

# Student Teaching Handbook Minnesota State University Moorhead



## Mission Statement of the Field Experiences Office

*We are committed to providing future educators with quality experiences in educational settings supported by competent and compassionate mentor teachers and university personnel while fostering positive university-school relations, cooperation, and understanding.*

*Indicators to measure success of this mission: Quality experiences as evidenced by positive student and mentor teacher feedback. Positive university-school relations as measured by on-going cooperation and communication between the Field Experiences Office and the K-12 schools.*

## **TABLE OF CONTENTS**

Contact Information.....	p2
Preparing for Student Teaching.....	p2
The Student Teaching Experience.....	p6
Required Activities.....	p7
Guidelines for Student Teachers.....	p10
Roles and Responsibilities of Mentor Teachers and University Supervisors.....	p13
Legal Issues and Code of Ethics.....	p 18

*MSUM candidates are becoming professionals who are Knowledgeable, Humanistic, Reflective, and Creative*

Conceptual Framework.....p 26

### **Contact Information**

#### **If You Have Questions . . .**

Most questions that arise during student teaching should first be directed to the university supervisor. Contact information of the supervisor should have been given to you by the supervisor however they are also listed on our website. You may also contact the Field Experiences Office at (218) 477 – 2217. Our office is located in Lommen Hall Office 213. Field Experiences Office web address is [www.mnstate.edu/fieldexp](http://www.mnstate.edu/fieldexp). Student Teacher website [www.mnstate.edu/edhuman/edmajor.cfm](http://www.mnstate.edu/edhuman/edmajor.cfm)

### **PREPARING FOR STUDENT TEACHING**

Resource Information about the new Academic Standards, No Child Left Behind, and Licensing are located on the Minnesota Department of Education website at: [www.education.state.mn.us](http://www.education.state.mn.us).

#### **Eligibility Requirements**

All applicants for student teaching must meet the Selective Admission and Retention in Teacher Education (SARTE) requirements for their departments. Below are the requirements for each department.

#### **Elementary and Early Childhood Education (EECE)**

Admission and retention in the EECE program  
 Liberal Studies GPA of 2.25 or higher  
 Minimum grade of “C-” in all prerequisite courses in elementary major  
 Cumulative GPA of 2.75 or higher  
 Writing competency  
 Successful completion of all program requirements

#### **Secondary and K-12 Education**

Liberal Studies GPA of 2.25 or higher  
 Minimum grade of “C-” in all education classes  
 Professional Education courses GPA of 2.5 or higher  
 Major GPA of 2.5 or higher  
 Successful completion of all program requirements

#### **Special Education**

Liberal Studies GPA of 2.25 or higher

*MSUM candidates are becoming professionals who are Knowledgeable, Humanistic, Reflective, and Creative*

Professional Education courses GPA of 2.5 or higher  
 Major GPA of 2.75 or higher  
 Successful completion of all program requirements

*(Note: MSUM requires a GPA of 2.00 or higher in liberal studies for graduation, but to student teach you must have a GPA of 2.25 or higher.)*

All applicants for student teaching must provide evidence that they have the required dispositions to be successful student teachers. Additional information can be found in this handbook.

### **Student Teaching Policies**

#### **Site Selection**

Student teachers are placed in school districts that have contracted with Minnesota State University Moorhead to receive field experience students. Placements are based upon the following conditions:

- Needs and requests of students
- Number of student applications received for each major/program
- Locations and number of schools and teachers available to supervise at needed subject and grade levels
- Agreement from administrators to receive students
- Availability of university supervisors
- You need the opportunity to demonstrate competency in an unbiased setting. Student teachers will not be placed in schools from which they graduated, where they have held employment, where they have children in school or where they have close friends or relatives as students or employees.
- Under no circumstances are students to arrange their own placements or contact potential mentor teachers.

#### **Registration & Application**

Register for student teaching during pre-registration. Apply for student teaching online on the field experiences website <http://www.mnstate.edu/edhuman/edmajor.cfm> . You must register and apply. Application materials are due the semester prior to student teaching. The Evidence of Standards portion of the Capstone Portfolio is due at the time of application.

#### **Travel**

You are responsible for making your travel arrangements for student teaching. Although we attempt to place students in local schools, in many cases this is not possible. A local placement

*MSUM candidates are becoming professionals who are Knowledgeable, Humanistic, Reflective, and Creative*

may be schools within a 45-mile radius of MSUM. Students will either accept placement or they may need to withdraw and wait until the next semester for a closer placement.

You are asked to indicate on the application form if you have a car. Legally, priority cannot be given to students without cars; they will be placed in a building in which other student teachers are placed for car-pooling or in a building which is on a city bus route, if possible.

### Insurance

All student teachers and practicum students are required to have liability insurance. You may not be in a field experience without insurance. Insurance can be obtained by joining the Education Minnesota Student Program or through a private carrier. You may apply online at: <https://sites.nea.org/HowToJoin/stateStudent.do?sea=mn&mbrType=STUDENT>

You can also find a link to this site on the website.

<http://www.mnstate.edu/edhuman/edmajor.cfm>

### Changes with your Information

Immediately notify the Field Experiences Office of any changes in information that occur after you apply for a field experience. You need to update us regarding any change of name, address and phone number, as well as, loss of eligibility for student teaching.

### Multiple Licensures

Student teaching assignments are typically 8-14 weeks long within a semester depending on your major, licensure, or minor. Every student completes at least one full-time student teaching experience. After completing a full-time student teaching experience, arrangements for further student teaching experiences (for additional licensures) can be made for half days for 10-14 weeks or full days for 5-7 weeks. See the Director of Field Experiences for additional information on licensures.

### Elementary Education

Student teaching is completed during your Professional Fourth Year (PFY) after acceptance into PFY.

### Early Childhood Education

A field experience must be completed in a preschool, kindergarten and a primary grade level in an elementary school. You will complete student teaching in preschool and elementary settings.

### Special Education

A field experience must be done in each licensure area you are completing. If you are attaining only one license, you will complete 10 credits of student teaching. If you are planning to attain two licensures, you can register for two eight-credit student teaching experiences in one

*MSUM candidates are becoming professionals who are Knowledgeable, Humanistic, Reflective, and Creative*

semester. A four-credit practicum can be used for students teaching in LD, E/BD or DD only if you have previously completed full-time student teaching in another area.

### Secondary and K-12 Education

A full-time student teaching experience is required in your major area. Either an additional full-time or half time placement is required for a second major in secondary education, depending on the particular combination of majors. See your advisor for additional information.

### Confidentiality

MSUM student teachers assume a number of obligations, one of which is maintaining professional conduct. The MSUM student is subject to confidentiality policies and laws regarding information acquired pertaining to students and their families.

The Code of Ethics for Minnesota Teachers states, “In accordance with the state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.” MSUM students will abide by this principle.

### Failing Student Teaching

A student teacher may fail student teaching if he or she does not meet the standards for a successful student teacher.

A successful student teacher will.....

- earn “On Target” or better for all areas on the Student Teaching Final Evaluation.
- earn ”On Target” or better for all areas on the Professional Dispositions Assessment.
- remain in the student teaching experience throughout the student teaching calendar.
- have a successful (as determined by the mentor teacher and university supervisor) independent, full-time student teaching experience for at least 5 consecutive days, as required by the State of Minnesota.

### Extending Student Teaching

A student teacher may receive an “In Progress” after completing student teaching. In this case, the student teacher will be given the chance to extend student teaching rather than fail. A remediation plan will be implemented and must be strictly followed by the student teacher. If, after the extended time is completed, the student teacher is able to meet the standards for a successful student teacher, he or she may receive a grade of “Pass”.

“In Progress” means that the student teacher has completed all of the requirements for student teaching, but needs more time to become “On Target” in one or more of the areas on the Student Teaching Final Evaluation or Professional Dispositions Assessment. In addition, the student teacher has shown growth and perseverance in troublesome areas and only needs more time to become “On Target.” The decision to assign “In Progress” to a student is an extremely rare

*MSUM candidates are becoming professionals who are Knowledgeable, Humanistic, Reflective, and Creative*

occurrence and will be the decision of the Director of Field Experiences, in collaboration with the student teacher's Mentor Teacher and University Supervisor.

An "In Progress" will not be given if a student teacher is unable to independently be responsible for all aspects of the classroom experience for at least 5 consecutive days, as required by the State of Minnesota. Student teaching will have to be repeated.

### Termination of Student Teaching

If a student teacher is asked to leave his or her student teaching assignment by the mentor teacher or other school official, the student teaching experience will be immediately terminated.

A student who fails student teaching will be required to spend a semester in remediation as determined by Field Experiences faculty. When the student has successfully completed remediation requirements, he or she may be allowed to repeat student teaching.

If a second student teaching experience results in failing, the student will not be allowed to student teach again. Field Experiences may only be repeated once.

A teacher candidate who has been removed from student teaching may file an appeal with the Dean of Education and Human Services. Appeal form is found at [www.mnstate.edu/edhuman/edmajormajor.cfm](http://www.mnstate.edu/edhuman/edmajormajor.cfm). Select the Student Teaching Information tab.

The dean will review the information from both the teacher candidate and the Director of Field Experiences. Based on that review, she will determine if the teacher candidate's appeal should be granted. If granted, the candidate will be allowed to have a new student teaching placement the same semester. If the semester is close to the end, a new student teaching placement will be given the following semester, at no cost to the teacher candidate. If the appeal is denied, the candidate will be required to sit out one semester and adhere to a remediation plan set up by the Director of Field Experiences. The candidate will also register and reapply for the repeat student teaching semester.

## **THE STUDENT TEACHING EXPERIENCE**

### **Student Teaching Orientation**

A mandatory student teaching orientation will take place prior to student teaching. Orientation will include both the student teacher and mentor teacher. This meeting is mandatory for student teachers and optional for mentor teachers. However, the orientation is most effective when both student teacher and mentor teacher attend. The Field Experiences Office will offer choices of times for orientation. It is the student teacher's responsibility to notify Field Experiences about what day they (student teacher and mentor teacher) will attend.

*MSUM candidates are becoming professionals who are Knowledgeable, Humanistic, Reflective, and Creative*

Student teaching should be an exciting and rewarding experience. Make every effort to become a part of the school climate. Your effectiveness will be enhanced by your involvement. **Meet with the mentor teacher before you start the student teaching experience to become acquainted with the school and relieve some anxiety you have for the first day.** The more you know about the school and community, the more comfortable you will feel.

### **The School**

Most schools require that you wear an ID badge. Follow the policy of your school. You can use your MSUM ID. Cords are available for purchase at the bookstore. Your mentor school may issue you an ID.

It is necessary to know the policies of the school. Generally, there is a policy handbook, which you should request and read. Your mentor teacher will be a valuable source of information about school policy. Be sure to use your observation skills to become aware of routine procedures that are not addressed in policy handbooks.

Be sure you check on parking policies. You may be required to park in a certain lot or to have a parking permit.

It is best to become familiar with the resources available to teachers early in your experience before you begin your teaching responsibilities. Become acquainted with the entire school building and those key personnel with whom you are likely to be having contacts (e.g., principals, secretaries, librarians, custodians, counselors and nurse). Find out what services are available and be aware of the process for accessing resources.

Your involvement in activities outside of the school day will help you become acquainted with personnel, students, and families. While your attendance is not required, your attendance will allow for interactions and make you visible in the community. Student teaching offers you opportunities to develop personal and professional relationships with others in your field. Take the time to develop these relationships.

### **Requirements of Student Teaching**

The following items are also discussed during orientation. University Supervisors will be able to answer additional questions regarding student teaching requirements.

### **Attendance**

Beginning and ending dates for student teaching will be determined by the Director of Field Experiences. Within that time frame, student teachers will follow the calendar of their assigned school.

Student teachers are expected to work the same hours as their mentor teachers. They are also expected to be in attendance every day of the scheduled term (including in-service and conference days) except in the case of illness or emergency.

