

**College of Menominee Nation
Instructional Syllabus**

MISSION STATEMENT OF COLLEGE OF MENOMINEE NATION

As a Land Grant institution of higher education chartered by the Menominee People, the College of Menominee Nation infuses learning with American Indian culture and prepares students for leadership, careers, and advanced studies in a multicultural world. The College commits to research and promotion, perpetuation, and nurturance of American Indian language and scholarship.

Course Name: Student Teaching: Pre-Kindergarten Through Grade 5

Course # & Section: EDU 401

Number of Credits: 12

Semester and year: Fall 2019

Class Time: Elementary school hours

Class Days: Monday through Friday

Room Number: Assigned schools

Course Pre-reqs:

Completion of all teacher education course work (EDU 211, EDU 300, EDU 301, EDU 302, EDU 308, EDU 315, EDU 305, EDU 307, EDU 313, EDU314, EDU 311, MAT 260, EDU 306, EDU309, EDU 304, EDU 310, EDU 251, EDU 312, and admission into student teaching.

Co-requisites: EDU 402 Student Teaching Seminar

Instructor: Kelli Chelberg, Ed.D.

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Office Hours: Wednesday 2:00 – 4:00 PM

Catalog Course Description:

The student teaching experience provides an opportunity for the student teacher to explore the teaching profession and to practice the knowledge, skills and dispositions required for a classroom teacher. The components of this experience include observation, planning instruction, teaching, assessing, record keeping, and supervision, participation in faculty activities, family and community interactions and student evaluation and follow-up in a full-day classroom setting.

Required Texts: College of Menominee Nation Student Teaching Handbook

edTPA Early Childhood/Elementary Handbook

Pelletier, C. (2003). *Strategies for successful student teaching: a comprehensive guide* (2nd edition). Boston: Ally and Bacon.

Reference Texts

Brooks, J. G. & Brooks, M. G. (1999). *In search of understanding: the case for constructivist classrooms*, 2nd edition. Alexandria: ASCD.

Cummings, C. (2000). *Winning strategies for classroom management*. Alexandria: ASCD.

Danielson, C. (1996). *Enhancing professional practice: a framework for teaching*. Alexandria: ASCD.

Darling-Hammond, L. & Bransford, J., eds. (2005). *Preparing teachers for a changing world: what teachers should learn and be able to do*. San Francisco: Jossey-Bass.

- Goethals, M.S., Howard, R.A., Sanders, M.M. (2004). *Student teaching: a process approach to reflective practice* (2nd edition) New Jersey: Pearson.
- Nieto, S. (2003). *What keeps teachers going?* New York::Teachers College Press
- Roe, B.D., Ross, E. P. & Smith, S.H. (2006). *Student teaching and field experiences handbook*, 6th edition. Columbus, Ohio: Pearson.
- Wentz, P. J. (2001). *The student teaching experience: cases from the classroom*, 2nd edition. Upper Saddle River, New Jersey: Prentice Hall.

Required Supplies:

Website for student teaching e-portfolio, binder for student teaching lesson plans, spiral notebook for daily journal, SD card or flash drive, teaching materials not supplied by the school.

General Education Objective	Assessment/Activity
Analytical Abilities/Critical Thinking/ Level 5	Reflections for lesson plans Lesson planning Self-assessments/reflections Portfolio entries Interdisciplinary unit
Analytical Abilities/Problem Solving/Level 5	Portfolio entries—adaptations Self-assessments/reflections Community service involvement DVD video of instruction
Communication/Written/ Level 5	Self-assessments/reflections Lesson plans Student teacher portfolio Family involvement Interdisciplinary unit Assessment of student learning
Communication/Spoken/Level 5	Actual teaching Family involvement Lesson segment DVD video Interdisciplinary unit Professional meeting Assessment of student learning
Communication/Multimedia/Level 5	Video/ DVD of lesson
Culture and History/Native American/5	Lesson plans Self-assessment/ reflections Interdisciplinary unit
Culture & History/Own Traditions Culture/Level 5	Lesson plans Self-assessment/ reflections Interdisciplinary unit Collaboration with cooperating teacher
Human experience/Professional Skills/Level 5	Collaboration with cooperating teacher/other teachers, CMN faculty supervisor Evaluation of cooperating teacher and CMN faculty supervisor Self-assessment Portfolio

Program Outcomes:

