

# IOWA STATE UNIVERSITY

Teacher Education

## CI 468 Practicum Handbook

*A resource for the following  
practicum experiences:*

CI 468 A/C, CI 468 B/D,  
468F/G, CI 468 I, CI 468R

# Practica in Teaching

<b>Course #</b>	<b>Course</b>
CI 468A	Practicum in Primary Reading & Language Arts
CI 468B	Practicum in Intermediate Reading & Language Arts
CI 468C	Teaching Practicum in Mathematics
CI 468D	Teaching Practicum in Science
CI 468F	Practicum in Primary Literacy, Inclusive
CI 468G	Practicum in Primary Mathematics, Inclusive
CI 468I	Practica in Primary Science, Inclusive
CI 468R	Practicum in Intermediate Reading/Writing (for reading endorsement)

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**University Teacher Education Program**  
**College of Human Sciences**  
**Iowa State University**

## Overview

Iowa State University students who have been formally admitted into the University Teacher Education Program (UTEP) must partake in a range of practical experiences in local or regional school settings. This handbook is designed for students from the Early Childhood Unified, and Elementary Education programs. The various practicum experiences are described below.

**Literacy Block I combines CI 468 A (Supervised Practicum in Teaching-Primary Reading and Language Arts) with CI 468 C (Mathematics).** These are taken concurrently with methods courses Reading/Language Arts in the Primary Grades, K-3<sup>rd</sup> (CI 377) and Teaching Children Mathematics K-6<sup>th</sup> (CI 448). Students attend their methods classes for 9 weeks and are then assigned to a primary (K-3<sup>rd</sup>) classroom for four weeks, M/W each week for a total of 48 hours of experience teaching children.

**Literacy Block I- Cohort** - This is a different configuration of the above mentioned practicum that started fall 2006. The 48 hours in schools are distributed over the entire semester in two to eight hour clusters. Methods courses are generally taught in the same school setting in which students are placed.

**Literacy Block II combines CI 468 B (Supervised Practicum in Teaching Intermediate Reading/ Language Arts) with CI 468 D (Science).** These are taken concurrently with methods courses The Teaching of Reading/Language Arts in the Intermediate Grades 4-6<sup>th</sup> (C I 378) and The Teaching of Science (CI 449). Students attend their methods classes for 5 weeks and are then assigned to an intermediate (4-6<sup>th</sup>) classroom for four weeks, T/R each week for a total of 48 hours of experience teaching children.

**Intermediate Reading/Language Arts in the Intermediate grades (CI 468 R)** is a half day practicum, mornings only, which allows ECE Unified majors practical experience necessary to acquire their reading endorsement. Students are concurrently enrolled in The Teaching of Reading/Language Arts in the Intermediate Grades 4-6<sup>th</sup> (CI 378) and must have departmental permission to enroll.

**ECE Unified, Block I combines CI 468 F (Supervised Practicum in Teaching Literacy in the Primary Grades, Inclusive) with CI 468 G (Primary Mathematics, Inclusive).** These are taken concurrently with methods courses Reading/Language Arts in the Primary Grades, K-3<sup>rd</sup> (CI 377), Teaching Mathematics in the Primary Grades (CI 438), and Teaching in Inclusive Primary Settings (Sp. Ed. 368). Students attend their methods classes for 9 weeks and are then assigned to a primary classroom for four weeks, M/W each week for a total of 48 hours of experience teaching young children.

**ECE Unified, Block II includes a single focused practicum course, Supervised Practicum in Teaching Primary Grades Science, Inclusive (CI 468 I).** This course is taken concurrently with methods courses Teaching Science in the Primary Grades (CI 439), The Teaching of Social Studies in the Primary Grades (CI 433), and two special education courses; Classroom Assessment in Inclusive Primary Settings (Sp. Ed. 355) and Instructional Methods for Inclusive Primary Settings (Sp. Ed. 455). Students attend their methods classes for 9 weeks and are then assigned to a primary classroom for four weeks, M/W each, for a total of 48 hours of experience teaching young children.

# Practicum Policies

## ORIENTATION

All practicum students are required to attend the one-hour orientation meeting as stated explicitly in the schedule of classes. A second required meeting with their assigned supervisor will be scheduled. At this meeting, students will get acquainted with their supervisor, receive placement information, review the handbook and syllabus, and receive a general orientation to the classroom setting.

## ATTENDANCE

Perfect attendance at the practicum site is required. Students should not ask cooperating teachers to reschedule unless the specific instance has been previously discussed with the ISU supervisor. These requests are inconvenient for the teacher and often destroy the supervision schedule. Any absences must be made up at the teacher's convenience, and further coordinated with the practicum supervisor.

## TRANSPORTATION/FEEES

There is a fee attached to these practicum experiences. This fee is used to defray the costs of honoraria paid to teachers, supervision travel expenses, correspondence, and copying. Students are expected to provide their own transportation. When none is available, the ISU coordinator will cluster students in locations and arrange ISU carpools. Transportation is a privilege and not an entitlement. University cars may be picked up at the Carpool, which is located on Haber Road which is accessed off 13th Street or Pammel Drive. Field Experiences is charged for any reserved car. If students will not be using the car, the reservation must be canceled 24 hours in advance. **Please call DeeAnna Bechtel (294-6694) to cancel a car.**

## SCHOOL BEHAVIOR/DRESS CODE

All ISU students are expected to behave as guests of the schools where they are placed. Students will adhere to dress and behavior codes of the host districts as well as ISU expectations. Respecting confidentiality and establishing appropriate professional relationships are imperative. (See Expectations of Pre-service Teachers in School Settings, page 46.) Since it is not appropriate to leave school grounds during practicum, please plan ahead for lunch.

Practicum students are instructed to call their supervisor and their cooperating teacher if they are going to be absent or late. Upon arrival at the school site, students must register their attendance in the main office each time they visit to announce their presence in the building. All ISU students must wear identification. If there is no formal system in place at the site, wear your ISU card secured in a plastic badge holder (provided).

## **COMMUNICATION/GRAMMAR**

Students must be proficient in both oral and written communication. Inability to model and/or demonstrate correct grammar, spelling, punctuation, and verbal skills will result in a conference to determine the student's ability to achieve a satisfactory grade (see Supervision Rubric at back).

**Assignments submitted one week late or more without previous arrangements made with assigned supervisor will not be accepted and may result in failure of the practicum.**

## **Roles and Responsibilities**

Early field experiences form the foundation for the pre-service teacher's successful student teaching experience and eventual teaching career. Future practices build upon the early experiences and the learning which occurs as the pre-service teacher begins to make the transition from theory to practice. To realize maximum benefits from early field experiences, pre-service teachers need the guidance offered by good supervision.

### **RESPONSIBILITIES OF THE COOPERATING TEACHER**

Cooperating teachers are the individuals who work most closely with the practicum students in the classroom. It is their responsibility to:

- Serve as a model for the practicum student.
- Provide orientation as needed to the school setting and procedures including:
  - Classroom regulations
  - Organization of the classroom for learning
  - Pupil behavior
  - Teaching strategies and techniques
- Prepare elementary students for the arrival of the practicum student.
- As opportunities arise, direct practicum students to assist in educational activities which relate to the district's curriculum.
- Observe practicum students in varied situations and provide constructive feedback.
- Provide feedback to the practicum students' lesson plans that relate to their teaching.
- Communicate with the university supervisor regarding progress, concerns, etc.
- Complete student evaluations, share results with practicum student, and return to University Teacher Education, 133 MacKay Hall

### **RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR**

University supervisors coordinate the practicum students' teaching activities and provide articulation between the college and the cooperating schools. It is their responsibility to:

- Act as liaison between the College of Human Sciences and the cooperating school and teacher.
- Counsel individual practicum students concerning professional problems.
- Visit practicum students at the site and confer with students and cooperating teachers.
- Observe the practicum student and assist cooperating teachers in evaluating student progress.
- Confer with students and provide feedback on assignments and performance.
- Confer with the principal, cooperating teacher and practicum coordinator when serious problems arise.
- Report any student related concerns/problems worthy of monitoring to the Practicum Coordinator.

# School Sites

and

# Directions

**NOTE:** Your most accurate information will be available on the website for your assigned district. For directions to specific sites, please use [www.mapquest.com](http://www.mapquest.com) as a resource



For a complete listing of all schools in Iowa go to the Iowa Statewide Directory  
<http://www.iowa.gov/educate/content/view/692/675/>

The following is a short, incomplete list of possible schools sites. NOT ALL INFORMATION IS ACCURATE, as changes occur regularly throughout a school year.

**AMES COMMUNITY SCHOOL DISTRICT**

P O. Box 3011  
415 Stanton  
Ames, IA 50014  
515-268-6600  
[www.ames.k12.ia.us](http://www.ames.k12.ia.us)

Edwards Elementary  
3622 Woodland  
Ames, IA 50014  
515-239-3760

Fellows Elementary  
1400 McKinley  
Ames, IA 50010  
515-239-3765

Meeker Elementary  
20th and Burnett  
Ames, IA 50010  
515-239-3770

Kate Mitchell Elementary  
3521 Jewel  
Ames, IA 50010  
515-239-3775

Abbie Sawyer Elementary  
4316 Ontario  
Ames, IA 50014  
515-239-3790

Northwood Preschool Center  
3012 Duff Avenue  
Ames, IA 50010  
515-268-2470

**ANKENY COMMUNITY SCHOOL DISTRICT**

306 S.W. School Street  
P.O. Box 189  
Ankeny, IA 50021  
515-965-9600  
[www.ankeny.k12.ia.us](http://www.ankeny.k12.ia.us)

Ashland Ridge Elementary School  
2600 NW Ash  
Ankeny, IA 50023  
515-965-9594

Parkview Middle School  
105 NW Pleasant  
Ankeny, IA 50021  
515-965-9640

Crocker Elementary  
2910 S.W. Applewood  
Ankeny, IA 50021  
515-965-9710

East Elementary School  
710 S.E. Third & Trilein Drive  
Ankeny, IA 50021  
515-965-9660

