



UNITED TRIBES
TECHNICAL COLLEGE

TEACHER EDUCATION

STUDENT TEACHING HANDBOOK

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Student teaching is the culminating experience of the Teacher Education degree program. This experience is carefully designed to allow teacher candidates opportunities to utilize the skills acquired through their course work and field experiences. Student teaching is the part of the teacher preparation program which enables prospective teachers to synthesize and apply their accumulated knowledge, moving from theory to practice under the supervision of experienced, licensed teachers.

This handbook was designed to provide you with information you need to make your student teaching experience successful. It is intended as a guide for student teachers, cooperating teachers, student teacher supervisors, and school administrators involved in the student teaching experience. The handbook addresses critical issues and necessary information. It is designed to provide orientation, to promote uniform application of student teaching policies, and to enhance communication among all parties involved in the student teaching experience.

After you successfully complete all student teaching requirements, the next step is to become a licensed teacher. In order for you to reach this goal, it is necessary that you take primary responsibility for the process. We are here to advise you with your education courses in order to finish your degree, but the primary responsibility for licensure is yours. Of course, as always, we will assist you in any way we can.

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TERMINOLOGY

Cooperating School

An elementary school or early childhood educational/intervention facility that works jointly with the college in directing the teaching activities of a student teacher.

Cooperating Teacher

A licensed teacher who meets the criteria for student teaching placements in an accredited learning environment. The cooperating teacher guides the development of and assists with the supervision and evaluation of the student teacher.

Student Teacher

A college teacher education program student, referred to as the teacher candidate, who has been assigned to a cooperating school by a teacher preparation institution in order to acquire practical teaching experience during a specified period of time under the direction of one or more cooperating teacher(s) and one or more student teacher supervisor(s).

Student Teacher Supervisor

An experienced educator assigned by the college to visit, consult, and evaluate the progress of a student teacher during the student teaching experience in the cooperating school.

Student Teaching

A full-time period of directed teaching for each major under the supervision and guidance of a cooperating teacher and student teacher supervisor.

Field Placement Coordinator

A member of the college faculty who administers the field experience program. The coordinator may be a member of the Teacher Education faculty, or the Chair of the Teacher Education, and may be the same person as the student teacher supervisor.

CRITERIA FOR ADMISSION TO STUDENT TEACHING

All students in Teacher Education must complete 12 semester credit hours of student teaching for each area of emphasis. For example, if you have a dual major, you will be required to student teach for two semesters – one 12 semester credit for each of the areas. In order to be admitted to student teaching, a student must meet the following criteria:

1. A cumulative grade point average of 2.50;
2. A minimum grade of 3.0 in all upper division coursework;
3. Completion of no less than all but one course required in all professional course work;
4. Completion of all the specific methods courses in the teaching major and minor;
5. Full acceptance into the Teacher Education program;
6. Liability Insurance coverage through a professional organization (SNDEA or CEC) or private insurance carrier;
7. A completed Dispositions Assessment with acceptable ratings;
8. A professionally written Student Teaching Application; and
9. A current background check without any convictions that may impede licensure.

COMPLETING THE TEACHER EDUCATION PROGRAM

A favorable recommendation for teacher licensure upon completion of the Teacher Education program requires:

1. A cumulative grade point average of 2.75;
2. A minimum grade of 3.0 in upper division coursework and student teaching;
3. Passing scores on the Praxis I (PPST) and Praxis II; and
4. A favorable recommendation from the Teacher Education.

REASONS FOR DENIAL/WITHDRAWAL FROM STUDENT TEACHING

1. Failure to meet academic prerequisites;
2. Inability to pass the PPST;
3. Unsatisfactory performance in field experiences completed prior to student teaching;
4. Inability to perform student teaching on a full-time basis (i.e. lack of instructional planning competence, unreliable transportation, lack of childcare for student teacher's children, etc.);
5. Current illegal drug or alcohol use;
6. Repeated and documented inability to interact effectively with people;
7. Conviction of an offense that would prohibit student from eligibility for teacher licensing; and/or
8. Violation of the Student Conduct Code or other evidence of incompetence, immorality, or intemperance on the part of the student.

CANDIDATE TERMINATION POLICY

Termination procedures are rare; however, any of the following conditions may be cause for termination of a candidate's placement in a field assignment:

- The classroom students' learning is significantly impeded due to the candidate's lack of content knowledge.
- The classroom students' learning is significantly impeded due to inadequate planning by the candidate.
- The classroom students' learning is significantly impeded due to the candidate's inadequate classroom management and/or discipline.
- The classroom students' learning is significantly impeded due to the candidate's deficiency in oral and written communication skills.
- There is documented evidence of ethical impropriety, violation(s) of community standards or practice, or improper professional judgments on the part of the candidate.
- There is documented evidence of inappropriate personal or professional behavior by the candidate.

Occasionally, a school administrator will request that a candidate be removed from the school. As candidates are guests in the school, the College must defer to the building administrator's request. The removal may or may not result in the termination of Student Teaching.

PROCEDURES FOR TERMINATION OF STUDENT TEACHING

1. Field Placement Coordinator and the cooperating teacher will document the causes for recommendation of termination with written observations, logs, notes, videotapes, or formal evaluations of the candidate's performance.
2. Once a cooperating teacher or Field Placement Coordinator judges that there is cause for termination, the Field Placement Coordinator presents documentation to the Vice President of Careers & Academic Programs.
3. The Coordinator will meet with the candidate and determine if the case warrants termination.
4. In certain cases, the candidate may be given another opportunity for a student teaching experience. A remediation plan will be devised in an attempt to ensure that the candidate has a successful experience. An individualized plan may include:
 - additional course work
 - additional training in the deficit area(s)
 - support services offered by the college.
5. If a remediation plan is not possible, or requirements of the plan are not satisfactorily completed, **termination from the program will be final.**
6. If problems continue after the second assignment, the candidate will be terminated from the program and not be allowed to return.

APPEALS

Students have the right to appeal program decisions concerning Student Teaching placement or disciplinary actions according to College Policy.

STUDENT TEACHING FEES

Student teachers who are removed from their student teaching placements, regardless of the time completed, will be responsible in full for the student teaching fees for the semester.

STUDENT TEACHING APPLICATION DEADLINE

Fall Semester Placement:	March 1
Spring Semester Placement:	September 30
Summer Semester Placement:	Not Available

PROFESSIONAL BEHAVIOR POLICY

Teachers serve as role models for children. It is important for each student teacher to be aware of her/his potential impact on these children. As such, the Teacher Education program has identified fundamental guidelines regarding dress, general appearance, web presence and overall conduct. The following items are examples of these guidelines and, while these are not all inclusive, each item still provides a foundation on which to develop professional skills.

- Professionalism is expected of all students during all of their field experiences, including student teaching.
- Appropriate dress is required. Unless there is a special occasion in the school, jeans and tennis shoes are not considered appropriate.
- Current fashion trends (hair styles/color, body art, body piercing, etc.) are not viewed favorably in most professional environments. Professionalism requires respect and compliance with those views.
- Professional dress is required. Use the other personnel at the school location as your guide as to how formal or informal you can be. However, for women, short skirts, short dresses or tops that do not cover your shoulders or mid-drift are not suitable professional attire. Use caution with necklines. If you are unsure of appropriate necklines, bend over and look toward your waistline. For men, it is unacceptable for underwear to show above the waistline of your pants. T-shirts with logos, caps, and torn clothing are unacceptable attire.
- There is a zero tolerance for hickies. At no time, and under no circumstances, will visible hickies be acceptable.
- Your web presence is just as important as your physical presence. Any and all of your social networking sites (MySpace, Facebook, YouTube, MSN, etc.) must represent you and your ideas in a professional way. Remember don't post anything to the Internet (email, IM, etc.) you wouldn't say in the classroom or in court.
- Punctuality is required. You are expected to be in the classroom ahead of the scheduled time.
- Follow all school policies (parking, cell phone use, visitors, etc.)
- Remind your friends and family members they are not allowed to visit you at the school under any circumstances. This is not only a professionalism issue but it may also be a school security violation.
- In order to obtain teacher licensure, you will be required to submit a full background check and FBI fingerprint check. Each state to which you apply for certification or licensure is likely to require a separate background check. Individual school districts may require background checks before you can be placed for field experiences.

Misdemeanor or felony convictions may prevent you from obtaining state teaching certification and/or licensure, even if you successfully complete the Teacher Education program.

VIOLATION OF POLICIES

All of the policies contained in this handbook will be strictly enforced. If a student teacher violates any of the policies in this handbook, consequences will be immediate and strict.

The first time any policy is violated, the student teacher will receive a verbal warning. The verbal warning will be documented by whoever made the warning. Written documentation of the warning and the circumstances of the warning will be kept in the student teacher's file.

If the same policy is violated for a second time during a placement, the student teacher may be removed from the placement. This removal would constitute a failing grade for the semester. The student teacher could apply for another placement the following semester.

If a student teacher withdraws or is departed more than once during the student teaching placement, s/he will be dismissed from the Teacher Education program.

