for you at your school
 Complete the Student Teaching Contract with cooperating teacher
- Week 1 Observe Cooperating Teacher
 Lead some small groups
 Shadow a student
- Week 2 Introduction to Teaching.
 Begin teaching one class or leading a group; plan with the cooperating teacher
- Weeks 3-5 Continue Part-Time Teaching
 Team teaching with cooperating teacher. Candidate gradually assumes responsibility for more classes (or more content areas if elementary).
- Week 6 Complete Mid-Term Self Assessment.
 Cooperating teacher completes Mid-Term Assessment.
- Week 7 Teacher candidate teaches lesson segment for TPA, with lessons video taped. Continue to plan with cooperating teacher.
- Weeks 8-10 Continue team teaching, build to Lead Teaching, with teacher candidate assuming full responsibility for planning and teaching. This will be modified where co-teaching is being practiced. Teacher candidate should schedule an observation by the principal.
- Weeks 11-12 Phase-Out. Begin transitioning to cooperating teacher resuming primary teaching responsibilities. Teacher candidate observes in other classrooms in final week. Teacher candidate should request interview with the principal. Cooperating teacher should complete the final evaluation.

EXPECTATION OF TEACHER CANDIDATES DURING STUDENT TEACHING

The teacher candidate is expected to participate fully in the culture of the school during their student teaching experience.

Observation Period

- _____ Write a letter of introduction to parents
- _____ Be a good role model to your students and get to know them
- _____ Be aware of any special needs and how to handle individual situations
- _____ Follow one of your students for a day (secondary and special education)
- _____ Observe your class in a number of specials (elementary)
- _____ Build a list of transitions (elementary)
- _____ Observe in several other classrooms and look for teaching strategies and management techniques
- _____ Complete the Context for Learning (TPA)
- _____ Consider co-teaching strategies (for those students who are participating in co-teaching)
 - _____ One Teach, One Observe
 - _____ One Teach, One Assist
 - _____ Stations
 - _____ Parallel
- _____ Other (Content Specific)
Explanation is below:

Participation and Independent Teaching

- _____ Be prepared for each school day with lesson plans and supporting materials for ALL lessons using the Augsburg Lesson Plan Template located on Moodle
- _____ Be responsible for at least one academic bulletin board
- _____ Participate in parent-teacher conferences
- _____ Try a variety of teaching strategies/methods/models
- _____ Follow-up on student behavior with a telephone call to parents. Do this with teacher assistance and approval. (This should be based on positive behaviors and misbehaviors)
- _____ Complete weekly reflections and maintain communication with college supervisor
- _____ Initiate a service-learning project as it fits the needs of the cooperating teacher and classroom setting. (Special Education)
- _____ Complete the TPA in your content area (Teacher Performance Assessment)
 - _____ This is a separate document and is located on the TPA Moodle Site
- _____ Videotape and reflect on your teaching (part of the TPA)
- _____ Maintain and keep your three-ring binder up to date
- _____ Attend a school board meeting
- _____ Ask the principal to observe you and request an interview following the observation

- _____ Attend all team, staff, district in-service, and parent-teacher conferences
- _____ Schedule regular daily reviews and weekly planning times with the teacher
- _____ Reflect on each lesson that you teach with notes on how the lesson went
- _____ Maintain weekly email contact with your college supervisor
- _____ Consider co-teaching strategies (for those students who are participating in co-teaching)
 - _____ Stations
 - _____ Parallel
 - _____ Supplement
 - _____ Alternative
 - _____ Team Teaching
- _____ Other (Content Specific)
 - _____ *Explanation is below:*

OBSERVATION AND EVALUATION

Regular teacher observation of teacher candidates and assessment is a central part of the student teaching program. Augsburg College requires that college supervisors make at least five formal observations throughout the term. Written evaluations, using the Student Teacher Observation Form, must be completed and included in the student's permanent file. Prior to the student teaching term, the teacher candidate needs to submit a daily class schedule to the college supervisor. The responsibility of setting up observation appointments with the college supervisor and special methods supervisor rests with the teacher candidate.

Prior to the student teaching experience, the college supervisor will meet with the co-operating teacher and teacher candidate to discuss expectations for the triad and set goals for the term. At this visit, teacher candidates should present a plan for future visits.

At midterm, the teacher candidate, co-operating teacher, and college supervisor will conference to discuss the general progress of the teacher candidate in relation to program requirements, demonstration of teaching standards, and goals set forth at the initial meeting in the fall. At this conference, the college supervisor and cooperating teacher will share their midterm evaluation forms with the teacher candidate.

At the end of the term, the co-operating teacher will complete a final evaluation of the teacher candidate's performance. This will be completed online in the tk20 system. Teachers will be sent a link to the system from our assessment coordinator approximately two weeks before the end of the placement.

All student teaching evaluation forms can be located electronically at:
<http://inside.augsburg.edu/edstudents/studentteaching/>

PROGRESS REPORTS AND STUDENT TEACHING TERMINATION

The following forms are used to document the circumstances leading to a premature ending of the student teaching placement

Teacher Candidate: _____ Date: _____

School Site: _____

Cooperating Teacher: _____

Augsburg College Supervisor: _____

This is to inform you that you currently are not meeting the established standards for student teaching. Following observation by the College supervisor and/or evaluation by the host teacher, the standards checked and described below are matters of concern:

_____ Subject Matter

_____ Student Learning

_____ Diverse Learners

_____ Instructional Strategies

_____ Learning Environment

_____ Communication

_____ Planning Instruction

_____ Assessment

_____ Reflection and Professional Development

_____ Collaboration, Ethics, and Relationships

_____ Other Concerns

The following recommendations are made for you to raise the level of competency in the areas checked and described on this form. Failure to successfully complete these recommendations will seriously jeopardize the opportunity to pass your courses in student teaching.

Timeline for completion of recommendations:

Person(s) to report to:

The student teacher also has the option of contacting the assigned Education advisor as well as taking advantage of Augsburg College's Career Service and Counseling Departments for assistance.

Teacher Candidate Signature

Date

Supervisor Signature

Date

TERMINATING A STUDENT TEACHING PLACEMENT

Procedure to Follow When a Placement is Terminated Prematurely

It is our expectation that all student teaching placements are successful. The main reason that the teacher candidate is required to observe and interview with the cooperating teacher before the placement begins is to determine if the pairing of these two individuals is one that will be beneficial and successful for both.

Sometimes the student teaching experience does not go well for the teacher candidate and/or the cooperating teacher. This may be due to issues of incompatibility. In other instances it is discovered that the teacher candidate is performing at an unsatisfactory level. In the event that the student teaching placement is ended prematurely at the request of any member of the triad (cooperating teacher, teacher candidate, college supervisor), these are the steps that should be followed:

- It is mandatory that the teacher candidate be in regular communication with the college supervisor, describing events of the week and seeking input about any matters of concern.
- If there is conflict between the cooperating teacher and teacher candidate, the college supervisor should be informed and consider the type of intervention that should occur: three-way conference with the triad (if it is early in the placement and the supervisor determines that open communication could salvage the placement) OR requesting that the teacher candidate report to Augsburg for conference because the placement needs to be terminated.
 - These people will be in attendance at the conference: the teacher candidate, the college supervisor, the Education advisor (if available and the teacher candidate requests this advocate), the Director of Student Teacher Placement, and the Department Chair. There should be a minimum of 3 faculty members meeting with the teacher candidate.
- If a teacher candidate is scoring one or more of the Ten Standards of Effective Practice at an unsatisfactory level, that candidate is not meeting the Standards for a teaching license, and there should be immediate intervention by the college supervisor. The supervisor should complete the Progress Report of Student Teaching where a remediation plan is documented with a timeline to follow. Copies will be given to all members of the triad so that everyone is aware of what the teacher candidate needs to accomplish in order to achieve success.
- If the expectations outlined are not met, then the placement will be ended and the teacher candidate reports to Augsburg for another conference. Those in attendance will be the same as listed above.
- In most cases, when a placement ends prematurely for any given reason, another opportunity to student teach will not be possible until the next semester, with the teacher candidate fulfilling whatever remediation activities determined by the conference members in order to assist the candidate up to a level that could

bring success. **No more than two attempts at student teaching should be expected.**

- Sometimes the scenario is that the cooperating teacher finds it difficult to share classroom responsibilities and intimacies with a teacher candidate, in which case it is best that the teacher candidate be removed from this classroom and assigned to a placement where leadership opportunities are invited.
- Sometimes it will be possible for the teacher candidate to be placed in another setting in the same semester, depending on the reason for the placement ending, the readiness of the teacher candidate, and the availability of another host teacher. These decisions are best made on a case-by-case basis.
- It is possible that the teacher candidate determines that he/she is unable to provide what is needed to successfully engage P-12 students and chooses not to pursue licensure. Other options will be presented to the Augsburg student, with full understanding of the consequences of not completing the student teaching courses, of any financial aid ramifications, of alternate paths to graduation (if applicable), and other supportive options available to the student.

