Co-Teaching Student Teaching Handbook

"Alone we can do so little,
together we can do so much."
- Helen Keller

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2023-2024

2023-2024

School Year

TABLE OF CONTENTS

Welcome Letter 3

Guidelines for Teacher Candidates 4

Co-Teaching Team Responsibilities 7

Suggested Timeline 8

Checklist for Cooperating Teachers 9

Evaluation Guidelines and Forms 11

Millard Instructional Model (MIM) 12

Reflection Form 33

Co-Teaching Strategies 36

Regulations Governing Student Teaching 37

2023-2024 School Year Calendar 43

Elementary School Information 44

MS/HS Information &
MPS District Map 45

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MILLARD PUBLIC SCHOOLS

Welcome to the Millard Public Schools!

We are pleased that you've chosen to student teach in our nationally recognized school district and we are grateful for the opportunity to contribute to your success in your preparation for becoming a professional educator.

You are about to embark on one of the most important undertakings of your college career. Be prepared to work hard, learn a lot, and reflect on your experiences. THE MORE TIME, ENERGY, AND PASSION YOU PUT INTO YOUR ROLE AS A STUDENT TEACHER, THE MORE REWARDING THE EXPERIENCE WILL BE!

All those directly connected with your student teaching assignment; the Co-Teacher, the College Supervisor, the School Principal and the Human Resources Department, will offer you support and encouragement. The rest is up to you!

Good luck and never under estimate the impact you have on your students, each and every one of them!

Sincerely,

Dr. Kevin Chick
Associate Superintendent of Human Resources

Millard Public Schools Co-Teaching Student Teaching Guidelines for Teacher Candidates

CO-TEACHING STUDENT TEACHING MODEL

Student teaching is the culmination of the teacher education program and is one of the most important experiences you will have in the preparation for teaching. As a world-class school district, Millard Public Schools strives to attract, develop, and retain the highest quality staff dedicated to achieving its mission and objectives. One way to accomplish this is by utilizing the Co-Teaching Student Teaching Model, which is a systemic process of shared responsibility for teaching and learning.

The Co-Teaching Student Teaching Model provides a comprehensive and rigorous experience for Teacher Candidates, allows Cooperating Teachers the ability to remain actively engaged in the classroom, and enhances the quality of learning for students. Research indicates that students taught in classrooms using the Co-Teaching Student Teaching Model benefit academically from having 2 teachers in the classroom. As Cooperating Teachers and Teacher Candidates work together with groups of students and share responsibility for planning, instruction, assessment, and learning environment, ultimate responsibility for the classroom remains with the Cooperating Teacher.

Before the student teaching experience begins the Teacher Candidate, Cooperating Teacher, and University/College Supervisor participate in MPS provided training to facilitate the relationship among the triad members, identify roles of each member, and learn the seven strategies of Co-Teaching:

One Teach/One Observe
One Teach/One Assist
Station Teaching
Parallel Teaching
Supplemental Teaching
Alternative/Differentiated Teaching
Team Teaching

This foundational training sets the stage for the Co-Teaching environment that allows collaborative planning, teaching, and assessment to begin early in the student teaching experience. Teacher Candidates are actively engaged with students on the first day. Teacher Candidates can expect to engage in Co-Teaching approximately 80% of the time and solo teaching approximately 20% of the time. The emphasis on Co-Teaching prepares Teacher Candidates to collaborate with the other professionals who work alongside classroom teachers.

ATTENDANCE & PARTICIPATION

The Co-Teaching Model fosters the sharing of planning, instruction, and assessment while preparing the Teacher Candidate to take the lead in each of these areas.

The Teacher Candidate is expected to be present and on time during all teacher contract days as well as required building/District activity time outside of regular school hours. This would include parent-teacher conferences, open houses, curriculum nights, etc. This is in addition to

attending courses required by the teacher training institution during the Millard Public Schools term of student teaching.

In case of illness and/or absence, Teacher Candidates should notify the Cooperating Teacher(s) and the Building Administrator as far in advance as possible. Absences for any reason other than personal illness must be cleared in advance with the Cooperating Teacher and the University/College Supervisor.

Activities
Teacher Candidates are expected to participate in certain out-of-class activities as directed by the Cooperating Teacher and/or University/College Supervisor. These activities are designed to better acquaint the Teacher Candidate with the school environment, increase understanding of the total teaching experience, and facilitate working with students in a variety of settings. These activities may include supervising study halls, assisting with clubs, attending PTO/PTA meetings and/or attending extra-curricular activities.

Meetings
Teacher Candidates will attend professional staff meetings as this provides unique opportunity for professional growth.

1. Attendance at staff meetings is required in the school in which the Teacher Candidate is teaching (during the period of time he/she is on duty).
2. Attendance at Professional Learning Community (PLC) meetings is required in the school in which the Teacher Candidate is teaching and at building and District meetings.
3. The Teacher Candidate is expected to accompany his/her Cooperating Teacher to building and District staff development.

ROLES & RESPONSIBILITIES

Teacher Candidate
The Teacher Candidate in the Millard Public Schools has the opportunity to partner with an experienced teacher and positively impact the lives of students in a high achieving school district. It is important for the Teacher Candidate to make the best possible use of this opportunity. The conduct of the Teacher Candidate during this experience reflects on the individual and on the teacher training institution. Teacher Candidates should come ready to learn, willing to ask questions, and be open to feedback with an emphasis on reflective practices.

Along with the focus on teaching and learning in the classroom, the Teacher Candidate should become acquainted with the total program of the school, including services such as guidance, media, and special education provided by Millard Public Schools.

Cooperating Teacher
The Cooperating Teacher is an experienced teacher who has been chosen because of the knowledge, skill, and disposition he/she possesses for teaching and learning. The Cooperating Teacher sets high expectations for students, self, and colleagues while providing reflective feedback that fosters growth. The Cooperating Teacher is ultimately responsible for all aspects of the teaching and learning environment.

University/College Supervisor
As an advocate for the Teacher Candidate, the University/College Supervisor is expected to be consistently present during the student teaching experience. The University/College Supervisor will communicate teacher training program information, guidelines, and requirements to the Cooperating Teacher and Teacher Candidate during observation visits and will

provide ongoing feedback throughout the student teaching experience.

Co-Teaching Partnership

With support of the University/College Supervisor the Co-Teaching partnership enables Cooperating Teachers to provide consistent mentoring, giving Teacher Candidates the time and support necessary to gain skills and confidence.

Planning

The Teacher Candidate and Cooperating Teacher will share decisions on:

- What content to teach
- What Co-Teaching strategies to use
- Who will lead different lesson parts
- How to assess student learning
- What materials and resources to use

Instruction

While Co-Teaching, the Teacher Candidate and Cooperating Teacher will:

- Share leadership in the classroom
- Work with all students
- Use a variety of Co-Teaching strategies
- Manage the classroom together
- Make changes as needed during a lesson

Assessment

While Co-Teaching, the Teacher Candidate and Cooperating Teacher will:

- Both participate in the assessment of student learning
- Share the responsibility of daily grading
- Provide formative and summative assessment of students
- Jointly determine grades

Professionalism

During the Co-Teaching experience, the Teacher Candidate and Cooperating Teacher will collaboratively:

- Engage in practices to promote self-reflection to improve teaching and learning
- Communicate and collaborate with parents, colleagues, and other stake-holders in a professional manner

Together, the Cooperating Teacher, Building Administrator, University/College Supervisor, and Millard Public Schools strive to provide the best possible experience to guide the Teacher Candidate to fully develop his/her potential for becoming an excellent teacher. In return, the Teacher Candidate has the responsibility to extend maximum effort during the student teaching experience and embrace all opportunities to learn.