Northeast Elementary  
1705 NE Trilein  
Ankeny, IA 50021  
515-965-9620

Northwest Elementary  
1200 N.W. First  
Ankeny, IA 50021  
515-965-9680

Southeast Elementary  
1005 S.E. Trilein  
Ankeny, IA 50021  
515-965-9650

Terrace Elementary  
310 N.W. School  
Ankeny, IA 50021  
515-965-9670

Westwood Elementary  
2920 N.W. 9th  
Ankeny, IA 50021  
515-965-9690

**BALLARD COMMUNITY SCHOOL DISTRICT**

315 N. Main  
Huxley, IA 50124  
515-597-2811  
[www.ballard.k12.ia.us](http://www.ballard.k12.ia.us)

Ballard East Elementary  
Cambridge, IA 50046  
515-220-4306

Ballard West Elementary  
Slater, IA 50244  
515-228-3890

**BONDURANT/FARRAR COMMUNITY  
SCHOOL DISTRICT**  
3rd and Garfield  
Bondurant, IA 50035  
515-967-7819  
[www.bondurant.k12.ia.us](http://www.bondurant.k12.ia.us)

Anderson Elementary  
300 Garfield, S.W.  
Bondurant, IA 50035  
515-967-7494

**BOONE COMMUNITY SCHOOL DISTRICT**  
500 Seventh Street  
Boone, IA 50036  
515-433-0750  
[www.boone.k12.ia.us](http://www.boone.k12.ia.us)

Bryant Elementary  
511 Cedar  
Boone, IA 50036  
515-433-0760

Franklin Elementary  
19th & Crawford  
Boone, IA 50036  
515-433-0860

Lincoln Elementary  
711 W. Mamie Eisenhower  
Boone, IA 50036  
433-0800

Page Elementary  
102 S. Boone  
Boone, IA 50036  
433-0840

**COLLINS-MAXWELL COMMUNITY  
SCHOOL DISTRICT**  
P.O. Box 207  
Maxwell, IA 50161  
387-1115  
[www.collins-maxwell.k12.ia.us](http://www.collins-maxwell.k12.ia.us)

Collins-Maxwell Elementary  
Maxwell, IA 50161  
387-1115

**COLO-NESCO COMMUNITY SCHOOL  
DISTRICT**  
Box 136, 919 West Street  
Colo, IA 50056  
641-377-2282  
[www.colo-nesco.k12.ia.us](http://www.colo-nesco.k12.ia.us)

Colo Elementary  
Box 215, 919 West Street  
Colo, IA 50056  
641-377-2282

McCallsburg Elementary  
Colo-Nesco School District  
McCallsburg, IA 50154  
641-434-2302

Colo-Nesco Middle School  
407 N. Center  
Zearing, IA 50278  
641-487-7411

**GILBERT COMMUNITY SCHOOL DISTRICT**  
103 Mathews Drive  
Gilbert, IA 50105  
515-232-3740  
[www.gilbert.k12.ia.us](http://www.gilbert.k12.ia.us)

Gilbert Elementary  
109 Rothmoor  
Gilbert, IA 50105  
515-232-3744

**JEFFERSON-SCRANTON COMMUNITY  
SCHOOL DISTRICT**  
204 W. MADISON AVENUE  
Jefferson, IA 50129  
515-386-4168  
[www.jefferson-scranton.k12.ia.us](http://www.jefferson-scranton.k12.ia.us)

Jefferson Scranton Elem. School  
401 E. Russell  
Jefferson, IA 50129  
515-386-3178  
Grades 1 - 2

South Elementary School  
204 W. Madison Avenue  
Jefferson, IA 50129  
515-386-4168  
Grades PK - Kdg

**JOHNSTON COMMUNITY SCHOOL DISTRICT**

5608 Merle Hay Road  
Johnston, IA 50131  
515-278-0470  
[www.johnston.k12.ia.us](http://www.johnston.k12.ia.us)

Beaver Creek Elem School  
8701 Lyndhurst  
Johnston, IA 50131  
515-278-6228

Henry Wallace Elem. School  
6510 N.W. 62<sup>nd</sup> Avenue  
Johnston, IA 50131  
515-278-6977

Horizon Elementary School  
5905 N.W. 100<sup>th</sup> Street  
Johnston, IA 50131  
515-986-1121

Lawson Elementary School  
5450 N.W. 62<sup>nd</sup> Avenue  
Johnston, IA 50131  
515-278-0478

Summit Middle School  
9500 Windsor Parkway  
Johnston, IA 50131  
515-968-0318

Timber Ridge Elementary  
7370 N.W. 54<sup>th</sup>  
Johnston, IA 50131-1705  
515-331-4379

**MADRID COMMUNITY SCHOOL DISTRICT**

Highway 17 North  
Madrid, IA 50156  
515-795-3241  
[www.madrid.k12.ia.us](http://www.madrid.k12.ia.us)

Madrid Elementary School  
213 West First Street  
Madrid, IA 50156  
515-795-2359

**NEVADA COMMUNITY SCHOOL DISTRICT**

1035 15<sup>th</sup> Street  
Nevada, IA 50201  
382-2783  
[www.nevada.k12.ia.us](http://www.nevada.k12.ia.us)

Nevada Middle School  
1035 15<sup>th</sup> Street  
Nevada, IA 50201  
515-382-2751

Central Elementary School  
910 10<sup>th</sup> Street  
Nevada, IA 50201  
515-382-2383

**NORTH POLK COMMUNITY SCHOOL DISTRICT**

313 N.E. 141<sup>st</sup> Avenue  
Alleman, IA 50007  
515-685-3014  
[www.n-polk.k12.ia.us](http://www.n-polk.k12.ia.us)

Central Elementary School  
311 N.E. 141<sup>st</sup> Avenue  
Alleman, IA 50007  
515-685-3330

West Elementary School  
1400 W. Broadway  
Polk City, IA 50226  
515-984-6344

**NORWALK COMM SCHOOL DISTRICT**

906 School Avenue  
Norwalk, IA 50211  
515 981-0676

Lakewood Elementary School  
9210 Happy Hollow Dr.  
Norwalk, IA 50211

Oviatt Elementary School  
713 School Avenue  
Norwalk, IA 50211

**PAROCHIAL SCHOOLS**

Holy Family School  
1111 Garfield School  
Des Moines, IA 50316  
515-262-8025

Sacred Heart School  
1111 Marshall  
Boone, IA 50036  
515-432-4124

Sacred Heart School  
1601 Grand Avenue  
West Des Moines, IA 50265  
515-223-1284

St. Anthony School  
16 Columbus Avenue  
Des Moines, IA 50315  
515-243-1874

St. Cecilia School  
2900 Hoover Avenue  
Ames, IA 50010  
515-232-5290  
St. Francis of Assisi School  
7075 Ashworth Road  
West Des Moines, IA 50266  
515-457-7167

St. Theresa School  
5810 Cara Carpenter Ave.  
Des Moines, IA 50311  
515-277-0178

**PERRY COMMUNITY SCHOOL DISTRICT**

1219 Warford Street  
Perry, IA 50220  
515 465-4656  
[www.perry.k12.ia.us](http://www.perry.k12.ia.us)

Perry Elementary  
1600 - 8<sup>th</sup> Street  
Perry, IA 50220

**ROLAND-STORY COMMUNITY SCHOOL DISTRICT**

1009 Story Street  
Story City, IA 50248  
515-733-4301  
[www.roland-story.k12.ia.us](http://www.roland-story.k12.ia.us)

Roland-Story Middle School  
206 S. Main Street  
Roland, IA 50236  
515-388-4358

Roland-Story Elementary  
900 Hillcrest Drive  
Story City, IA 50248  
733-4386

**SAYDEL CONSOLIDATED SCHOOL DISTRICT**

5401 NW 2<sup>nd</sup> Avenue  
Des Moines, IA 50313  
515-264-0866  
[www.saydel.k12.ia.us](http://www.saydel.k12.ia.us)

Woodside Middle School  
5810 NE 14<sup>th</sup> Street  
Des Moines, IA 50313  
515-265-3451  
Cornell Elementary School  
5817 NE 3<sup>rd</sup> Street  
Des Moines, IA 50313  
515-244-8173

Norwoodville Elementary School  
NE 29<sup>th</sup> & Broadway  
Des Moines, IA 50317  
515-266-3109

**SOUTH HAMILTON COMMUNITY SCHOOL DISTRICT**

Box 100, 315 Division Street  
Jewell, IA 50130  
515-827-5479  
[www.s-hamilton.k12.ia.us](http://www.s-hamilton.k12.ia.us)

Jewell Elementary School  
Box 100, 300 Blaine Street  
Jewell, IA 50130  
515-827-5096

**SOUTHEAST POLK COMMUNITY SCHOOL DISTRICT**

8379 N.E. University  
Pleasant Hill, IA 50237  
515-967-4294  
[www.se-polk.k12.ia.us](http://www.se-polk.k12.ia.us)

Altoona Elementary School  
301 - 6<sup>th</sup> St. S.W.  
Altoona, IA 50009  
515-967-5509

Centennial Elementary School  
910 – 7<sup>th</sup> Avenue S.E.  
Altoona, IA 50009  
515-967-2109

Clay Elementary  
3200 1<sup>st</sup> Ave. S.  
Altoona, IA 50009  
515-967-4198

Delaware Elementary School  
4401 N.E. 44<sup>th</sup> Street  
Des Moines, IA 50317  
515-262-3197

Four-Mile Elementary School  
670 s.E. 68<sup>th</sup> Street  
Pleasant Hill, IA 50327  
515-265-1972

Willowbrook Elementary School  
300 – 17<sup>th</sup> Avenue S.W.  
Altoona, IA 50009  
515-967-7512

**UNITED COMMUNITY SCHOOL DISTRICT**

1284 U Avenue  
Boone, IA 50036  
515-432-5319  
[www.united.k12.ia.us](http://www.united.k12.ia.us)

United Community Elementary  
1284 U Avenue  
Boone, IA 50036  
515-432-5393

**URBANDALE COMMUNITY SCHOOL DISTRICT**

Merle Hay Ctr 500 West  
6200 Aurora Avenue  
Urbandale, IA 50322  
515-457-5000  
[www.UrbandaleSchools.com](http://www.UrbandaleSchools.com)