*MSUM candidates are becoming professionals who are Knowledgeable, Humanistic, Reflective, and Creative*

The one exception to this policy is attendance at the Minnesota Career Fair, which is considered an excused absence, but must still be cleared with the mentor teacher and university supervisor ahead of time.

Student teachers must offer to make up any absences. If more than three absences are incurred, make-up of the missed time is mandatory.

### **Dress Code**

Your appearance will make a lasting impression on the administration and staff of your assigned school. Make sure that this is a good impression! Clothing should be professional, clean and in good repair. Refrain from wearing clothing that is short, tight or revealing. T-shirts, sweatshirts, jeans, tennis shoes, exposed body piercings (other than ears), tattoos and unusual hair colors are not appropriate for the school setting.

Please be aware of sensitivity to scents. Do not come to school wearing any fragrances. Be sure to avoid the smoke smell that often remains on clothing after smoking. These rules are in place due to the reaction that many people have to particular scents.

### **English Usage**

Mastery of the English language is an essential skill for all teachers. Written work must be legible, neat and grammatically correct. Use of obvious grammatical errors or poor spelling by a student teacher is not acceptable and may result in remediation.

### **Required Activities**

#### **Teaching Calendar**

You should keep a record of your activities as an observer, teacher-assistant and teacher throughout your student teaching experience. Record your responsibilities for each week with the help of your mentor teacher. Describe what is expected of you, noting whether you were observing your mentor teacher, reviewing instructional resources in the library, helping students during resource time, etc.

#### **Journal Entries**

Effective teachers are those who learn how to reflect on and learn from their day-to-day experiences. More than simply recording experiences, journals become an instrument of inquiry which can guide your future actions. Create a daily record of your thoughts and actions as a teacher. The journal is an on-going record of practices and reflections. It is intended to clarify the meaning in your encounters with students, colleagues, curriculum and teaching; and to encourage you to reflect upon experiences which otherwise might pass unnoticed. Entries will be shared with your university supervisor. The format will be given to you by your supervisor.

*MSUM candidates are becoming professionals who are Knowledgeable, Humanistic, Reflective, and Creative*

### *Possible Journal Questions for Reflection*

1. Which times of day and/or which days of the week seem to be the easiest/hardest? Why?
2. In which areas of teaching do you feel the most/least comfortable?
3. What are your roles as a teacher in relation to the children?
4. How would you characterize your interaction with parents at the site (or school)? When and where do you communicate with them?
5. What themes have you chosen to pursue in your activities with the children?
6. Describe the personality of the group of children with whom you work.
7. How do you get ready for the day of teaching? When and where? What happens to you at the end of the day? Physically? Mentally? Emotionally?
8. What are your goals for the week? For your group of children?
9. When the routine is upset and/or changing, how do you regain your composure?
10. How do you think your teaching would be different if it were your own classroom (free of institutional constraints)? What can you imagine yourself doing differently?
11. How would you set up a classroom? What would it look like?
12. What standards are you addressing for the week?
13. What questions do you have about your students?
14. What is your greatest success for the week? What is your greatest challenge for the week?

### **Lesson Plans and/or Thematic Units**

You and your mentor teacher should decide early on in your placement what topics will be covered in different subjects/periods while you are in the classroom. You should discuss when you will be teaching part of the day and when you will be teaching all day during your experience. Whenever you are teaching, prepare a lesson plan that you can share with your mentor teacher and/or supervisor. At least once during your placement you should develop a full unit or a sequence of lessons on a broad topic. Use any lesson/unit plan formats that you have been introduced to in your education classes. You will be required to place a unit in your Capstone Portfolio, so using the format found in your portfolio would be helpful.

### **Self-Evaluation**

Lesson Reflection: Reflect on your teaching after each lesson you plan and teach.

- What strengths did you see in your teaching?
- What might you change if you were to teach a similar lesson in the future and why?
- What went well?
- Did your students learn what you wanted them to learn? How do you know?
- What did the students learn from this lesson? How do I know they were actively engaged?
- How closely did I follow my lesson plan? Did I have to modify during the lesson? Why?
- What was the most effective part of the lesson?
- Were the materials appropriate?
- What would I change/keep the next time I teach this lesson?
- What were my teaching strengths in this lesson?

*MSUM candidates are becoming professionals who are Knowledgeable, Humanistic, Reflective, and Creative*

- A goal I would like to have my mentor teaching assist me in reaching is.....

### **Dispositions Self-Evaluation**

You are required to complete a disposition self-evaluation during student teaching. Your supervisor will discuss this with you. Student teachers will self-assess and set goals at midterm. University supervisors will discuss those assessments with their students. When the student teacher, mentor teacher and supervisor meet at midterm, they will go over the regular midterm assessment and the dispositions assessment. Copies of the dispositions assessments can be found at [www.mnstate.edu/edhuman/edmajor.cfm](http://www.mnstate.edu/edhuman/edmajor.cfm).

### **Additional Early Childhood Student Teaching Requirements**

In addition to the requirements listed above, early childhood student teachers should complete the following:

#### 1. Assessment of Children

You and your mentor teacher should decide early on in your experience how you will be involved in assessing children's progress. You should use a variety of assessment tools such as checklists, running records, anecdotal notes, and the like.

#### 2. Specific Requirements for Teaching

In the unit or sequence of lessons include appropriate literature, learning centers, bulletin boards, being sure to include math, science, social studies, and literacy experiences. It is suggested that the unit be integrated across all subject areas.

Develop a dramatic play center sometime during the student teaching experience. The dramatic play center should have a clear purpose with written objectives.

### **Teacher Candidate Portfolio**

The Teacher Candidate Capstone Portfolio is completed during student teaching by completing the unit plan. This portion is assessed as part of the student teaching requirements. The portfolio information can be found on our website <http://www.mnstate.edu/edhuman/edmajor.cfm>. Select the Capstone Portfolio link at the left of the screen. Directions and common questions are found on the site. Specifics about the portfolio requirements can be found on our website. Submit your portfolio through LiveText. Your student teaching grade will be submitted after your portfolio is assessed.

