

**COLLEGE OF MENOMINEE NATION**

**STUDENT TEACHING HANDBOOK**

**COLLEGE OF MENOMINEE**

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**Student Teaching Handbook**

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# Introduction to this Handbook

The purpose of this handbook is to describe clearly the roles and responsibilities of each team member so that student teaching will be a rewarding learning experience for not only the teacher candidate, but also the cooperating teacher and host school district. The Teacher Education department recognizes that student teaching is the culminating experience for students in the teacher education program. The foundation of this experience is a three-way cooperative partnership between the student teacher, cooperating teacher, and college supervisor. For the triad to be effective, all three participating members must clearly understand their responsibilities, expectations of the Teacher Education Program and the policies of the College of Menominee Nation. This handbook is not intended to be all-inclusive.

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# Teacher Education Program Information

**Mission Statement of the College of Menominee Nation**

The College of Menominee Nation’s mission is to provide opportunities in higher education to its students. As an institution of higher learning chartered by the Menominee People, the college infuses this education with American Indian culture, preparing students for leadership, careers and advanced studies in a multicultural world. As a Land Grant institution, the College is committed to research, promoting, perpetuating and nurturing American Indian culture, and providing outreach workshops and community service.

**Mission Statement of Teacher Education Program**

College of Menominee Nation’s teacher education program prepares teachers as decision makers who are reflective, collaborative educational leaders committed to equity and social justice for families and community and dedicated to maximizing the potential of all children, especially American Indian children.

**Conceptual Framework**

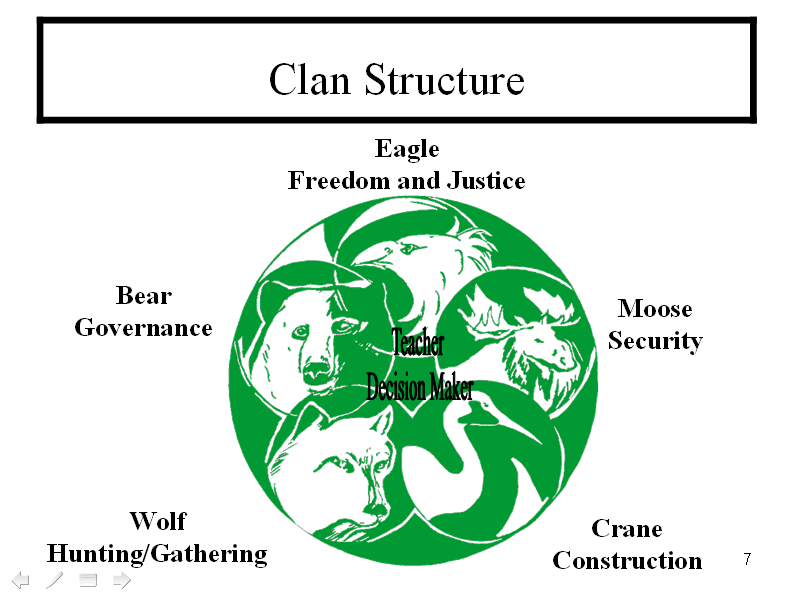
The College of Menominee Nation teacher education program conceptual design positions the teacher as the major decision maker who continuously decides not just what is taught but how it is taught, in what context, and why. CMN teacher education program prepares the teacher as a decision maker who plans learning experiences for children within various subject areas and creates safe and effective pedagogical environments for children to learn from each other. This learning takes place within an inquiry approach to problem solving. With decision making being pivotal, teachers can challenge and monitor their personal beliefs and dispositions regarding social justice issues. Teaching is a process where teachers continuously assess their decision-making when planning, creating, challenging, and reflecting on children’s learning and their own decisions in a constructivist environment.

**Philosophy of the Teacher Education Program**

A constructivist philosophy (focused on how learners construct knowledge from prior learning and interests) underlies CMN’s teacher education program that prepares teachers as decision-makers to care, reflect, respect, take risks, and become collaborative participants in pursuit of becoming professional teachers. The performance skills necessary for this endeavor are guided by the tribal clan structure that portrays the early social organization of the Menominee. Centuries ago, clans accepted responsibility for the security, construction, hunting and gathering, law (governance) and freedom and justice so the community could survive and thrive. Those clans (pictured in the CMN logo) are represented by the moose for security, the crane for construction, the wolf for hunting and gathering, the bear for law (governance) and the eagle for freedom and justice.

Today, those clans still function in the community in various ways. Here, for educational purposes, CMN’s teacher education program matches those clan functions with performance skills necessary for thriving in an educational community. Clan responsibilities for:

1. security means teachers obtaining a strong knowledge base for planning teaching and learning experiences to thrive;
2. construction refers to teachers building a safe environment that honors tribal “ways of knowing” and “learning together;”
3. hunting and gathering sees teachers as seeking problem solving for learning situations – teachers guiding learners to seek information and search for reasoned arguments that explain life forces;
4. governance describes teachers as developing a governing or professional voice to communicate and collaborate;
5. freedom and justice challenges teachers to monitor their own beliefs that serve as barriers to social justice.



While guided by tribal values, each of the circles in the graphical representation above envelop knowledge bases within varied disciplines that structure and provide *performance competencies* for:

1. reflecting on subject knowledge in planning;
2. creating respectful learning spaces that are both safe and effective environments for learning together;
3. designing experiences in a problem solving, inquiry-based classroom;
4. collaborating (using professional voice) within learning communities; and
5. caring that beliefs and dispositions facilitate social justice for American Indian children and assessing student learning to support progress in the classroom.

CMN’s teacher education program builds a firm foundation for teacher candidates to enter the teaching profession with a strong philosophical base and new ways of thinking about subject matter, how children learn and how to monitor one’s own professional growth.

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# Student Teacher Information and Responsibilities

**Eligibility for Student Teaching**

To be eligible to student teach students must have completed all of their required professional education courses, have a 3.0 GPA in program emphasis courses OR pass the PRAXIS II exam, and an up to date electronic portfolio. They must also have completed a minimum of 105 hours of pre-student teaching field experiences and competence in those experiences must be documented by two written evaluations based upon observations by cooperating educators.

**Student Teaching Application**

Education students are asked to apply for student teaching the semester (Deadline Dates: Fall/October 15th or Spring/March 15th) before they anticipate undertaking their student teaching experience. The student teaching application initiates a process of reviewing the student’s education file to determine her/his eligibility. Using the student’s transcript, academic file, as well as documentation of successful completion of pre-student teaching field experience and all program requirements, the Field Experience Coordinator of the Teacher Education Department is responsible for verifying the required grade point average and the completion of all program requirements and informing the student of any deficiencies in their student records.

**Student Teaching Placements**

After it has been determined that a student is eligible for student teaching, the Field Experience Coordinator, makes a request for the placement of the student through the principal of the desired schools. In arranging an assignment, the College shall provide the principal and cooperating teachers with a copy of the professional information sheet and philosophy of education completed by the student as part of the application for student teaching.

No party involved in the placement of student teachers shall discriminate in the choice of schools, cooperating teachers, or student teachers on the basis of race, religion, ethnic origin, sex, or age.

**Cooperating Teacher Qualifications**

The Wisconsin Department of Public Instruction requires that cooperating teachers who work with student teachers meet the following qualifications:

* Hold a regular Wisconsin license or its equivalent for the teaching assignment.
* Have at least three years of teaching experience, with at least one year of teaching experience in the school system of current employment.
* Have completed a course or seminar in supervision of student teachers or have qualified as a cooperating teacher prior to July 1, 1977, based on successful service as a cooperating teacher.

