

**EDU4352 Secondary Student Teaching II Final
MN Standards of Effective Practice Assessment**



MLC Student Name _____
 School _____
 School City/State _____
 Licensed Classroom Supervisor completing this form _____

What percent of the students are minority? _____% (If none, please write "0")
 special needs? _____% (documented IEP and/or Title I)

Grades included in this experience
 (blacken applicable circles)

Does the MLC student—

- | | Yes | Partly | No |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|
| 1. Connect what is taught | | | |
| ...to the students' lives | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...to other subject areas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...to the students' prior knowledge | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...to the students' families and community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Use a variety of methods, strategies, media, that are appropriate to students with different needs and abilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Promote and encourage active learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Adapt instruction during teaching based on feedback from students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Collaborate with other staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Show flexibility in classroom management and instruction to accommodate varying abilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Communicate effectively and appropriately with parents and others | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Establish a learning environment and use teaching procedures that promote student motivation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Help students engage in inquiry and discovery | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Use appropriate teaching skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Observe student assessment data | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Promote a learning environment that enables cooperation and respect for other students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Plan and develop curricula that are appropriate for students of varying abilities, learning styles, and types of intelligence | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Use assessment techniques appropriate to content and students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. Identify levels of readiness and development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Evidence a belief that all students can learn and succeed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

DIRECTIONS

1) The statements in the left column are based on the standards of effective teaching practice as outlined in the teacher licensure requirements of the state of Minnesota.

2) The preservice teacher should demonstrate these standards in his or her teaching and interactions with the students.

3) Darken the appropriate circle as to whether the standard is evident in the preservice teacher's planning, teaching, or assessing learning.

NOTE: MLC students in Student Teaching II should demonstrate mastery of the standards; ratings of other than "yes" should be discussed with the preservice teacher and the college supervisor. In the space at the bottom of the form, comment on standards that are marked "partly" or "no".

Comment on items that are marked "partly" or "no".

Please indicate the day(s) or 1/2 days the MLC student was absent
(for example: Tuesday, October 7, all day)

Briefly describe the MLC student's ability for teaching. For example, indicate strengths and weaknesses, along with any additional comments you feel would be helpful: