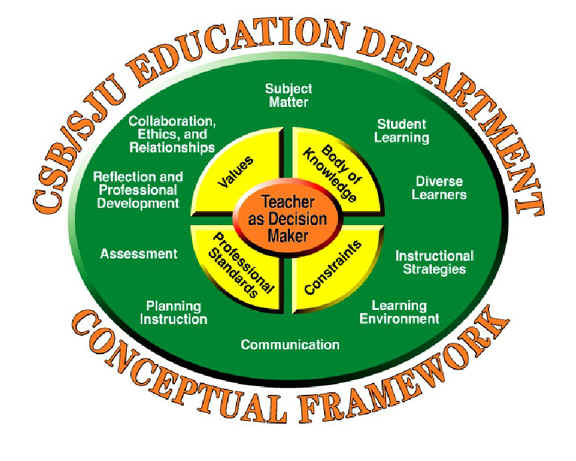
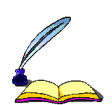
**[](http://www.csbsju.edu/education/newconceptualmodel.htm)**

***When I hear, I forget.***

***When I see, I remember.***

***When I do, I learn.***

**http://www.csbsju.edu/inside/**

 Introduction

Congratulations! You made it this far. Now you begin the transition from student to teacher. Suddenly you are going to be the one behind the desk. You are in charge--a little frightening, perhaps, but exciting nevertheless. I encourage you to use all resources that are available to you to enable you to do your job as professionally as possible. Your CSB/SJU supervisors, cooperating teachers, and I are willing to assist you in every way to enable you to be successful. Think of us as mentors--experienced educators who will share knowledge, experience and expertise with you.

This handbook provides you with essential information, guidelines, and required assignments. Do not hesitate to consult your CSB/SJU supervisor if you have any questions. Please read the handbook from cover to cover. Highlight anything that you want. You should have received an electronic copy of this handbook via e-mail. This will make it easier for you to word process assignments on the forms provided. If you do not use the electronic forms, you will need to duplicate forms as needed. One sample form is provided for each assignment. If you work on a Mac, you will need Word for Mac.

E-mail is a valuable resource. Use it to routinely communicate with your CSB/SJU supervisor, with me, and with your fellow student teachers. Check your CSB/SJU e-mail more than once each day for communications from your CSB/SJU supervisor and/or me.

Time management suggestion: Type your work on the electronic version of this handbook. This will save valuable time. If you copy/paste the Weekly Time Schedule as a separate document for example, you can type on it and the spaces will enlarge for you as needed. E-mail your Weekly Time Schedule every Thursday to your CSB/SJU supervisor.

Del Brobst

**Minnesota Standards of Effective Practice Referenced Assignments**

### STANDARD 1 - SUBJECT MATTER *Handbook* *Page 13, 36, 43 Forms A, B*

**STANDARD 2 – STUDENT LEARNING *Handbook page 13, 36, 43, 45, 59 Forms A, B***

**STANDARD 3 – DIVERSE LEARNERS *Handbook page 13, 26, 27, 28, 29, 30, 31,32, 36 Forms A, B***

**STANDARD 4 – INSTRUCTIONAL STRATEGIES *Handbook page 13, 36, 44, 45, 49, Forms A, B***

**STANDARD 5 – LEARNING ENVIRONMENT *Handbook page 13, 28, 36, 43 Forms A, B***

**STANDARD 6 – COMMUNICATION *Handbook page 13, 23, 25, 36, 43 Forms A, B***

**STANDARD 7 – PLANNING INSTRUCTION *Handbook page 13, 36 Forms A, B***

**STANDARD 8 – ASSESSMENT *Handbook page 13, 36, 43, 45, 49 Form B***

**STANDARD 9 – REFLECTION AND *Handbook page 13, 33, 34, 35, 36, 39, 43, 47-49 Form B***

**AND PROFESSIONAL**

**DEVELOPMENT**

**STANDARD 10 – COLLABORATION, ETHICS, *Handbook page 22, 27, 31, 32 Form B***

**AND RELATIONSHIPS**

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****Guidelines for Student Teachers**

**Initial Responsibilities**

1. After you were informed of your student teaching assignment, you should have called your cooperating teachers, and made an appointment for a preliminary visit.

Did you:

* + - meet the principal if possible, and meet your cooperating teacher?
    - visit the school secretary and ask to be placed on the school mailing list if possible?
    - ask for a student teacher or teacher handbook?
    - become familiar with the basic textbooks/materials you will be using?
    - ask your cooperating teacher if you could develop your own teaching unit, or modify a unit currently in use. Explain that you are responsible for doing one or the other as part of your student teaching requirement.
    - obtain a school calendar for you to follow during your student teaching experience? You will follow your schools’ calendars. You will not follow the CSB/SJU calendars.

1. During your student teaching experience you are to free yourself from all college campus responsibilities (except mandatory student teaching seminars). You are not to be enrolled in any other college course. Student teachers may not be employed as dormitory resident assistants.
2. You are encouraged to participate in after-school activities in the schools where you are student teaching. You are allowed to accept pay for supervising activities that occur after normal school hours. You are discouraged from participating in college athletics or other college extracurricular activities during your student teaching experience.
3. Concrete evidence of personal professional liability protection in the form of membership in a recognized professional organization or an insurance policy providing a minimum of one million dollars and personal liability insurance must be on file in the Education Department at the college before you begin student teaching.
4. It is your responsibility to arrange for housing and transportation.
5. You are discouraged from working part time during student teaching.

ORIENTATION GUIDELINES/CHECKLIST

**ALL STUDENT TEACHERS MUST FAMILIARIZE THEMSELVES WITH THE ITEMS ON THIS CHECKLIST.**

Attendance Procedures (students)  Music Room (Band, Choir)

Academic Feedback  Outgoing Mail

Assistant Principal(s) Office  Parking (Faculty, Student)

Auditorium/Stage  Parent/Teacher Conferences

Bus Procedure  Phy. Ed. Facilities

Class List  Principal’s Office

Classroom Expectations  Phone Usage

Student Support Services  Phone number to report absence

Health/Nurse’s Office  Evacuation Procedures

Computer Lab/Computer Use  Psychologist’s Office

Custodian’s/Bldg. Engineer’s Office  Social Worker’s Office

Detention Procedures  Special Education

Duplicating Forms/Supplies/Materials  Referral procedures

E-mail  Recordkeeping

Faculty Handbook  Requisitions/Purchase Orders

Fax Machine  Safety Procedures

Grading/Grade Recording  Schedules

Hall Passes  School Closing Information

Home School Communications  School Grounds

Homeroom/Advisory Responsibilities  Special Education Procedures

Inter-School Mail  Supply Room (AV. equipment etc.)

Keys  Teacher’s Facilities

Lunchroom/Cafeteria Procedures  Teacher/Student (Lunchroom/Cafeteria)

Materials Acquisition  Textbooks/Materials

Transportation

**First Week of Student Teaching or Semester Prior to Student Teaching**

**(It may take longer than the first week to complete Assignments 1-8, but try to complete them during the first week.)**

1. Memorize the names of your students as quickly as possible.
2. Visit at least one administrator. Complete Handbook Assignment 1.
3. Observe your cooperating teacher and one other teacher not in your discipline. Complete Handbook Assignment 2.
4. Review the school teacher manual. Complete Handbook Assignment 3.
5. Visit student support services. Complete Handbook Assignment 5.
6. Visit school special services. Complete Handbook Assignment 6.
7. Visit media center/library. Complete Handbook Assignment 7.
8. Begin work on your school profile. See Handbook Assignment 8.
9. Prepare and email your Weekly Time Schedule no later than Thursday of this week and every week thereafter to your CSB/SJU supervisor.
10. E-mail or phone your CSB/SJU supervisor if changes are made to your schedule after you have e-mailed a copy.

**Weekly Schedule and Daily Lesson Plans**

1. **Weekly Schedule:** E-mail your weekly time schedule to your CSB/SJU supervisor no later than Thursday morning of each week. Failure to do so is a serious matter. E-mail any schedule changes that occur during the week.
2. **Daily Lesson Plan Format/Requirements:** Full Prose Plan and Outline Plan. You are required to complete a Full Prose Lesson Plan for the first two weeks of each rotation. (Examples pages 15-17) You may, with the approval of your cooperating teacher and your CSB/SJU supervisor, use the Outline Lesson Plan after the first two weeks of each rotation. You must prepare a formal lesson plan for every class you teach**.** 
   1. **You must submit lesson plans to your cooperating teacher at least 24 hours before you plan to use them.** Discuss the submission schedule with your cooperating teacher. Your cooperating teacher might want a week’s lesson plans in advance, for example. In rare instances, a cooperating teacher may say she/he does not need to see your lesson plans. Inform the cooperating teacher that this is a student teaching program requirement. You are not to teach a class without preparing a formal lesson plan.
   2. **Provide your CSB/SJU supervisor with your typed lesson plan when he/she visits your class.** **Also provide your CSB/SJU supervisor copies of lesson plans for each lesson you taught that the supervisor did not observe. These must be included in your portfolio in the Supplemental Materials section.** The supervisor should not have to remind you to give him/her lesson plans. Failure to do so is a serious deficiency. Keep all of your lesson plans for the entire semester. A file on your computer is sufficient which you can easily burn on a CD.

**Professional and Community Involvement**

1. Work on completing Handbook Assignment 9 during your rotations.

2. Attend all faculty meetings.

3. Attend several extracurricular activities at your school. Your students will notice that you have attended. You can build good rapport with students when they know you are interested in their activities.

3. Collect programs etc. of events you attend and include these items in portfolio.

**Teaching Responsibilities**

1. **Teaching Load:** You should be ready to take over all but one class less than a full load at the beginning of your third week of each rotation.You and your cooperating teacher should determine how quickly you can assume complete responsibility for teaching classes. You might want to work in gradually, but steadily.
2. **Guidelines for Involvement:** The Association of Teacher Educators has identified the following sequential stages of involvement for student teachers:
   1. the stage in which you listen and your cooperating teacher plans aloud.
   2. the stage in which you begin to plan with your cooperating teacher who asks such questions as: “Do you think it would be a good idea to. . . ?”
   3. the tentative suggestion stages as you begin to see opportunities to participate.
   4. the cooperative planning stage in which your cooperating teacher makes most of the suggestions.
   5. the independent planning stage in which you do most of the planning with your cooperating teacher contributing suggestions.
   6. the final stage in which your cooperating teacher simply helps to evaluate your plan.
3. **Classroom Management:** If you have classroom management questions or other questions, do not hesitate to discuss the issues with your cooperating teacher, and/or your CSB/SJU superviso**r.** Remember that these people are ready and able to help you succeed. E-mail communication is also quick and effective.

**Student Teacher Absences**

1. **Daily attendance is required.** Absences are ordinarily permitted only for illness or emergency situations. The Director of K-12/5-12 Student Teachers or the Education Department Chair are the only persons who can give permission for absences other than illness, but the absence must be cleared with the cooperating teacher before you consult CSB/SJU personnel. Make-up for absences will be considered on an individual basis at the discretion of the Director of K-12/5-12 Student Teachers in consultation with the cooperating teacher and the student teacher. You may be required to repeat an eight week student teaching experience, or continue teaching beyond the end of the CSB/SJU semester if the Director of K-12/5-12 Student Teachers and your CSB/SJU Supervisor determine that you have missed too many days of teaching. Attendance at student teaching seminars is mandatory. Music students may be required to conduct in concerts that occur after the last rotation date or semester ending date.
2. **Notification:** You are required to notify your cooperating teacher and your CSB/SJU supervisor of absences.

**Illness:** You must make lesson plans available to your cooperating teacher. It is essential that you notify your CSB/SJU supervisor of any day(s) you will be absent so he/she does not visit your school when you are absent.

**Personal:** Your most important commitment during this semester is to your teaching responsibilities. You should not ask for a day off from teaching for personal reasons.

**Funerals:** Immediate family: handled on an individual basis. Contact your CSB/SJU supervisor. Grandparents: day of funeral.

**Other:** Day needs to be made up.

1. **Cooperating Teacher Absence:** In the absence of the regular classroom teacher, you may assume the duties of the cooperating teacher, **but a substitute must be present in the room or building**. Contact the Director of K-12/5-12 Student Teachers if you have questions or concerns. If this happens early in your student teaching experience, do not assume responsibilities for which you are not comfortable or prepared.You are not to receive any monetary reimbursement for teaching services. (For more detailed information see, “Legal Aspects of student Teaching in Minnesota,” *Legal Topics Bulleting,* prepared by MEA attorneys, Education Minnesota, 41 Sherburne Avenue, St. Paul, MN 55103).
2. **Laws and Ethics:** You are subject to the school laws of Minnesota, to the policies of the school(s) to which you are assigned, the local school board, and the CSB/SJU student teaching program requirements and Code of Ethics.

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| --- | --- | --- |
| Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  1. What did you do?  2. Why did you do that?  3. List four other things you could have done.  4. What will you do next time? |  | These are discipline slips for students.  I suggest that you print them on colored  paper. After the student has answered  the questions in writing, it is essential to  confer with the student. |
| Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  1. What did you do?  2. Why did you do that?  3. List four other things you could have done.  4. What will you do next time? |  |  |
| Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  1. What did you do?  2. Why did you do that?  3. List four other things you could have done.  4. What will you do next time? |  | yo-dude.gif |
| Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  1. What did you do?  2. Why did you do that?  3. List four other things you could have done.  4. What will you do next time? |  |  |

**Weekly Lesson Schedule**

**Week of** Click here to enter a date. **to** Click here to enter a date.**, 200**

**NAME** **COOPERATING TEACHER**

**SCHOOL** **RM#**

**E-mail this form to your CSB/SJU Supervisor no later than Thursday of each week. E-mail any changes as soon as you are aware. Place a check mark in the classes you work with. Place two check marks in classes you teach that your supervisor can observe. Failure to e-mail this schedule on Thursday is a serious deficiency. Place a check mark in each class you will teach or co-teach.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday/Date** | **Tuesday/Date** | **Wednesday/Date** | **Thursday/Date** | **Friday/Date** |
| Click here to enter a date.  **Time:**  **Class:**  **Topics:** | Click here to enter a date.  **Time:**  **Class:**  **Topics:** | Click here to enter a date.  **Time:**  **Class:**  **Topics:** | Click here to enter a date.  **Time:**  **Class:**  **Topics:** | Click here to enter a date.  **Time:**  **Class:**  **Topics:** |
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**Prep Times:**

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| **Education Department**  Required Lesson Plan  **Assessment of Standards of Effective Practice #7,**  **all of its sub-components and other standards as indicated.** | TDM |

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| Pre-service Teacher:  Subject:  Date: Click here to enter a date.    Mentor Teacher:Grade level:Time: |

|  |  |
| --- | --- |
| **MN Academic Standard(s)** | **Learning Objective(s)** |

|  |  |
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| * Minnesota Academic standards for your * subject discipline (4.A). * Enter this link: http://www.education.state.mn.us/mde/index.html | The students will be able to:   * This is the behavior you expect your students to exhibit at the conclusion of the lesson to demonstrate to you that learning has happened. Select a verb from “Words for Stating Behavioral Objectives” when you write each objective. *Audience is* already indicated on this form: the students.The *specific behavior* is the verb you selected from the verb list together with an explanation of *the what*. This is followed by a description of the *condition,* the observable behavior or product that you can see. Example of Learning Objective: The students will be able to *summarize* (Verb from Stating Behavioral Objectives List) the short story plot (the what) in writing (the condition). |

**Rationale**

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| * **This is an explanation of why the lesson is important, how it relates to prior learning  (2,F), and how it is developmentally appropriate (2; 4.G; 4.J).** * **If you cannot justify why you are teaching this lesson, you should re-evaluate its worthiness. You must share the rationale with your students. This part of the lesson is akin to an anticipatory set and must grab the students’ attention (5.F).** |

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| **Materials/Supplies/Equipment/Technology Needed** |

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| * List all of the items that you need in order to teach this lesson (4.D; 4.L; 6.K) |  |

**Vocabulary for this lesson**

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| * List and define vocabulary you will need to teach students during this lesson. |

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| **Introduction/Anticipatory Set** |

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| * Plan how you will begin this lesson: * Orientation Set: Captures students’ interest and attention. * Transition Set: Provides transition from previous lesson to today’s lesson. * Evaluation Set: Evaluates previous learning prior to introduction of new material. |

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| **Procedure** |

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| * This is a description of your planned procedure of presentation of this lesson. (You must name the instruction strategy(ies) you plan to use. You must include a time plan (5.N), modeling, examples, transitions, guided and/or practice experiences. This is the heart of the content (1; 1.A) of your lesson, where you will place the information to be presented, transferred to the students and retained by the students. * Your presentation of the lesson will assess Standards 6; 6.A; 6.B; 6.C; 6.F; 6.H, 6;J. * This part of the lesson includes information as to how you will invite and include active student participation (5N; 5.O). |

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| **Closure and Assignments and/or Reminders of Assignments** |

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| * Describe how you and/or the students will summarize lesson objectives. * This is when you tell and show the students what is to be done in relationship to the lesson which will expand or extend their learning. This might include further reading, research, written work, group discussions, projects and so on (2.G; 7.G). * Plan time for student questions. |

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| **Assessment of Learning, Reflection and Revision** |

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| **Assessment:** Include details of how you will assess student learning. How will you check for understanding during and after the lesson? Will you provide a list of questions? A rubric? Give a quiz or test? Require a paper? (8.E; 8.J; 8.K).  **Reflection and Revision:** This done after you have taught the lesson or at the end of the school day responding to a series of questions such as the following: (9; 9.B; 9.C; 9.E, 9.H)  **Respond to two or more after each lesson until you have cover all items:**   * How do I feel about my teaching today? If I feel good about it, what did I hear the students saying or see them doing that made me feel that way? If I don’t feel so good, what was wrong and what should I do differently next time? * Do I believe the students learned from and enjoyed the lesson? Were the objectives me? How do I know? What should I do differently if I were to repeat this lesson? What adjustments should I make in tomorrow’s lesson? * Was my plan adequate? Were al lesson plan components in place and implemented effectively? How can I make it better? * Was the classroom atmosphere strained or was it pleasant, productive, and supportive? Why? * Which students did well? Which ones should I give more attention? Why and how? * Was the lesson individualized so that all students had opportunities to learn according to their styles, abilities, interests, and needs? How do I know? * Did the students have adequate opportunity and time to think? To relate the information to previous information? How do I know? * What decisions did I make while developing the lesson? In implementing it? In evaluating it? (Refer to the CSB/SJU Education Department Conceptual Framework “Teacher as Decision Maker. |

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| **Accommodations** |

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| * This is where you plan accommodations for diverse learners, ranges of student abilities, learning styles, special needs (2; 2.A; 2.B). |

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| **Education Department**  Required Lesson Plan  **Assessment of Standards of Effective Practice #7,**  **all of its sub-components and other standards as indicated.** | TDM |

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| Pre-service Teacher:  Subject:  Date: Click here to enter a date.    Mentor Teacher:Grade level:Time: |

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| **MN Academic Standard(s)** | **Learning Objective(s)** |

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| * Grade 11 D. Literature 7. Evaluate a literary selection from several critical perspectives | The students will be able to:   1. *Analyze* the end of the novel by writing a journal entry individually about Ender’s choices in the novel. 2. *Evaluate* the book’s characters by placing them on a moral continuum in writing on a piece of paper to hand in and sharing their results orally in groups. |

**Rationale**

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| This lesson is part of a novel unit on Orson Scot Card’s science fiction book *Ender’s Game.* The novel is action-packed and engaging, so middle school students really enjoy it. The novel also addresses several moral dilemmas surrounding war, killing, and politics. In order for students to process the book at a higher Bloom’s level, this lesson requires students to place characters on a moral continuum despite the moral ambiguity of the book. Students must also evaluate the choices the main character makes throughout the novel. Overall, the lesson is designed to take students deeper than a like/dislike discussion of the ending of the book. |

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| **Materials/Supplies/Equipment/Technology Needed** |

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| 1. Overhead projector; moral continuum transparency; transparency of journal question 2. Classroom set of handouts of moral continuum for each student; extra pencils. | 1. Copy of *Ender’s Game,* student notebooks |

**Vocabulary for this lesson**

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| * Ethics: noun, moral principles or values having to do with what is good or bad, right or wrong * Mores: noun, the fixed customs that are morally binding or a group * Effrontry: noun, shameless * Lyre bat: noun, a small, long-eared bat |

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| **Introduction/Anticipatory Set** |

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| Orientation Set: Captures students’ interest and attention  **Anticipatory Set**: Five Minutes. I will begin the lesson by writing the journal question on the overhead (See attached sheet). I will instruct students to take out a piece of paper and spend five minutes answering the questions in writing. While they are writing, I will move around the room to check and record homework that was done on time, and I will take attendance. I will also interact with students on a personal level quietly. After five minutes, I will ask students who wish to volunteer to read their answers to raise their hands. |

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| **Procedure** |

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| 1. I will hand out the moral continuum worksheet. I explain the directions, and I will check for understanding by randomly asking students to repeat instructions. I will emphasize that students are to evaluate the morality of each character listed, and to give specific examples from the novel to support their placements. I will check for understanding by askinga student or students to give an example, and if the students can’t do this, I will have an example prepared. I will check for understanding by asking all students to write the example in their notebooks, and to explain in writing how the example relates to a specific moral quality. 2. I will set a time limit of ten minutes for the activity, and I will inform them when five minutes, two minutes, and 30 seconds remain for them to complete the task. Then I will ask students to move into their literature circles to discuss the assignment. I will tell students that they have a ten minute time limit to discuss the morality of each character and to state specific examples from the novel to back up their opinions. To check for understanding I ask students randomly to repeat parts of the instructions by asking them specific questions such as: How much time are you allowed? What is the source of morality examples? I will continuously move around the room to listen to groups to see that they are on task. 3. After the activity is completed, I will put the transparency continuum on the projector. I will ask one group to give me a character’s name, and to tell me where to place the name on the continuum. I will then ask other group members to raise their hands if they agree/disagree. If there is disagreement (and I hope there will be), I will ask the reporting group to report the examples they used from the novel to support their placements. I will encourage dissenting students to support their disagreement asking them to report the examples they used to support their placements. This activity will take at least ten minutes, possibly more. I will montor the time carefully, and decide when to curtail discussion. |

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| **Closure and Assignments and/or Reminders of Assignments** |

|  |
| --- |
| 1. I will orally inform students that we will begin tomorrow’s class by having students meet in their literature circle to recommend questions about the end of the novel for large group discussion. 2. I will tell them that they will choose two questions to write answers to tomorrow after a twenty minute large group discussion. The papers will be collected and evaluated by me. I will explain the grading criteria tomorrow. 3. I will allow at least three minutes for students to describe in their notebooks any remaining questions they may have about the events at the end of the novel because many students may find the ending confusing. |

|  |
| --- |
| **Assessment of Learning, Reflection and Revision** |

|  |
| --- |
| * Assessment: Include details of how you will assess student learning. How will you check for understanding during and after the lesson? Will you provide a list of questions? A rubric? Give a quiz or test? Require a paper? (8.E; 8.J; 8.K). * Reflection and Revision: This done after you have taught the lesson or at the end of the school day responding to a series of questions such as the following: (9; 9.B; 9.C; 9.E, 9.H) * How do I feel about my teaching today? If I feel good about it, what did I hear the students saying or see them doing that made me feel that way? If I don’t feel so good, what was wrong and what should I do differently next time? * Do I believe the students learned from and enjoyed the lesson? Were the objectives me? How do I know? What should I do differently if I were to repeat this lesson? What adjustments should I make in tomorrow’s lesson? * Was my plan adequate? Were al lesson plan components in place and implemented effectively? How can I make it better? * Was the classroom atmosphere strained or was it pleasant, productive, and supportive? Why? * Which students did well? Which ones should I give more attention? Why and how? * Was the lesson individualized so that all students had opportunities to learn according to their styles, abilities, interests, and needs? How do I know? * Did the students have adequate opportunity and time to think? To relate the information to previous information? How do I know? * What decisions did I make while developing the lesson? In implementing it? In evaluating it? (Refer to the CSB/SJU Education Department Conceptual Framework “Teacher as Decision Maker.” |

|  |
| --- |
| **Accommodations** |

|  |
| --- |
| * The day’s appointed class content recorder will make a copy of the moral continuum worksheet created by the class, and I will make copies to give to special needs students at the beginning of the next day’s lesson. Other students will be expected to create their own class copy. |

**Vocal and Instrumental Music**

**Rehearsal Lesson Plan Supplement**

**Rationale:** Include analysis and reflection of previous rehearsal to justify procedures in today’s rehearsal.

**Procedure:**

**Warm up:** Describe

**Rehearsal Selection:**

**Repeat the following for each rehearsal selection:**

**Specific Measures Needing Improvement:**

What will you do to demonstrate results you want?

What will you do to check for understanding?

**Specific Vocal or Instrumental Skills Needing Improvement:**

What will you do to demonstrate results you want?

What will you do to demonstrate results you want?

What will you do to check for understanding?

Specific skills? Rhythm, phrasing, dynamics etc.

**Specific Instrumental or Vocal Sections Needing Improvement:**

What will you do to demonstrate results you want?

What will you do to demonstrate results you want?

What will you do to check for understanding?

**Directorial Skills:**

What improvements do you need to make from previous rehearsal?



**WORDS FOR STATING BEHAVIORAL OBJECTIVES**

**1. Knowledge** – remembering previously learned materials.

Tell Find Name Reset Write Identify

List Group Offer Say Underline Hold

Cite Label Omit Show Point to Check

Choose Select Pick Sort Tally

Arrange Match Quote Spell Transfer

Find Locate Repeat Touch Recite

**2. Comprehension** – ability to grasp the meaning of material feedback in

your own words – do not use “to understand.”

Translate Convert Retell Define Expound Contemplate

Change Expand Qualify Explain Account for Submit

Reword Transform Moderate Spell out Project Contrive

Construe Alter Restate Outline Propose Offer

Render Vary Infer Annotate Advance Calculate

Scheme

**3.** **Application** – ability to use learned material in new and concrete ways, to apply fact to a new situation.

Relate Avail Ply Devote Develop

Utilize Consume Handle Wield Capitalize on

Solve Exploit Manipulate Put in action

Adopt Profit by Exert Put to use

Employ Mobilize Exercise Make use of

Use Operate Try Take up

**4. Analysis** – ability to break down material into its component parts so that its original structure may be understood.

Breakdown Dissect Divide Include Audit Canvass

Uncover Examine Simplify Deduce Inspect Scrutinize

Look into Take apart Reason Syllogize Section Test for

Search Study Screen Compare Survey Assay

**5. Synthesis** – ability to put parts together to form a new whole, collect component parts in an original plan: a new plan.

Create Make Develop Blend Effect Make up

Combine Structure Produce yield Generate Form

Build Reorder Compose Breed Evolve Constitute

Compile Reorganize Construct Cause Mature Originate

Conceive Formulate Invent

**6.** **Evaluation** – ability to judge the value of material for a given purpose.

Judge Prioritize Weigh Determine Umpire Decree

Decide Appraise Accept Assess Adjudge Rule on

Rate Rank Reject Referee Arbitrate Award

Criticize Censure Settle Classify Grade

**Assignments/Checklist SEP: Standards of Effective Practice**

**Please number and title each assignment. Word-process each assignment. Nearly all assignments should be placed in your portfolio. Exceptions are noted.**

***Rotation 1***: Hand assignments into CSB/SJU Supervisor at end of 1st Rotation

***Final Rotation***: Hand assignments in to CSB/SJU Supervisor at end of 2nd Rotation

**1st / Final- Black indicates that the assignment is NOT DUE during the rotation checked**

**Weekly Lesson Schedule: Email to CSB/SJU university supervisor every Thursday morning**

**Failure to do so is a serious deficiency.**

*Required every Thursday whether you teach or do not teach during the following week.*

**Data Sheets and Guiding Principles Form: Complete and hand in at Pre-student**

**Teaching Seminar**

*Student Teacher Data/Principles*

**Handbook Assignment 1: Two required: one each rotation. Place in Student**

**Teaching Assignments Portfolio -**Hand in at end of Each Rotation. **SEP 10**

*Visits to Administrators*

**Handbook Assignment 2: Four required, two each rotation. Place in Student Teaching**

**Assignments Portfolio-**Hand in at end of Each Rotation.

*One observation of cooperating teacher each rotation. One observation of teacher in another*

*discipline each semester.*

**Handbook Assignment 3: Two required: one each rotation. Place in Student Teaching Assignments Portfolio-**Hand in at end of Each Rotation. **SEP 10**

*School Policies*

**Handbook Assignment 4: One required. Place in Student Teaching Assignments Portfolio-** Hand in at end of 1st Rotation.  **SEP 2**

*Student Behavior Report*

**Handbook Assignment 5: Two required: one each rotation. Place in Student Teaching Assignments Portfolio-**Hand in at end of Each Rotation.

*Student Support Services* **SEP 3**

**Handbook Assignment 6: Two required: one each rotation. Place in Student Teaching Assignments Portfolio-**Hand in at end of Each Rotation.

*Inclusion/Special Education* **SEP 3**

**Handbook Assignment 7: One required. Place in Student Teaching Assignments Portfolio-** Hand in at end of 1st Rotation. **SEP 4**

*Media Center/Library/Resources Assessment*

**Handbook Assignment 8: Two required: one each rotation. Place in Student Teaching Assignments Portfolio -**Hand in at end of Each Rotation. **SEP 10**

*School Profile*

**Handbook Assignment 9: One required. Place in Professional/Interview Portfolio**

**-**Hand in at end of Final Rotation. **SEP 9**

*Record of Professional Activities*

**Assignment 10: Two required: one each mid-rotation. Place in Student Teaching Assignments Portfolio-**Hand in at end of Each Rotation. **SEP 9**

*Mid-Rotation Self-Evaluation*

**Assignment 11: Two required: one each rotation. Place in Student Teaching Assignments Portfolio-**Hand in at end of Each Rotation. **SEP 9**

*Video Taped or DVD Lessons and Self-Evaluations*

**Assignment 12: One required: Unit Plan and Assessments. Place in Professional/Interview Portfolio -**Hand in at end of Final Rotation.