1. Utilize Knowledge of typical and atypical development in children
Assessment: Lesson plans, self-assessment/reflections, assessment of student learning
2. Plan developmentally appropriate and culturally responsive curriculum
Assessment: Lesson plans, self-assessment/reflections, assessment of student learning, interdisciplinary unit
3. Collaborate to establish positive relationships with peers, students and families.
Assessment: interdisciplinary unit, parent/family involvement, community service involvement
4. Recognize the influences of family, culture and community on children's development and learning.
Assessment: parent/family involvement, community service involvement
5. Modify curriculum and instruction to meet the needs of individual children.
Assessment: Lesson plans, self-assessment/reflections, assessment of student learning, interdisciplinary unit, DVD/video, portfolio
6. Incorporate cultural elements to create positive learning experiences
Assessment: Lesson plans, self-assessment/reflections, assessment of student learning, interdisciplinary unit, parent/family involvement, portfolio, DVD/video
7. Create environments that are healthy, respectful, supportive and challenging for all children. Assessment: Lesson plans, self-assessment/reflections, assessment of student learning, interdisciplinary unit, parent/family involvement, community service involvement, portfolio

Course Outcomes:**The teacher as decision maker is caring and assessing:**

1. Demonstrates that he/she cares about the students, values their differences, addresses their needs through best practices and attends to issues of social justice and assesses students learning to support progress in the classroom.

<i>INTASC Standard 1: The teacher knows how children grow and develop and provide supportive learning opportunities</i> <i>NAEYC 4b uses developmentally appropriate approaches</i> <i>NAEYC 4d builds meaningful curriculum</i> K1 understands how students construct knowledge and promotes learning for a wide range of abilities. K3 is aware of expected developmental growth and variations and identifies areas of readiness D1 shows respect for diverse learners and helps develop self-competence and confidence D2 uses student strengths as basis for growth P2 provides opportunities for student discovery, reflection on learning and shaping of their tasks <i>ACEI Development, Learning and Motivation</i> 1.0 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	developmentally appropriate instruction/culturally relevant curriculum portfolio: lesson plans /assessment/readiness self-assessment: engagement of students in learning activities self-assessment: learning strategies employed in lesson plans
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<p>INTASC Standard 6: The teacher understands and uses informal and formal assessment strategies to ensure the cognitive, social and physical development of the student NAEYC 3 observes, documents and assesses to support young children and families K1 understands and uses various types of assessment for evaluation student knowledge, ability, and experiences K2 knows how to select, construct and use assessments for diagnostic purposes D2 shows commitment to assessment for identifying strengths and promoting student growth P1 uses appropriate formal and informal assessment techniques P2 uses information about students' experiences, needs etc. from parents, colleagues and students themselves P3 involves learners in self-assessment techniques P5 monitors own teaching strategies and behaviors in relation to student success and modifies plans and approaches accordingly.</p>	<p>portfolio: examples of assessment of students</p> <p>portfolio: examples of self-assessment</p> <p>portfolio: types of assessments included</p> <p>evaluations of cooperating teacher and CMN faculty supervisor</p>
<p>InTasc Standard 8: Teacher understand and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills D2 values flexibility and reciprocity in teaching processes to adapt to student needs P2 uses multiple teaching and learning strategies to engage students in active learning, critical thinking, problem solving and assuming responsibility for learning P5 uses alternative explanations and diverse perspectives to assist students' understanding and present diverse perspectives</p>	<p>response to student feedback/engagement in portfolio</p> <p>self-assessment: engagement of students in learning activities</p>

The teacher as decision maker is reflective:

2. Uses knowledge and reflection about the subject matter and the developmental needs of the pupils to choose appropriate instructional strategies and through assessment of students' knowledge and reflection on teacher performance, adjusts the instructional plan or teaching strategies.