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# Professional Dispositions

Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities, and they affect student learning, motivation and development as well as the educator’s own professional growth and development. As teacher candidates progress through their programs of study, they are expected to develop and display attributes associated with “professionals”. The following dispositions, which apply to the college setting, courses, field experiences, and student teaching, are deemed essential for every teacher candidate at the College of Menominee Nation:

* Shows enthusiasm for the teaching/learning process,
* Engages in positive, cooperative relationships with faculty, peers, students, and Pre-K – 5 staff,
* Demonstrates a reflective approach towards teaching and learning,
* Respects diversity,
* Takes initiative to meet or exceed stated course requirements,
* Prepares thoroughly and consistently for classes and field experiences, models appropriate oral and written language,
* Demonstrates respectful behavior during class sessions,
* Models appropriate grooming and dress during field experiences,
* Participates in professional development opportunities both on and off campus,
* Attends and is punctual for class sessions, appointments, and field experiences,
* Contacts appropriate personnel in advance when unable to meet a scheduled observation or appointment,
* Assumes responsibilities for meeting program and certification requirements and deadlines, adhere to established guidelines concerning student conduct as stipulated in the college catalog,
* Accepts feedback and uses suggestions to alter behavior.

**Professional Appearance**

The wide variety of apparel currently available can make professional dress decisions difficult. Appropriate grooming and choice of apparel have much to do with being an acceptable role model. A well-groomed teacher candidate demonstrates a high level of professional responsibility and attitude regarding the job to be done.

The concept of professional appearance is a tasteful combination of causal and dressy apparel, which varies between genders. Examples include, but are not limited to:

|  |  |
| --- | --- |
| Female Student Teachers | Male Student Teachers |
| Acceptable Attire   * Dress shoes * Skirts * Pants * Jackets * Sweaters * Blouses   Unacceptable Attire   * Provocative clothing that fits too tightly, low cut, or sheer * Exposed midriff * Jeans * Tank tops * Flip flops | Acceptable Attire   * Dress shoes * Dress/Polo Shirts * Ties * Pants * Jackets * Sweaters   Unacceptable Attire   * Jeans * Baseball hats * T-Shirts |

Tattoos should be covered with clothing. Jewelry should not be worn in the nose, eyebrows or tongue. Sports attire is unacceptable (i.e. sneakers, sandals, shorts, tee shirts)

Ultimately, appropriate dress for the classroom will be determined by the dress code provided by the individual school district.

**Confidentiality**

Student teachers are involved in a privileged situation in which they may be exposed to a wide variety of confidential information. Student records, classroom incidents, and teachers’ lounge conversations are all possibly confidential in nature. Violations of confidentiality are considered a breach of professional ethics and will not be tolerated. Teachers make use of many types of information regarding the individuals they teach and must take care to protect that information from public disclosure.

**Punctuality**

Punctuality is an attitude of readiness that assumes that the teaching candidate is prepared to perform. This attitude ensures that effective planning; assignments, and responsibilities are all accomplished on or before deadlines. In addition, **tardiness is unacceptable.** Student teachers should report to school no later than the same time teachers are expected to be at school. Cooperating teachers are asked to make a note of tardiness. If this is a problem, it should be reported to the CMN faculty supervisor after the 3rd occurrence.

**Attendance**

The college sets the beginning and ending dates of student teaching assignments. Between those dates, students are expected to follow the schedule of the district in which they student teach. With exception of a rare scheduled student teaching seminar, student teachers are expected to be present every day that the school is in session. Student teachers have NO personal or leave days.

Student teachers are to be in attendance for the ENTIRE school day. In the event of an emergency absence, it is the responsibility of the student teacher to notify the cooperating teacher, CMN faculty supervisor, field experience coordinator, and/or building principal as much in advance as possible. In the event of an absence, the student teacher must ensure that all lesson plans, books, and materials are available to the cooperating teacher at the school. The CMN faculty supervisor must approve all other absences; these absences must be limited. Personal appointments should be scheduled after school or during breaks.

Time lost due to an extensive absence and/or over 5 days in sequence due to severe circumstances such as hospitalization may require extension of the student teaching assignment into another semester or withdrawal from the student teaching semester altogether. A meeting between the student teacher, cooperating teacher, CMN Faculty Supervisor and Dean of Letters and Science will be held to establish if continuation in Student Teaching will be permitted.

Student teachers should attend all building meetings and in-service programs with their cooperating teachers unless deemed inappropriate by the building principal.

# The Student Teaching Experience

Student teaching is a capstone experience in the College of Menominee Nation Education Program for the professional development of pre-service teachers. This student teaching experience immerses the teacher candidates in the early childhood program or elementary classroom with children ages 0-11 who have varied developmental and learning needs and strengths. This student teaching semester provides opportunities to practice effective strategies for teaching and learning, to identify personal strengths and weaknesses, and to develop a personal teaching style.

The purpose of student teaching is to provide extended classroom experiences working directly in teaching-learning situations under the guidance of cooperating teachers. Supervision by the cooperating teachers will emphasize assisting the student teacher’s own construction of the profession of teaching through application, inquiry and reflection on learning and teaching.

A College of Menominee Nation faculty supervisor assists with supervision of lessons and evaluation of the student teachers and supports the student teacher and cooperating teacher. The model of the CMN student teaching semester is one of daily decision-making about teaching and learning, learning through experience and reflection and continued professional growth.

**Phases of the Student Teaching Placement**

The student teaching experience consists of three phases: **orientation, participation, and independent teaching.** The Framework for the nine-week placement outlines these phases in a week-to-week format but should only be used as a general guideline. Ultimately the cooperating teacher and student teacher work together in deciding when to move into a new phase.

**Orientation Phase**

During the orientation phase, the cooperating teacher acclimates the student to the school environment. The teacher helps the student feel at ease and accepted by the class, and encourages the student teacher to observe classroom management techniques and key teacher and student behaviors. During this period the cooperating teacher can explain the philosophy of the school department, and program. The student and teacher may also discuss and plan work responsibilities the student can anticipate during the experience. Cooperating teachers should help the student teacher become involved immediately in some classroom activities, even though these activities may be somewhat limited in responsibility.

**Participation Phase**

The orientation phase prepares the student teacher for greater participation in class activities which allows movement towards the participation phase. During this stage the student teacher assists in routine classroom management activities and supervises the work of individual students and small group of learners. The student teacher may be asked to assume some actual teaching duties, e.g., small group instruction or presentation of a single lesson.

The degree of teaching responsibility assigned to the student teacher is based on the principle of gradual increased participation. The student’s work should progress from observation and assisting duties, to small group instruction and presentation of assigned topics to the entire class, to responsibility for instruction of the entire class as the lead or primary teacher. The student teacher and cooperating teacher should cooperatively develop a teaching schedule that best suits the abilities of the student teacher and the needs of the pupils.

It is important to continually re-examine the pace at which classroom responsibilities are assumed in relation to the student teacher’s demonstrated abilities. Classroom responsibilities should be assumed gradually enough to allow the student teacher time to adjust to added responsibilities, yet rapidly enough that the student faces continuing challenges.