**Assignment 13: Reflective Practice Journal. Place in Student Teaching Assignments Portfolio-**Hand in at end of Each Rotation. **SEP 9**

**Assignment 13A: One required: Reflective Practice Summary. Place in Professional/Interview Portfolio -**Hand in at end of Final Rotation. **SEP 9**

**Assignment 14: One required: Student Teaching Program Summary. Place in Student Teaching Assignments Portfolio-**Hand in at end of Final Rotation. **SEP 9**

**Assignment 15: One required: Evaluation of University Supervisor by Student Teacher -**Hand in at end of Final Rotation. **SEP 9**

*Mail to Del Brobst, Director of K-12/5-12 Student Teachers*

**Assignment: 16: Save every lesson plan you created and taught during the semester.**

**-**Hand in at end of Final Rotation.

*Copy these lesson plans to the CD version of your portfolio.*



**ASSIGNMENT 1 SEP 10**

*(Include in portfolio: one at the end of each rotation)*

**Visits to Administration**

**INSTRUCTIONS:** **Visit at least one administrator during each rotation.** You may choose to visit both the Principal and Assistant Principal (or Dean of Students) at the middle and secondary levels if you wish. Schedule your visit ahead of time, and prepare several questions to ask. Consider asking about school discipline policies and attendance policies, and/or school philosophy. Also, you might ask for advice regarding classroom management and discipline. Summarize your visits on this form.

Principal:

Name

Summary:

Assistant Principal:

Name

Summary:

Dean of Students:

Name

Summary:

**ASSIGNMENT 2 Form 1**

*(Include in Student Teaching Assignments Portfolio. 1 at the end of each rotation. Use each form once during each rotation.)*

**Observation of Cooperating Teacher**

Name:

Grade Level:      Course:

Cooperating Teacher:

Lesson:

|  |  |  |
| --- | --- | --- |
| **Questions** | **Evidence**  **What did teacher do?** | **Reflections**  **Your evaluations** |
| How did the teacher inform students what the day’s lessons Topics were? |  |  |
| How did the teacher motivate students? |  |  |
| What other motivation methods could have been used? |  |  |
| In what ways did the teacher use materials and aids to help students achieve the objective(s)? |  |  |
| **Questions** | **Evidence**  **What did teacher do?** | **Reflections**  **Your evaluations** |
| What kinds of checking for understanding did you see the teacher employ? |  |  |
| What successful teaching strategies did you observe that you could incorporate in your teaching? |  |  |
| What classroom management techniques were employed to establish/maintain an environment conducive to learning? |  |  |

Additional Comments:

**ASSIGNMENT 2 Form 2a (**Due at the end of 1st Rotation) **SEP 3**

*(Include in Student Teaching Assignments Portfolio)*

**Observation of Teacher Not in Your Discipline**

Name:

Grade Level:      Course:

Cooperating Teacher:

Lesson:

The purpose of this observation is to focus on the teacher’s non-verbal communication and its effect on the students in the classroom.

Consider the following elements of teacher’s body language. Record specific, observable teacher behaviors, and the resulting student behavior(s).

Teacher Behavior Effect on Students

Eye Contact

|  |  |
| --- | --- |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

Facial Expressions

|  |  |
| --- | --- |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

Proximity

|  |  |
| --- | --- |
| 1. | 1. |
| 2. | 2. |
|  |  |

Silence

|  |  |
| --- | --- |
| 1. | 1. |
| 2. | 2. |
|  |  |

**ASSIGNMENT 2 Form 2b SEP 3**

*(Include in Student Teaching Assignments Portfolio: Due at the end of Final rotation)*

**Observation of Teacher Not in Your Discipline**

Name:

Grade Level:      Course:

Cooperating Teacher:

Lesson:

The purpose of this observation is to focus on the interaction between the teacher and students.

1. Approximately what percent of class time did the teacher spend talking to the class? What was the purpose?

2. Describe the efforts the teacher made to include all students in class activities?

3. What accommodations were made for students with diverse needs?

4. Describe instances where the teacher dealt with discipline.

5. What teacher behaviors contributed most to establishment of a positive atmosphere?

6. Was humor an effective part of the interaction between teacher and student? If so, how?

**ASSIGNMENT 3 SEP 3, 10**

*(Include in Student Teaching Assignments Portfolio: 1 due at the end of each Rotation.)*

**School Policies: Name of School­­**

What is the Attendance Policy for classes you teach?

What is the Policy on Tardiness to School/Class?

What is the Procedure for Hall Passes?

What is the Policy on Discipline Referrals?

What Are Some of the Most Important Student Handbook Topics?

What Are Some of the Most Important Faculty Handbook Topics?

**ASSIGNMENT 4 SEP 3, 5**

*(Include in Student Teaching Assignments Portfolio: Due at the end of 1st Rotation.)*

**Student Behavior Report**

INSTRUCTIONS: In a class you teach, observe one of your students who is causing an ongoing behavior problem (5 times). Use the chart below. In the “Description” section describe the specific behavior(s). In the “Action” section, record each action you took to extinguish/change the behavior. If you are successful after the first try, bravo! Record the behavior of another student. If you aren’t successful, continue with first student. Discuss with cooperating teacher.

|  |  |  |
| --- | --- | --- |
| **Date/Situation** | **Description of Student’s Behavior** | **Action**  **Description of your Behavior** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**ASSIGNMENT 5 SEP 3**

*(Include in Student Teaching Assignments Portfolio: due at the end of each rotation.)*

**Student Support Services**

INSTRUCTIONS: List the student support services (e.g. counselor, social worker, career development, childcare, health services, etc.) available to students at your school. **Visit and interview one** of the student support services personnel, and briefly describe the functions of the support service. Interview a person who works in a different student support capacity for your second rotation.

**ASSIGNMENT 6 SEP 3**

*(Include in Student Teaching Assignments Portfolio: due at the end of each rotation.)*

**Inclusion/Special Services**

INSTRUCTIONS: Visit school personnel in charge of mainstreaming to find out how these services are provided to students. List the special needs students in your classes. **Include this information for both rotations.** (Please do not use specific identifiers such as names or ages).

Acceptable Examples:

1. Caucasian male. Learning disability. Special services for reading comprehension.

2. Classroom of 12 students. 4 at-risk learners. 2 anti-social behaviors.

What adjustments did you and/or the teacher make during instruction to address the special needs of the student(s) identified?

**ASSIGNMENT 7 SEP 4 SEP 10**

*(Include in Student Teaching Assignments Portfolio: 1 due at the end of each rotation.)*

**Media Center/Library/Resources Assessment**

**Media Center/Library**

What are the student/faculty checkout policies?

Can students be sent to the media center/library for individual projects?

List some available resources specific to classes you teach:

List types of equipment available for your use:

List films and videos available for classes you teach:

**Computer Technology**

What are the procedures for student usage?

What are your supervision responsibilities as a teacher when you take students to work in the computer lab? Has your school installed software to limit site access for students?

**ASSIGNMENT 8 SEP 3, 10**

*(Include in Student Teaching Assignments Portfolio: due at the end of each rotation.)*

**School Profile**

Student Population

Number of students in yourclasse**s** who were

Middle School/Elementary High School

      African       African

      African American       African American

      Caucasian       Caucasian

      Hispanic       Hispanic

      American Indian       American Indian

      Asian       Asian

      Other       Other

Number of students in the schools you taught in classified as

(You might find these statistics on the school website or the Minnesota Department of Education website <http://education.state.mn.us/html/mde_home.htm>

      Title I (basic skills assistance to lower income students)

      Limited English Proficiency

      Free/Reduced Lunch (lower income)

      Special Education

      % Female Students

­­­­­      % Male Students

What factors of the school environment are conducive to learning? What factors are not conducive?

What are the indicators of parental involvement in this school?

Would you like to be a permanent faculty member in this school? Why or why not?

Additional impressions:

**ASSIGNMENT 9 SEP 9**

*(Include in Professional/Interview Portfolio: due at the end of final rotation.)*

**Record of Professional Activities**

List meetings or other school related functions you have attended:

List your participation in extracurricular activities at the school:

List professional meetings, conferences, etc. that you attended or were directly involved with.

List additional activities (other than student teaching) which contributed to your professional growth.

***Provide documents to support a specific experience/activity.***

**ASSIGNMENT 10 SEP 9**

*(Include in Student Teaching Assignment Portfolio: due at the end of each rotation.)*

**College of Saint Benedict/Saint John’s University**

**Student Teacher Mid-Rotation Self-Evaluation**

INSTRUCTIONS: This form is to be completed by the student teacher and reviewed and signed by the cooperating teacher.

Areas of strength:

Improvement areas:

I would rate myself as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Exceeded Standard** | **Met Standard** | **Met Standard**  **Minimum** | **Did Not Meet**  **Standard** | **Not Performed** |
| **Planning** |  |  |  |  |  |
| **Instruction** |  |  |  |  |  |
| **Subject Matter** |  |  |  |  |  |
| **Classroom Management** |  |  |  |  |  |
| **Communication Skills** |  |  |  |  |  |
| **Professional Characteristics** |  |  |  |  |  |

**Cooperating Teacher Comments:**

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* Click here to enter a date.

Student Teacher Date

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* Click here to enter a date.

Cooperating Teacher Date

**ASSIGNMENT 11 SEP 1, 9**

*(Include in Student Teaching Assignments Portfolio: due at the end of each rotation.)*

**K-12/Secondary Student Teacher**

**Video Tape or DVD Lesson Self-Evaluation**

Name       Date Click here to enter a date.

Course       Grade       Period

Anticipatory Set:

Objective(s):

**Evaluation**

What went well?

What needs improving?

How will you make the improvements?

Additional comments:

**ASSIGNMENT 12**

*(Include in Professional/InterviewPortfolio: due at the end of final rotation)* **SEPs 1, 2, 3, 4. 6, 7, 8, 9**

**Unit Plan and Assessments**

**(Standards 1a, d, e, 2a, b, 3a, 4a, b, c, e, f, 6a, b, c, 7b, 8a, b, c d, 9a.)**

**Carefully read this in its entirety before planning your unit:**

Please follow the instructions below. Create a Unit Plan and Assessments as instructed. You are to create original assessments. You may use curriculum provided by the school and/or your cooperating teacher’s materials, but lesson plans, activities, and assessments should be created or researched by you. Document anything you take from other sources.

Student teachers of vocal and instrumental music are required to complete a unit for elementary classroom music. Student teachers of 5-12 subjects are encouraged but not required to complete a unit for middle school. A high school unit is an option for 5-12 and K-12 student teachers other than those who teach music.

1. Attach this form to your unit when placing it in your portfolio.
2. This is a professional paper. Type, spell check, and proofread carefully.
3. Organize your unit in the order listed. **Use bold font** for headings and subheadings.
4. All components are mandatory.
5. Choose a topic that allows you to complete all unit components. Include some higher level thinking (see Blooms), and your unit should be a topic that can be integrated with other disciplines.
6. Include original copies of handouts etc. that are integral to the reader’s understanding of your unit.
7. Do not submit anything with student names.
8. Make sure that you start early enough so your schedule allows you to complete all of the unit components.

**Unit Components:**

**I. Introduction**

Unit Title

Brief Unit Overview

Explanation of Sequence (What came before? What comes after?)

Motivation (How will you create interest?)

**II. Unit Goals**

Unit goals should:

be student oriented

be free of activities

be broader than daily topics

demonstrate integration with other disciplines

**III. Lesson Plans**

Use required lesson plan form included in this handbook

8-10 daily lesson plans minimum for one hour classes. 6 double lessons for blocks of more than one hour.

Describe in each plan how you will assess student learning through checking for understanding.

Include a list of materials in each lesson plan.

Reflection

Describe how you monitored and adjusted during the lesson.

Describe what you will do to adjust the next lesson.

Describe what you did to cause the lesson to be successful.

**IV. Diversity**

Indicate what you/your students did to address each of the diversity issues listed below. **Use bold titles** to identify each. **YOU MUST PLAN TO MEET THESE REQUIREMENTS AND DESCRIBE THE PLAN EVEN THOUGH YOU MAY NOT HAVE ACTUALLY IMPLEMENTED THE PLAN**

**Gender, Learning Styles, Stages of Development, Strengths, Needs, Culture, Family, Community, Other** (as applicable to your classroom: ADHD, ESL, physical and emotional needs).

**V. Culminating Activity**

Create, implement, and describe a unit culminating activity that is highly motivating and provides an opportunity for students to share what they have learned.

**VI. Resources**

List teacher and student resources separately in bibliography form.

Explain how you used each resource.

**VII. Assessments**

Provide detailed specific information for each of the following. Use **bold print** to title each:

**Assessment of Prior Learning:**

How did you gather information?

What did you learn about your students?

**Methods of Assessment**

At least three different methods are required.

Label and describe each method.

Include both formal and informal (observations, tests).

* + 1. **Rubrics for Each Method of Assessment**
    2. **A Student Goal-Setting Statement (Done immediately after you have introduced the Unit)**

Addresses unit content (what student hopes to learn).

Addresses study skills (what student knows he/she needs to work on).

* + 1. **Student Self-Evaluation**

Include one completed student sample

* + 1. **Concrete Evidence of Assessments**

Examples: one completed student test, or completed checklist

* + 1. **Detailed Profile of Results**

From three students representing a range of abilities

Explain the results.

* + 1. **General Profile of Results**

For one entire class

Use numbers, percents, or curve

* + 1. **Your Method of Remediation**

For those who were not successful

How much time did you allow for remediation?

* + 1. **Recording and Reporting Progress**

How did you record student work and performance?

How and to whom did you report progress?

* + 1. **Your Interpretation of Results**

Explain

* + 1. **Evaluation of Unit**

What did you do that was especially successful?

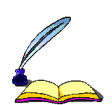
What would you change?

**ASSIGNMENT 13 SEP 9**

*(Include in Student Teaching Assignments Portfolio: due at the end of each rotation.)*

**Daily Reflective Practice Journal**

**Instructions:** I recommend that you complete your daily journal entry on computer at the end of each school day **before** you leave the building. An entry is required for each weekday you are in your school building. Entries should be a minimum of one, brief paragraph that is five to six sentences in length. Of course you may write more if you like. Follow the format below. Respond briefly to the topic, or if none is listed, write freely. Respond briefly to the topic and add any other reflections/comments you would like. At the end of the semester review your Daily Reflective Practice Journal entries before you write the Reflective Practice Summary. You will print a copy of your Daily Reflective Practice Journal and your Reflective Practice Summary and place it in the assignments section in your Portfolio.

**Format:** Type your responses below Topic. 

**Week 1**

Monday Calendar Date Click here to enter a date.

Topic: Reactions to my first day in the building

Tuesday Calendar Date Click here to enter a date.

Topic: Comments about the subjects I will be teaching.

Wednesday Calendar Date Click here to enter a date.

Topic: Your Choice

Thursday Calendar Date Click here to enter a date.

Topic: How well am I learning names of students I will teach?