<p>InTASC Standard 1: The teacher understands how children grow and develop and provide supportive learning opportunities NAEYC 4b uses developmentally appropriate approaches NAEYC 4d builds meaningful curriculum K2 understand students physical, social, emotional moral and cognitive development influence learning and knows how to address these factors when making instructional decisions P1 assesses individual and group performance to design instruction for students' strengths P3 uses group interaction and elicits student thinking as basis for instruction</p>	<p>self-assessment: cognitive processes /instructional strategies</p> <p>choices of instructional activities in lesson plans</p> <p>portfolio artifacts</p>
<p>InTASC Standard 4: The teacher knows the central concepts; tools fo inquiry and structures of the discipline(s) he or she teaches NAEYC 4c understands content knowledge in early education K1 understand major concepts and ways of knowing K2 understands how student's conceptual framework influences learning D2 appreciates multiple perspectives and conveys development of knowledge to the student P 1 uses multiple representations and explanations of concepts P3 evaluated teaching resources and curriculum materials P4 engages students in generating knowledge and testing hypotheses</p>	<p>self-assessment: reflection on curriculum and learning</p> <p>portfolio: strategy choices in lesson plans</p> <p>lesson plans: student interest /ability pre and post assessments</p>

<p>P5 develops curricula that engages students to learn from diverse perspectives</p> <p>P6 creates interdisciplinary learning experiences to encourage students to integrate knowledge, skills and methods of inquiry from several subjects</p> <p>ACEI Professionalism</p> <p>5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children</p>	<p>lesson plans: use of technology</p> <p>self-assessment: lesson plans</p> <p>lesson plans: choices of materials</p> <p>self-assessment: reflection on student engagement</p>
<p><i>InTASC standard 8: The teacher understands and uses a wide variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections</i></p> <p><i>NAEYC4b uses developmentally appropriate instruction</i></p> <p>K1 understands and stimulates cognitive processes</p> <p>K2 understands principles, techniques, advantages and limitations of various instructional strategies</p> <p>K3 knows how to enhance instruction through human and technological resources</p> <p>D1 values development of student's critical thinking, independent problem solving</p> <p>P1 carefully evaluates learning goals and instructional strategies in light of student needs</p> <p>P3 constantly adjusts strategies in response to learner feedback</p> <p>P4 varies teacher role in response to learner feedback</p>	<p>self-assessment: cognitive processes /instructional strategies</p> <p>lesson plans: technology</p> <p>lesson plans: instructional strategies</p> <p>self-assessment: lesson plans</p> <p>evidence of adjustment of strategies in portfolio</p>
<p><i>InTASC Standard 9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others.</i></p> <p><i>NAEYC 5 conducts themselves as members of the early childhood profession</i></p> <p>K1 understands methods of inquiry that provide a variety of self-assessment and problem-solving strategies for reflection in practice</p> <p>K2 understands the critical frameworks for reflecting on teaching practice</p> <p>K3 aware of major areas of research on teaching and resources for professional development</p> <p>D1 values critical thinking and self-directed learning as habits of mind</p> <p>D2 committed to reflection, assessment and learning as an ongoing process.</p> <p>D4 recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues</p> <p>P1 articulates and defends a philosophy of education to guide practice</p> <p>P2 uses classroom observation, student information, cultural, social and philosophical frameworks and research to evaluate teaching and learning outcomes</p> <p>P3 seeks out professional literature, colleagues and other resources to support own professional development</p>	<p>CMN faculty supervisor evaluation</p> <p>cooperating teachers evaluation</p> <p>interdisciplinary unit</p> <p>attendance at professional conference or training</p> <p>portfolio: philosophy</p>

The student teacher is respectful:

- communicates with students, peers, student parents and family, the staff and administration and the community at large in a respectful, professional way

4. develops culturally relevant curriculum and developmentally appropriate practice and provides a safe, respectful, learning environment for the students.

<p><i>InTasc Standard 1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas and designs are implements developmentally appropriate and challenging learning experiences.</i></p>	<p>Lesson plans: adaptations noted</p> <p>Self-Assessment: providing for children with special needs</p>
<p><i>InTASC Standard 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards</i></p> <p><i>NAEYC 3 observes, documents and assesses to support children and families</i></p> <p><i>NAEYC 4a connects with children and families</i></p> <p>K1 understands diverse learning styles, intelligences, performance modes and designs instruction for students' strengths</p> <p>K2 understand and provides adaptations for areas of exceptionalities</p> <p>K3 employs strategies for acquisition of English as second language</p> <p>K4 understands learning is influenced by experiences, language, culture, family and community values</p> <p>K5 incorporates student experiences, cultures, community resources in curriculum</p> <p>D1 believes all children can learn</p> <p>D4 is sensitive to community and cultural norms</p> <p>D5 values students and helps them value each other</p> <p>P2 uses approaches sensitive to multiple learning experience of students</p> <p>P3 makes appropriate provisions for students with learning needs</p> <p>P4 accesses resources and services for students with learning needs</p> <p>P5 accesses resources and services for students with exceptional talent</p> <p>P6 connects instruction with students' experience, family, culture and community</p> <p>P8 creates learning community where individual differences are respected</p>	<p>Self-assessment: cultural component</p> <p>Lesson plans: adaptations noted</p> <p>Lesson plans: sensitivity to cultural values</p> <p>Self-assessment: providing for children with special needs</p> <p>Lesson plans: inclusion of broader community</p> <p>Community service Involvement</p>