MPS Co-Teaching Student Teaching
Co-Teaching Team Responsibilities

Teacher Candidate	Cooperating Teacher	Building Administrator	University/College Supervisor	District Personnel
Participate in required MPS building and District training. Plan with Cooperating Teacher at least 1 time per week. Include Co-Teaching strategies in lesson plans. Participate in the MPS PLC process. Accept and reflect on feedback provided by Cooperating Teacher in order to improve instruction and learning. Implement each of the 7 Co-Teaching strategies a minimum of 2 times during the semester. Participate in all teaching duties (planning, supervision, grading, record keeping, building and District staff development) Fulfill university/college requirements for successful completion of the student teaching experience. Fulfill MPS requirements for Co-Teaching Student Teaching.	Participate in MPS Co-Teaching Student Teaching Model training. Communicate that your first priority as defined by the District is student achievement. Collaborate with Building Administrator to communicate to parents the Co-Teaching Student Teaching experience and benefits to students prior to the start of the student teaching experience. Plan with Teacher Candidate at least 1 time per week. Include Co-Teaching strategies in lesson plans. Engage in a weekly feedback session with Teacher Candidate. (Suggestion- focus on one MIM domain each week.) Implement each of the 7 Co-Teaching strategies a minimum of 2 times during the semester. Regularly communicate progress of Teacher Candidate to Building Administrator. Solicit his/her assistance as needed. Collaborate with Building Administrator and Teacher Candidate to complete feedback/ evaluation processes.	Serve as a resource to the Cooperating Teacher, Teacher Candidate, and University Supervisor. Collaborate with Cooperating Teacher to communicate to parents the Co-Teaching Student Teaching experience and benefits to students prior to the start of the student teaching experience. Communicate with University/College Supervisor at least 2 times during the Teacher Candidate's experience, midpoint check and near the end of the experience as scheduled by the University/College Supervisor. May conduct teaching observation(s) and/or walk through observation(s) of the Teacher Candidate following the MPS Teacher Evaluation Model. Monitor progress and adherence to the MPS Co-Teaching Student Teaching Model. When appropriate seek assistance or communicate concerns with the Human Resources Department.	Participate in MPS Co-Teaching Student Teaching Model training. Communicate university/ college requirements for the student teaching experience. Meet the Building Administrator at the beginning of the student teaching experience. Communicate with the Building Administrator at least 2 times during the semester to discuss Teacher Candidate progress. Evaluate the Teacher Candidate and assign grade(s) per university/college requirements. Serve as support and resource to Teacher Candidate, Cooperating Teacher, and Building Administrator.	Manage the student teacher application and placement process. Schedule and facilitate required trainings and experiences for all stakeholders. Maintain and communicate MPS Co-Teaching Student Teaching Handbook. Communicate training dates and expectations to Teacher Candidate, Cooperating Teacher, Building Administrator, University/College Supervisor, and teacher training institution Director of Student Teaching Experiences. Serve as a resource to Teacher Candidate, Cooperating Teacher, and Building Administrator.

MPS Teacher Candidate and Cooperating Teacher Suggested Timeline

Prior to Beginning the Student Teaching Experience

- Attend MPS Co-Teaching Student Teaching Model Training for the Teacher Candidate, Cooperating Teacher, and University/College Supervisor. This training will foster the Co-Teaching team relationship and develop common understanding of the Millard Public Schools Co-Teaching Student Teaching Model. Training components include:
    - Co-Teaching Background
    - Roles of Participants
    - Defining Co-Teaching Strategies
    - Creating the Co-Teaching Environment
    - Relationship Building
    - Collaboration and Communication
    - Co-Planning with Co-Teaching
    - Team Development

During the Student Teaching Experience

- Plan a minimum of one time per week
- Provide regular, specific feedback
- Lesson plans need to identify Co-Teaching strategy(ies) being used
- Use all seven Co-Teaching strategies a minimum of two times each
- Provide for independent "solo" teaching time
- Complete and review mid-term reflection

At the completion of the Student Teaching Experience

- Complete and review final reflection

COOPERATING TEACHERS

Thank you for agreeing to serve as a Cooperating Teacher this semester. Please consider the following as you work to develop a relationship with and orient your Teacher Candidate to your school and classroom.

Welcoming Your Teacher Candidate

Before the Experience Begins

- ☐ Arrange to meet with your Teacher Candidate before the official start of the experience.
- ☐ Post the Teacher Candidate's name along with your name in the classroom.
- ☐ Provide a desk or designated work area for the Teacher Candidate with supplies and copies of necessary materials and textbooks.
- ☐ Send a note home to families to let them know you will have a Teacher Candidate Co-Teaching with you.

In the Beginning

- ☐ Introduce your Teacher Candidate to other faculty members, support personnel, and administrators.
- ☐ Tour the school (e.g. staff work areas, the lounge, adult restrooms, etc.).
- ☐ Help your Teacher Candidate learn student names quickly.
- ☐ Review items in the faculty and student handbooks that directly impact your Teacher Candidate (e.g. the contractual day, dress code, issues related to school security, grade reporting procedures, parent communication, etc.).
- ☐ Share "bits of information" that matter: "There is a peanut-free table in the cafeteria" or "Staff members don't park in Lot A."
- ☐ Explain staff activities or special events your Teacher Candidate could choose to attend.
- ☐ Discuss classroom rules and expectations for student behavior as well as acceptable rewards and consequences. Review the student handbook.
- ☐ Assemble a binder with useful information including class lists, daily schedules, classroom rules, discipline plan, discipline referral form, etc.
- ☐ Mark important dates on a desk-top calendar or planner (e.g. faculty meetings, hall duty, school wide music program etc.).
- ☐ Start a file with your favorite activities and good teaching ideas. Encourage your Teacher Candidate to add to it throughout the student teaching experience.

Throughout the Experience

- ☐ Leave an inspirational quote or article related to teaching on your Teacher Candidate's desk.
- ☐ Make gestures of kindness – no matter how small, they have a positive impact.
- ☐ Reflect on the Co-Teaching process. Periodically review the checklist (next page), "Are We Co-Teachers?"
- ☐ Follow evaluation guidelines and forms to provide timely and relevant feedback to your Teacher Candidate.

Adapted from *Mentoring Teacher Candidates Through Co-Teaching: Collaboration That Makes a Difference* by the Teacher Quality Enhancement Center. St. Cloud, MN: St. Cloud State University. *p. 105*

Are We Co-Teachers?
Reflection Tool

As we prepare for Co-Teaching, do we:

- ☐ Have both teachers' names on the posted?
- ☐ Have space for both teachers?
- ☐ Have comparable desks and materials for both teachers?

Do we share the responsibility for determining:

- ☐ What to teach?
- ☐ What teaching strategy(ies) to use?
- ☐ Who teaches which part of the lesson?
- ☐ How to assess student learning?

When planning, do we:

- ☐ Meet at regularly scheduled times to discuss our work?
- ☐ Use our meeting time productively?
- ☐ Share teaching materials and resources?
- ☐ Communicate freely our concerns?
- ☐ Each contribute to the planning process?
- ☐ Decide which Co-Teaching strategy(ies) to use in a lesson based on the needs of the students.

While Co-Teaching, do we:

- ☐ Both have a lead role in the classroom?
- ☐ Both work with all students?
- ☐ Use a variety of Co-Teaching approaches?
- ☐ Encourage students to see us as equal partners in the classroom?
- ☐ Both participate in the assessment of the students?
- ☐ Encourage students to ask both of us for clarification and/or assistance?
- ☐ Teach different groups of students simultaneously?
- ☐ Read the nonverbal cues of our Co-Teaching partner?
- ☐ Make necessary changes during a lesson?
- ☐ Actively reinforce classroom rules and manage the classroom together?

After the Co-Taught lesson, do we:

- ☐ Take time to reflect together on the Co-Teaching experience?
- ☐ Provide feedback to each other?
- ☐ Celebrate the process of Co-Teaching as well as the outcomes and successes?
- ☐ Make improvements based on what happened in the classroom?

Overall, do we:

- ☐ Explain the benefits of Co-Teaching to students and their families?
- ☐ Depend on one another to follow through on tasks and responsibilities?
- ☐ Both participate in parent-teacher conferences?
- ☐ Model collaboration and teamwork for our students?
- ☐ Have a process for dealing with our disagreements?
- ☐ Communicate with our Building Administrator and/or University/College Supervisor about our needs as a Co-Teaching team?

Adapted from *Mentoring Teacher Candidates Through Co-Teaching: Collaboration That Makes a Difference* by the Teacher Quality Enhancement Center. St. Cloud, MN: St. Cloud State University. *p. 122-23*

MPS CO-TEACHING STUDENT TEACHING MODEL
EVALUATION GUIDELINES AND FORMS

Evaluation of the Teacher Candidate's work is carried on throughout the term for two main purposes. The **first** purpose is to provide meaningful feedback to the Teacher Candidate to improve teaching and learning. Through self evaluation and conferences in which the Cooperating Teacher and the University/College Supervisor offer evaluation of the work, the Teacher Candidate is helped to become a stronger teacher by identifying strengths and areas for growth.

The **second** purpose of the evaluation of the Teacher Candidate is to provide prospective employers an indication of the individual's growth throughout the semester and potential as a teacher. A grade is thus assigned to the Teacher Candidate and a recommendation is written to be placed in the individual's file at the teacher training institution's Teacher Placement Division. The University/College Supervisor has the final responsibility for giving the grade and making the recommendation. This should be done, however, with input from the Cooperating Teacher. The University/College Supervisor and Cooperating Teacher discuss the work of the Teacher Candidate throughout the term in order to determine final performance evaluation. The Cooperating Teacher will complete evaluation forms provided by the university/college.

Cooperating Teachers will complete the mid-term and final Teacher Candidate/Cooperating Teacher Reflection Form provided in this handbook. This is in addition to evaluation forms required by the university/college. While the university/college evaluation forms are used for grading and placement recommendation, the MPS reflection forms are used only for internal assessment of the Teacher Candidate's progress in the Millard School District.

The MPS evaluation report will resemble Millard's Teacher Evaluation process and will focus on five areas: planning, instruction, assessment, learning environment, and professionalism. The Millard Teacher Candidate Reflection Form asks for the Teacher Candidate to first reflect on each of the five areas and then for the Cooperating Teacher to add strengths and areas for growth.

MPS Teacher Candidate Reflection Forms can be used as often as deemed necessary by the Cooperating Teacher. A minimum of two reflections are to be sent to the Building Administrator and to Jeanine Beaudin in the Human Resources office, one at the midpoint and one at the end of the student teaching experience.

Millard Instructional Model

History of the Millard Instructional Model

The Millard Strategic Plan called for the development of an Instructional Model representing research on effective teaching. The first draft of the model was developed by a team of administrators and teachers in 1992. This draft was a hybrid of the staff development programs offered in Millard in the past ten years: Cooperative Learning, Thinking Skills, Learning Styles, ITIP, Advanced ITIP, Developing Independent Learners, Reading-Writing In-services.

Another charge from the Millard Strategic Plan was to create a new teacher evaluation process. A team of teachers and administrators was established to develop a new system. An important element of that system was the Instructional Model. Using the work of Dr. Ed Iwanicki from the University of Connecticut and the 1992 draft of the Instructional Model, a writing team of administrators and teachers formed the Indicators of Effective Teaching.

The Teacher Evaluation Team used a consensus process to complete and approve the final product. The Millard Education Association was involved in the creation of the Teacher Evaluation System and assured that the product met criteria for teacher evaluation established through state and national resolutions. The MEA Board of Directors, the Human Resources Division, the Curriculum Division, and the building principals reviewed the final document. The Millard Board of Education approved the plan for teacher evaluation on March 7, 1994.

The Teacher Evaluation System was updated in 2001 to reflect the District's staff development initiative in differentiated instruction and updated again in 2003 to reflect the district's growth in the integration of technology into instruction. The Millard Board of Education approved the updated Teacher Evaluation System in July 2001 and in June 2003.

In the summer of 2005, a group of Millard educators came together for a two day summer retreat to reflect on the following questions:

- What does an effective teacher do to increase student achievement?
- What are important decisions teachers must make to effectively instruct?
- Why is successful classroom management vital to improved student achievement?
- Can a district model of instruction increase student achievement?
- Does student achievement increase when building administrators model effective instruction?

Based on this retreat and several meetings during the 2005-2006 school year, the Millard Instructional Model was revised to place more emphasis on "student learning." "Indicators of Effective Teaching" became "Practices That Promote Successful Student Learning."

We believe all teachers should consider the following four important questions:

1) What will students know and be able to do?
2) How will students learn it?
3) How do we know if students learned it?
4) What happens if students don't learn it or already know it?

Continuing the tradition of excellence in teaching and learning, a team of teachers, building and central office administrators, and Millard Education Association representatives worked together to again revise the Millard Instructional Model and the Teacher Evaluation System. This team worked through the 2013-14 school year to research, revise and develop a rubric. Communication and staff development plans will occur throughout 2014-2015, with implementation of the revised model beginning with the 2015-2016 school year.

The Indicators of Effective Teaching and Learning, the 2014 revised Millard Instructional Model, marries the 2003 "Indicators of Effective Teaching" and the 2006 "Practices That Promote Successful Student Learning" and aligns with the 2013 Nebraska's Performance Framework for Teachers. The Indicators of Effective Teaching and Learning includes teacher evidence and student evidence as indicators of competency. It also allows for assessment of instruction on a scale rating to promote teacher reflection and continuous growth. For purposes of reflection, growth, and evaluation of teacher performance, the following rating scale is utilized:

Unsatisfactory	Little or no demonstration of Indicators of Effective Teaching and Learning
Progressing	Limited or inconsistent demonstration of Indicators of Effective Teaching and Learning
Proficient	Consistent demonstration of Indicators of Effective Teaching and Learning
Distinguished	Consistent and exemplary demonstration of Indicators of Effective Teaching and Learning

In 2020-21 the Teacher Evaluation Committee revised the Millard Instructional Model. The revisions were based on changes to the Nebraska Teacher and Principal Performance Standards and feedback from stakeholders. Changes to our Millard Instructional Model are updated verbiage that includes cultural competency, more emphasis on different forms of assessment, and more language that aligns to our academic and behavior MTSS system.

In addition to the above changes, the committee also changed the number and language of our ratings scale. An evaluation system containing ratings classifications is required by the Nebraska Department of Education. Our committee research on ratings showed that a majority of rating systems have 4-5 categories. The committee agreed that a 5 level scale allows staff to make more incremental growth between classifications and is a better reflection of teacher effectiveness.

The new rating system includes:

- **Ineffective** - little or no demonstration of indicators
- **Progressing** - inconsistent demonstration of indicators
- **Effective** (Meets the Standard) - Consistent demonstration of some indicators
- **Highly Effective** - Consistent demonstration of all or most of the indicators
- **Exemplary** - Consistent demonstration of indicators to the highest degree. This classification is reserved for educators who have consistently far exceeded the indicator expectations and are seen as a model for the district.

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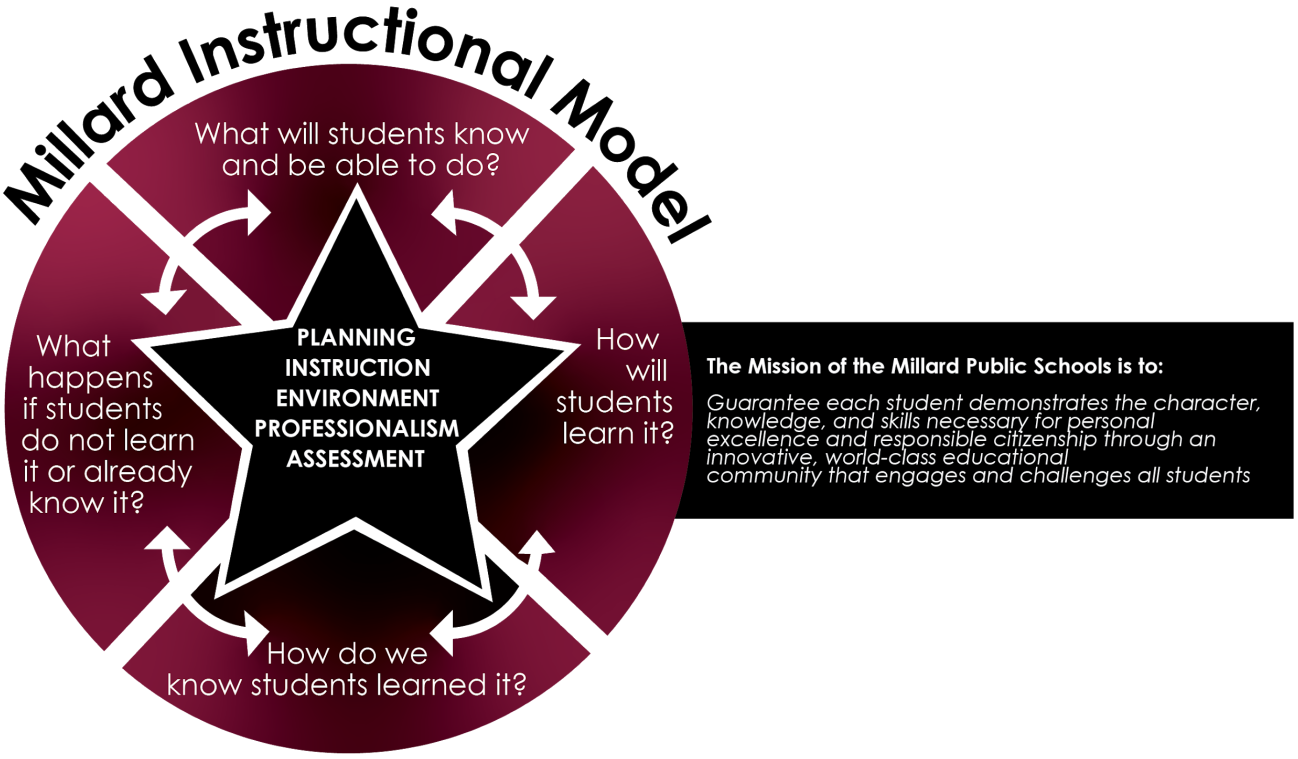
Millard Instructional Model (MIM)

The purpose of the Millard Instructional Model is to ensure that each student understands, knows, and is able to demonstrate the learning specified in the Millard Education Program so that students meet the guarantee of the Millard Public Schools' Mission. The Millard Instructional Model is divided into five interdependent domains.