PRAXIS INFORMATION

Successful completion of the PRAXIS I (PPST) exams in Reading, Writing, and Mathematics is a prerequisite for all students entering the Teacher Education Program. Minimum score requirements for the Praxis exams are available on the ND Education Standards & Practices Board website - www.nd.gov/espb/licensure/testing.html. For more information, refer to the Teacher Education Handbook.

Students will not be allowed to student teach until the Praxis I is completed with scores that meet or exceed the state cut scores established by the ND Education Standards & Practices Board.

PRAXIS II

The Praxis II exam is the state-approved exit assessment for all Teacher Education programs in North Dakota. Each area of licensure has its own Praxis II exam.

The teacher candidate will be required to pass the PRAXIS II exam(s) before seeking teacher licensure.

It may take more than one attempt to pass both the Praxis I and II so don't wait until the last minute and risk delaying your student teaching!

You can find information on test dates and times by visiting this website:
<http://www.ets.org/praxis/prxdates.html>

CODE OF ETHICS

Student teachers are expected to understand and comply with the ethics of their profession.

*Article 67.1-03
State of North Dakota
Code of Professional Conduct for Educators
Adopted November 18, 1999*

Section 67.1-03-01-01

Preamble

The educator recognizes that education preserves and promotes the principles of democracy. The educator shares with all other citizens the responsibility for the development of educational policy. The educator acts on the belief that the quality of the services of the education profession directly influences the nation and its citizens. The educator promotes the worth and dignity of each human being and strives to help each student realize the student's potential as a worthy, effective member of society. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. The educator measures success by the progress each student makes toward the realization of his/her potential as an effective citizen. The educator regards the employment agreement as a solemn pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. The educator accepts the responsibility to practice the profession according to the highest ethical standards. The educator strives to raise professional standards to improve service and achieve conditions that attract highly qualified persons to the profession.

The following code of professional conduct of the Education Standards and Practices Board governs all members of the teaching profession. A violation of this section constitutes grounds for disciplinary action that include the issuance of a warning and/or reprimand, suspension or revocation of the license of the affected educator, or to take other appropriate disciplinary action.

History: Effective July 1, 1995

General Authority: NDCC 15-36-15, 15-38-18, 28-32-02

Law Implemented: NDCC 15-38-18

Section 67.1-03-01-02

Principle I - Commitment to the Student

In fulfilling obligations to students, the North Dakota educator:

1. shall not, without just cause, deny the student access to varying points of view;
2. shall not intentionally suppress or distort subject matter relevant to a student's academic program;
3. shall protect the student from conditions detrimental to learning or to physiological or psychological well-being;
4. shall not engage in physical abuse of a student or sexual conduct with a student and shall report to the Education Standards and Practices Board knowledge of such an act by an educator;
5. shall not harass, discriminate against, or grant a discriminatory advantage to a student on the grounds of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social, or cultural background, or sexual orientation; shall make reasonable effort to assure that a student is protected from harassment or discrimination on these grounds; and may not engage in a course of conduct that would encourage a reasonable student to develop a prejudice on these grounds;
6. shall not use professional relationships with a student for personal advantage or gain;
7. shall disclose confidential information about individuals, in accordance with state and federal laws, only when a compelling professional purpose is served or when required by law; and,
8. shall accord just and equitable treatment to all students as they exercise their educational rights and responsibilities.

Section 67.1-03-01-03

Principle II - Commitment to the Profession

In fulfilling obligations to the profession, the North Dakota educator:

1. shall accord just and equitable treatment of all members of the profession in the exercise of their professional rights and responsibilities;
2. shall not, on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical condition, family, social or cultural background, or sexual orientation, deny to a colleague a professional benefit, advantage, or participation in any professional organization, nor discriminate in employment practice, assignment, or evaluation of personnel;
3. shall not sexually harass a fellow employee;
4. shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves a compelling professional purpose;
5. shall present complete and accurate information on the application for licensure and employment;
6. shall present complete and accurate information on any document in connection with professional responsibilities;
7. shall present evaluations of and recommendations for colleagues fairly, accurately, and professionally;
8. shall cooperate with the Education Standards and Practices Board in inquiries and hearings and shall not file false complaints or shall not seek reprisal against any individuals involved with the complaint;
9. shall not knowingly distort, withhold or misrepresent information regarding a position from an applicant or misrepresent an assignment or conditions of employment;
10. shall not breach a professional employment contract;
11. shall not knowingly assign professional duties for which a professional educator's license is required; and,
12. shall not accept a gratuity, gift, or favor that might influence or appear to influence professional judgment, nor offer a gratuity, gift, or favor to obtain special advantage.

Section 67.1-03-01-04

Principle III - Commitment to the Community

In fulfilling these obligations to the public, the North Dakota educator:

1. shall distinguish between personal views and the views of the employing educational agency;
2. shall not distort or misrepresent the facts concerning educational matters; and,
3. shall not interfere in the exercise of political and citizenship rights and responsibilities of others.

THE ROLE OF THE STUDENT TEACHER

Student teachers are professional people in the developmental stage of their careers as educators. They begin the experience with confidence built from the knowledge that they possess a sound general education, an area of specialization, and a foundation of professional practice provided by professional education courses and experiences. They understand that the student teaching experience represents a partnership among professionals committed to success in teaching and learning.

Teaching Responsibilities

- The cooperating teacher and the student teacher work together to determine which classes will be taught by the student teacher.
- The cooperating teacher has the responsibility to determine the major objectives of lessons taught to the classes and s/he monitors the development of the lessons planned by the student teacher.
- The student teacher has the responsibility to plan lessons to teach the lesson objectives. The planning is done in close cooperation with the cooperating teacher.
- The cooperating teacher must approve all lesson plans, tests, guest speakers, and grades prior to class time.
- The student teacher must have a lesson plan for each lesson he/she teaches. The format of the lesson is at the discretion of the cooperating teacher and the student teacher supervisor.
- The student teacher is required to develop a detailed lesson plan for each scheduled lesson observed by the student teacher supervisor.

Checklist for Student Teachers

- ✓ Check in at the building office. Meet the principal. Inquire about parking and visitation policies.
- ✓ Meet the cooperating teacher and other school personnel prior to the beginning of your placement.
- ✓ Obtain information about the cooperating teacher's assignments, daily schedule, course assignments, texts, and special responsibilities.
- ✓ Learn students' names.
- ✓ Study the methods of classroom management that are in use. Analyze effective strategies.
- ✓ Become familiar with the cooperating teacher's philosophy, policies, and methods of grading.
- ✓ Become familiar with all policies of the school to which you are assigned.
- ✓ Practice using equipment needed for the classes you will teach.

- ✓ Confer with the cooperating teacher about assigned classes, dates, and objectives.
- ✓ Make lesson plans for every class you will teach.
- ✓ Have lesson plans approved by your cooperating teacher prior to teaching.
- ✓ Prepare more material than you think you will need for the first lessons.
- ✓ Obtain permission from your cooperating teacher **before** inviting any resource person to your class.
- ✓ Take responsibility for the classroom in which you teach, including the environment, physical arrangement, and classroom management.
- ✓ Return all resources and equipment that you use to the appropriate storage area.
- ✓ Make occasional visits to the faculty lounge; interact with other teachers.
- ✓ Share assigned teacher duties such as recess duty, lunch duty, etc.
- ✓ Attend all faculty meetings, assemblies, parents' nights, advisory council meetings, and teacher in-service meetings that occur during your placement.
- ✓ Participate in sponsorship of youth organizations and other professional groups for which your cooperating teacher has responsibility.
- ✓ Confer regularly with your cooperating teacher.
- ✓ Participate in the final evaluation process.
- ✓ Return all materials that you have borrowed for use in your teaching experience.
- ✓ Practice professional behavior in dress, relations with students, loyalty to your college, loyalty to your assigned school, and loyalty to the education profession.
- ✓ Practice ethical behavior in confidentiality and in your talk—avoid gossip at all costs.
- ✓ Avoid any inappropriate discussion of your personal life with students and/or teachers.

Student Teacher Professional Practices

- Welcome and accept constructive suggestions with a positive attitude and incorporate them in subsequent planning and teaching;
- Be discreet with confidential information;
- Interact with the cooperating teacher(s) as well as other faculty members;
- Make a point to meet the principal, vice-principals, and become familiar with the school climate and policies;
- Dress in an appropriate manner to gain respect from students, parents, and school personnel;
- Take your work seriously, but yourself lightly. Assume responsibilities and be dependable, but also exhibit an enjoyment and enthusiasm for your students, your subject matter, and everyone's accomplishments;

- Continually seek knowledge and skills related to the profession by reading journals and participating in professional organizations when possible.

Participation: Attendance and Daily Schedules

- Observe the local school's policy governing teachers' daily arrival and departure times.
- Expect to stay beyond normal departure times if the cooperating teacher has a professional assignment that extends beyond the normal school day. Approval for the release of a student teacher from attendance is the responsibility of the student teaching supervisor.
- Be at school on time each day.
- Stay after school as late as necessary to complete lesson preparation and organization for the next day.
- Participate willingly in routine teacher duties such as bus, playground, or cafeteria duty.
- Attend school-related meetings such as PTA, in-service workshops, and special events.