Urbandale Middle School  
7701 Aurora Avenue  
Urbandale, IA 50322  
515-457-6600

Jensen Elementary School  
6302 Aurora Avenue  
Urbandale, IA 50322  
515-457-5100

Karen Acres Elementary School  
3500 – 74<sup>th</sup> Street  
Urbandale, IA 50322  
515-457-5700

Olmsted Elementary School  
7110 Prairie Avenue  
Urbandale, Ia 50322  
515-457-5800

Rolling Green Elementary School  
8100 Airline Avenue  
515-457-5900

Valerius Elementary School  
3305 – 92<sup>nd</sup> Street  
Urbandale, IA 50322  
515-457-6500

Webster Elementary School  
12955 Aurora Avenue  
Urbandale, IA 50323  
515-331-8600

**WAUKEE COMMUNITY SCHOOL DISTRICT**

445 5<sup>th</sup> Street  
Waukee, IA 50263  
515-987-5161

Waukee Middle School  
905 Warrior Lane  
Waukee, IA 50263  
515-987-5177

Brookview Elementary School  
8000 E P True Parkway  
West Des Moines, IA 50266  
515-987-5166

Eason Elementary School  
605 Boone Drive  
Waukee, IA 50263  
515-987-5200

Maple Grove Elementary  
1455 98<sup>th</sup> St.  
West Des Moines, IA 50266  
Walnut Hills Elementary  
4240 – 156<sup>th</sup>  
Urbandale, IA 50323  
515 987-3585

Waukee Elementary School  
4<sup>th</sup> & Locust  
Waukee, IA 50263  
515-987-5193

Hillside Elementary School  
713 - 8<sup>th</sup> Street  
West Des Moines, IA 50265  
515-663-6200

**WEBSTER CITY COMMUNITY SCHOOL  
DISTRICT**

Box 9  
825 Beach Street  
Webster City, IA 50595  
515-832-9200  
[www.webster-city.k12.ia.us](http://www.webster-city.k12.ia.us)

Jordan Creek Elementary School  
4105 Fuller Road  
West Des Moines, IA 50265  
515-633-5200

Phenix Elementary School  
415 - 7<sup>th</sup> Street  
West Des Moines, IA 50265  
515-633-6600

Pleasant View Elementary School  
1901 Willson Avenue  
Webster City, IA 50595  
515-832-9241

Western Hills Elementary School  
600 - 39<sup>th</sup> Street  
West Des Moines, IA 50265  
515-633-5900

Sunset Heights Elementary School  
1101 Boone Street  
Webster City, IA 50595  
515-832-9245

Westridge Elementary School  
5500 E P True Parkway  
West Des Moines, IA 50266  
515-633-5400

**WEST DES MOINES COMMUNITY SCHOOL  
DISTRICT**

3550 George M. Mills Civic Parkway  
West Des Moines, IA 50265  
515-633-5025  
[www.wdsmcs.org](http://www.wdsmcs.org)

**WEST MARSHALL COMMUNITY SCHOOL  
DISTRICT**

Box 670  
State Center, IA 50247  
641-483-2660  
[www.w-marshall.k12.ia.us](http://www.w-marshall.k12.ia.us)

Clive Elementary School  
1600 - 73<sup>rd</sup> Street  
West Des Moines, IA 50322  
515-633-5800

West Marshall Middle School  
214 West Main  
State Center, IA 50247  
641-483-2165

Crestview Elementary School  
1020-8<sup>th</sup> Street  
West Des Moines, IA 50265  
515-633-5700

West Marshall Elementary  
207 3rd Street SW  
State Center, IA 50247  
641-483-2671

Crossroads Park Grade School  
1050 - 50<sup>th</sup> Street  
West Des Moines, IA 50266  
515-633-5600

Fairmeadows Elementary School  
807 - 23<sup>rd</sup> Street  
West Des Moines, IA 50265  
515-633-6500

# Des Moines Public Schools

## Department of Elementary and Early Childhood Programs

*Be sure to verify this information by checking [www.dmps.k12.ia.us](http://www.dmps.k12.ia.us) for the latest changes*

### Elementary Schools

Brubaker Elementary School  
2900 E. 42<sup>nd</sup> Street  
Des Moines, IA 50317  
515-242-8405

Capitol View Elementary School  
320 E. 16<sup>th</sup> Street  
Des Moines, IA 50316  
515-242-8402

Carver Elementary School  
705 East University  
Des Moines, IA 50316  
515-242-8418

Cattell Elementary School  
3101 E. 12th Street  
Des Moines, IA 50316  
515-242-8203

Cowles Elementary School  
6401 College Avenue  
Des Moines, IA 50313  
515-242-7818

Edmunds Elementary School  
1601 Crocker Street  
Des Moines, IA 50314-1799  
515-243-1174

Findley Elementary School  
3000 Cambridge Street  
Des Moines, IA 50313  
515-282-5281

Garton Elementary School  
2820 E. 24<sup>th</sup> Street  
Des Moines, IA 50317  
515-242-8408

Greenwood Elementary School  
316 – 37<sup>th</sup> Street  
Des Moines, IA 50312  
515-242-8410

Hanawalt Elementary School  
225 – 56th  
Des Moines, IA 50312  
515-242-8411

Hillis Elementary School  
2401 - 56th Street  
Des Moines, IA 50310-1184  
515-242-8412

Howe Elementary School  
2900 Indianola Avenue  
Des Moines, IA 50315  
515-242-8413

Hubbell Elementary School  
800 – 42nd.  
Des Moines, IA 50312  
515-242-7345

Jefferson Elementary School  
2425 Watrous Avenue  
Des Moines, IA 50321-2146  
515-242-8416

King Elementary School  
1849 Forest  
Des Moines, IA 50312-1392  
515-242-8417

Lovejoy Elementary School  
801 S E Kenyon  
Des Moines, IA 50315-4737  
515-285-3156

Madison Elementary School  
806 E. Hoffman Street  
Des Moines, IA 50316-1036  
515-242-8420

McKinley Elementary School  
1610 S. E. 6<sup>th</sup> Street  
Des Moines, IA 50315-1469  
515-242-8423

Monroe Elementary School  
2250 – 30<sup>th</sup> Street  
Des Moines, IA 50310  
515-242-8425

Morris Elementary School  
1401 Geil Avenue  
Des Moines, IA 50315  
515-242-8421

Oak Park Elementary School  
3928 Sixth Avenue  
Des Moines, IA 50313-3429  
515-242-8428

Orchard Place School  
5412 S.W. 9<sup>th</sup> Street  
Des Moines, IA 50315  
515-287-9707

Park Avenue Elementary School  
3141 SW Ninth Street  
Des Moines, IA 50315-2271  
515-242-8429

Perkins Elementary School  
4301 College  
Des Moines, IA 50311  
515-242-8430

Phillips Elementary School  
1701 Lay Street Street  
Des Moines, IA 50317-2921  
515-242-8431

Pleasant Hill Elementary School  
4801 E. Oakwood Drive  
Des Moines, IA 50317-7113  
515-242-8432

River Woods Elementary School  
2929 S.E. 22<sup>nd</sup> Street  
Des Moines, IA 50320  
515-242-8433

Smouse Opportunity School

2820 Center Street  
Des Moines, IA 50312-3718  
515-242-8214

South Union Elementary School  
4201 South Union  
Des Moines, IA 50315  
515-242-8409

Stowe Elementary School  
1411 E. 33<sup>rd</sup> Street  
Des Moines, IA 50317  
515-242-8435

Studebaker Elementary School  
300 E County Line Road  
Des Moines, IA 50315-6878

Walnut Street School  
901 Walnut Street  
Des Moines, IA 50309  
515-242-8438

Willard Elementary School  
2941 Dean Avenue  
Des Moines, IA 50317  
515-242-8439

Windsor Elementary School  
5912 University Avenue  
Des Moines, IA 50310  
515-242-8440

Wright Elementary School  
5001 SW 14th Street  
Des Moines, IA 50315-4405  
515-242-8442

**Des Moines Middle Schools**



Brody Middle School  
2501 Park Avenue  
Des Moines, IA 50321  
515-242-8443

Callanan Middle School  
3010 Center Street  
Des Moines, IA 50312  
515-242-8101

Goodrell Middle School  
1421 Walker Street  
Des Moines, IA 50317  
515-242-8444

Harding Middle School  
203 East Euclid Avenue  
Des Moines, IA 50313  
515-242-8445

Hoyt Middle School  
2700 E 42<sup>nd</sup> Street  
Des Moines, IA 50314

Meredith Middle School  
4827 Madison Avenue  
Des Moines, IA 50310  
515-242-7250

Merrill Middle School  
5301 Grand Avenue  
Des Moines, IA 50312-2198  
515-242-8448

Moulton Extended Learning Center  
1541 8<sup>th</sup> Street  
Des Moines, IA 50315  
515-242-8427

# **Professional Growth Tools**

**State of Iowa  
Teacher Education Licensure Standards  
Chapter 79**

1. **Content/Subject Matter Specialization** - The candidate demonstrates an understanding of the central concepts, tools of inquiry, and structure of the discipline(s) the candidate teaches, and creates learning experiences that make these aspects of the subject meaningful for students.
2. **Student Learning** - The candidate understands how students learn and develop, and provides learning opportunities that support intellectual, career, social, and personal development.
3. **Diverse Learners** - The candidate demonstrates an understanding of how students differ in their approach to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.
4. **Instructional Planning** - The candidate plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.
5. **Instructional Strategies** - The candidate demonstrates an understanding and use of a variety of instructional strategies to encourage students' development of critical and creative thinking, problem-solving, and performance skills.
6. **Learning Environment/Classroom Management** - The candidate uses an understanding of individual and group motivation and behavior; creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation; and maintains effective classroom management.
7. **Communication** - The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry, collaboration, and support interaction in the classroom.
8. **Assessment** - The candidate understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the student, and effectively uses both formative and summative assessment of students, including student achievement data, to determine appropriate instruction.
9. **Foundations, Reflective Practice and Professional Development** - The candidate continually evaluates the effects of the candidate's choices and actions on students, parents, and other professionals in the learning community; actively seeks out opportunities to grow professionally; and demonstrates an

understanding of teachers as consumers of research and as researchers in the classroom.