**Independent Teaching Phase**

In this phase of the student teaching experience, the cooperating teacher assigns responsibility to the student teacher for regular teaching duties. The student teacher assumes responsibility for entire lessons and units of work as the lead or primary classroom teacher. The student teacher will work with the cooperating teacher to plan lessons that meet curriculum goals and pupils needs.

This is an important time for the cooperating teacher to give the student teacher feedback on planning skills and actual classroom performance. The cooperating teacher can assist the student teacher in locating appropriate materials for developing a lesson and aid the student teacher in self-evaluation by holding periodic conferences to discuss and monitor progress.

As student teachers complete their Independent Teaching Phase they gradually return to the Participation Phase. The cooperating teacher begins to take back control over various class periods; the student teacher again becomes the assistant for small group instruction or presentations of single lesson.

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# The Framework of the Nine-Week Placement

|  |  |  |
| --- | --- | --- |
| **Nine week**  **Placement** | **Responsibilities** | **Assessments** |
| Week 1  *ORIENTATION* | * Most of this week is spent in orientation to the school, its personal, policies and schedules. * The student teacher is involved in classroom routines, observation, individual and small group work and assistance with larger group activities. * The student teacher learns about the students, their needs, interests, and abilities. | Note that the student is writing reflections and questions in spiral notebook |
| Week 2  *PARTICIPATION* | * 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 lessons that went well or what they might change. |
| Week 3  *PARTICIPATION* | * A student teacher is given more opportunity to assume responsibilities for teaching. * The cooperating teacher continues planning with the student teacher and gradually 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 the student teacher with what assessments and activities are graded and recorded. |
| Weeks 4-7  *INDEPENDENT* | * For a period of at least 4 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 2 formal evaluations – Appendix  CMN Supervisor completes 2 formal evaluations -- Appendix  Principal is invited to visit/informal evaluation. To be arranged by cooperating teacher and student teacher. |
| Week 8  *PARTICIPATION* | * 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 resumed 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  *PARTICIPATION* | * Gradually cut back on responsibilities, transition to regular teacher, observe other teachers, complete learning activities. | Final week, the final evaluation takes place with the CMN supervisor, cooperating teacher, and student teacher.  Cooperating teacher completes cumulative evaluation form –Appendix F. Cooperating teacher writes a letter of recommendation. |

# Role of the Cooperating Teacher

As the person who will work most closely with the student, the cooperating teacher plays a key role in the student teaching experience. This working relationship will be strongest when it is based on mutual respect and understanding and fostered by empathy, openness, and tact.

Student teaching may be viewed as a partnership or mentorship in teaching. Student teachers have the opportunity to experience and evaluate various values and beliefs about the profession when they participate as partners and co-teachers with the cooperating teacher.

Student teaching also marks the beginning of a critical transition from student to professional for the student teacher. The cooperating teacher models professional behavior for the student and guides the teacher candidate toward a deeper understanding of school cultures.

Each student teacher brings to the experience a unique combination of teaching characteristics and skills. Therefore, the goal of the student teaching experience is to provide the student with maximum opportunity to perform to the degree that personal interest, abilities, and individuality will allow. Students who experience a high degree of involvement in teaching and other school-related activities report a successful student teaching experience.

**Responsibilities of the Cooperating Teacher**

**Prepare for the Student Teacher's Arrival**

Cooperating teachers should prepare pupils in advance for the arrival of the student teacher. It may be useful to begin to establish the concept of two teachers in the classroom and thus help pupils anticipate the student teacher's contributions. Plan to provide the student teacher with a desk or workspace.

**Orient the Student to the Classroom and School**

Very early in the experience cooperating teachers should discuss the following with the student:

* expectations for the student teaching experience
* a communication plan for regular discussion about the experience
* the school's organizational structure, resources, and educational philosophy
* the community the school serves and parental involvement in school affairs
* school policies such as emergency procedures, harassment policies, and curriculum or Internet restrictions
* personal philosophies of teaching and personal/professional backgrounds of the cooperating teacher and student teacher
* curriculum content and materials
* individual pupils, particularly those having special needs
* the classroom schedule, daily routines, and procedures
* decision-making and how the student teacher may be involved in this process
* record-keeping responsibilities.

**Provide Opportunities to Observe and Analyze**

The cooperating teacher typically gives the student teacher a variety of classroom episodes to observe, analyze, and discuss. This on-the-spot observation of an experienced teacher handling a class in a variety of situations is invaluable to the student.

**Help Students Reflect on Teaching Choices**

Student teachers are being prepared for a career in teaching, not solely for work in a particular classroom or school. They must learn how to function effectively in the student teaching environment as well as be prepared to be effective in a variety of classroom and school situations. For this reason it is critical for the cooperating teacher to discuss with the student teacher why particular choices were made and others rejected about curriculum, classroom management, etc. In this way the student teacher will better understand the motives and rationales underlying particular choices. Understanding the "history" of the classroom and school will help student teachers make their own decisions in the future, when the school and classroom environment may be very different. Student teachers are being prepared for a career in teaching, not solely for work in a particular classroom or school. They must learn how to function effectively in the student teaching environment as well as be prepared to be effective in a variety of classroom and school situations. For this reason it is critical for the cooperating teacher to discuss with the student teacher why particular choices were made and others rejected about curriculum, classroom management, etc. In this way the student teacher will better understand the motives and rationales underlying particular choices. Understanding the "history" of the classroom and school will help student teachers make their own decisions in the future, when the school and classroom environment may be very different.

**Evaluate the Student Teacher**

Student teachers need regular communication and feedback from their cooperating teacher. Students feel reassured when they know there be regular opportunities for them to discuss their progress. For this reason is should be a high priority to establish methods and times for communicating early in the experience.

Cooperating teachers are asked to complete three formal evaluations: two lesson evaluations and one cumulative evaluation at the end of the nine-week placement. Cooperating teachers should refer to the Framework for the Nine-Week Placement as to when evaluations should be completed. In addition, the CMN faculty supervisor will consult with the cooperating teacher when determining the student teachers midterm and final grade.

Any areas of concern about the student teacher’s performance are reported to the CMN Faculty supervisor as soon as possible to facilitate discussions, suggestions, evaluation and continuous feedback

**Write a Letter of Reference**

At the conclusion of the student teaching experience, at the request of the student teacher, write a letter of reference. The letter of reference from the cooperating teacher is considered one of the most important pieces of information included in a teacher applicant’s file.

# Role of the Student Teacher

The student teacher is placed as a learner with a cooperating teacher in the classroom setting. Students should utilize course work knowledge, the expertise of the cooperating teacher, and the actual classroom experience to gain knowledge and skills needed to teach. Student teaching may be viewed as a partnership in teaching. Student teachers can experience and evaluate various values and beliefs about the profession when they assume the role of a partner and co-teacher with the cooperating teacher.

**Responsibilities of the Student Teacher**

The general responsibilities of the student teacher parallel those previously identified for the cooperating teacher. Students should carefully review "Phases of the Student Teaching Semester" and "Role of the Cooperating Teacher". Examples of typical student teacher experiences are described in each of the three phases of the student teaching experience: orientation, participation, and independent teaching. The rate at which a student proceeds through each phase of the experience may vary according to individual needs and abilities of the student teacher. The student teacher will continue to document professional growth and experiences through the teaching portfolio.