Millard Instructional Model

Indicators of Effective Teaching and Learning

Domain 1: Planning *What will students know and be able to do? How will students learn it?* *How do we know students learned it? What happens if students do not learn it or already know it?*				
Ineffective	**Progressing**	**Effective** (Meets the Standards)	**Highly Effective**	**Exemplary**
Little or no demonstration of indicators	Inconsistent demonstration of indicators	Consistent demonstration of some indicators	Consistent demonstration of all or most of the indicators	Consistent demonstration of indicators to the highest degree. This classification is reserved for educators who have consistently far exceeded the indicator expectations and are seen as a model for the district.

I. Teacher plans with individual learning results in mind.

A. Teacher utilizes the standards and indicators defined by the Millard Educational Program in planning essential learning outcomes and objectives in each area of study.

Teacher Evidence:	Student Evidence:
▪ Teacher writes daily and weekly lesson plans and objectives that address required Millard Educational Program curricular outcomes, state and national standards. ▪ Teacher shares lesson plans with building administrators, supervisors, and appropriate colleagues. ▪ Teacher informs students of the lesson plan using developmentally appropriate language. ▪ Teacher uses the lesson plan to foster opportunities for collaboration, both within and across disciplines. ▪ Teacher reflects on the extent to which outcomes are being met. ▪ Teacher collaborates with colleagues to ensure appropriate pacing of the curriculum.	▪ Students articulate learning objectives, expected outcomes, assessments and the relevance of the content. ▪ Students are actively engaged as a result of involvement in planning.

B. Teacher uses individualized assessment data to determine learning objectives for students.

Teacher Evidence:	Student Evidence:
▪ Teacher accurately interprets data to set appropriate learning goals for each student. ▪ Teacher uses formative, summative, and cumulative data to guide planning. ▪ Teacher differentiates lesson plans to appropriately challenge each student.	▪ Students set academically and developmentally appropriate goals. ▪ Students accurately describe progress toward learning goals. ▪ Students engage in differentiated activities.

C. Teacher designs lessons and units that incorporate effective practices.

Teacher Evidence:	Student Evidence:
▪ Teacher defines evidence of learning, including performance tasks and rubrics. ▪ Teacher uses knowledge of effective lesson design and current best practices to inform planning. ▪ Teacher aligns instructional strategies, technologies and other instructional resources, and assessments to the learning objectives. ▪ Teacher plans diverse instructional strategies to provide differentiated learning experiences. ▪ Teacher considers student prior knowledge, individual circumstances, and cultural and societal influences on learning when planning. ▪ Teacher includes instructional strategies and digital tools to promote student independence. ▪ Teacher plans to provide meaningful and timely feedback. ▪ Teacher plans opportunities for students to monitor progress and reflect upon learning. ▪ Teacher plans for students to have sufficient access and training in technologies and other resources necessary for learning.	▪ Students rehearse, rethink, revise and refine their learning based upon personal reflection and timely feedback. ▪ Students evaluate their work and set future goals. ▪ Students explain how the current task relates to the overall goal of the lesson.

Domain 2: Instruction *What will students know and be able to do? How will students learn it?* *How do we know students learned it? What happens if students do not learn it or already know it?*				
Ineffective	**Progressing**	**Effective** (Meets the Standards)	**Highly Effective**	**Exemplary**
Little or no demonstration of indicators	Inconsistent demonstration of indicators	Consistent demonstration of some indicators	Consistent demonstration of all or most of the indicators	Consistent demonstration of indicators to the highest degree. This classification is reserved for educators who have consistently far exceeded the indicator expectations and are seen as a model for the district.

II. Teacher delivers well-designed units and lessons so that students achieve desired learning results.	
A. Teacher communicates and reinforces daily, weekly, and unit learning goals and objectives throughout instruction.	
Teacher Evidence:	Student Evidence:
▪ Teacher explains daily learning objectives. ▪ Teacher ensures amount of content and length of activities are appropriate for each learner. ▪ Teacher revisits the objective at appropriate intervals.	▪ Students articulate learning objectives, expected outcomes, and the relevance of content.

B. Teacher uses effective instructional strategies to ensure growth in student achievement.	
Teacher Evidence:	Student Evidence:
▪ Teacher uses instructional strategies and learning activities that correlate to the achievement of the stated objective. ▪ Teacher uses a variety of instructional techniques appropriate to level and content including but not limited to: direct instruction, inquiry, questioning, flexible grouping, collaboration, content area literacy, and appropriate use of technology as appropriate for individual student achievement. ▪ Teacher uses a variety of instructional techniques appropriate to individual learning styles. ▪ Teacher provides effective anticipatory set and closure. ▪ Teacher checks for understanding and modifies instruction based on student demonstrations of knowledge and understanding. ▪ Teacher provides students with timely, meaningful, formative feedback. ▪ Teacher models reflective thinking and engages students in reflecting on their own learning and the learning process.	▪ Students are actively involved in the learning process through, whole group, small group, collaborative, and independent learning tasks. ▪ Students are engaged during the full instructional period. ▪ Students understand and apply knowledge in meaningful ways. ▪ Student artifacts provide evidence that objectives have been met. ▪ Students are engaged in quality reflective practices.

III. Teacher ensures all students learn the Millard curriculum through multiple and diverse learning opportunities.	
A. Teacher delivers the District approved curriculum with fidelity and differentiates for student needs.	
Teacher Evidence:	Student Evidence:
▪ Teacher provides differentiated instruction based on student needs. ▪ Teacher provides extensions aligned with the District curriculum. ▪ Teacher provides classroom-based and/or supplemental interventions with fidelity. ▪ Teacher provides accommodations and modifications of instruction to meet individual student needs. ▪ Teacher uses multiple data sources to identify students who are struggling. ▪ Teacher uses timely and effective interventions for remediation. ▪ Teacher collaborates with building and District personnel to determine appropriate support for students. ▪ Teacher models cultural competence and responsiveness by implementing the district approved curriculum, instructional materials, and strategies.	▪ Students demonstrate academic growth over time. ▪ Students perform the skill, strategy, or process with increased confidence and competence. ▪ Students work at an appropriate instructional level. ▪ Students transfer skills and knowledge across learning environments.

IV. Teacher uses instructional strategies that result in meaningful understanding and application of learning.	
A. Teacher links new learning to past learning and real life experiences.	
Teacher Evidence:	Student Evidence:
▪ Teacher connects new learning to past learning. ▪ Teacher facilitates opportunities for students to apply learning to real life experiences. ▪ Teacher implements engaging learning experiences that draw upon family and community resources. ▪ Teacher engages students by using high-quality practice tasks that are relevant, motivating and meaningful.	▪ Students explain connections between prior knowledge and new learning. ▪ Students apply knowledge to new situations. ▪ Students develop, prioritize and justify possible solutions to real world problems. ▪ Students ask relevant questions and build on one another's ideas. ▪ Students initiate exploration of ideas.

B. Teacher organizes instruction so that students become productive and independent learners.	
Teacher Evidence:	Student Evidence:
▪ Teacher instructs, models, and reinforces developmentally appropriate skills of independence. ▪ Teacher provides learning experiences that become incrementally more challenging. ▪ Teacher models metacognitive processes related to learning.	▪ Students persevere in new situations and with challenging content. ▪ Students advocate for their own learning when content is too easy, confusing or difficult.

C. Teacher facilitates critical thinking and problem solving.	
Teacher Evidence:	Student Evidence:
▪ Teacher uses varying levels of questioning, inquiry, and reflection that range from concrete to abstract. ▪ Teacher reinforces, dignifies, and builds on student responses. ▪ Teacher asks reflective questions that require students to utilize knowledge and make inferences that go beyond what is explicitly taught.	▪ Students voluntarily ask questions, make predictions and discuss content. ▪ Students critically evaluate situations from multiple perspectives. ▪ Students identify multiple ways to solve a problem and evaluate potential solutions.