- 10. Collaboration, Ethics and Relationships** - The candidate fosters relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development; demonstrates an understanding of educational law and policy, ethics, and the profession of teaching, including the role of boards of education and education agencies; and demonstrates knowledge and dispositions for cooperation with other educators, especially in collaborative/co-teaching as well as in other educational team situations.
- 11. Technology** - The candidate effectively integrates technology into instruction to support student learning.

## Procedures for Selected Models of Teaching

**All lesson plans include:** content objective or goal  
procedures &  
evaluation or child's ability to meet objective/goal

- Presentation** *(acquire, assimilate and retain information)*
1. Present objective and establish set
  2. present advance organizer to provide framework
  3. present learning materials in a meaningful fashion
  4. ask questions and elicit responses that extend thinking
- Concept teaching** *(to teach key concepts that are foundations for later materials)*
- direct approach
    1. state definition/rule
    2. identify critical attributes
    3. show examples
    4. show non-examples
    5. guided questioning
    6. acquisition of concept by students
  - concept attainment *(used when students already have SOME idea about a concept or set of concepts)*
    1. provide a multitude of examples and non-examples
    2. students provide own examples and non-examples & hypothesize critical attributes
    3. ask students to examine their decisions and consequences and test hypothesized attributes
    4. apply to a new situation
    5. teacher relates the "new" concept to other units of study
- Direct instruction** *(transfer of information)*
1. provide objectives and establish set
  2. demonstrate knowledge or skill
  3. provide guided practice
  4. check for understanding and provide feedback
  5. provide extended practice and transfer
- Cooperative learning** *(used to improve social skills, race relations & academic achievement)*
1. provide objectives and set
  2. present information (verbally or written)
  3. organize students into learning teams
  4. assist team work and study
  5. test or group presentations
  6. recognize achievement by individuals and by groups
- Discussion** *(used in connection with other models)*
1. provide objectives and set
  2. focus discussion asking initial questions/puzzling situations
  3. listen and respond to ideas enforces ground rules
  4. help each student summarize the discussion
  5. students analyze their thinking processes
- Discovery** *(help students learn how to ask questions & seek answers to satisfy curiosity)*
1. determine content objective
  2. create a situation (real-life, if possible) rich with possibilities & present it to students
  3. gently guide (do not force) their inquiry toward resolution of the situation  
use questioning and reasoning to students with a yes/no format  
*redirection and hurdle help should be a last resort*
  4. students justify "why" they resolved the situation as they did
  5. if applicable, students will generalize their resolution and test this newly found theory

## Generic Lesson Plan Format

You will need to write lesson plans for all subjects you are responsible for. The expectation is that you will also teach these lessons. Please follow this annotated format when writing your plans unless you have been given a specific format from your "methods" instructor.

1. **Subject** \_\_\_\_\_ **Date** \_\_\_\_\_ **Grade Level** \_\_\_\_\_  
**Content area (reading, writing, math or science)** \_\_\_\_\_
2. **Objective** - See the lesson plan glossary for a thorough explanation of this.
3. **Materials** - Include manipulative, equipment, supplies, page numbers, worksheets, etc.
4. **Anticipatory Set** - This part of your plan **includes two parts**. The first part is the motivation (how the lesson relates to prior learning, relative importance of the subject to the child's world and/or an attention grabber and an introduction to the lesson. A second part involves your plans for notifying the learners of the objective of your lesson (this lets them know what they are expected to learn by the end of the lesson in words that they will understand -- you wouldn't want to just state it in the formal way you wrote it out for your plan).
5. **Procedural Steps** - See the lesson plan glossary for a complete definition. Be sure to include various levels of questions (Bloom's Taxonomy) when modeling and checking for understanding occurs.
6. **Closure** - See the lesson plan glossary for a complete definition.
7. **Evaluation of Student Performance** - See the lesson plan glossary for a complete definition.
8. **Self-evaluation or reflection** - How did you do? Evaluate your teaching. Reflect, in writing, about what went well during your teaching and what didn't. Discuss what you would do differently if you had an opportunity to teach this lesson again.

Please avoid using already prepared lessons from outside sources. Adaptations that have been considerably rewritten will be acceptable. Lessons that are from a basal curriculum may be further elaborated and can be the basis of a good lesson.

# Lesson Plan Glossary

**anticipatory set:** Technique used by teachers at the beginning of a lesson to prepare students to learn and to establish a communicative link between the learner's prior knowledge and the new information to be presented. An anticipatory set includes both the motivation and the introduction to a lesson.

**checking for understanding:** Technique used by teachers to see if students have grasped new information or skills which have been presented.

**closure:** Summarize the lesson or review what was taught - involve the students - ask them to think and communicate about what they just learned.

**input:** The teacher dialogue and/or activity concerning the content of the lesson (skill or concept). Input is often one of the procedural steps.

**evaluation of student:** Describe how you will evaluate student learning. Use the criteria set in the objective of your lesson plan.

## **objective:**

The four fundamental components (ABCD's) of objectives are:

- A. The **audience** for which your plan is written (first grade class, etc.)
- B. The **behaviors** (or performance) you expect the student to exhibit as a consequence of learning.
- C. The **conditions** under which teaching, learning, and evaluation are to occur (given...)
- D. The **degree**, or standard of competence, you expect of the students performance (how you will assess or evaluate the students' learning).

**guided practice:** Practice assigned to students to be completed under the guidance or watchful eye of the teacher.

**independent practice:** Practice given to students to accomplish on their own without the teacher's guidance.

**procedural steps:** Input, modeling, guided practice, checking for understanding, and independent practice are all subheadings under this category.

### Lesson Plan Grading Rubric

Lesson Plan Component	Failure to Meet Minimal Criteria	Good	Excellent
<b>Heading</b>	One or more areas omitted.	All areas completed.	All areas completed. National Standards listed with specificity
<b>Objective</b>	One or more objective components missing.	Completely written with: <ul style="list-style-type: none"> <li>• Audience for plan</li> <li>• Behaviors or performance expected as a consequence</li> <li>• Conditions - what will occur</li> <li>• Degree - standard of performance - how lesson will be evaluated</li> </ul>	Elaboration and greater specificity or objective component.
<b>Materials</b>	Assumption that classroom may be equipped with necessary materials.	All materials listed.	Plans indicate exact amounts. Books listed with authors. Some materials packaged ahead.
<b>Anticipatory Set</b>	Students inadequately prepared for learning. Motivation or introduction omitted.	Preparation for student learning and link to prior learning. Includes motivation and lesson introduction.	Elaboration of motivation so learners are hooked.
<b>Detailed Procedural Steps</b>	One or more steps missing. Steps described too briefly. Management not planned.	Steps include: <ul style="list-style-type: none"> <li>• Input - teacher - dialogue and/or activity concerning lesson content.</li> <li>• Teacher modeling</li> <li>• Guided practice</li> <li>• Checking for understanding</li> <li>• Independent practice</li> </ul> <p>*Behavior management planned for and described as it affects the progress of the lesson.</p>	Steps described in detail. Dialogue included when necessary. Higher order questions included.
<b>Closure</b>	Only an administrative closure (i.e., "Now we will have recess - put your materials away.")	Lesson summarized. Student involved in oral communication of learning.	A different activity planned to bring closure.
<b>Evaluation of Student Performance</b>	Assuming student learning because it was taught. "I'll know if they get it by their faces."	Evaluate students' performance using the criteria set in objective.	Opinions supported with written evidence, tally sheets, checklists, graded materials,
<b>Self-reflection or action</b>	Not included	Honest examination of own planning, performance, student reactions, and plans for improvement.	



# LESSON PLAN EVALUATION RUBRIC

<b>Element</b>	<b>Unacceptable</b>	<b>Marginally Acceptable</b>	<b>Acceptable</b>
Rationale	<p>Rationale is missing or Rationale is not congruent with how children learn and the goals and objectives of the lesson</p>	<p>Rationale shows some congruence with the goals and objectives of the lesson and/or how children learn. However, the link among and between lessons is somewhat vague and ill-defined.</p>	<p>Rationale is consistent with how children learn and the goals and objectives of the lesson. Clear connections are made between lessons and the overall scope and sequence of the curriculum.</p>
Objectives	<p>Objectives are unclear or inappropriate for the content under study.</p>	<p>Objectives are specific and measurable, but are mismatched to students' prior knowledge and/or abilities.</p>	<p>Objectives are specific, measurable, and matched to students' prior knowledge and abilities.</p>
Standards Addressed	<p>No clear reference to any standard or learning expectation</p>	<p>Clear reference to standard or learning expectation</p>	<p>Clear reference to district and national standards/learning expectations.</p>
Materials Needed	<p>Materials list is incomplete or inappropriate for the students</p>	<p>Materials list is complete, appropriate for students, but is impractical or mismatched for the objectives of the lesson</p>	<p>Materials list is complete, appropriate for students, practical, and matched for the objectives of the lesson</p>
Lesson Introduction	<p>Lesson introduction is inappropriate for the objectives of the lesson. Students will likely be unprepared for the lesson ahead.</p>	<p>Lesson introduction is appropriate for the objectives of the lesson, but is incongruent with how students learn.</p>	<p>Lesson introduction is appropriate for the objectives of the lesson, congruent with how children learn, and has a high likelihood of preparing students for productive learning.</p>
Lesson Procedures	<p>Procedures of the lesson are vague, or are incongruent with how children learn, or are mismatched with the goals and objectives of the lesson</p>	<p>Procedures of the lesson are clear, but the lesson has a substantial weakness in promoting meaningful learning</p>	<p>Procedures of the lesson are clear, and the lesson is consistent with how children learn. The lesson has a high likelihood of promoting meaningful learning.</p>