**General Suggestions for the Student Teacher**

* Collaboration with the cooperating teacher is a priority. Communication and collaboration with other teachers, parents and community are essential tools for a successful student teaching experience. Openness toward other’s ideas and a receptive attitude toward constructive criticism are fundamental to a successful experience.
* Responsibility to the students and families is fulfilled by careful and thorough preparation of lessons, use of best practices in teaching, adaptation of lessons to student needs and consultation with the cooperating teacher on assessments and grading. Student teaching is the time to actively seek feedback.
* The student teacher is responsible for assembling an electronic portfolio to showcase their achievements during the student teaching semester and to prepare for professional employment. The required components of this portfolio will be presented in the student teaching seminar.
* The student teacher practices self-reflection on their teaching experiences and document regular self-evaluation and plan for areas of improvement.
* The student teacher conducts his/herself as a professional in dress, speech and appropriate behavior. Determine what is considered appropriate dress in your particular school and look the part of a professional. Consider that certain informalities in dress may be a privilege of regular faculty members and not applicable to a student teacher.
* Daily attendance at school, barring emergencies is required. Report absence to the school, the cooperating teacher, and the college supervisor. Attend all required meetings. Faculty meetings, grade level meetings and others involving your cooperating teacher are “musts”.

# Role of the CMN Faculty Supervisor

The College of Menominee Nation faculty supervisor is the representative of the education program who convenes the collaborative discussions with the cooperating teacher and the student teacher. In the course of each nine weeks of the student teaching experience, the teacher candidate is observed, supervised and evaluated by the College of Menominee Nation education faculty a minimum of three times. There are two written evaluations from each placement. A minimum of three visits to the each placement site is expected. Each visit will include classroom observation of a full class period and a post-conference. The responsibilities of the CMN faculty supervisor include:

* Communication on a regular basis with the cooperating teacher and the student teacher regarding the student teacher’s progress.
* Establish and maintain communication and positive relationships between the college and cooperating teachers.
* Regularly schedule observations of student teachers and follow up conferences to improve instructional and self-evaluation skills.
* Evaluation of the student teacher’s instructional methods, lesson plan and adaptations at the end of each classroom observation.
* Conferences with the student teacher and cooperating teacher to serve as formative evaluation.
* Conference with the student teacher and cooperating teacher about the final assessment form.
* Assist with content-oriented problems and serve as a resource for both the cooperating teacher and student teacher.
* In the case of a struggling student teacher, keep prompt and substantial documentation while providing clear expectations and opportunities for improvement.
* Recommendation of a grade for the student teaching course.
* Submission of a letter of recommendation for the student teacher’s portfolio and file.
* Record progress on the electronic student teaching portfolio.

# Role of the School Principal

The school principal works with the cooperating teacher, the student teacher and the college supervisor in the implementation of the student teaching program. He/she:

* Recommends to CMN field experience coordinator teachers who are qualified and willing to be cooperating teachers (the semester before student teaching);
* Provides a handbook of general school policies to the student teacher and act as a resource person concerning expectations of teachers and general school operation.
* If possible, participates in evaluating the student teacher. The student teacher is responsible for arranging a time for the principal to come in and observe.

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# Assessing the Student Teacher

During the student teaching semester, there are a variety of on-going formative assessments conducted by the student teacher, the cooperating teacher and the CMN faculty supervisor. A general listing includes:

|  |  |  |
| --- | --- | --- |
| **Student Teacher Self -Assessment** | **Assessment by the Cooperating Teacher** | **Assessment by CMN Supervisor** |
| Assembling portfolio in the seminar: Reflecting on the artifacts for subjects taught | Determining readiness in week 1 and 2  Increasing student teacher’s responsibilities | Conducting introductory conference  Collaborating with student teacher & cooperating teacher —goals and expectations |
| Assembling portfolio:  Revising personal philosophy | Assigning full teaching responsibility weeks 3-9  Implementing a timely plan as student teacher takes full classroom responsibility | Communicating with all stakeholders  Receiving feedback from the cooperating teacher, student teacher and instructor of EDU 401Student Teaching |
| Assembling portfolio: artifacts and reflections from communication with students, peers, families and community | Conferencing regularly - formal conferences with faculty supervisor  Providing feedback for the student teacher | Writing evaluations for four classroom observations and conferences with student teacher and cooperating teacher to note progress |
| Conferencing with cooperating teacher  Assessing own performance | Writing on-going observation note:  Making timely comments on strengths and weakness of planned instruction | Writing a Midterm evaluation (week 9)  Providing a mid-term grade for student teacher from first placement |
| Conferencing with faculty supervisor  Assessing own performance | Completing 2 evaluations of student teacher between weeks 4 – 7  Conferencing with student teacher and supervisor on performance | Submitting midterm and final grade to the instructor of EDU 401 Student Teaching for both placements |
| Identifying areas of growth for the Pre-professional development plan | Completing final evaluation form-week 9  Providing feedback to the faculty supervisor and instructor of EDU401 Student Teaching | Assessing the student teaching experience, progress, further development needed |
| Participating in a final conference for each placement  Writing a self-assessment from placement | Providing a letter of recommendation for student teacher portfolio /job reference | Providing a letter of recommendation for student teacher portfolio and job reference |

**ASSESSMENT**

The state of Wisconsin uses the edTPA as its benchmark assessment for licensure. CMN uses completion of the edTPA as a benchmark assessment for student teaching. The edTPA must be successfully completed in order to pass student teaching. Submission is via Pearson’s website [www.edtpa.com](http://www.edtpa.com). CMN establishes the due date for the edTPA, typically within the first 8-10 weeks of student teaching. Two release days are provided for students to work on their projects, and will be considered excused absences from the classroom. Release dates will be announced on a semester-to-semester basis.

# Hosting a Student Teacher and the edTPA

All teacher candidates are required to complete the edTPA by the State of Wisconsin for teacher licensure. Your assistance in facilitating this process is invaluable and greatly appreciated. If you have any questions or concerns about the edTPA, please contact the faculty supervisor.

**Role of edTPA**

The edTPA is a subject-specific teacher performance assessment completed during student teaching by teacher candidates. The assessment focuses on a learning segment of 3-5 lessons conducted over multiple days in one class. Candidates submit artifacts (lesson plans, instructional materials, teaching videos, assessments, and sample student work) and written commentaries as evidence of teaching proficiency. The edTPA is one measure of readiness to teach. The State Superintendent of Public Instruction has made successful completion of the edTPA one of the conditions of teacher licensure.

**Role of Cooperating Teacher**

You are encouraged to continue to mentor the candidate as you would normally and provide them with adequate opportunities to perform the tasks required of them. In addition, we would also encourage you to have frequent and on-going discussions regarding the components of the edTPA including interpreting the Handbooks and the Rubrics provided to the student. However, because the edTPA process is intended as an “un-biased” appraisal of the candidate’s abilities we ask that you read the document edTPA Guidelines for Acceptable Candidate Support to better understand the limits of your mentorship (Contact CMN Faculty Supervisor for a copy).

**How the edTPA is Scored**

Once the teacher candidate has uploaded their edTPA portfolio to Pearson, an evaluator will be assigned to review the plans, instructional video materials, and assessment narratives. Effective September 1, 2016, the edTPA passing scores for Wisconsin have been set at 38 for the edTPA handbooks with 15 rubrics and 45 for the edTPA handbook with 18 rubrics.