Standards of Behavior

Successful student teachers are professional in their relationships with students, administrators, supervisors, other teachers, and support staff. They abide by the Professional Code of Ethics and exhibit the following behaviors as they assume their responsibilities:

- Conduct that reflects maturity, good judgment, diplomacy, and high ethical standard.
- Appropriate relationships with students.
- Confidentiality regarding all information concerning individual students.
- Adherence to all local school policies while they are assigned to the school district.
- Appropriate professional appearance. Professional dress is based on good grooming and appropriateness for the teaching assignment. All school districts have expectations for teacher dress and have established dress codes, either written or expressed. Professional dress communicates respect for the role of the teacher for students and for education.
- Communicate respectfully with all persons.
- Refrain from allowing personal problems to interfere with classroom teaching.
- Demonstrate a willingness to share your ideas with professional colleagues.
- Avoid involvement in school politics or gossip about teachers, administrators, students, or parents.
- Seek to communicate with parents in an effective manner.

TEACHING REFLECTION FORMS

Beginning teachers undergo a challenging transition from study to professional practice. They assume total responsibility for classroom instruction, management and motivation of students, assessment, interaction with families, and understanding of total school operation. Preparation of teachers as continuous learners is characterized by skills in becoming reflective and analytical about their behavior and surroundings, instruction and outcomes, combined with development of capabilities to make informed and intelligent decisions. Reflection in teaching is an important theme in teacher education and, however central to practice, just be consciously fostered and practiced.

The teaching reflection form is to be completed by the student teacher and submitted weekly to the student teaching supervisor. A copy of the weekly form should be kept in the Teaching Reflections Journal section of the Student Teaching Notebook.

WEEKLY EMAIL REFLECTIONS

Students must email the UTTC Field Placement Coordinator each week by **Saturday at 9pm**. Responses to questions with less than 300 words are not acceptable. This is meant to be an exercise for reflecting on your experiences and then making changes or modifications based on your reflections the following week.

Please address the following questions each week. Be descriptive in your response.

1. What did you learn about yourself this week?
2. What things could you have done differently?
3. What are your struggles or concerns?
4. What have been positive highlights this week?
5. What are your goals for next week?

The teaching reflections will be available for the cooperating teacher to preview. The cooperating teacher is in an optimal position to contribute to the growth of the student teacher candidate and to promote and encourage the reflective process and practices.

The weekly email reflections will be communication between the student teacher candidate and the Field Placement Coordinator and/or student teacher supervisor.

THE ROLE OF THE COOPERATING TEACHER

When cooperating teachers agree to assume the responsibility of guiding a student teacher, they are agreeing to share their skill and experiences with the beginning teacher in such a way that they will become a very real partner in teaching.

The cooperating teacher is one of the most important participants in a student teaching program. Without mutual understanding and respect, any program would be ineffective.

Take time to know the student teacher as a person, separate from the class. Make the student teacher feel part of the classroom by introducing him/her to the class, as a student teacher. Be honest and say that s/he will be learning how to become a classroom teacher by watching, listening and teaching the students in the classroom.

The role of the cooperating teacher is to serve as model, guide, and instructor for the student teacher. While the primary responsibility is always to the students in the classroom, the cooperating teacher will want to be aware that the student teacher is someone who is growing in competence and needing assistance while gradually assuming an increasing amount of responsibility. Though student teachers will make mistakes and need the benefit of constructive criticism, cooperating teachers will want to share the criticism privately so as not to impair the relationship between the student teacher and students in the classroom.

Stages in the Student Teaching Sequence

The supervision of student teachers evolves through two or three stages, depending on one's point of view. The first stage is Observation. During this stage, student teachers acquaint themselves with their new environment. In the second stage, Participation, student teachers lend assistance to the teacher but do not assume a responsible position in the teaching processes. The final stage is realized when the student teachers have arrived at the point where they are ready and are provided the opportunity to do responsible teaching.

Observation-Participation

Observation and participation are elements vital to student teaching experience. Though these elements take many forms as students mature, they continue to permeate all student teaching experiences. **The cooperating teacher and the student teacher can most effectively determine the amount of observation-participation, and time to begin responsible student teaching, which should be a part of each experience.**

The following are suggestions provided to assist the cooperating teacher in the procedures during the observation-participation stage:

- Orient student teachers to the philosophy, aims, policies, and physical facilities of the school.
- Prepare the way for a good relationship between student teachers and the children in your room. Take steps to give student teachers real “teacher status” in the room.

- Interpret your program; help student teachers interpret their observations intelligently. Help them see “theory in practice” by using specific illustrations.
- Provide student teachers with copies of the textbook, manuals, local courses of study, etc. They should know what school supplies, books, and equipment they are permitted to utilize and where these may be found.
- Explain what you believe to be “good discipline.” Clearly explain to student teachers what they can and cannot do when disciplining members of the class.
- Assist student teachers in becoming acquainted with students as quickly as possible. This may be done by providing a class roll, seating arrangements, or other devices.
- Show them school records, interpret these records, and explain the importance of regarding such information confidentially.
- Assist them in getting to know the problems and characteristics of the students in the class.
- Gradually induct student teachers into the classroom activities by giving them responsibilities in (a) classroom routine, (b) keeping records, (c) assembling teaching materials, (d) working with individuals and small groups, and (e) doing “bit” teaching.

Bridging the nonparticipating kind of observation and responsible student teaching is an intermediate level of experience; it is transitional and important. It is as the student teacher begins to participate that this role becomes identified for the children. The student teacher and cooperating teacher take on the role of co-teachers in the children’s eyes. Rapport is strengthened when children see the student teacher assume a growing responsibility for teaching.

Responsible Teaching

In this stage, student teachers assume increasing responsibility for the teaching and learning experiences of their students. They plan, execute, and evaluate a learning experience with boys and girls. The differentiation between participation and actual student teaching can best be described by the term “responsibility.” When student teachers plan and teach, they assume the responsibility of the teacher. In a sense, it is during this stage of student teaching that cooperating teachers and student teachers exchange roles. Student teachers assume much of the responsibility for the class, while cooperating teachers observe the effectiveness of the teaching.

When should student teachers begin to assume responsibility for teaching? The answer, as was previously stated, is when the cooperating teacher and the student teacher decide jointly that the student teacher is ready.

It is doubtful that student teachers should be assuming responsible teaching roles before they have given evidence of their ability to plan effectively, to show some ease in handling the classroom management, and to reflect the personal attributes desired of teachers. However, the cooperating teacher **MUST** turn full responsibility over to the student teacher a minimum of 2 weeks prior to the end of the full assignment and at least a week prior to the end for split assignments.

Cooperating teachers may wish to consider the following guidelines while working with student teachers during this stage:

- Student teachers should not teach unless plans are made and you have seen them. They will need guidance in developing functional plans. A weekly plan is to be handed to the cooperating teacher by Thursday or Friday of the week prior to the one covered by the plan.
- Offer specific criticism of the students' work. This will enable them to know which techniques are satisfactory and which ones are not. Their ability to take constructive criticism is very important in the final appraisal. Conduct post-teaching conferences to analyze and evaluate the results of teaching and to make further plans.
- Conference as often as possible, or as are needed, with student teachers.
- Maintain a permissive atmosphere when student teachers are working with students in order to instill confidence in both student teachers and the students.
- Be willing for student teachers to try a variety of ideas if they are not completely out of line with your program or point of view. It is, however, your decision as to what particular techniques and procedures are employed by student teachers while they are under your guidance.
- Clarify the role of the student teacher when you are absent. A substitute *must* be employed during your absence, but if the student teacher is capable, s/he may assume the major portion of the teaching responsibilities during the time that you are away.
- Impress upon the student teacher the value of:
 - A well modulated voice;
 - Proper dress and grooming;
 - Carefully phrased directions; the need for repeating directions so that all students will understand what to do before they begin;
 - Adjusting vocabulary to the age and level of the children;
 - Speaking slowly, enunciating and pronouncing words correctly, and demonstrating Standard English usage;
 - Correct use of the whiteboard;
 - Doing first things first; not attempting too much at a time; and
 - Good housekeeping.
- Expect and demand that your student teachers be punctual in everything, on time for class, punctual with lesson plans, materials, schedules, etc.
- Help student teachers build a wholesome professional attitude toward faculty meetings, PTA affairs, etc. They should attend some of these functions when possible and when they are invited.
- Help the student teaching supervisor make evaluations of progress. She will appreciate your suggestions and constructive feedback.
- Frequent communication by phone or e-mail with the student teacher supervisor is imperative to the success of the program.
- Recommend that the principal evaluate the student teacher.
- The cooperating teacher is responsible for completing the student teaching evaluation and returning it to the student teacher supervisor by the end of the student teaching assignment or shortly thereafter.

