



*School of Education*

**STUDENT TEACHING  
HANDBOOK**





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## ABOUT NCU

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Located in the downtown area of Minneapolis, Minnesota, North Central University is a coeducational, undergraduate, primarily residential college owned and operated by the Assemblies of God Districts of the Upper Midwest. Founded in 1930 as North Central Bible Institute, program offerings were expanded in 1955 to include a four-year degree, and in 1957, the name was changed to North Central Bible College to reflect this new status. In 1998 the name was changed to North Central University.

The Teacher Education Program offers a Bachelor of Science Degree with certification in Communication Arts and Literature grades five through twelve, Social Studies grades five through twelve, Mathematics grades five through twelve, Vocal or Instrumental Music grades kindergarten through twelve, or a certification in grades kindergarten through six with optional endorsements in grades 5-8 in Communication Arts, Social Studies, or Mathematics.

Certified in March 1987 by the Minnesota State Board of Teaching, the Education major consists of faculty and curriculum which are designed to prepare the student for teaching in Christian, private or public schools. Upon graduation and successful completion of the state-mandated basic skills, pedagogy, and content exams, the student is eligible for Minnesota Teacher Licensure in Communication Arts grades 5-12, in Social Studies grades 5-12, in Mathematics grades 5-12, in Vocal or Instrumental Music grades K-12, or in grades K-6 with an endorsement in grades 5-8 Communication Arts, Social Studies, or Mathematics. The majority of our graduates are employed in public and private schools throughout the United States.

The major is both complete and preparatory. It is complete in the sense that graduates are prepared to enter directly into teaching. It is also preparatory in that graduates may pursue further education at the graduate level.

The roles of all personnel necessary to carry out the student teaching program are included in this manual. We recognize the vital contribution of all team members during this experience. The student teaching experience must be considered as important as a full time teaching position.

# ABOUT NCU EXPECTED OUTCOMES

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The outcomes of the education program are based on the INTASC (Interstate New Teacher Assessment and Support Consortium) Standards and Minnesota's own Standards of Effective Practice.

Upon successful completion of the NCU Teacher Licensure Program the beginning teacher:

- Demonstrates, by life-style and teaching, education as a life-long process.
- Understands how the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches can create learning experiences that make these aspects of subject matter meaningful for students.
- Understands how children and adolescents learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
- Understands how learners differ in their approaches to learning and can create instructional opportunities that are adapted to learners from diverse cultural or economic backgrounds or children with exceptionalities.
- Understands and uses a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills.
- Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement, and self-motivation.
- Uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Plans and manages instruction based on the knowledge of subject matter, students, the community, and curriculum guides.
- Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of his/her learners.
- Develops as a reflective practitioner who continually evaluates the effects of his/her choices and actions on the learning community and who actively seeks out opportunities to grow professionally.
- Understands the importance of communicating and interacting with parents/guardians, families, colleagues, and the community to support the students' learning and well-being.
- Understands and applies the research base for, and the best practices of, kindergarten, elementary, and middle school education.
- Understands and applies a general understanding of federal and state rules and statutes as they relate to general and special needs populations.
- Demonstrates the servant-leadership model of concern and service toward others.
- Will create and is able to express a personal philosophy of education that is established upon a synthesis of one's Christian worldview, incorporating his or her knowledge of the teaching/learning process, established traditional philosophies of education, research in the disciplines and practical experience.

# SECTION I: STUDENT TEACHING

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The student teaching program at North Central University is based upon the principle that theory is most effectively learned when it is linked with practice; therefore, the methods courses are accompanied by clinical experiences in the respective methods areas.

Student teaching, which is the culmination of a gradual induction into teaching, is full time (full day, every day), for a total of sixteen weeks, typically broken into two sessions.

In addition to keeping the same schedule as that of the cooperating teacher, the student is expected to participate, if permitted, in all professional activities in which the cooperating teacher engages. It is hoped that the intense, practical nature of student teaching will give the student a realistic picture of the teaching profession. All of the student's field, clinical, and student teaching experiences are broad, varied, and practical, designed to give the pre-service teacher a variety of experiences with diverse populations, instructional approaches, and curriculum organization.