### **Stages of Student Teaching**

*Stage One.* During the first week in the classroom, the student teacher should spend time observing classroom procedures and learning the names of the students. S/he may begin assuming a few administrative and procedural tasks such as roll taking and grade recording if the

*MSUM candidates are becoming professionals who are Knowledgeable, Humanistic, Reflective, and Creative*

mentor teacher feels it is appropriate. The student teacher may also begin assisting individual students or small groups with lessons or projects at this time. This is a transition time for the student teacher and open communication between him/her and the mentor teacher is essential in clarifying roles and expectations.

*Stage Two.* This stage will comprise the major portion of student teaching. The student teacher and the mentor teacher may plan lessons cooperatively, with the mentor teacher giving final approval prior to each activity or lesson. A gradual increase in teaching responsibilities for the student teacher should begin to occur at this time until a full teaching schedule is assumed. Feedback at this stage is very important so that the student teacher can effectively evaluate his/her teaching performance.

*Stage Three.* The Minnesota Board of Teaching requires a minimum of one week (or five consecutive days) of full-time student teaching. It is to your advantage to teach more than the requirement indicates. In many classrooms, it is expected that you will teach more than 5 consecutive days. During this stage, all activities normally assumed by a classroom teacher including instruction, classroom management and pupil supervision should be performed by the student teacher as readiness is demonstrated.

*Stage Four.* At the close of the student teaching experience, the classroom responsibilities will return to the mentor teacher. Opportunities for the student teacher to observe in other classrooms in the building should be provided if at all possible.

*\*Your university supervisor will inform you of any other requirements for your specific situation.*

### **Enhancing the Student Teaching Experience**

Student teaching is an exciting time. Not only does it allow you to apply all of the knowledge and skills you have learned in your course work, it also gives you a chance to have a variety of experiences. To enhance your teaching opportunity, try some of the suggestions on the following checklist. While some of these activities are required, the more you can check by the end of the semester, the broader experience you will have had in your student teaching. The checklist also gives your mentor teacher ideas for planning worthwhile activities for you.

- \_\_\_\_\_ Visit another building or another district.
- \_\_\_\_\_ Observe teachers in other areas.
- \_\_\_\_\_ Write a case study on one of your students.
- \_\_\_\_\_ Look at grade level standards for grades other than the one you are teaching.
- \_\_\_\_\_ Investigate professional literature in areas relevant to your teaching interests.
- \_\_\_\_\_ Assume responsibility for bulletin boards, displays, etc.
- \_\_\_\_\_ Attend faculty meetings, departmental meetings, parent conferences and parent-teacher organization meetings.
- \_\_\_\_\_ Supervise halls, lunchrooms, playgrounds and bus loading.

*MSUM candidates are becoming professionals who are Knowledgeable, Humanistic, Reflective, and Creative*

\_\_\_\_\_ Maintain a grade book or attendance record.

**\*\* Be sure to make the proper arrangements and get clearance for all of the above suggestions. Your mentor teacher should assist you with these arrangements.\*\***

### **Guidelines For Student Teachers**

1. Begin your student teaching assignment with a positive attitude.
2. Obtain and learn the policies of your school and classroom.
3. Use positive guidance; be firm but fair! Obtain and maintain good classroom control. Make no promises or statements you cannot or will not keep. Talk to the mentor teacher often about his/her classroom management techniques. Keep in mind, mentor teachers are there to help you learn and grow.
4. Make very detailed lesson plans, so that if necessary someone else could teach from them. Be specific. Have your mentor teacher's approval at least one day (one week for a unit) before you plan to use them.
5. Good teachers are always reflecting on their teaching and self-evaluating. It is imperative that student teachers include reflection as an integral part of each day. Ask yourself the following questions after you have taught a lesson.
  - a) What did the students learn from this lesson? How do I know they were actively engaged?
  - b) How closely did I follow my lesson plan? Did I have to modify during the lesson? Why?
  - c) What was the most effective part of the lesson?
  - d) Were the materials appropriate?
  - e) What would I change/keep the next time I teach this lesson?
  - f) What were my teaching strengths in this lesson?
  - g) A goal I would like to have my mentor teaching assist me in reaching is.....
6. Use proper grammar, spelling and punctuation. Work to improve your communications. Use professional language at all times. Avoid trite and slang expressions.
7. Take initiative! Do something constructive without being told. Consult your mentor teacher first, and if approved, take action. Avoid having to be told everything you are to do.
8. Use your time efficiently. Plan your day; organize everything you are to do. Plan for success!
9. Be well groomed and professionally dressed at all times.
10. Be prompt or early. Avoid absences. Notify your mentor teacher if you will be late or absent for any reason. Do not simply leave a message, if necessary call the office and talk with

*MSUM candidates are becoming professionals who are Knowledgeable, Humanistic, Reflective, and Creative*

someone to assure that your mentor teacher receives the message. Let your supervisor know of any absences.

11. Make constructive notes during your observation periods and apply them. Ask clarifying questions of your mentor teacher after observations.
12. Make sure you know ahead of time how to get to your school. Do a trial run before the first day. Be sure to check parking facilities at the school. Are teachers given specific parking space? Do you need a parking permit?
13. Attend all faculty meetings. They are a great source of information. Consider yourself a guest and not a participant.
14. Think of ways that you can assist your mentor teacher. Don't just sit and watch, but help pass out materials, assist with individual instruction and conduct small group discussions. Volunteer to get involved with as much as possible during the observation period.
15. Remember that teachers have many other commitments and duties. Your mentor teacher cannot be available to you at all times. Be realistic. Jot down questions that you have and ask them during quiet times. Allow your mentor teacher time for their own work. Some teachers need their own quiet time. Respect your mentor teacher's personal space.

### **Completing Student Teaching**

#### Grades

Student teaching is graded P (Pass) or F (fail). The grade of P does not affect your GPA; a grade of F will lower your GPA. If you are doing unsatisfactory work in student teaching and improvement seems impossible, it may be best to withdraw so you receive a W (withdrawal) rather than an F. A grade of IP (in progress) is given only when satisfactory work is being done and it becomes impossible to complete the student teaching assignment before the end of the semester. Please discuss your options with your supervisor.