Friday Calendar Date Click here to enter a date.

Topic: Your Choice

**Week 2**

Monday Calendar Date Click here to enter a date.

Topic: Anxiety about teaching my first class.

Tuesday Calendar Date Click here to enter a date.

Topic: What I like/dislike about my student teaching assignment.

Wednesday Calendar Date Click here to enter a date.

Topic: Your Choice

Thursday Calendar Date Click here to enter a date.

Topic: Analysis of my first lesson plans.

Friday Calendar Date Click here to enter a date.

Topic: My successes for the week. Things that need improvement.

**Week 3**

Monday Calendar Date Click here to enter a date.

Topic: Comments about the number of classes and students I am teaching.

Tuesday Calendar Date Click here to enter a date.

Topic: Reactions to my interactions with my cooperating teacher, other faculty members, and staff.

Wednesday Calendar Date Click here to enter a date.

Topic: Why I have or have not become involved in extracurricular activities.

Thursday Calendar Date Click here to enter a date.

Topic: How well am I progressing with my portfolio assignments?

Friday Calendar Date Click here to enter a date.

Topic: Assessment of the first three weeks of student teaching.

**Week 4**

Monday Calendar Date Click here to enter a date.

Topic: Analysis of my lesson planning/preparedness.

Tuesday Calendar Date Click here to enter a date.

Topic: Comments about discipline/classroom management.

Wednesday Calendar Date Click here to enter a date.

Topic: My greatest success thus far.

Thursday Calendar Date Click here to enter a date.

Topic: What I have done to rest and relax.

Friday Calendar Date Click here to enter a date.

Topic: Assessment of my progress during the first four weeks of student teaching.

**Week 5**

Monday Calendar Date Click here to enter a date.

Topic: What I did over the weekend to prepare for teaching.

Tuesday Calendar Date Click here to enter a date.

Topic: Subject Matter: How I feel about my knowledge and college preparation.

Wednesday Calendar Date Click here to enter a date.

Topic: I do/do not understand how to apply Blooms taxonomy to my questioning skills.

Thursday Calendar Date Click here to enter a date.

Topic: How well am I learning names of students I will teach?

Friday Calendar Date Click here to enter a date.

Topic: Your Choice

**Week 6**

Monday Calendar Date Click here to enter a date.

Topic: Description of my best anticipatory set.

Tuesday Calendar Date Click here to enter a date.

Topic: What I know about checking for understanding.

Wednesday Calendar Date Click here to enter a date.

Topic: Your Choice

Thursday Calendar Date Click here to enter a date.

Topic: Descriptions of outstanding students.

Friday Calendar Date Click here to enter a date.

Topic: Description of my most challenging students.

**Week 7**

Monday Calendar Date Click here to enter a date.

Topic: I do/do not feel stressed out. Why?

Tuesday Calendar Date Click here to enter a date.

Topic: I have/have not made significant progress in my classroom management skills.

Wednesday Calendar Date Click here to enter a date.

Topic: Description of the paper correcting I have to do and the time it takes to do it.

Thursday Calendar Date Click here to enter a date.

Topic: I feel best about the following skills I have as a teacher.

Friday Calendar Date Click here to enter a date.

Topic: Your Choice

**Week 8**

Monday Calendar Date Click here to enter a date.

Topic: Reactions to my last week teaching this grade level.

Tuesday Calendar Date Click here to enter a date.

Topic: Your Choice.

Wednesday Calendar Date Click here to enter a date.

Topic: Your Choice

Thursday Calendar Date Click here to enter a date.

Topic: Your Choice.

Friday Calendar Date Click here to enter a date.

Topic: Reaction to completing the first eight weeks of student teaching. (SEP 8)

*HAND IN AT THE END OF 1st ROTATION…*

**Second Eight Weeks of Student Teaching**

**Week 1**

Monday Calendar Date Click here to enter a date.

Topic: Reactions to my cooperating teacher and the new setting.

Tuesday Calendar Date Click here to enter a date.

Topic: Comments about the subjects I will be teaching. (SEP 1)

Wednesday Calendar Date Click here to enter a date.

Topic: Your Choice

Thursday Calendar Date Click here to enter a date.

Topic: How well am I learning names of students I will teach? (SEP 5)

Friday Calendar Date Click here to enter a date.

Topic: Your Choice

**Week 2**

Monday Calendar Date Click here to enter a date.

Topic: Anxiety about teaching my first class.

Tuesday Calendar Date Click here to enter a date.

Topic: What management changes do I need to make for this level of student. (SEP 5)

Wednesday Calendar Date Click here to enter a date.

Topic: Why I have or have not volunteered to help with extracurricular activities.

Thursday Calendar Date Click here to enter a date.

Topic: Analysis of my first lesson plans for this level. (SEP 2)

Friday Calendar Date Click here to enter a date.

Topic: I have mastered/not mastered wait time.

**Week 3**

Monday Calendar Date Click here to enter a date.

Topic: I can/can not adjust my plans while I am teaching.

Tuesday Calendar Date Click here to enter a date.

Topic: I have made the following adjustments for students’ individual needs.

Wednesday Calendar Date Click here to enter a date.

Topic: At this point I like teaching middle school/high school better.

Thursday Calendar Date Click here to enter a date.

Topic: These are the technological resources I have used in the classroom. SEP 4

Friday Calendar Date Click here to enter a date.

Topic: I have done the following in my classroom to increase students’ intrinsic motivation. SEP 5

**Week 4**

Monday Calendar Date Click here to enter a date.

Topic: I have effectively used the following nonverbal cues. SEP 6

Tuesday Calendar Date Click here to enter a date.

Topic: These are the strategies I have used to sample student thinking. SEP 2

Wednesday Calendar Date Click here to enter a date.

Topic: Your Choice

Thursday Calendar Date Click here to enter a date.

Topic: These are strategies I have used successfully to link new content to students’ prior understanding. SEP 1

Friday Calendar Date Click here to enter a date.

Topic: At this point in my student teaching experience I feel. . . .

**Week 5**

Monday Calendar Date Click here to enter a date.

Topic: These are some of the assessment strategies I have created and used. SEP 8

Tuesday Calendar Date Click here to enter a date.

Topic: These are some of the things I have discovered about my teaching performance that will help me improve. SEP 9

Wednesday Calendar Date Click here to enter a date.

Topic: These are some of the things my CSB/SJU Supervisor pointed out to me that have been useful to me in improving my teaching performance. SEP 8

Thursday Calendar Date Click here to enter a date.

Topic: As this very moment I’d like to . . . .

Friday Calendar Date Click here to enter a date.

Topic: Your Choice

**Week 6**

Monday Calendar Date Click here to enter a date.

Topic: I have/have not taught specific listening techniques to the students in my classes. SEP 8

Tuesday Calendar Date Click here to enter a date.

Topic: I am thinking about the need for teaching specific listening techniques to student in my classes, and my conclusion is . . . because. . . . SEP 8

Wednesday Calendar Date Click here to enter a date.

Topic: Your Choice

Thursday Calendar Date Click here to enter a date.

Topic: Descriptions of ways I have monitored and adjusted my teaching strategies during the presentation of a lesson are . . . . SEP 4

Friday Calendar Date Click here to enter a date.

Topic: The student behaviors that cause me the most frustration in the classroom are . . . SEP 5

**Week 7**

Monday Calendar Date Click here to enter a date.

Topic: I would describe my daily preparation as . . . . SEP 2

Tuesday Calendar Date Click here to enter a date.

Topic: I notice that I do/do not focus on the same few students in each class each day. SEP 7

Wednesday Calendar Date Click here to enter a date.

Topic: I have the following tasks to complete for my portfolio:

Thursday Calendar Date Click here to enter a date.

Topic: I feel best about the following skills I have as a teacher.

Friday Calendar Date Click here to enter a date.

Topic: Your Choice

**Week 8**

Monday Calendar Date Click here to enter a date.

Topic: Reactions to beginning my last week of student teaching..

Tuesday Calendar Date Click here to enter a date.

Topic: Your Choice.

Wednesday Calendar Date Click here to enter a date.

Topic: Your Choice

Thursday Calendar Date Click here to enter a date.

Topic: Your Choice.

Friday Calendar Date Click here to enter a date.

Topic: Things I will miss the most about student teaching.

**ASSIGNMENT 13A: Reflective Practice Summary**

*(Include in Student Teaching Assignments Portfolio)* **SEP 9**

INSTRUCTIONS: The Reflective Practice Summary affirms that you are committed to strengthening your teaching by actively reflecting on the process and effects of your teaching as well as your work with your school colleagues. This often proves to be a critical element in the portfolio for prospective employers who seek some evidence to confirm that you will continue to enrich your teaching skills and content knowledge. It is consistent with the ninth goal that guided your preparation for teaching:

Our candidates critically reflect on the effects of their instructional decisions on the performance of their students, on the practice of their colleagues, and on the actions of others, in their learning communities, using those reflections to direct and sustain their professional renewal.

How might you organize your reflections? Review all of your Reflective Practice Journal entries. You may find it helpful to first consult the Education Department knowledge base goal nine to gather ideas on how to do so for your residency. (<http://www.csbsju.edu/education/newknowledgebase.htm>)

Some find it helpful to select a theme from their practice (i.e. developing useful classroom assessments) and trace the theme’s evolution through their student teaching by drawing on information provided through their self-assessments, formative or informal evaluations, and summative or formal evaluations. You might balance this focused reflection with a more general review of how your perceptions of yourself as a professional have evolved over the course of your residency. You might also review the evaluations you received on Form A from your cooperating teachers and your CSB/SJU Supervisor. Consider the following questions that are included on the Required Lesson Plan form:

How do I feel about my teaching today? If I feel good about it, what did I hear the students saying or see them doing that made me feel that way? If I don’t feel so good, what was wrong and what should I do differently next time?

* Do I believe the students learned from and enjoyed the lesson? Were the Topics met? How do I know? What should I do differently if I were to repeat this lesson? What adjustments in tomorrow’s lesson should I make?
* Was my plan adequate? Were all lesson plan components in place and implemented effectively? How can I make it better?
* Was the classroom atmosphere strained or was it pleasant, productive, and supportive? Why?
* Which students did well? Which ones should I give more attention? Why and how?
* Was the lesson individualized so that all students had opportunities to learn according to their styles, abilities, interests, and needs? How do I know?
* Did the student have adequate opportunity and time to think? To relate the information to previous information? How do I know?

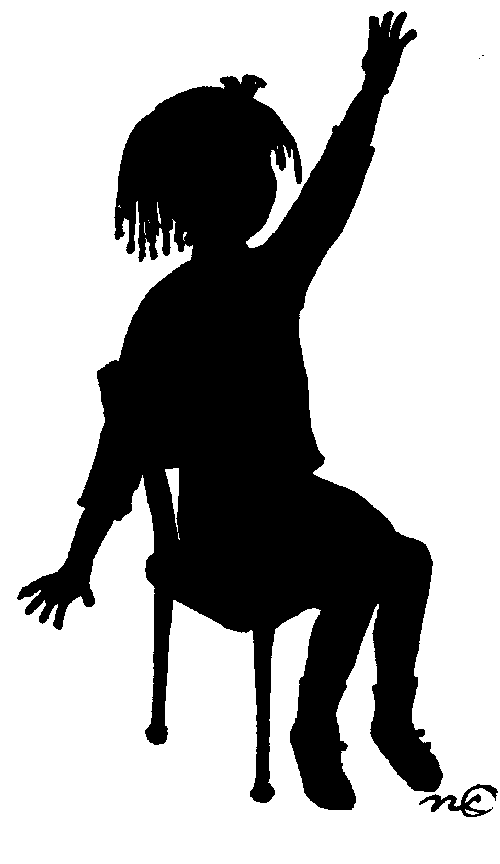
What decisions did I make while developing this lesson? In implementing it? In evaluating it? (Refer to the “Teacher as Decision-Maker” conceptual model).

**ASSIGNMENT 14 SEP 9**

*(Include in Student Teaching Assignments Portfolio)*

**The Student Teaching Program Summary**

INSTRUCTIONS: The Student Teaching Program Summary is your formative evaluation of the student teaching program that you are concluding. This summary should include a review of the parts of your student teaching that you (a) liked as well as those parts you (b) disliked. Invest most of your summary in (c) **how you would change the student teaching program to improve** **it** were you to have an opportunity to do so. Draw from and focus on your experiences as you prepare this section, not those of your peers. This is an important part of your portfolio because it provides us with useful ideas on how to strengthen the design and execution of student teaching experiences.



**ASSIGNMENT 15 SEP 8, 9**

*(Address an envelope and mail the completed form to Del Brobst, Director of K-12/5-12 Student Teachers, College of Saint Benedict, Education Department, 37 South College Avenue, St. Joseph, MN 56374)*

**College of Saint Benedict – Saint Johns University**

**K-12/5-12**

**University Supervisor Evaluation**

**Student Teacher Perspective**

**CSB/SJU Supervisor’s Name**:       **Date:** Click here to enter a date.

***Please circle the number that best describes how your supervisor satisfied each goal.***

**SUPPORT/COMMUNICATION N/A Not at all descriptive Very Descriptive**

1. Advised/ reviewed student teaching requirements at the beginning of the semester X 1 2 3 4 5

2. Was accessible by phone and/or email X 1 2 3 4 5

3. Responded to my messages in a timely manner X 1 2 3 4 5

4. Provided useful information through seminars, workshops, counseling, etc. X 1 2 3 4 5

5. Gave me ***positive reinforcement*** for practices I was performing well X 1 2 3 4 5

6. Gave me alternative for practices that needed improvement X 1 2 3 4 5

7. Discussed lesson plan requirements X 1 2 3 4 5

8. Provided feedback in terms of my overall professional growth as a

Prospective teacher X 1 2 3 4 5

9. Helped derive a workable solution when difficulties occurred X 1 2 3 4 5

**SUPERVISION/ASSESSMENT**

10. Spent ample time for observation/ assessment X 1 2 3 4 5

11. Analyzed and critiqued my teaching technique soon after each observation X 1 2 3 4 5

12. Helped me identify specific areas of strength and weakness X 1 2 3 4 5

13. Conducted conferences in a positive and constructive manner X 1 2 3 4 5

14. Did your supervisor make an initial visit to your classroom during the YES NO

first two weeks of the semester?

15. Did your supervisor make teaching observations at least once every two

weeks, providing feedback to student teacher and cooperating teacher? YES NO

Please select from 3 to 5 items that you feel most strongly about and respond on the back of this form.

**Portfolio Checklist**

* Your entire portfolio is to look professional.
* Create a printed portfolio. Create a CD copy of the portfolio. Include all daily lesson plans on the CD.
* All materials must be typed.
* To make your preparation tasks easier, use the e-mailed handbook forms.
* Place all materials in a 3-inch thick, 3-ring binder. Separate each section with labeled tabs.
* Sections should appear in the same order as they appear on this checklist.
* Include a title page for each section.
* **Do not** **use plastic sleeves** except to enclose video tapes or DVD. DVD is recommended.
* You must complete all Portfolio items satisfactorily in order to receive a satisfactory grade for student teaching.

**Oral Portfolio presentation is to be ready during the last week of student teaching. Schedule the exact day and time with your CSB/SJU Supervisor and your Cooperating Teacher.**

**Portfolio is due no later than the last day of the semester, or earlier if required by your CSB/SJU Supervisor.**

**SECTION I: PROFESSIONAL/INTERVIEW PORTFOLIO**

***Choose good quality paper for printing. (Tabbed and in this order)***

*Due at the end of Final Rotation*

**Title Page (**You might include a photo, photos, artwork, graphics**)**

**Resume**

**One page generic Letter of Application**

**TAB: Recommendations**

**Formal Letter of Recommendation from Cooperating Teachers**

**Formal Letter of Recommendation from CSB/SJU Supervisor**

(Letter may not be available until after the close of the semester)

**TAB: Unit Plan**

**Unit Plan and Assessments: Handbook Assignment 12**

**TAB: Activities and Supplements**

**Record of Professional Activities: Handbook Assignment 9**

**Supplemental Materials: Include any other materials of your choice.**

**SECTION II: STUDENT TEACHING ASSIGNMENTS PORTFOLIO**

**(Tabbed where indicated and in this order)**

**1st / Final-** **Black indicates that the assignment is NOT DUE during the rotation checked**

**Title Page (**You might include a photo, photos, artwork, graphics)

**Table of Contents**

**TAB: Assignments**

**Handbook Assignments 1-8**

**TAB: Evaluations**

**Copies of Formal Evaluations (Form A) plus any informal evaluations from Cooperating Teacher and University Supervisor-(For Rotation 1)**

**Copy of Each Rotation Final Evaluation (Form B) from Cooperating Teachers**

**(For Rotation 1)**

**Mid-Rotation Self-Evaluation: Handbook Assignment 10 (For Rotation 1)**

**Video Tape or DVD with Written Critique: Handbook Assignment 11 (For Rotation 1)**

**TAB: Journal**

**Reflective Practice Journal (For Rotation 1)**

**TAB: Summaries: (Due at the end of Final Rotation)**

**Reflective Practice Summary: Handbook Assignment 13**

**Student Teaching Program Summary: Handbook Assignment 14**

**CD Copy of entire Portfolio (including all daily lesson plans).**

**Evaluation of University Supervisor by Student Teacher: Handbook Assignment 15 (Mail form to Del Brobst, Director of K-12/5-12 Student Teachers.)**

**Portfolio Oral Presentation Guideline**

(Complete this form and give it to your CSB/SJU Supervisor after your oral presentation. You may also use it as a guideline for organizing your presentation.)

**Your Name** **Discipline and Date**

**School** **Cooperating Teacher**

Suggestions for 25-30 minute presentation:

1. Does your portfolio contain all items listed on the Portfolio Checklist? (Y/N)

If there are omissions, point them out, and commit to a date when you will complete the assignment(s)

Reminder: you will not be given a passing grade for student teaching until all requirements have been met. Thisincludes copies of cooperating teachers’ and CSB/SJU supervisor’s letters of recommendation.

2. Choose three Handbook Assignments to discuss. Choose some that you thought were most helpful to you and explain why. If you believe a specific assignment was not helpful, explain why. For example, you might focus on Assignment 2 and explain why and how observing other teachers was helpful or not helpful for you.

3. Briefly discuss one of your mid-rotation self-evaluations. (assignment 10).

4. Discuss your self-evaluation of one of your video taped or DVD lessons (assignment 11).

5. Give a brief overview of your Unit Plan and Assessments.

6. Discuss two or three of the most important insights you gained from completing the reflective practice journal and summary (assignment 13).

7. Plan and present a concluding statement about your student teaching experience**.**

Portfolio Review

**(This will be completed by CSB/SJU Supervisor: One copy to student teacher and one copy to Del Brobst)**

**Student’s Name** **Discipline**

**Evaluator’s Signature**

**Standards:**

**Portfolio was completed on time. (Yes/No)**

**Standard 1 Content: Portfolio contains all items listed on the Portfolio Checklist, is well organized and looks professional.**

**4.** **Distinguished 3.** **Proficient 2.**  **Basic 1.**  **Not Met**

**Distinguished:** Not only meets Standard 1 definition, but includes creative graphic designs, photos, and illustrations that reflect the personality of the creator of the portfolio, and distinguish this work as superior in all aspects.

**Proficient:** Meets Standard 1 definition and contains some graphic designs, photos, and illustrations that reflect the personality of the creator of the portfolio.

**Basic:** Meets Standard 1 definition.

**Not Met:** Does not meet Standard 1 definition. Revisions or additions must be completed before a satisfactory grade will be assigned.

**Standard 2 Reflection: The Reflective Practice Journal: Demonstrates student teacher’s thoughtful reflections in daily entries.**

**4. Distinguished 3. Proficient 2.  Basic 1.  Not Met**

**Distinguished:** Not only meets Standard 2 definition, but entries include several specific examples and anecdotes to support the writer’s reflections.

**Proficient:** Meets Standard 2 definition and contains some specific examples and anecdotes to support the writer’s reflections.

**Basic:** Meets Standard 2 definition.

**Not Met:** Does not meet Standard 2 definition. Daily entries are not completed, or are too short to be meaningful. Revisions or additions must be completed before a satisfactory grade will be assigned.

**Standard 3 Reflection: The Reflective Practice Summary: Demonstrates student teacher’s insight regarding skills needing improvement, and skills nearing mastery.**

**4. Distinguished 3. Proficient 2.  Basic 1.  Not Met**

**Distinguished:** Not only meets Standard 3 definition, but document includes several specific examples and anecdotes that enhance the descriptions of the insights the writer gained from the student teaching experience.

**Proficient:** Meets Standard 3 definition and includes some specific examples and anecdotes that enhance the descriptions of the insights the writer gained from the student teaching experience.

**Basic:** Meets Standard 3 definition.

**Not Met:** Does not meet Standard 3 definition. Reflection is incomplete, or too short to be meaningful. Revisions or additions must be completed before a satisfactory grade will be assigned.

**Standard 4 Video Tapes /DVD Critiques: Critiques offer specific constructive criticism regarding teacher’s performance.**

**4. Distinguished 3. Proficient 2.  Basic 1.  Not Met**

**Distinguished:** Meets Standard 4 definition. Video tapes/DVDs are complete and of excellent video and auditory quality. Written critiques reveal thoughtful and accurate constructive criticisms of teacher’s performance.

**Proficient:** Meets Standard 4 definition. Video tapesDVDs are complete and of good video and auditory quality. Written critiques reveal constructive criticisms of teacher’s performance

**Basic:** Meets Standard 4 definition

**Not Met:** Does not meet Standard 3 definition. Video tape(s)/DVDs are incomplete, missing, or are of poor video and auditory quality. Teacher must return to the classroom and teach a lesson or lessons, and prepared new video tape(s)/DVDs and critique(s).

**Standard 5 Unit Plan and Assessment: All components are included and addressed thoroughly.**

**4. Distinguished 3. Proficient 2.  Basic 1.  Not Met**

**Distinguished:** Meets Standard 5 definition. All components of the Unit are prepared with such care that a master teacher or beginning teacher could teach the unit and produce similar results as described in the plan.

**Proficient:** Meets Standard 5 definition. All components of the Unit are prepared with care, and the detail is easily understood and accessible.

**Basic:** Meets Standard 5 definition

**Not Met:** Does not meet Standard 5 definition. Some components are missing, or the descriptions are not understandable. Revisions or additions must be completed before a satisfactory grade will be assigned.

**Standard 6 Student Teaching Program Summary: Provides specific examples of what the student liked and disliked about the student teaching program, and the student offers constructive suggestions for changes that would improve the student teaching program.**

**4. Distinguished 3. Proficient 2.  Basic 1.  Not Met**

**Distinguished:** Meets Standard 6 definition. Descriptions of strengths and weaknesses of the student teaching program are of such high quality and accuracy that the strengths and weaknesses need to be brought to the attention of the Education Department.

**Proficient:** Meets Standard 6 definition. Descriptions of strengths and weaknesses of the student teaching program are of high quality and are accurate.

**Basic:** Meets Standard 6 definition

**Not Met:** Does not meet Standard 6 definition. Strengths and weaknesses are not described, or are not understandable. Revisions or additions must be completed before a satisfactory grade will be assigned.

**Note: Items receiving a 1 must be brought up to standard in order for the student to receive a passing grade for student teaching.**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Evaluation Form ACollege of Saint Benedict/ Saint John’s University Daily Lessons | | | | | | | | | | | |
| STUDENT TEACHER\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | COLLEGE SUPERVISOR \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| SUBJECT/GRADE TAUGHT \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | COOPERATING TEACHER\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| SCHOOL\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | DATE OF OBSERVATION\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| I have read and discussed this information\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (student signature and date) | | | | | | | | | | | |
| **DIRECTIONS:** Please complete a minimum of 4 Formal Evaluations during the student teacher’s rotation. You may complete more if you wish. You do not need to complete each category during each observation. After conferring with the student teacher give the **white** copy to the student teacher to place in the student teacher’s portfolio. Mail the **pink** copy to the Director of K-12/5-12 Student Teachers. Place a check in the space following each performance descriptor using the following key: **4 = Distinguished 3 = Proficient 2 = Basic 1 = Not Met 0 = Unable to observe. Number letter indicates Standard of Effective Practice.** | | | | | | | | | | | |
| 5 = Exemplary (Evaluator write in.) | | | | | **4** | | **3** | **2** | **1** | **NA** | Student Teacher Reflections and Evaluator’s Observations |
| **ANTICIPATORY SETS/LESSON INTRODUCTION (ONE OR MORE)** | | | | |  | |  |  |  |  |  |
| Orientation Set: Captures student interest and attention for today’s lesson | | | | |  | |  |  |  |  |
| Transition Set: Provides transition from previous lesson to today’s lesson | | | | |  | |  |  |  |  |
| Evaluation Set: Evaluates previous learning prior to introduction of new material | | | | |  | |  |  |  |  |
|  |  |  |  |  |  | |  |  |  |  |
| **LESSON TOPICS/PURPOSE/RATIONALE** | | | | |  | |  |  |  |  |
| States or writes Topics, Purpose or Rationale clearly 4k | | | | |  | |  |  |  |  |
|  | | | | |  | |  |  |  |  |
| **INSTRUCTIONAL INPUT/LESSON CONTENT/PROCEDURE** | | | | |  | |  |  |  |  |
| Appeals to a variety of learning styles, strengths, needs 3k, 4e | | | | |  | |  |  |  |  |
| Relates content to Topics 4b | | | | |  | |  |  |  |  |
| Incorporates student experiences and cultures in instruction 2f | | | | |  | |  |  |  |  |
| Persists in helping all students achieve success 2e | | | | |  | |  |  |  |  |
| Encourages discussion, listening, responding, group interaction 2g | | | | |  | |  |  |  |  |
| Links new ideas to familiar ideas 1e | | | | |  | |  |  |  |  |
| Uses multiple strategies to engage students in active learning 1e | | | | |  | |  |  |  |  |
| Adjusts teaching strategies to student responses, ideas, needs 4f | | | | |  | |  |  |  |  |
|  | | | | |  | |  |  |  |  |
| **USE OF EXAMPLES/DEMONSTRATIONS/MODELS** | | | | |  | |  |  |  |  |
| Uses relevant examples, materials, models 4c | | | | |  | |  |  |  |  |
| Uses technological resources 4k, 5k | | | | |  | |  |  |  |  |
|  | | | | |  | |  |  |  |  |
| **CHECKING FOR UNDERSTANDING/INDIVIDUAL AND GROUP** | | | | |  | |  |  |  |  |
| Uses questioning, writing, signaling, to assess student understanding 2g | | | | |  | |  |  |  |  |
| Uses sampling, choral responding to assess student understanding 2g | | | | |  | |  |  |  |  |
| Monitors independent and group work 5m, 5r | | | | |  | |  |  |  |  |
| Checks frequently for student understanding 4i | | | | |  | |  |  |  |  |
|  | | | | |  | |  |  |  |  |
| **CLASSROOM MANAGEMENT** | | | | |  | |  |  |  |  |
| Uses nonverbal as well as verbal communication effectively 6c | | | | |  | |  |  |  |  |
| Promotes effective listening techniques 6f | | | | |  | |  |  |  |  |
| Asks effective questions 6h, 5j | | | | |  | |  |  |  |  |
| Manages student behavior effectively 5h | | | | |  | |  |  |  |  |
| Communicates discipline policies and consequences 5h | | | | |  | |  |  |  |  |
| Enforces discipline policies and consequences 5h | | | | |  | |  |  |  |  |
| Encourages active participation 2f, 5g | | | | |  | |  |  |  |  |
| Respects individual differences 5f | | | | |  | |  |  |  |  |
| Promotes intrinsic motivation 5f, 5j | | | | |  | |  |  |  |  |
|  | | | | |  | |  |  |  |  |
| **PERSONAL CHARACTERISTICS** | | | | |  | |  |  |  |  |
| Voice, dress, enthusiasm, rapport with students 5h | | | | |  | |  |  |  |  |
| Verbal skills 6c | | | | |  | |  |  |  |  |
| Non-verbal skills 6c | | | | |  | |  |  |  |  |
|  | | | | |  | |  |  |  |  |
| **CLOSURE** | | | | |  | |  |  |  |  |
| Summarizes lesson Topics 2a | | | | |  | |  |  |  |  |
| Allows time during closure for student questions 2a | | | | |  | |  |  |  |  |

*D. E. Brobst Form Revised 2004 Performance Rubrics—see Handbook. Evaluations aligned with Minnesota Standards of Effective Practice for Teacher*

**RUBRICS FOR FORM A**

**College of Saint Benedict/Saint John’s University**

**Evaluation of Daily Lesson**

**K-12/5-12 Student Teachers**

**Anticipatory Sets/Lesson Introduction (One or More)**

Not Met: Does not begin with a planned set.

Basic: Makes an effort to include one or more of the three set types.

Proficient: Uses a variety of strategies to implement one or more of the three set types.

Distinguished: Uses a variety of creative, highly motivational strategies to implement one or more of the three set types.

**Lesson Topics/Purpose/Rationale**

Not Met: Does not communicate Topics, purpose, or rationale to students.

Basic: Makes a perfunctory effort to communicate Topics, purpose, or rationale to students.

Proficient: Clearly communicates in writing or in speaking the Topics, purpose, or rationale to students.

Distinguished: Clearly communicates in writing or in speaking the Topics, purpose, or rationale to students. Repeats and requires students to repeat lesson Topics, purpose, or rationale.

**Instructional Input/Lesson Content/Procedure**

Not Met: Content errors occur frequently or does not relate to Topics; lesson is disorganized; students are frustrated.

Basic: Content is presented at a knowledge/comprehension level with little or no active student involvement.

Proficient: Lesson content is accurate and is presented in a coherent sequence that engages students in active learning and appeals to a variety of learning styles, strengths, and needs.

Distinguished: Lesson content is without flaw and is presented in a creative, engaging manner. Students are actively engaged throughout the class period in productive tasks.

**Use of Examples/Demonstrations/Models**

Not Met: Presents few if any examples, demonstrations, or models.

Basic: Attempts to present a variety of examples, demonstrations, or models, but some may be irrelevant or confusing.

Proficient: Consistently offers relevant examples, demonstrations, and models throughout the lesson.

Distinguished: Consistently offers relevant, and creative examples, demonstrations, and models throughout the lesson that engage students in active learning.

**Checking for Understanding/Individual and Group**

Not Met: Does not check for understanding or uses ineffective strategies that produce unreliable results. Does not monitor individual or group work.

Basic: Seldom checks for understanding or does not respond to the results. Often monitors individual or group work.

Proficient: Consistently checks for understanding in a variety of ways and acts in response to the results. Consistently monitors individual or group work.

Distinguished: Consistently checks for understanding in a variety of creative ways and adjusts teaching strategies in response to the results. Consistently monitors individual or group work.

**Classroom Management**

Not Met: Students are consistently off task, and do not respond positively to teacher’s attempts to manage behavior.

Basic: Students are seldom off task, but teacher has difficulty from time to time managing student behavior and classroom routine.

Proficient: Students are engaged in active, productive learning tasks, and few or no behavior problems arise. If they do, students are aware of consequences and the teacher enforces consequences.

Distinguished: Students are engaged in active, productive learning tasks, and if behavior problems arise, students monitor and correct their own behaviors. Teacher seldom if ever has to impose consequences, but students are aware of classroom procedures and behaviors.

**Personal Characteristics**

Not Met: Little or no evidence of teacher rapport with students. Voice, verbal and non-verbal skills are ineffective. Dress is often inappropriate and enthusiasm is lacking.

Basic: Some rapport between teacher and students in evident, but voice, verbal and non-verbal skills may be weak. Dress and enthusiasm is acceptable.

Proficient: Good rapport between teacher and students in evident, and voice, verbal and non-verbal skills are strong. Dress is professional, and energy and enthusiasm are consistently good.

Distinguished: Exceptional rapport between teacher and all students is evident, and voice, verbal and non-verbal skills are excellent models for students. Dress is professional, and energy and enthusiasm are contagious.

**Closure**

Not Met: None.

Basic: Done as an afterthought with little on no time for students to respond.

Proficient: Teacher consistently summarizes lesson Topics, and allows adequate time for students to respond.

Distinguished: Teacher either summarizes or requires students to summarize lesson Topics. Allows adequate time for student responses, and often checks on individual understanding/mastery of Topics.

**COLLEGE OF SAINT BENEDICT/SAINT JOHN’S UNIVERSITY**

**Standards of Effective Practice: Performance Indicators Evaluation**

**Form B**

**STUDENT TEACHER\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ EVALUATOR/TITLE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SUBJECTS/GRADES TAUGHT\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SCHOOL\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DATE EVALUATION COMPLETED\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ STUDENT SIGNATURE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DIRECTIONS:** The following Minnesota Standards of Effective Practice represent critical components of the College of Saint Benedict/ Saint John’s University Department of Education Student Teaching Program. The cooperating teacher completes this form at the end of the student teacher’s experience with the cooperating teacher. The CSB/SJU supervisor completes this form at the end of the semester. Place a check mark in the appropriate rating boxes, and include a brief behavioral example whenever possible. Please use the following key and the rubrics in your CSB/SJU Handbook.

***\*4 = Distinguished (Consistently Exceeds Standard) 3 = Proficient (Consistently Meets Standard)***

***2 = Basic (Often Meets Standard) 1 = Not Met (Did not Meet Standard) 0 = Unable to Observe***

**\***We expect this rating to be used sparingly to indicate only the most exemplary performance.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **SEP** | **4** | **3** | **2** | **1** | **0** | **Performance Examples** |
| **STANDARD 1: SUBJECT MATTER** |  |  |  |  |  |  |  |
| Connects subject matter to other subject areas and everyday life | 1C |  |  |  |  |  |  |
| Uses multiple teaching strategies; links to prior understanding | 1E |  |  |  |  |  |  |
| Covers a variety of Blooms levels | 1I |  |  |  |  |  |  |
| **STANDARD 2: STUDENT LEARNING** |  |  |  |  |  |  |  |
| Uses Instructional strategies that promote student learning | 2A |  |  |  |  |  |  |
| Links new ideas to familiar ideas | 2F |  |  |  |  |  |  |
| Encourages discussion, listening, responding, group interaction | **2G.1** |  |  |  |  |  |  |
| Elicits oral, written, and other samples of student thinking | **2G.2** |  |  |  |  |  |  |
| **STANDARD 3: DIVERSE LEARNERS** |  |  |  |  |  |  |  |
| Lessons appeal to a variety of learning styles, strengths, needs | 3A |  |  |  |  |  |  |
| Recognizes, deals with biases, prejudices, racism and sexism | 3D |  |  |  |  |  |  |
| Incorporates student’s experiences and culture in instruction | 3H |  |  |  |  |  |  |
| Persists in helping all students achieve success | 3I |  |  |  |  |  |  |
| Respects individual differences | 3Q |  |  |  |  |  |  |
| **STANDARD 4: INSTRUCTIONAL STRATEGIES** |  |  |  |  |  |  |  |
| Uses variety of materials, human and technological resources | 4D |  |  |  |  |  |  |
| Adjusts teaching strategies to student responses, ideas, needs | 4F |  |  |  |  |  |  |
| Uses multiple strategies to engage students in active learning | 4H |  |  |  |  |  |  |
| Monitors and adjusts strategies in response to student feedback | 4I |  |  |  |  |  |  |
| **STANDARD 5: LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |
| Creates environment that contributes to all students’ self esteem | 5C |  |  |  |  |  |  |
| Uses principles of effective classroom management | 5E |  |  |  |  |  |  |
| Promotes intrinsic motivation | 5F |  |  |  |  |  |  |
| Engages students in individual and group learning activities | 5M |  |  |  |  |  |  |
| Promotes active learning in productive tasks | 5N |  |  |  |  |  |  |
| Promotes climate of openness, respect, support, inquiry, learning | 5P |  |  |  |  |  |  |
| Monitors independent and group work | 5R |  |  |  |  |  |  |
| **STANDARD 6: COMMUNICATION** |  |  |  |  |  |  |  |
| Uses nonverbal as well as verbal communication | 6C |  |  |  |  |  |  |
| Promotes effective listening techniques | 6F |  |  |  |  |  |  |
| Asks effective questions | 6H |  |  |  |  |  |  |
| Stimulates discussion in a variety of ways | 6J |  |  |  |  |  |  |
| **STANDARD 7: PLANNING INSTRUCTION** |  |  |  |  |  |  |  |
| Relates curriculum to student experiences | 7B |  |  |  |  |  |  |
| Accommodates individual learning styles | 7C |  |  |  |  |  |  |
| **STANDARD 8: ASSESSMENT** |  |  |  |  |  |  |  |
| Uses assessment strategies appropriate to learning Topics | 8E |  |  |  |  |  |  |
| Uses assessment data to evaluate student progress | **8H.1** |  |  |  |  |  |  |
| Uses assessment data to modify teaching strategies | **8H2** |  |  |  |  |  |  |
| Maintains student records of work and performance | 8L |  |  |  |  |  |  |
| Communicates student progress to appropriate persons | 8M |  |  |  |  |  |  |
| **REFLECTION AND PROFESSIONAL DEVELOPMENT** |  |  |  |  |  |  |  |
| Understands role of reflection, self-assessment on learning | 9E |  |  |  |  |  |  |
| **COLLABORATION, ETHICS AND RELATIONSHIPS** |  |  |  |  |  |  |  |
| Establishes productive relationships with parents and guardians in support of student learning and well being | 10K |  |  |  |  |  |  |

***After completing this form and conferring with the student teacher, mail the YELLOW copy to the CSB/SJU Director of K-12/5-12 Student Teachers. Keep the PINK copy for your records, and give the WHITE copy to the student teacher.***

**RUBRICS FOR FORM B**

**College of Saint Benedict/Saint John’s University**

**Standards of Effective Practice: Performance Indicators Evaluation**

**K-12/5-12 Student Teachers**

**Standard 1: Subject Matter**

1C Connects subject matter to other subject areas and everyday life.

Not Met: Does not integrate content with other subjects or everyday life.

Basic: Makes an effort to coordinate or integrate content/experiences some of the time.

Proficient: Topics provide opportunities for integration with other content areas and reference to everyday life.

Distinguished: Topics require student initiative in making connections with other content areas and everyday life.

1E Uses multiple teaching strategies; links to prior understanding

Not Met: Teacher uses one teaching strategy; does not link to prior understanding.

Basic: Teacher uses more than one teaching strategy; seldom links to prior understanding.

Proficient: Teacher adjusts teaching strategies in response to students’ new and prior understanding.

Distinguished: Teacher displays exceptional ability to adjust and implement multiple teaching strategies, and links all new learning to prior understanding.

1I Covers a variety of Blooms levels.

Not Met: Teacher does not understand importance of teaching at as many levels as possible. Consistently teaches at knowledge level only.

Basic: Teacher indicates some awareness of Blooms levels; occasionally teaches beyond the knowledge level.

Proficient: Teacher’s methods reflect a clear understanding of Blooms levels; often teaches beyond the knowledge level.

Distinguished: Teacher creates strategies and methods to cover several Blooms levels; requires students to perform at all of Blooms levels.

**Standard 2: Student Learning**

2A Uses instructional strategies that promote student learning.

Not Met: Teacher uses the same strategy for each lesson.

Basic: Teacher implements some strategies for building on students’ interests and strengths.

Proficient: Teacher consistently creates and implements strategies to build on students’ interests and strengths.

Distinguished: Teacher shows exceptional creativity in providing learning opportunities which build on interests and strengths of students.

2F Links new ideas to familiar ideas.

Not Met: Teacher seldom links new ideas to familiar ideas.

Basic: Teacher links some new ideas to familiar ideas.

Proficient: Teacher consistently links new ideas to familiar ideas.

Distinguished: Teacher links and requires students to link new ideas to familiar ideas.

2G.1 Encourages discussion, listening, responding, group interaction.

Not Met: Teacher seldom employs more than one or two strategies.

Basic: Teacher often uses one or two strategies.

Proficient: Teacher consistently uses all strategies.

Distinguished: Teacher consistently uses all strategies and creates new methods to engage students in active learning.

2G.2 Elicits oral, written, and other samples of student thinking.

Not Met: Teacher relies on one method or does not sample student thinking.

Basic: Teacher often uses more than one method to sample student thinking.

Proficient: Teacher consistently uses several methods of sampling student thinking.

Distinguished: Teacher consistently uses several methods of sampling student thinking, and creates new methods to sample student thinking.

**Standard 3: Diverse Learners**

3A Lessons appeal to a variety of learning styles, strengths, needs.

Not Met: Limited knowledge of and ability to respond appropriately.

Basic: Teaching approaches often include appropriate responses; strategies are limited.

Proficient: Teaching approaches consistently include appropriate responses that are varied, sensitive to individuals and effective in creating a pleasant and productive learning environment.

Distinguished: Teacher uses an extensive repertoire of strategies (including additional resources from the school) to provide educational opportunities appropriate for all students.

3D Recognizes and addresses biases prejudices, racism, and sexism.

Not Met: Teacher does not recognize or address incidents of prejudice, racism, or sexism.

Basic: Teacher recognizes most expressions of prejudice, racism, or sexism and addresses them.

Proficient: Teacher consistently recognizes and addresses incidents of prejudice, racism, or sexism.

Distinguished: Teacher effectively models inclusive behaviors and creates opportunities for student to change attitudes and behaviors.

3H Incorporates student’s experiences and culture in instruction.

Not Met: Teacher is unaware of individual differences and cultures.

Basic: Teacher is aware of differences; sometimes incorporates student’s experience and culture in instruction.

Proficient: Teacher consistently incorporates student’s experience and culture in instruction

Distinguished: Teacher implements techniques which bring about a positive atmosphere that encourages students to share their experiences and culture.

3I Persists in helping all students achieve success.

Not Met: Teacher does not attempt to help all students learn.

Basic: Teacher makes some attempts to address needs of all students.

Proficient: Teacher consistently tries to address the needs of all students.

Distinguished: Teacher uses a wide variety of approaches to try to help all students succeed.

3Q Respects individual differences.

Not Met: Teacher is unaware of individual differences.

Basic: Teacher is aware of differences; sometimes models accepting behavior; sometimes facilitates learning opportunities that affirm differences.

Proficient: Teacher consistently models accepting behaviors. Teacher responds to impromptu situations appropriately. Teacher consistently facilitates learning opportunities to promote feelings of belonging and acceptance for all.

Distinguished: Teacher implements techniques which bring about a positive change for one or more students.

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**Standard 4: Instructional Strategies**

4D Uses a variety of appropriate materials and human and technological resources.

Not Met: Hesitant to use a variety of materials.

Basic: Uses materials and resources provided; these resources support Topics.

Proficient: Teacher brings in additional resources which support Topics and engages students in meaningful learning.

Distinguished: Teacher consistently uses a wide variety of resources which motivate students, support Topics and promote creative thinking. Students are motivated to select or adapt materials.

4F Adjusts teaching strategies to student responses, ideas, needs.

Not Met: Adheres to plan, even when a change is needed; not alert to students’ needs.

Basic: Teacher adjusts lesson with some beneficial results.

Proficient: Teacher makes minor adjustments to lessons, and the adjustment occurs smoothly.

Distinguished: Teacher successfully makes major adjustments to one or more lessons.

4H Uses multiple strategies to engage students in active learning.

Not Met: Doest not use more than one strategy; does not engage students in active learning.

Basic: Uses one or two strategies to occasionally engage students in active learning.

Proficient: Teacher consistently uses a variety of strategies to engage students in active learning.

Distinguished: Teacher consistently uses a variety of creative strategies to involve students in active learning.

4I Monitors and adjusts strategies in response to student feedback.

Not Met: Fails to elicit student feedback.

Basic: Occasionally monitors and adjusts strategies in response to student feedback.

Proficient: Occasionally monitors and adjusts strategies in response to student feedback.

Distinguished: Consistently monitors student feedback and adjusts strategies in response.

**Standard 5: Learning Environment**

5C Creates environment that contributes to all students’ self esteem.

Not Met: Teacher sometimes allows or promotes activities which produce conflict or put-downs.

Basic: Interactions are usually appropriate and free of competition but may show some favoritism or minimal respect.

Proficient: Interactions are consistently respectful. Students work cooperatively rather than competitively.

Distinguished: Teacher demonstrates genuine caring and respect for all students. Students extend respect and support to each other and the teacher.

5E Uses principles of effective classroom management.

Not Met: Students are not engaged in purposeful learning.

Basic: Teacher usually manages student behavior to provide productive learning experiences. May lose some time and attention during transitions.

Proficient: Teacher consistently and effectively manages student behavior.

Distinguished: Students give direction to provide an orderly and productive environment.

5F Promotes intrinsic motivation.

Not Met: Teacher often engages in extrinsic motivational strategies, seldom relates lesson to student interests, seldom allows students to have choices, seldom leads students to ask questions, and sometimes causes anxiety with strategies that cause embarrassment, comparison, or undue pressure.

Basic: Teacher provides some learning opportunities that allow for student choices, relate to student interest, and allow students to ask questions. Teacher is aware of situations which could cause anxiety for students and the teacher avoids these.

Proficient: Teacher consistently relates lessons to student interests; students are encouraged to pursue learning that is of interest to them. Teacher avoids situations which cause anxiety for students and facilitates classroom activities so that students are affirmed.

Distinguished: Students display a high degree of initiative and self-motivation.

5M Engages students in individual and group learning activities.

Not Met: Group work and independent work experiences are minimally successful in advancing instructional goals. Students may have insufficient challenge, may not be adequately focused, or may not meet needs of all students.

Basic: Most group and independent work experiences provide appropriate challenges for all students. Students are focused and the experiences are productive.

Proficient: Group and independent work experiences are consistently productive for all students. Students are appropriately challenged with creative options.

Distinguished: Instructional groups are productive and fully appropriate to students and Topics. Experiences are varied and creative. Students implement their ideas to advance understanding.

5N Promotes active learning in productive tasks.

Not Met: Teacher sometimes allows or promotes activities which produce conflict or put-downs.

Basic: Interactions are usually appropriate and productive.

Proficient: Interactions are productive. Students work cooperatively rather than competitively.

Distinguished: Students respect and support each other and the teacher while they are engaged in creative, active, productive tasks.

5P Promotes climates of openness, respect, support, inquiry, learning.

Not Met: Teacher sometimes allows or promotes activities which produce conflict or put-downs.

Basic: Interactions are usually appropriate and free of competition but may show some favoritism or minimal respect.

Proficient: Interactions are consistently respectful. Students work cooperatively rather than competitively.

Distinguished: Teacher demonstrates genuine caring and respect for all students. Students extend respect and support to each other and the teacher.

5R Monitors independent and group work.

Not Met: Students are given few opportunities to work independently or in groups.

Basic: Teacher provides students with some opportunities to work independently or in groups, and teacher often checks on individual and group work.

Proficient: Teacher consistently provides opportunities for students to work independently or in groups, and teacher consistently checks on individual and group work.

Distinguished: Teacher designs creative

activities for individual and group work that provide intrinsic motivation, and students monitor their work and tasks with little need for teacher monitoring.

**Standard 6: Communication**

6C Uses nonverbal as well as verbal communication

Not Met: Body language is aloof, confusing, or too casual or too stern. Spoken language is difficult to hear or understand, may be incorrect or inappropriate.

Basic: Body language is appropriate. Spoken language is usually audible, clear, and correct.

Proficient: Body language used frequently and appropriately, and spoken language is audible, clear, and correct.

Distinguished: Body language is used effectively, frequently and appropriately in all classroom situations. Body language and spoken language are natural, expressive, and invite students to respond openly and naturally.

6F Promotes effective listening techniques.

Not Met: Teacher does not check to determine if students are listening.

Basic: Teacher often requires feedback to check students’ listening.

Proficient: Teacher not only requires frequent feedback, but actively teaches students productive listening skills.

Distinguished: Teacher provides numerous and frequent opportunities for students to give feedback to demonstrate listening skills. Teacher actively teaches listening, and responding skills.

6H Asks effective questions.

Not Met: Many questions are basic and factual, and teacher does not allow enough wait time, or teacher relies on a few students to answer.

Basic: Most questions require more than a yes or no answer, but remain at the knowledge and comprehension level. Teacher attempts to engage several students.

Proficient: Most questions are high level; teacher allows adequate wait time and calls on a wide variety of students.

Distinguished: Most questions are high level: teacher always allows adequate wait time, attempts to engage all students, and encourages students to synthesize and evaluate whenever possible.

6J Stimulates discussion in a variety of ways.

Not Met: Many questions are basic and factual with little student participation.

Basic: Most questions require more than a yes or no answer, but remain at the knowledge and comprehension level. are engaged in meaningful discussion. Questions vary in quality. Teacher directs discussion.

Proficient: Teacher consistently includes challenging, high quality questions, leads students to articulate their ideas, and encourages creativity.

Distinguished: Students often assume responsibility for the success of the discussion, initiating topics and making positive, unsolicited contributions. Teacher successfully engages all students in meaningful discussion.

**Standard 7: Planning Instruction**

7B Relates curriculum to student experiences.

Not Met: Unaware of student experiences.

Basic: Teacher provides some connections between content and student experiences.

Proficient: Teacher provides frequent connections between content and student experiences.

Distinguished: Teacher provides appropriate content for each student, making specific adaptations for student experiences interests and encourages students to make connections between content and experiences.

7C Accommodates individual learning styles.

Not Met: Minimal knowledge of developmental characteristics, unfamiliar with the different approaches to learning (styles, modalities, intelligences).

Basic: Teacher provides content which is appropriate for most students, making some adaptations for academic needs, and cultural heritage.

Proficient: Teacher consistently provides content which is appropriate for all students, making adaptations for learning (styles, modalities, intelligences).

Distinguished: Teacher consistently plans extensively, incorporates suggestions, and is highly creative in making adaptations for learning (styles, modalities, intelligences).

**Standard 8: Assessment**

8E Uses assessment strategies appropriate to learning Topics.

Not Met: Assessments are either omitted, do not evaluate Topics, or lack variety.

Basic: Some assessment is of high quality; others are not. Some lessons do not include assessment. There is some variety in types of assessment.

Proficient: All of the instructional Topics are assessed. Approaches are of high quality. Some accommodations are made for individuals. Some variety in approaches.

Distinguished: Assessment is consistently congruent with Topics, both in content and process. Accommodations are often made for individuals. Students are aware of how they are meeting standards, participate in evaluating themselves and goal-setting. A variety of assessments are conducted to meet the variety of learning styles.

8H.1 Uses assessment data to evaluate student progress.

Not Met: Assessments are either omitted, or do not evaluate individual student progress.

Basic: Some assessment is done of individual student progress. Some lessons do not include assessment.

Proficient: All of the instructional Topics are assessed. Students are routinely informed of their progress.

Distinguished: Assessment is consistently provided for every objective. Students are encouraged to maintain individual assessment records. Students are aware of how they are meeting standards, participate in evaluating themselves and goal-setting. A variety of assessments are conducted to meet the variety of learning styles.

8H.2 Uses assessment data to modify teaching strategies

Not Met: Teacher does not review assessment data.

Basic: Teacher infrequently uses assessment data to modify teaching strategies.

Proficient: Teacher consistently uses assessment data to modify teaching strategies.

Distinguished: Teacher consistently uses assessment data to modify teaching strategies, and creates unique methods of reassessing student performance. Methods of self-assessment are varied and creative.

8 L Maintains records of work and performance.

Not Met: Records of students’ progress are disorganized and/or insufficient

Basic: Teacher keeps records and adheres to required procedures.

Proficient: Teacher’s system for keeping records is effective, up-to-date, and broad in scope.

Distinguished: Student records are orderly, up-to-date, and allows for some student maintenance.

8M Communicates student progress to appropriate persons.

Not Met: Teacher neglects to provide pertinent information to students, parents/guardians, and/or colleagues. Information may be insufficient, inaccurate or delivered in an insensitive matter.

Basic: Teacher adheres to required procedures for communicating progress to students, parents, and colleagues.

Proficient: Teacher consistently communicates progress to parents, students, and colleagues. Feedback addresses a wide range of skills.

Distinguished: Student participates in communicating progress to parents. Teacher keeps students, parents, and colleagues informed. These processes motivate students to achieve goals, commensurate with their abilities.

**Standard 9: Reflection and Professional Development**

9E Understands role of reflection and self-assessment on learning.

Not Met: Teacher responds defensively to feedback, suggesting that it is not important. Teacher shows little willingness to implement suggestions.

Basic: Teacher responds cordially to suggestions for improvement, tries to implement some.

Proficient: Teacher responds well to suggestions for improvement, viewing suggestions as opportunities rather than criticism. Teacher consistently and successfully tries new approaches suggested, or creates new approaches.

Distinguished: Teacher eagerly seeks out opportunities for growth by asking for suggestions from supervisor, cooperating teacher, and colleagues (principal, other teachers, peers). Teacher views this process positively and successfully implements new approaches. Teacher consistently reflects on every lesson, and seeks to improve.

**Standard 10: Collaboration, Ethics, and Relationships**

Establishes productive relationships with parents/guardians in support of student learning and well being.

Not Met: Teacher has little positive contact with parents.

Basic: Teacher has informal contact with some or all parents.

Proficient: Teacher initiates positive relationships with parents. This supports student learning and well-being.

Distinguished: Teacher seeks out several opportunities to establish productive relationships with parents. Teacher responds appropriately if challenged by parent.

**APPENDICES**

**I**

**FALL ROTATIONS AND SEMINARS**

**1st Rotation 5-12 License: Opening Workshop through October 23, 2009**

**1st Rotation K-12 License: Opening Workshop through individualized date**

**2nd Rotation 5-12 License: October 26 through December 18, 2009**

**Additional Rotaions K-12 License: Individualized**

**All student teachers will follow your school’ schedules for vacation days.**

**First Seminar: Saturday, September 12 2:30 PM to 5:30 PM**

Room: HAB 128B

Agenda: Times Flexible

Introductions: School, Subject, Surprises, Challenges

Connie’s Placement Roster/Student Teacher Data Sheet

Cooperating Teacher Meetings

Lesson Plan Review and Expectations/Review of Student Teacher Handbook

Conference with CSB/SJU Supervisor

Beverages and snacks provided

**Wednesday Evening Seminar September 30, 2009 5:15-7:15 PM**

Place: HAB College of Saint Benedict

Room: To be determined.

Agenda: Career Services and Classroom Management in the Middle School

5:30-6:00 Career Services Presentation

6:10 -7:15 Classroom Management: Discussion of successes, failures/frustrations, triumphs. Written survey—Management.

**Assignment:** Prepare a one page paper to hand in to Del Brobst: Briefly describe your Management/Discipline successes/strategies and challenges during these first weeks of student teaching.

7:15: Individual Concerns

Beverages and snacks provided

**Wednesday Evening Seminar November 18, 20095:15-7:15 PM**

Place: To be Determined

Agenda: Transition from Middle to High School

5:15-6:00 Open Table discussion of transition challenges/advice

6:00-6:30 Cooperating Teacher Written Survey/Discussion

6:30-7:15 Concerns

**Final Seminar and Luncheon Date/Place to be Determined** Seminar and luncheon 9:30to 1:00. Semi-formal dress required.

**II**

**Standards of Effective Practice**

***Student Teacher Handbook Page References***

***Indicate Student Performance Tasks Aligned with Standards***

**MINNESOTA STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS**

### STANDARD 1 - SUBJECT MATTER *Handbook* *Page 13, 36, 43, 56, Forms A and B*

A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students. The teacher must:

1. understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines taught;
2. understand how students’ conceptual frameworks and misconceptions for an area of knowledge can influence the students’ learning;
3. connect disciplinary knowledge to other subject areas and to everyday life;
4. understand that subject matter knowledge is not a fixed body of facts but is complex and ever developing;

E. use multiple representations and explanations of subject matter concepts to capture key ideas and link them to students’ prior understandings;

F. use varied viewpoints, theories, ways of knowing, and methods of inquiry in teaching subject matter concepts;

D. evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness for presenting particular ideas and concepts;

H. engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline;

I. develop and use curricula that encourage students to understand, analyze, interpret, and apply ideas from varied perspectives; and

J. design interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry across several subject areas;

**STANDARD 2 – STUDENT LEARNING *Handbook page 13, 36, 43, 59, Forms A and B***

A teacher must understand how students learn and develop and must provide learning opportunities that support a student’s intellectual, social, and personal development. The teacher must:

A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;

B. understand that a student’s physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;

C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;

D. use a student’s strengths as a basis for growth, and a student’s errors as opportunities for learning;

E. assess both individual and group performance and design developmentally appropriate instruction that meets the student’s current needs in the cognitive, social, emotional, moral, and physical domains;

F. link new ideas to familiar ideas; make connections to a student’s experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks; and

G. use a student’s thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking.

**STANDARD 3 – DIVERSE LEARNERS *Handbook page 13, 26, 28, 29, 30, 36, Forms A and B***

A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

1. understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student’s strengths as the basis for continued learning;
2. know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents;
3. know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;
4. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;

E. understand how a student’s learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;

F. understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;

G. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government,

history,language, and culture;

H. understand cultural and community diversity; and know how to learn about and incorporate a student’s

experiences, cultures, and community resources into instruction;

I. understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;

J. know about community and cultural norms;

K. identify and design instruction appropriate to a student’s stages of development, learning styles, strengths, and needs;

L. use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;

M. accommodate a student’s learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;

N. identify when and how to access appropriate services or resources to meet

exceptional learning needs;

O. use information about students’ families, cultures, and communities as the basis for connecting instruction to students’ experiences;

P. bring multiple perspectives to the discussion of subject matter, including attention to a student’s personal, family, and community experiences and cultural norms; and

Q. develop a learning community in which individual differences are respected

**STANDARD 4 – INSTRUCTIONAL STRATEGIES *Handbook page 13, 31, 36, 43, 49, Forms A and B*** Teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must understand Minnesota’s graduation standards and how to implement them;

A. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;

B. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;

C. enhance learning through the use of a wide variety of materials and human and technological resources;

D. nurture the development of student critical thinking, independent problem solving, and performance capabilities;

E. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs

F. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;

G. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;

H monitor and adjust strategies in response to learner feedback;

I. vary the instructional processes to address the content and purposes of instruction and the needs of students;

J. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and present varied perspectives to encourage critical thinking; and

K. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning.

**STANDARD 5 – LEARNING ENVIRONMENT *Handbook page 13, 28, 36, 43 Forms A and B***

A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work:

B. understand how social groups function and influence people, and how people influence groups;

C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;

D. know how to help people work productively and cooperatively with each other in complex social settings;

E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;

F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated

G. understand how participation supports commitment;

H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;

I. establish peer relationships to promote learning;

J. recognize the relationship of intrinsic motivation to student lifelong growth and learning;

K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;

L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision-making, work both collaboratively and independently, and engage in purposeful learning activities;

M. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students’ personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and their learning;

N. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement in all students in productive tasks;

O. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;

P. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;

Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and

R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.

**STANDARD 6 – COMMUNICATION *Handbook page 13, 23, 25, 36, 43, Forms A and B***

A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

A. understand communication theory, language development, and the role of language in learning;

B. understand how cultural and gender differences can affect communication in the classroom;

C. understand the importance of nonverbal as well as verbal communication

D. know effective verbal, nonverbal, and media communication techniques;

E. understand the power of language for fostering self-expression, identity development, and learning;

F. use effective listening techniques;

G. foster sensitive communication by and among all students in the class;

H. use effective communication strategies in conveying ideas and information and in asking questions;

1. support and expand learner expression in speaking, writing, and other media;

J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question; and

K. use a variety of media communication tools, including audiovisual aids and computers, including educational technology, to enrich learning opportunities.