Domain 3: Assessment *What will students know and be able to do? How will students learn it?* *How do we know students learned it? What happens if students do not learn it or already know it?*				
Ineffective	**Progressing**	**Effective** (Meets the Standards)	**Highly Effective**	**Exemplary**
Little or no demonstration of indicators	Inconsistent demonstration of indicators	Consistent demonstration of some indicators	Consistent demonstration of all or most of the indicators	Consistent demonstration of indicators to the highest degree. This classification is reserved for educators who have consistently far exceeded the indicator expectations and are seen as a model for the district.

V. Teacher continually monitors student progress and adjusts instruction to optimize individual student learning.	
A. Teacher uses effective and balanced assessment practices that allow the teacher and students to monitor learning.	
Teacher Evidence:	Student Evidence:
▪ Teacher develops quality assessments aligned to District standards and indicators. ▪ Teacher develops quality assessments that accurately measure student understanding of learning objectives. ▪ Teacher uses both formative (short, medium, long cycle) and summative assessments. ▪ Teacher checks for understanding throughout the lesson. ▪ Teacher develops and uses varied and appropriate assessments based on objectives and student needs. ▪ Teacher makes appropriate accommodations for students based upon identified academic, behavior, and social and emotional learning needs. ▪ Teacher assessment and feedback are regular and ongoing. ▪ Teacher assures that classroom based assessment instruments and procedures are effective, free of bias, and appropriate to the developmental and linguistic capabilities of students. ▪ Teacher uses pre-assessments to determine student knowledge transfer from past learning. ▪ Teacher provides accommodations and modifications of assessments to meet individual student needs.	▪ Students demonstrate learning in a variety of ways. ▪ Students use assessment data and feedback to define their progress toward learning goals.

B. Teacher uses assessment data before, during, and after instruction to monitor understanding and to adjust instruction.	
Teacher Evidence:	Student Evidence:
▪ Teacher uses assessment data, including real time student performance in class, to inform instruction, monitor student progress over time, and provide meaningful feedback to each student. ▪ Teacher provides multiple opportunities for demonstration of student learning through various modalities. ▪ Teacher interprets assessment results individually and with colleagues paying specific attention toward equitable opportunities and outcomes for all student groups. ▪ Teacher uses assessment data to monitor and assess incremental learning goals and implement proactive intervention. ▪ Teacher incorporates opportunities for students to practice reflection. ▪ Teacher uses assessment data to reflect on student progress and modifies instruction in response to evidence of student understanding.	▪ Students express their current level of understanding of a concept or skill. ▪ Students explain what they could do to enhance their learning. ▪ Students participate in multiple opportunities to demonstrate their knowledge. ▪ Students engage in re-teaching opportunities before they are re-assessed.

VI. Teacher grading practices reflect evidence of student learning.	
A. Teacher determines grades based on student achievement of standards and indicators defined by the District curriculum.	
Teacher Evidence:	Student Evidence:
▪ Teacher develops grading criteria aligned to District standards and indicators. ▪ Teacher communicates criteria used to determine grades.	▪ Students demonstrate knowledge of the learning goal and assessment criteria.

B. Teacher assigns grades that are fair, consistent, timely and clearly reported.	
Teacher Evidence:	Student Evidence:
▪ Teacher compiles and reports a variety of assessment data to accurately document student progress. ▪ Teacher reports grades in a timely and accurate manner. ▪ Teacher updates reports as students improve achievement. ▪ Teacher collaborates with educational professionals to establish grading criteria. ▪ Teacher communicates grades and grading criteria to students and parents or guardians.	▪ Students explain how the grade was determined based on the assessment criteria. ▪ Students use feedback and grades to determine next steps in learning.

Domain 4: Learning Environment *What will students know and be able to do? How will students learn it?* *How do we know students learned it? What happens if students do not learn it or already know it?*				
Ineffective	**Progressing**	**Effective** (Meets the Standards)	**Highly Effective**	**Exemplary**
Little or no demonstration of indicators	Inconsistent demonstration of indicators	Consistent demonstration of some indicators	Consistent demonstration of all or most of the indicators	Consistent demonstration of indicators to the highest degree. This classification is reserved for educators who have consistently far exceeded the indicator expectations and are seen as a model for the district.

VII. Teacher establishes a physically and emotionally safe learning environment.	
A. Teacher establishes a physical space that is safe, accessible, and organized for learning	
Teacher Evidence:	Student Evidence:
▪ Teacher defines, posts, and teaches safety parameters and procedures to students. ▪ Teacher arranges the classroom so that it is safe, accessible, organized, and allows for movement and learning. ▪ Teacher follows building and District safety guidelines and policies.	▪ Students demonstrate safe behaviors.

B. Teacher establishes a classroom environment that is emotionally safe and inclusive.	
Teacher Evidence:	Student Evidence:
▪ Teacher establishes relationships that result in a positive learning climate of openness, mutual respect, and support, that allows students to take risks in learning. ▪ Teacher demonstrates and promotes respect of diversity with individual students, their families, and communities. ▪ Teacher demonstrates understanding of the effects of cultural, linguistic, and societal influences on learning for each student. ▪ Teacher establishes and maintains a bullying and harassment free learning environment. ▪ Teacher maintains appropriate relationships with students. ▪ Teacher displays high expectations for all students. ▪ Teacher establishes a collaborative environment built on trust and teamwork. ▪ Teacher establishes rapport by demonstrating patience, acceptance, empathy, and interest in all students. ▪ Teacher recognizes student success. ▪ Teacher models and maintains a positive social and emotional tone.	▪ Students treat others with respect. ▪ Students participate actively in the learning activities. ▪ Students demonstrate a willingness to learn. ▪ Students establish and execute learning goals to completion and persevere when faced with setbacks. ▪ Students provide and accept feedback and make adjustments as needed. ▪ Students describe the teacher as someone who knows them and is interested in them.

VIII. Teacher implements a classroom management system that complies with and supports building and District policy.	
A. Teacher establishes a proactive classroom management plan appropriate for the developmental level of students to promote emotional, social, and academic growth.	
Teacher Evidence:	Student Evidence:
▪ Teacher establishes a classroom management plan including expectations, procedures, and positive and negative consequences. ▪ Teacher anticipates problems and creates proactive procedures. ▪ Teacher establishes appropriate limits for behavior, and resulting consequences are consistently enforced. ▪ Teacher acknowledges and reinforces acceptable behavior. ▪ Teacher develops plans to meet individual student behavior needs. ▪ Teacher utilizes building resources and problem solving (MTSS - Multi-Tiered Systems of Support) as needed, to support the behavioral, emotional, social, and mental wellness needs of individual students.	▪ Students describe expectations for appropriate behavior. ▪ Students explain consequences for behavior. ▪ Students explain classroom procedures.

B. Teacher implements and maintains the classroom management plan.	
Teacher Evidence:	Student Evidence:
▪ Teacher implements and maintains classroom routines and transitions that provide maximum time and learning during whole group, small group, and independent learning. ▪ Teacher addresses behavior in a way that preserves student dignity and recognizes unique student needs. ▪ Teacher explains, reinforces, and re-teaches replacement behaviors as needed. ▪ Teacher consistently utilizes appropriate consequences for behavior. ▪ Teacher regularly revisits the classroom management plan and reviews with students. ▪ Teacher seeks parent input when students are struggling to meet expectations. ▪ Teacher identifies and teaches expectations for unique learning situations such as: substitutes, assemblies, field trips, use of technologies, etc. ▪ Teacher maintains accurate behavior records.	▪ Students understand and follow established behavior guidelines and procedures. ▪ Students model and rehearse appropriate behaviors. ▪ Students efficiently transition between learning activities. ▪ Students self-monitor and adjust their behavior.

IX. Teacher collaborates with students, parents, families, and the community to create meaningful relationships that enhance the learning process.	
A. Teacher fosters and communicates multiple and diverse opportunities to support learning activities at home and school.	
Teacher Evidence:	Student Evidence:
▪ Teacher communicates learning objectives and regularly updates academic and behavioral progress of students to students and families. ▪ Teacher recognizes parents and community members as resources in the educational process. ▪ Teacher-Parent-Student conferences and communications focus on individual student learning and achievement. ▪ Teacher uses a variety of resources and methods to communicate with students, parents, and families. ▪ Teacher involves students, parents/guardians, families, and community resources to support both academic and social and emotional learning. ▪ Teacher helps connect students to community resources.	▪ Students articulate progress toward learning goals. ▪ Students know how to access school and community resources.

B. Teacher creates a culturally sensitive and bias free learning environment.	
Teacher Evidence:	Student Evidence:
▪ Teacher acknowledges diversity within the community and seeks to understand the impact on the classroom learning environment. ▪ Teacher acknowledges community experiences and builds upon those experiences to increase academic success. ▪ Teacher demonstrates knowledge and caring about individual students' lives beyond school. ▪ Teacher models respect for all people.	▪ Students treat others in a considerate and non-demeaning way. ▪ Students demonstrate understanding of and respect for multiple perspectives. ▪ Students appreciate ideas of others.

Domain 5: Professionalism				
Ineffective	**Progressing**	**Effective** (Meets the Standards)	**Highly Effective**	**Exemplary**
Little or no demonstration of indicators	Inconsistent demonstration of indicators	Consistent demonstration of some indicators	Consistent demonstration of all or most of the indicators	Consistent demonstration of indicators to the highest degree. This classification is reserved for educators who have consistently far exceeded the indicator expectations and are seen as a model for the district.

X. Teacher embraces continuous professional growth and contributes to school and District improvement.

A. Teacher pursues professional development and reflective practice to improve instruction.

Teacher Evidence:

- Teacher applies professional growth experiences to improve content knowledge and pedagogical skill.
- Teacher actively participates in a professional learning community and other collaborative teams to improve instructional practices.
- Teacher collaborates with appropriate professionals regarding student concerns (including academic, behavioral, emotional, social, and mental wellness), and the teacher participates in the problem-solving process (MTSS - Multi-Tiered Systems of Support).
- Teacher collaborates with other professionals to integrate instructional technology skills to impact student success.
- Teacher systematically reflects upon his/her own teaching practice.
- Teacher applies knowledge gained from reflection, professional growth, and leadership development to improve learning.
- Teacher models continuous, life-long learning through inquiry and reflection.
- Teacher continually evaluates professional practice regarding the use of technology in support of student learning.

B. Teacher supports the mission and beliefs of the school and District to share the responsibility for the growth of student learning, development and achievement.

Teacher Evidence:

- Teacher participates in the development and implementation of the school and District mission, beliefs, and goals for teaching and learning.
- Teacher contributes to continuous school and District improvement and implements strategic and site plans.
- Teacher efforts move beyond classroom duties by contributing to school and District initiatives.
- Teacher demonstrates the District belief that diversity enriches life by modeling cultural competence and responsiveness.

XI. Teacher performs job-related responsibilities and acts as an ethical, responsible member of the professional community.
A. Teacher performs job-related duties by adhering to established laws, policies, rules, and building expectations.
Teacher Evidence:
▪ Teacher adheres to the Professional Code of Ethics (Board Policy 4155). ▪ Teacher adheres to contractual obligations. ▪ Teacher complies with rules and regulations to provide a safe and orderly school environment. ▪ Teacher consistently demonstrates preparedness and punctuality throughout job-related responsibilities. ▪ Teacher protects the established rights and confidentiality of students and families. ▪ Teacher models an understanding of the social, ethical, legal, and human issues surrounding the use of technology. ▪ Teacher takes responsibility for the growth of students by persevering in efforts to ensure all students learn.

B. Teacher contributes to a positive, professional workplace.
Teacher Evidence:
▪ Teacher demonstrates enthusiasm for the profession. ▪ Teacher creates and maintains professional collegial relationships that result in sharing, planning and working together. ▪ Teacher problem solves situations in a positive and productive manner.

C. Teacher communicates in a professional manner.
Teacher Evidence:
▪ Teacher demonstrates proficiency in oral and written communication. ▪ Teacher maintains a respectful and professional tone in all communication. ▪ Teacher uses professional judgment to determine appropriate method(s) of communication. ▪ Teacher uses effective communication strategies and technological resources when appropriate, and takes into account various factors that impact communication with individual students, their families and the community.

Millard Public Schools
Teacher Candidate/Cooperating Teacher Reflection Form

Teacher Candidate: ☐
Cooperating Teacher: ☐
Subject/Grade: ☐
Experience start date:

Check one: Mid Term ☐ **Final** ☐
Date:
School: ☐
Experience end date:

Planning	
Teacher Candidate Reflection	**Cooperating Teacher** Strength: Area for Growth:
Instruction	
Teacher Candidate Reflection	**Cooperating Teacher** Strength: Area for Growth:

Assessment	
Teacher Candidate Reflection	**Cooperating Teacher** Strength: Area for Growth:
Learning Environment	
Teacher Candidate Reflection	**Cooperating Teacher** Strength: Area for Growth:

Professionalism	
Teacher Candidate Reflection	**Cooperating Teacher** Strength: Area for Growth:

Upon the completion of this reflection at Mid-term and Final, please provide a copy to the Building Principal and to Jeanine Beaudin/DSAC.

Co-Teaching Strategies & Examples

Strategy	Definition/Example
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. **Example:** One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist	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. ***Example***: While one teacher has the instructional lead, the person assisting can be the "voice" for the students when they don't understand or are having difficulties.
Station Teaching	The co-teaching pair divides 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. ***Example:*** One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. ***Example***: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
Supplemental Teaching	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. ***Example***: One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative (Differentiated)	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. ***Example***: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
Team Teaching	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader. Both teachers share the instruction, are free to interject information, and available to assist students and answer questions. ***Example:*** Both instructors can share the reading of a story or text so that the students are hearing two voices.

The strategies are not hierarchical - they can be used in any order and/or combined to best meet the needs of the students in the classroom.

Adapted from: Copyright 2012, ***The Academy for Co-Teaching and Collaboration*** at St. Cloud State University
Original Research Funded by a US Department of Education, Teacher Quality Enhancement Partnership Grant

MILLARD PUBLIC SCHOOLS
REGULATIONS GOVERNING STUDENT TEACHING
Related to MPS Policy 4210

The following regulations have been developed by the Millard Public Schools. Each student teacher should become familiar with these regulations:

1) **General Considerations**

a. The district will cooperate with colleges and universities by allowing students who are preparing to teach to devote a reasonable amount of time to training in our schools, provided that this training will in no way retard the satisfactory progress of pupils.

a. Supervision of the program is the function of the Human Resources Recruiter. Administration of this program in the individual building is the responsibility of the principal.

2) **Responsibilities of the Student Teacher**

a. To observe the rules and regulations of the Millard Public Schools wherever they apply. Most of these are specified in Board Policy 4000 of the Millard Public Schools. **(BOARD POLICIES ARE FOUND ON THE MILLARD PUBLIC SCHOOLS' WEBSITE, www.mpsomaha.org. SELECT 'BOARD OF EDUCATION' ON THE FAR LEFT; CHOOSE THE 'BOARD POLICIES' TAB.)** Each student teacher is expected to become familiar with these rules and regulations and with those which may be established for the particular building in which the student teaching is performed.

b. To recognize that the primary responsibility is to the students, and to understand that nothing must interfere with carrying out this obligation.

c. To observe standards of conduct as set forth by professional ethics and the requirements of good citizenship.

d. To be prompt in reporting to class and regular in attendance. In case of illness or other unavoidable absence, to notify both the cooperating teacher and the building principal as far in advance as possible.

e. As an observer-participant, to be regarded as the cooperating teacher's assistant and, subject to the approval of the cooperating teacher, to perform such tasks as are necessary to the proper functioning of the classroom. Illustrative of these tasks are helping with the housekeeping activities, roll taking, keeping attendance records, pronouncing spelling words, reading stories to children, watching ventilation and lighting, preparing bulletin boards, arranging chairs and desks, helping maintain equipment, correcting papers, helping individual students, and collecting teaching materials.

f. To learn the names of the students as rapidly as possible and to gain information about each pupil, utilizing this observation, consulting with the cooperating teacher, school educational records, and other sources of information available, keeping all such information confidential.

g. To participate in extracurricular and professional activities whenever possible, such as staff meetings, committee meetings, lunchroom duties, departmental and grade meetings, sports events, concerts, dances, parties and plays.

h. To prepare adequate lesson plans well in advance of actual classroom teaching, and to submit such plans to the cooperating teacher.

i. To learn the various physical facilities of the school building.

j. To become acquainted with the Information Center and other resources available in the school system, such as audiovisual materials and the professional library, and with the resources of the community as they are related to the student teaching assignment.

k. To learn the class schedule and the daily program followed by the cooperating teacher.

l. To become acquainted with the work which will be done in the classroom during the year, even though it may not be directly related to student teaching.

m. Even during periods of observation, to prepare each day so that the substitute teacher will be able to take over the class in an emergency, and to continuously identify with the work of the class and of the cooperating teacher.

n. To be considered a member of the community in which the student teaching occurs, and to act accordingly.

o. After each observation by the college supervisor, to arrange for a conference with the supervisor to discuss the classroom work observed.

p. To accept the cooperating teacher's decisions concerning the material to be covered, the method of presentation, and the management of the classroom.

q. To remember that the cooperating teacher is in legal control of the class and is legally responsible for it, and to assume no authority which has not been specifically delegated by that teacher.

r. To refer tactfully all parental requests for pupil data or evaluation and pupil progress to the pupil's classroom teacher.

s. To attend pre-student teaching conferences and seminars for orientation of prospective student teachers to the nature of their opportunities and responsibilities during student teaching in the Millard Public Schools.

t. To participate in parent-teacher conferences as deemed necessary by cooperating teacher and building principal.

u. To be neatly dressed and well groomed, setting an example for their students.

3) The Cooperating Teacher

Cooperating teachers are selected from the regular teachers of the Millard Public Schools.
A cooperating teacher is never selected without the sanction of all of the various school officials concerned.

It is the responsibility of the cooperating teacher:

a. To recognize that the primary responsibility is to the pupil rather than to the student teacher and at all times be thoroughly informed concerning the work in progress and the development of the students.

b. To define the student teachers' role in terms of their duties and responsibilities:

1. To schedule a conference with the student teacher as early in the term as possible in order to clarify the role of the student teacher, especially with regard to classroom management.

2. To provide ample opportunity for the student to observe the methods which are appropriate to the teaching situation.

3. To help the student teacher develop a professional attitude in all contacts with school and community.

4. To help the student teacher develop an understanding of the ethics of the profession.

5. To help the student teacher become acquainted with and adhere to the rules and regulations applicable to students and teachers in the school.

6. To clarify the student teacher's responsibilities with respect to making lesson plans, securing and organizing appropriate materials, and other necessary activities.

7. To take steps to insure that the student teacher understands the overall plans for the class and the Millard prescribed curriculum.

8. To advise the student teacher well in advance of the time when responsibility for the class will be assumed so that adequate preparation for the unit(s) is made.

c. To attend inservice programs specifically planned for teachers and administrators directly concerned with student teaching.

d. To remain in the classroom in order to insure adequate supervision of the student teacher. If the cooperating teacher must be out of the classroom for an extended period of time, the principal must be notified.

e. To insure that the student teacher's induction into actual teaching is at a rate which seems appropriate for each student teacher. The length of the initial period of observation will vary from student to student. During this period, and at other times when the student teacher is not directly accountable for management of the class, encouragement should be given to participate in helping individual students, small groups, and materials.

f. To become acquainted with the program of student teaching as outlined by the student teacher's respective training institution and Millard Public Schools.

g. To make certain that the student teacher has planned adequately before being permitted to teach.

h. To keep the student teacher informed of his/her progress, making suggestions and criticisms as necessary.

i. To evaluate the student teacher's performance. Cooperating teachers should consider the Millard's Instructional Model (MIM): Practices that Promote Successful Student Learning as they work with and evaluate student teachers.

4) **Responsibilities of the University or College Supervisor**

A university or college supervisor is assigned for each student teacher. This college faculty member is an experienced teacher and supervisor of student teachers.

a. To assist the student teacher in the planning and execution of the assignment.

b. To consult with cooperating teachers regarding the student teachers under their direction as early as possible in the semester and thereafter whenever desirable.

c. To make sufficient visits to each student teacher to insure adequate supervision and evaluation, and to hold a conference with the student teacher as soon as possible after each observation. The supervisor should visit the student teaching situation at least four times during the term.

d. To hold periodic group meetings with their student teachers so that problems of mutual concern may be discussed and for such other purposes as are necessary to carry out proper supervision of their student teachers.

e. To be responsible for designating the grade for student teaching.

f. To be available to consult with cooperating teachers when necessary.

g. To make arrangements with the building principal prior to classroom visitations.

5) **Responsibilities of the School Principal**

a. Orienting the staff and the school community to the student teachers and the student teaching program.

b. To observe student teachers at work and confer with them individually or in groups concerning the philosophy of the school and acquaint them with special services provided for children.

c. To approve or reject any cooperating teacher or student teacher assigned to the school.

d. To terminate a student teacher when it is evident that the welfare of the student is being adversely affected. Notice of termination will be submitted to the Human Resources Recruiter who will inform the college supervisor of the action taken.

e. To review the Student Teacher's Evaluation Report which will be kept on file in the Board of Education office.

f. To make possible a program of direct experience for student teachers through which they may be guided toward a better understanding of what constitutes good teaching.

g. To make possible a sharing of experiences which will give the student teacher an overall view of the total school program.

h. To make available written materials relative to basic policies of the school system and any bulletins clarifying the philosophy of the school and the organization of the curriculum.

i. To indicate which staff meetings, professional meetings and committee meetings are open to student teachers and to invite them to attend.

j. To facilitate the acceptance of student teachers by the faculty of the school in which they are doing their student teaching, to encourage them to attend parent/teacher and similar meetings, and to permit them to use faculty rooms and faculty lunch facilities.

6) **Responsibilities of the University and College**

a. To make available a Director of Student Teaching

b. To make available to the principal, Human Resources Recruiter and cooperating teacher, information about the student's background, ability and preference.

c. To provide supervisors who will visit with the student teachers regularly and will be available for conferences with the cooperating teacher and the student.

d. To provide a student teaching handbook and handbook for cooperating teachers.

7) **Responsibilities of the Director of Student Teaching**

a. To be the liaison person between the college and the Millard Public Schools on all aspects of the teacher training program.

b. To assign all student teachers so that they will have the best possible chance of becoming successful teachers. This means that careful consideration must be given to the adequacy of the student teachers' subject matter and professional preparation to their personalities, and to the personality of the cooperating teacher. Placing students in student teaching situations when they are poorly prepared is forbidden.

c. To make arrangements with the principal for all observations.

d. To confer with the Human Resources Recruiter concerning the placement and induction of the student teacher.

e. To coordinate research in the area of teacher preparation.

f. To offer inservice classes for cooperating teachers.

g. To make college supervisor's assignments.

h. To provide orientation of student teachers.

i. To be involved in student teacher evaluation.

8) Selection of Cooperating Teachers

a. Cooperating teachers shall be selected cooperatively by the Human Resources Recruiter of the Millard Public Schools, the school principal, and by the Director of Student Teaching of the institution concerned.

b. A person who is selected as a cooperating teacher will possess personal and professional qualities in addition to those required for effective teaching. Not all superior teachers have the ability to work well in helping a college student become a teacher.

The teacher selected to work with student teachers should be a person who:

1. Has a minimum of three years of successful classroom teaching in the district; however, experienced teachers in the district for less than three years may be considered.

2. Has preparation for teaching to include a Bachelor's Degree, accumulated hours toward a Master's Degree, and a regular teaching certificate.

3. Has a teaching endorsement in the area involved.

4. Shows genuine professional interest and growth.

5. Understands and can demonstrate application of basic principles of effective teaching and learning.

6. Is willing and able to guide the progress of the student teacher.

7. Has the courage to give a frank evaluation of the student teacher and to those who share the responsibility for the experience.

8. Exhibits a high level of professional ethics.

c. Method of Assignment

1. All requests for assignments to student teaching will be made by the teacher education institution to the Human Resources Recruiter.

2. The Human Resources Recruiter will consult with the principal in whose building the student is to be placed. No student teacher will be assigned to a building without approval from the principal.

3. The student teacher will report to the principal of the school to which he/she is assigned and be introduced to the cooperating teacher.

4. On the secondary level, student teachers may be assigned to departments, with one teacher in the department being designated as the cooperating teacher. This type of assignment will permit the student teacher to have a broader experience in his/her teaching field.

5. No more than one student teacher should be assigned to a cooperating teacher during any academic year, unless recommended by the supervisor of that cooperating teacher.

9) **Stipends for Cooperating Teachers**

a. The cooperating teacher and/or principal are not to be paid directly by the university. If money is sent to the cooperating teacher or principal, the checks need to be turned over to the district which sends it to the MPS Foundation for teacher scholarships.

NOTICE OF NONDISCRIMINATION

The Millard School District does not unlawfully discriminate with regard to race, color, religion, national or ethnic origin, sex, marital status, age, or disability in the access to, benefits of, or participation in employment, educational programs or activities. Any person having questions or complaints concerning discrimination may contact the Board of Education Office at 715-8200.

Millard PUBLIC SCHOOLS 2023-2024 Calendar

AUGUST				16
M	*T*	*W*	*Th*	*F*
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

SEPTEMBER				19
M	*T*	*W*	*Th*	*F*
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

OCTOBER				8/11
M	*T*	*W*	*Th*	*F*
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

NOVEMBER				18
M	*T*	*W*	*Th*	*F*
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

DECEMBER				14
M	*T*	*W*	*Th*	*F*
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JANUARY				19
M	*T*	*W*	*Th*	*F*
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Aug 10	First Day of School
Sep 4	No School - Labor Day
Sep 5	No School - Professional Development / Work Day
Oct 11	End of First Quarter
Oct 12-16	No School - Conferences / Work Day / Prof Development
Nov 6	No School - Professional Development / Work Day
Nov 22-24	No School - Thanksgiving Break
Dec 20	First Semester Ends
Dec 21 - Jan 3	No School - Winter Break
Jan 3	No School - Professional Development / Work Day
Jan 4	Second Semester Begins
Jan 15	No School - Professional Development Martin Luther King Jr Day
Feb 16	No School - Professional Development / Work Day
Feb 19	No School - Presidents' Day
March 13	End of Third Quarter
Mar 14-18	No School - Conferences / Work Day / Prof Development
Apr 8-12	No School - Spring Break
May 3	Half Day for Middle School (5th Grade Orientation)
May 23	Last Day of School (Half Day)
May 25	Graduation
May 27	Memorial Day

**High School calendars may vary and are available on building websites.*

Quarter Dates/Student Days		
Oct 11	43 Days	
Dec 20	43 Days	86 Days
Mar 13	47 Days	
May 24	43 Days	90 Days
	176 Total Days	

Approved by Board of Education - 10/10/2022

FEBRUARY				19
M	*T*	*W*	*Th*	*F*
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

MARCH				9/9
M	*T*	*W*	*Th*	*F*
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

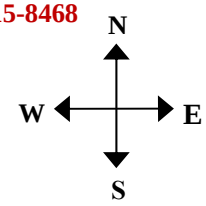
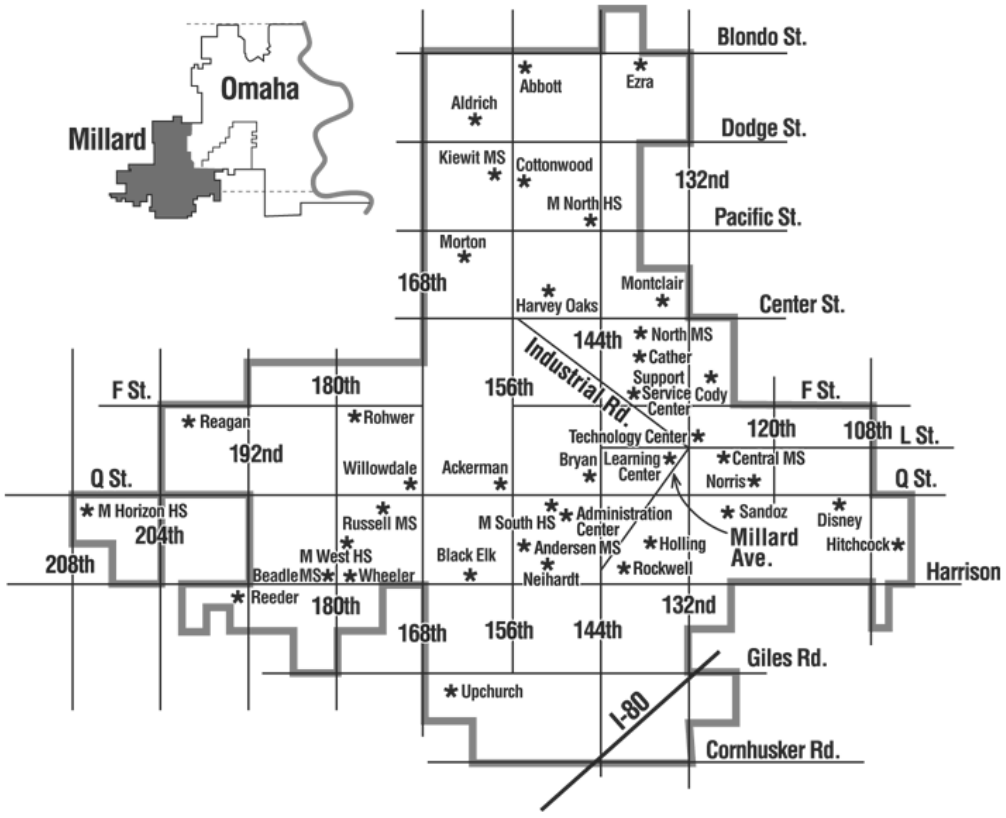
APRIL				17
M	*T*	*W*	*Th*	*F*
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

MAY				17
M	*T*	*W*	*Th*	*F*
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

JUNE				0
M	*T*	*W*	*Th*	*F*
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

JULY				0
M	*T*	*W*	*Th*	*F*
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Millard Public Schools

SCHOOL	PRINCIPAL	PHONE
GRACE ABBOTT 1313 N. 156 St. 68118	Meredith Schneider	402-715-2900
ROBERT L. ACKERMAN 5110 S. 156 St. 68135	James 'Skip' Hanlon	402-715-8420
BESS STREETER ALDRICH 506 N. 162 Ave. 68118	Dr. Heidi Penke	402-715-2020
BLACK ELK 6708 S. 161 Ave. 68135	Sarah Rozeboom	402-715-6200
WILLIAM J. BRYAN 5010 S. 144 St. 68137	Jimmy Feeney III	402-715-8325
WILLA CATHER 3030 S. 139 Plz. 68144	Dr. Bethany Kreager	402-715-1315
WILLIAM CODY 3320 S. 127 St. 68144	Jason Farwell	402-715-1320
COTTONWOOD 615 Piedmont Dr. 68154	Gina Rudloff	402-715-1390
WALT DISNEY 5717 S. 112 St. 68137	Dr. Cindy Scharff	402-715-2350
EZRA MILLARD 14111 Blondo St. 68164	Charlotte Schuchardt	402-715-2955
HARVEY OAKS 15228 Shirley St. 68137	Erin Gonzales	402-715-1386
GILBERT M. HITCHCOCK 5809 S. 104 St. 68127	Mandy Hartz	402-715-2255
HOLLING HEIGHTS 6565 S. 136 St. 68137	Tracy Logan	402-715-8330
MONTCLAIR 2405 S. 138 St. 68164	Dr. Alicia Kotlarz	402-715-1295
J. STERLING MORTON 1805 S. 160 St. 68144	Troy Malone	402-715-1290
JOHN G. NEIHARDT 15130 Drexel St. 68137	Dr. Tara Cooper	402-715-8360
GEORGE NORRIS 12424 Weir St. 68137	Kristin Dolezal	402-715-8340
RONALD REAGAN 4440 S. 198 Ave. 68135	Brittany Wunderlich	402-715-7100
GRETCHEN REEDER 19202 Chandler St. Gretna 68028	Paige Roberts	402-715-6420
NORMAN ROCKWELL 6370 S. 140 Ave. 68137	Laura Malcom	402-715-8246
HERMAN ROHWER 17701 F St. 68135	Nicole Burton	402-715-6225
MARI SANDOZ 5959 Oak Hills Dr. 68137	Joe Vonderhaar	402-715-8345
WILMA UPCHURCH 8686 S. 165 St. 68136	Lindsey Harahill	402-715-7150
GEORGIA WHEELER 6707 S. 178 St. 68135	Dr. Courtney Manzitto	402-715-6250
WILLOWDALE 16901 P St. 68135	Colleen Ballard	402-715-8280

SCHOOL	PRINCIPAL	PHONE
HARRY P. ANDERSEN MS 15404 Adams St. 68137	**Eric Grandgenett**	**402-715-8440**
GEORGE BEADLE MS 18201 Jefferson St. 68135	**John Southworth**	**402-715-6100**
CENTRAL MS 12801 L St. 68137	**Dr. Michelle Klug**	**402-715-8225**
PETER KIEWIT MS 15650 Howard St. 68118	**Marshall Smith**	**402-715-1470**
NORTH MS 2828 S. 139 Plz. 68144	**Dr. Scott Ingwerson**	**402-715-1280**
GEORGE F. RUSSELL MS 5304 S. 172 St. 68137	**Dr. Beth Fink**	**402-715-8500**
MILLARD NORTH HS 1010 S. 144 St.	**Aaron Bearinger**	**402-715-1365**
MILLARD SOUTH HS 14905 Q Street	**Heidi Weaver**	**402-715-8268**
MILLARD WEST HS 5710 S. 176 AV	**Dr. Greg Tiemann**	**402-715-6000**
MILLARD HORIZON HS 5300 George B. Lake Parkway	**Dr. Emili Brosnan**	**402-715-8468**