#### Graduation and Licensure

Graduation forms and Minnesota licensure application information, including a curriculum worksheet, are available from the Registrar's Office. These forms must be completed at least one semester prior to graduation.

## **ROLES AND RESPONSIBILITIES FOR MENTOR TEACHERS AND SUPERVISORS**

A positive student teaching experience is invaluable to a potential teacher. The importance of open communication between the student teacher, mentor teacher and university supervisor is crucial in making the most of the classroom experience. If questions or concerns arise at any

*MSUM candidates are becoming professionals who are Knowledgeable, Humanistic, Reflective, and Creative*

time, feel free to contact the university supervisor or the Field Experiences Office. You may also access helpful information on the Field Experience website - [www.mnstate.edu/fieldexp](http://www.mnstate.edu/fieldexp)

### Mentor Teacher

- Make the student teacher feel welcome and comfortable in the classroom. Provide personal space for your student teacher such as a small desk or table.
- Acquaint the student teacher with the school building, resources, other faculty and staff.
- Explain classroom procedures, schedules, classroom management plan, etc. Share the school handbook with your student teacher. Make sure your student teacher is aware of emergency procedures.
- During the observation period, provide the student teacher with seating charts so that he/she can learn names and observe specific student characteristics and behavior.
- Have high expectations for your student teacher and communicate those expectations early in the experience.
- Assist the student teacher with instructional planning and evaluate plans before instruction.
- Gradually turn over teaching responsibilities to the student teacher until the primary responsibility for teaching is the student teacher's for at least one week. MSUM would prefer our student teachers to have 2 weeks full time student teach for each 14 week experience.
- Provide ongoing evaluative feedback. Provide feedback on lessons. Verbal and written feedback is important.
- Give suggestions for improvement in a timely manner. Students expect constructive criticism. Let the student teacher know from time to time that she/he is doing a good. Positive feedback is as important as constructive criticism.
- Require well-planned lessons from the start. You are the expert and should carefully review lesson plans prior to the class presentation. Many times you will be able to spot trouble areas and potential mistakes before they occur.
- Inform your student teacher of procedures you want him/her to follow in the event that s/he is unable to be at school in the case of illness or emergency.

*MSUM candidates are becoming professionals who are Knowledgeable, Humanistic, Reflective, and Creative*

- Call upon your student teacher to do something extra when you are faced with a time shortage. This often makes the student feel that you have confidence in their ability to do the extra task and helps you too.
- Encourage innovation. Urge the student teacher to be creative.
- NEVER use a student teacher as a substitute teacher. S/he is not licensed and it is not best practice.
- A successful student teaching experience is based on open, honest communication among all parties involved. You are encouraged to contact the university supervisor at any time to express concerns. Contact information should be given to you with the first visit however it can also be found on our website or by calling our office.

### **Evaluations Completed by Mentor Teachers**

A mid-term evaluation meeting should take place between you, your student teacher and the university supervisor. Use this assessment as a tool to guide you to talk about areas that need improvement, set goals and determine when and how long the student teacher will be doing the full-time teaching. A mid-term evaluation form will be provided for you by the university supervisor.

Final evaluation forms are due at the end of the student teaching assignment. This form is now submitted electronically. A link will be emailed to you from our office. An example can be found on the mentor teacher website [www.mnstate.edu/fieldexp](http://www.mnstate.edu/fieldexp). The university supervisor will go through the process with you. A 3-way conference with the student teacher, university supervisor and mentor teacher should take place to go over the final evaluation.

You will also need to complete a final dispositions evaluation. The link will be emailed to you also. An example can be found on the mentor teacher website [www.mnstate.edu/fieldexp](http://www.mnstate.edu/fieldexp).

The student's credentials are not complete until your final evaluation has been received by the Field Experiences Office. Your prompt attention to this is greatly appreciated.

### **Writing the Final Evaluation Recommendation**

- The letter of recommendation is of the utmost importance to prospective employers.
- Emphasizing critical areas such as student rapport, discipline, poise, cooperation and future in the profession is important. If you foresee difficulty in writing the letter of recommendation, consult with the university supervisor. If needed, contact the Field Experience Office and we can email you an example.

*MSUM candidates are becoming professionals who are Knowledgeable, Humanistic, Reflective, and Creative*

### Additional Ideas for Mentor Teachers

These are some common topics that should be discussed with your student teacher.

- What are the hallway pass rules?
- What do I do when a student is tardy?
- Where are the emergency plans?
- How do I operate the phone system? Will my class be interrupted to except calls?
- What are policies for staff on bad weather days?
- What are my duty hours?
- When are conferences and how are they arranged? What are the standard procedures for conferences?
- Do I have any lunch or hallway duties?
- What state and national testing do we participate in? When?
- Are there any students with an IEP?
- Technology expectations?
- Where are extra supplies?
- How to schedule time in technology lab?
- How to schedule time in media center?
- Important phone numbers
- Staff handbook
- Current curriculum and textbooks
- What do the paraprofessionals do in the classroom?
- Discipline Policy Procedures –when and where to send disruptive student
  - School policies
  - Official referral system
  - Contacting parents
  - Student handbook

### **Important People to Know and Their Names**

- Principal:
- Assistant Principal:
- Secretaries:
- Department Chair:
- Other teachers in your department:
- Media Specialist:
- School nurse:
- School security officer:
- Psychologist:
- Counselor(s):
- Custodians:
- Paraprofessionals in your classroom:
- Special Education Teachers:
- District Administrators:

*MSUM candidates are becoming professionals who are Knowledgeable, Humanistic, Reflective, and Creative*

- Other:

### **University Supervisor**

- Provide student teacher AND mentor teacher you contact information! This is very important. Please provide phone number and email.
- Review the mentor teacher paperwork requirements.
- Provide orientation to the student teaching experience at the beginning of the semester. Share information with the mentor teacher and the student teacher.
- Serve as a support to the student teacher by answering questions and providing consultative assistance.
- Serve as a liaison between the university and the mentor school.
- Meet with the student teacher before student teaching begins to go over expectations.
- Formally observe the student at least 4 times for a full time student teaching experience. If it is a 7 week experience, observe at least 3 times per setting.
- Meet with the student and mentor teacher to go over the midterm and the final evaluation. If the student teacher has two settings, this is done for each setting. There will be a midterm and final evaluation for each setting.
- Provide a written assessment of each observation. These forms will be used to document student growth and achievement, as well as, serve to record supervisor visits.
- Write a final evaluation of student teacher's experience. The final evaluation will be submitted electronically. You will receive a link from the Field Experience Office.
- Ensure that the mentor teacher's final evaluation was submitted to the Field Experiences Office through the electronic process. Please ask if mentor teacher received the email with the link and provide assistance if needed.
- Assess the unit plan for all assigned student teachers. This is part of the Capstone Portfolio.
- Assign grade in consultation with the mentor teacher.

