The mission statement of Augustana College is “to provide an education of enduring worth in times of change by blending the broad learning experiences of the liberal arts with the student’s individual professional goals by relating Christian faith to learning.” The College Mission serves as the driving force for the Education Department.

The Conceptual Framework describes how Augustana College’s Teacher Education Program has been influenced and informed by current and historical research in education, by current best practice and reform research and by the changes called for by CAEP (Council for the Accreditation of Educator Preparation) and other learned societies. Additionally, the conceptual framework articulates the Teacher Education Program’s beliefs and provides justification and rationale for its existence and purpose. It is meant to be a vehicle through which the unit shares with the professional community its way of seeing, thinking, and being.

Our program’s conceptual framework, the Circle of Courage, is based on a model of youth empowerment supported by contemporary research, the heritage of early youth work pioneers and Native American philosophies of child care. The model is encompassed in four core values: belonging, mastery, independence, and generosity. The central theme of this model is that a set of shared values must exist in any community of learners, including public education and teacher training institutions, to create environments that ultimately benefit society. The term reclaiming is used in this model because reclaiming environments meet the needs of both the individual and society. Members of the Professional Education Unit determined that they want to create a reclaiming environment for their teacher candidates and dispose program graduates to create classrooms and schools that exemplify all four values of the Circle of Courage.

**Belonging** is an integral part of the Augustana environment. Students need to attach to caring adults in order to begin the process of learning and incorporate basic social values. The college encourages teacher candidates’ sense of belonging through small interactive classes and numerous teacher candidate groups. Within the Teacher Education Program, belonging is facilitated through consensus building, inclusive learning climates, and cooperation. Teacher candidates examine their field placements with regard to the ways in which the teacher creates a belonging environment that nurtures positive peer attachments through learning. Faculty also structure the teacher candidates' learning environment to create a community of learners.
Mastery, the second value in the Circle of Courage Model, promotes the belief that teacher candidates need to develop social, intellectual, and academic competence if they are to become capable and responsible citizens. Mastery is ensured both through the Augustana core and the Teacher Education Program requirements. College and program admission requirements, stringent course standards, early practicum experiences and portfolios are examples of measures used to assess learning and levels of preparedness. When teacher candidates are knowledgeable and skilled in the professional discipline and the liberal arts core, they are disposed to become "master" teachers.

Independence is the third value promoted within the Circle of Courage model. To develop positive autonomy and interdependence, teacher candidates must be secure in the guidance of caring adults and believe they have some power over their world. The Augustana liberal arts core provides teacher candidates with the tools for independence from their first entry course, New Student Seminar, to the Capstone course for seniors. These courses enable teacher candidates to learn about themselves and their relationship to others. In the Teacher Education Program, qualities that promote problem solving, leadership, respect for diversity, collaboration, assertiveness and responsibility are built into the curriculum and modeled by unit faculty.

Generosity is incorporated into Augustana's liberal arts core by expecting teacher candidates to participate in volunteer work and the college's annual Community Service Day, thus encouraging them to display empathy and concern for others. The curriculum within the Teacher Education Program is designed to assist teacher candidates in making the connection between their chosen career and a commitment to society. A positive learning environment must be characterized by a climate of caring so that all involved support one another and cooperate in making their social and academic experiences meaningful.

The mission of the Education Department is to empower students with the tools needed to create learning environments that ensure belonging, mastery, independence and generosity. This mission is grounded in a philosophy that integrates the best of Western educational thought with the wisdom of the indigenous Native American culture of the region and emerging research on positive youth development.
PROGRAM COMPETENCIES

The curriculum of the Teacher Education Program is structured to blend the Circle of Courage values into a model for professional behavior. A set of professional competencies, based upon INTASC (Interstate New Teachers Assessment and Support Consortium) principles, has been identified to guide course content and practicum experiences at the initial level. Each of the program competencies has been aligned with the four shared values of belonging, mastery, independence, and generosity.

PROGRAM COMPETENCIES AT THE INITIAL LEVEL

#1 KNOWLEDGE OF SUBJECT MATTER: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

#2 KNOWLEDGE OF HUMAN DEVELOPMENT AND LEARNING: The teacher candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

#3 ADAPTING INSTRUCTION FOR INDIVIDUAL NEEDS: The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#4 MULTIPLE INSTRUCTIONAL STRATEGIES: The teacher candidate understands and employs a variety of evidence-based learning strategies to encourage students' development of critical thinking, problem solving, and performance skills.

#5 CLASSROOM MANAGEMENT AND MOTIVATION SKILLS: The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#6 COMMUNICATION SKILLS: The teacher candidate uses knowledge of effective verbal, nonverbal, media, and technological communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#7 INSTRUCTIONAL PLANNING SKILLS: The teacher candidate plans instruction based upon knowledge of subject matter, local, state, and national content standards, students, and the community.

#8 ASSESSMENT OF STUDENT LEARNING: The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

#9 PROFESSIONAL COMMITMENT AND RESPONSIBILITY: The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
#10 PARTNERSHIPS: The teacher candidate fosters relationships with families (parents, guardians, and support people), school colleagues, and community agencies to support students' learning and well-being.

The above 10 competencies have been reorganized into 6 broad categories as follows:

- Content Knowledge (#1)
- Knowledge of Student (#2, #3)
- Classroom Environment (#5)
- Planning for Instruction (#4, #6, #7)
- Assessment (#8)
- Professionalism (#6, #9, #10)

**ROLES, RESPONSIBILITIES, & EXPECTATIONS**

**TERMINOLOGY**

**Student Teaching**
This term refers to a period of directed teaching experiences under the guidance of a cooperating teacher and a college supervisor.