<p><b>Closure</b></p>	<p>A closure/lesson summary section is absent or is too scanty/confusing to adequately summarize the lesson.</p>	<p>The plan includes an adequate provision for lesson summary. Clarity and/or thoroughness could be enhanced.</p>	<p>The lesson contains a section that carefully and thoroughly summarizes the lesson summary-either teacher-led or student-led.</p>
<p><b>Student Evaluation/Assessment</b></p>	<p>A provision/procedure for measuring if students have met the stated objective of the lesson is missing/does not match the objective.</p>	<p>The provision/procedure to measure whether or not each student has met the stated objective of the lesson could be more thorough or could better match the objective.</p>	<p>The lesson includes a careful, thorough provision/procedure to adequately measure whether or not each student has met the stated objective of the lesson and learning has occurred</p>
<p><b>Reflection</b></p>	<p>The reflection is sparse, superficial, and/or fails to include all the elements: (1) how the students performed (2) how the student teacher taught (3) what should happen in the next lesson</p>	<p>The student teacher's reflection was a reasonably thoughtful and thorough evaluation of how the lesson went. The reflection contained most of the three elements: (1) how the students performed (2) how the student teacher taught (3) what should happen in the next lesson.</p>	<p>The student teacher's reflection was a thoughtful and thorough evaluation of how the lesson went and contains all three elements: (1) how the students performed (2) how the student teach taught (3) what should happen in the next lesson.</p>

## STRATEGIES TO EXTEND STUDENT THINKING

- **Call on Student randomly.**  
Not just those with raised hands.
- **Utilize “think-pair-share.”**  
Two minutes of individual think time, two minutes discussion with a partner, then open up the class discussion.
- **Remember “wait time.”**  
Ten to twenty seconds following a “higher level” question.
- **Ask “follow-ups.”**  
Why? Do you agree?” Can you elaborate? Tell me more. Can you give an example?
- **Withhold judgment.**  
Respond to student answers in a non-evaluative fashion.
- **Ask for summary (to promote active listening).**  
“Could you please summarize John’s point?”
- **Survey the class.**  
“How many people agree with the author’s point of view?  
 (“thumbs up, thumbs down”)
- **Allow for student calling.**  
“Richard, will you please call on someone else to respond?”
- **Play devil’s advocate.**  
Require students to defend their reasoning against different points of view.
- **Ask students to “unpack their thinking.”**  
“Describe how you arrived at your answer.” (“think aloud”)
- **Student questioning.**  
Let the students develop their own questions.
- **Cue student responses.**  
“There is not a single correct answer for this question. I want you to consider alternatives.”

# QUESTIONING FOR QUALITY THINKING

Evaluation – Development of opinions, judgments, or decisions.

- Do you agree \_\_\_\_\_ ?
- What do you think about \_\_\_\_\_ ?
- What is the most important \_\_\_\_\_ ?
- Prioritize \_\_\_\_\_ ?
- What would you decide about \_\_\_\_\_ ?
- What criteria would you use to assess \_\_\_\_\_ ?

Synthesis – Combination of ideas to form a new whole

- What would you predict/infer from \_\_\_\_\_ ?
- What ideas can you add to \_\_\_\_\_ ?
- How would you create/design a new \_\_\_\_\_ ?
- What might happen if you combined \_\_\_\_\_  
\_\_\_\_\_ with \_\_\_\_\_ ?
- What solutions would you suggest for \_\_\_\_\_ ?

Analysis – Separation of a whole into component parts

- What are the parts or features of \_\_\_\_\_ ?
- Classify \_\_\_\_\_ according to \_\_\_\_\_
- Outline/diagram/web \_\_\_\_\_
- How does \_\_\_\_\_ compare/contrast with \_\_\_\_\_ ?
- What evidence can you list for \_\_\_\_\_ ?

Application – Use of facts, rules, principles

- How is \_\_\_\_\_ an example of \_\_\_\_\_ ?
- How is \_\_\_\_\_ related to \_\_\_\_\_ ?
- Why is \_\_\_\_\_ significant?

Comprehension – Organization and selection of facts and ideas

- Retell \_\_\_\_\_ in your own words
- What is the main idea of \_\_\_\_\_ ?

Knowledge – Identification and recall of information

- Who, what, when, where, how \_\_\_\_\_ ?
- Describe \_\_\_\_\_

The following pages contain optional reflection activities designed to help you develop skills in the area of discipline and management. These are not required but are provided for your professional growth.

### A CHECKLIST ON DISCIPLINE

Analyze your classroom disciplinary practices, and place a check in the appropriate column after each item. Then add your points (allowing four points for each "usually," two points for each "sometimes," and zero points for each "never.") Rate yourself as follows: 90-100 = excellent; 80-90 = good; 70-80 = fair; below 70 = poor.

	Usually	Sometimes	Never
1. I get students' attention before giving instruction(s).	_____	_____	_____
2. I wait for students to attend rather than talk over chatter.	_____	_____	_____
3. I quickly get students on-task.	_____	_____	_____
4. I give clear and specific directions.	_____	_____	_____
5. I set explicit time limits for task completion.	_____	_____	_____
6. I circulate among students at work.	_____	_____	_____
7. I hold private conferences/ conversations during class.	_____	_____	_____
8. I model courtesy and politeness.	_____	_____	_____
9. I use a quiet voice in the classroom.	_____	_____	_____
10. I use the soft reprimand rather than raise my voice.	_____	_____	_____

	Usually	Sometimes	Never
11. I use a variety of cues to remind students of expected behavior.	_____	_____	_____
12. I teach students my cues.	_____	_____	_____
13. I enrich my classroom to improve students' motivation.	_____	_____	_____
14. I manage my classroom to improve attention.	_____	_____	_____
15. I am aware of the effects of my dress, voice, and movements on student behavior.	_____	_____	_____
16. I use students' names as low-profile correctors of inattention.	_____	_____	_____
17. I use proximity to improve classroom control.	_____	_____	_____
18. I communicate positive expectations of good behavior to my class.	_____	_____	_____
19. I have clear and specific rules that I teach my students.	_____	_____	_____
20. I refuse to threaten or plead with students.	_____	_____	_____
21. I consistently follow through with consequences to enforce rules.	_____	_____	_____
22. I use I-messages assertively to tell students what I want them to do.	_____	_____	_____
23. I use I-messages humanistically to communicate my feelings.	_____	_____	_____
24. I respond to behaviors I like with specific, personal praise.	_____	_____	_____
25. I use nonverbal, social and activity reinforcers.	_____	_____	_____

## General Observation Checklist

### A. Classroom

1. How is the furniture arranged?
2. Are there supplies stored?
3. Are there places for both group and independent work?
4. Are children free to move around the room?
5. Bulletin Boards. Are they teacher or child made?
6. Are there any learning centers? How are they used?

### B. Routines

1. How do children come into the room and get settled for work?
2. Are there any opening exercises?
3. How are papers and other work materials passed out?
4. How is completed work handled?
5. Are there any "helper" duties?
6. Are there any rules for
  - a. pencil sharpening
  - b. drinks
  - c. bathroom
7. How is lunch count taken? Where is it turned in?
8. To what degree are children allowed to move about the room? When? Do they need permission?
9. How do children get extra help?
10. How do children get supplies?
11. Is there homework? How is it given?
12. How is illness handled?
13. How is dismissal for special classes or home handled?

### C. Lessons

1. What skills are being taught?
2. What different types of materials are used?
3. What different types of activities are done by the children?

### D. What is the teacher-child relationship?

# **Reading/Writing**



## Observation guide used to develop an integrated reading/writing program

### Reading

In this classroom, is the teacher:

- modeling and sharing his/her own joy of reading?
- recommending books of interest to students?
- providing a variety of literature genres (e.g., short stories, novels, poetry, biographies, essays, informational books, magazines, etc.)?
- providing time for daily, self-selected silent reading?
- reading aloud to students on a daily basis?
- requiring a minimum of oral reading practice by the students (and providing silent practice before any oral reading)?
- incorporating thematic units in language arts instruction?
- providing skills (e.g., phonics) instruction for those needing it, not in isolation but within meaningful contexts?
- utilizing a variety of grouping strategies for instruction (e.g., whole class, flexible small groups, partners, cooperative learning groups)?
- providing opportunities for students to read independently and work individually on some tasks?
- utilizing strategies that promote discussion, divergent thinking, and multiple responses?
- assigning reading tasks that promote collaboration and cooperation among students?
- planning reading tasks and strategies that activate and utilize students' prior knowledge before, during, and after reading?
- asking questions that encourage and promote dialogue, inquiry, and critique?
- encouraging a variety of responses to literature and to questions that are asked about the literature?
- collecting portfolio assessment data that is authentic in nature (e.g., transcribed, taped, or analyzed retelling) and selected for inclusion by the student and teacher so that the student, parents, and teacher all are involved in assessing progress?
- using portfolio data to guide instructional decisions and individual instruction?

### Writing

In this classroom, is the teacher:

- modeling and sharing his/her own joy of writing?
- modeling and teaching the stages of the writing process (prewriting, drafting, sharing, revising, editing, publishing)?
- assigning daily writing for a variety of purposes to a variety of audiences?
- encouraging divergent, creative thinking through writing assignments?
- encouraging students to use their writing as a natural response to literature?

- incorporating invented ("temporary") spelling strategies for beginning readers/writers?
- encouraging more mature writers to attempt invented spellings when composing, then assisting them with checking for correct spellings during editing?
- regularly conferring with each student about his/her writing?
- responding to student writing with helpful suggestions, thoughtful comments, and very little "red-marking"?
- promoting student self-assessment and peer conferences for the revision and editing stages?
- displaying and publishing student writing?
- collecting portfolio assessment data that is authentic in nature (e.g., samples of writing in various stages and journal entries) and selected for inclusion by the student and teacher so that the student, parents and teacher all are involved in assessing progress?
- using portfolio data to guide instructional decisions and individual instruction?

### **Listening**

In this classroom, is the teacher:

- promoting listening as a means of learning?
- providing opportunities for students to hear other students' responses to the literature they have read?
- providing a variety of listening experiences for differing purposes (e.g., "sharing" time, reports, Readers Theatre, students' rehearsed oral reading, etc.)
- reading aloud to students from narrative and expository text and from poetry selections?
- providing discussion opportunities for students to collaborate, cooperate, and compromise?
- promoting social skills through listening (e.g., providing and maintaining eye contact, paraphrasing to demonstrate understanding, and summarizing what was heard)?

### **Speaking**

In this classroom, is the teacher:

- providing daily opportunities for structured oral language development (e.g., choral reading, speeches, or "sharing" time, oral reports, debates, discussion)?
- modeling and teaching correct language usage?
- teaching students to facilitate group discussion?
- modeling and teaching language for a variety of purposes (e.g., informing, persuading, sharing feelings, evaluating, imagining, predicting)?
- using literature and student writing as a source for oral language development?

## General

In this classroom, is the teacher:

- actively observing and noting or recording students' responses and participation during reading/language arts instruction?
- enabling all children to make choices about what they read and write?
- resisting labeling students in terms of ability or achievement?
- communicating to parents the tenets of integrated reading/language arts instruction?
- encouraging parents to read to their children, discuss literature with them, and support and encourage their children's reading and writing progress?
- providing a structured reading environment where opinion, creative thought, and sharing of ideas are valued?
- celebrating literacy and learning on a daily basis?
- participating in staff development activities and then attempting to implement newly learned ideas?

Vogt, M. (1991) An observation guide for supervisors and administrators: Moving toward integrated reading/language arts instruction. The Reading Teacher, 45, 208-209.

Courtesy of Clegg Park Elementary in West Des Moines

#### Connections

1. How does the story make you feel?
2. Does the book remind you of another book?
3. Do any of the characters remind you of someone in your life?
4. **What does the story make you think of, wonder about?**
5. What surprised you?

#### Genre

1. What is the genre? How did you know?
2. Is this text a good example of this genre? Why?
3. **How is this book like other books you've read in this genre?**
4. What do you find difficult about reading books in this genre?

#### Setting

1. Where and when does the story take place?
2. Where else could the story take place?
3. Is the place important to the story? How?
4. **What words did the author use to describe the place?**
5. What can you hear, see, feel or smell as you read?
6. How important is the place or time of the story?
7. **How is the setting like another place you know?**
8. Does the season or the time affect the characters or the plot of the story?

#### Characters

1. Are there any powerful characters in this story? What makes them that way?
2. Who is the most interesting character? Why?
3. Who is the most important character? Why?
4. **What character is the fairest? Why?**
5. Who is the bravest character? Why?
6. Which character taught you the most?
7. **What choices did a character have?**
8. How does one of the characters change?
9. Who is a character that plays a small role? Why is this character necessary in this story?
10. **How did the characters feel about one another? Why?**
11. Are the characters believable? Why or why not?

#### Plot

1. How did the author begin the story to engage the reader?
2. What is the problem in the story? How do you think it will be solved?
3. **What challenges do the characters face and how do they deal with them?**
4. What choices did the character have in the story?
5. How does a character's action affect other people in the story?
6. **What was the most important part of the story?**
7. What are the important events of the story?
8. **Were you able to predict the ending of the story?**

9. How did the story end?
10. If you were the author, would you have ended the story in a different way? How would you have ended the story?
11. **What clues did the author give to allow the reader to predict the ending?**
12. What lesson does the story teach about life?
13. **What do you think will happen next for the characters after the story ends?**
14. Do you think the story could have really happened?
15. **How does the author help you feel that you are really there?**
16. What two or three sentences summarize the whole story?
17. Do you have any unanswered questions about the story?

#### Theme

1. What does the story mean to you?
2. What is the author's message?
3. What is the story really about?

#### Perspective

1. Who tells the story? Is this the best person to tell it? Why?
2. Whose point of view is used in the story?
3. **What other voices tell the story?**
4. How would the story be different if told through another character's eyes?

#### Language

1. Are there words that were used to create a feeling or a picture in your mind?
2. Where did the author describe something well?
3. What images did you create in your mind when you read this passage?
4. **What were some of the strongest words that the authors used?**
5. How did the author begin/end the story?
6. Was any of the language especially interesting, vivid or surprising?

#### Author

1. Would you read other books by this author? Why or why not?
2. What other books does this book make you want to read?
3. **What did the author have to know to write this book?**
4. What did the author do to interest the reader or pull the reader into the text?
5. Did the author keep you interested? How or why?
6. **Why did the author choose the title? Would you choose the same one?**
7. What do you notice about the writing-the way the author wrote?

#### Illustrations

1. What do the illustrations add to the story?
2. How important are the illustrations?
3. **What is the role of the illustrations in conveying the meaning of the story?**
4. Could you picture what was happening when there was no illustration?

# Math/Science

## MATH

### Descriptions and/or Definitions of Processes

1. **Observing:** Observations that are statements of properties that can be perceived by use of the senses (that is, seeing, touching, hearing, smelling, tasting).
2. **Using Space/Time Relationships:** Basic shapes (squares, rectangles, circles, triangles, spheres, cubes, cones, etc.) and symmetry are used in descriptions to describe objects. Relative motion, directions, and angles are used to describe the property of an object.
3. **Classifying:** The formulating of descriptions of objects and the constructing classifications based on those descriptions (likenesses and differences are stresses and the skill of sorting is introduced and used.)
4. **Communicating:** Constructing precise descriptions which contributes to accurate verbal and written communication. (The students should describe familiar objects.)
5. **Measuring:** Comparing and ordering using attributes - real objects should be directly compared and then ordered by attributes. Students should be able to describe quantitatively with standard units (metric).
6. **Using Numbers:** The expressing of measurements using original positions, cardinality, and ordinality to be precise. (finding averages, medians, and other properties can be used.)
7. **Joining:** Putting together objects, sets, or representations that have an attribute in common.
8. **Separating:** Taking away objects, sets, or representations that have an attribute in common.
9. **Equalizing:** Making two objects, sets, or representations equal on an attribute.
10. **Grouping:** Arranging a set of objects into equal groups of a specified size.
11. **Partitioning:** Arranging a set of objects into specified number of equal groups.
12. **Representing:** Using physical representations, and symbolic representations to solve tasks (problems).
13. **Validating:** Determining whether the proposed solution is the actual solution of a situation or sentence (problem).
14. **Predicting:** The forecast of what a future observation or piece of data will be if an event or teast is prepeated or extended.
15. **Interpreting Data:** Interpreting data includes skills, such as, calculating medians, means, ranges, slopes, and writing of number sentences describing relationships between the variables.

## BEST PRACTICE IN TEACHING MATHEMATICS

### Increase

#### TEACHING PRACTICES

Use of manipulative materials  
Cooperative group work  
Discussion of mathematics  
Questioning and making conjectures  
Justification of thinking  
Writing about mathematics  
Problem-solving approach to instruction  
Content integration  
Use of calculators and computers  
Being a facilitator of learning  
Assessing learning as an integral part of instruction  
**MATHEMATICS AS PROBLEM SOLVING**  
Word problems with a variety of structures and solution paths  
Everyday problems and applications  
Problem-solving strategies  
Open-ended problems and extended problem-solving projects  
Investigating and formulating questions from problem situations

#### MATHEMATICS AS COMMUNICATION

Discussing mathematics  
Reading mathematics  
Writing mathematics  
Listening to mathematical ideas  
**MATHEMATICS AS REASONING**  
Drawing logical conclusions  
Justifying answers and solution processes  
Reasoning inductively and deductively  
**MATHEMATICAL CONNECTIONS**  
Connecting mathematics to other subjects and to the real world  
Connecting topics within mathematics  
Applying mathematics  
**NUMBERS/OPERATIONS/COMPUTATIONS**  
Developing number and operation sense  
Understanding the meaning of key concepts such as: place value, fractions, decimals, ratios, proportions, and percents  
Various estimation strategies  
Thinking strategies for basic facts  
Using calculators for complex calculation

### Decrease

#### TEACHING PRACTICES

Rote practice  
Rote memorization of rules and formulas  
Single answers and single methods to find answers  
Use of drill worksheets  
Repetitive written practice  
Teaching by telling  
Teaching computation out of context  
Stressing memorization  
Testing for grades only  
Being the dispenser of knowledge

#### MATHEMATICS AS PROBLEM SOLVING

Use of cue words to determine operation to be used  
Practicing routine, one-step problems  
Practicing problems categorized by types

#### MATHEMATICS AS COMMUNICATION

Doing fill-in-the blank worksheets  
Answering questions that need only yes or no responses  
Answering questions that need only numerical responses

#### MATHEMATICS AS REASONING

Relying on authorities (teacher, answer key)

#### MATHEMATICAL CONNECTIONS

Learning isolated topics  
Developing skills out of context

#### NUMBERS/OPERATIONS/COMPUTATIONS

Early use of symbolic notation  
Complex and tedious paper and pencil computations  
Memorizing rules and procedures without understanding



## GEOMETRY/MEASUREMENT

Developing spatial sense  
Actual measuring and concepts related to units of measure  
Using geometry in problem solving  
STATISTICS/PROBABILITY  
Collection and organization of data  
Using statistical methods to describe, analyze, evaluate, and make decisions

## PATTERNS/FUNCTIONS/ALGEBRA

Pattern recognition and description  
Identifying and using functional relationships  
Developing and using tables, graphs, and rules to describe situations  
Using variables to express relationships

## EVALUATION

Having assessment be an integral part of teaching  
Focusing on a broad range of mathematical tasks and taking a holistic view of mathematics  
Developing problem situations that require applications of a number of mathematical ideas  
Using multiple assessment techniques, including written, oral, and demonstration formats

## GEOMETRY/MEASUREMENT

Memorizing facts and relationships  
Memorizing equivalencies between units of measure  
Memorizing geometric formulas  
STATISTICS/PROBABILITY  
Memorizing formulas

## PATTERNS, FUNCTIONS/ALGEBRA

Manipulating symbols  
Memorizing procedures and drilling

## EVALUATION

Having assessment be simply counting correct answers on tests for sole purpose of assigning grades  
Focusing on a large number of specific and isolated skills  
Using exercises or word problems requiring only one or two skills  
Using only written tests

Zemelman, Steven; Daniels, Harvey; and Hyde, Arthur, *Best Practice*, Heinemann, 1993.