SUGGESTED ACTIVITIES FOR THE COOPERATING TEACHER

- Introduce the student to the faculty, students, and parents as a professional colleague;
- Review school policies, faculty regulations, and student responsibilities with the student teacher;
- Acquaint the student teacher with cumulative records of the students and emphasizing the importance of keeping certain information confidential and using discretion in judging the validity of test scores and past records;
- Clarify the role of the student teacher and his/her increased involvement as he/she gains experience and reveals readiness;
- Hold regular conferences with the student teacher (about one hour per week);
- Discuss the lesson plans with the student teacher and evaluate their effectiveness;
- Explain to the student teacher how to do cooperative planning and how to evaluate student performance;
- Encourage and guide the student teacher's participation in extra-curricular activities.
- Review and evaluate the student teacher's lesson plans and sharing this information with the student teacher supervisor;
- Hold unscheduled conferences with the student as the need and opportunity presents itself;
- Keep the student teacher informed of his/her progress and guiding his/her development in areas needing improvement;
- Collaborate and meet with the student teacher supervisor on the student teacher's progress;
- Become familiar with required and suggested forms for evaluating the student teacher; and
- Mail the evaluation forms to the student teacher supervisor at the close of the student teaching placement.

GUIDING QUESTIONS FOR THE COOPERATING TEACHER

Orientation

1. Have I properly prepared the students in my classroom for the arrival of the student teacher?
2. Have I had an informal get-acquainted visit with my student teacher?
3. Have I introduced the student teacher to the persons with whom he/she will be working?
4. Have I acquainted my student teacher with school and classroom routines?
5. Have I given my student teacher copies of the texts and manuals with which he/she will be working?
6. Have I provided my student teacher with seating charts or lists of the students' names?
7. Have I acquainted my student teacher with files, records, and other teaching materials?
8. Have I made provisions for my student teacher to participate in teachers' meetings or activities?

9. Have I invited my student teacher to share such tasks as designing bulletin boards, checking attendance, collecting lunch money and other tasks?
10. Have I provided a place in my room for my student teacher? (If possible, the student teacher should have his/her own desk)

Directed Observation and Participation

1. Have I directed my student teacher's observation for definite purposes?
2. Have I allowed my student teacher to participate in classroom tasks?
3. Have I observed my student teacher in his/her initial attempts at teaching?
4. Have I observed whether or not students are beginning to turn to my student teacher for assistance?

Demonstration

1. Have I demonstrated sound teaching methods?
2. Have I prepared my student teacher for observation of demonstration lessons?
3. Have I demonstrated a variety of teaching-learning techniques?
4. Have I demonstrated the use of teaching manuals?
5. Have I demonstrated the use of technology resources?
6. Have I demonstrated sound planning procedures?

Planning

1. Have I acquainted my student teacher with the overall objectives and content of the course or courses?
2. Have I acquainted my student teacher with curriculum bulletins, special guides, units or work, and daily plans?
3. Have I briefed my student teacher on what the students have been learning to this point?
4. Have I held conferences with my student teacher daily, long-term, and unit planning?
5. Have I discussed individual needs and differences with my student teacher?
6. Have I explained to my student teacher how various school resources materials may be used in planning?
7. Have I conveyed to my student teacher that his/her lesson plans should be approved before they are used?
8. Have I set a specified time for my student teacher to turn in his/her plans before actual teaching?

Teaching Techniques

1. Have I encouraged my student teacher to use a variety of teaching approaches?
2. Have I encouraged my student teacher to relate techniques to intended learning outcomes?
3. Have I encouraged my student teacher to experiment with his/her own teaching approaches?
4. Have I conferred with my student teacher about his/her teaching style?

Conferences

1. Have I provided a time for formal weekly conferences?
2. Have I provided for frequent informal conferences?
3. Have I discussed school policies with my student teacher?
4. Have I acquainted my student teacher with the purposes of conferences?

Evaluation

1. Have I helped my student teacher develop self-evaluation abilities?
2. Have I familiarized my student teacher with observation forms?
3. Have I used the observation forms as focal points for conferences?
4. Have I conferred with my student teacher about each point on the evaluation form?

THE ROLE OF THE STUDENT TEACHER SUPERVISOR

The student teacher supervisor is a liaison between the student teacher, the cooperating teacher, and the college. The role of the supervisor is vital to the growth and success of the student teacher.

Student teacher supervisors meet with their student teachers approximately six-eight times during the semester to observe, assess, conference with, and encourage each student teacher. The student teacher supervisor will conduct a minimum of four formal observations of the student teacher focusing on teaching behaviors in each of the four Domains: Planning, Environment, Teaching for Learning, and Professionalism.

The student teacher supervisor will hold a North Dakota teaching license that matches the student teacher's content area or grade level so that the supervisor can offer specific feedback as the student teacher develops in his/her field of study. The supervisor must meet the other qualifications required to supervise student teachers as established by the ND Education Standards & Practices Board.

It is important for the supervisor to have accurate bell schedules, school calendars, and contact information for each cooperating teacher and principal.

Specific Duties and Responsibilities of the Student Teacher Supervisor

- When possible, schedule an introductory meeting with the student teacher and the cooperating teacher prior to the beginning of the placement;
- Develop a working relationship with the student teacher and cooperating teacher early in the semester to establish guidelines, expectations, objectives, and goals that will influence the student teacher's success in the classroom;
- Examine and evaluate the lesson plans of the student teacher;
- Assist cooperating teachers with performance in their mentoring role;

- Share with the cooperating teacher strategies for coaching and encouraging the student teacher;
- Observe and confer with the student teacher and cooperating teacher on a regular basis in order to plan experiences that will lead to the improvement of the student teacher's performance in the classroom; *Specific attention should be given to the midterm and the final evaluation of the student teaching experience.*
- Provide weekly updates of the student teacher's performance in the classroom to the student teaching facilitator;
- Monitor the student teacher's time and attendance;
- Discuss with the student teacher problems or issues that arise during the student teaching experience. If the student teacher supervisor determines that a student teaching placement is inappropriate, the supervisor must communicate this concern to the student teaching facilitator. The supervisor may be instrumental in helping to reassign the student teacher to a different placement, but final approval must come from the student teaching facilitator;
- The student teacher supervisor must be available for conferences with the student teacher or cooperating teacher in emergency situations; and
- The student teacher supervisor will provide contact information, including home telephone number, cell phone number, and email address to the student teacher, cooperating teacher, and student teaching facilitator.

STUDENT TEACHING POLICIES & PROCEDURES

A cooperative effort between the Teacher Education program and the school in which the student teaching takes place provides the best possible learning experiences for student teachers. Student teachers are considered interns at the school in which they are participating. Therefore, the school has jurisdiction concerning school policy and classroom instructional expectations. Student teachers work schedules will conform to that of the school calendar and not to that of the college.

Student Teaching Placements

All student teaching placements are the responsibility of the student teaching facilitator. To ensure appropriate student teaching placements, students will be placed in accredited schools with a qualified cooperating teacher. Students will be placed within a 70-mile radius of the Bismarck/Mandan area.

Student teaching assignments are made through a combined effort of the student teaching facilitator and the cooperating school. Students may request assignments to any cooperating school; however, first consideration will be given to obtaining a placement that will provide the best educational experience for the student teacher. The decision of the student teaching facilitator for placement is final.

Only in unusual circumstances will student teachers be assigned to schools in which they attended as students, where their children attend, or where they have relatives or close acquaintances on the faculty and staff.

Student Teaching Out-of-Area

Any student who desires to student teach outside of a 70-mile radius of the Bismarck/Mandan area must petition in writing to the Teacher Education program for such a placement. Students who are accepted for an out-of-area placement must contact the student teaching facilitator and submit the address of the school and the name of the principal at that school.

Students who are approved to student teach outside of the area must complete the Senior Seminar their last semester on campus before student teaching. Out-of-area student teachers are responsible for their own lodging and transportation expenses as well as an additional supervision fee.

Student Teaching Fees

There is a \$500 supervision fee for all student teacher placements. An additional fee of \$360 per semester will be paid by the student teacher to the cooperating teacher(s) as an honorarium. Additional fees for out-of-area placements may also be assessed to the student teacher depending on the location of the placement.

Cooperating Teacher Honorariums

Cooperating teachers receive an honorarium for their participation in the student teaching experience. The college determines the amount of the stipend to ensure it is competitive with other colleges and universities in the area. A contract will be sent to the cooperating teacher for his/her signature as well as the signature of the school principal.

Student Teaching Cycle

As previously stated in this handbook, the different phases of student teaching are flexible, based on the decision of the cooperating teacher and student teacher supervisor. Some student teachers, depending on their maturity and prior experience as teacher candidates, will need more time for certain phases; some will require less.

The following schedule is suggested and should serve as a guide. The schedule may vary at the discretion of the cooperating teacher and student teacher supervisor as the needs of the student teacher suggest.

Student teaching is divided into five phases:

- 1) *Observation*: During this phase student teachers will observe in the classroom as well as visit with school personnel. It will also be an opportunity to become familiar with record keeping, material preparation, resource development and classroom management.
- 2) *Assisting in Instructional Planning*: During this phase student teachers will help the teacher in planning lessons and begin to take more responsibility for classroom activities through individual or small group work.
- 3) *Teacher Assisted Instruction*: When the cooperating teacher feels that the student teacher is ready, the student teacher will be given the opportunity to assist in teaching and facilitating lessons. These lessons will be planned together.
- 4) *Full Responsibility*: During this phase the student teacher will have total responsibility of the classroom. The student teacher will plan and implement units and lessons. The student teacher will write and teach a unit designed independently. It is requested that the cooperating teacher turn full responsibility over to the student teacher a minimum of 2 weeks prior to the end of the full assignment and at least a week prior to the end for split assignments.
- 5) *Phase Out*: During the final week, the cooperating teacher will again take responsibility for the classroom.