## Purposes of Student Teaching

- Provide teacher role models with whom the student teacher may identify.
- Provide the student teacher with a gradual induction into teaching.
- Facilitate application of educational theory and teaching methodology.
- Provide learning experiences in planning, teaching and evaluating in the classroom.
- Provide learning experiences in which the student teacher receives immediate and constructive feedback from the cooperating teacher and the university supervisor.
- Provide opportunities for the student teacher to engage in co-curricular, extra-curricular, and other school activities in which he/she may ultimately have responsibility as a teacher.
- Provide the student with a variety of teaching experiences, such as team teaching, individualized instruction, cooperative teaching, informal classroom teaching/learning, and self-contained classroom instruction.
- Provide an opportunity for the student teacher, university supervisor, and cooperating teacher to assess the student's potential for teaching.

## Placement Policy

A key component in the student teaching experience is the ability for a university supervisor to observe the student teacher as he/she teaches and provide in-person support and feedback. With this in mind, it is the policy of the School of Education at North Central University to place students in schools within a 25 mile radius of NCU to coordinate observations between supervisors and student teachers.

Students are required to complete their student teaching at the school to which they are assigned by the Education Department at NCU, typically within a 25 mile radius unless teaching internationally. Only under extreme extenuating circumstances (serious health

issues, family emergency, etc.) will exceptions to this policy be considered. Students who believe their circumstance warrants an exception will have the opportunity to submit a written appeal letter to the department for consideration. This appeal letter is due with the submission of their application to student teach. The department does not guarantee the student's appeal will be approved. Placements are unlikely to be changed for any of the following reasons: desire to teach in a specific school or district, transportation issues, financial hardship, desire to teach near home, or the like.

## **Attendance**

- Sickness and family emergencies are the only considerations for absence. If any days are missed, the student teacher may need to teach for an additional time equal to that missed.
- The student teacher will abide by the same daily work schedules as the cooperating teacher and by the required arrival and departure time of the cooperating teacher.
- If for a legitimate reason an occasion arises where the student teacher needs to arrive later than the required time, or be excused early, arrangements must be made with the cooperating teacher and be approved by the university supervisor.
- When the student teacher must be absent, he/she will notify the School of Education, the cooperating teacher, the cooperating school's office, and the university supervisor before the start of the school day or as early as possible.
- For unexpected tardiness, the student teacher will immediately notify the building secretary and request that the cooperating teacher be informed. The student should indicate the cause of the delay and the expected time of arrival.
- The student teacher will follow the cooperating school's calendar - NOT the university calendar.
- The student teacher is expected to attend faculty, departmental, district in-service, and/or school district parent-teacher meetings as deemed important by the cooperating teacher and university supervisor.
- When a disruption of normal school activities occurs due to a teacher strike or similar job action in a school where the student teacher is assigned, the student will not go to the school until after the conflict is resolved.
- During the period of disruption, the student teacher will observe in other schools, study at the university, or do other suitable activities as determined by the Director of the School of Education.
- If the strike or job action is not resolved in a reasonable length of time, NCU may recommend reassignment of the student teacher.

# SECTION I

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## Assignments During Student Teaching

- The student teacher should submit daily lesson plans to the cooperating teacher at least one day in advance for his/her approval. A duplicate lesson plan is to be available to the university supervisor during an observation visit.
- A daily journal is to be maintained and made available to the university supervisor during observations. This journal should be kept in a three-ring binder with lesson plans, observation sheets, and strategic teaching ideas.
- The student teacher should submit a weekly teaching schedule, complete with times, to the university supervisor each Thursday for the following week. Lessons to be taught by the student teacher are to be highlighted.
- The student teacher will complete a state mandated Teacher Performance Assessment (TPA). This TPA will consist of video segments or the student teacher's classroom teaching, as well as accompanying lesson plans, written narratives, evaluation tools and other item pertaining to the teaching segments requested in the TPA document. Complete information about the TPA will be given to the student teacher during the student teaching experience.

## Student Teacher's Assumption of Teaching Responsibility

1. The student teacher should strive to become acquainted with school personnel, routine, policies, discipline practices, and available resources, and to establish rapport with students.
2. The student teacher should gain experience in extra-class/extra-curricular activities. For the elementary student teacher, this might include field trips, playground supervision, lunchroom supervision, and bus duty. For the middle school or high school student teacher, this might include assisting with academic club supervision, assisting with theatre, newspaper or yearbook production(s) or student government/civics clubs and activities. Students may also be directed to observe and visit other classrooms to gain a more full understanding of the school community.
3. At the beginning of each student teaching assignment, the cooperating teacher and the student teacher should develop a long-range timetable for the student's gradual assumption of responsibilities. The planning should include the specific days on which the student teacher will be teaching full time and/or fulfilling TPA requirements.
4. Observation with some participation in teaching is appropriate the first week of the student teaching assignment. The elementary student teacher can assume responsibility for classroom routines, lunch and bus duties, and recess. The middle school/high school student teacher can also assist the cooperating teacher with all supervisory duties as dictated by the school.
5. The student should begin by taking over transition periods and by teaching small groups and/or short, well-defined lessons or parts of a lesson. For example, a student and a teacher could begin to 'co-teach' some lessons as appropriate. Appendix C provides a profile of possible co-teaching formats. If possible, the student should begin



teaching in an area of interest likely to lead to success in the beginning of student teaching. The key point is for the student teacher to become familiar with the cooperating teacher's classroom management style.

6. It is important the student teacher experience success during the first solo teaching occurrence. Thus, for the elementary student teacher, it is advisable that this experience should be in a subject area or skills area in which the student has the strongest background and/or ability. For the middle school/high school student teacher, the first solo experience should be with a class that is less challenging from either an academic or a management perspective. With success in the initial teaching experience, the student can take on lessons of increased length or difficulty.
7. The student teacher and the cooperating teacher should meet regularly to discuss the student teacher's progress and to set performance goals for the experience. It is recommended that a meeting take place at least once per week.
8. The student teacher should plan a meeting with the cooperating teacher to discuss his/her final evaluation. The evaluation is to be submitted in Tk20.

# SECTION I

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## Suggested Plan for Student Teacher's Assumption of Duties (12 week session)

*Recognizing that every school is different, the following is a recommendation. The key is that the student teacher has a gradual assumption and gradual release of duties.*

### Week 1

- Observe, ask questions, and explore resources.
- Assist in class management.
- Learn names of students.
- Learn classroom and school guidelines.
- Organize journal and forms in three-ring binder.
- Complete tentative schedule of teaching activities for the entire experience, including the TPA event.
- Meet with the principal and cooperating teacher.
- Teach selected lessons, if manageable.
- Plan for assuming teaching responsibility of one subject area next week.

### Week 2

- Begin teaching one subject area (elementary) or one class period (secondary).
- Plan for adding a second subject area/class period next week.  
*It is suggested that the two subject areas or class periods not be back-to-back in the schedule. This allows time for the student teacher to reflect and to plan improvement for the next class session. It also allows time for the cooperating teacher to meet with the student teacher to offer suggestions.*
- Teach additional selected lessons, if manageable.
- Begin assuming responsibility for classroom routines (Elementary: lunch, recess, breaks. Secondary: hallway supervision, extra-curricular help, tutoring, study hall supervision, etc.).

### Week 3

- Continue teaching courses and class periods begun in week two.
- Work on transitions between subject areas (elementary).
- Assume additional responsibility for all classroom routines, especially opening and closing of the school day, homeroom, etc.
- Plan for adding a third or fourth subject area/class period.

### Week 4

- Continue teaching original subject areas.
- Begin teaching third and fourth subject areas (elementary).
- Attempt two full days of teaching this week.

### Week 5

- Continue teaching original subject areas/class periods.
- Assume responsibility for a full week, including teaching and classroom routines.
- Complete mid-term evaluation.

**Week 6**

Continue with a second full week of student teaching.  
Discuss mid-term evaluation with cooperating teacher and university supervisor.

**Week 7**

Continue with a third full week of student teaching.

**Week 8**

Prepare for/complete the TPA event.  
Start to gradually release 1-2 subject areas back to cooperating teacher.

**Week 9**

Complete the TPA event.

**Week 10**

Conclusion of TPA event.

**Week 11**

Continue to release teaching duties back to cooperating teacher.

**Week 12**

Discuss final evaluation with cooperating teacher.  
Consult with your cooperating teacher and principal.  
Organize all forms for submission to the university supervisor.  
Set appointment with university supervisor for exit interview/evaluation.

## **Suggested Plan for Student Teacher's Assumption of Duties (16 week session)**

*Recognizing that every school is different, the following is a recommendation. The key is that the student teacher has a gradual assumption and gradual release of duties.*

### **Week 1**

- Observe, ask questions, and explore resources.
- Assist in class management.
- Learn names of students.
- Learn classroom and school guidelines.
- Organize journal and forms in three-ring binder.
- Complete tentative schedule of teaching activities for the entire experience, including the TPA event, if applicable.
- Meet with the principal and cooperating teacher.
- Plan for assuming teaching responsibility of one subject area next week.

### **Week 2**

- Begin teaching one subject area (elementary) or one class period (secondary).
- Begin assuming responsibility for classroom routines (Elementary: lunch, recess, breaks. Secondary: hallway supervision, extra-curricular help, tutoring, study hall supervision, etc.).

### **Week 3**

- Plan for adding a second subject area/class period next week.  
*It is suggested that the two subject areas or class periods not be back-to-back in the schedule. This allows time for the student teacher to reflect and to plan improvement for the next class session. It also allows time for the cooperating teacher to meet with the student teacher to offer suggestions.*
- Teach additional selected lessons, if manageable.
- Work on transitions between subject areas (elementary).
- Assume additional responsibility for all classroom routines, especially opening and closing of the school day, homeroom, etc.

### **Week 4**

- Continue teaching original subject area and add a new subject area this week.
- Attempt two full days of teaching this week.
- Plan for adding a third or fourth subject area/class period.

### **Week 5**

- Continue teaching original subject areas/class periods.
- Continue teaching four subjects this week.
- Prepare to add fifth subject next week and transition times.

### **Week 6**

- Begin teaching fifth subject area (elementary) including all transitions.
- Prepare for TPA.

# SECTION I

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## Suggested Plan - 16 week session (cont.)

### Week 7

Assume responsibility for a full week, including teaching and classroom routines, or complete the TPA event.  
Complete mid-term evaluation.

### Week 8

Complete the TPA event.  
Discuss mid-term evaluation with cooperating teacher and university supervisor.  
Continue with a second full week of student teaching.

### Week 9

Continue with a third full week of student teaching.

### Week 10

Continue with a fourth full week of student teaching.

### Week 11

Gradually start releasing 1-2 subject areas back to classroom teacher.

### Week 12

Gradually release 2-3 subject areas back to classroom teacher.

### Week 13

Gradually release 3-4 subject areas back to classroom teacher.

### Week 14

Make plans to wrap up unit(s) this week.  
Release 4-5 subject areas back to classroom teacher.

### Week 15

Release all subject areas back to classroom teacher.  
Teach small groups or lessons based on teacher's needs.  
Help with classroom management.

### Week 16

Observe other classrooms if possible.  
Discuss final evaluation with cooperating teacher.  
Consult with your cooperating teacher and principal.  
Organize all forms for submission to the university supervisor.  
Set appointment with university supervisor for exit interview/evaluation.

## **Priorities**

- Student teaching must take precedence over other commitments and responsibilities.
- For at least one full week (preferably two full weeks) per assignment, the student teacher must teach full days conforming to the length of school day and working hours required of teachers in the cooperating school.
- Employment is not generally permitted during student teaching. Should the student desire to work, they may fill out a petition to do so by filing a formal request with the NCU School of Education. All exceptions are subject to subsequent evaluation.

## **Substitute Teaching**

- Students may not accept compensation for teaching nor serve as substitute teachers.
- Student teaching may be done under the guidance of a qualified substitute teacher on a short-term basis.

## SECTION II: RESPONSIBILITIES OF PERSONNEL IN THE STUDENT TEACHING PROGRAM

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### Student Teaching Placement Coordinator

The Placement Coordinator is a member of the university faculty responsible for the coordination, administration, and supervision of the student teaching program of North Central University. He/she is expected to coordinate the student teaching program with the entire Teacher Licensure Program of the university. The Coordinator is responsible for:

1. Assigning student teachers to cooperating teachers for student teaching.
2. Encouraging cooperating teachers and principals to share ideas and procedures for working with student teachers.
3. Serving as a resource consultant.
4. Receiving reports from cooperating teachers, principals, and university supervisors concerning student teaching experiences.
5. Directing and supervising the activities of the university supervisors in student teaching.
6. Providing information for student teachers through orientation, printed materials, and seminars.

## SECTION II

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### University Supervisor

The university supervisor acts as a liaison between the university, the cooperating teacher, the student teacher, and the cooperating school. The university supervisor is responsible for:

1. Reviewing personal data forms to get information regarding the student teacher's interests, needs, and aspirations.
2. Obtaining data concerning the main characteristics of each school in which his/her students are placed.
3. Interpreting the university program to the schools in which he/she supervises.
4. Communicating with the cooperating teacher about the progress of the student teacher.
5. Consistent supervision of the student teacher through observation and/or conferences.
6. Evaluating, advising, and assisting the student teacher based on observations.
7. Ongoing formal and/or informal communication with the cooperating teacher and student teacher to evaluate performance.

Supervision consists of planned visits, which allow the university supervisor to observe the student teacher in action. Following an observation, a conference is held to provide the student with oral and written evaluations, direction, support, ideas, and suggestions for changes, all for the purpose of improving the quality of teaching.

The university supervisor is also responsible for evaluating the student teacher at the end of the student teaching experience. The final written evaluation summarizes the student teacher's performance and is placed in the student's permanent School of Education file. The university supervisor recommends the student teacher for licensure to the School of Education Director and determines the student teacher's grade after consultation with the cooperating teacher and student teacher.

Communication of expectations, policies and procedures, assignments, appointments, and conferences are also the university supervisor's responsibility. Any problems that arise should be handled through the university supervisor.



## SECTION II

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### Cooperating Classroom Teacher

Contributions of the cooperating teacher are vital keys to the successful development of the student into a professional teacher. The cooperating teacher must hold a valid Minnesota teaching license and have taught for a minimum of two years. As a key person in assuring a successful student teaching program, the cooperating teacher is responsible for:

1. Communicating the expectations regarding policies and procedures of the school and classroom.
2. Regular observations of and conferences with the student.
3. Review and evaluation of lesson plans.
4. Encouragement and support in case of problems or concerns with the student teacher.
5. Assisting the student teacher with schedule planning. (The student teacher is required to submit his/her schedule for the upcoming week to the university supervisor by Thursday of each week.)
6. Midterm and final conferences with the student teacher and, if desired, with the university supervisor.

The cooperating teacher evaluates the student teacher both informally every day and formally at the midpoint and endpoint of the student teaching experience. The midterm evaluation indicates progress and suggests areas for further development. The final evaluation summarizes the student teacher's performance and is placed in the student's file in the School of Education. The cooperating teacher should complete the final evaluation of the student teacher during the last week of student teaching. The completed final evaluation should be discussed with the student teacher. Upon receipt of the completed Student Teacher Final Evaluation form, remuneration for supervision will be processed.

## SECTION II

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### Student Teacher

The student teacher has the primary responsibility for the quality of the student teaching experience. Professional behavior expected of the student teacher includes:

1. Promptness and dependability in meeting responsibilities.
2. Maintaining confidentiality of information.
3. Respecting policies and procedures of the school and cooperating teacher.
4. Accepting suggestions as means for growth and not as personal criticism.
5. Thorough preparation of lessons, units, and assignments.
6. Support of philosophy, policies, channels of authority, classroom procedures, and co-curricular activities of the cooperating school.
7. Exhibiting organization, initiative, enthusiasm, responsibility, and adaptability.
8. Maintaining a daily journal, including unit and lesson plans.
9. Displaying a positive working relationship with staff and pupils.
10. Completing daily, midterm, and final self-evaluations with the cooperating teacher and university supervisor.
11. Getting all materials to the cooperating teacher during absences in which the student teacher has lesson plans, materials, or curriculum at home.

## **SECTION III: EVALUATION OF STUDENT TEACHING**

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### **Evaluation Periods**

Although evaluation of progress in student teaching should be continual, these are the points at which specific evaluation should occur:

- Before or after selected lessons by the cooperating teacher
- At the completion of each observation by the university supervisor
- At the midpoint of student teaching
- At the end of the student teaching experience

### **Guidelines for Evaluations**

- Student progress toward competency in the Minnesota Standards of Effective Practices (see Expected Outcomes, page 4)
- Areas in which the student consistently demonstrated competence
- Areas requiring growth and development in professional practice
- Indication of the student's probable success in the teaching profession based upon what the student has actually done
- Recommendation for licensure

### **Written Evaluations - Recommendations for the Student's Credential File**

Upon completion of the student teaching experience, all students must have on file a formal evaluation from the cooperating classroom teacher; the university provides these forms. Often, the student teacher will request a written recommendation from the classroom cooperating teacher. If the cooperating teacher chooses to write a letter of recommendation, the following points should be considered:

- Be accurate and honest.
- State specific strengths and weaknesses, as necessary. With weaknesses, the evaluator should state the extent to which improvement has been made during the time of student teaching.
- Make an objective statement. Employing officials should not be required to read between the lines.
- If there are concerns about the student teacher's proficiency in the field, the welfare of future pupils must be placed before the welfare of the student teacher if a choice must be made.
- The letter of recommendation should be typed on the letterhead of the cooperating school or district, if possible. The cooperating teacher should forward the letter of recommendation to the Education Office, North Central University, 910 Elliot Avenue, Minneapolis, MN 55404, as soon as possible following the student teaching experience.

## SECTION III

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### Termination of Student Teaching Experience

A student teacher's performance may fall below a satisfactory level due to:

- An unprofessional attitude and/or behavior
- A lack of proficiency in teaching
- An inability to relate to pupils, peers and/or staff
- Insufficient knowledge of subject matter
- An inability to communicate subject matter

In the event that any of the above is exhibited, and early termination of student teaching seems advisable to the cooperating teacher, to the university supervisor, and to the principal, the university supervisor should notify the Student Teaching Placement Coordinator, who will then notify the School of Education Director. All decisions will include the cooperating teacher, university supervisor, student teacher, Placement Coordinator, and School of Education Director. All decisions should be fully and carefully documented.

The final decision to withdraw a student from the student teaching experience rests with the Education Faculty. If the decision is made to withdraw the student from student teaching, a report with supporting data will be prepared and presented to the Vice President of Academic Affairs. A copy will be placed in the student teacher's file.

The student may appeal his/her case to the Appeals Committee by writing a letter of appeal and submitting it to the Director of the School of Education within one week of the receipt of the decision. This letter should include reasons why the decision should be reevaluated. The Appeals Committee will convene within one month of the receipt of the appeal to reevaluate the decision. The student will be notified in writing within one week of the committee's meeting regarding the final decision. If this Committee upholds the decision of the Education Faculty, the student may appeal his/her case to the Academic Affairs Committee.

# APPENDIX A

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## The Teacher's Code of Ethics

8700.7500 Code of Ethics for Minnesota teachers

The following code of ethics sets forth to the education profession and the public it serves standards of professional conduct. This code applies to all persons licensed according to rules established by the Minnesota Board of Teaching.

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

# APPENDIX B

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## Teacher Belief Statements About Students and Learning

- ALL students can learn.
- Instruction is rooted in the belief that there are no true differences in ability based on gender, culture, language, economic or family status. There are individual differences in student and teacher talents, styles and experiences which need to be addressed in designing instruction.
- Knowledge needs to be actively constructed in order to create true understanding and meaning.
- Persistence in seeking and using a repertoire of instruction strategies is necessary to assure growth in achievement in all students.
- Instruction, content, and assessment are aligned with each other and with student outcomes.
- Student outcomes, curriculum, instruction, and assessment are aligned between grade levels and elementary/secondary programs.
- Multiple assessments are needed to inform individualized planning, future instruction, and program planning as well as to provide feedback to students and parent/families.
- Instructional climate encourages questioning discourse, and divergent opinions amongst all individuals.
- Student success is dependent on shared responsibility among student, parent/family, school, and community.
- Implementation of new strategies requires ongoing support.
- Instructional improvement requires human and often financial resources.
- Researched standards of effective instruction impact student achievement.

-- Published by Minneapolis Public Schools

# APPENDIX C

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## Co-Teaching Strategies

*For application to pre-service field experiences. As taught by Dr. Nancy Bacharach and Dr. Teresa Washut Heck from the office of Teacher Quality Enhancement at St. Cloud State University. Adapted from Marilyn Friend and Lynn Cook.*

STRATEGY	DEFINITION/APPLICATION
<b>One teach, one observe</b>	When using One teach, one observe, one teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation - where the teacher doing the observation is observing specific behaviors. It is important to remember that either (teacher candidate or cooperating teacher) could take on both roles.
<b>One teach, one assist</b>	One teach, one assist is an extension of one teach, one observe. One teacher has primary instructional responsibility while the other assists students' with their work, monitors behaviors, or corrects assignments. Often lending a voice to students or groups who would hesitate to participate or add comments.
<b>Station Teaching</b>	For station teaching the co-teaching pair divide the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station. Often an independent station will be used along with the teacher led stations. This is not ability grouping or centers.
<b>Parallel Teaching</b>	In this approach, each teacher instructs half the students. The two teachers are addressing the same instructional material. <i>The greatest benefit to this approach is the reduction of student to teacher ratio.</i>
<b>Supplemental</b>	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.
<b>Alternative (Differentiated)</b>	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.
<b>Team Teaching</b>	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader - as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

## **CONTACT NUMBERS**

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### **NCU Education Office**

(612) 343-4737

The Education Office is staffed between the hours of 7:30 a.m. and 4:00 p.m., Monday through Friday

### **Student Teaching Placement Coordinator**

(612) 343-4738

### **School of Education Director**

(612) 343-4733