**Student Teacher**
A college student who has been assigned to a cooperating school/agency to acquire practical teaching experience under the direction of a cooperating teacher and a college supervisor is known as the student teacher. In this document preservice teacher is used interchangeably with student teacher.

**Cooperating Teacher**
The cooperating teacher is a fully certified teacher in a public or private school or agency who directs the experience of and assists with the supervision and evaluation of a student teacher.

**Cooperating School/Agency**
A public or private school or agency that works jointly with the college to provide a site for the student teaching experience is known as the cooperating school/agency.

**College Supervisor**
This term refers to a faculty member assigned by the college to supervise and evaluate the progress of a student teacher.

**Auxiliary Supervisor**
This individual is a faculty member from the secondary student teacher’s major area (e.g., history, math, biology) or, in the case of K-12 art, HPER, music, or MDFL student teachers, from the Education Department who makes one supervisory visit during the student teaching experience.
Professional Practices and Standards Commission
Chapter 24:08:03 Code of Professional Ethics

24:08:03:01 Obligations to students. In fulfilling their obligations to the students, educators should act as follows:

1. Not without just cause restrain students from independent action in their pursuit of learning;
2. Not without just cause deny to the students access to varying points of view in the classroom;
3. Not deliberately suppress or distort subject matter for which they bear responsibility;
4. Make reasonable effort to maintain discipline and order in the classroom and the school system to protect the students from the conditions harmful to learning, health, and safety;
5. Conduct professional business in such a way that they do not expose the students to unnecessary embarrassment of disparagement;
6. Accord just and equitable treatment to every student, regardless of race, color, creed, sex, sexual preference, age, marital status, disability, national origin, or ethnic background;
7. Not exploit a professional relationship with a student for personal gain or advantage;
8. Keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
9. Maintain professional relationships with students in a manner which is free of vindictiveness and recrimination.

24:08:03:02 Obligations to the public. In fulfilling their obligations to the public, educators shall act as follows:

1. Take precautions to distinguish between their personal views and those of the local school district or governing board;
2. Not knowingly distort or misrepresent the facts concerning educational matters directly and/or indirectly in public expressions;
3. Not interfere with a colleague’s exercise of political and citizenship rights and responsibilities;
4. Not exploit the local school district or governing board for private gain;
5. Not exploit the local school district or governing board to promote political candidates or partisan political activities;
6. Accept no gratuities, gifts, or favors that might impair professional judgment, nor offer any favor, service, or thing of value to obtain special advantage;
7. Not engage in activities that would lead to a felony conviction;
8. Not commit any act of moral turpitude or gross immorality.

24:08:03:03 Obligations to the profession. In fulfilling their obligations to the profession, educators shall act as follows:

1. Accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
2. Maintain confidentiality of professional information acquired about colleagues in the course of employment, unless disclosure serves professional purposes;
3. Discuss professional matters concerning colleagues in a professional manner;
4. Accept a position or responsibility only on the basis of the professional preparation and legal qualifications;
5. Adhere to the terms of a contract or appointment unless the contract has been altered without the consent of the affected parties, except as provided by law, legally terminated, or legally voided;
6. Use sound professional judgment in delegating professional responsibilities to others;
7. Not interfere with the free participation of colleagues in the affairs of their associations;
8. Not use coercive or threatening means in order to influence professional decisions of colleagues;
9. Not knowingly misrepresent their professional qualifications;
10. Not knowingly distort evaluations of colleagues;
11. Not criticize a colleague in front of students except as unavoidably related to an administrative or judicial proceeding.

Objectives for Student Teachers

1. Preservice teachers will use a variety of observation techniques and will engage in the practice of reflection as they debrief their clinical and field-based experiences.
2. Through reflection and the use of self-evaluation instruments, preservice teachers will make connections between campus and field-based experiences, linking theory and practice.
3. Preservice teachers will use feedback from field- and campus-based supervisors for professional growth.
4. Preservice teachers will identify a learning environment that meets individual learner needs with flexibility and responsiveness.
5. Preservice teachers will demonstrate a respect for diversity.
6. With the guidance of the cooperating teacher, preservice teachers will establish an environment of respect and rapport.
7. Preservice teachers will acknowledge and demonstrate the need for thorough planning and preparation in order to manage learning environment procedures and organize space and time.
8. Preservice teachers will develop and use lesson plans as a framework for teaching and assessing the effectiveness of instruction.
9. Preservice teachers will support inclusion/placement decisions and approaches.
10. Preservice teachers will use effective questioning and discussion techniques.
11. Preservice teachers will use various models of instruction.
12. When planning instruction/intervention, preservice teachers will monitor learner behavior by attending prior knowledge, levels of motivation, and need for reinforcement.
13. When presenting information, preservice teachers will engage learners in the learning process by connecting lessons to the past, the present, and eventually the future.
14. Preservice teachers will design coherent lessons and have knowledge of supplemental resources.
15. Preservice teachers will demonstrate the use of technology as a means of enhancing instruction, motivating students, and developing skills for learning.

16. Preservice teachers will observe, analyze, and practice appropriate group or classroom management strategies that allow children and youth to make choices and be responsible for themselves in the learning setting.

17. Preservice teachers will demonstrate skill in the appropriate use of a variety of assessment strategies (i.e. construction and use of tests, portfolios, student interest inventories, authentic assessment activities, formative and summative) and provide feedback to learners and families.

18. Preservice teachers will observe and analyze the roles of administrators, teachers, educational specialists, support staff, educational assistants, and parents, and the contributions they make to effective instruction in classrooms, schools, and agencies in an effort to understand schools as a social system.