Concurrent Course Work

The student teaching semester is a capstone experience and student teachers are expected to have completed all required course work in the major and in professional education in order to be admitted to student teaching. No more than three credit hours of course work may remain to be taken during or after the student teaching semester.

Student Teaching Orientation

The student teaching facilitator facilitates an orientation for student teaching applicants the semester prior to their student teaching. All teacher candidates attend this orientation to receive information about their placement assignments, to review student teaching expectations and guidelines, to clarify policies and procedures, and to prepare for an introductory classroom visit before their student teaching semester begins.

SNDEA (Students ND Education Association)

All student teachers are encouraged to join SNDEA for several reasons:

- It's an opportunity to participate in a pre-professional association for students entering the teaching profession.
- As part of your membership, you will have \$1,000,000 association professional liability insurance while in the classroom
- You will receive workshop information and publications from national and state affiliates.
- You will have the opportunity to network with other pre-professionals.
- There will be opportunities available for leadership development at the local, state, and national levels.

Time and Attendance

The student teacher is expected to adhere to the same daily schedule as the cooperating teacher. In the event you are going to be late, notify the school office, the cooperating teacher, and student teacher supervisor as soon as possible. If you have materials that your cooperating teacher may need, make arrangements for him/her to get them.

One absence per month is allowed, without having to be made up. The appropriate Absence Report must be completed and submitted to the student teacher supervisor within 5 days of the absence. Three or more consecutive absences result in an additional week of student teaching. The student teacher cannot be absent from the site for more than two weeks.

Student Teaching Seminars and Required Meetings

Student teaching seminars and other required meetings are scheduled throughout the student teaching experience. Seminars are designed to provide student teachers access to timely information and current practices they will need while student teaching and when they become first-year teachers. The seminars also provide student teachers the opportunity to meet with their student teacher supervisor(s) and peers in regular debriefing and problem-solving sessions.

These seminars and meetings are an integral and essential part of the student teaching experience. Attendance of all student teachers at all scheduled seminars and meetings is a requirement unless there is a conflict with an event at your cooperating school that you need to attend.

Substitute Teaching

Student teachers are not permitted to serve as substitutes for pay or on a voluntary basis. Student teachers are considered pre-service teachers and, as such, must be supervised throughout the entire student teaching experience. It is understood that student teachers will be alone in the classroom, especially as they assume increased teaching responsibility; however, it is expected that the cooperating teacher is readily accessible at all times.

When the cooperating teacher is absent from the school, the school district will provide a qualified substitute. The student teacher should be prepared to carry out teaching responsibilities that were planned and may also assume additional teaching responsibilities if qualified and if previously requested by the cooperating teacher.

Student teachers who are asked to assume substitute teaching responsibilities outside of the guidelines stated above should contact their student teacher supervisor or student teacher facilitator immediately. This should help the student avoid an uncomfortable situation and also help clarify the guidelines for the school.

Policy and Procedures for Unsatisfactory Performance

The Teacher Education unit is responsible for the governance of teacher education programs, including student teaching. It serves to admit and retain students in the Teacher Education programs. At its discretion, the Teacher Education program may remove a student teacher from a particular student teaching experience.

Students are reminded that student teaching and its related activities are a full-time experience, consisting of a minimum of a 12-week obligation per semester. Extension of or removal from the student teaching assignment is an option that will be considered.

Extension of Student Teaching

It may be necessary, for various reasons, to extend the student teaching experience beyond the required time. The student teaching experience will be extended for a minimum of an additional two weeks if any of the following occur:

1. The cooperating teacher and student teacher supervisor have concerns about specific challenges the student teacher exhibits and an extension is needed to determine if the student teacher can strengthen these areas of concern.
2. The student teacher, for various reasons, needs to be absent from his or her assignment. Three or more consecutive absences result in an additional week of student teaching.
3. The student teacher requests an extension to which all parties agree.

Removal from Assignment

Removal of a student teacher from his or her assignment will be done only for compelling reasons; however, there are circumstances that warrant such a removal. The student teacher facilitator and student teacher supervisor will jointly consider removing a student teacher from the assignment when any of the following occur:

1. The appropriate school authority, for just and explained reasons, requests that the student teacher be removed.
2. The student teacher supervisor believes circumstances will prevent either the development or maintenance of a satisfactory learning environment. Removal for this reason will be recommended no later than the fifth week of the experience.
3. Unethical behavior has been exhibited by either the cooperating teacher, the school administration or the student teacher.
4. Excessive absenteeism, tardiness, and/or failure to comply with established rules and policies is evident.

Initial discussion for withdrawal can be made by any person directly involved with the student teaching arrangement. The student teacher supervisor and student teaching facilitator will be involved in the initial and ongoing discussions. Should a student teacher's performance be deemed unsatisfactory, the following procedures shall apply:

- The student teacher facilitator will contact the student teacher in person and explain both verbally and in writing the decision to seek removal from the assignment.
- Prior to this notice for removal, the student teacher has received a number of informal observations and discussions with written feedback from the cooperating teacher and student teacher supervisor that document the problems and concerns over the five or six week time period.
- Copies of all cooperating teacher and student teacher supervisor observation reports with written narrative will be filed in the Teacher Education department during the same week they are discussed with the student teacher.
- To substantiate any verbal request for withdrawal, written documentation must be provided and signed by the person requesting a student teacher's withdrawal.

Unsatisfactory Recommendation

The Teacher Education program will support an unsatisfactory grade provided that:

- The student teacher has been given a fair opportunity to remediate the prescribed challenges;
- Progress report forms show written evidence of challenges and concerns;
- There is evidence the student teacher has received sufficient supervision from the cooperating teacher and student teacher supervisor to justify the recommendation; and
- The Teacher Education Chair has been informed and consulted about the situation.

Student Right to Appeal

The student teacher has the right to appeal to the Vice President of Academic, Career & Technical Education any decision regarding unsatisfactory performance within 7 days of receipt of the written decision. Such an appeal should be filed in writing and include any data the student believes pertinent to the case. The Vice President of Academic, Career & Technical Education serves as final authority on unconcluded situations.

Student Initiated Withdrawal

Student teachers who withdraw voluntarily at any time during their assignment will inform the cooperating teacher, principal, and student teacher supervisor immediately. The student teacher supervisor will do the following:

- Verbally report the withdrawal to the Teacher Education Chair the same day.
- Return the student teacher's folder to the Teacher Education department. Any observation reports made by the student teacher supervisor and cooperating teacher(s) should be included in the folder.
- Write a report which describes in detail the circumstances of the withdrawal. A copy of this report is to be placed in the student's file. This report should be made as soon as possible after the withdrawal.

It is the student's responsibility to withdraw from the student teaching course through the college's course withdrawal process. Withdrawing from student teaching may result in the student's withdrawal from college because it is a 12 credit course.

A conference will be held with the student teacher facilitator or Teacher Education Chair within one week of withdrawal. During the conference, options are discussed to determine a plan of action for the student.

STUDENT TEACHER GRADUATION & LICENSURE REQUIREMENTS

Date Completed	Requirement	Due Date
	Complete and turn in your Review of Student Teaching Handbook form.	Before first day of student teaching
	Turn in your Insurance Waiver form. If you don't have coverage, please join SNDEA.	Before first day of student teaching
	Complete finger printing cards, sign and send authorization for Criminal Check with money order. Use the ND Education Standards & Practices Board envelope.	First month of student teaching
	Register to take the two required Praxis II tests.	First month of student teaching
	Application for Graduation OR Application for student teaching if student teaching for two semesters	Last week of September (Spring Semester) or Last week of January (Fall Semester)
	Application for Educator's Professional Certificate completed and submitted to the Teacher Education department.	Last month of student teaching
	<p style="text-align: center;">Transcript Request Form</p> Your licensure application is sent with your formal transcript that indicates you were granted a degree. Turn in at Seminar.	Last month of student teaching
	<p style="text-align: center;">Final Recommendation from Cooperating Teacher</p> 1 st Teacher – 7 th week 2 nd Teacher – 14 th week	Last month of student teaching
	Complete final requirements for Seminar	Last full week of student teaching
	Complete final conferences with Cooperating Teacher & Student Teacher Supervisor	Last full week of student teaching

DESCRIPTION OF STUDENT TEACHING ASSESSMENT FORMS

Cooperating Teacher Forms:

The cooperating teacher is one of the most important participants in a student teaching program. The mutual understanding and respect is paramount to the effectiveness of the program. Thank you for guiding and giving direction to activities, methods and techniques used by the student teacher in her/his teaching process. The cooperating teacher is asked to complete the following forms:

- Review of Student Teaching Handbook
- Mid-Session Student Teaching Dispositions Indicator
- Final Evaluation
- Student Teaching Process Feedback
- Final Grade Recommendation

Student Teacher Supervisor Forms:

The second member of the student teaching team is the student teacher supervisor. The supervisor is an experienced teacher with a wealth of information and guidance for the student teacher. The student teacher supervisor is requested to complete the following forms:

- Early Observation Report
- Mid-Term Evaluation Report (completed midway through the placement)
- Final Evaluation Report
- Final Grade Recommendation
- Action Plan for Professional Growth (if needed)

The purpose of the observation reports is to provide the student teacher with formative feedback. The student teacher, cooperating teacher and student teacher supervisor meet for a feedback conference immediately following the observation to discuss outcomes and set goals for the remaining of the placement.