OTHER POLICIES

We bring to your attention that Augsburg teacher candidates are held to the same standard described in the Minnesota Code of Ethics for Teachers:

<https://www.revisor.mn.gov/rules/?id=8710.2100>

As well, teacher candidates must be aware that there is a state policy in place to address the procedure to be followed should an institution of higher education choose not to recommend a candidate for licensure. The following language is lifted from Board of Teaching literature:

The board, upon the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution's recommendation for licensure affecting the person or the person's credentials. At the board's discretion, assistance may include the application of chapter 14.

The link below it will take you to the legislation that references chapter 14.

<https://www.revisor.mn.gov/statutes/?id=122A.09>

ACTIVITIES FOLLOWING STUDENT TEACHING

Towards the end of student teaching, as you begin to make progress toward licensure, you need to COMPLETE ALL of the following:

GPA

- _____ I have an overall GPA of 2.5+
_____ Every required course has a 2.0+ (undergraduate) or 2.5+ (graduate)

MLTE

- _____ I have taken the MLTE upper proficiency tests: Pedagogy Elementary (K-6) or Pedagogy Secondary (5-12)
_____ I have take the MTLE for my specialty field (elementary only)
_____ I have taken the MTLE test in my content area (secondary only)
_____ I have taken the Special Education Core Skills (Birth to age 21)

FIELD EXPERIENCE

- _____ **Elementary** I have documentation of 110 field experience hours, with a minimum of 30 hours in the primary grades (1-3) and 30 hours in the intermediate grades (4-6). I have 20 hours minimum in kindergarten. I have 20 hours minimum in my specialty field.
_____ **Secondary** I have documentation of a minimum of 100 field experience hours, with a minimum of 30 in the middle grades and a minimum of 40 in the secondary grades.
_____ **Special Education**
I have signed/documented **elementary** _____ 30 hours
I have signed/documented **middle school** _____ 30 hours
I have signed/documented **high school** _____ 30 hours

Documented experience working with the following disabilities categories:

- EBD
- LD
- ASD
- DD
- OHI

REQUIRED ASSIGNMENTS

- _____ I have submitted ALL required assignments and completed student teaching.
_____ I have submitted a completed Teacher Performance Assessment (edTPA) portfolio, meeting all minimum requirements established by Augsburg College Education Department.

COLLEGE REQUIREMENTS

- _____ My degree has been posted (if seeking an undergraduate degree).
_____ I have no holds on my account.

When the above list has been completed, move on to the steps below

APPLYING FOR LICENSURE

_____ **I have my fingerprint card ready (first license only)**

_____ **Elementary, Secondary, and K-12 Teacher Candidates**

I have completed my portion of the MDE Application for Licensure –
<http://education.state.mn.us/MDE/Lic/lic/index.htm>

First License – Complete online application and send License Application Cover Page and Verification of Completion Page to the Director of Student Teaching.

Subsequent License – submit paper application, including Conduct Review Statement, (4-5 pages) to the Director of Student Teaching.

_____ **Special Education Teacher Candidates**

I have completed my portion of the MDE Application for Licensure –
<http://education.state.mn.us/MDE/Lic/lic/index.htm>

First License – Complete online application and print License Application Cover Page and Verification of Completion page and deliver to Special Education Placement Director.

Subsequent License – submit paper application, including Conduct Review Statement, (4-5 pages) to Special Education Placement Director.

_____ **I have submitted payment for license**

Minnesota Standards of Effective Practice

The following list is drawn from the Minnesota Standards of Effective Practice for Beginning Teachers. Teacher Candidates are assessed in these ten areas throughout their teacher education program. Basic competency in each main standard is a requirement for licensure recommendation. The final evaluation completed by the cooperating teacher figures heavily in the overall assessment of student teacher performance and subsequent recommendation.

Each standard is listed below, followed by attributes, knowledge and skills that can be considered when assessing overall performance in the standard. Many of these standards also appear on the Student Teacher Observation Report form used by Augsburg supervisors. See the Augsburg College Student Teacher site for a copy of the observation report:

<http://inside.augsburg.edu/edstudents/studentteaching/applications-and-forms/>

Standard 1

SUBJECT MATTER – understands subject matter and makes it meaningful for students

- Grasps central concepts of discipline
- Creates meaningful learning experience
- Engages students in generating knowledge and testing hypotheses according to the methods and standards of the discipline.
- Encourages students to understand, analyze, apply and interpret ideas from varied perspectives.

Standard 2

STUDENT LEARNING- understands student learning and development and teaches accordingly

- Uses developmentally appropriate instruction
- Links new ideas to prior knowledge
- Encourages all elements of discussion
- Uses a student's strengths as a basis for growth and errors as opportunities for learning

Standard 3

DIVERSE LEARNERS- recognizes student differences in background, experience, ability, & learning style and teaches accordingly

- Uses strategies to support students whose first language is not English
- Allows for different learning styles, abilities, cultures and experiences
- Fosters respect for individual difference

Standard 4

INSTRUCTIONAL STRATEGIES- employs a range of instructional strategies which promote student learning

- Understands and implements MN Graduation Standards
- Uses variety of materials and media resources
- Nurtures critical thinking/problem solving skills
- Monitors and adjusts strategies in response to learner feedback
- Uses interesting variety of teaching strategies and resources
- Uses media technology effectively

- Has good transitions
- Conveys purpose of instruction
- Makes directions and expectations clear
- Follows a logical sequence in instruction
- Paces lesson well

Standard 5

LEARNING ENVIRONMENT- structures positive learning environments that promote interaction, engagement, & self motivation

- Helps students work productively and cooperatively with each other
- Establishes and maintains positive classroom environment
- Uses a variety of motivational strategies to achieve learning
- Encourages growth of self-control and independence in students
- Encourages student ownership of classroom activities to foster learning
- Organizes and manages time, space and activities to promote learning
- Provides clear and appropriate behavioral expectations
- Employs variety of strategies to monitor behavior
- Establishes desirable relationships with all students
- Analyzes classroom situation perceptively and makes decisions that enhance learning

Standard 6

COMMUNICATION- uses effective communication to foster student learning

- Communicates clearly and effectively
- Supports and expands learner expression in speaking, writing and other media
- Effectively facilitates discussion

Standard 7

PLANNING INSTRUCTION-plans instruction based on knowledge of subject, students, community, and curriculum

- Has clear, appropriately written objectives for instruction
- Instruction is related to objectives and provides for assessment which is linked to objectives
- Creates instruction that accommodates different learning styles, needs and ability
- Creates both short and long-range plans
- Creates plans that activate prior knowledge and promote critical thinking
- Is prepared to teach lesson
- Shows creativity in lesson design and materials

Standard 8

ASSESSMENT- uses formal/informal assessment strategies to evaluate student progress and plan future work

- Uses appropriate assessment to evaluate stated objectives
- Assesses student learning and bases future instruction on that assessed data
- Uses variety of assessment tools
- Implements self-assessment activities for student

Standard 9

REFLECTION & PROFESSIONAL DEVELOPMENT- functions as a reflective practitioner who evaluates choices and makes decisions / plans for professional development based on reflection

- Uses self-assessment and problem solving strategies to improve teaching
- Understands need to engage in professional practices
- Reflects on experiences in the classroom and revises practices accordingly
- Uses professional literature, the wisdom of colleagues and other resources to support own growth as a teacher.
- Understands the role of teachers within schools and the purpose and contribution of education organizations

Standard 10

COLLABORATION, ETHICS & RELATIONSHIPS- interacts with families, colleagues, and community to promote student learning

- Works collaboratively with school personnel
- Is ethical and professional in practice
- Consults with others to find and promote links between student home, community and school environments
- Identifies and uses community resources to foster student learning.
- Establishes productive relationships with parents/ guardians in support of student learning and well-being