**Role of Teacher Candidate**

The teacher candidate will be supplied with all necessary documentation to complete their edTPA within the timeframe allotted. These documents include edTPA Handbooks and Commentary prompts. They will also be supplied with devices from which video recordings can be made. Teacher Candidates must begin the process of distributing video release forms to the parents of students and collecting them. Once all the necessary documentation has been accounted for, each Teacher Candidate should proceed independently with the planning for their lesson segment, initiating the instructional phase and the evaluation/assessment phase. Finally, the completion of the writing portions of the edTPA will also be completed independently of the Cooperating Teacher.

**Confidentially and the edTPA**

Confidentiality is very important throughout the entire edTPA process and beyond. Recording video in a classroom is a professional responsibility. Every attempt will be made by the teacher candidate and faculty supervisor to ensure that confidentiality of student images and images of their work are maintained. Permission from parents/guardians for students is required before shooting video can commence. Teacher Candidates will also need to obtain a video release from any adult likely to be in the classroom during videorecording.

Teacher Candidates may request that any identifying marks such as bulletin board displays, name tags, etc. be out of view of the recording or temporality covered up. This is to ensure the confidentiality of the students that are being video recorded. It also helps to ensure the evaluator remains as impartial as possible.

# What happens if difficulties arise during student teaching?

1. **Conference:** If it is deemed necessary by the cooperating teacher, the student teacher or the CMN faculty supervisor to intervene in the course of a student placement, a conference will be scheduled with the student teacher, faculty supervisor, cooperating teacher and Department Chair of CMN Teacher Education Division to discuss a plan of action.
2. **Plan of action:** The plan of action is based upon the type of difficulty experienced by a student teacher such as instruction, incidences of nonprofessional behavior, problems resulting from a planning deficiency or communication issues with supervisors, students, teachers or other school personnel. A formal conference will occur before week 3 of the student teaching placement or within a week of notification. The student teacher is responsible for putting together steps for improvement and a timeline.
3. **Removal from a student teaching assignment:** CMN Teacher Education Program may need to remove a student teacher from a particular teaching assignment due to unsatisfactory performance as a student teacher, issues of safety for the students or irreconcilable differences with a cooperating teacher. Reasons for removal include but are not limited to:
   * + 1. the principal presents just reasons for removal;
       2. an issue of safety for the pupils;
       3. the cooperating teacher or student teacher exhibited unethical behavior;
       4. the placement is detrimental to the professional growth of the student teacher;
       5. the CMN faculty supervisor believes the circumstances will prevent the development or maintenance of a satisfactory learning environment for the students; or
       6. excessive tardiness or absenteeism or failure to comply with established rules are in evidence.
4. **Appeal of a removal:** A student teacher may appeal the decision regarding unsatisfactory performance in writing within a week of the receipt of a written decision. Appeals go to the Dean of Letters and Sciences who will convene the Teacher Education Advisory Board for a hearing. The student is allowed to bring an advocate to the hearing. All persons involved with the student teacher placement in question are present at the hearing.
5. **Extension of student teaching:** Extension of the student teaching assignment may be an option or placement in another assignment. If extension of or removal from a student teaching assignment is advisable, the teacher candidate will be involved in the decision process, provided with extensive written documentation and given the opportunity to show evidence of improvement in a timely manner.

# 

# Teacher Education Standards

College of Menominee Nation teacher education students must meet all state licensing requirements for initial teaching certification in Wisconsin. These requirements, sometimes referred to as administrative rules “PI 34”, mandate that individuals demonstrate proficiency on state-approved teaching standards. CMN students must demonstrate proficiency on the InTASC Model Core Teaching Standards for Teacher Development and licensure.

**The InTASC Model Core Teaching Standards for**

**Teacher Development and Licensure**

To receive a license to teach in Wisconsin, an applicant shall complete and approved program and demonstrate proficient performance in the knowledge, skills, and dispositions under all of the following standards:

**The Learner and Learning**

1. **Learner Development**

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 and implements developmentally appropriate and challenging learning experiences.

1. **Learning Differences**

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.

1. **Learning Environments**

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.

**Content Knowledge**

1. **Content Knowledge**

The teacher understands the central concepts; tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

1. **Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Instructional Practice**

1. **Assessment**

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.

1. **Planning for Instruction**

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.

1. **Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibility**

1. **Professional Learning and Ethical Practice**

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.

1. **Leadership and Collaboration**

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.

# The Teaching Portfolio

Students in certification programs are required to maintain an electronic portfolio “e-portfolio”.

The portfolio has several purposes. It is a tool for teacher learning and development; completing a portfolio will help teacher education students become more thoughtful and effective teachers. It documents satisfaction of the Teacher Education Standards required for initial teacher certification in Wisconsin. As students’ progress, they will contribute artifacts that will demonstrate achievement of the knowledge and performance standards addressed by courses and field experiences.

# 

# Licensure and Letters of Reference

**Wisconsin Teaching License**

Completion of the College of Menominee Nation Bachelor of Science degree in early childhood/elementary education is required before a student teacher applies for a Wisconsin Department of Public Instruction teaching license for early childhood education and middle childhood education (0-11).

The Dean of Letters and Science is the certifying office of the College of Menominee Nation Teacher Education Program and the only person recognized by the Wisconsin Department of Public Instruction with the authority to recommend students for certification.

The following are CMN’s requirements for certification based on those in the state of Wisconsin and are evidenced in the pre-student teaching and student teaching portfolios:

* GPA of 3.0 or higher;
* Grade of B- or better in student teaching;
* Demonstration of proficiency in the knowledge, skills, and dispositions as stated in the InTASC Model Core Teaching Standards and CMN Teacher Education Performance Competencies;
* Pass score on the EdTPA:
* Pass score on the Wisconsin Foundations of Reading Test.

Educators apply for Wisconsin Initial Licenses using the Educator Licensing Online (ELO) system. ELO allows educators to provide the information, supporting materials, and payment needed for DPI to process their license applications. The system streamlines the application process and allows the applicant to manage their own licensing information, including printing a copy of their license certificate and renewing their licenses when applicable.

# College of Menominee Nation Candidates’ Process for

# Applying for a Wisconsin Teaching License

To apply for a teaching license:

1. Ensure that all your prerequisite courses are completed and that your supervisor has submitted your student teaching grades.
2. Create a username and password on WAMS (Wisconsin Access Management System).
3. Be sure to use your full legal name during the application process.
4. Before you login determine which email account you will use to create an ELO account as well as receive communication from DPI.
5. Determine whether you need to get fingerprinted. For more info see <http://tepdl.dpi.gov/backgroundchecks/completing-the-fingerprint-requirement>
6. Prepare any required documents and SCAN them so you can attach those documents during the application process.
7. Have your credit card ready.
8. Go to the DPI website <http://tepdl.dpi.wi.gov/licensing/elo>.
9. You can check the status of your application through a login process, which will give you access to the status of your application.