All forms are submitted to the Teacher Education department within one week after the end of the placement.

Student Teacher Forms:

The third, and equally important, member of the team is the student teacher. In addition to signing the observation reports following each conference, the student teacher has a number of forms to complete as part of the evaluation process. They are as follows:

- Review of Student Teaching Handbook
- Liability Insurance Waiver
- Student Teacher Evaluation of Cooperating Teacher (completed at end of placement)
- Student Teacher Evaluation of Student Teacher Supervisor (completed at end of placement)
- Evaluation of Student Teaching Experience
- The last two forms, Student Teacher Evaluation of Student Teacher Supervisor and Evaluation of Student Teaching Experience will be submitted directly to the Teaching Education Chair the final week of the placement. These forms must be received by the program before a final grade will be recorded.

FINAL EVALUATION - COOPERATING TEACHER

(To be completed by the Cooperating Teacher)

Student Teacher's Name _____

Cooperating Teacher's Name _____

School _____ Grade _____

Performance Based Teacher Education (INTASC Standard – in parenthesis)

A. FOUNDATIONS

	0	3	5
1. Works effectively with local curriculum and standards (I-7)			
2. Possesses knowledge of subject matter. (I-4)			
Total Score			

B. LEARNING

	0	3	5
1. Adapts to students' individual needs (I-1)			
2. Responds effectively to a diverse student population (I-2)			
3. Demonstrates learning and motivational theory (I-3)			
4. Designs lessons using a variety of instructional strategies (I-7)			
5. Utilizes a variety of instructional strategies (I-4)			
6. Assesses and documents student learning effectively (I-6)			
Total Score			

C. TEACHING

	0	3	5
1. Demonstrates the competence in content knowledge appropriate to the teaching position (I-4)			
2. Provides learning opportunities that support students' intellectual, social and personal development (I-1)			
3. Creates instructional opportunities that are adapted to diverse learners (I-1)			
4. Uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance (I-4)			
5. Creates an environment that encourages positive social interaction, active engagement in learning, and self-motivation (I-3)			
6. Uses knowledge of effective verbal, nonverbal, and media techniques to foster active inquiry, collaboration and supportive interaction in the classroom (I-8)			
7. Demonstrates ability in planning and implementing effective verbal, nonverbal, and media techniques to foster active inquiry, collaboration and supportive interaction in the classroom (I-8)			
8. Understands and uses formal and informal assessment strategies (I-6)			
9. Actively seeks opportunities to grow professionally through reflection, collaboration and self-evaluation (I-9)			
10. Fosters relationships with school, community and professional colleagues (I-10)			
Total Score			

D. PROFESSIONAL QUALITIES

	0	3	5
1. Possesses knowledge of subject matter (I-4)			
2. Manages time well, prepares all lessons and materials in advance (I-8)			
3. Communicates clearly through written and oral language (I-8)			
4. Demonstrates ability to make professional judgments (I 2-10)			
5. Grows and develops through reflection and self-evaluation (I-9)			
6. Physical and mental health support effective teaching (I-9)			
7. Appears committed and enthusiastic to serving children and society through teaching (I-10)			
8. Is dependable, conscientious, and punctual (1-9)			
Total Score			
TOTAL CUMULATIVE SCORE			

Comments: (Include reasons for your ratings – use back of page if necessary)

Student Teacher Name _____ Date _____

Cooperating Teacher Signature _____

Your name will be kept confidential within the Teacher Education department. Your helpful feedback will be shared.

STUDENT TEACHING PROCESS FEEDBACK
(Completed by the Cooperating Teacher)

Cooperating Teacher _____ Date _____

Student Teacher _____

The purpose of this assessment is to gather information on the student teaching process, not on the student teacher. What might be done to make student teaching a better, more effective experience?

Please circle the number (1-5) corresponding to the description which most accurately describes your opinion.
 1 would be the lowest or "Did Not Occur" with 5 being the highest – Exceptional.

1. I was able to participate adequately in the initial placement process.	1	2	3	4	5	NA
Comments:						
2. The student teaching handbook provided a clear and thorough explanation of everyone's role and responsibilities.	1	2	3	4	5	NA
Comments:						
3. The student teacher supervisor gave me an adequate explanation of my responsibilities.	1	2	3	4	5	NA
Comments:						
4. The length of the placement was adequate.	1	2	3	4	5	NA
Comments:						
5. The student teacher supervisor visited the student teacher the specified number of times or more often, if necessary.	1	2	3	4	5	NA
Comments:						
6. If I had any concerns or problems related to the student teacher, I did not hesitate to discuss them with the student teacher supervisor or the Teacher Education Chair.	1	2	3	4	5	NA
Comments:						
TOTAL CUMULATIVE SCORE						

Cooperating Teacher _____ Date _____

Your feedback will be used for program improvement. The information will not be shared with the student teacher.

MID-SESSION STUDENT TEACHING DISPOSITIONS INDICATOR

(Completed by the Cooperating Teacher)

Cooperating Teacher _____ Date _____

Student Teacher _____

Please evaluate the student teacher for characteristics affecting teaching success. The information will assist the department in its appraisal of the student teacher. Please return this completed form to the Field Placement Coordinator.

Relations with Others <input type="checkbox"/> Exceptionally well accepted <input type="checkbox"/> Works well with others <input type="checkbox"/> Gets along satisfactorily <input type="checkbox"/> Has some difficulty working with others <input type="checkbox"/> Works very poorly with others	Attitude/Application to Work <input type="checkbox"/> Outstanding in enthusiasm <input type="checkbox"/> Very interested and industrious <input type="checkbox"/> Average in diligence and interest <input type="checkbox"/> Somewhat indifferent <input type="checkbox"/> Works										
Judgment <input type="checkbox"/> Exceptionally mature <input type="checkbox"/> Above average in making decisions <input type="checkbox"/> Usually makes the right decisions <input type="checkbox"/> Often uses poor judgment <input type="checkbox"/> Consistently uses bad judgment	Dependability <input type="checkbox"/> Completely dependable <input type="checkbox"/> Above average in dependability <input type="checkbox"/> Usually dependable <input type="checkbox"/> Sometimes neglectful or careless <input type="checkbox"/> Unreliable										
Ability to Learn <input type="checkbox"/> Learns very quickly <input type="checkbox"/> Learns readily <input type="checkbox"/> Average in learning <input type="checkbox"/> Rather slow to learn <input type="checkbox"/> Very slow to learn	Quality of Work <input type="checkbox"/> Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Average <input type="checkbox"/> Below average <input type="checkbox"/> Very poor										
ATTENDANCE: <input type="checkbox"/> _____ <input type="checkbox"/> _____	PUNCTUALITY: <input type="checkbox"/> _____ <input type="checkbox"/> _____										
OVERALL EFFORT IN MEETING EXPECTATIONS TO DATE: <table style="margin: auto; border: none;"> <tr> <td style="text-align: center;">Outstanding</td> <td style="text-align: center;">Very Good</td> <td style="text-align: center;">Average</td> <td style="text-align: center;">Marginal</td> <td style="text-align: center;">Unsatisfactory</td> </tr> <tr> <td style="text-align: center;">10 9</td> <td style="text-align: center;">8 7</td> <td style="text-align: center;">6 5</td> <td style="text-align: center;">4 3</td> <td style="text-align: center;">2 1</td> </tr> </table>		Outstanding	Very Good	Average	Marginal	Unsatisfactory	10 9	8 7	6 5	4 3	2 1
Outstanding	Very Good	Average	Marginal	Unsatisfactory							
10 9	8 7	6 5	4 3	2 1							
ADDITIONAL REMARKS/RECOMMENDATIONS 											

I have discussed this mid-session evaluation with the student teacher as well as a recommended plan of action/expectations, if necessary, for the remainder of the student teaching experience.

Signature of Cooperating Teacher

Signature of Student Teacher

Date

FINAL GRADE RECOMMENDATION

I recommend that _____ receive the
(Name of UTTC student teacher)

following grade _____ for student teaching during the
(A,B,C,D,F, or Incomplete)

_____, 20_____ semester.

Cooperating Teacher Signature

Date

Concur:

Student Teacher Signature

Date

Student Teacher Supervisor Signature

Date

This form must be submitted to the Teacher Education Chair by the student teacher Supervisor

within 5 days after the end of the student teaching experience.

