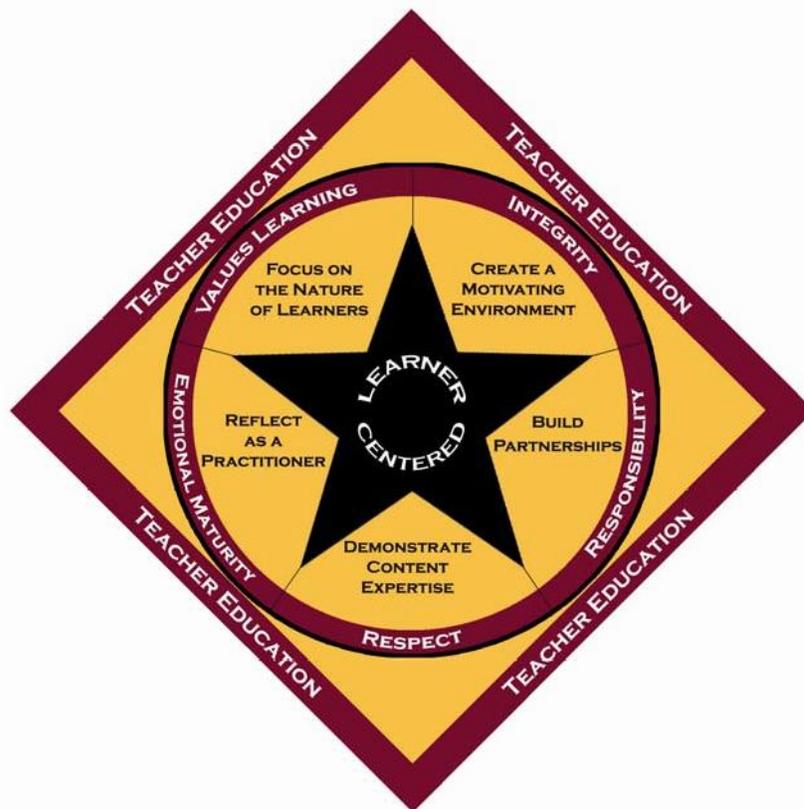


# Student Teaching Handbook

*for*  
*Student Teachers*  
*Cooperating Teachers*  
*University Supervisors*



**Early Childhood**  
**Elementary Education**  
**University of Minnesota Crookston**

# TABLE OF CONTENTS

<b>I. INTRODUCTION</b>	
A. Teacher Education Mission & Vision Statement.....	3
B. Conceptual Framework.....	4
1. Learner-Centered	
2. Unifying Themes	
3. Dispositions	
C. Purpose of Student Teaching.....	6
D. Collaborative Relationships.....	6
<b>II. ADMISSION TO STUDENT TEACHING</b>	
A. Qualifications.....	7
B. Process.....	7
C. Orientation.....	7
D. Liability Insurance.....	7
E. Criminal Background Check.....	8
F. Global Student Teaching.....	8
<b>III. PLACEMENT.....</b>	<b>9</b>
<b>IV. EXPECTATIONS OF STUDENT TEACHING EXPERIENCE</b>	
A. Expected Outcomes of Student Teaching Experience.....	10
B. The Student Teacher's Role.....	11
<b>V. MENTORING AND EVALUATION</b>	
A. University Supervisor's Role.....	12
B. Cooperating Teacher's Role.....	13
<b>VIII. APPENDIX.....</b>	<b>16</b>

## 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** 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, portfolio development** 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

## **1. 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 ultimate 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.

## **2. 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.

### **A. 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.

### **B. 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.

### **C. 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.

### **D. Build Partnerships**

Building communities of learning, both in the classroom and beyond the classroom, are 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.

### **E. Reflect as a Practitioner**

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

## **3. Dispositions for Educators**

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

### **A. Respect**

Values and demonstrates consideration and regard for oneself and others.

### **B. Responsibility**

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

### **C. Emotional Maturity**

Demonstrates situational appropriate behavior.

### **D. Values Learning**

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

### **E. Integrity**

Models truthful, ethical and professional behavior.