### **During the course of visits to student teaching sites the university supervisor will:**

1. Examine lesson plans, general written preparation and the reflective journal of the student teacher. Lesson plans for each class observed and journals should be given to the supervisor before the class session via email or as designated by the supervisor.
2. Observe the student teacher instructing in a normal classroom situation.
3. Provide the student teacher with a verbal and written feedback following observation of her/his classroom instruction.
4. Discuss progress with the mentor teacher at each visit.

*MSUM candidates are becoming professionals who are Knowledgeable, Humanistic, Reflective, and Creative*

**Legal Issues**  
**Code of Ethics for Minnesota Teachers**  
**Official State Code Currently in Effect**  
**Public Information**  
**Minnesota Board of Teaching**  
**Minnesota Administrative Rules**

**8700.7500 CODE OF ETHICS FOR MINNESOTA TEACHERS.**  
**2003**

Subpart 1.

Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation. This code shall apply to all persons licensed according to rules established by the Board of Teaching.

***Standards of professional conduct.***

The standards of professional conduct are as follows:

- A. A teacher shall provide professional education services in a nondiscriminatory manner.
- B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- G. A teacher shall not deliberately suppress or distort subject matter.
- H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.

*MSUM candidates are becoming professionals who are Knowledgeable, Humanistic, Reflective, and Creative*

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

J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

## **Student Teaching Issues and Minnesota Law**

### **Introduction**

Welcome to the Student Teaching Issues and Minnesota Law Handbook. This portion is intended to be a resource guide for participants in the university student teaching program (student teachers, school district personnel and university supervisors). The handbook is in response to questions raised by participants regarding student teaching practices and is intended to act as a guide for discussion and decision making that will have an impact on student teacher effectiveness. Participants in the student teaching process have the right and the responsibility to be knowledgeable of student teaching issues.

**Please note that the information presented in this document is for purposes of discussion only. It is not intended to be taken as legal advice and, where appropriate, participants should consult with their legal counsel for interpretation of statutes and legal obligations. This handbook is meant as a guideline only and does not constitute an express or implied contract. It does not alter existing employment or educational relationships or policies.**

Many resources are available to participants in addition to this handbook. Participants should consult with university campus or school district personnel when appropriate. Applicable policies exist both at the university and school district level and participants are expected to have read all appropriate policies.

### **Chemical Abuse**

**School District:** A public school teacher is required to immediately notify the school's principal and chemical abuse assistance team when:

The teacher has a reason to believe that a student is using, possessing, or transferring a controlled substance, alcohol or tobacco while on school premises or involved in school-related activities.

Public school teachers are prohibited by law from using tobacco on school property. Teachers also have the responsibility by law not to use or possess alcohol or controlled substances while on school premises or involved in school related activities.

**Student Teachers:** The student teacher has the same responsibility as other teachers in the district in regard to this issue. The student teacher, like other teachers, has the responsibility not to abuse controlled substances, use tobacco or use, possess or distribute alcohol. The student

*MSUM candidates are becoming professionals who are Knowledgeable, Humanistic, Reflective, and Creative*

teacher is obligated to follow the school's policy regarding alcohol, controlled substances and tobacco. The student teacher is also subject to the university's policy(ies) regarding the same.

**University:** The university has a policy regarding student conduct. Student teachers may not use or possess alcohol and controlled substances when prohibited by law or policy. The university expects that student teachers will not use tobacco when prohibited by law or policy. The university reserves the right to take action and/or remove the student teacher if it determines that there has been any inappropriate conduct.

### **Child Abuse and Vulnerable Adult Abuse**

**School District:** A teacher who knows or has reason to believe that a child or vulnerable adult is being neglected or physically or sexually abused (threatened or actual) in the home, school or community, is required by law to report to the appropriate civil authorities (local law enforcement agency or a local welfare agency).

Teachers are also required to report to the appropriate civil authority if the teacher knows or has reason to believe that a pregnant woman has used a controlled substance for a nonmedical purpose during pregnancy. Teachers are prohibited from abusing children or vulnerable adults.

**Student Teacher:** The student teacher is required to report actual or threatened abuse or neglect of children or vulnerable adults. The student teacher is prohibited from abusing children or vulnerable adults. Student teachers should consult with school administration and all applicable school district policies.

**University:** The university expects student teachers to comply with the law regarding reporting abusive behavior. The university reserves the right to take appropriate disciplinary action and/or remove the student teacher if it receives evidence that the student teacher has engaged in any form of abuse or has failed to report abuse. The university may serve as a resource to aid the student teacher in reporting evidence of abuse or neglect to the appropriate civil authorities.

### **Code of Ethics and Model Citizenship of Student Teachers**

**School District:** Student teachers should be placed with supervisors who model the professional Code of Ethics and who do not engage in conduct violative of Minn. Stat. {125.09 (immoral character or conduct; failure, without justifiable cause, to teach for the term of the teacher's contract; gross inefficiency or willful neglect of duty; failure to meet licensure requirements; or fraud or misrepresentation in obtaining a license). The teachers' Code of Ethics is enforced by the Board of Teaching.

The school district has the right to refuse placement or terminate a student teacher who the school district has determined has violated the Code of Ethics or who, for some other reason, is not fit to teach.