19. Preservice teachers will identify with their professional role by accepting the following duties and responsibilities:
   -- Becoming acquainted with the rules and regulations of the cooperating schools/agencies and the state and federal laws under which they operate;
   -- Being prompt and regular in attendance;
   -- Attending faculty, department, and professional meetings conducted and/or supported by the cooperating school/agency;
   -- Safeguarding all personal and confidential information concerning students, using this information for professional purposes only;
   -- Completing written lesson plans in a timely fashion;
   -- Taking the initiative with school activities;
   -- Being appropriately groomed at all times;
   -- Keeping the college supervisor informed about teaching schedules and school activities and being available for conferences with the supervisor.

20. In both informal and formal settings (IEP meetings, TAT meetings, parent-teacher conferences, and committee work), the preservice teacher will work cooperatively with administrators, teachers, other professionals, and parents.

21. Preservice teachers will refine communication skills that will facilitate collaborative efforts with adults and other professionals, develop appropriate closeness to children and youth, and enhance instruction.

22. Preservice teachers will demonstrate the ability to acknowledge and discuss global and multicultural understandings, effective strategies, and use the current professional literature to guide their practice.

23. Preservice teachers will examine and contribute to the school’s/agency’s efforts to promote meaningful connections to school and related settings.

24. Preservice teachers will be open to and accepting of networking and mentoring opportunities with professionals.

25. Preservice teachers will remain open to life-long learning.

Phases of Student Teaching

The following guidelines are presented to suggest a sequence of expectations for the student teacher. Because each situation is unique in some way, planning should be tailored to the setting and the readiness of the student teacher.

NOTE: Fall 2013, The Augustana College Education Department will be piloting a Co-Teaching model and encourages and invites all placements to investigate the key components that are outlined in your materials. The Field Placement Coordinator can
also answer any questions that you might have as you consider implementing the elements. The phases listed below suggest a guide for the progression of the student teaching experience, but with Co-Teaching, the time line is more flexible as you weave the planning and teaching throughout.

**PHASE I:** The first several days should be spent in orientation to the school, observation of students and classes, and in becoming familiar with curriculum materials and student files. The student teacher should also help with routine activities whenever possible. Planning should be shared and cooperative.

**PHASE II:** During the second week the student teacher should begin assisting in teaching activities and interacting with students as much as possible and remain active in the planning of lessons.

**PHASE III:** The cooperating teacher and the student teacher should plan for the student teacher to gradually assume full teaching duties. The cooperating teacher should observe and give regular feedback during this phase.

**PHASE IV:** The student teacher should teach full days for at least two weeks in an eight-week placement and at least three weeks in a 10-12 week placement. These do not need to be consecutive days. The cooperating teacher should be absent from the classroom for periods of time during this phase. The student teacher will prepare an entire unit and teach as much of it as can be covered within the time allowed. This is the ideal time for the student teacher to carry out the Assessment Project.

**PHASE V:** During the last few days of the placement, the cooperating teacher should gradually assume teaching to avoid an abrupt change of teachers for the students. This is an appropriate time for the student teacher to observe some of the other teachers, classes and activities at school.

While each student teacher’s transition into and out of full responsibility for teaching duties will vary, the transition should be a gradual one as depicted in the graphic that follows:

![Graph showing transition phases](image-url)

**Suggestions for Making Student Teaching a Positive Experience**

**Planning for Instruction.** A thoroughly planned lesson is one key to successful teaching. Well-planned lessons take time and thought. Spending one hour of planning for each lesson taught is typical at the beginning of a student teaching experience. Unit planning will take additional time. Be thoughtful about WHY you are teaching a particular lesson, WHAT its important elements are, and HOW it relates to your unit plan as a
whole. Pupils should understand the reason for a lesson or an activity. Watch the
tendency to go right into the substance of the lesson without preparing pupils for it.
Pre-teaching activities that provide for participation by pupils are helpful in increasing
motivation. As you plan, conduct, and evaluate learning activities, seek the guidance of
your cooperating teaching. S/he is a valuable resource person for you. Implement co-
planning as outlined in the Co-Teaching model.

Relationships with Students and Faculty. Your concerns about “discipline” are very
important. You must follow the accepted discipline procedures of the school in which
you are working. Guard against being overly casual with students. On the other hand, a
stiff formality is not appropriate. The old adage—fair, firm, and friendly—still describes
the type of relationship you should maintain in most situations. Strive to maintain
positive relationships with faculty and staff members and seek out collegial
conversation. Whenever possible, get involved in the total school environment.

Positive Attitude. Some student teachers begin with the personal conviction that they
have all the answers; others are feeling scared to death. Overconfidence can prevent you
from benefiting from the help that cooperating teachers and college supervisors can give
you. A lack of confidence can be alleviated when you acknowledge that you have had
several years of preparation and that the professionals with whom you are working want
to help you. This is a time to discover your own teaching strengths and weaknesses.
Everyone has them.

Communicate with Other Professionals. It is very important to aid in keeping the lines
of communication open. Honesty and frankness can help. It is possible to be tactful
while still being truthful. Blunt and unkind remarks should not be confused with an
honest statement of opinion.

Put Student Teaching First. It may be necessary for you to take a course or work during
student teaching. Strive not to over-commit yourself to other responsibilities.

General Policies

Absences. Student teachers should ask their cooperating teachers what procedures they
are to follow in case of absence. The cooperating teacher and/or the school/agency
office should be called before the beginning of the school day. They should be called
each day the student teacher is absent. All absences must be reported to the college
supervisor. The decision to make-up the missed days will be made jointly by the Field
Placement Coordinator, cooperating teacher, the college supervisor and the student
teacher.

In the case of absence to attend college functions, the student teacher should make the
request to the college supervisor. If the request appears reasonable, it will be discussed
with the cooperating teacher. The decision to have missed days made up will be jointly
determined by the cooperating teacher, the college supervisor and the student teacher.

Other situations requiring an absence from the school or agency will be discussed jointly
with the cooperating teacher, college supervisor, and the student teacher, along with the
decision about requiring make up days.
Placement Changes. Any changes in a placement for any reason must be initiated through the Field Placement Coordinator’s office.

School Vacations. Student teachers will follow the calendar of the school/agency to which they are assigned. These may or may not coincide with the college calendar.

In-Service Training. The student teacher should accompany the cooperating teacher to staff meetings, workshops, and in-service training activities.

School-Related Activities Outside of Normal School Hours. Whenever possible, the student teacher should participate in after school, evening, or Saturday activities if they directly relate to the learning experience. These could include music contests, school programs, or open houses.

Parent-Teacher Conferences. Student teachers are expected to be a part of parent-teacher conferences. These can be positive learning experiences.

Liability. Student teachers should have liability protection under the school or agency with whom they work. Any “excess” charges incurred will be paid by the college’s insurance coverage.

Substituting. The use of student teachers as substitute teachers is STRONGLY discouraged.

Role of Cooperating Teachers

The cooperating teacher is one who exerts a primary influence on the development of the student teacher. Those serving in this role are responsible for guiding the student teachers through their first professional experience. The value of the student teaching experience will depend largely upon the skill, cooperation, and attitude of the mentor as he/she guides the intern through three critical developmental stages: orientation to the school and class, induction into teaching, and assumption of full responsibility for the class. Specifically, cooperating teachers will be responsible to:

1. Create an atmosphere of acceptance of the student teacher by introducing the student teacher as “second teacher” or a co-worker.
2. Provide information concerning school policies and regulations.
3. Provide background information about pupils.
4. Acquaint the student teacher with available instructional materials, supplies, and equipment.
5. Schedule as early as possible with the student teacher the sequence of teaching experiences.
6. Give the student teacher instructional responsibilities in the classroom.
7. Guide the student teacher in planning, teaching, and evaluation.
8. Arrange for observations in other areas of the school.
9. Model various teaching strategies throughout the experience.
10. Provide continuous evaluative feedback to the student teacher through frequent planned conferences.
11. Confer with the college supervisor about the student teacher’s progress.
12. Supply the college placement office with an evaluation of the student teaching experience as provided by the College.
13. Keep informed as to the current policies and practices governing the student teaching experience.
14. Study, evaluate, and make recommendations for improving the student teaching experience.

Cooperating Teacher Responsibilities

1. Provide student teachers with their own personal space to work. A small desk or table area is sufficient.
2. Introduce the student teacher to other staff members and provide them with a tour of the building and orient them to the procedures in the building.
3. Prepare a plan for when and how the student teacher will gradually assume teaching responsibilities and allowing the student teacher autonomy for at least 2-3 weeks in the classroom. We encourage team teaching opportunities.
4. Give ongoing feedback and support on lesson development, classroom management, transitions, voice, organization, record keeping, etc.
5. Complete the mid-term (formative) evaluation form for your student teacher—hard copy. The midterm is to be completed by the cooperating teacher and the results shared and discussed with the student teacher; results should also be made available to the college supervisor.
6. Complete the final (summative) evaluation form for the student teacher—virtual copy. The final evaluation will be facilitated via the program’s electronic portfolio system, Chalk and Wire. Cooperating teachers will receive an e-mail invitation from Chalk and Wire to complete the final evaluation approximately one week before the end of the placement.
7. Complete a Reference Form for the student teacher. This form will be placed in the student teacher’s credential file.
8. Complete the Cooperating Teacher Exit Survey for the Education Department at the conclusion of the experience.

Role of College Supervisors

College supervisors serve as a resource person for the principal of the cooperating school, the cooperating teacher, and the student teacher. College supervisors work with the cooperating teacher and the student teacher in evaluating the student teacher’s performance. Specifically, college supervisors will:

1. Meet with the cooperating teacher and student teacher early in the student teaching period to discuss concerns or answer questions about the assignment.
2. Check with the building administrator periodically in order to maintain communication concerning progress and/or problems of the student teacher and/or cooperating teacher.
3. Provide guidance to the student teacher through regular classroom visitations. Typically, three observations for a 7-week experience and four observations for the 10-week experience are made.
4. Make one joint supervisory visit with a member of the department of the secondary/K-12 student teacher’s academic major as determined by the Field Placement Coordinator.
5. Check lesson and/or unit planning for clear objectives, logical sequencing, and correlation with previous lessons.
6. Help the student teacher and cooperating teacher resolve any problems affecting the student teaching situation.
8. Confer with the student teacher and cooperating teacher either face-to-face or electronically after each observation.
9. Offer praise, encouragement, and tactful and constructive criticism.
10. Share innovative methods, procedures, and materials.
11. Complete a Reference Form for the student teacher. This form will be placed in the student teacher’s credential file.
12. Keep informed as to the current policies and practices governing the student teaching experience.
13. Study, evaluate, and make recommendations for improving the student teaching experience.
14. Complete the College Supervisor Exit Survey for the Education Department at the conclusion of the experience.

Role of Principals

The principal of the cooperating school works closely with the cooperating teacher and the college supervisor to ensure an effective experience for student teachers. The principal’s responsibilities may include assisting in the orientation of the student teachers, observing the student teachers in their assigned classrooms, and acting as a resource person for the cooperating teacher and the student teacher. Specifically, principals may:

1. Meet with the student teachers during their first day of their assignments.
2. Introduce the student teachers to the staff and acquaint the student teachers with the facilities and services of the school.
3. Visit informally with the student teachers, in the hallways, the lounge, and the lunchroom.
4. When possible, observe student teachers in the assigned classroom.
5. Talk with the student teachers about their work.

Role of the Field Placement Coordinator

The Field Placement Coordinator monitors the student teacher’s progress prior to the student teaching semester, makes placement assignments, and facilitates the starting and concluding procedures for the experience. Specifically, the Field Placement Coordinator will:

1. Notify student teachers and college supervisors of placement assignments and dates.
2. Provide an orientation for student teachers, cooperating teachers, and college supervisors prior to the student teaching experience.
3. Monitor, in conjunction with the college supervisor and department chair, any serious problems that arise in a given placement.
4. Change or terminate a placement if such action is considered appropriate by the involved parties.
5. Be available for ongoing questions about procedures and placements.
6. Solicit, receive, and collate feedback/suggestions from cooperating teachers and student teachers regarding ways to strengthen the teacher preparation program.
7. Oversee payment of honoraria to cooperating teachers and/or schools and institutions.
8. Continue to monitor the student teacher’s progress until time of exit from the teacher preparation program.

Role of Certification Officer

The Certification Officer oversees and submits applications for teacher certification and verifies that individuals making application have met all requirements as outlined by individual states.

The Certification Officer is available to meet with students and assist them with the application process. Students are encouraged to begin the certification process prior to student teaching.

Specifically, the Certification Officer will:

1. Assist graduates in making application for teacher certification.
2. Inform student teachers of any certification requirements in other states.
3. Keep current on updated certification requirements and assure compliance.

Student Teacher Responsibilities

1. **Complete detailed lesson plans** for each lesson they teach until their cooperating teacher approves shortened versions or when the student teacher begins to assume more teaching responsibilities.

2. **Videotape at least one teaching lesson** and review and reflect upon the lesson using the Video Reflection Form—one video lesson is required. The reflection is a required artifact in the EDUC 400L Student Teaching ePortfolio.

3. **Keep a notebook/binder** with all lessons taught and record brief anecdotal, reflective comments and observations on these lessons. This notebook should be available for the college supervisor to view at each visit; the college supervisor should NOT have to ask to see your binder, have it ready for them when they come to observe your lesson.

4. **Complete a midterm self-evaluation** for EACH placement using the Student Teacher Self-Evaluation Form. At least ONE midterm self-evaluation is a required artifact in the EDUC 400L Student Teaching ePortfolio.

5. **Complete the Student Teacher Exit Survey** for EACH placement.

6. **Submit one Student Teaching Assessment Project.** The project is a required artifact in the EDUC 400L Student Teaching ePortfolio.
STUDENT TEACHING ASSESSMENT PROJECT

The Student Teaching Assessment Project is specifically designed to dispose teacher candidates to:

- be reflective practitioners,
- thoughtfully and systematically consider the impact their instruction has upon P-12 student(s), and
- use assessment results to inform instruction.

Prior to the semester of student teaching student teacher candidates will receive information regarding this project.

This project is a required artifact for the EDUC 400L ST ePortfolio and will typically be reviewed by your college supervisor.

Successful completion of this project is a required component of the student teaching experience.

If you are asked to revise and resubmit the project, it is your responsibility to follow through on the revision and resubmission process in a timely manner.

Failure to do so may jeopardize exit from the program, graduation from the college, and subsequent eligibility for teacher certification.

Candidates should upload their completed Student Teaching Assessment Project in their EDUC 400L ST ePortfolio and submit it to their college supervisor.

If you are not sure who to submit your completed project to, contact the Unit Assessment Coordinator via e-mail: sharon.andrews@augie.edu

Early in the placement, discuss this project with your cooperating teacher and your college supervisor to determine the focus of your unit and when you will teach the unit.

Be sure to conduct the before-instruction assessment well in ADVANCE of teaching your unit so that you have time to make any modifications and/or adjustments to your unit.

Student teachers are advised to carefully review the Student Teaching Assessment Project Rubric which provides detailed expectations.
CONTEXTUAL INFORMATION

Unit Title:  
Grade Level:  
Duration of Unit:  

Overall Unit Goal:
Student Learning Outcomes:
Target Performance Goal ______%  

Student Demographics
___# of students who are culturally diverse  
___# of students with special needs  
___# of students who are gifted/talented  
___# of students who are Title I  
___# of students who are male  
___# of students who are female  
___Other: ____________________________________________________

• Describe the technological resources available to you in this classroom and how you will integrate the available technology into your unit OR provide a compelling rationale for why you are NOT making use of the available technology.
• Describe the attitudes toward individual differences in this classroom.
• Describe the instructional methodology typically employed in this classroom.
• Describe the typical approach(s) to assessment in this classroom.
• Describe how the Circle of Courage and its four core values are reflected in this classroom.

ASSESSMENT PLAN

BEFORE INSTRUCTION ASSESSMENT
• Describe your before-instruction assessment method, include a copy of it, and explain why you selected it.
• Display the results of the before-instruction assessment via a data table indicating individual student results in percentages—use pseudonyms to protect the identity of your students.
• What did you learn from the before-instruction assessment?
• Describe what changes/modifications will be made to your unit based upon a review of the before-instruction assessment results; if no changes are warranted, provide a compelling rationale to justify this decision.

DURING INSTRUCTION ASSESSMENT
• Describe the during-instruction assessment approaches used throughout the unit.
• What did you learn from the during-instruction assessments?
• Describe what changes/modifications were made during the unit based upon during-instruction assessment results.

AFTER INSTRUCTION ASSESSMENT
• Describe your after-instruction assessment method, include a copy of it, and explain why you selected it.
• Display the results of the after-instruction assessment via a data table (see sample) indicating individual student results in percentages—use pseudonyms to protect the identity of your students.
For each student in the data table, provide a brief reflective analysis of their performance from before to after instruction assessment.

What did you learn from the after-instruction assessment?

Describe what changes/modifications will be made to this unit the next time it would be taught; if no changes are warranted, provide a compelling rationale to justify this decision.

**SAMPLE DATA TABLE**

(ADD ROWS TO THE TABLE AS NECESSARY)

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>BEFORE INSTRUCTION</th>
<th>AFTER INSTRUCTION</th>
<th>ASSESSMENT ANALYSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Doe</td>
<td>45%</td>
<td>68%</td>
<td>Student made significant gains but was still below 70%; will work one-on-one with student during study hall and re-test when student is ready; will also consult with student to determine best content delivery method and possible alternative testing format</td>
</tr>
<tr>
<td>Mike Jones</td>
<td>80%</td>
<td>65%</td>
<td>Student did not meet target performance goal on post-assessment even though he appeared to be engaged throughout the unit; a conference with the student revealed some issues going on at home which may have contributed to his lower post assessment performance; will provide a review session for student and retest to see if performance improves</td>
</tr>
<tr>
<td>Jane Doe</td>
<td>86%</td>
<td>80%</td>
<td>Student was absent frequently throughout unit and made no effort to complete missed work, however, student met target performance goal of 70% or above</td>
</tr>
<tr>
<td>John Smith</td>
<td>75%</td>
<td>85%</td>
<td>Student met target performance goal</td>
</tr>
<tr>
<td>Jane Smith</td>
<td>100%</td>
<td>N/A</td>
<td>Student performance on pretest was 100%; in consultation with student, alternative unit activities and culminating project were designed to differentiate the curriculum</td>
</tr>
</tbody>
</table>

**SUGGESTIONS FOR ASSESSMENTS**

**BEFORE INSTRUCTION** - help you to plan for your students’ learning experiences.

- Traditional Test with objective items (MC, T/F, Matching, etc.)
- KWL
- Discussion
- Performance sample (writing, sight reading, etc.)

**DURING INSTRUCTION** - support students during the learning process.

- Anecdotal Records
- Large Group Discussions
- Collaborative Groups (Jigsaw, etc.)
- Homework
- Quizzes
- Think-Pair-Share
- Journal Entries
- Quick Writes
- Admit & Exit Slips
- Graphic Organizers
- Note-taking systems such as Double Column Note-taking Guides
- Reading Guides
- Lab Reports
- Peer and/or Self Evaluation

**AFTER INSTRUCTION** - are conducted after a unit or certain time period to determine how much learning has taken place.

- Traditional Test with objective items (MC, T/F, Matching, etc.)
- KWL
- Discussion
- Performance sample (writing, sight reading, etc.)
- Presentation
## ASSESSMENT PROJECT RUBRIC

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>4=Distinguished/Exemplary</th>
<th>3=Proficient/Excellنت</th>
<th>2=Basic/Expected</th>
<th>1=Unsatisfactory/Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contextual Information</strong></td>
<td>Candidate provides a unit overview and description demonstrating an understanding of student differences and classroom contextual factors that may affect learning</td>
<td>Candidate provides a unit overview and description demonstrating an understanding of student differences and classroom contextual factors that may affect learning</td>
<td>Candidate provides a unit overview and description of the classroom's contextual factors</td>
<td>Candidate does not provide a unit overview and description demonstrating an understanding of student differences and classroom contextual factors that may affect learning</td>
</tr>
<tr>
<td><strong>Before-Instruction Assessment</strong></td>
<td>Before-instruction assessment approach explained, justified, and included; before-instruction instrument included; student work samples included</td>
<td>Before-instruction assessment approach explained, justified, and included; before-instruction instrument included</td>
<td>Before-instruction assessment approach explained and justified</td>
<td>Before-instruction assessment approach is not explained, justified, and/or included</td>
</tr>
<tr>
<td><strong>Use of Before-Instruction Assessment Data</strong></td>
<td>Candidate provides evidence of making appropriate modifications to the instructional plan based on before-instruction assessment results and individual student needs</td>
<td>Candidate provides evidence of making appropriate modifications to the instructional plan based on before-instruction assessment results</td>
<td>Candidate provides evidence of making appropriate modifications to the instructional plan but does not base them upon before-instruction assessment results</td>
<td>Candidate does not provide evidence of making appropriate modifications to the instructional plan based on before-instruction assessment results and individual student needs</td>
</tr>
<tr>
<td><strong>During-Instruction Assessment</strong></td>
<td>During-instruction is ongoing and includes multiple modes; During-instruction assessment instruments included; student work samples included</td>
<td>During-instruction is ongoing and includes multiple modes; During-instruction assessment instruments included.</td>
<td>During-instruction assessment is not ongoing and/or does not include multiple modes</td>
<td>During-instruction assessment is ongoing and includes multiple modes</td>
</tr>
<tr>
<td><strong>Use of During-Instruction Assessment Data</strong></td>
<td>Candidate provides evidence of making appropriate modifications to the instructional plan based on during-instruction assessment results and individual student needs</td>
<td>Candidate provides evidence of making appropriate modifications to the instructional plan based on during-instruction assessment results</td>
<td>Candidate provides evidence of making appropriate modifications to the instructional plan but does not base them upon during-instruction assessment results</td>
<td>Candidate does not provide evidence of making appropriate modifications to the instructional plan based on during-instruction assessment results and individual student needs</td>
</tr>
<tr>
<td><strong>After-Instruction Assessment</strong></td>
<td>After-instruction assessment approach explained and justified; after-instruction assessment instrument included; student work samples included</td>
<td>After-instruction assessment approach explained and justified; after-instruction assessment instrument included</td>
<td>After-instruction assessment approach is not explained or justified</td>
<td>After-instruction assessment approach is not explained or justified</td>
</tr>
<tr>
<td><strong>Use of After-Instruction Assessment Data</strong></td>
<td>Candidate provides ideas for redesigning learning goals, assessment, and instruction and explains why these modifications would improve student learning based upon after-instruction assessment results in addition to discussing other ideas for improving student learning</td>
<td>Candidate provides ideas for redesigning learning goals, assessment, and instruction and explains why these modifications would improve student learning based upon after-instruction assessment results</td>
<td>Candidate provides ideas for redesigning learning goals, assessment, and instruction but does not explain why these modifications would improve student learning based upon after-instruction assessment results</td>
<td>Candidate does not provide ideas for redesigning learning goals, assessment, and/or instruction and does not explain why these modifications would improve student learning based upon after-instruction assessment results</td>
</tr>
<tr>
<td><strong>Results Table</strong></td>
<td>Data clearly presented, pseudonyms used and results recorded in percentages; target performance goal indicated; graphic representation of results included.</td>
<td>Data clearly presented, pseudonyms used and results recorded in percentages; target performance goal indicated.</td>
<td>Data clearly presented, pseudonyms used but results are not recorded in percentages; target performance goal indicated</td>
<td>Data is not clearly presented, pseudonyms not used, results not recorded in percentages, and/or target performance goal not indicated</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Analysis of individual student performance explores hypotheses for why each individual student did or did not meet learning goal and offers a plan for reteaching or remediation for those students not meeting the learning goal.</td>
<td>Analysis of individual student performance explores hypotheses for why each individual student did or did not meet learning goal.</td>
<td>Analysis of individual student performance explores hypotheses for why most individual students did or did not meet learning goal</td>
<td>Analysis of individual student performance does not explore hypotheses for why individual students did or did not meet learning goal</td>
</tr>
</tbody>
</table>
FORMS, TEMPLATES, ETC.
Augustana College Teacher Education Program