## **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 which can be found in the appendix of this document. ([APPENDIX –Syllabus](#))

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 the Minnesota, there are four required student teaching experiences. Those are:

- ECE 4440, Infant and Toddler Student Teaching, 4 credits for 5 weeks
- ECE 4811, Preprimary Student Teaching I, 6 credits for 7 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 the Minnesota, there are four required student teaching experiences. Those are:

- ECE 4812, Preprimary Student Teaching II (Kindergarten), 4 credits for 5 weeks
- ED 4827, Elementary Student Teaching, 8 credits for 10 weeks

## **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 in opening 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 internship 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.

## II. ADMISSION TO STUDENT TEACHING

### **Qualifications**

Candidates must:

- a. 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;
- b. 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](#))
- c. 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:

- a. complete an application form for student teaching;
- b. 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.
- c. submit the application to the designated faculty by the posted deadline
- d. enroll in ECE 3901, Professional Teacher I, in the term before beginning student teaching.

Forms are available in Dowell Annex and the handbook appendix. ([APPENDIX](#))

### **Orientation:**

Candidates must:

- a. complete ECE 3901
- b. meet with the university supervisor of the student teaching course for orientation and review of the specific requirements;
- c. meet with the cooperating teacher and the university supervisor at the placement site to review roles and responsibilities.

### **Liability Insurance**

UMC requires that students engaged in activities with students in school settings during their field experiences and student teaching 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

### III. PLACEMENT

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.

5. 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 together on site to review each other's roles and expectations and the course requirements shortly before the experience begins.

#### **IV. EXPECTED OUTCOMES OF STUDENT TEACHING EXPERIENCE**

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 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)
  - a. orientation to the building, classroom, office, library, work areas, class schedule, class rules, etc.
  - b. observation of teacher and children to gain information and insight into the learning environment and getting to know them. (first few days)
  - c. introduction of teaching responsibilities, usually one activity/lesson/subject at a time, gradually adding on more. (starting the second week)
  - d. 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)
  - e. 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 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 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

## V. MENTORING AND EVALUATION

### **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 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:

- a. written, current lesson outlines with objectives and assessment plans
- b. standards' achievement and documentation in the student teaching notebook,
- c. reflection and growth in the daily journal
- d. 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
- 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
- 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

## VIII. APPENDIX

1. Student Teaching Application Form.....
2. Teacher Education Disposition Appraisal Form... ..
3. Summary of Roles and Responsibilities for Student Teaching -  
Infant/Toddler and Preprimary I.....
4. Summary of Roles and Responsibilities for Student Teaching –  
Kindergarten and Elementary.....
5. Formative Evaluation Forms.....

## TE APPLICATION FOR STUDENT TEACHING

APPLICATION for TERM and YEAR: Su (ECE 4440 & ECE 4811; limited availability) Fall Spring

LAST NAME: \_\_\_\_\_ FIRST NAME: \_\_\_\_\_ ID# \_\_\_\_\_

**LOCAL ADDRESS**

Street or Box: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

**PHONE CONTACT**

Cell Phone area code (     )     -     Permanent: \_\_\_\_\_

EMAIL: \_\_\_\_\_

### Student Teaching Course Selection

ECE 4440 Infant and Toddler Student Teaching Term: \_\_\_\_\_

(prereq: 2.5 cumulative GPA, C- grades; ECE 3410, ECE 3420, ED 3901, ECE 4750)

ECE 4811 Preschool Student Teaching Term: \_\_\_\_\_

(prereq: 2.5 cumulative GPA, C- grades; ED 3901, ECE 4702, ECE 4750, ED 3110)

ECE 4812 Kindergarten Student Teaching Term: \_\_\_\_\_

(prereq: 2.5 cumulative GPA, C- grades; ED 3901, ECE 4702, ECE 4750, ED 3110)

ED 4827 Elementary Student Teaching Term: \_\_\_\_\_

(prereq: 2.5 cumulative GPA, C- grades; ED 3110, ED 3201, ED 3301, ED 3870, ED 3877; ED 3901, ECE 4750)

AgEd 4800 Student Teaching (Middle School) Term: \_\_\_\_\_

(prereq: 2.5 cumulative GPA, C- grades; concurrent enrollment internship courses AgEd 4600, 4700, 4900; ED 4800; AgEd 4001)

AgEd 4900 Student Teaching (High School) Term: \_\_\_\_\_

(prereq: 2.5 cumulative GPA, C- grades; concurrent enrollment internship courses AgEd 4600, 4700, 4800; ED 4800; AgEd 4001)

### GIVE YOUR APPLICATION TO YOUR ACADEMIC ADVISOR

Academic Advisor initials and confirms date submitted: Initial \_\_\_\_\_ Date \_\_\_\_\_

Academic Advisor confirms that student has met academic requirements for \_\_\_\_\_ (course prefix & number):

Yes \_\_\_\_\_ No \_\_\_\_\_

Academic Advisor confirms that student has been meeting TE Dispositions essential for successful engagement in Student Teaching.

Yes \_\_\_\_\_ No \_\_\_\_\_

Academic Advisor and TE candidate confirm meeting regarding this registration:

TE Candidate \_\_\_\_\_ Advisor \_\_\_\_\_

NOTES:

NOTE: Every effort is made to place student teachers within a 40 mile radius of campus; students who want to student teacher beyond 60 miles must submit written request with reasons (use Appeal of Selection and Retention). "Such placements will be approved for extraordinary circumstances only, and students will be charged additional fees." (Student Teaching Handbook)

[http://www3.crk.umn.edu/academics/ahss/teachered/resources/umc\\_studentteachinghandbook.pdf](http://www3.crk.umn.edu/academics/ahss/teachered/resources/umc_studentteachinghandbook.pdf)



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

Cooperating Teacher

STUDENT \_\_\_\_\_

Course Instructor

University Supervisor

COURSE \_\_\_\_\_

DATE \_\_\_\_\_

**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 persons feelings & summarizing his/her thoughts; evidence of compassion for others, putting their needs first, when appropriate.				Evidence of willingness & ability to work with diverse individuals (ability, age, ethnicity, gender, socio-economic); acknowledges & appreciates perspectives of individuals from diverse cultural & experiential backgrounds; treats others with dignity even when not in agreement with them; shows courtesy & due consideration for people & ideas.			
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 ACQUISITION 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				Practices discretion in keeping personal or professional confidences; words & actions indicate strong character; displays understanding that fairness includes considerations				Professional demeanor in dress & attitude; models behavior expected of both teachers & learners in educational settings; makes use of professional organizations or publications;			

important than personal need.	of student's with special needs & students' treatment of one another, as well as teacher to student, or student to teacher; role model of personal integrity.	willingly participates in professional development activities; belongs to professional organization(s).
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# 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



University of Minnesota, Crookston  
STUDENT TEACHING  
Formative Evaluation

STUDENT PROFESSIONAL \_\_\_\_\_ DATE \_\_\_\_\_  
SCHOOL/CENTER \_\_\_\_\_ COOPERATING TEACHER \_\_\_\_\_  
GRADE/PROGRAM \_\_\_\_\_ WORK PHONE \_\_\_\_\_

COMPETENCIES OBSERVED AND/OR STRENGTHS:

OPPORTUNITIES FOR IMPROVEMENT:

Distribution: White — Student • Yellow — Cooperating Teacher • Pink — University Supervisor

UMC Publications/10/06/01/00



University of Minnesota, Crookston  
**STUDENT TEACHING**  
**Supervisor Observation**

STUDENT PROFESSIONAL \_\_\_\_\_ SEMESTER \_\_\_\_\_ DATE \_\_\_\_\_  
 SCHOOL/CENTER \_\_\_\_\_ SUPERVISOR \_\_\_\_\_  
 GRADE/PROGRAM \_\_\_\_\_ COOPERATING TEACHER \_\_\_\_\_

**COMMENTS ON:**

Professional Image \_\_\_\_\_  
 Basic Skill and/or Content Knowledge \_\_\_\_\_  
 Applied Understanding of Student Need \_\_\_\_\_  
 Planning/Implementation/Evaluation of Instruction \_\_\_\_\_  
 Positive Management Techniques \_\_\_\_\_

**GENERAL COMMENTS AND SUGGESTIONS:**

University Supervisor \_\_\_\_\_ Student Teacher Contact Yes / No  
 Next Observation \_\_\_\_\_ Cooperating Teacher Contact Yes / No

**Distribution: White — Student • Yellow — Cooperating Teacher • Pink — University Supervisor**

UMC Publications 110 6/06/06 100