*MSUM candidates are becoming professionals who are Knowledgeable, Humanistic, Reflective, and Creative*

**Student Teacher:** The student teacher is required to provide all relevant information to the university at the time of application for student teaching and to authorize the university to release the information to the school district. Student teachers are required, once placed in a student teaching position, to conduct themselves in a professional manner and in accordance with the Code of Ethics and Minnesota law governing teachers. Student teachers should review the Board of Teaching Code of Ethics and Minnesota law governing teachers. It is recommended that student teachers also review the Code of Ethics of either the National Education Association or the American Federation of Teachers, depending upon the teachers' organization of the school district.

**University:** The university and/or the school district reserve the right to not assign a student teacher or to terminate a student teacher from a position.

The university expects each student teacher to abide by the Teachers' Code of Ethics. The university reserves the right to take appropriate action and/or remove the student teacher if it determines that the Code of Ethics or Minnesota state law has been violated by the student teacher.

### **Delegated Responsibilities and Exceeding Authority**

**School District:** Classroom supervisors/teachers must follow the rules of the school district that protect pupils in their charge. Classroom supervisors/teachers are responsible for classroom activities, including those where student teachers have direct contact with students. School districts have the responsibility to review the quality of supervision that student teachers receive from classroom supervisors and take action to assure satisfactory supervision. The school district has the right to remove a student teacher if deemed in the best interest of the parties involved.

The university and/or the school district have the right to terminate a student teacher on the grounds of insubordination if the student teacher exceeds the authority delegated by the classroom supervisor.

**Student Teacher:** Student teachers will assume classroom responsibilities as delegated by the classroom supervisors. Student teachers should consult with appropriate school district and university personnel with any questions or concerns regarding the supervision they receive. Student teachers are responsible for understanding their responsibilities and the limits of the authority delegated to them by their supervisors. Student teachers must consult with their supervisors regarding authoritative limits. Student teachers will not exceed their authority while acting as a student teacher.

**University:** The university will assign a university supervisor for each student teacher. The university supervisor is available to assist student teachers with any concerns they may have regarding the supervision student teachers receive at the school district and the student teachers' authoritative limits. The university's goal is to perform regular on-site visitations and observations which should also assist student teachers to understand authoritative limits.

*MSUM candidates are becoming professionals who are Knowledgeable, Humanistic, Reflective, and Creative*

### **Disabilities**

**School District:** Children with disabilities may request accommodations. Disabled children may be accommodated pursuant to a variety of processes including development of an IEP or 504 plan. Teachers are required to comply with the child's IEP, 504 plan or other approved accommodation. Teachers who are disabled may request reasonable accommodations. Children and teachers who have disabilities may not be discriminated against.

**Student Teachers:** Student teachers must comply with a student's IEP, 504 plan or approved accommodation. Student teachers who need accommodations may request the accommodation from the appropriate personnel at the university and/or the school district.

**University:** The university has a policy regarding accommodations in its educational programs. In addition, student teachers may consult with the appropriate personnel at the university regarding any questions or problems arising from the student teacher's request for accommodations at the school district.

### **Discrimination**

**School District:** Federal and State law prohibits discrimination on the basis of a protected characteristic (e.g., race, religion, etc.). This prohibition includes harassment as a form of discrimination. The school district is required to investigate any complaints of discrimination and take prompt and appropriate action where discrimination has occurred. The school district must have a discrimination policy and should inform employees of the policy.

**Student Teachers:** Student teachers are expected to review the school district and university policies on discrimination/harassment. Student teachers must report discrimination/harassment he/she observes or suspects to the appropriate school district personnel.

**University:** The university takes its discrimination/harassment policy very seriously. Student teachers who feel they have been discriminated against or harassed should report the complaint to the appropriate person at the university. The complaint will be processed according to university policy. The university will take appropriate action should it learn that a student teacher has discriminated or harassed another individual. This action includes discipline and/or removal from the school district assignment.

### **Government Data Practices**

**School District:** School district employees are required by law to comply with the Government Data Practices Act and the Family Educational Rights and Privacy Act. In general, student and employee data are private and only school personnel with a legitimate need to know may have access to private data. The school district should inform its employees about their data privacy responsibilities.

**Student Teachers:** Student teachers must comply with state and federal law regarding data privacy. Student teachers should review school district policy concerning data privacy. Student

*MSUM candidates are becoming professionals who are Knowledgeable, Humanistic, Reflective, and Creative*

teachers should consult with appropriate school district personnel with any questions about whether data should be released. Student teachers should not release any data unless they have consulted with school district personnel.

**University:** Student teachers may also consult with appropriate university personnel regarding data privacy issues arising at the school district.

### **Legal Actions**

**School District:** Student teachers are considered to be employees of the school district for the purposes of liability insurance (if provided for other district employees) and legal counsel. Legal counsel is provided by the school district when certain claims are made against a teacher for an injury arising out of or in connection with the teacher's employment.

**Student Teachers:** Student teachers are considered employees of the school district in a variety of situations. In normal circumstances, student teachers should be protected by the school district when performing duties within the scope of their employment. Student teachers should review all district and classroom policies and are cautioned to handle information regarding students in a manner consistent with federal and state law. Student teachers must provide evidence of current liability insurance to the university.

**University:** The university does not have the authority to provide legal defense, legal advice or to reimburse student teachers for legal fees or judgments. The university does not control the actions of student teachers. The university requests that student teachers provide evidence of current liability insurance.

The university reserves the right to take disciplinary appropriate action and/or remove the student teacher if it determines that the student teacher has been negligent or has violated another individual's rights.

### **Religion**

**School District:** The school district must make a reasonable effort to accommodate a student who wishes to be excused from a curricular activity for a religious observance. Teachers may not attempt to solicit or convert students and may not harass students in regards to religion. Teachers are required to recognize the school district's responsibility not to establish a particular religion.

**Student Teachers:** Student teachers have the same responsibilities as teachers. Should a student teacher feel he/she is being discriminated against or harassed because of religion or are being asked to do something that is in violation of the law, the university encourages the student teacher to report the incident not only to the school district as is stated above, but also to the appropriate personnel at the university pursuant to university policy.