## BEST PRACTICE IN TEACHING SCIENCE

### Increase

Hands-on activities that include:

- students identifying their own real questions about natural phenomena
- observation activity, often designed by students, aimed at real discovery, employing a wide range of process skills
- Students hypothesizing to explain data
- information provided to explain data only after students have engaged in investigation process
- students' reflection to realize concepts and processes learned
- application, either to social issues or further scientific questions

Focus on underlying concepts about how natural phenomena are explained

Questioning, thinking, and problem solving, especially:

- being skeptical, willing to question common beliefs
- accepting ambiguity when data isn't decisive
- willing to modify explanations, open to changing one's opinion
- using logic, planning inquiry, hypothesizing, inferring

Active application of science learning to contemporary technological issues and social choices

In-depth study of a few important thematic topics

Curiosity about nature and positive attitudes toward science for all students, including females and members of minority groups

Integration of reading, writing, and math in science unit

Collaborative small-group work, with training to ensure it is efficient and includes learning for all group members

Teacher facilitating students' investigative steps

Evaluation that focuses on scientific concepts, processes, and attitudes

### Decrease

Instruction based mainly on lecture and information giving

Dependence on textbooks and lock-step patterns of instruction

Cookbook labs in which students follow steps without a purpose or question of their own

Questions, concepts, and answers provided only by the teacher

Students treated as if they have no prior knowledge or investigative abilities

Memorizing detailed vocabulary, definitions, and explanation without thorough connection to broader ideas

Science approached as a set body of knowledge with all answers information already known

Attempts to correct student misconceptions by direct instruction

Isolation of science from the rest of students' lives

Superficial coverage of many topics according to an abstract scope-and-sequence

Sense that only a few brilliant "nerds" can enjoy or succeed in science study

Activity limited to texts, lectures, and multiple-choice quizzes

Students working individually, competitively

Teacher only as expert in subject matter

Testing focused only on memorization of detail, ignoring thinking skills, process skills, attitudes

Zemelman, Steven; Daniels, Harvey; and Hyde, Arthur, *Best Practice*, Heinemann, 1993.

# SCIENCE

## Descriptions and/or Definitions of Processes

### A. Basic Processes:

1. **Observing:** Observations that are statements of properties that can be perceived by use of the senses (that is, seeing, touching, hearing, smelling, tasting).
2. **Using Space/Time Relationships:** Basic shapes (squares, rectangles, circles, triangles, spheres, cubes, cones, etc.) and symmetry are used in descriptions to describe objects. Relative motion, directions, and angles are used to describe the property of an object.
3. **Classifying:** The formulating of descriptions of objects and the constructing classifications based on those descriptions (likenesses and differences are stresses and the skill of sorting is introduced and used.)
4. **Communicating:** Constructing precise descriptions which contributes to accurate verbal and written communication. (The students should describe familiar objects.)
5. **Measuring:** Describing objects quantitatively with standard units (metrics).
6. **Using Numbers:** The expressing of measurements using original positions, cardinality, and finding averages and other properties of experimental work.
7. **Predicting:** The forecast of what a future observation or piece of data will be if an event or test is repeated or extended.
8. **Inferring:** Statements about objects or events which are based on observations or which explain observations but are not the result of direct perception.

### B. Integrated Processes

1. **Controlling Variables:** A variable is used to describe any factor that can influence a situation or affect a system and usually the factor may change or be changed. (Manipulated variable-variable that is intentionally changed; responding variable-variable that is affected; constant variable-variable held constant.)
2. **Interpreting Data:** Interpreting data includes skills, such as, calculating medians, means, ranges, slopes, and writing of number sentences describing relationships between the variables.
3. **Defining Operationally:** An operational definition is a definition that states "what you do or what operation you perform" and "what you observe."
4. **Formulating Hypotheses:** The formulation of generalizations about the observations or inferences that are used to include all objects or events of a class.
5. **Experimenting:** The ability to use the other process skills to successfully solve a scientific problem. May include stating a hypothesis, testing the hypothesis, analyzing data for the hypothesis, and stating a revised hypothesis if the data do not support the original hypothesis.

## The Learning Cycle (for use with science methods)

Lesson plans for the science practica need to be written according to the format modeled for methods students. This is not a formal lesson plan structure, but assumes that in the learning cycle we:

1. Explore
2. Label concepts
3. Apply

The typical written plan may appear as follows:

1. Goals & Objectives
  3. Materials:
  3. Explore:  
Provide challenge questions for student guidance or  
Free exploration of materials
  4. Label Concepts (not direct instruction)  
Class discussions  
Design of investigations  
Provide naming of phenomena as a result of explorations
  5. Apply  
New challenge that uses new knowledge students acquired.  
It is assumed that you will be assessing student understanding throughout the lesson.
- 
6. Your personal reflection of the learning cycle implementation

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## CHANGING EMPHASES

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The *National Science Education Standards* envision change throughout the system. The science content standards encompass the following changes in emphases:

### LESS EMPHASIS ON

Knowing scientific facts and information

Studying subject matter disciplines (physical, life, earth sciences) for their own sake

Separating science knowledge and science process

Covering many science topics

Implementing inquiry as a set of processes

### MORE EMPHASIS ON

Understanding scientific concepts and developing abilities of inquiry

Learning subject matter disciplines in the context of inquiry, technology, science in personal and social perspectives, and history and nature of science

Integrating all aspects of science content

Studying a few fundamental science concepts

Implementing inquiry as instructional strategies, abilities, and ideas to be learned

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## CHANGING EMPHASES TO PROMOTE INQUIRY

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### LESS EMPHASIS ON

Activities that demonstrate and verify science content

Investigations confined to one class period

Process skills out of context

Emphasis on individual process skills such as observation or inference

Getting an answer

Science as exploration and experiment

Providing answers to questions about science content

Individuals and groups of students analyzing and synthesizing data without defending a conclusion

Doing few investigations in order to leave time to cover large amounts of content

Concluding inquiries with the result of the experiment

Management of materials and equipment

Private communication of student ideas and conclusions to teacher

### MORE EMPHASIS ON

Activities that investigate and analyze science questions

Investigations over extended periods of time

Process skills in context

Using multiple process skills—manipulation, cognitive, procedural

Using evidence and strategies for developing or revising an explanation

Science as argument and explanation

Communicating science explanations

Groups of students often analyzing and synthesizing data after defending conclusions

Doing more investigations in order to develop understanding, ability, values of inquiry and knowledge of science content

Applying the results of experiments to scientific arguments and explanations

Management of ideas and information

Public communication of student ideas and work to classmates

# Evaluation

# Evaluation and Grading

The following will determine your final grade:

- Evaluation by your Cooperating Teacher (see page 64)
- Evaluation by your University Supervisor
- Evaluation of your written assignments

**Failure in any of these categories may result in failure to pass the practica.**

Evaluation of student performance for the practicum takes into consideration evidence of a student's ability to plan and implement instruction effectively, as well as their performance in the classroom. Student's professionalism and performance in the classroom is evaluated by both their cooperating teacher and their practicum supervisor on observable characteristics, which include: Initiative and resourcefulness, appearance and poise, enthusiasm and attitude, professional behaviors, rapport with students and staff, preparation and organization, oral and written communication skills (See the Supervision Rubric on the following pages for a more detailed accounting of specific criteria).

Your practicum syllabus will delineate specific assignments for each practicum. Some assignments will be evaluated by your supervisor. All others impact your grade in your respective "methods" course and will therefore be evaluated by your methods instructor.

## Some Requirements and Expectations for a Successful Practicum Completion

- Coordinate assignments with your cooperating teacher.
- Attend all on campus meetings.
- Attend all practica sessions. Be on time and responsibly prepared.
- Model professional behavior in dress, demeanor, language, etc.
- Begin to develop professional relationships and communication skills.
- Demonstrate interest and initiative in teaching, planning, and classroom involvement.
- Actively observe your cooperating teacher in action -- do more than just observe -- analyze and reflect!
- Be open to feedback from your supervisor and cooperating teacher and apply suggestions as needed.

## Expectations of Pre-Service Teachers In School Settings Standards for Professional Behavior and Dress Code

### *Professional Behavior/Demeanor*

Display an eagerness to actively learn and a willingness to seek out new experiences.

Proceed with an attitude that *all students wish to learn*.

Respond professionally to feedback.

Use appropriate written and oral communication (i.e., avoid use of profanity, slang, and communication structures considered to be excessively casual or informal)

Carefully prepare for all lessons/classes for which you are responsible, consulting your cooperating teacher and/or supervisor well ahead of time.

Avoid absences-unless you encounter an emergency situation (e.g., flat tire on the way to site) or have a legitimate illness (e.g., running a high temperature or vomiting). In such cases you need to contact site personnel and your supervisor *immediately*, as they are planning for your arrival.

Arrive early and leave only after consulting with cooperating teacher unless prearranged.

Maintain a professional relationship with students, parents, cooperating teacher, supervisor, and ISU faculty/staff.

Follow and uphold all school rules, including those regarding drug and alcohol use and sexual harassment, ISU expectations, and legal requirements or obligations.

Demonstrate respect for colleagues, administrators, parents and students and their differing opinions, backgrounds, abilities, and feelings.

Respect the confidentiality of students, colleagues, and parents in all spoken, written, and digital work (i.e., email, web pages, blogs).

Communicate regularly with your cooperating teacher and supervisor, using them as a resource and contacting them immediately when problems arise.



## *Professional Appearance*

**General guidelines for dress and appearance** –Teachers, like other professionals, gain respect from their constituents partially through appearance. Therefore, a neat and clean appearance is required at all times. Clothing choices should meet or exceed the standards of your assigned district. All clothing should fit properly (neither too tight nor oversized and sagging) and provide a modest covering (avoid sheer fabrics, plunging necklines, and styles that do not cover mid sections or undergarments).

**Specific guidelines (unless stated more stringently by assigned school district):**

**Grooming** –Hair and nails should be clean and neat with attention given to bodily odors. Men must appear clean-shaven, with trimmed beards.

**Body Pierces**–Other than ears and those with religious significance, body piercings require the approval of the building principal.

**Tattoos**- Cover them

**Footwear**- Shoes should be comfortable and clean (e.g., no beach footwear or tattered cross trainers). Sandals can be worn if the district allows this.

**Jeans and sweat pants**- Jeans of any color are not allowed by ISU standards. Exceptions would be for sanctioned events such as “Casual Friday” or field trips. Sweat pants, yoga pants and loungewear are not considered professional attire. Wearing your best sweat pants is an option *only* for those teaching physical education (HHP).

**Questionable wording** Garments containing obscene, offensive or gang-related messages, or references to products that are illegal to minors are generally forbidden for students and therefore apply to you.

### ***Recommended choices for Men:***

Collared shirts tucked in, turtlenecks, sweaters. A few districts expect a shirt and tie.

Khaki pants, corduroy or cotton/permanent press pants worn with belts. NO SHORTS.

### ***Recommended choices for Women:***

Sweaters, collared shirts, turtlenecks/crew necks

Casual skirts (denim is fine here) of adequate length to enable bending over and sitting on the floor when necessary

Khaki pants, cotton or corduroy pants worn with belts NO SHORTS.

.....  
I have read and understand the above stated expectations and agree to follow them while completing my field experiences at Iowa State University.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Name (Printed) \_\_\_\_\_

Check point: 468 A/C \_\_\_\_\_ ST Placement Mtg. \_\_\_\_\_ Other (describe) \_\_\_\_\_

Student: \_\_\_\_\_

## Supervision Rubric

Please circle or highlight statements as they pertain to your student.

Professional Competencies	Failure to Meet Minimal Criteria	Good	Excellent
Initiative and Resourcefulness	Turns in pre-prepared lessons or basal lessons. Shows little originality.  Asks few or no questions. Relies on co-op teacher to open lines of communication.	Completes ISU assignments in a timely manner and meets supervisor's criteria. Expands on basic lessons.  Follows co-op teacher's directions and suggestions. Initiates dialogue and requests feedback from co-op teacher.	Elicits input from the co-op teacher on ISU assignments. Uses outside resources and information to create original lessons.  Anticipates teacher's and students' needs in the classroom. Is proactive and asks questions.
Appearance and Poise	Distracting clothing and jewelry. Unkempt appearance (make-up or facial hair).  Displays immature behaviors or interactions with students, adults and peers.	Appropriate clothing choices. Well groomed hair and appearance.  Demonstrates ability to respond quickly and maturely to a given situation.	Establishes appropriate professional boundaries in student/teacher relationships. Encourages respect from students and staff.
Enthusiasm and Attitude	Works on other materials. Solemn or bored expression. Unengaged in classroom.	Appears to be actively engaged in classroom activity. Easy smile and approachability.	Animated expression. Attends to task at hand. Obvious enjoyment.
Professional Behaviors	Asks teacher to adjust or switch scheduled visits.  Does not make up absences. Does not notify teacher, supervisor or carpool.	Regular attendance at school site.  If absent for excusable reasons, student notifies school, supervisor and carpool and arranges make-up time.	Takes advantage of extra experiences (conferences, field trips).
Rapport	Defensive attitude. Views suggestions as criticism.  Aloof.	Appropriate interactions with teacher, students, peers and supervisors  Approachable attitude.	Open to suggestions. Seeks input. Incorporates suggestions.  Employs problem-solving techniques with other professionals. Assertive and proactive.
Professional Competencies	Failure to Meet Minimal Criteria	Good	Excellent

<p>Preparation and Organization</p>	<p>Fails to plan assignment dates.</p> <p>Assigned lesson plans not written prior to the day of teaching.</p> <p>One or more lesson components missing.</p> <p>Management not planned.</p> <p>Assumes classroom will be equipped with necessary materials.</p> <p>Student works on materials in class.</p>	<p>Meets with teacher to discuss assignments.</p> <p>Assigned lesson plans planned and written before teaching.</p> <p>Lessons delivered with a practiced and polished performance.</p> <p>All materials needed for the lesson are organized and readily accessible.</p>	<p>Initiates meeting with teacher early in practica.</p> <p>Creates differentiated lesson plans or adjusts to meet all ability levels.</p> <p>Student has prepared for inclusion of higher order questioning.</p>
<p>Communication Skills (oral)</p>	<p>Child-like voice qualities. Little expression, monotone. Overuse of slang or casual phrases ("like, Okay, you guys").</p> <p>Uses negative or harsh communications with students.</p> <p>Lacks clarity when making explanations.</p> <p>Gives students directions by asking their permission. ("I'd like you to sit down in our seats now, okay?")</p>	<p>Proper language usage and mechanics.</p> <p>Appropriate speaking voice and expression.</p> <p>Uses positive communications to encourage cooperation.</p> <p>Gives students directions in an assertive, directive manner.</p>	<p>Enunciates well. Pleasant tonal qualities and expression.</p> <p>Uses voice as an instrument for classroom management.</p> <p>Follows through on enforcing the directive.</p>
<p>Communication Skills (written)</p>	<p>Misspelled words.</p> <p>Disorganized with written work.</p> <p>Misinformation delivered to children.</p> <p>Seems challenged by basic grammar and punctuation.</p> <p>Sloppily prepared materials.</p>	<p>Proofs for appropriate grammar, and punctuation skills most of the time.</p> <p>Legible handwriting.</p> <p>Prepares good visual materials.</p>	<p>Well-organized written work.</p> <p>Excellent handwriting.</p> <p>Shows mastery of punctuation and grammar.</p> <p>Board, computer and overhead materials prepared in advance.</p> <p>Professional-appearing materials.</p>

Supervisor \_\_\_\_\_ School \_\_\_\_\_

Co-op Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_

Comments:

Iowa State University  
College of Human Sciences

**SUPERVISOR FEEDBACK**  
**(Practicum)**

University Supervisor Name \_\_\_\_\_

Semester/Year \_\_\_\_\_

Dear Practicum Student,

Please use the scale below to rate your Iowa State University supervisor in terms of helpfulness to you and as an effective liaison between the college and public schools. You do not need to add your name. Completed forms should be submitted to Carolyn Klaus, 133 MacKay Hall. Thank you.

- 5 Far Above Average**
- 4 Above Average**
- 3 Average**
- 2 Below Average**
- 1 Far Below Average**

- 5 4 3 2 1 RESPONSIBILITY/CREDIBILITY (was honest, could count on him/her)
- 5 4 3 2 1 TIME EFFICIENCY (used visitation time wisely)
- 5 4 3 2 1 FEEDBACK (provided helpful feedback, suggestions, ideas)
- 5 4 3 2 1 INTEREST (appeared interested, enthusiastic, positive)
- 5 4 3 2 1 INTERPERSONAL RELATIONSHIPS (interacted well with others)
- 5 4 3 2 1 EXPECTATIONS (made requirements clear, considered level of experience, ability, situation)
- 5 4 3 2 1 EXPERTISE (provided useful information, practical applications)
- 5 4 3 2 1 MODELING (encouraged professional growth, behavior)
- 5 4 3 2 1 RESPECT (showed tolerance, respect, understanding)
- 5 4 3 2 1 FAIRNESS (treated all students fairly)
- 5 4 3 2 1 AVAILABILITY (approachable, available when needed)
- 5 4 3 2 1 EVALUATION (used fair/appropriate evaluation procedures)

--over--

1. Please comment on the helpfulness/frequency of the supervisor's visitation schedule.

2. What are some things your supervisor did which you valued and/or appreciated?

3. What, if anything, could your supervisor have done to make your practicum experiences more meaningful?

## Iowa State University To Be Completed by Cooperating Teacher

Please share this with your practicum student before mailing.

Please give to supervisor or student or mail to:

Ann Pierce, 0133 MacKay Hall, ISU, Ames, IA 50011-1125

Student's Name \_\_\_\_\_ School \_\_\_\_\_

Coop Teacher's Name \_\_\_\_\_ Grade \_\_\_\_\_

Please use the following scale to rate this practicum student. Circle the appropriate number for each item.

1 - Unacceptable      2 - Developing      3 - Acceptable      4 - Proficient

The ISU Practicum student:

- |   |   |   |   |   |
|---|---|---|---|---|
| a. initiates communication with cooperating teacher       | 1 | 2 | 3 | 4 |
| b. shows enthusiasm toward teaching.                      | 1 | 2 | 3 | 4 |
| c. works cooperatively with teacher.                      | 1 | 2 | 3 | 4 |
| d. accepts feedback, making appropriate changes.          | 1 | 2 | 3 | 4 |
| e. uses verbal communication that facilitates learning.   | 1 | 2 | 3 | 4 |
| f. uses written communication that facilitates learning.  | 1 | 2 | 3 | 4 |
| g. carries out planned activities effectively.            | 1 | 2 | 3 | 4 |
| h. shows initiative in planning / teaching.               | 1 | 2 | 3 | 4 |
| i. provides learning activities matched to student needs. | 1 | 2 | 3 | 4 |
| j. is supportive of student learning.                     | 1 | 2 | 3 | 4 |
| k. uses instructional strategies successfully.            | 1 | 2 | 3 | 4 |
| l. manages group behavior in a positive manner.           | 1 | 2 | 3 | 4 |
| m. uses technology to enhance student learning.           | 1 | 2 | 3 | 4 |
| n. fully engages in classroom activities.                 | 1 | 2 | 3 | 4 |
| o. uses formal and informal assessment strategies         | 1 | 2 | 3 | 4 |
| p. uses reflective teaching practices                     | 1 | 2 | 3 | 4 |

Is attendance a problem for this student?    Yes    No

Did the student contact you ahead of time to inform you of an absence or absences?    Yes    No

Has the student made up his/her absence (s)?    Yes    No

List activities/duties this student took responsibility for.

(OVER)

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Student Name

Describe this student's strengths.

Describe any problems or challenges this student experienced.

What goals should this student set for the immediate future?

Please check one that applies

- Without reservation, this student is ready for the next field experience.  
(Composite score falls between 80 - 100% of total possible.)
- With some reservation, I can recommend this student for the next field experience.  
((Composite score falls between 60 - 79% of total possible)
- I cannot recommend this student for the next field experience at this time.  
(Composite score falls under 60% of total possible)

Comments that would support your decision on the previous section:

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Signature

Date