# 

**APPENDIX**

# APPENDIX A

**The Framework of the Nine-Week Placement**

|  |  |  |
| --- | --- | --- |
| **Nine-week**  **Placement** | **Responsibilities** | **Assessments** |
| Week 1  *ORIENTATION* | * Most of this week is spent in orientation to the school, its personal, policies and schedules. * The student teacher is involved in classroom routines, observation, individual and small group work and assistance with larger group activities. * The student teacher learns about the students, their needs, interests, and abilities. | Note that the student is writing reflections and questions in spiral notebook – Appendix D |
| Week 2  *PARTICIPATION* | * 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 lessons that went well or what they might change. |
| Week 3  *PARTICIPATION* | * A student teacher is given more opportunity to assume responsibilities for teaching. * The cooperating teacher continues planning with the student teacher and gradually 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 the student teacher with what assessments and activities are graded and recorded. |
| Weeks 4-7  *INDEPENDENT* | * For a period of at least 4 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 2 formal evaluations – Appendix E  CMN Supervisor completes 2 formal evaluations -- Appendix E.  Principal is invited to visit/informal evaluation. To be arranged by cooperating teacher and student teacher. |
| Week 8  *PARTICIPATION* | * 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 resumed 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  *PARTICIPATION* | * Gradually cut back on responsibilities, transition to regular teacher, observe other teachers, complete learning activities. | Final week, the final evaluation takes place with the CMN supervisor, cooperating teacher, and student teacher.  Cooperating teacher completes cumulative evaluation form –Appendix F. Cooperating teacher writes a letter of recommendation. |

# APPENDIX B

# Lesson Plan Format

Children’s Age/Grade: \_\_\_\_\_\_\_\_\_\_\_\_

**Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name of Lesson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Estimated time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Content Standards:** Describe the relevant Common Core State Standard(s) which is the main focus of the instruction.

**Learning Objectives:** What will students be able to do by the end of the lesson?

**Introduction/Anticipatory Set:** The beginning of the lesson must capture the student’s attention and/or activate prior knowledge.

**Lesson Procedure:** Outline the sequence of the activities to show how students will gain an understanding of the new topic. Include explanations of academic language demands and differentiation for specific learners’ needs.

**Closure:** Review or have students review what they learned for the day and how their knowledge raises additional questions to be investigated.

**Assessment:**

* **Formative Assessment:** During the course of the lesson, the teacher should have a technique to evaluate the students’ progress. This type of assessment is not graded, but rather a checkpoint for the teacher to observe where any students are misunderstanding the concept.
* **Summative Assessment:** This form of assessment occurs at the culmination of the lesson.Students should be evaluated on the basis of achieving the Learning Objective.

**Culture:** If applicable, how is culture incorporated into the lesson?

**Accommodations/Adaptations:** How will you meet the needs of students with special needs?

How might you change the lesson for students with different learning styles?

**Materials & Resources:** List materials needed including amounts (Attachments)

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# APPENDIX C

**College of Menominee Nation**

## **Student Teaching Evaluation Form**

**Framework for Teaching**

**Student Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Evaluation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade or Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School/District \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cooperating Teacher \_\_\_\_\_\_\_\_\_\_\_\_**

Please assess your teacher-candidate’s performance by checking the box that best characterizes each component. Use the following rating scale: ***N/O (not observed); 0 (unsatisfactory); 1 (basic); 2 (proficient); 3 (distinguished)****.*

***Little or no*** evidence results in a score of zero; ***some*** evidence results in a score of one; ***strong*** evidence results in a score of two; ***exceptional*** evidence results in a score of three. Feel free to write comments in the space available at the bottom of each domain. Our teacher education program is committed to a multicultural perspective. Include observations related to diversity, such as race, special needs, gender, ethnicity, lifestyle and socioeconomic factors when appropriate.

\* The N/O (not observed) rating scale may be used for the entire component or for the individual elements.

**Domain 1: Planning and Preparation**

**The Student Teacher:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Components and Elements** | **N/O** | **0** | **1** | **2** | **3** | **Score** |
| 1a. Demonstrates knowledge of content and pedagogy.   * Applies learning principles which consider the knowledge bases of diversity * Utilizes content related to several diverse perspectives * Includes concepts and skills that are relevant to students’ needs and interests * Writes lesson plans that accommodates diverse learning styles * Adapts teaching techniques appropriate to students’ levels of understanding |  |  |  |  |  |  |
| 1b. Demonstrates knowledge of students   * Relates principles of human growth and development from a variety of diverse cultures * Exhibits a sensitivity to community and cultural norms * Assesses individual needs and interests of the students * Integrates the resources individual students bring to the classroom |  |  |  |  |  |  |
| 1c. Demonstrates ability to set instructional outcomes.   * Includes needs of diverse learners * Identifies important concepts and skills * Writes clear goals and objectives for the different ways in which diverse students learn * Matches goals and objectives to students’ diverse learning styles * Creates goals and objectives that correspond to viable methods of assessment |  |  |  |  |  |  |
| 1d. Demonstrates knowledge of resources.   * Identifies school and district resources for diverse learners * Uses technology to locate and obtain resources * Include families/caregivers as assets in the learning setting |  |  |  |  |  |  |
| 1e. Demonstrates ability to provide coherent instruction.   * Plans thoroughly and consistently * Addresses students’ current needs and connects to the next level of learning * Organizes heterogeneous instructional groups * Uses variety and sensitivity in selecting instructional techniques and materials * Designs activities that ensure students’ application of knowledge and skills * Organizes and prepares materials, supplies, and equipment |  |  |  |  |  |  |
| 1f. Demonstrates ability to design student assessments.   * Selects assessment methods that correspond to instructional goals and objectives * Designs appropriate formal/informal assessment strategies * Communicates criteria and standards to students in an effective manner * Establishes methods for assessing student progress * Utilizes a variety of techniques for student self-assessment * Uses assessment results in planning subsequent instruction |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Comments for Domain 1:**

**Domain 2: Classroom Environment**

**The Student Teacher:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Component and Elements** | **N/O** | **0** | **1** | **2** | **3** | **Score** |
| 2a. Creates an environment of respect and rapport.   * Demonstrates genuine concern and respect for all students * Establishes and maintains appropriate rapport with students as individuals * Encourages responses and interactions that foster positive relationships among students * Establishes an environment of respect that values individual differences among students |  |  |  |  |  |  |
| 2b. Establishes a culture for learning.   * Establishes high expectations for individuals of varying abilities * Cultivates student interest in the content and makes it relevant to the learner * Models the importance of cognitive, affective, and psychomotor learning |  |  |  |  |  |  |
| 2c. Manages classroom procedures.   * Manages and selects instructional groups that reflect diversity * Creates smooth instructional transitions * Uses efficient routines for handling materials and supplies * Uses effective strategies for managing non-instructional duties |  |  |  |  |  |  |
| 2d. Manages student behavior.   * Observes, monitors and records relevant student behaviors * Creates and applies realistic standards of conduct for all students * Documents the interactions of diverse instructional groups to maximize productivity * Responds effectively and sensitively to individual student behavior * Works with all students to encourage positive behavior choices |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Comments for Domain 2:**

**Domain 3: Instruction**

**The Student Teacher:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Component and Elements** | **N/O** | **0** | **1** | **2** | **3** | **Score** |
| 3a. Communicates with students.   * Models good grammar and syntax in the school setting * Spells correctly and writes legibly * Uses voice effectively through proper enunciation, volume, pitch, and speed * Expresses ideas clearly, concisely, accurately and logically * Communicates sensitively and equitably across diverse populations |  |  |  |  |  |  |
| 3b. Uses appropriate questioning and discussion techniques.   * Asks questions at various cognitive levels to encourage higher levels of thinking * Employs divergent questions to bring in other perspectives * Asks questions that encourage exploration of content from different perspectives * Allows adequate wait time for student responses after asking questions * Probes students response seeking clarification or elaboration * Engages all students in discussion |  |  |  |  |  |  |
| 3c. Engages students in learning.   * Connects lesson content to students’ knowledge, interests, experiences, and cultures * Communicates goals, objectives, directions, and procedures clearly * Paces lessons appropriately based on students’ needs and abilities * Utilizes materials and technologies appropriate to diverse learning styles * Incorporates a variety of activities and materials suitable to instructional goals and objectives * Utilizes various instructional strategies (problem-based, direct instruction, cooperative learning |  |  |  |  |  |  |
| 3d. Uses assessment in instruction.   * Gives accurate, specific, and substantive feedback * Provides constructive feedback that advances understanding * Gives feedback in a timely manner * Responds sensitively to verbal and nonverbal signals from students that indicate lack of understanding * Reacts to students’ verbal and nonverbal communication in a positive manner |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Comments for Domain**

**Domain 4: Professional Responsibilities** (NOTE: Gray highlights indicate areas in which the student teacher has little control and/or responsibility. Therefore, no rating is required in these areas.)