### **Student Discipline**

*MSUM candidates are becoming professionals who are Knowledgeable, Humanistic, Reflective, and Creative*

**School District:** Student discipline and dismissal are governed by state statute and school district policy. School districts should inform student teachers as to their policy regarding dismissal, discipline and violence.

**Student Teachers:** Student teachers have the same responsibilities as teachers. Student teachers should be aware of and are expected to follow state law and school district policies regarding discipline. For example, Minn. Stat. §127.45 states that "[a]n employee or agent of a public school district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty of unacceptable conduct." Corporal punishment is defined as "conduct involving: 1) hitting or spanking a person with or without an object; or 2) unreasonable physical force that causes bodily harm or substantial emotional harm."

**University:** The university may include student discipline issues in its curriculum for the teacher preparation program.

### **Student Teaching Evaluation**

**School District:** It is the classroom supervisor's, mentor teacher's, responsibility to provide evaluative information regarding the student teacher's performance. Information may then be shared with the university regarding the student teacher's performance.

**Student Teacher:** The student teacher must be receptive to, aware of, and understand that the university will provide multiple criteria for the purpose of evaluating performance.

**University:** The university will take into consideration evaluations performed by the school district and by university personnel to provide an assessment based upon multiple criteria. It is a goal of the university to work cooperatively with the school district and the student teachers in the evaluation process.

### **Student Teaching Termination**

**School District:** School districts are encouraged to set written standards for student teachers to follow. It is the right of the school district to dismiss or terminate student teachers at any time, by written notification, if any of the standards are violated.

**Student Teacher:** Student teachers must cooperate with the university in the placement of student teaching assignments. Student teachers must meet objectives set by the university and any written standards set by the school district.

**University:** The university will set written standards for student teachers. The university reserves the right to terminate the student teacher at any time if the university or school district standards are not satisfactorily met by the student teacher.

### **Substitute Teaching**

*MSUM candidates are becoming professionals who are Knowledgeable, Humanistic, Reflective, and Creative*

**School District:** It is unlawful for a school district to employ or assign unlicensed personnel as substitute classroom teachers.

**Student Teacher:** Student teachers are not licensed teachers and cannot, by law, be employed or assigned to perform services which require a licensed teacher.

**University:** The university will make student teachers aware of the Minnesota licensing requirements necessary for employment or assignment as a substitute classroom teacher.

### **Worker's Compensation**

**School District:** The definition of employee, under worker's compensation law, includes student teachers. If a student teacher is hurt while fulfilling student teaching responsibilities, the student teacher may be eligible for benefits.

**Student Teacher:** Student teachers are employees of the school district in which they are student teaching for this purpose and are covered by worker's compensation. It is to the student teacher's advantage to determine what benefits they qualify for if a claim arises. Recovery of lost wages is not possible since they do not receive wages. It is strongly recommended that student teachers have their own health or student insurance.

**University:** The university strongly recommends that student teachers have their own health or student insurance.

### **In Case of a Strike**

In the event of a district-wide work stoppage, you are not to report to your assigned school. Under no circumstances are you to cross picket lines or participate. Communication should take place between the school staff and the Director of Field Experiences or the college supervisor. Student teachers are not to be used as substitutes during the strike period.

## **CONCEPTUAL FRAMEWORK OF THE MSUM TEACHER EDUCATION UNIT**

MSUM candidates are professionals who are knowledgeable, reflective, humanistic, and creative.

**Knowledgeable:** MSUM candidates display competence in their subject matter, built upon a strong grounding in liberal studies. MSUM candidates understand the principles of learning, assessment and technology. They understand and apply legal and ethical considerations to all aspects of their work. MSUM candidates are able to integrate theory and practice, and view learning as an active process. MSUM candidates demonstrate the ability to model connections between philosophical foundations and best practices in the field. As life-long learners, MSUM candidates engage in research and complex thinking. They design opportunities for others to seek knowledge and to understand themselves as members of the world community.

**Reflective:** MSUM candidates engage in thoughtful analysis of the meaning and significance of their actions, decisions, and results with regard to their work in order to assess progress in meeting this guiding principle. It is through this reflective process that candidates improve instruction, implement new ideas, abandon ineffective methodologies, and enhance learning outcomes for their students. MSUM candidates are skilled at analyzing their teaching from a variety of perspectives and identifying connections between teaching strategies and student learning. In addition, candidates utilize a variety of techniques to question their procedures and consider alternatives for instruction and student growth. MSUM candidates recognize learning, motivational, and developmental variables and relate those dimensions to their teaching practices. Finally, MSUM candidates bring a questioning spirit to received wisdom and conventional practice when needed.

**Humanistic:** MSUM candidates value the personal worth of each individual. This is based on a belief in people's potential and innate ability to develop to their fullest. MSUM candidates' actions are grounded in knowledge of different cultural and ethnic groups within the world community, and in knowledge of the influence of culture and history, ethnicity, language, gender and socio-economics on one's life. This knowledge base informs candidates' decision-making as they create environments that promote freedom, compassion, and success for all learners. MSUM candidates are fair-minded in their interactions with others, as well as sensitive to and accepting of individual differences. Further, MSUM candidates have an understanding of aesthetics and the diversity that is part of the human experience and will incorporate this knowledge into their work. MSUM candidates recognize and accommodate a variety of linguistic and nonlinguistic interpersonal skills in their actions with others. MSUM candidates foster resiliency in the students with whom they work and model these qualities in their own work.

**Creative:** MSUM candidates understand the powerful resources of the arts and sciences and use their knowledge of these areas to bring the best of their imaginative and creative acts into the classroom. MSUM candidates recognize the important role creativity plays in the design of instruction and classroom environment. They will, for themselves and for their students, meet new situations with resourcefulness, excitement and curiosity, with an investigative attitude, and with the ability to pose, seek and design solutions to problems. MSUM candidates are cognizant of the aesthetic elements of the world and draw on that knowledge to make curricular decisions designed to help students not only learn about aesthetics, but to also learn how to think about the world at large.

*MSUM candidates are becoming professionals who are Knowledgeable, Humanistic, Reflective, and Creative*