EARLY & MID-PLACEMENT OBSERVATION REPORT

(Completed by the Student Teacher Supervisor)

Student Teacher _____ School _____

Date _____ Observer _____ Grade _____

The student teacher:

	Unacceptable 0	Acceptable 3	Target 5
1. Demonstrated expressive, animated, and articulate oral expression. <i>Comments:</i>			
2. Clearly stated the objectives and purpose of each activity. <i>Comments:</i>			
3. Explained the directions for activities clearly. <i>Comments:</i>			
4. Encouraged equitable student participation. <i>Comments:</i>			
5. Gave adequate time for student response. <i>Comments:</i>			
6. Moved around classroom appropriately. <i>Comments:</i>			
7. Effectively checked for understanding. <i>Comments:</i>			
8. Used a variety of instructional techniques. <i>Comments:</i>			
9. Maintained smooth transitions. <i>Comments:</i>			
10. Consistently monitored student behavior. <i>Comments:</i>			
11. Explained content clearly. <i>Comments:</i>			
12. Closed the lesson effectively. <i>Comments:</i>			
13. Lesson plan was submitted to the student teacher supervisor prior to the observation, allowing adequate time for review and feedback before the actual scheduled time of the observation.	0		10
TOTAL CUMULATIVE SCORE			

Student Teacher _____	Observer _____
<i>Signature indicates the student has read this report.</i>	

FINAL STUDENT TEACHING EVALUATION REPORT

(Completed by the Student Teacher Supervisor)

Student Teacher's Name _____

Date _____ Site _____ Grade _____

This performance evaluation is aligned to the UTTC Teacher Education Elementary Education Candidate Outcomes
(InTASC Revised Standards in parenthesis).

Outcome #1: Content Knowledge and Skills (InTASC Standards 4 and 7)	Unacceptable 0	Acceptable 3	Target 5
• Demonstrates content area knowledge.			
• Demonstrates effective communication skills in reading and writing.			
• Demonstrates effective communication skills in listening and speaking.			
• Synthesizes content effectively from a variety of resources, utilizing professional knowledge to communicate to students.			
Outcome #2: Applications of Pedagogy within Learning Environments (InTASC Standards 1, 3, 5, 6 and 8)			
<i>A. Lesson Planning & Instruction</i>			
• Demonstrates knowledge of developmentally appropriate practice.			
• Utilizes appropriate standards in the design of lesson objectives.			
• Demonstrates ability to design and implement a complete and effective lesson plan in accordance with the instructional objectives of the lesson.			
• Demonstrates ability to design and implement effective unit plans.			
• Demonstrates ability to identify appropriate short and long-term goals (content, learning goals, core curriculum, whole course, whole year).			
• Provides clear directions.			
• Demonstrates appropriate and varied instructional strategies when teaching (questioning, wait time, transitions, etc.).			
• Demonstrates ability to create and modify lesson plans for differentiated instruction.			
• Demonstrates ability to use various formal and informal assessment strategies arising from instructional objectives.			
• Demonstrates the ability to apply the resulting assessment data to inform professional practice.			
• Provides appropriate rubrics, or other measurements, for assignments.			
• Provides appropriate feedback to students.			
<i>B. Learning Environments</i>			
• Promotes realistic expectations for students' behavior.			
• Encourages students toward self-regulation (acting appropriately without reminders).			
• Employs positive classroom climate and provides for student choice and decision making.			
• Maintains students' engagement through effective classroom management techniques.			
• Maintains an efficient use of time management (paces lessons appropriately, provides enrichment activities for those who finish early).			
• Demonstrates encouragement, respect and rapport with students appropriate for age/grade level, maintaining level of professionalism.			

Outcome #3: Technology for Teaching and Learning (InTASC Standards 1, 2 and 8)					
	Unacceptable 0		Acceptable 3		Target 5
• Demonstrates ability to develop student-centered, technology-rich learning activities.					
• Demonstrates ability to incorporate technology into classroom presentations, lesson plans, and other course assignments.					
• Demonstrates evidence of ability to transfer knowledge of technology practices from the “college classroom to real-life situations”.					
• Demonstrates ability to select and implement technologies relevant to various learning situations, in the college classroom and in schools.					
Outcome #4: Empowerment, Equity, & Inclusion (InTASC Standards 2, 5 and 7)					
• Models and encourages respect for diverse learning groups.					
• Knows and is able to address issues of diversity.					
• Demonstrates the commitment to promote educational equality.					
• Demonstrates a knowledge of and commitment to adhere to the North Dakota Code of Professional Conduct for Educators to guide practice and professional interactions.					
• Demonstrates ability to adapt learning to diverse populations of learners.					
Outcome #5: Reflective Practice (InTASC Standards 6 and 9)					
• Considers and utilizes feedback on performance to improve lessons.					
• Demonstrates evidence of self-evaluation to monitor and improve performance.					
• Collaborates with others to reflect on, plan, and improve instruction.					
• Displays appropriate decision-making in a professional setting.					
Outcome #6: Professional Partnerships (InTASC Standards 7, 9 and 10)					
• Demonstrates professionalism through a willingness and ability to collaborate with faculty and staff.					
• Demonstrates professionalism through a willingness and ability to collaborate with families, and non-school based organizations.					
• Models professional appearance and demeanor.					
• Demonstrates a positive attitude toward teaching and working with children.					
• Demonstrates self-confidence and emotional maturity.					
• Accepts responsibilities for all aspects of school-related activities.					
• Exhibits dispositions expected of a professional educator.					

Comments:

Student Teacher _____ Supervisor _____ <i>Signature indicates the student teacher has ready this report.</i>

STUDENT TEACHER EVALUATION OF COOPERATING TEACHER

(Completed by the Student Teacher)

Name of Cooperating Teacher _____

Name of Student Teacher _____

My cooperating teacher:

	Never 0	Sometimes 3	Always 5
Clearly communicated expectations for student teaching.			
Set a good example as a professional.			
Contributed positively to my student teaching experience.			
Encouraged me to be self-reflective.			
Provided relevant and useful feedback about my teaching skills.			
Showed interest in and concern for me as a person.			
Supported me when professional or personal problems developed during my student teaching.			
Showed interest in my progress as a teacher.			
Made himself/herself available when needed.			
Modeled curriculum planning and alignment with current frameworks/ standards.			
Encouraged me to integrate technology into my instructional strategies.			
Encouraged me to use a variety of instructional strategies.			
Created a classroom climate that values diversity.			
Met regularly with me to provide ongoing assessment/feedback on my teaching.			
Encouraged on-going communication between my Student Teacher Supervisor and me.			
TOTAL SCORE			

Comments:

Student Teacher Signature _____

Date _____

This information will be shared with the cooperating teacher. The cooperating teachers appreciate the feedback and view this as a mutual educational process for all involved.

STUDENT TEACHER EVALUATION OF STUDENT TEACHER SUPERVISOR

(Completed by the Student Teacher)

Student Teacher Supervisor _____

Student Teacher _____

My Student Teacher Supervisor:

	Never 0	Sometimes 3	Always 5
Observed according to planned schedule.			
Responded to my questions, and /or concerns in a timely manner.			
Encouraged me to integrate technology into my instructional strategies.			
Communicated regularly with me to provide ongoing assessment/feedback on my teaching.			
Conducted helpful conferences.			
Showed interest in and concern for me as a person.			
Gave tactful analysis and useful suggestions.			
Helped me develop self-evaluation skills.			
Encouraged me to express my needs and ideas.			
Made me feel comfortable in relating my feelings and concerns.			
Encouraged me to use a variety of instructional strategies.			
Made himself/herself available when needed.			
Met regularly with me to provide ongoing assessment/feedback on my teaching.			
Encouraged on-going communication between my Cooperating Teacher and me.			
TOTAL SCORE			

Comments:

Student Teacher Signature _____

Date _____

Your name will be kept confidential within the Teacher Education department. Your helpful feedback will be shared.

EVALUATION OF STUDENT TEACHING EXPERIENCE

(Completed by the Student Teacher)

Name of Student Teacher _____
 Semester _____ Year _____
 Grade Level _____ Major _____

The Teacher Education program is committed to collecting data about the student teaching program. Your ideas and comments are important to this process. Please check the appropriate description of your student teaching experience.

	Never 0	Sometimes 3	Always 5
The student teaching seminar was well-organized and interesting.			
My cooperating teachers provided me with a high quality student teaching experience.			
My student teacher supervisor provided helpful teaching suggestions and feedback.			
Student teaching would be more valuable if it included just one school placement for the entire semester (rather than two placements for a half semester each).			
I was given enough freedom in student teaching to try out new ideas and teaching techniques.			
I used the resources in the Teacher Education department to support my student teaching.			
The assignments and expectations required in student teaching were valuable and led me to personal growth and reflection.			
Overall, the Teacher Education program prepared me to student teach.			
TOTAL SCORE			

Comments – Strengths of the Program:

Suggestions for Enhancement/Improvements:

Student Teacher Signature _____ **Date** _____

Your name will be kept confidential within the Teacher Education department. Your helpful feedback will be shared.

LEAVE OF ABSENCE FORM

Excessive absence (excused or unexcused) from duty may result in the termination of the student teacher assignment. The length of the student teaching period shall be a factor in the decision to terminate. Reasons for absences may include illness, emergency situations, interviews or other appropriate professional reasons.

Student teachers who are registered for twelve (12) hours of credit and who are absent from student teaching a total of five (5) or more instructional days may be withdrawn from their student teaching assignment. A "NC" (no credit) will be recorded if the student is withdrawn after the last day to drop without penalty.

The decision to terminate a student teaching assignment due to absence from duty is the responsibility of the Chair for Teacher Education acting in consort with the cooperating teacher (with whom the student is placed) and the student teaching supervisor. The student teacher, however, may be required to make up days if three or more consecutive days are missed by extending the student teaching period. Consideration should be given to this option instead of termination, provided the performance level of the student teacher indicates potential for completion of the experience with a "competent" or higher evaluation.

In the event termination from student teaching is determined to be the best course of action, the student teacher shall have avenues for appeal and due process, as accorded by program policy.

LEAVE OF ABSENCE FROM STUDENT TEACHING FORM

To be completed by the student teacher. This form is to be submitted to your student teaching supervisor within 5 days of the absence. (*Note: Approval for a planned absence must be made with your cooperating teacher 48 hours prior to the absence.*)

Leave to be granted to _____

Today's date _____ Date(s) of leave _____

_____ a.m. _____ p.m. _____ both

Reason for leave: (*Check those that apply.*)

_____ Personal leave. Explain: _____

_____ Sick leave.

_____ Bereavement for family member. Specify relationship _____

_____ Professional business. Explain: _____

_____ Other. Please specify reason for absence. _____

Signed. _____
(Student Teacher)

Signed. _____
(Cooperating Teacher)

Form to be signed by student teacher and cooperating teacher and submitted to the student teaching supervisor.

This form can be duplicated for additional absences.

REVIEW OF STUDENT TEACHING HANDBOOK

(To be completed by the Student Teacher and Cooperating Teacher together)

To: Student Teachers and Cooperating Teachers

Please sign below to indicate that you have reviewed this Student Teaching Handbook together regarding roles and responsibilities for this collaborative experience. Information contained in this handbook pertaining to the student teaching experience should be reviewed and clarified by the student teacher supervisor or student teaching facilitator as needed or requested.

Please return this form during the Seminar at the beginning of your student teaching assignment after signatures have been obtained.

Student Teacher (please print) _____

Signature: _____ Date: _____

Cooperating Teacher #1 (please print) _____

Signature: _____ Date: _____

(If you have more than one Cooperating Teacher, wait to submit the form until you have met with the second Cooperating Teacher and received both signatures.)

Cooperating Teacher #2 (please print) _____

Signature: _____ Date: _____

Your mid-term grade is contingent upon receipt of this form.

LIABILITY INSURANCE WAIVER

I understand that, for my own protection, I need to carry classroom liability insurance during my student teaching tenure in the event there is an accident or injury related to my supervision of students.

If I do not have liability insurance, the Teacher Education program recommends that I select the SNDEA Insurance Package because of its low cost and high coverage. I also have the option of choosing alternative insurance.

I have indicated below my decision regarding classroom liability insurance:

_____ I have purchased SNDEA Liability Insurance by joining SNDEA.

_____ I have purchased classroom liability insurance privately.

_____ I choose *not* to purchase classroom liability insurance.

_____ I understand the possible consequences of declining coverage.

Name: _____

Date: _____

ID or SS#: _____

Your mid-term grade is contingent upon receipt of this form.

TEACHING REFLECTION FORM

To be completed by the Student Teacher and submitted weekly to the student teaching supervisor.
A copy of the weekly form is kept in the Teaching Reflections Journal section of the Student Teaching Notebook.

Beginning teachers undergo a challenging transition from study to professional practice. They assume total responsibility for classroom instruction, management and motivation of students, assessment, interaction with families, and understanding of total school operation. Preparation of teachers as continuous learners is characterized by skills in becoming reflective and analytical about their behavior and surroundings, instruction and outcomes, combined with development of capabilities to make informed and intelligent decisions. Reflection in teaching is an important theme in teacher education and, however central to practice, just be consciously fostered and practiced.

STUDENT TEACHER:	DATE:
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The student teacher completes this form at the end of each week, reflecting on on one specific lesson taught during that week. The reflection must address each one of the following questions individually. Use more space as needed.

1. As you reflect on the lesson, how did it actually unfold as compared to what you had anticipated happening as you did your planning?
2. Provide the data/information that you have used to determine your students' progress toward this lesson's goals. Include individual and group information.
3. How will you use your students' performance today as you envision the next step for these students in learning?
4. If you were to teach this lesson again to these students, what changes would you make?
5. As you reflect over this lesson, what ideas or insights are you discovering about your teaching?

VIDEO SELF-OBSERVATION REPORT

(Completed by the Student Teacher)

Student Teacher _____ Date _____

Please fill out this form and make comments as you watch your class on video.

	Unacceptable 0	Acceptable 3	Target 5
1. Demonstrated expressive, animated, and articulate oral expression. <i>Comments:</i>			
2. Began lesson effectively. <i>Comments:</i>			
3. Clearly stated the objectives and purpose of each activity. <i>Comments:</i>			
4. Explained the directions for activities clearly. <i>Comments:</i>			
5. Encouraged equitable student participation. <i>Comments:</i>			
6. Gave adequate time for student response. <i>Comments:</i>			
7. Moved around classroom appropriately. <i>Comments:</i>			
8. Effectively checked for understanding. <i>Comments:</i>			
9. Used a variety of instructional techniques. <i>Comments:</i>			
10. Maintained smooth transitions. <i>Comments:</i>			
11. Consistently monitored student behavior. <i>Comments:</i>			
12. Explained content clearly. <i>Comments:</i>			
13. Closed the lesson effectively. <i>Comments:</i>			
TOTAL CUMULATIVE SCORE			

Student Teacher _____	Observer _____
<i>Signature indicates the student has read this report.</i>	

ACTION PLAN FOR PROFESSIONAL GROWTH

Occasionally concerns arise regarding the student teacher's development of specific professional skills. The action plan format can be used during a three-way conference of the student teacher, the cooperating teacher, and the student teacher supervisor. Completing an action plan does not necessarily indicate unsatisfactory progress overall – it provides a prescribed plan for growth.

Student Teacher _____ Date _____

Skill or trait to work on:

Specific plan for action:

Time needed _____ Date to be accomplished _____

Resources needed:

Comments:

Student Teacher's Signature

Student Teacher Supervisor's Signature

Cooperating Teacher's Signature

Date

This form will be kept by the student teacher supervisor and submitted to the Teacher Education program and kept in the department with all other evaluation reports.

GUIDELINE FOR PLANNING AND REFLECTING UPON LESSONS

One of the areas most often identified as needing improvement during student teaching is instructional planning. This includes both individual lesson plans and unit plans. The following guidelines offer key elements that should be considered during instructional planning:

- Individual lessons should be *planned in advance* with the cooperating teacher and should be integrated with state content standards, benchmarks, and long-range learning objectives.
- Instructional objectives should be clear, specific, and measurable. Objectives **MUST** be phrased in terms of learning outcomes for the students.
- Measurable learning objectives should be aligned with assessment strategies.
- Assessment of students should vary, be prompt, clear, aligned with the learning objective, and promote student learning.
- Each lesson should be developed with the allotted time frame in mind (e.g. block, traditional, or self-contained classroom).
- The content of each *daily lesson* should be *reviewed and approved* by the cooperating teacher prior to teaching.
- The student teacher is required to develop a detailed lesson plan for each scheduled lesson observed by the student teacher supervisor.
- The student teacher must have a lesson plan for each lesson he/she teaches. The format of the lesson is at the discretion of the cooperating teacher and the student teacher supervisor.

PRIOR TO THE LESSON:

- Did you check students' prior knowledge to determine appropriate starting places for instruction?
- Did you determine lesson objective in behavioral terms? (What will the students be able to do at the end of the lesson that they cannot do at the beginning?)
- Did you list all materials and resources needed for the lesson?
- Did you list estimated time frame for each part of lesson?
- Did you identify objectives, ideas and concepts for student learning?
- Did you integrate subject matter with other disciplines as appropriate?
- Do you have a back-up plan if technology fails you?

THROUGHOUT THE LESSON:

- Have you decided how to adjust when necessary?
- Did you plan on constant checks for understanding?
- How will you provide immediate, specific feedback?
- Are active participation techniques included throughout?
- Are the students actively engaged in the activities?
- Have you included instructional strategies for English learners?
- Have you included instructional strategies for students with special needs?
- Have you included instructional strategies for gifted and talented students?

AFTER TEACHING A LESSON

After teaching the lesson, please reflect on your practice using the following questions:

- Did you teach the lesson as planned? If not, what changes did you make to the lesson and why?
- To what extent did the class or group as a whole achieve the academic learning objectives of the lesson?
- In what ways was your lesson effective and what might you do differently to improve the lesson (Be specific about the components in your plan)?
- What will you do for the student(s) who did not achieve the academic learning goals?
- In what ways was your lesson effective and what might you do differently to improve the lesson for your English learners and academically challenged students?
- What will you do for the English learners and the challenged students who did not achieve the academic learning goals?
- Given your analysis of this lesson and the student learning that resulted, how will you use this information to guide your planning for future lessons? What is your next lesson with this class or group?
- After reflecting upon this instructional experience, what have you learned about the need for making adaptations as you plan for differentiated instruction? Cite specific information about the students, your plan for instruction, and the analysis of the lesson to explain your answer.
- What are your goals for increasing your knowledge and skill in implementing instruction? How will achieving these goals help you become a more effective teacher?