<p><i>InTASC Standard 3: The Teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active in learning, and self-motivation</i></p> <p><i>NAEYC 1 creates an environment that is healthy, respectful, supportive and challenging for all children</i></p> <p><i>NAEYC2 focuses on respectful, reciprocal relationships with families that also promote family growth</i></p> <p>K1 uses knowledge about motivation and behavior to develop strategies for group individual and group work</p> <p>K2 understands how groups function</p> <p>K3 helps students work productively and cooperatively in social settings</p> <p>K4 uses classroom management techniques to promote positive relationships and learning</p> <p>D1 creates positive classroom climate</p> <p>D2 understands that participation supports commitment and uses democratic values</p> <p>D3 recognizes and values peer relationships in the learning environment</p> <p>D4 motivates students for life-long learning</p> <p>P1 creates classroom learning community with students assuming responsibility, decision-making, work collaboratively and cooperatively</p> <p>P2 engages in individual and cooperative learning experiences based on student interests, choices and problem-solving</p> <p>P3 manages time and resources to provide active, equitable engagement of students in learning</p> <p>P5 develop shared values and expectations for student interactions</p> <p>P6 analyzes classroom environment and adjusts to increase motivation, peer relationships and productive work</p>	<p>evidence: motivation for group and individual work</p> <p>self-assessment: classroom management</p> <p>lesson plans: evidence of learning in peer groups</p> <p>self-reflection: evidence of growth in student interests, discovery, problem-solving</p> <p>self-reflection: involving students in decision-making</p> <p>lesson plans: Student interests/engagement</p> <p>lesson plans: evidence of adjustment in environment</p>
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The student teacher as decision maker is risk-taking and designing:

5. uses problem solving disposition and skills to seek solutions to eliminate barriers to student learning, to plan developmentally appropriate and culturally responsive curriculum that builds on the assessed strengths of the students, and to creatively use various forms of assessments.

<p><i>InTasc standard 6: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.</i></p> <p><i>NAEYC 3 observes, documents and assesses to support young children and families</i></p> <p>K1 understands and uses various types of assessment for evaluation student knowledge, ability, and experiences</p> <p>K2 knows how to select, construct and use assessments for diagnostic purposes</p> <p>D2 shows commitment to assessment for identifying strengths and promoting student growth</p> <p>P1 uses appropriate formal and informal assessment techniques</p> <p>P2 uses information about students' experiences, needs etc. from parents, colleagues and students themselves</p> <p>P3 involves learners in self-assessment techniques</p> <p>P5 monitors own teaching strategies and behaviors in relation to student success and modifies plans and approaches accordingly.</p>	<p>portfolio: examples of assessment of students</p> <p>portfolio: examples of self-assessment</p> <p>portfolio: types of assessments included</p> <p>evaluations of cooperating teacher and CMN faculty supervisor</p>
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<p><i>InTASC standard 7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</i></p> <p><i>NAEYC 4b uses developmentally effective approaches</i></p> <p><i>NAEYC 4c understands content knowledge in early education</i></p> <p><i>NAEYC 4d builds meaningful curriculum</i></p> <p>K1 knows and uses learning theory, content, curriculum and student development to plan instruction</p> <p>K2 takes contextual considerations into account to meet curriculum and student goals.</p> <p>K3 adjusts lesson plans based on student responses</p> <p>D2 believes plans are open to adjustment and revision based on student needs</p> <p>P2 recognizes and address various learning styles and performance modes in planning process</p> <p>P3 creates learning activities that incorporate differentiated instruction to meet needs of diverse learners</p> <p>P5 evaluates plans in relation to input, short and long-range goals and adjusts to enhance learning</p>	<p>lessons in portfolio</p> <p>cooperating teacher evaluation</p> <p>interdisciplinary unit</p> <p>portfolio: Lesson adaptations</p> <p>portfolio: interdisciplinary unit</p>
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The student teacher as decision maker is collaborative:

6. collaborates with students, peers, cooperative teacher, the staff and administration of the school, families of the students, the local community, the CMN faculty supervisor and professional organizations to provide the student teacher's best planning, instructional practice and assessment in the early childhood/elementary classroom.

<p><i>InTASC standard 7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners in the community context.</i></p> <p>D3 values collegial planning</p> <p>P1 plans individually or as member of team to create appropriate learning experiences based on principles of effective instruction</p> <p>ACEI Professionalism</p> <p>5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.</p>	<p>collaboration with cooperating teacher/CMN faculty</p> <p>Interdisciplinary unit planning</p>
<p><i>InTASC Standard 9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</i></p> <p><i>NAEYC 5 conducts themselves as members of the early childhood profession</i></p> <p>D3 is willing to give and receive help</p> <p>P4 draws upon colleagues within the school and other professional areas as supports for reflection. Problem-solving and new ideas</p>	<p>pre-professional development plan</p> <p>CMN faculty supervisor evaluation</p> <p>cooperating teachers evaluation</p> <p>portfolio: evidence of peer planning in interdisciplinary unit</p>

	attendance at professional conference or training
<p><i>InTASC Standard 1: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession</i></p> <p><i>NAEYC 2 use understanding of family and community to create respectful, reciprocal relationships and involve families in their children's development and learning</i></p> <p>K1 understands schools as organizations with the larger community and the operations of the system in which they work.</p> <p>K3 understands and implements laws related to students' rights and teacher responsibilities</p> <p>D2 is concerned about all aspects of a child's well-being and alert to signs of difficulties</p> <p>D5 is willing to work with other professionals to improve the overall learning environment for students</p> <p>P1 participates in collegial activities designed to make entire school a productive learning environment</p> <p>P2 consults with parents, counselors, other teachers and professionals in community agencies</p> <p>P3 uses community resources to foster student learning</p> <p>P4 seeks cooperative, respectful and productive relationships with parents and guardians from diversity homes and communities.</p>	<p>community service involvement</p> <p>interdisciplinary unit</p> <p>portfolio: profile of school</p> <p>cooperating teachers evaluation</p> <p>college supervisor evaluation</p> <p>portfolio: evidence of parent/community involvement</p>

Professional Requirements:

Professionalism: The student teacher maintains professional standards, proper dress, and professional behavior and ethical practice regarding peers, students and families. All duties and assignments of the cooperating teacher need to be completed. A minimum of 4 weeks of teaching is required in each of the 9 week placements. Details of this calendar are worked out with the cooperating teacher. The student teacher records the curriculum areas for which he/she is responsible on a calendar accessible to cooperating teachers and CMN faculty supervisors.

There are two 9 week placements: the framework of each placement is as follows:

9 week placement	Responsibilities
Week 1	Observation, individual and small group work, assist with large group activities, become acquainted with students, school, routines, support staff
Week 2-3	Gradually move into planning activities, teaching responsibilities in areas of strength
Weeks 4-8	Responsibility for planning and teaching the full schedule
Week 9	Gradually cut back on responsibilities, transition to regular teacher, observe other teachers, complete learning activities

Attendance Policy: The student teacher follows the calendar and attendance policies of the school assigned. Full-time attendance and participation in the classroom is required. This includes faculty meetings, in-service sessions and other meetings designated by the principal of the school. All absences from school need to be recorded and the college supervisor needs to be notified of absences that exceed more than two days.

Attendance at all seminar meetings is mandatory. If an emergency or serious illness prevents attendance at a meeting, the meeting cannot be made up and an alternate learning arrangement and assessment must be arranged with the seminar director.

Class Participation: Class participation is an indicator of motivation and professional interest. Student teachers are expected to work collaboratively with each other. A student teacher is expected to be fully responsible for his or her own education and become engaged in inquiry, discussion and reflection. Teaching skills, dispositions and knowledge are strengthened with continued practice and participation. Class participation is an essential element in the purpose and structure of Student Teaching Seminar.

Late work: The disposition of answerability/accountability is essential for a student teacher. It is the responsibility of the student teacher to consult with the instructor on the due date for late work and grading consequences.

Student Time Expectation: Student teaching is a full-time commitment consisting of full days for a full semester following the daily schedule and semester calendar of the cooperating schools.

Class Cancellation by Instructor: Notification of seminar cancellations or changes will be through phone or email to each student teacher.

Classroom Conduct: All cell phones, pagers, electronic devices, etc. are to be turned off during class. A student teacher needs to act in a responsible manner when using technology in class and crediting resources. Listening and speaking skills are employed in such a way that any speaker, student or instructor is respected.

Student Evaluations, Testing, and Assessments

Evaluations to be completed by the cooperating teachers:

1. Lesson evaluations—oral and written feedback on the lesson plans and instruction implemented.
2. Final evaluation—at the conclusion of the placement (form provided)
3. Letter of recommendation: please write a letter noting the significant strengths of the student teacher and areas for growth.
4. Recommendation for DPI License—with the CMN faculty supervisor.

Evaluations to be completed by the college supervisor

1. Lesson evaluations—oral and written feedback on the lesson plans and instruction implemented. Special attention is given to the video-taped lesson and accompanying lesson plan/artifacts.
2. Formal visits to observe lessons: A minimum of 2 visits per placement.
 - pre-conference to begin the process and become familiar with the student teacher and cooperating teacher
 - an on-site visit to observe and evaluate the student teacher—use form provided
 - final conference to overview the placement, the growth of the student teacher and to evaluate with the student teacher using the form provided
3. Letter of recommendation: please write a letter noting the significant strengths of the student teacher and areas for growth.
4. Recommendation for DPI certification.—with the cooperating teacher.

Wisconsin Reading Foundations Test—As of January 1, 2014, individuals seeking an initial license to teach in kindergarten through grade 5 or in special education, an initial license as a reading teacher, or an initial license as a reading specialist, must take and pass the Wisconsin Reading Foundations Test

Teacher Performance Assessment (edTPA)—edTPA is a performance-based assessment embedded in the pre-service teaching experience. It is designed to occur during the Student Teaching Semester and early on in a student's placement allowing some time for remediation as needed. After August 1, 2015, individuals seeking an initial license will be asked to complete the edTPA as part of their student teaching experience and after August 1, 2016, must pass the edTPA before they can be recommended for licensure.

The edTPA consists of both *program-specific* and *standardized* assessments.

Standardized assessments measure five discrete but interrelated dimensions of teaching within each credential area:

- **Planning Task*, which is evaluated based on the candidate's lesson plan and instructional materials, as well as the candidates own commentary.
- ***Instruction Task*, which is evaluated based on 15–20 minutes of video of the candidate's actual instruction and the candidate's own commentary.
- ****Assessment Task*, which is evaluated based on the candidate's assessment of learning of the whole class and two focus students, as well as student work samples.

Assessment Activities and Methods:

* Denotes components of the edTPA

Participation as member of learning community

15 pts

During the seminar sessions, student teachers will share experiences, questions, problems and challenges within the group assigned. Peer evaluation and suggestions are an important part of the learning process. Attendance at all seminars is essential.

18 weekly journal reflections

15 pts

Reflective thinking is critical to successful teaching. Developing a habit of daily reflection is the goal of this assessment. Entries include significant happenings of the day, problems/challenges, possible solutions, personal responses to situations, tasks begun or completed, effectiveness of initiatives and collaboration with others. A weekly one page synopsis is due for each seminar session.

***Lesson plans**

15 pts

In addition to the regular lesson plans you create for your class, you should also create a sequence of five or more lesson plans that you will teach as a unit, videotape and submit for your edTPA. This unit or sequence of lesson plans, will allow you to create the following INTASC artifacts to demonstrate an understanding of the Conceptual Framework and INTASC Principles. Student hand-outs, artifacts and any formal or informal assessments are included.

***Pre and Post Assessment**

15 pts

Based on the objectives of your sequence of five or more lesson plans, document student growth with pre-and post- assessments of student performance and progress. Assessments could include tests, surveys, checklists, performances, structured observations, samples of student work, and/or media feedback. Describe, analyze, and reflect on the use of data from these informal and/or formal assessments to ensure the continuous intellectual, social, and physical development of the learner by connecting assessments to learning objectives and instructions. Provide quantitative or qualitative group data to determine how well the class performed during the sequence of lesson plans.