**The Student Teacher:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Components and Elements** | **N/O** | **0** | **1** | **2** | **3** | **Score** |
| 4a. Reflects on teaching.   * Articulates and understanding of lessons’ goals and objectives * States the strengths and weaknesses of lessons based on data * Analyzes students’ participation in terms of content comprehension * Encourages participation from diverse student populations * Writes reflections about lessons and refines subsequent instruction |  |  |  |  |  |  |
| 4b. Maintains accurate records.   * Records and updates the results of students’ assignments * Collects information about students’ progress in a systematic manner * Analyzes performance of students with diverse learning styles * Maintains records of non-instructional activities |  |  |  |  |  |  |
| 4c. Communicates with families.   * Maintains confidentially in all situations/settings * Communicates positive information and concerns to parents/caregivers * Engages family members/caregivers in the instructional program |  |  |  |  |  |  |
| 4d. Participates in a professional community.   * Involvement in a culture of professional inquiry * Service to the school * Participation in school and district projects * Relationships with University and campus placement colleagues * Participation in College and campus placement events/meetings/trainings |  |  |  |  |  |  |
| 4e. Demonstrates professional growth and development   * Enhancement of knowledge and skills * Service to the profession * Receptivity and responsiveness to feedback * Improvement/growth in performance |  |  |  |  |  |  |
| 4f. Demonstrates professionalism.   * Dresses professionally in the school setting * Completes schedules, assignments, and other paperwork on time * Completes work in the manner prescribed by the college and/or the school district * Complies with school and class rules * Uses relevant code of ethics for the teaching profession * Follows proper procedures for reporting students’ welfare and safety * Acts responsibly regarding school and personal property |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Comments for Domain 4:**

**Cooperating Teacher’s Summary Comments:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Teacher’s Signature/Date Cooperating Teacher’s Signature/Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CMN Faculty Supervisor/Signature/Date**

 APPENDIX D

## **Student Teaching Cumulative Evaluation Form**

**Student Teacher: School District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Cooperating Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Month/Day/Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |
| --- |
| **PLEASE READ THIS BEFORE COMPLETING THE EVALUATION FORM** |
| This evaluation instrument is based on the dispositions of the College of Menominee Nation’s Teacher Education Program. With the preparation students have received through coursework and field experiences they are expected to perform at a proficient level on all dispositions. Please complete this form at the end of the student teachers 9-week placement. Once completed you will conference with the CMN supervisor and student teacher. |

Please assess your teacher-candidate’s performance by checking the box that best characterizes each component. Use the following rating scale: ***N/O (not observed); 0 (unsatisfactory); 1 (basic); 2 (proficient); 3 (distinguished)****.*

***Little or no*** evidence results in a score of zero; ***some*** evidence results in a score of one; ***strong*** evidence results in a score of two; ***exceptional*** evidence results in a score of three. Feel free to write comments in the space available at the bottom of each domain. This teacher education program is committed to a multicultural perspective. Include observations related to diversity, such as race, special needs, gender, ethnicity, lifestyle and socioeconomic factors when appropriate.

\* The N/O (not observed) rating scale may be used for the entire component or for the individual elements.

**Teacher as decision maker is caring and assessing**

Caring that beliefs and dispositions facilitate social justice for American Indian children,

Assessing of student learning to support progress in the classroom.

INTASC: Assessment and Planning for Instruction, Danielson FfT Domain 1f, 3d, 4a, 4b, 4c

. WIDPI Standards 2,3, ACEI Standards 3.1, 3.2 NAEYC Standards 4b

**Refine Elements of Statement**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Component and Elements** | **N/O** | **0** | **1** | **2** | **3** | **Score** |
| Assesses own teacher beliefs about teaching and learning styles |  |  |  |  |  |  |
| Uses, designs or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives |  |  |  |  |  |  |
| Prepares for student diversity in lesson planning and execution |  |  |  |  |  |  |
| Plans instruction based on information from formative and summative assessments as well as others sources and systematically adjusts plans to meet each students learning needs |  |  |  |  |  |  |
| Implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning |  |  |  |  |  |  |
| Accurately communicates assessment results to parents and other professionals |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Comments**:

**Teacher as decision maker is reflective**

Plans instruction reflecting on learner characteristics, curriculum, and pedagogy.

INTASC: Learner Development, Learning Differences, Content Knowledge, Application of Content, Assessment, & Planning for Instruction, Danielson FfT Domain 1a, 1c, 1d, 1e, 1f

WIDPI standards 1, 4, 7, ACEI Standards 3.1, 3.4, 5.1 NAEYC Standards 4b, 1c, 1b

**Refine Elements of Statement**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Component and Elements** | **N/O** | **0** | **1** | **2** | **3** | **Score** |
| Understands the central concepts tools of inquiry, and structures of the discipline her or she teaches |  |  |  |  |  |  |
| Designs learning experiences that engage all students in problem solving and inquiry |  |  |  |  |  |  |
| Demonstrates ability to adapt instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans |  |  |  |  |  |  |
| Creates learning experiences meaningful for learners to assure mastery of the content |  |  |  |  |  |  |
| Employs a reflective disposition and practice in all teaching and learning processes |  |  |  |  |  |  |
| Uses understanding of how learners grow and develop to design and implement developmentally appropriate and challenging learning experiences |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Comments**:

**Teacher as decision maker is respectful**

Creating respectful learning spaces that are both safe and effective environments for learning together.