**STANDARD 7 – PLANNING INSTRUCTION *Handbook page 13, 36, Forms A and B***

A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:

A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;

B. plan instruction using contextual considerations that bridge curriculum and student experiences;

C. plan instructional programs that accommodate individual student learning styles and performance modes;

D. create short-range and long-range plans that are linked to student needs and performance;

E. plan instructional programs that accommodate individual student learning styles and performance modes;

F. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;

G. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired; and

H. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning.

**STANDARD 8 – ASSESSMENT *Handbook page 13, 36, 43, 49, Form B***

A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

A. be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;

B. understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work;

C. understand the purpose of and differences between assessment and evaluation;

D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;

E. select, construct, and use assessment strategies, instruments, and technology appropriate to the learning outcomes being evaluated and to other diagnostic purposes;

F. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;

G. use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests;

H. use assessment data and other information about student experiences, learning behaviors, needs and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;

I. implement students’ self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;

J. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;

K. monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;

L. establish and maintain student records of work and performance; and

M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues.

**STANDARD 9 – REFLECTION AND PROFESSIONAL DEVELOPMENT *Handbook page 13, 33, 34, 35, 36, 39, 43, 47, 48, Form B***

A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

A. understand the historical and philosophical foundations of education;

B. understand methods of inquiry, self-assessment, and problem-solving strategies of use in professional self-assessment;

C. understand the influences of the teacher’s behavior on student growth and learning;

D. know major areas of research on teaching and of resources available for professional development;

E. understand the rule of reflection and self-assessment on continual learning;

F. understand the value of critical thinking and self-directed learning;

G. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;

H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;

I. use professional literature, colleagues, and other resources to support development as both a student and a teacher;

J. collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;

K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500; and

L. understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations.

**STANDARD 10 – COLLABORATION, ETHICS, AND RELATIONSHIPS *Handbook page 22, 27, 31, 32 Form B***

A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well being. The teacher must:

A. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;

B. understand how factors in a student’s environment outside of school, including family circumstances, community environments, health, and economic conditions, may influence student life and learning;

C. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;

D. understand the concept of addressing the needs of the whole learner;

E. understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;

F. understand data practices;

G. collaborate with other professionals to improve the overall learning environment for students;

H. collaborate in activities designed to make the entire school a productive learning environment;

I. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;

J. identify and use community resources to foster student learning;

K. establish productive relationships with parents and guardians in support of student learning and well-being; and

L. understand mandatory reporting laws and rules.

III

IMPROVING YOUR TEACHING  
THROUGH EFFECTIVE QUESTIONING TECHNIQUES

Edited and amended by Del Brobst

February 7, 2005

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Questioning is one of the most often used teaching techniques according to Kim and Kellough (1987). According to Callahan and Clarke (1988), the use of questions is one of the most important of all teaching techniques. We use questioning during a class to stimulate thinking, assess student progress, check on teacher clarity, motivate students to pay attention, maintain classroom control, provide repetition, emphasize key points, and many more things.

If we try to structure our lessons using problem solving as a teaching method, as described by Crunkilton and Krebs (1982) and by Newcomb, McCracken, and Warmbrod (1986), then questions are central. Not only is much of the instruction organized by questions, we even state the problems to be solved as questions.

The way a student is expected to respond to questioning is determined by the levels at which the questions are worded: recall, comprehension, analysis, or evaluation. But the success of the student in answering the question is more often determined by the teacher's questioning techniques.

Questioning Skills

Presenting Questions

Most questions that teachers ask are simple recall questions that require the student to remember some factual information and recite it to the teacher. Comprehension questions require the student to demonstrate understanding in addition to mere recall. Analysis questions cause the student to apply that comprehension to a new setting. Evaluation questions ask the student for his or her beliefs or opinion.

Most people think that questioning is so straightforward and easy that anyone can do it right. Nothing could be farther from the truth. Here are a number of simple guidelines to asking questions that should improve most teachers' questioning skills:

1. Be sure the question is clear in your own mind. Think through what you want from the student before you ask the question.

2. Frame (state) the question without calling on a specific student. When you call on a student before the question is asked, every other student is free to ignore the question.

3. After framing the question, pause while everybody has a chance to think of an answer, then (AND ONLY THEN) call on a student to respond. That is called **wait time**, and it is amazing how few teachers use this important questioning skill. The average wait time, when the teacher waits at all after a question, is less than a second. There should be **at least 2 to 4 seconds** after any question before any student is called on to answer it. You might even try counting to yourself to force you to wait an appropriate time.

4. Ask only one question at a time. Multiple part questions are confusing and are likely to result in student misunderstanding. Avoid what Kim and Kellough (1987) call "shotgun" questioning. That is where the teacher asks a series of related questions or restates the same question over and over without getting (sometimes without allowing) an answer.

5. First use recall questions to be sure the students have the knowledge. Then proceed to comprehension and analysis questions. Follow those up with evaluation questions.

**Using Probing**

Effective use of probing is one of the most important questioning skills. If the student does not provide a complete answer, he or she may know a partial answer. In some cases, even though the question is perfectly clear to the teacher, it might need to be restated or broken down into smaller pieces. The teacher should not accept "I don't know" as the final response.

Probing is the use of further questions to force the student to put together his or her partial knowledge into a more complete answer. Probing often involves the use of follow-on or leading questions to help the student answer the initial question or to provide a more complete answer.

Probing means going deeper; it means digging. It can sometimes be painful to both the student and the teacher. It requires patience on the part of the teacher. In any case, it means not answering your own questions until you have tried to make the students think through the answer. Even a simple recall question may lead to important new learning on the part of the students if probing is used effectively.

**Shifting Interaction**

Another important questioning technique is called shifting interaction. This involves redirecting the class discussion from one student to another. If a student's response is incomplete or incorrect, the teacher should try probing that student first. If that is not productive, responsibility for the question should be shifted to another student. Positive reinforcement should be provided to the first student and the same question should be redirected to a second or even a third student.

Sometimes a student will respond to a teacher's question with another question. With shifting interaction, the teacher simply redirects the student's question to another student. If the student asks for an opinion, the teacher may even redirect it to the same student.

**Conclusion**

Questioning is a means of getting feedback to evaluate student progress and is an important way to increase student learning. Just as importantly, it is a way to force students to think during class. Too often we treat our students like sponges--devices to soak up content--without expecting them to think.

Effective use of questioning is a critical asset in every good teacher's toolbox. But just as a good mechanic selects the right tool for the job and then uses it correctly, a good teacher uses questions at the right level and follows good questioning techniques.

References

Callahan, J. F. & Clark, L. H. (1988). Teaching in the middle and secondary schools, 3rd ed. New York: Macmillan Publishing Company.

Crunkilton, J. R. & Krebs, A. H. (1982). Teaching agriculture through problem solving. Danville, IL: The Interstate Printers & Publishers, Inc.

Kim, E. C., & Kellough, R. C. (1987). A resource guide for secondary school teaching, 3rd Ed. New York: Macmillan Publishing Company.

Newcomb, L. H., McCracken, J. D., & Warmbrod, J. R. (1986) Methods of teaching agriculture. Danville, IL: The Interstate Printers & Publishers, Inc.

**Examples:**  
Teacher goal: To relate slope to soil erosion and then to the use terracing as an erosion control measure.

**Recall Questions**

“What causes most topsoil erosion?” (WAIT). (DON’T CALL ON THE FIRST, SECOND, OR THIRD STUDENT TO RAISE A HAND. D0N’T BE AFRAID TO TELL STUDENTS, “I am waiting for more of you to think of an answer. I want to see more hands go up.” (WAIT).   
CALL ON A STUDENT. (WAIT)

“In your notes write what causes the most topsoil erosion. Put you pen/pencil down when you have an answer.” (WAIT). (WHEN NEARLY ALL STUDENTS HAVE PUT PENS/PENCILS DOWN, CALL ON A STUDENT TO GIVE AN ANSWER. WAIT. THEN ASK STUDENTS TO RAISE HANDS TO INDICATE THAT THEY AGREE AND DISAGREE. ACT ON THE RESULTS BY ASKING STUDENTS TO EXPLAIN.   
  
**Probing Questions**

How does water cause soil erosion? (WAIT). (DON’T CALL ON THE FIRST, SECOND, OR THIRD STUDENT TO RAISE A HAND. D0N’T BE AFRAID TO TELL STUDENTS, “I am waiting for more of you to think of an answer. I want to see more hands go up.” (WAIT).   
CALL ON A STUDENT. (WAIT)

“In your notes write what causes the most topsoil erosion. Put you pen/pencil down when you have an answer.” (WAIT). (WHEN NEARLY ALL STUDENTS HAVE PUT PENS/PENCILS DOWN, CALL ON A STUDENT TO GIVE AN ANSWER. WAIT. THEN ASK STUDENTS TO RAISE HANDS TO INDICATE THAT THEY AGREE AND DISAGREE. ACT ON THE RESULTS BY ASKING STUDENTS TO EXPLAIN.

Teacher makes a statement that is incorrect about what causes most topsoil erosion (WAITS) and then asks students to raise hands to see who agrees or disagrees. Respond to the survey by having students share ideas with a partner. (WAIT). Now proceed to accept answers.  
  
**Probing Further**

That's true, but how does it do that? (WAIT) Students share ideas with a partner. (WAIT). Now proceed to accept answer.  
  
**Shifting**

Tell students the answer is partially correct. Ask student to raise hands if they can offer a fuller explanation. (WAIT)  
  
**Comprehension**

That is right. Now, what does the slope of the field have to do with that? Write your answer in your notebook and be prepared to share it with a partner and the class.

# IV

# GUIDELINES FOR ESTABLISHING AN EFFECITVE CLASSROOM MANAGEMENT SYSTEM

The following guidelines to classroom management can help you build a strong foundation for your classroom-control techniques.

1. Establish your classroom control during the first few days of the school year, and in the best way possible for you.
2. Have as few rules and regulations as absolutely necessary, and enforce them.
3. Involve students in making and in enforcing classroom rules and regulations.
4. Learn the names of your students quickly, and use them.
5. Establish and maintain classroom routines.
6. Use caution in making any threats, and when you do threaten, make it clear, understandable, and one that you will carry out.
7. Maintain a sense of humor about misbehaviors, trying to be firm, fair, but friendly.
8. Learn about the policies, attitudes, and practices of your colleagues and of the chief administrator.
9. Use your eyes, voice, feet, and body posture to effectively communicate nonverbal cues.
10. Discuss misbehavior in private with the student whenever feasible.
11. Be yourself, as only the real you can succeed in the classroom.
12. Use reason and logic in your behavioral requests and in your consequences.
13. Vary classroom activities, with occasional breaks and changes in pace.
14. When you use consequences, make them immediate and as appropriate as possible.
15. Avoid using the process of writing as a consequence of misbehavior.
16. Avoid punishing the entire class for the misbehavior of a few.
17. Be cautious with the use of sarcasm in the classroom.
18. Be a model for your students; behave as you want them to behave.
19. Be aware of personality conflicts (between you and individual students) and don’t feel guilty about them. You can handle it.
20. Spend time outside of class time diagnosing problems and planning strategies.
21. Be aware of your own mood levels, and personal high-stress days, and anticipate that your own tolerance levels on those days may be low.
22. Be aware of individual student problems that may be sources of high stress for those students. Through individual talks, you may be able to help those students to cope.

**Classroom Management Philosophies**

**Idealism**

Few discipline problems as teacher’s love of subject matter is transferred to students. Any problems with student behavior are handled but the teacher who discusses them with the students involved.

**Realism**

Classroom rules and resultant punishments are established at beginning of the school year and posted in the classroom. Violators are punished according to the criteria established.

**Existentialism**

Emphasis on freedom to do as the student chooses in the classroom.

**Pragmatism**

Classroom rules are established by the class in a democratic fashion.

From *Teaching, Bearing the Torch* by Pamela J. Farris McGraw Hill College 1999 p. 82



**Student Teacher Data Sheet**

*Complete these forms during the pre-student teaching seminar and give one copy to your CSB/SJU Supervisor and the second copy to the Director of K-12/5-12 Student Teachers.*

Name

Last, First Middle

**Main Residence Address:**

|  |  |
| --- | --- |
| **Address:** | **Phone:** |
| **City, State:** | **Zip:** |

**Permanent Address:**

|  |  |
| --- | --- |
| **Address:** | **Phone:** |
| **City, State:** | **Zip:** |

|  |  |
| --- | --- |
| Home/ Phone Number |  |
| Cell Phone Number |  |
| Primary E-mail Address |  |
| Secondary E-mail Address |  |
| Discipline/Subject Area(s) |  |
| Cooperating Teacher(s) Name(s) |  |
| School(s) |  |

------------------------------------------------------------------------------------------------------------------Cut and hand in.

      Your Name. Name of Professor from your academic discipline that you would like to invite to observe you student teach:

Name Discipline Name Discipline

Liability Insurance/Completed & Paid: Click here to enter a date.

*Date*

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**Permanent Address:**

|  |  |
| --- | --- |
| **Address:** | **Phone:** |
| **City, State:** | **Zip:** |

|  |  |
| --- | --- |
| Home/ Phone Number |  |
| Cell Phone Number |  |
| Primary E-mail Address |  |
| Secondary E-mail Address |  |
| Discipline/Subject Area(s) |  |
| Cooperating Teacher(s) Name(s) |  |
| School(s) |  |

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      Your Name. Name of Professor from your academic discipline that you would like to invite to observe you student teach:

Name Discipline Name Discipline

Liability Insurance/Completed & Paid: Click here to enter a date.

*Date*

**Guiding Principles for Faculty and Students of the CSB/SJU Education Department**

As colleagues with us in the pursuit of learning, in the advancement of scholarship, and the nurturing of community, those students we accept as candidates for teacher licensure uphold the same standards of intellectual honesty, professional responsibility, and personal integrity that we hold for ourselves. To that end, they are bound with us by a simple code of ethical conduct.

* We accept responsibility for our performance of the duties included in our roles as teachers, scholars, and learners.
* We celebrate the accomplishments of others; we do not claim their work as our own.
* Our word is our bond; we keep our commitments to each other.
* We profit from the contributions that diverse women and men bring to our profession. We do not demean the race, ethnicity, cultural heritage, religion, gender, or sexual orientation of others.

“We reverence all persons, respecting each person regardless of class, background, or professional skill.”

* We work for unity with diversity that draws on our individual strengths to form a unified community of scholars, teachers, and students.

“We become who we are by our relationships with others.”

As educators we are guided in our practice by the tenets of codes developed by governing agencies and professional organizations. Teachers licensed in Minnesota are bound by the **Code of Ethics for Minnesota Teachers.** The **Code of Ethics for the Catholic School Teacher** published by the National Catholic Educational Association and the National Education Association’s **Code of Ethics for the Education Profession** offer further guidance.

Your signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Click here to enter a date.

Read and sign this form and give it to the Director of K-12/5-12 Student Teachers

Excerpts from the 2001 essay, **Catholic, Benedictine Values in an Educational Environment** by John Klassen, OSB, Emmanuel Renner OSB, and Mary Reuter OSB.



Spring 2009 student teachers demonstrate how not to dress for success.



Spring student teachers demonstrate how to dress for success.