***Student Work Samples**

Collect three or more examples of student work from the sequence of five or more lessons that provide evidence of a variety of instructional strategies focusing on critical thinking, problem solving, and /or performance skills. As required by the edTPA you should have 2 focus students. Be sure to find examples of different levels of achievement such as high, medium, and low. In addition, include an in-depth explanation of student work samples. Justify the implementation of two different strategies that demonstrate critical thinking,

problem solving, and/or performance skills. Analyze student learning in relationship to different levels of achievement, and explain how one student work sample is developmentally appropriate for the age and grade of the student. Justify the effects of your instructional choices and actions on others (students, parents, and other professionals in the learning community)

***Video self-evaluation**

15 pts

Each student teacher provides a digital tape of themselves in a 25-40 minute segment of instruction/class. The student teacher completes a written self-evaluation of teaching strategies, teacher behavior, student responses and possible changes to the lesson. The student teacher chooses a ten minute segment of this video to share in the seminar session. The rubric will be created in seminar.

Disposition Self-Evaluation (Midterm and Final)

20 pts

Each student teacher will complete a self-evaluation based on the 5 College of Menominee Nation dispositions at midterm and at the end of their student teaching experience. You are asked to be reflective and look for areas in which you have grown as well as areas in which you could use some improvement.

Presentation of the portfolio

25 pts

The final assessment is a presentation of the student teaching experience and portfolio review. The presentation includes some the following highlights:

- Description of the school, class and student culture
- Specific aspects of teaching learned from the cooperating teachers
- Lesson planning and teaching strategies—process/successes
- Assessments created/used
- The practice of reflection
- Communication with students, parents/family/peers
- Inclusion strategies/challenges
- Classroom management techniques
- Collaboration successes

Rubrics will be provided and adapted in seminar.

Grading Policy:

Attendance and participation as member of learning community	30 pts
Weekly synopsis of daily reflections	15 pts
Thematic Unit Lesson Plans	15 pts
Video-taped lesson plan, adjustments, and reflection	15 pts
Pre and Post Assessment	15 pts
Student Work Samples	15 pts
Self-Evaluations	20 pts
Portfolio presentation	<u>25 pts</u>
	150 pts

95-100% = A

85-89% = B

75-79% = C

90-94% = AB

80-84% = BC

70-74% = CD

65-69% = D

Attendance Policy: The student teacher follows the calendar and attendance policies of the school assigned. Full-time attendance and participation in the classroom is required. This includes faculty meetings, in-service sessions and other meetings designated by the principal of the school. All absences from school need to be recorded and the college supervisor needs to be notified of absences that exceed more than two days. Attendance at all seminar meetings is mandatory. If an emergency or serious illness prevents attendance at a meeting, the meeting cannot be made up and an alternate learning arrangement and assessment must be arranged with the seminar director.

Class Participation: Class participation is an indicator of motivation and professional interest. Student teachers are expected to work collaboratively with each other. A student teacher is expected to be fully

responsible for his or her own education and become engaged in inquiry, discussion and reflection. Teaching skills, dispositions and knowledge are strengthened with continued practice and participation. Class participation is an essential element in the purpose and structure of Student Teaching Seminar.

Late work: The disposition of answerability/accountability is essential for a student teacher. It is the responsibility of the student teacher to consult with the instructor on the due date for late work and grading consequences.

Student Time Expectation: Student Time Expectation: In addition to participating in every meeting of this course, each student is expected to spend a minimum of 4 verifiable hours per week outside of class meeting times on the course subject matter, including student teaching.

Class Cancellation by Instructor: Notification of seminar cancellations or changes will be through phone or email to each student teacher.

Classroom Conduct: All cell phones, pagers, electronic devices, etc. are to be turned off during class. A student teacher needs to act in a responsible manner when using technology in class and crediting resources. Listening and speaking skills are employed in such a way that any speaker, student or instructor is respected.

ADA Statement: Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the Disability Counselor in the Office of Disability Services, Room 101. Adaptation of curriculum instruction or assessments may be made as required to provide for equitable participation.

Assessment of Instruction: All students are encouraged to provide the instructor with suggestions or other forms of constructive feedback regarding the class. Student can do this informally by speaking with the instructor, either in class or by appointment, and if the instructor is unavailable, to then arrange an appointment with the Dean of Instruction. This can also be done formally by completing the evaluation form distributed at the end of the course. If a student has a concern, issue, or question, the student must take responsibility to approach the instructor in a timely manner.

Class Cancellation Due to Inclement Weather or Building Closure:

Closures resulting from severe weather conditions, natural disasters, or mechanical failure will be announced by the President or her designee. Campus closing will be announced on WTCH-AM 960, WTCH, WIXX as well as Fox11 and Channel 2 TV stations. When in doubt, call 715-799-5600 for a recorded message. Notifications of class cancellations will be posted on campus. If no announcement/posting is made, student should remain for 10 minutes after class is scheduled to begin.

Academic Conduct: Academic honesty is an absolute for the fulfillment of College of Menominee Nation mission and guiding principles. Our students are proud of the work they do here and are committed to doing the best for their communities. Their grades, certificates, and degrees are their record of that work. These are used by prospective employers to make hiring decisions, by transfer colleges and universities to make admissions decisions, by funding organizations to determine eligibility for scholarships and other financial aid, and, most importantly, by family and other community members to express their pride in our students accomplishments. Therefore, College of Menominee Nation will not tolerate any form of academic dishonesty. See the Student Handbook for more information on "Academic Misconduct."

Academic Alerts: The academic alert form is used as a student retention tool at the College of Menominee Nation. This type of early intervention increases the opportunity for student success. Academic alerts can be submitted at any time during the semester to Student Services. The forms are given to the student's advisor for follow-up.

Computer Labs: Students using the computer lab must adhere to the College of Menominee Nation policy. Orientation for the computer lab is given during the first few weeks of each semester to help students get

familiar with the lab equipment. These sessions are held regularly at posted times. All students are strongly recommended to attend. See the Student Handbook for more information on "Computer Lab Policy."

Incomplete Policy: Requests for a grade of "incomplete" must be initiated by the student to the instructor. Students may only request if at least 75% of course requirements have been met.

The above information and/or calendar in this course are subject to change. If change is required, the change will be in writing and provided to each student.

Student Teaching Schedule (Per nine week placements)

Nine week placement	Responsibilities	Assessments
Week 1	Most of this week is spent in orientation to the school, its personnel, policies and schedules. The student teacher is involved in classroom routines, observation, individual and small group work and assistance with large group activities. The student teacher learns about the students, their needs, interests and abilities.	Note that student is writing reflections and questions in spiral notebook.
Week 2	During the second week, the student teacher and cooperating teacher begin planning for the student teacher to gradually assume classroom responsibilities. The student teacher attends school activities and meetings. The cooperating teacher guides the student teacher in developing and implementing lesson plans in one or two class periods.	Student keeps a notebook of lessons he/she is planning and teaching with reflection comments on what went well or what to change
Week 3	A student teacher is given more opportunity to assume responsibilities for teaching. The cooperating teacher continues planning with the student teacher and <u>gradually</u> gives her/him full responsibility for teaching several more classes. The cooperating teacher also guides the student teacher with developing, administering and using assessments as part of the planning process.	Assistance with planning and reinforcing classroom rules is important at this stage. Also assist student teacher with what assessments and activities are graded and recorded.
Weeks 4-8	For a period of at least four weeks, a student teacher has full teaching responsibility. The cooperating teacher and the student teacher decide the time to begin full teaching responsibility. This includes planning instruction, using teaching strategies, assessing students, communicating with parents/families and maintaining a positive classroom environment. With the supervision of the cooperating teacher, the student teacher is responsible for student grades at this time. The cooperating teacher is present in the classroom, observing, assessing and suggesting strategies for the student teacher. (During week 4, the student teacher, cooperating teacher and the college supervisor complete a mid-term evaluation).	Cooperating teacher completes 4 formal supervision reports (one on the interdisciplinary unit if completed in this 9 weeks) Principal is invited to visit/informal supervision.
Week 8	The cooperating teacher begins to decrease the student teacher's load by one or two class periods each day. By the end of the week, the student teacher is no longer the lead teacher, but assists the cooperating teacher who has resumes full responsibility for the classroom. The student teacher begins to prepare for the final evaluation.	The roles reverse and as the cooperating teacher takes over various class periods, the student teacher again becomes the assistant for small groups and individuals.
Week 9	Gradually cut back on responsibilities, transition to regular teacher, observe other teachers, complete learning activities	Final week, the final evaluation takes place with the college faculty, cooperating teacher, student teacher and principal. All fill out final evaluation form. Cooperating teacher writes a letter of recommendation.