INTASC: Learner Development, Learning Differences, Learning Environments, Danielson FfT 1b, 1c, 1d, 2b, 2c, 2d, 2e

WIDPI Standards 5, 6, ACEI Standards 3.3, 3.4, 5.2 NAEYC 1,2

**Refine Elements of Statement**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Component and Elements** | **N/O** | **0** | **1** | **2** | **3** | **Score** |
| Collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility |  |  |  |  |  |  |
| Creates supportive, inclusive, linguistically responsive, and safe learning environments that help all learners meet high standards and reach their full potential |  |  |  |  |  |  |
| Plans for and uses strategies for cultural relevance and inclusion of exceptional learners |  |  |  |  |  |  |
| Engages students in individual and cooperative learning activities that develop personal motivation |  |  |  |  |  |  |
| Assists students to work productively and cooperatively with each other |  |  |  |  |  |  |
| Supports and expands student expression in speaking, writing, and other media |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Comments**:

**Teacher as decision maker is designing**

Designing experiences in a problem solving, inquiry based classroom

INTASC: Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Instructional Strategies, Danielson FfT 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e, 4a, WIDPI Standards 8, 9, ACEI Standards 4.0, 5.1, NAEYC Standards 3c, 2, 5c

**Refine Elements of Statement**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Component and Elements** | **N/O** | **0** | **1** | **2** | **3** | **Score** |
| Provides consistent feedback and opportunities for learners to revise their work |  |  |  |  |  |  |
| Uses effective scaffolds and supports |  |  |  |  |  |  |
| Uses a variety of teaching strategies technologies and information resources to assist learners in meeting learning objectives and content standards |  |  |  |  |  |  |
| Engage learners in meaningful learning activities that lead to critical thinking, creativity, innovation, self-evaluation, and self-directed learning |  |  |  |  |  |  |
| Encourages learners to develop understanding of content areas and to make connections across content areas |  |  |  |  |  |  |
| Uses, designs or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Comments**:

**Teacher as decision maker is collaborating**

Interacts with the learning community to advance professional learning

INTASC: Professional Learning and Ethical Practice, Leadership and Collaboration Danielson FfT 4a, 4b, 4c, 4d, 4e, 4f

WIDPI Standards 9, 10, ACEI Standards 5.1, 5.2, NAEYC Standards 2, 5b, 5c, 6

**Refine Elements of Statement**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Component and Elements** | **N/O** | **0** | **1** | **2** | **3** | **Score** |
| Researches professional literature and seeks assistance from peers and other resources for professional development |  |  |  |  |  |  |
| Exhibits professional behavior and respects confidentiality |  |  |  |  |  |  |
| Collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth |  |  |  |  |  |  |
| Uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners needs |  |  |  |  |  |  |
| Listens to students, recognizes student stress, advocates for students and consults with professionals |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Comments**:

**Signatures and Dates:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Teacher’s Signature/Date Cooperating Teacher’s Signature/Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CMN Faculty Supervisor Signature/Date**

APPENDIX E

# CMN’s Teacher Education Program Code of Ethics

**Conduct as a Student**

* Establish relationships of respect, trust, and cooperation with others
* Advocate for your own learning needs
* Practice collaborative leadership styles through recognizing and building on diverse strengths
* Reflect honestly on your own biases and their effect on decisions/behaviors
* Follow CMN’s Institutional and teacher education policies
* Set personal and professional goals with realistic timelines for completion
* Show a willingness to learn from suggestions of others
* Assume responsibility and accountability for your own performance

**Conduct as a Teacher Candidate in Field Experience**

* Recognize and respect the uniqueness of each child’s background, experience, and abilities
* Maintain standards of professional conduct through appropriate interactions and relationships with teachers and students
* Risk trying innovative methods of teaching and new technologies
* Follow the policies of school and school district
* Accept constructive feedback
* Respect and support families as children’s first teachers
* Create respectful learning spaces that are safe and effective learning environments
* Maintain confidentiality and protect the privacy rights of others

**Conduct as an Aspiring Professional**

* Participate in professional community activities
* Reflect on how personal values, opinions, and biases can effect judgment
* Embrace opportunities to take action to promote social justice and equity for all people
* Appropriately use the language of the teaching profession
* Make decisions based on evidence of learning, needs, and interests of children
* Follow state laws and community procedures that protect children against abuse and neglect
* Represent CMN’s Teacher Education Program formally and informally
* Be familiar with and appropriately use community resources that support families and schools.

As a Teacher Education Candidate, I pledge my commitment to abide by CMN’s Teacher Education Code of Ethics described above

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Signature Date

APPENDIX F

# College of Menominee Nation Teacher Education Program

## **Student Teaching Contract**

Student teaching is the final experience as you prepare for a career as a professional educator. **Student teaching is an unpaid, 18-week (2 nine-week placements) classroom experience under the direction of a cooperating teacher**.

The student understands and accepts the following conditions:

* The student teacher is not assigned to classrooms in which siblings or children of the student teacher are enrolled.
* The student teaching placement will be for two 9-week terms.
* The placement will not be changed unless the cooperating teacher and/or the principal request the change.
* The student teacher may not work during school hours of student teaching.
* The student teacher may not change their placement once the school district has been contacted and has agreed to provide a placement for the student teacher.
* The student teacher will follow the calendar of the school in which the placement(s) occur. This calendar will differ from CMN’s calendar.
* The student teacher will follow the daily schedule for contracted teachers of the school.
* The student teaching requirement includes meeting the requirements of EDU 402 Student Teaching Seminar and meeting on the assigned dates.

**Expectations of the Student Teacher**

**College of Menominee Nation**

Student teachers are guests of the school in which they will practice becoming a professional teacher. They are expected to carry themselves in a professional manner, speak in a professional voice and relate to others professionally. The calendar of the district and the school schedule are the student teacher’s schedule. School policies are to be observed. All functions that require the presence of the teachers are also required of the student teacher. Here are a few reminders of what is expected:

1. Be on time—punctuality is required.
2. Write lesson plans in all content areas and maintain a lesson plan book. Turn in your lesson plans to your CMN Supervisor the day prior to your scheduled observation.
3. Keep a Reflection Log. (Refer to “Reflection Log” in the appendix)
4. Videotape yourself teaching a lesson. (It is suggested you videotape yourself multiple times, so that you have several to choose from.)
5. Practice a variety of classroom management/discipline techniques including PBIS.
6. Organize a selection of student work and assessments to be used for the professional portfolio and to be incorporated into a collection of ideas for teaching and for the student teaching seminar.
7. Attend faculty meetings, parent conferences, IEP meetings, and all events sponsored by the school and attended by the cooperating teacher. Look for ways to be helpful in preparing for these events.
8. Communicate constantly with the cooperating teacher and the college supervisor. They are there to provide guidance and welcome questions. Don’t hesitate to ask for suggestions and advice.
9. Be receptive of positive and negative feedback from the cooperating teacher, the college supervisor and the students. Constructive criticism is good for professional growth.
10. Remember you are a role model in all your actions and communications. Facebook is also a public representation of who you are. The community in general will come to regard you as a professional, so practice professional behavior in all public arenas.
11. Participate in all teacher duties such as playground, lunch, bus, after school, etc.
12. Visit other classrooms and special teachers to observe a variety of teaching styles. Ask the cooperating teacher for time to do this in the ninth week of the placement. Arrange these visits with the cooperating teacher’s permission.
13. You are a professional. Appearance and conduct are important. Use judgment and be respectful. Tattoos should be covered, body piercings should be limited to your ears, and maintain a well-groomed appearance. No flip-flops, No thin-strapped tank tops, No low-cut shirts/dresses, No short-shorts, No jeans…
14. Attendance is required. Absences are to be very infrequent and considered cause for termination of student teaching. Any absence is to be reported to the school principal, the cooperating teacher and the college supervisor.
15. Confidentiality with information concerning students and colleagues is imperative. Be discreet with conversations both in and out of the school environment.
16. You are a role model. Look and act like someone children and adolescents could emulate.
17. Consider student teaching to be a full-time task (jobs and coursework should be avoided or kept at a minimum).
18. Look for ways to become involved immediately. Initiative is vital.

I have read this document and understand the conditions of completing the student teaching experience through the College of Menominee Nation.

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Printed Name Date

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Signature