Student Teaching MIDTERM Performance Based Evaluation Form

- At the midterm of the placement, the Cooperating Teacher should complete the evaluation as a formative assessment tool
- Midterm results should be shared with the Student Teacher and College Supervisor but do NOT need to be submitted to the Education Department

RATING SCALE

The 4-point rating scale’s descriptive information should be used to inform your assessment of the student teacher’s performance; the student teacher’s performance should be considered within the context of this preservice experience, not as a first year teacher.

4= Distinguished/Exemplary—this student teacher is extremely capable, independent & autonomous; always exceeds expectations; performance is inventive & innovative.
  - Compelling, clear, convincing evidence of meeting standard
  - Instructional planning skills are consistently high
  - Goes above and beyond expectations
  - Professionalism exceeds expectations; demonstrates leadership qualities
  - Candidate requires no supervision
  - Candidate frequently performs additional responsibilities without prompting

3= Proficient/Excellent—this student teacher is capable & independent; often exceeds expectations; performance is consistent.
  - Clear, convincing evidence of meeting standard
  - Instructional planning skills are high
  - Goes above expectations
  - Candidate requires minimal supervision
  - Displays professional behavior across environments
  - Candidate sometimes performs additional responsibilities without prompting

2= Basic/Expected—this student teacher is capable; meets expectations; performance is adequate.
  - Clear evidence of meeting standard
  - Performance is adequate
  - Instructional planning skills are acceptable
  - Meets expectations
  - Displays professional behavior in most environments
  - Candidate requires periodic supervision
  - Candidate performs additional responsibilities as assigned

1= Unsatisfactory/Unacceptable—this student teacher is marginally capable and is not independent; does not meet expectations; performance is inconsistent.
  - Limited or no evidence of meeting standard
  - Instructional planning skills are inadequate or extremely inadequate
  - Does not meet expectations
  - Displays professional behavior when prompted or displays unprofessional behavior
  - Candidate requires constant supervision
  - Candidate fails to perform additional responsibilities as assigned

Please provide a brief supporting explanation or example for each area in the space provided
## PART I: ASSESSMENT OF STUDENT TEACHER KNOWLEDGE AND SKILLS

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>PERFORMANCE DESCRIPTION</th>
<th>SUPPORTING EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT KNOWLEDGE</strong></td>
<td>Understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</td>
<td></td>
</tr>
<tr>
<td><strong>KNOWLEDGE OF STUDENT</strong></td>
<td>Understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and personal development; understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</td>
<td></td>
</tr>
<tr>
<td><strong>CLASSROOM ENVIRONMENT</strong></td>
<td>Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</td>
<td></td>
</tr>
<tr>
<td><strong>PLANNING FOR INSTRUCTION</strong></td>
<td>Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals; understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills; makes use of technology integration where applicable and appropriate.</td>
<td></td>
</tr>
<tr>
<td><strong>ASSESSMENT</strong></td>
<td>Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</td>
<td></td>
</tr>
<tr>
<td><strong>PROFESSIONALISM</strong></td>
<td>Uses knowledge of effective verbal, and nonverbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom; is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who actively seeks out opportunities to grow professionally; fosters relationships with school colleagues, parents, and agencies in the larger community to support students learning and well-being.</td>
<td></td>
</tr>
</tbody>
</table>
PART II: ASSESSMENT OF STUDENT TEACHER DISPOSITIONS

This assessment is used to determine if candidates demonstrate the professional dispositions necessary to help all students learn. The following dispositional statements, grounded within the unit’s conceptual framework and its core values of belonging, mastery, independence, and generosity, are used as the basis for the assessment of candidate dispositions at the initial level.

<table>
<thead>
<tr>
<th>RATING SCALE</th>
<th>MIDTERM RATING</th>
<th>Please use the space below for written comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4=Distinguished/Exemplary</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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<tr>
<td>1=Unsatisfactory/Unacceptable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BELONGING IN THE PROFESSION**

- Relates easily, positively, and tactfully with others
- Promotes a learning community
- Has an appropriate professional appearance
- Displays a professional demeanor

**MASTERY IN THE PROFESSION**

- Exhibits an interest in and a commitment to the profession and to lifelong learning
- Considers the unique learning needs of all students
- Seeks and makes use of feedback
- Demonstrates ability to effectively support, plan and/or deliver instruction

**INDEPENDENCE IN THE PROFESSION**

- Demonstrates initiative and problem solving
- Is reliable and dependable
- Demonstrates flexibility and adaptability
- Actively seeks opportunities for professional growth

**GENEROSITY IN THE PROFESSION**

- Actively participates in collaborative situations
- Supports a positive learning environment
- Considers multiple perspectives
- Shares ideas and concerns
VIDEO REFLECTION FORM  
(to be completed in at least ONE placement)

Name_________________________________ Date__________________

After viewing the video of your teaching, record your reflective and evaluative comments related to each of the areas listed on this form. Share your reflections with your college supervisor and cooperating teacher.

**Teaching the Lesson**

Opening and Closing:

Communicated the Objective:

Made the Lesson Flow:

Organized Materials and Supplies:

Displayed Enthusiasm:
Managing and Organizing the Lesson

Provided a Caring Atmosphere:

Used Time Appropriately:

Provided for Individual Needs.

Established Classroom Control:

Demonstrated Classroom Awareness:

Evaluating Students and Self

Met Objectives:

Incorporated Assessment Procedures:

Other Comments or Reflections:
# AUGUSTANA COLLEGE EDUCATION DEPARTMENT
## Lesson Plan Template

<table>
<thead>
<tr>
<th>CANDIDATE NAME:</th>
<th>GRADE LEVEL &amp; SUBJECT AREA:</th>
<th>DATE:</th>
</tr>
</thead>
</table>

## PART I: PRE PLANNING

**LESSON IN CONTEXT:** (NOTE: Puts today’s lesson in context within this unit of study being taught.)

<table>
<thead>
<tr>
<th><strong>What did students learn about this topic in the PREVIOUS lesson?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What will the students learn about this topic in the FOLLOWING lesson?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**UNIT GOAL**

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**K-12 SD DOE STANDARDS ALIGNMENT**

<table>
<thead>
<tr>
<th>21st CENTURY LEARNING SKILLS ALIGNMENT</th>
</tr>
</thead>
</table>

**GUIDING QUESTIONS**

<table>
<thead>
<tr>
<th>KEY VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**MATERIALS/SUPPLIES**

<table>
<thead>
<tr>
<th>TECHNOLOGY</th>
<th>CLASSROOM ENVIRONMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART II: INSTRUCTIONAL PROCEDURE & LESSON FORMAT

ANTICIPATORY SET: (Time needed? __________) (NOTE: What will you do to focus student attention and prepare them for the lesson?)

LESSON SEQUENCE: (Time needed? __________) (NOTE: What is your plan for carrying out the lesson with clear directions, smooth transitions, etc.)

CONTINGENCY PLAN: (NOTE: What is your plan if the lesson is not working, you are running out of time, you have time to spare, etc.)

CLOSURE: (Time needed? __________) (NOTE: How will you conclude the lesson by bringing it back full circle to the objectives and actively involve students in doing so?)

<table>
<thead>
<tr>
<th>PART III: DEBRIEF AND REFLECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>What went well and why?</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Abbreviated Lesson Plan Template

CLASS: ___________________ GRADE LEVEL: ______
UNIT/.Topic: ___________________________ DAY/DATE: __________

STUDENT LEARNING OUTCOME(S):

ANTICIPATORY SET: What will you do to focus student attention and prepare them for the lesson?

LESSON SEQUENCE: What is your plan for carrying out the lesson with clear directions, smooth transitions, etc.

CLOSURE: How will you conclude the lesson by bringing it back full circle to the objectives and actively involve students in doing so?

CONTINGENCY PLAN: What is your plan if the lesson is not working, you are running out of time, you have time to spare, etc.

MATERIALS/TECHNOLOGY: What materials and/or technology are needed for the lesson?

REFLECTION: Use the remaining space to jot down some reflective comments...what went well & why, what did not go well & why, what needs to be changed & why, what should not be changed & why, what did you learn about your teaching methodology & why, what did you learn about your students & why, etc.
STUDENT TEACHER REFERENCE LETTER
Student Teacher: Mary Smith
Placement: Middle School Language Arts
School: Augie Middle School
Your Name & Title: Dr. Doe, College Supervisor
Contact Information: ###-###-####, dr.doe@myschool.edu

Use the remaining space to write your letter of reference for your student teacher. Areas that are typically addressed include but are not limited to the following:

- **CONTENT KNOWLEDGE**: Understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

- **KNOWLEDGE OF STUDENT**: Understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and personal development; understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

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If possible, please save your file as a PDF and e-mail it to Professor Becky Fiala who will forward it to our Career Center for inclusion in your student teacher’s credential file. (becky.fiala@augie.edu)

Please do not hesitate to contact Professor Fiala with questions regarding this letter of reference.
STUDENT TEACHER REFERENCE LETTER

Student Teacher:
Placement:
School:
Your Name & Title:
Contact Information: