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Career Services can provide information on resumes, cover letters, interviewing workshops, mock-interviews, on-campus interviews and job openings via CyHire.  
Career Services Website - [http://www.ss.hs.iastate.edu/career](http://www.ss.hs.iastate.edu/career)
INTRODUCTION

On behalf of the Iowa State University Educator Preparation Program, welcome to student teaching!

Student teaching is the culminating experience in the teacher preparation program at Iowa State University. This semester signifies the transition from a student role to a professional educator role. You will be able to integrate theoretical information in a practical, applied setting in order to prepare for a career in education. You will have the opportunity to become an integral part of your host school system under the direction of an expert cooperating teacher and a university supervisor.

Research shows that the classroom cooperating teacher is the most important contributor to an emerging educator’s professional growth and development. The professional expertise provided and the time and effort devoted are crucial to the success of the student teacher. The university supervisor is also important in the professional growth and development of the student. The university supervisor makes frequent visits to the classroom and gives feedback to help ensure the experience is successful. All Iowa State University staff involved will do their best to make student teaching a rewarding experience for all.

Iowa State University Educator Preparation Program is indebted to the cooperating public, parochial, and private schools who host our teacher candidates. Our program is honored to partner with schools in Iowa, nationally, and internationally to provide a quality student teaching experience for our candidates. This cooperative effort is imperative for our teacher education program to be strong and flourish.

The purpose of this handbook is to serve as a guide for Iowa State University students, cooperating teachers, and university supervisors during the student teaching experience. Its contents are based on expectations, policies, and university standards designed to ensure the successful completion of this field experience. The assignments represent a blend of the performance standards, Iowa Teaching Standards, and the ISU InTASC standards.

Your assigned cooperating teacher, university supervisor, and ST Coordinator will be your support system through this experience. Now is the time to apply the knowledge and strategies you’ve gained at ISU to a real world educational setting. You are representing yourself and the university, and we are confident that your professionalism and preparedness will shine through.

Good luck and enjoy!
ISU Educator Preparation Program Conceptual Framework

Vision:

The Educator Preparation Program at Iowa State University aspires to provide a premier pathway of rigorous research-based academic experiences complemented by exceptional quality and diverse field experiences leading to the skillful preparation of highly effective teachers and school leaders.

Mission:

The mission of the ISU Educator Preparation Program is to prepare teachers and administrators as continuous learners, collaborators, and transformational leaders through the application of rigorous research-based content and advanced pedagogy integrated with rich field experiences and fundamentally grounded in the land grand mission of community access and opportunity.

Belief Statements:

At Iowa State University, our educator preparation community of professional educators and students believe:

- **Belief #1:** Formal education does not occur in isolation. It exists in synergy with the education provided by families and communities and will enrich and be enriched by those connections.

- **Belief #2:** Education provides learners with equitable opportunities to acquire the knowledge, skills, and dispositions to achieve cognitive, affective, social, physical and economic well-being.

- **Belief #3:** Education prepares learners to positively influence people’s lives by successfully engaging in our democratic society and in the broader global community.

- **Belief #4:** The educational process is intentional and learner-centered. It requires the application of rigorous research-based content and pedagogical knowledge that is supported with the innovation of technologies.

- **Belief #5:** Transformational educators engage in a continual cycle of learning, practice, and reflection that informs their curricular, instructional, evaluative, and interactional decisions. Transformative educators have an ethical responsibility to expand human potential and improve people’s lives.

- **Belief #6:** High quality educator preparation includes collaborative field-based experiences that promote on-site learning opportunities that are varied, developmentally appropriate, and linked closely with academic preparation.

- **Belief #7:** Ongoing, multi-dimensional assessment is a critical tool of educators leading towards a better understanding and improvement of student learning.
QUALIFICATIONS AND POLICIES

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STUDENT TEACHING QUALIFICATIONS

The following is required for student teaching:

- Full admission to the University Educator Preparation Program before the start of the student teaching semester
- Completion of Decision Point 2 and the Student Teaching Applications the semester prior
- Minimum 2.5 cumulative grade point average
- Minimum C- in all professional teacher education courses and selected courses in the student's licensure area. Departments may have higher eligibility requirements (see licensure area coordinator for more information).
- Complete (or concurrently completing) 80 hours of pre-student teaching field experience
- Report any criminal misconduct charge immediately. Failure to do so may result in the discharge of the student from Teacher Education. The faculty coordinator and the content major department chair will be notified. A committee will meet to review the self-reporting letter and make a decision on the student's progress.
- E-portfolio has one graded artifact (that received a proficient rating) uploaded for each of the standards.
- Violent Incident Response Training (VIRT) prior to the beginning of student teaching.
Non-discrimination Statement –
- “Iowa State University does not discriminate on the basis of race, color, age, religion, national origin, sexual orientation, gender identity, sex, marital status, disability, or status as a U.S. veteran. Inquiries can be directed to the Director of Equal Opportunity and Diversity, 3680 Beardshear Hall, (515) 294-7612.”

Students with Disabilities –
- If a student has a documented disability that may affect his/her ability to participate fully in the student teaching course or if he/she requires accommodations, it is the responsibility of the student to let the Student Teacher Coordinator know immediately so that appropriate accommodations can be arranged.
- Please request that a Disability Resources (DR) staff member send a Student Academic Accommodations Request (SAAR) form verifying your disability and specifying the accommodation(s) you will need. The DR office is located on the main floor of the Student Services Building, Room 1076, 515-294-6624.

Academic Dishonesty –
- The University has specific policies that govern academic dishonesty. These policies are posted on the web at http://www.public.iastate.edu/~catalog/2001-03/geninfo/regulate.htm. Dishonest work will not be accepted for a grade and may be subject to ISU sanctions.

Confidentiality and Anonymity –
- In order to conform to Federal law, all spoken, written, and digital communication [i.e. email messages, email attachments, webpages, blog entries, etc.] must respect the confidentiality and rights to anonymity that students, parents, faculty-staff, and administrators have under the Family Educational Rights and Privacy Act [FERPA].

Attendance -
- The student teacher will inform the cooperating teacher and university supervisor of any absences.
- If absent, substitute-quality lesson plans must be provided to the cooperating teacher prior to the beginning of the school day.
- Two or more days of absences in a half-session placement must be reported to your ST Coordinator
- Three or more days of absences in a full session placement must be reported to your ST Coordinator
- Any extenuating circumstances requiring time off must be negotiated with the ST Coordinator, Cooperating Teacher and Supervisor.
- The student teaching experience may be terminated or extended due to absences.
- Student teachers are to follow the calendars of their respective schools. This means students will take the Thanksgiving and Spring breaks of the host schools, not those of the university.
- When scheduling job interviews, student teachers must consider their classroom responsibilities and seek prior approval from cooperating teachers and university supervisors. Student teachers are allowed the equivalent of one full day to interview per half-session and must have scheduled interviews for the excused absence. Missing school to attend a “job fair”, other than the ISU Career Fair, is not allowed.
Working While Student Teaching -
- Employment during student teaching is discouraged. Student teaching is considered to be a full-time responsibility. If a student teacher is employed prior to student teaching he/she is encouraged to discontinue or cut back hours of employment. Priorities or focus on activities outside the student teaching experience can and often do adversely affect daily, mid-term and final evaluations. Student teachers will not be released early to arrive at a job or coaching position. The student teacher may be asked to complete the job reporting form on page 71.

Professional Dress –
- Dress neatly – clean, not too wrinkled, neither too tight nor oversized and sagging.
- Attend to grooming –
  - Men: Appear clean-shaven, trimmed beards, clean hair and nails.
  - Women: Clean hair and nails
- Piercings – other than ears and those with religious significance, body piercings require the approval of the building principal.
- Tattoos – cover them.
- Footwear – should be comfortable and clean (no flip/flops or beachwear).
- Avoid – chewing gum, eating or drinking in rooms when students are not permitted to eat or drink, sitting on desks or table tops, or wearing caps – unless for religious reasons or medical necessity. No jeans or sweat pants – not even green, black or brown jeans or your best sweat and pajama pants!!
- Avoid attire that contains questionable wording (e.g. those containing obscene, gang related or offensive messages, or references to products that are illegal to minors).
- Garments that are low riding, exposing underwear, cleavage, or midsections are forbidden. Sheer fabrics, backless/off-the-shoulder clothing, or anything that does not adequately conceal the body are not permitted.
- No shorts.

Absence of the Cooperating Teacher (Substituting) –
- Student Teachers may not act as a substitute teacher for a cooperating teacher or any other teacher. A student teacher must have access to a licensed teacher at all times. Building principals are legally responsible for the welfare and supervision of all classrooms in their charge in the absence of the cooperating teacher.

Professional Ethics –
- The student teacher’s personal disposition should comprise character, skills, and traits appropriate for the teaching profession. Moreover, the student teacher is expected to model exemplary ethical and legal behaviors at all times (both on and off the school grounds). Any breach of these standards may result in dismissal from the student teaching placement and/or the University Teacher Education Program. Iowa State University will follow the Iowa Board of Educational Examiners professional expectations of pre-service teachers.

E-portfolio –
- Student Teachers are required to successfully complete the e-portfolio requirements prior to be recommended for licensure. Contact your Program Coordinator or Al Campbell, 0133 MacKay, 515-294-0671, or email arc@iastate.edu for more information.
Licensure –
- The licensing process starts at the beginning of the graduation semester, but applicants will not receive their license until all official grades are posted to transcripts and verification of graduation is completed (approximately three weeks following graduation).
- It is recommended to apply for an Iowa license at the time the teaching program is completed regardless of future plans. Program requirements can become dated and further coursework could be required if licensure is not completed upon student teaching and graduation.
- For further information on the licensing process contact: Teresa Kahler, 0133 MacKay, 515-294-7004 or email takahler@iastate.edu

Dismissal from Student Teaching –
- Struggling student teachers may be placed on a Student Improvement Plan and coached by several stakeholders (university supervisor, cooperating teacher, school administrator, ST Coordinator, and/or faculty coordinator).
- Dismissal from student teaching could occur for the following reasons:
  1. Unprofessional conduct
  2. Poor interpersonal relationships
  3. Lack of organizational and planning skills
  4. Poor communication (oral and written) skills
  5. Poor use of appropriate teaching strategies
  6. Attendance
  7. Unacceptable completion of minimum requirements
  8. Criminal charges
- If dismissal is recommended by stakeholders, a conference may be held to discuss the situation and determine future actions.

Unsatisfactory Student Teaching Performance –
- To successfully complete student teaching the student must earn a C or above. Departments may have higher eligibility requirements (see licensure area coordinator for more information).
- In the event that a student is dismissed from student teaching or receives a grade lower than a C in a student teaching placement, the student will not be allowed to retake student teaching. Students are allowed only one opportunity to obtain the minimum grade for student teaching.
- Students who do not successfully complete a student teaching placement will be counseled out of teacher education to a different degree path and will work with an advisor to determine credit options.

Appeal Process –
- The university provides an appeal process for students who are dissatisfied with a committee’s decision or action. Most decisions regarding dismissal from student teaching fall into two appeal categories:
  1. Dismissal from student teaching should offer the student progress toward a degree without opportunity for teaching licensure. A formal appeal in writing should be addressed to the Education Preparation Coordinating Council and the Selection and Retention Committee. The next/last resort of appeal would be heard by the Associate Dean for Teacher Education.
  2. Dismissal from student teaching and the university without a degree should follow the student appeal policy as described in the Iowa State University Bulletin (catalog) under the Academic Regulations and Evaluation of Academic Progress section of Academic Life.
PROFESSIONAL RESPONSIBILITIES

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Cooperating Teacher 15
University Supervisor 17
PROFESSIONAL RESPONSIBILITIES OF STUDENT TEACHERS

The student teaching program at Iowa State University places priority on developing student teachers’ abilities to become reflective practitioners. As a required field experience for teacher education students, the program provides a time for learning, experimentation, critical analysis and practice. The student teacher will have the following responsibilities:

Responsibilities -

- Contact cooperating teachers and make arrangements to visit prior to student teaching.
- Attend ALL teacher meetings and Professional Development/Shop Talks offered by both the school district and the university supervisor.
- Daily attendance is required. Inform cooperating teacher and university supervisor if absence occurs.
- Follow placement school calendar, not the university calendar.
- Display behavior that is prompt, courteous, and dependable.
- Treat students fairly and with dignity.
- Adhere to the policies and philosophies of the cooperating school and district where assigned.
- You are encouraged to experiment, but also recognize and respect the advice and counsel of your cooperating teacher, university supervisor, and school administration.
- Work cooperatively with school personnel. Accept and implement suggestions from your cooperating teacher and supervisor.
- Display a professional attitude and integrity with respect to the confidentiality of students, colleagues, and parents in all spoken, written, and digital work (i.e. email, blogs, and web pages).
- The student teacher’s general knowledge/competency should be evident in oral, written, computational and computer skills.
- Be prepared on a daily basis with lesson plans and materials.
- Complete all required assignments in a professional and timely manner.
- Complete a minimum of two weeks of full time teaching (bell to bell) for half session placements and 4 weeks for full session placements. Suggested gradual release model shown on page 40.
- Be reflective in your experience, looking for ways to grow and strengthen your teaching.
- Provide end of the session feedback on your university supervisor, cooperating teacher, and the ISU Educator Preparation Program.
- The use of electronics for personal reasons should be limited to personal time and not in the presence of students.

Suggestions -

- Make student teaching your first priority. After school jobs, although often necessary, do distract from student teaching. If you are working on lesson plans while you should be observing your cooperating teacher model, that is a misplaced priority.
- Build contingency plans for emergencies (e.g. child care for sick and well children, transportation problems, military obligations, etc).
- Learn your students’ names and study student records.
- Volunteer to help with classroom and after-school duties. Assume instructional supervision responsibilities with cooperating teachers (e.g. parent conferences, recess/hall duty, lunch/study hall duty, etc.)
- Take the initiative in seeking help and feedback from your cooperating teacher(s). Welcome constructive criticism.
- Remember, you are a guest in the school.
Student Teachers are held to the expectations of The Iowa Dispositions Model as explained below.

**THE IOWA DISPOSITIONS MODEL**
**A FRAMEWORK FOR DEVELOPING EFFECTIVE TEACHER DISPOSITIONS**

Effective teacher candidates manifest the following sets of behaviors and/or qualities characterized as...

**Caring Dispositions:**
Candidates with this set of dispositions value and appreciate all aspects of other persons’ well being—cognitive, emotional, and physical—thereby enhancing opportunities for meeting the learning needs of students.

The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of caring dispositions.

1.1 **Empathy:** identifies with and sees things from the perspective of others.
1.2 **Compassion:** sympathizes, often with a desire to understand and help improve conditions of students’ lives.
1.3 **Rapport:** develops appropriate relationships with students and other stakeholders.
1.4 **Respect:** shows appropriate regard for the needs, ideas, and experiences of others.
1.5 **Passion:** demonstrates excitement, enthusiasm and optimism for the people, content, and context of the teaching-learning process.
1.6 **Cultural Competence:** appreciates and capitalizes upon diversity; is aware of and acts to reduce one’s own biases; employs culturally sensitive pedagogy.

**Communicative Dispositions:**
Candidates with this set of dispositions are sensitive to and skillful in the various aspects of human activity. They have effective interpersonal relationship skills and attitudes that foster collaborative enterprises useful in enhancing the teaching-learning process.

The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of communicative dispositions.

2.1 **Presence:** has keen with-it-ness and engagement in human interactions and others’ needs.
2.2 **Responsiveness:** attends to others’ needs; the ability and inclination to act as best meets the needs, subtle as well as obvious, of others and their circumstances.
2.3 **Attentiveness:** concentrates on others’ communication; takes others’ communication into account.
2.4 **Authenticity:** fosters and enhances the teaching and learning process while exercising judgment about personal and professional boundaries; displays genuineness.
2.5 **Collaborativeness:** involves and works with others in planning, problem-solving and implementation of effective practices.
2.6 **Voice:** is willing to openly engage and respond to peers, faculty, teachers, administrators, parents, and community as the need arises.
**Creative Dispositions:**
Candidates with this set of dispositions display the capacity to envision and craft things in novel and meaningful ways to meet the needs of students.

The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of creative dispositions.

3.1 **Flexibility:** adapts, adjusts, and modifies practices to meet the needs of students and peers; thinks on one’s feet; is comfortable with change.
3.2 **Inventiveness:** uses the needs and interests of students to approach curricular and strategic decisions; visualizes and implements novel ideas and practices.
3.3 **Resourcefulness:** uses resources in effective ways; adapts practices to unforeseen challenges.
3.4 **Resilience:** endures stress and maintains stability in the face of disruption and/or chaos; recovers poise or spirit that enables moving forward in an effective manner.

**Critical Dispositions**
Candidates with this set of dispositions have the ability to examine closely, to critique, and to ask questions. They do not accept the status quo at face value but employ higher level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize candidates with this set of dispositions.

The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of critical dispositions.

4.1 **Reflectiveness:** takes time consistently to evaluate effectiveness of instruction and behavior in terms of the larger goals of education; nurtures reflectivity in students and peers; reflects on own growth and accountability.
4.2 **Initiative:** exhibits a willingness to pursue solutions to problems or questions; gathers relevant data and persistently seeks to improve situations or areas of need.
4.3 **Open-mindedness:** exhibits an ability to look at different sides of an issue; recognizes the possibility of error in one’s own beliefs and practices; does not display or act upon prejudices against people or ideas.
4.4 **Efficacy:** nurtures high expectations, demonstrates self direction and confidence, and empowers students and peers.
4.5 **Humility:** places the needs of the learner and or learning task above one’s own ego; reflects on own growth and accountability.

**Professional Requirements**
These are qualities and practices that teacher candidates must exhibit in order to be recommended for licensure, some of which are explicit in the Iowa Code of Ethics and Code of Professional Responsibilities. The candidates will display all of the following qualities and/or behaviors that characterize this set of professional requirements. Also, because each of these is considered absolutely necessary, each one will be separately assessed.

6.1 **Professionalism:** endeavors to meet the standards expected of a teacher such as appropriateness of dress, grooming, demeanor, punctuality, work ethic, tact, discretion, courtesy, etc.
6.2 **Personal and Professional Ethics and Integrity:** adheres strongly to high moral principles and ethical standards as expressed in the Iowa Code of Ethics and Code of Responsibilities; evidences integrity.
6.3 **Work Ethic/Responsibility:** attends to school policy for teacher attendance; completes teaching related tasks in a thorough and efficient manner.
6.4 **Confidentiality:** complies with federal, state, and school policies relating to confidentiality.
RESPONSIBILITIES OF COOPERATING TEACHERS

Cooperating teachers are one of the most important resources in the student teaching experience. They serve as professional mentors for student teachers – the confidantes, the cheerleaders, the trusted counselors. Of all the contacts the student teacher has, few are remembered as well as the cooperating teacher. For that reason, cooperating teachers are selected with care and with the knowledge that their experience will provide a nurturing environment for the student teacher. Cooperating teachers must have a minimum of three years of teaching experience and be approved / recommended by their building principal.

Any cooperating teacher who feels the student teacher placed in his/her classroom is not a good match should contact the Student Teacher Coordinator as soon as possible. It is of primary importance that the student teaching process be a positive experience for both the student teacher and the cooperating teacher. Given their importance, we trust the cooperating teachers will assist the student teachers in the following ways:

Responsibilities –

- Prepare PK-12 students for the arrival of the student teacher.
- Provide student teachers with work space within the classroom.
- Introduce student teachers to students and school staff.
- Introduce student teachers gradually into full-time teaching responsibilities.
- Maintain a climate that allows the student teacher to develop the skills necessary for success in teaching.
- Encourage the student teacher to collaboratively make decisions leading to development of independence of his/her own teaching strategies.
- Acquaint the student teacher with resources to aid in instructional planning and lesson development.
- Develop a plan that identifies expectations and responsibilities for the duration of the student teaching experience.
- Provide the student teacher with an overview of the long-range plans, standards and benchmarks for the classroom.
- Guide the student teacher in setting appropriate individual and group goals and in planning and preparing appropriate activities and materials for meeting those goals.
- Establish specific guidelines for the student teacher to follow in formulating lesson plans, a time frame for review prior to implementation and clarification of the amount of detail expected.
- Provide relevant experiences for the student teacher that include but are not limited to: observations, classroom activities, teacher responsibilities, parent/teacher conferences, and professional meetings.
- Observe and critique the student teacher’s performance on a frequent and continual basis. Conduct daily conferences to provide constructive feedback and provide weekly evaluations of his/her teaching.
- Communicate with university supervisors regarding progress, concerns, etc.
- Complete and discuss the mid-term evaluation on Tk20 that addresses specific goals for the remainder of the student teaching experience.
- Verify the completion of the student teacher’s video recorded lesson plan on Tk20.
- Complete and discuss the final evaluation on Tk20 and discuss it with the student teacher and university supervisor at the final three-way conference.
- Recommend a final grade that is reflective of the student teacher’s performance to the university supervisor and submit all evaluation forms on Tk20.
Suggestions for Cooperating Teachers –
• Provide the student teacher with a packet of materials pertinent to your school (e.g., handbook, school rules, staff list, your home phone or cell number).
• Encourage the student teacher to attend staff meetings and to participate in other school events.
• Respect the dual role of the student teacher as an intern and a professional.
• Acquaint the student teacher with appropriate student records and explain the manner in which they are to be kept and used, including the importance of confidentiality.
• Support the student teacher in developing classroom management strategies.
• Share “helpful hints”, resources or interesting anecdotes.
• Provide opportunities for team planning and team teaching with the student teacher in the early weeks of the experience.
• Encourage the student teacher to be a “risk-taker” in developing teaching strategies.
• Be specific, use examples, and provide a rationale when communicating with the student teacher, especially when providing feedback or constructive criticism.
• Conduct conferences on a regular basis so the student teacher can gain insight into his/her teaching behaviors.
• Assist the student teacher in making arrangements to observe both students and teachers at other grade levels, teaching preps and in other buildings.

Notify the university supervisor and/or the Student Teacher Coordinator should problems occur.
RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The university supervisor serves as liaison and works cooperatively with the cooperating teacher and local school district in interpreting the program, visiting as often as possible to share the evaluation of the student teacher’s progress, and providing assistance and advisement in problem situations. The visits may be planned in advance or unannounced. The supervisor is ultimately responsible for recommending a grade for the student teacher to the Student Teaching Coordinator or content area Program Coordinator. The supervisor may also serve as a resource person and consultant for the cooperating teacher.

Responsibilities –

- Meet with student teachers prior to the start of the experience to review expectations, coordinate schedules and discuss the student teaching handbook.
- Visit the school site to meet the cooperating teacher and supply general information about the student teaching experience within the first week.
- Direct small group seminars (shoptalks) that clarify material related to student teaching expectations, teaching strategies, the teaching standards, and topics of common concern and/or interest.
- Visit/observe in a variety of teaching situations and regularly discuss the student teaching experience with both student teachers and cooperating teachers. Supervisors should make at least one observation every two weeks. Observations should be recorded in Tk20.
- Give the student teacher verbal and written feedback, guidance and support as needed.
- Communicate regularly with cooperating teacher.
- Review and provide honest feedback on all student teaching assignments.
- Provide extra assistance and include cooperating teachers as necessary.
- Document concerns on an on-going basis and communicate any issues with the ST Coordinator.
- Complete mid-term and final evaluations on Tk20.
- Conduct mid-term and final evaluation conferences with the student teacher and the cooperating teacher. These conferences should reference and focus upon the student teacher’s performance related to the ISU and State of Iowa Teaching Standards. Assist student teacher in setting goals for the remainder of the session.
- Recommend student teaching final grades on Tk20.
- Use the Special Education information in the Handbook if working with special education placements.
- Ensure that the cooperating teacher has access to the STUDENT TEACHING HANDBOOK and has received Honorarium payment information.
- Inquire if this is a “first time” cooperating teacher and offer to schedule an orientation meeting with him/her to familiarize them with Iowa State University requirements and procedures.
- Make a point to meet and visit with the principal. These connections often lead to important conversations and stronger partnerships.
STANDARDS

ISU Teacher Education In-TASC Standards (Adopted Fall 2015)  19
ISU Teacher Education Standards (Prior to Fall 2015)  20
State of Iowa Teaching Standards  21
The student teaching semester is a transitional time for teacher education candidates preparing for initial licensure. They must show competency in the Iowa State University Teacher Education Standards through their student teaching assignments. In addition, they also need to become familiar with the eight State of Iowa Teaching Standards. Beginning teachers will be expected to start gathering evidence of their competency in each area to share with their principals and administrators. Our final evaluation form reflects this transition, and is designed to help students begin to see these connections.

ISU is currently transitioning to a new set of teacher education standards. Below are the newly adopted InTASC standards that will be phased in by each program over the next year. On page 20, are the Teacher Education Standards that are being phased out. Until the transition from Teacher Education Standards to the new InTASC standards is complete, please use the set of standards that are recommended by your program.

Iowa State University - InTASC Teacher Education Standards (Newly Adopted Fall 2015)

The Learner and Learning
Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practices
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #8A: Technology. The teacher integrates current and emerging technology in instruction to encourage student creativity, problem solving, collaboration, and digital literacy. Teachers practice and advocate safe, legal, and responsible use of information and technology.

Professional Responsibility
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
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 matter meaningful for students. This is evidenced by a completion of a 30-semester-hour teaching major which must minimally include the requirements for at least one of the basic endorsement areas, special education teaching endorsements, or secondary level occupational endorsements. Each elementary candidate must also complete a field of specialization in a single discipline or a formal interdisciplinary program of at least twelve semester hours.

2. **Student learning.** The candidate demonstrates an understanding of human growth and development and of how students learn and participates in learning opportunities that support intellectual, career, social and personal development.

3. **Diverse learners.** The candidate demonstrates an understanding of how students differ in their approaches to learning and creates instructional opportunities that are equitable and 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 student 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; maintains effective classroom management; and is prepared to address behaviors related to substance abuse and other high-risk behaviors.

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 develops knowledge of the social, historical, and philosophical foundations of education. 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 student 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.

12. **Methods of teaching.** Methods of teaching have an emphasis on the subject and grade level endorsement desired.
STATE OF IOWA TEACHING STANDARDS

**Standard 1**
Demonstrates ability to enhance academic performance and support for implementation of the school district student achievement goals.

The teacher:

a. Provides evidence of student learning to students, families, and staff.
b. Implements strategies supporting student, building, and district goals.
c. Uses student performance data as a guide for decision-making.
d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
e. Creates an environment of mutual respect, rapport, and fairness.
f. Participates in and contributes to a school culture that focuses on improved student learning.
g. Communicates with students, families, colleagues, and communities effectively and accurately.

**Standard 2**
Demonstrates competence in content knowledge appropriate to the teaching position.

The teacher:

a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
c. Relates ideas and information within and across content areas.
d. Understands and uses instructional strategies that are appropriate to the content area.

**Standard 3**
Demonstrates competence in planning and preparing for instruction.

The teacher:

a. Uses student achievement data, local standards, and the district curriculum in planning for instruction.
b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
c. Uses student developmental needs, background, and interests in planning for instruction.
d. Selects strategies to engage all students in learning.
e. Uses available resources, including technologies, in the development and sequencing of instruction.

**Standard 4**
Uses strategies to deliver instruction that meets the multiple learning needs of students.

The teacher:

a. Aligns classroom instruction with local standards and district curriculum.
b. Uses research-based instructional strategies that address the full range of cognitive levels.
c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
f. Uses available resources, including technologies in the delivery of instruction.
Standard 5
Uses a variety of methods to monitor student learning.

The teacher:
  a. Aligns classroom assessment with instruction.
  b. Communicates assessment criteria and standards to all students and parents.
  c. Understands and uses the results of multiple assessments to guide planning and instruction.
  d. Guides students in goal setting and assessing their own learning.
  e. Provides substantive, timely, and constructive feedback to students and parents.
  f. Works with other staff and building and district leadership in analysis of student progress.

Standard 6
Demonstrates competence in classroom management.

The Teacher:
  a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
  b. Establishes, communicates, models and maintains standards of responsible student behavior.
  c. Develops and implements classroom procedures and routines that support high expectations for student learning.
  d. Uses instructional time effectively to maximize student achievement.
  e. Creates a safe and purposeful learning environment.

Standard 7
Engages in professional growth.

The teacher:
  a. Demonstrates habits and skills of continuous inquiry and learning.
  b. Works collaboratively to improve professional practice and student learning.
  c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
  d. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

Standard 8
Fulfills professional responsibilities established by the school district.

The teacher:
  a. Adheres to board policies, district procedures, and contractual obligations.
  b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
  c. Contributes to efforts to achieve district and building goals.
  d. Demonstrates an understanding of and respect for all learners and staff.
  e. Collaborates with students, families, colleagues, and communities to enhance student learning.
CI 416 / CI 417
STUDENT TEACHING
ASSIGNMENTS

Half Session Checklist 24
Full Session Checklist 25
Assignments
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  Assignment #2 - Weekly Journals 31
  Assignment #3 - Supervised Observations 32
  Assignment #4 - Comprehensive Unit Plan 35
  Assignment #5 - Student Case Study 36
  Assignment #6 - Video Recording/Analysis 38
Progression of Lead Teaching 40
Student Teaching Checklist
Half Session Placement

Assignment #1 – Placement Context
☐ Site Policies and Procedures Questionnaire
☐ Placement Context:
  __ Contextual Factors Chart
  __ Written Reflection (1-2 pages)
☐ Student Interest Survey
☐ Identify One Student for Case Study

Assignment #2 – Weekly Journals
☐ Journal 1 ☐ Journal 4 ☐ Journal 7
☐ Journal 2 ☐ Journal 5 ☐ Journal 8
☐ Journal 3 ☐ Journal 6 ☐ Additional

Assignment #3 – Supervised Observations
☐ Observation 1 ☐ Observation 3
☐ Observation 2 ☐ Observation 4
☐ Additional

Each Formal Observation Must Include:
  __ Formal Lesson Plan
  __ Supervisor Feedback Form
  __ Written Reflection

Assignment #4 – Comprehensive Unit Plan
☐ Pre-Test
☐ Minimum of 5 days of linked lessons
☐ Written Reflection (1-2 pages)
☐ Post-Test

Assignment #5 – Student Case Study
☐ Data Collection
  __ Interest Survey
  __ Unit Pre-Test:
  __ Unit Post-Test:
☐ Interaction Log
☐ Written Reflection (1-2 pages)

Assignment #6 – Video Recording/Analysis
☐ Self-Evaluation Chart
☐ Written Reflection (1-2 pages)

Student Teacher Requirements:
☐ Initial Meeting/Email with Cooperating Teacher
☐ Daily Attendance
☐ Teacher Meetings and PD Attendance
☐ Daily Lesson Planning
☐ Minimum 2 Weeks of Full Time Teaching
☐ Mid-Term Self-Evaluation
☐ Final Self-Evaluation
☐ Student Teaching Seminar 1 (Local EL ED/ECE)
☐ Student Teaching Seminar 2 (Local EL ED/ECE)
☐ Feedback on ISU Supervisor
☐ Feedback on Cooperating Teacher
☐ Feedback on ISU Educator Prep Program
☐ Complete and Submit All ST Assignments

Supervisor Requirements:
☐ Orientation ☐ Bi-Weekly Observations
☐ Meet and Greet ☐ Grade Assignments
☐ Shop Talk ☐ Final Evaluation
☐ Grade Recommendation
☐ Visitation Log on TK20

Cooperating Teacher Requirements:
☐ Weekly Evaluations
☐ Mid-Term Evaluation
☐ Feedback on Supervisor
☐ Grade Recommendation
☐ Video Verification ☐ Final Evaluation
Student Teaching Checklist
Full Session Placement

Assignment #1 – Placement Context
□ Site Policies and Procedures Questionnaire
□ Placement Context:
___ Contextual Factors Chart
___ Written Reflection (1-2 pages)
□ Student Interest Survey
□ Identify Two Students for Case Studies

Assignment #2 – Weekly Journals
□ Journal 1 □ Journal 7 □ Journal 12
□ Journal 2 □ Journal 8 □ Journal 13
□ Journal 3 □ Journal 9 □ Journal 14
□ Journal 4 □ Journal 10 □ Journal 15
□ Journal 5 □ Journal 11 □ Journal 16
□ Journal 6 □ Additional

Assignment #3 – Supervised Observations
□ Observation 1 □ Observation 5
□ Observation 2 □ Observation 6
□ Observation 3 □ Observation 7
□ Observation 4 □ Observation 8
□ Additional

Each formal Observation Must Include:
___ Formal Lesson Plan
___ Supervisor Feedback Form
___ Written Reflection

Assignment #4 – Comprehensive Unit Plan
□ Pre-Test
□ Minimum of 10 days of linked lessons
□ Written Reflection (1-2 pages)
□ Post-Test

Assignment #5 – Student Case Studies
□ Data Collection
Interest Survey: ___ Student 1 ___ Student 2
Unit Pre-Test: ___ Student 1 ___ Student 2
Unit Post-Test: ___ Student 1 ___ Student 2
□ Interaction Log: ___ Student 1 ___ Student 2
□ Written Reflection (3-4 pages)

Assignment #6 – Video Recordings/Analysis
□ Self-Evaluation Charts: ___ Video 1 ___ Video 2
□ Written Reflection (3-4 pages)

Student Teacher Requirements:
□ Initial Meeting/Email with Cooperating Teacher
□ Daily Attendance
□ Teacher Meetings and PD Attendance
□ Daily Lesson Planning
□ Minimum 4 Weeks of Full Time Teaching
□ Mid-Term Self-Evaluation
□ Final Self-Evaluation
□ Feedback on ISU Supervisor
□ Feedback on Cooperating Teacher
□ Feedback on ISU Educator Prep Program
□ Complete and Submit All ST Assignments

Supervisor Requirements:
□ Orientation □ Bi-Weekly Observations
□ Meet and Greet □ Visitation Log
□ Shop Talk □ Shop Talk
□ Final Evaluation □ Grade Recommendation

Cooperating Teacher Requirements:
□ Weekly Evaluations □ Mid-Term Evaluation
□ Final Evaluation □ Video Verification
□ Grade Recommend □ Feedback on Sup
Assignment #1: Placement Context

To ensure success in your student teaching placement, it will be essential to learn about your community, district, school and classroom. In Assignment #1, you will gather and analyze environmental and demographic data to become better prepared for your experience. You will complete Assignment #1 for each placement you have during your student teaching semester.

- **Site Policies and Procedures Questionnaire** - Using the document titled Site Policies and Procedures Questionnaire 1.1, facilitate a conversation with your Cooperating Teacher to learn about your district, building, and classroom safety practices. You are expected to find the information for all listed questions. Your completed questionnaire should be uploaded in Tk20 by the end of the first full week of your student teaching experience.

- **Placement Context** - Using the document titled Placement Context 1.2, complete the information about the surrounding environments of your placement. This will help you understand where your students are coming from and help assist you in planning and management. Information may be gathered from the following resources: building principal, district secretary, district website, and Department of Education website. The Placement Context chart should be uploaded in Tk20 by the end of the second full week of your student teaching experience.

- **Written Reflection** - You are required to write a reflection based on the information you learned in the Placement Context Chart.

  Please use the information you gather to answer the following questions:
  
  1. Why is it important to know this information about your district, school, and classroom?
  2. How will this information impact your instruction?
  3. How will this information help you meet the needs of individual learners?

  The reflection should be a minimum of 2 pages, 12 point font, double spaced and will be scored based on the Written Reflection Rubric 1.3 The written reflection should be uploaded in Tk20 by the end of the second full week.

- **Student Interest Survey/Learning Inventory** - You are required to find/create and facilitate a Student Interest Survey or Student Learning Inventory. The survey should include questions to help you get to know your students better and help you plan for instruction. There are many examples and templates online, although you may want to add questions specifically tailored to your group of students. All students should fill out a survey. One completed Student Interest Survey/Learning Inventory should be uploaded to Tk20. Please remove the student’s name for confidentiality. Use the information found in the Student Interest Surveys/Learning Inventory to write a journal entry. You will also use the survey(s) for the Student Case Study assignment.

- **Case Study (See Assignment #5 for more information)** - Using information gathered from the Placement Context Chart 1.2 and Student Interest Survey/Learning Inventory, select a student that you would like to do a more in depth study on. The student you select might be in need of further intervention or extension work that you can you differentiate instruction during the teaching of your unit and throughout your placement.
Rules, Policies, and Procedures 1.1

This form is designed to support a dialogue between you and your cooperating teacher, as well as a way for you to gain beneficial information to impact your growth and development in your hosting district. The information collected will help you get to know your district, school, and classroom and better manage risk during your student teaching experience. Use this form to record your answers. Upload this form into Tk20 as an artifact for Assignment #1.

<table>
<thead>
<tr>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do I contact the office or others in the building before, during, and after school hours?</td>
</tr>
<tr>
<td>How and where can I locate phone numbers and contact information for students/families?</td>
</tr>
<tr>
<td>What are the procedures for sending students to the office or the nurse? Should I notify the nurse that I am sending someone?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dealing with Student Health or Injuries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there any students who have special needs or health issues (e.g., seizures, asthma, chronic disease)? If so, list them and discuss each</td>
</tr>
<tr>
<td>In case of an incident, are there things I can do for students or do I just call someone?</td>
</tr>
<tr>
<td>What are my first aid responsibilities? What should teachers do or not do? What is expected of me when dealing with Bloodborne Pathogens?</td>
</tr>
<tr>
<td>Where are first aid materials in the classroom / school?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reporting Suspected Abuse or Neglect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who do I notify about suspicions of abuse and/or neglect and what are my responsibilities for reporting?</td>
</tr>
</tbody>
</table>
### School and Classroom Safety

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there special rules and procedures for safety in specific locations on school property? Where is the safety equipment located in these designated areas?</td>
<td></td>
</tr>
<tr>
<td>What procedures are to be used to clean up potentially infectious materials like vomit, blood, saliva, feces, urine, etc.?</td>
<td></td>
</tr>
<tr>
<td>What procedures are in place in case of a fire?</td>
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<tr>
<td>What procedures are in place in case of a tornado?</td>
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<tr>
<td>What procedures are in place in case of lockdown?</td>
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<tr>
<td>What procedures are in place if a stranger is observed in the school without proper identification?</td>
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</tr>
<tr>
<td>If the school has security personnel, what are their roles? When should they be contacted?</td>
<td></td>
</tr>
<tr>
<td>What are my responsibilities, if I observe or hear about students engaging in fighting, bullying, or harassing behaviors?</td>
<td></td>
</tr>
</tbody>
</table>

### Technology Policies

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the school/classroom policies on the use of computers, cell phones, and other technology?</td>
<td></td>
</tr>
</tbody>
</table>
## Placement Context 1.2

<table>
<thead>
<tr>
<th>Types of Factors:</th>
<th>Contextual Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community</strong></td>
<td></td>
</tr>
<tr>
<td>(e.g., whether the area is urban, suburban, or rural; socioeconomic information; census data for the community)</td>
<td></td>
</tr>
<tr>
<td><strong>District</strong></td>
<td></td>
</tr>
<tr>
<td>(e.g., enrollment; percent of students receiving free or reduced-price lunches; graduation rates; ethnicities; percent of students with IEPs; percent of students who are ELLs; per-pupil expenditures)</td>
<td></td>
</tr>
<tr>
<td><strong>School</strong></td>
<td></td>
</tr>
<tr>
<td>(e.g., enrollment; percent of students receiving free or reduced-price lunches; AYP data; ethnicities; percent of students with IEPs; percent of students who are ELLs; teacher-to-student ratio)</td>
<td></td>
</tr>
<tr>
<td><strong>General Context of Your Students</strong></td>
<td></td>
</tr>
<tr>
<td>(All subcategories listed in this box are required.) Students’ grade and developmental levels; the age range of students; the content area being taught; any other factors that are pertinent to understanding your class assignment</td>
<td></td>
</tr>
<tr>
<td><strong>Classroom Demographics</strong></td>
<td></td>
</tr>
<tr>
<td>(e.g., ethnicities; gender ratios; special needs, including those of gifted students, those of students with physical needs, and those due to cultural characteristics)</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge of Students</strong></td>
<td></td>
</tr>
<tr>
<td>(in terms of the whole class and individual students)(e.g., language needs; approaches to learning; prior learning and experiences; academic proficiencies/behavioral differences; areas of interest)</td>
<td></td>
</tr>
</tbody>
</table>
### Written Reflection Rubric 1.3

This rubric will be used by University Supervisors to score all written work, including weekly journal entries and written reflections.

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Marginally Acceptable</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content is underdeveloped, unclear, and/or lacking in depth. Overall analysis of events is weak or nonexistent.</td>
<td>Content is generally clear and reflective ideas are emerging. Links to listed questions, topics and/or standards are evident but may lack development.</td>
<td>Content is clear and reflective in nature. Explicit links to listed questions, topics and/or standards are made.</td>
</tr>
<tr>
<td>Personal point of view and/or conclusions are either not provided or not supported with evidence. Reader has difficulty deciphering meaning or following the development of idea(s).</td>
<td>Content is partially developed and a personal point of view is stated. Student Teacher shows adequate reflection towards instruction and future performance implications. Basic conclusions are drawn and supported with some evidence.</td>
<td>Content is well developed with personal point of view clearly stated. Student Teacher shows deep reflection towards instruction and future performance implications. Student Teacher draws strong conclusions and cites any questions for additional reflection and learning.</td>
</tr>
<tr>
<td>Writing is difficult to comprehend due to poor sentence structure, grammar, punctuation, and/or misspellings.</td>
<td>Writing is comprehensible, but poor sentence structure, grammar, punctuation, or misspellings may exist.</td>
<td>Content is organized with proper sentence structure, grammar, punctuation and spelling.</td>
</tr>
<tr>
<td>Writing may be of inadequate length and/or not meet the submission due date.</td>
<td>Writing may be of inadequate length.</td>
<td>Writing meets the expected length requirement and was submitted by the designated due date.</td>
</tr>
</tbody>
</table>
Assignment #2: Weekly Journals

You are required to complete and submit weekly journals to reflect on the events of your student teaching placement as connected to the Iowa Teaching Standards. You will find eight required weekly journal topics and prompts listed below, which must be covered at some time during your experience. These prompts are to guide your thinking but you are encouraged to include other pertinent information in your reflections. For experiences longer than eight weeks in length, you may choose any ISU InTASC Standard or State of Iowa Teaching Standard to guide your weekly reflection. Your journals are expected to be a minimum of one typed page in length and scored based on the Written Reflection Rubric 1.3. For organizational purposes, please indicate the topic number in the heading of your journal. You must identify which standard is discussed in your weekly journal and all standards must be covered. Weekly journals must be uploaded to Tk20 and may be emailed to University Supervisors.

Weekly Journal Topics:

1. **Week One Impressions**
   - What are your first impressions of your school, cooperating teacher, and students?
   - How did you engage with students and staff in an effort to create a positive classroom environment?

2. **Interest Survey/Learning Inventory**
   - What did you learn about your students from the interest survey/learning inventory?
   - How did you use this information to plan for instruction?

3. **Classroom Management**
   - What strategies does your CT use to build a positive classroom culture and to address behavior?
   - Is the current classroom management plan effective? What works/doesn’t work for you?

4. **Differentiation**
   - What strategies are used to meet the needs of individual students?
   - How does assessment guide the instructional choices you make for individual students?

5. **Parent and Family Communication**
   - Why is it important to collaborate and communicate with parents and families?
   - How did you introduce yourself to your students’ families? How will you continue to communicate?

6. **Technology**
   - How is technology used to enhance instruction? What technology strategy would you like to try?
   - What are the pros and cons of using technology in the classroom?

7. **Professional Development and Team Collaboration**
   - What PD sessions have you been able to participate in during your placement?
   - What is a benefit and a challenge of collaborating with a team?

8. **Final Reflection**
   - Please share your final thoughts about your student teaching placement. (Was it valuable? How did it affect your teaching philosophy and beliefs? How did it affect your classroom management approach?)
   - What are your future teaching goals? Do you feel prepared to have your own classroom?
Assignment #3: Supervised Observations

An assigned Iowa State University Supervisor will formally observe you teach during your student teaching experience. The state requires a minimum of “bi-weekly” observations, totaling 4-5 observations per half session or 8-9 observations for a full session. The number of formal observations may increase based on student teacher’s need as determined by the University Supervisor.

Assignment #3 directly relates to those formal observations. For each formal observation, the student teacher must complete the following three components and upload them to Tk20 within 24 hours of teaching each lesson:

- **Formal Lesson Plan** - A detailed lesson plan (substitute quality) must be submitted prior to the beginning of your lesson. Your University Supervisor and/or Cooperating Teacher will determine how far in advance your lesson plan should be submitted. Use the Lesson Plan Rubric 3.1 when planning. Sample Lesson Plan Format 3.2 is available; however, any format is acceptable as long as all lesson plan elements from the rubric are included. A copy of the lesson plan will be uploaded to Tk20.

- **Supervisor Feedback Form** - After each formal observation your University Supervisor will post conference with you and leave written feedback. A copy of your University Supervisor’s written feedback must be uploaded to Tk20.

- **Written Reflection** - You are required to provide a written reflection after each formal lesson you teach responding to the questions below. Your reflections are expected to be approximately one typed page in length and will be scored based on the Written Reflection Rubric 1.3. Each lesson reflection must be uploaded to Tk20 within 24 hours of teaching each lesson.

  1. **What do you believe went well during your lesson? Explain.**
  2. **What improvements would you make to the lesson you taught?**
  3. **Do you believe your learning objectives were met? How do you know?**
  4. **How did you manage classroom behavior during instruction? Was it effective? Explain.**
  5. **What are the next instructional steps regarding your lesson objectives?**
<table>
<thead>
<tr>
<th>Element</th>
<th>Unacceptable</th>
<th>Marginally Acceptable</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>Objectives are unclear or inappropriate for the content under study.</td>
<td>Objectives are specific and measurable, but are mismatched to students’ prior knowledge and/or abilities.</td>
<td>Objectives are specific, measurable, and matched to students’ prior knowledge and abilities.</td>
</tr>
<tr>
<td>Standards Addressed</td>
<td>No clear reference to any standard or learning expectation</td>
<td>Clear reference to standard or learning expectation</td>
<td>Clear reference to district and national standards/learning expectations.</td>
</tr>
<tr>
<td>Materials Needed</td>
<td>Materials list is incomplete or inappropriate for the students</td>
<td>Materials list is complete, appropriate for students, but is impractical or mismatched for the objectives of the lesson</td>
<td>Materials list is complete, appropriate for students, practical, and matched for the objectives of the lesson</td>
</tr>
<tr>
<td>Lesson Introduction</td>
<td>Lesson introduction is inappropriate for the objectives of the lesson. Students will likely be unprepared for the lesson ahead.</td>
<td>Lesson introduction is appropriate for the objectives of the lesson, but is incongruent with how students learn.</td>
<td>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.</td>
</tr>
<tr>
<td>Lesson Procedures</td>
<td>Procedures of the lesson are vague, or are incongruent with how children learn, or are mismatched with the goals and objectives of the lesson</td>
<td>Procedures of the lesson are clear, but the lesson has a substantial weakness in promoting meaningful learning.</td>
<td>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.</td>
</tr>
<tr>
<td>Differentiation</td>
<td>The lesson plan assumes all students learn at the same level and process information in the same way.</td>
<td>The lesson plan includes modifications for exceptional learners.</td>
<td>The lesson plan differentiates for the full range of cognitive levels and has been modified for two or more categories of exceptional learners.</td>
</tr>
<tr>
<td>Closure</td>
<td>A closure/lesson summary section is absent or is too scant/confusing to adequately summarize the lesson.</td>
<td>The plan includes an adequate provision for lesson summary. Clarity and/or thoroughness could be enhanced.</td>
<td>The lesson contains a section that carefully and thoroughly summarizes the lesson summary-either teacher-led or student-led.</td>
</tr>
<tr>
<td>Student Evaluation/Assessment</td>
<td>A provision/procedure for measuring if students have met the stated objective of the lesson is missing/does not match the objective.</td>
<td>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.</td>
<td>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</td>
</tr>
</tbody>
</table>

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SAMPLE LESSON PLAN FORMAT 3.2
(Aligns with Lesson Plan Evaluation Rubric)

Student Teacher ___________________________ DATE ___________________________
Grade ___________ Subject _______________________

OBJECTIVES - (specific, measurable, and matched to students’ prior knowledge and abilities)

STANDARDS ADDRESSED - (clear reference to district and national standards/learning expectations)

MATERIALS NEEDED - (list is complete, appropriate for students, practical, and matched for the objectives of the lesson)

LESSON INTRODUCTION - (appropriate for the objectives of the lesson, congruent with how children learn, and has a high likelihood of preparing students for productive learning)

LESSON PROCEDURES - (clear and the lesson is consistent with how children learn/ the lesson has a high likelihood of promoting meaningful learning)

DIFFERENTIATION - (lesson plan differentiates for the full range of cognitive levels and has been modified for two or more categories of exceptional learners)

CLOSURE - (lesson contains a section that carefully and thoroughly summarizes the lesson -either teacher-led or student-led)

STUDENT EVALUATION/ASSESSMENT - (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)
Assignment #4: Comprehensive Unit Plan

During your student teaching experience(s), you are responsible for the development of a comprehensive unit plan that will be planned and taught during your time in the classroom. This unit should be selected after consulting with your cooperating teacher and should fit the curriculum needs and requirements of the school and the grade level being taught. In addition, you should make use of the data collected from the Placement Context Chart 1.2 and the Student Interest Survey as you develop and create your unit and implement the teaching of your lesson plan(s). Your unit plan and all components should be uploaded in Tk20 no later than the final week of your student teaching experience. It is recommended that you begin this work midway through your placement.

- **Unit Pre-test** – Develop or make use of a unit pre-test that you will administer to students prior to teaching your first lesson as part of the unit. This data should be used as a baseline for students’ understanding of the learning objectives that will be taught. Upload a copy of your pre-test to TK20.

- **Linked Lessons** – You are required to have consecutive day lesson plans that you will teach. For each half session placement, you must have a minimum of 5 days of linked lessons. Full session placements are required to have a minimum of 10 days of linked lessons. These lessons must be formally written according to Lesson Plan Rubric 3.1 and the Sample Lesson Plan Formant 3.2. A copy of the Linked Lessons should be uploaded to TK20.

- **Written Reflection** – The reflection should be a minimum of 2 pages, 12 point font, double spaced and will be scored based on the Written Reflection Rubric 1.3. Please use the questions below along with the Written Reflection Rubric 1.3 to guide your reflection.

  1. What was the topic area of focus for your comprehensive unit plan? How did you come to decide on this specific topic in your lesson development?
  2. What learning objectives did you want your students to know and be able to understand for your unit?
  3. Did your students learn? How do you know? What evidence (informal or formal data) do you have that proves their learning?
  4. How did you support students in their learning through use of technology or other supports?
  5. What adjustments did you make to your unit plan taking into consideration lesson pacing, student learning, unexpected events, etc.

- **Unit Post-Test** – Develop or make use of a unit post-test that you will administer to students at the completion of your unit to determine learning. Use that data to plan for next steps for learning. Upload a copy of your post-test to Tk20.
Assignment #5: Student Case Study

For this assignment, you will choose a student (or 2 students if in a full session placement) to focus on and monitor growth. Please choose a student that you believe you can have a positive impact on and can help make progress on an academic skill. The components of the Student Case Study are below. When submitting documents on Tk20, please remove student names for confidentiality.

- **Student Interest Survey/Learning Inventory** - You administered a Student Interest Survey/Learning Inventory as part of Assignment #1. Use this survey to get to know your focus student. A copy of the student’s completed Interest Survey/Learning Inventory will be uploaded to Tk20.

- **Comprehensive Unit Plan Pre-Test** - You administered a pre-test as part of Assignment #4. Use your focus student’s pre-test to help you determine areas of individual strength and weakness. This pre-test will help you plan for differentiated instruction. A copy of the student’s completed pre-test will be uploaded to Tk20.

- **Comprehensive Unit Plan Post-Test** - You administered a post-test as part of Assignment #4. The post-test will serve as data to track the focus student’s progress. A copy of the student’s completed post-test will be uploaded to Tk20.

- **Student Interaction Log** - You will keep track of and record interactions with your focus student. Interactions could be one-on-one work sessions, time spent having conversations to get to know the student better, extra practice activities, etc. You will record these interactions on the **Student Interaction Log 5.1** form. You must provide a minimum of 8 learning interactions and record them on the form. The completed form will be uploaded to Tk20.

- **Written Reflection** - You are required to submit a written reflection about your Student Case Study. The reflection should be a minimum of 2 pages, 12 point font, double spaced and will be scored based on the **Written Reflection Rubric 1.3**. The reflection will be uploaded to Tk20. Please address the following questions in your reflection:

  1. Why did you choose this/these specific focus student(s)?
  2. How did your interactions help you get to know your focus student(s) both personally and academically?
  3. How did you differentiate your instruction for your specific focus student(s)?
  4. Did the student(s) show growth during the case study? Please use specific data to answer this question.
  5. What challenges and successes did you have with this student?
## Student Interaction Log 5.1

**Teaching Candidate:**

**Grade Level:**

**Focus Student Initials:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Brief Description of Activity</th>
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<tbody>
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Assignment #6: Video Recording/Analysis

Student Teachers are required to video record themselves teaching a lesson of their choosing. Students with two half session placements will be required to submit one video and evaluation during each placement. Full session placements will be required to submit two video reflections and evaluations during their placement. It is recommended one be done in the first 8 weeks and another done during the last 8 weeks. The teaching candidate will view the recording and complete the Video Evaluation form 6.1 to self-assess. After viewing the video and completing the self-assessment, the student teacher will discuss their reflection with their cooperating teacher and each party will sign off for being complete. Be sure to check with your cooperating teacher to see if you need to distribute permission letters to parents before videotaping.

- **Video Recording** – You will have several resources available to you for the recording of your lesson(s). Resources you may consider might include a standard video recorder, iPad, Swivel, Smartphone, etc. The CTLT has these resources for check out and you may visit with your cooperating teacher about school and district resources.

- **Video Analysis** – After you have completed your recorded lesson, you will complete a self-analysis of your teaching. This is a very valuable component to your growth as a teacher and the recognition of your strengths and areas to improve. Using the Video Evaluation Form 6.1, watch your lesson and self-assess yourself in the areas provided. Be sure to identify both strengths and suggested areas of growth and modifications you can make. Once you have completed the self-analysis, engage in a conversation with your cooperating teacher for additional feedback. You are not required to show them the video of your teaching. Upload a completed copy of document 6.1 to TK20.

- **Written Reflection** - The reflection should be a minimum of 2 pages, 12 point font, double spaced and will be scored based on the Written Reflection Rubric 1.3. Please use the questions below along with the rubric to guide your reflection.

  1. After watching your recorded lesson, what did you notice about yourself as an educator?
  2. Choose an area of strength from your recorded lesson. Use evidence from the video to describe why it was a strength of yours.
  3. Choose one area of growth from your recorded lesson. Describe necessary steps to improve your instruction in this area.
  4. How does your self-analysis compare to the feedback you have been provided from your cooperating teacher and university supervisor during your placement? What do you recognize you have improved from the coaching that has been provided? What do you need to continue to grow and develop?
# Video Evaluation 6.1

<table>
<thead>
<tr>
<th>Areas</th>
<th>Strengths</th>
<th>Areas of Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Introduction &amp; Identifying Learning Goals</td>
<td></td>
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<tr>
<td>Student Engagement</td>
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<td>Questioning Skills</td>
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<td>Critical Thinking</td>
<td></td>
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<tr>
<td>Classroom Management</td>
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<tr>
<td>Time Management (Pacing, Transitions)</td>
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<tr>
<td>Feedback (Individual &amp; Whole Class)</td>
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<tr>
<td>Verbal &amp; Nonverbal Communication</td>
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<tr>
<td>Lesson Closure</td>
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</tbody>
</table>

*Please sign to confirm completion of this self-evaluation tool.*

Student Teacher ___________________________ Cooperating Teacher ___________________________ Supervisor/Date ___________________________
Lead Teaching and Progression of Student Teaching

The progression recommendations below are suggestions only. The cooperating teacher may choose to implement a different progression according to his/her own professional judgment. Block scheduling, the nature of the subject, the needs of the students and various other factors may warrant approaches that differ from the recommendations. Student teachers are encouraged to accommodate the scheduling and progression needs of the placement site.

<table>
<thead>
<tr>
<th>Two Half-Session Placements</th>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>Observe</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Full Session Placement</th>
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</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>Observe</td>
</tr>
</tbody>
</table>

Observation Stage –
- The student teacher should be getting to know the students, the school, and cooperating teacher’s methods. She/he might be taking attendance, doing lunch count, and working with small groups and individuals. The student teacher and the cooperating teacher should be determining the schedule for the student teaching experience.

Introductory or Integration Stage –
- The student teacher gradually takes on more and more responsibility for developing and presenting lessons until he/she has more or less assumed all of the teaching responsibilities.

Full Time Teaching Stage –
- Student Teachers are required to full time (bell-to-bell) teach a minimum of two weeks for a Half Session Placement and a minimum of four weeks for a Full Session Placement.

Phase Out and Observe Stage –
- The student teacher should gradually relinquish the teaching duties back to the cooperating teacher. This involves tapering off of responsibilities, increased reflective analysis, participation in different activities, and observation in other classrooms.

Cooperating teachers are not required to be physically present in the classroom at all times. However, ultimately, the licensed teacher is responsible for the students in their classroom and should exercise judgment in determining the suitability of leaving the room considering the students involved, the lesson being presented, and capability of the student teacher.
SP ED 416
STUDENT TEACHING MATERIALS

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Instructional Strategist Final Evaluation 54

INSTRUCTIONAL STRATEGIST I: MILD/MODERATE DISABILITIES (K-6)
(Use only with the undergraduate special education endorsement program)
Iowa Standards for the Instructional Strategist I

Iowa’s Instructional Strategist I: mild and moderate authorizes instruction in all K-8 mild and moderate instructional special education programs without regard to the instructional model. Any applicant must present meet the following standards.

1. **Foundations of Special Education.** The practitioner understands the philosophical, historical, and legal education, including the definitions and etiologies of individuals with disabilities, the exceptional child, and individuals from culturally and linguistically diverse backgrounds.

2. **Characteristics of Learners.** The practitioner understands the various etiologies of mild and moderate disabilities, current trends in educational programming for such disabilities, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming. In addition, the practitioner understands the general developmental, academic, social, career, and functional characteristics of individuals with mild and moderate disabilities as the characteristics relate to levels of instructional support required, and the psychological and social-emotional characteristics of individuals with mild and moderate disabilities.

3. **Assessment, Diagnosis and Evaluation.** The practitioner understands the legal provisions, regulations, and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. In addition, the practitioner understands and uses assessment results for individualized program development and management, including the relationship between assessment and placement decisions. The practitioner exhibits knowledge of specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.

4. **Methods and Strategies.** The practitioner understands and uses methods and strategies, which include numerous models for providing curricular and instructional methodologies, utilized in the education of the mildly and moderately disabled, and also know sources of curriculum materials for individuals with disabilities. The practitioner uses curricula for the development of cognitive, academic, social, language, and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques, including appropriate assistive technology. The focus of these experiences is students at the K-8 level. The preparation must include alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction.

5. **Managing Student Behavior and Social Interaction Skills.** The practitioner understands and uses individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. The practitioner understands and uses theories of behavior problems in individuals with disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. The practitioner can design, implement, and evaluate instructional programs that enhance an individual’s social participation in family, school, and community activities.

6. **Communication and Collaborative Partnerships.** The practitioner understands and uses sources of unique services, networks, and organizations for individuals with disabilities, including transitional support. The practitioner is knowledgeable of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication so as to invite and appreciate many different forms of parent involvement. The practitioner understands and uses strategies for working with general education teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program of children with disabilities.
Council for Exceptional Children Initial Level Special Educator Preparation Standards

In December 2012, the National Council for the Accreditation of Teacher Education (NCATE) approved the initial and advanced Council for Exceptional Children Preparation Standards for special educators. The CEC Preparation Standards have adopted a structure of 7 standards with 28 major elements. These standards are as follows:

1. **Learner Development and Individual Learning Differences.** Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
   a. Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
   b. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

2. **Learning Environments.** Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
   a. Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
   b. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
   c. Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

3. **Curricular Content Knowledge.** Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
   a. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
   b. Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
   c. Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

4. **Assessment.** Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
   a. Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
   b. Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
   c. Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
   d. Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
5. **Instructional Planning and Strategies.** Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

   a. Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.

   b. Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

   c. Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

   d. Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

   e. Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

   f. Beginning special education professionals teach to mastery and promote generalization of learning.

6. **Professional Learning and Ethical Practice.** Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

   a. Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

   b. Beginning special education professionals understand how foundational knowledge and current issues influence professional practices.

   c. Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

   d. Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

   e. Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

   f. Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

7. **Collaboration.** Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

   a. Beginning special education professionals use the theory and elements of effective collaboration.

   b. Beginning special education professionals serve as a collaborative resource to colleagues.

   c. Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
Professional special educators are guided by the CEC professional ethical principles, practice standards, and professional policies in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families.

They are committed to upholding and advancing the following principles:

1. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.

2. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.

3. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.

4. Practicing collegially with others who are providing services to individuals with exceptionalities.

5. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.

6. Using evidence, instructional data, research, and professional knowledge to inform practice.

7. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.

8. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.

9. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in the laws, regulations, and policies.

10. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.

11. Engaging in the improvement of the profession through active participation in professional organizations.

12. Participating in the growth and dissemination of professional knowledge and skills.

Approved, January 2010
Note: These teaching responsibilities replace the requirements for student teachers in the general education classroom. The university supervisor, cooperating teacher, and preservice teacher should meet early in the experience to develop a plan for the preservice teacher to meet the requirements.

Student Teaching Experience Checklist
1. The student teacher will complete the Instructional Strategist I Student Teaching Experience Checklist.

Record Review, Assessment, and Educational Planning

Record Review:
2. The student teacher will perform a Record Review for a student, following federal and state confidentiality mandates. The materials should include student IEPs and cumulative record information, as well as general records held by the cooperating teacher. The review should include the following:
   a. List of student’s strengths and/or weaknesses
   b. Student observation
   c. Student’s current level of academic and/or behavioral performance
   d. Evidence of peer comparison (e.g., class averages, grade level outcomes, etc.)
   e. Specific assessment information as it relates to the area(s) of concern/ review (e.g., DIBELS, Basic Reading Inventory, academic probes, etc.)
   f. Current grade level outcomes (e.g., report cards, Iowa Assessment scores, behavior reports, norming, etc.)
   g. Current and previous IEPs
   h. Student work samples
   The final product of this piece of the record review is a written summary of the data collected, which will assist the student teacher in planning an academic intervention for the specific student.

Assessment:
3. The student teacher will administer, score, and interpret a standardized and/or curriculum based test and summarize how the results were or will be used. The final product will include the test protocol/materials, the scored student assessment, and the interpretation of the results, including a summary of how the results were or will be used.

NOTE: The above activities should be done with an individual student.

Educational Planning (Academic):
4. Based on the information gathered in the first two assignments, the student teacher will plan, implement, and evaluate academic intervention lessons using a variety of learning strategies to meet the specific student needs during individual and group instruction. (Use an appropriate lesson plan format.) The student teacher should deliver lessons in preacademic skills, academic skills, social skills, and/or communication skills. Each lesson plan should include the following:
   a. IEP goal/objective, district standard/benchmark, lesson objective(s);
   b. student outcome(s);
   c. baseline data;
   d. procedures, including materials, intervention, timeline, and assessment; and
   e. data to show results of the lesson and summary of how the data was/will be used to further instruction.
**Educational Planning (Behavior):**

5. The student teacher will conduct formal and informal observations on a specific behavior exhibited by an individual or group of students. A summary of those data should be written. This may include experience in conducting a functional behavioral assessment related to a behavior of concern for an individual student.

6. Based on the information gathered in assignment #8, the student teacher will plan, implement, and evaluate a behavioral intervention, as needed, for an individual student or a group of students. The behavioral intervention will include the following:
   a. identification and description of the target behavior (potential functions of the behavior if they were identified);
   b. baseline data;
   c. intervention strategy, including reinforcements and/or consequences;
   d. data to show results of intervention and summary of how data was/will be used to further instruction.

**IEP:**

7. The student teacher will write an IEP, using the format prescribed by the state of Iowa. If possible, the student teacher will get experience using electronic IEPs.
   If the coop teacher has no students going through the annual review or re-evaluation process, the student teacher will use data collected from the first three assignments and develop a goal page for each academic and/or behavioral area (including the state of Iowa core content standard and grade level benchmarks(s) upon which each goal is based; district standards and grade level benchmarks upon which each goal is based; current academic achievement and functional performance; baseline data; measurable annual goal; major milestones/short term objectives; and progress monitoring procedures).

8. The student teacher will summarize and analyze a student’s progress toward his/her IEP goal(s).

9. The student teacher will maintain/update an IEP during the course of the student teaching experience.

**Collaboration**

10. The student teacher will collaborate with other professionals, as needed. This may include:
    a. building problem-solving or pre-referral team;
    b. multidisciplinary team;
    c. general and other special education teachers;
    d. parents;
    e. support staff;
    f. administrators;
    g. paraeducators; and/or
    h. auxiliary service providers.

At the end of the eight-week session, the student teacher will have a written summary of these collaborative sessions, which will be turned into the university supervisor. Your summary should focus on your collaborative experiences, your feelings as you collaborated (what worked well, what didn’t work so well, how might you change your collaborative behavior in the future, etc.), your responses (how you responded during the collaborative sessions, did your response style change over time), etc. The purpose of this assignment is to help you reflect on your effectiveness as a collaborative professional.
11. If possible, the student teacher will co-teach with a general education teacher. If co-teaching is not possible, the student teacher will collaborate with a general education teacher concerning academic and/or behavior issues for an individual student, a small group, or an entire class.

- If co-teaching was done, the plan should include:
  
a. a description of the joint planning done to write the lesson;
  
b. a copy of the lesson plan, with responsibilities of each person clearly identified;
  
c. a summary of the resulting data and how it was/will be used to further instruction; and
  
d. a reflection on the co-teaching experience, including an analysis of the strengths of the lesson and changes that may need to be made should the lesson be taught at another time.

- If the collaboration was done, the plan should include:
  
a. a description of the collaboration;
  
b. some indication of information communicated between involved parties;
  
c. a description and an explanation of plan or intervention agreed upon, including the responsibilities of each person;
  
d. evaluation and a description of the results of the plan or intervention and any changes made;
  
e. an indication of the next step in the collaboration process; and
  
f. a reflection on the collaborative experience, including an analysis of the student teacher's strengths and areas that could be improved.

Parent/Guardian Communication

12. The student teacher will attend and prepare a written summary of a parent/guardian interaction or conference. This could include parent/teacher conferences, building assistance meetings, staffings, notes, calls, or meetings. This assignment references Iowa Teaching Standard #7. The written summary should include:

- the purpose of the conference
- description of your participation and communication
- narrative of what took place
- outcome of the conference

NOTE: Confidentiality must be maintained. Initials, instead of full names, should be used.

Administration

13. The student teacher should interview the building administrator or Director of Special Education. A written summary of the interview should be completed and submitted to the supervisor, discussing what was learned from the interaction. Areas to be discussed might include the following:

- Current issues and/or trends in special education
- Due process
- Teacher evaluation
- Funding
- Federal legislation, such as No Child Left Behind or IDEA 2004

The student teacher should show the list of questions to be asked to the cooperating teacher and the university supervisor for feedback prior to the interview.

Additional Special Education Classrooms or Programs

14. The student teacher should visit other special education classrooms or programs in the school district. A brief summary of the visit, explaining what was learned and observed, should be completed. The cooperating teacher may be able to give suggestions of possible sites within the school district.
Timeline of Special Education Student Teaching Experience

**Week 1**
- Learn student names
- Become familiar with building
- Become familiar with the physical aspects of the classroom, concepts, and skills being developed for each student
- Write and send out parent communication letter
- Discuss with your cooperative teacher the tentative assignment complete dates and phasing in of the teaching progression

**Week 2**
- Record review of one or two students
- Work with cooperative teacher to determine behavior and academic target students for academic and behavioral projects

**Week 3**
- Gather baseline data for academic and behavior intervention
- Write up intervention plan
- Work on implementing academic and behavior intervention and gathering data

**Week 4**
- Provide university supervisor with update on progress with academic and behavior interventions
- Work on implementing academic and behavior intervention and gathering data
- Write up collaboration experience

**Week 5**
- Work on implementing academic and behavior intervention and gathering data

**Week 6**
- Work on implementing academic and behavior intervention and gathering data

**Week 7**
- Turn in academic and behavior intervention projects (the projects should include baseline, goal, and progress documentation)

**Week 8**
- Finish up and turn in all projects
- Check with supervisor and cooperative teacher to ensure all assignments are completed prior to three-way evaluation conference
Teaching Responsibility Checklist

Week 2
☐ Record review written summary
☐ Standardized and/or curriculum based test summary of results
☐ Copy of parent communication letter to supervisor

Week 4
☐ Oral update of intervention progress (with university supervisor)
☐ Summary of co-teaching or collaboration experience with general education teacher

Week 7
☐ Academic and Behavioral intervention due (this includes individual lesson plans as well as the final written intervention projects)

Week 8 (if not previously turned in to university supervisor)
☐ IEP OR goal page(s), summary and analysis of the student’s progress toward his/her goal, and any other IEP materials
☐ Summary of collaborative sessions
☐ Summary of parent/guardian interaction or conference
☐ Summary of interview with building administrator or Director of Special Education
☐ Summary of visit of other special education classrooms or programs
Instructional Strategist I: Mild/Moderate (K-8)
Special Education Student Teaching
Experience Checklist

The following are suggested experiences and teaching activities. It is not essential to complete all of the items listed, but efforts should be made to address those appropriate to your situation and grade/subject level. Check each item when completed.

1. Orientation Experiences
   met building personnel
   _____ principal
   _____ secretary
   _____ unit team teachers
   _____ other teachers
   _____ special teachers
   _____ custodian
   _____ cafeteria workers
   _____ other staff
   media specialist
   located building areas
   _____ toured the building
   _____ toured the media center
   _____ examined curriculum material
   _____ located the professional library
   _____ observed playground area
   _____ observed lunchroom area
   _____ informed about copying machines, projectors, etc.

2. Discussion with Cooperating Teacher
   school policy
   _____ discipline
   _____ daily schedule
   _____ fire drill, etc.
   _____ injuries, illness, absence
   _____ rule (classroom & school)
   _____ faculty meetings
   _____ ethics/legal issues
   _____ purchasing, budgeting
   school & community resources
   unit/room policy
   _____ progress monitoring for IEP
   _____ scheduling of IEPs
   _____ behavior management
   _____ classroom management
   _____ social skills instruction
   _____ district standards/benchmarks
   _____ adapting general education curriculum
   _____ monitoring IEP modifications and accommodations and progress on goals
   _____ interpreting educational test results
   _____ co-teaching

3. Observation of cooperating teacher with attention to:
   _____ progress monitoring
   _____ video/media
   _____ individual student
   _____ use of information technology
   _____ questioning
   _____ directions
   _____ evaluation
   _____ social skills
   classroom discussion(s)
   _____ groups working simultaneously
   small group
   budgeting of time
   interaction
   listening
   parent/teacher communication
4. Planning performance:
   submitted written plans for daily lessons to your cooperating in advance (according to
teacher request) so that revisions can be made if needed
   ____ submitted worksheets, teaching aids a day in advance
   ____ made long-range plans for full-time teaching
   ____ shared plans orally with students
   ____ prepared assessment for progress monitoring and evaluated results
   ____ developed lessons to address individual needs of students with mild/moderate disabilities

5. Teaching:
   ____ taught individual students or small group in a subject area over a period of time
   ____ planned, implemented, and evaluated an academic intervention for a student
   ____ planned, implemented, and evaluated a behavior intervention for a student
   ____ taught lessons which incorporated the following resources or motivational strategies:
   ____ lecture
   ____ textbook
   ____ discussion
   ____ video/audio tape
   ____ evaluation
   ____ model
   ____ bulletin board
   ____ worksheet
   ____ game
   ____ computer

6. Other activities:
   ____ read quality literature
   ____ set up an interest area
   ____ collected file materials
   ____ participated in an outdoor field trip
   ____ attended an IEP meeting
   ____ attended a faculty meeting
   ____ attended professional meeting or in-service
   ____ visited area resource center
   ____ arranged for parent contact/involvement
   ____ attended a staffing
   ____ attended open house/school assembly
   ____ completed a mock interview

7. Evaluation:
   ____ evaluated your performance daily with your cooperating teacher
   ____ video-taped (consult local district policy for obtaining permission)
   ____ evaluated daily lessons with students
   ___ utilized a local district evaluation form as an additional form of feedback

Special Education Supervisor _______________________________
IOWA STATE UNIVERSITY
College of Human Sciences
INSTRUCTIONAL STRATEGIST I
MID-TERM STUDENT TEACHING PROGRESS REPORT
(Due Week 4 or 5)

Student Teacher

Cooperating Teacher

Date

Please evaluate your student teacher's present competencies in the following areas by assigning ratings of 4-1. After using the progress report as the focus of a conference with your student teacher, please return it to the university supervisor.

Key: 4=Proficient  3=Acceptable  2=Developing  1=Unacceptable

Personal Behaviors

Teaching Behaviors continued

_____ Appropriate appearance

_____ Uses variety of materials

_____ Enthusiasm

_____ Plans for individual differences

_____ Resourcefulness

_____ Uses variety in methods

_____ Promptness

_____ Skill in student assessment

_____ Initiative

_____ Questioning skills

_____ Dependable

_____ Time management

_____ Poise

_____ Collaboration skills

_____ Professional Behavior

_____ Tact

_____ Oral & written communication skills

_____ Maturity

_____ Rapport w/ parents

_____ Grammar

_____ Communication of student data

_____ Speech-diction-voice

_____ Rapport w/ staff/administration

_____ Creativity

_____ Acceptance of responsibility

_____ Flexibility

_____ Consistent

_____ Accepts professional criticism

_____ Teaching Behaviors

_____ Motivational techniques

_____ Observation skills/data collection

_____ Rapport and communication w/ students

_____ Organization

Comments:
Iowa State University
University Teacher Education Program
Final Evaluation
Instructional Strategist I: Mild/Moderate Disabilities (K-6)

Student Teacher
Date

Cooperating Teacher
University Supervisor

Placement
Evaluation Completed by

Foundations of Special Education
- Iowa Instructional Strategist I (K-6) Standard 1
  The student teacher:  
  a. Understands and uses federal and state legislation to make decisions.  
  b. Understands and uses definitions relevant to special education when working with children, colleagues, and parents.  
  c. Understands and uses etiologies for students with learning and behavior problems when teaching students with mild/moderate disabilities.

Data Source/Evidence:

<table>
<thead>
<tr>
<th>Proficient</th>
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<tbody>
<tr>
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<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

Comments on Challenges and Strengths:

Characteristics of Learners
- Iowa Instructional Strategist I (K-6) Standard 2
  The student teacher:  
  a. Understands and uses general developmental, academic, social, and functional characteristics of children with mild/moderate disabilities to establish student needs and make sound educational decisions.  
  b. Uses understanding of service delivery system and individual student needs to plan appropriate educational programs for students with mild/moderate disabilities. Relates characteristics to levels of instructional support needed by students with mild/moderate disabilities.

Data Source/Evidence:

<table>
<thead>
<tr>
<th>Proficient</th>
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<tr>
<td>4</td>
<td>3</td>
<td>2</td>
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</tbody>
</table>

Comments on Challenges and Strengths:
Assessment, Diagnosis, and Evaluation

- Iowa Instructional Strategist I (K-6) Standard 3

  The student teacher:  
  a. Understands and uses legal provisions, regulations, and guidelines regarding unbiased assessment and use of instructional assessment measures and psychometric instruments to make diagnostic or evaluation decisions.  
  b. Understands and uses assessment results for individualized program development and management.  
  c. Understands and uses specialized strategies such as functional behavioral assessment appropriately.

Data Source/Evidence:

Methods and Strategies

- Iowa Instructional Strategist I (K-6) Standard 4

  The student teacher:  
  a. Understands and uses research-based strategies and/or interventions to improve student achievement in area of disability.  
  b. Understands and uses differentiated instruction to meet student needs.  
  c. Understands and uses general curriculum to plan instruction.  
  d. Understands and integrates appropriate age- and ability-level academic instruction.  
  e. Understands and uses appropriate assistive technology to enhance student learning.

Data Source/Evidence:
Managing Student Behavior & Social Interaction Skills

- Iowa Instructional Strategist I (K-6) Standard 5

The student teacher: 

a. Understands and uses classroom management theories to provide a safe, appropriate learning environment for students. 

b. Understands and uses research based individual behavioral change strategies and/or interventions appropriate to student needs. 

c. Designs, implements, and evaluates instructional programs that enhance student social participation in family, school, and community activities.

Data Source/Evidence:

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</table>

Comments on Challenges and Strengths:

Communication & Collaborative Partnerships

- Iowa Instructional Strategist I (K-6) Standard 6

The student teacher: 

a. Understands and uses communication and collaboration skills to work effectively with colleagues, paraeducators, parents, administrators, and other professionals to meet student needs, including writing IEPs. 

b. Understands collaborative and consultative roles of special education teachers to integrate students into the general curriculum and the general education classroom, including the use of co-teaching models. 

c. Understands multicultural issues when working with families from other races, religions, cultures, and/or family systems. 

d. Understands and uses community services and local, state, or federal organizations and networks to meet the needs of students and their families.

Data Source/Evidence:

<table>
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Comments on Challenges and Strengths:

ADDITIONAL COMMENTS:
# EVALUATION

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<tbody>
<tr>
<td>Weekly Feedback</td>
<td>58</td>
</tr>
<tr>
<td>Midterm Evaluation</td>
<td>59</td>
</tr>
<tr>
<td>Grading</td>
<td>61</td>
</tr>
<tr>
<td>Final Evaluation</td>
<td>62</td>
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</table>
Remove this form and use to copy. Use weekly to provide direction for your student teacher’s growth. (Assess student teacher at current level of proficiency, not as an experienced teacher.)

Key: 4=Proficient 3=Good 2=Developing 1=Unacceptable NA = Not Assessed

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<tr>
<th>PROFESSIONAL CHARACTERISTICS/SKILLS</th>
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<td>Organization/Budgeting of Time</td>
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<td>Resourcefulness</td>
<td>Motivation of Students</td>
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<td>Professional Appearance/Attitude</td>
<td>Skill in Giving Directions/Discussions</td>
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<td>Dependability/Responsibility</td>
<td>Questioning Skills</td>
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<td>Maintains Accurate Records</td>
<td>Rapport with Students</td>
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<td>Rapport with Staff/Cooperation</td>
<td>Background Knowledge of Subject Matter</td>
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<td>Rapport with Parents/Families</td>
<td>Student Assessment Skills</td>
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<td>Classroom Management/Learning Environment</td>
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<td>Confidence</td>
<td>Monitors/Adjusts Lessons</td>
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<td>Awareness of Individual Needs</td>
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<td>Written Communication</td>
<td>Diversity Awareness</td>
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<td>Variety - Methods/Strategies</td>
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<tr>
<td>Self-Evaluation/Reflection Skills</td>
<td>Variety - Materials/Media/Resources</td>
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</table>

Comments/Suggestions/Goals:
Please evaluate your student teacher at his/her present level of competency, not as an experienced teacher. After using this report as a focus of a conference with your student teacher, return it to the university supervisor. This evaluation will help give direction for the second half of the student teaching session.

**Key:** 4=Proficient  3=Good  2=Developing  1=Unacceptable  NA = Not Assessed

<table>
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<tr>
<th>CONTENT KNOWLEDGE</th>
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<td>Understands how students learn &amp; develop</td>
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<td>Classroom Learning Environment</td>
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<td>Awareness of individual needs</td>
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<td>Establishes and maintains responsible student behavior</td>
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<tr>
<td>Uses time to maximize student achievement</td>
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<tr>
<td>Rapport with students</td>
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<table>
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<td>COMMENTS/SUGGESTIONS/GOALS</td>
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<td>Appropriate objectives/goals</td>
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<td>Questioning skills</td>
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<td>Uses a variety of methods &amp; strategies</td>
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<td>Use of technology/media/materials</td>
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<tr>
<td>Aligns assessment to instruction</td>
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<td>Provides timely feedback</td>
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<td>REFLECTIVE TEACHING &amp; PROFESSIONAL RESPONSIBILITIES</td>
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<td>Self evaluation/reflection skills</td>
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<td>Professional appearance/attitude</td>
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<tr>
<td>Collaborates with students, colleagues, families</td>
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</tbody>
</table>

Key: 4=Proficient  3=Good  2=Developing  1=Unacceptable  NA = Not Assessed

Student Teacher

Cooperating Teacher or Supervisor

Date
GRADING AND EVALUATION OF STUDENT TEACHERS

Grades for the student teaching semester should indicate the competency of a person to be recommended for initial licensure. Competency should be assessed with reference to the student’s peers in the professional setting and as a developing novice teacher. The university supervisor and the cooperating teacher will both recommend a grade at the end of the student teaching session. Iowa State University determines the final grade a student receives for student teaching based upon all of the data gathered.

It is hoped that the terminology used in the grading criteria below will assist not only in determining an appropriate grade for a student, but also in writing his/her recommendation or letter of reference. For elaboration of the grading criteria, please refer to the Final Evaluation Form for Student Teaching.

An individual who earns an A:
• Is capable of functioning effectively and **independently** as an entry level professional person.
• Has demonstrated **outstanding** knowledge, skills and attitudes relevant to a wide variety of professional responsibilities and relationships.
• Has demonstrated a **high level** of self-motivation, ability to learn and interest in his/her development.
• A person who receives an A can be recommended with **slight if any, reservation**.

An individual who earns a B:
• Will need **occasional assistance** in order to function as an entry-level professional person.
• Has demonstrated a **good base** of knowledge, skills and attitudes relevant to professional roles responsibilities and relationships.
• Showed an **adequate level** of self-motivation, ability to learn and interest in his/her development.
• A person who receives a B can be recommended **with confidence** for a position after noting strengths and weaknesses.

An individual who earns a C:
• Will need **considerable assistance** in order to function effectively as an entry-level professional person.
• Has demonstrated **adequate knowledge, skill and attitudes** in some relevant professional areas, and is making progress in developing a good base level in other relevant areas.
• Has demonstrated a **need for more** initiative and/or guidance in his/her learning and continued professional development.
• A person who receives a C can be recommended **with reservations**.

An individual who earns a D:
• May fall short of overall effectiveness as a professional person, even with extensive assistance.
• Demonstrated **limited knowledge, skills and attitudes** relevant to the field and has demonstrated **little progress** in developing an adequate level of functioning necessary to assuming professional responsibilities.
• Effectively showed characteristics that may **preclude success** in working with children and others.
• A person who receives a D **cannot** be recommended for licensure and will be counseled out of the program.

An individual who earns an F:
• Has **inadequate knowledge, skills and attitudes** to function as a professional person.
• Has not demonstrated **sufficient knowledge, skills or attitudes** for an entry level professional.
• Showed characteristics that **could be detrimental** to children and/or others.
• A person who receives an F **cannot** be recommended for licensure and will be counseled out of the program.
SCORING CRITERIA FOR FINAL EVALUATION

In an effort to be consistent with the state of Iowa evaluation process, yet have enough information to determine letter grades for the student teaching experience, we have adopted a five point system.

<table>
<thead>
<tr>
<th>Score</th>
<th>Rating</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Unacceptable</td>
<td>The candidate does not have a grasp on the standard described.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Unacceptable” performances correlate with letter grades that indicate failure or need for remediation, such as D’s and F’s.</td>
</tr>
<tr>
<td>2</td>
<td>Developing</td>
<td>The candidate’s knowledge or performance in this area is rudimentary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Developing” performances indicate limited skills, but reflect a passing grade such as those in the C range. Students who are making progress, but will need additional assistance to be successful are included in this category.</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
<td>The candidate shows an understanding of the standard and performs satisfactorily with continuing support.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Good” performances signify adequate skills on the part of the student teacher to be successful, and correlate with grades in the B range.</td>
</tr>
<tr>
<td>4</td>
<td>Proficient</td>
<td>The candidate has a clear grasp of the standard and translates knowledge into effective practice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Proficient” performances are reserved for those students who exhibit higher level skills, are independent, and have gone well beyond minimum expectations for licensure. These students would be earning grades in the A range.</td>
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<tr>
<td>5</td>
<td>Distinguished</td>
<td>The candidate shows advanced depth of knowledge of the standard and enriches student learning.</td>
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<tr>
<td></td>
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<td>“Distinguished” performances are given to the infrequent but exceptional A+ student who is excellent and exemplary in their teaching skills.</td>
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<td>Content Knowledge – The student teacher:</td>
<td>Exceeds Standards</td>
<td>Meets Standards</td>
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<td>ISU InTASC Standard #4 - Content Knowledge</td>
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<tr>
<td>Iowa Teaching Standard #2 - Competence in knowledge appropriate to teaching position</td>
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<tr>
<td>The student teacher: a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. b. Uses knowledge of students’ development to make learning experiences in the content areas meaningful and accessible for every student. c. Relates ideas and information within and across content areas. d. Understands and uses instructional strategies that are appropriate to the content area.</td>
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<tr>
<td>Comments on Challenges and Strengths:</td>
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<td></td>
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<tr>
<td>What area of improvement are needed?</td>
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<tr>
<td>Name two areas of strength.</td>
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<td>2.</td>
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</table>
### Student Learner – The student teacher:

<table>
<thead>
<tr>
<th>ISU Standard #2 - Student Learning</th>
<th>ISU InTASC Standard #1 - Learner Development</th>
</tr>
</thead>
</table>

#### Iowa Teaching Standard #1

Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals. The student teacher:  
- a. Provides evidence of student learning to students, families, and staff.  
- b. Implements strategies supporting student, building, and district goals.  
- c. Uses student performance data as a guide for decision-making.  
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.  
- e. Creates an environment of mutual respect, rapport, and fairness.  
- f. Participates in and contributes to a school culture that focuses on improved student learning.  
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

#### Comments on Challenges and Strengths:

- What area of improvement are needed?

- Name two areas of strength.
  1.  
  2.  

### Diverse Learners – The student teacher:

<table>
<thead>
<tr>
<th>ISU Standard #3 - Diverse Learners</th>
<th>ISU InTASC Standard #2 - Learner Differences</th>
</tr>
</thead>
</table>

#### Iowa Teaching Standard #4

Strategies to deliver instruction that meets the multiple learning needs of students. The student teacher:  
- a. Aligns classroom instruction with local standards and district curriculum.  
- b. Uses research-based instructional strategies that address the full range of cognitive levels.  
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.  
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.  
- e. Connects students’ prior knowledge, life experiences, and interests in the instructional process.  
- f. Uses available resources, including technologies, in the delivery of instruction.

#### Comments on Challenges and Strengths:

- What area of improvement are needed?

- Name two areas of strength.
  1.  
  2.  

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**Data Source/Evidence**

### ISU Standard #2

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Proficient</th>
<th>Good</th>
<th>Developing</th>
<th>Unacceptable</th>
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<tbody>
<tr>
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<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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</tbody>
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**Data Source/Evidence**

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**Data Source/Evidence**
### Planning – The student teacher:

<table>
<thead>
<tr>
<th>Standard &amp; InTASC Standards</th>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
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<tbody>
<tr>
<td>ISU Standard #4 &amp; #11 - Instructional Planning and Technology</td>
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</tr>
<tr>
<td>ISU InTASC Standard #7 &amp; #8a - Planning for Instruction and Technology</td>
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**Comments on Challenges and Strengths:**

What area of improvement are needed?

Name two areas of strength.

1.

2.

### Data Source/Evidence

### Teaching Strategies – The student teacher:

<table>
<thead>
<tr>
<th>Standard &amp; InTASC Standards</th>
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<tbody>
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<td>ISU Standard #5, #11, &amp; #12 - Instructional strategies, Technology, &amp; Methods of teaching</td>
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<tr>
<td>ISU InTASC Standard #8, #8a, &amp; #5 - Instructional strategies, Technology, Application of content</td>
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</table>

**Comments on Challenges and Strengths:**

What area of improvement are needed?

Name two areas of strength.

1.

2.

### Data Source/Evidence
### Classroom Management – The student teacher:

<table>
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<tr>
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</tbody>
</table>

**ISU Standard #6** - Learning environment/classroom management  
**ISU InTASC Standard #3** - Learning Environment

**Iowa Teaching Standard #6**  
Demonstrates competence in classroom management The student teacher:  
- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.  
- b. Establishes, communicates, models, and maintains standards of responsible student behavior.  
- c. Develops and implements classroom procedures and routines that support high expectations for student learning.  
- d. Uses instructional time effectively to maximize student achievement.  
- e. Creates a safe and purposeful learning environment.

**Comments on Challenges and Strengths:**

What area of improvement are needed?

Name two areas of strength.

1.  
2.  

### Data Source/Evidence

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### Communication – The student teacher:

<table>
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<th>Unacceptable</th>
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</thead>
<tbody>
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**ISU Standard #7** - Communication  
**Iowa Teaching Standard #1**  
Communicates with students, families, colleagues, and communities effectively and accurately. The student teacher:  
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

**Comments on Challenges and Strengths:**

What area of improvement are needed?

Name two areas of strength.

1.  
2.  

### Data Source/Evidence
Assessment of Learning – The student teacher:

<table>
<thead>
<tr>
<th>ISU Standard #8 - Assessment</th>
<th>ISU InTASC Standard #6 - Assessment</th>
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<thead>
<tr>
<th>Iowa Teaching Standard #5</th>
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<tbody>
<tr>
<td>Uses a variety of methods to monitor student learning The student teacher: a. Aligns classroom assessment with instruction. b. Communicates assessment criteria and standards to all students and parents. c. Understands and uses the results of multiple assessments to guide planning and instruction. d. Guides students in goal setting and assessing their own learning. e. Provides substantive, timely, and constructive feedback. f. Works with other staff and building and district leadership in analysis of student progress</td>
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Exceeds Standards | Meets Standards | Unacceptable
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Comments on Challenges and Strengths:

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Name two areas of strength.

1. 
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Data Source/Evidence

Reflective Teaching & Professional Growth – The student teacher:

<table>
<thead>
<tr>
<th>ISU Standard #9 &amp; #10 - Foundations, reflective practice, and professional development &amp; Collaboration, ethics, and relationships</th>
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<tbody>
<tr>
<td>ISU InTASC Standard #9 &amp; #10 - Professional Learning and Ethical Practice, Leadership and Collaboration</td>
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<tr>
<th>Iowa Teaching Standard #7</th>
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<td>Engages in professional growth The student teacher: a. Demonstrates habits and skills of continuous inquiry and learning. b. Works collaboratively to improve professional practice and student learning. c. Applies research, knowledge, and skills from professional development opportunities to improve practice. d. Establishes and implements professional development plans based upon the teacher’s needs aligned to the Iowa Teaching Standards and district/building student achievement goals</td>
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Exceeds Standards | Meets Standards | Unacceptable
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Comments on Challenges and Strengths:

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Data Source/Evidence

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<table>
<thead>
<tr>
<th>Professional Responsibilities – The student teacher:</th>
<th>Exceeds Standards</th>
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<tbody>
<tr>
<td>• <strong>ISU Standard #10</strong> - Collaboration, ethics, and relationships</td>
<td>Distinguished 5</td>
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<td></td>
<td><strong>Iowa Teaching Standard #8</strong></td>
<td>Data Source/Evidence</td>
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<td>Fulfills professional responsibilities established by the school district. The student teacher:</td>
<td><strong>ADDITIONAL COMMENTS:</strong></td>
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<td>a. Adheres to board policies, district procedures, and contractual obligations.</td>
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<td>b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.</td>
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<td>c. Contributes to efforts to achieve district and building goals.</td>
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<td>d. Demonstrates an understanding of and respect for all learners and staff.</td>
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<td></td>
<td>e. Collaborates with students, families, colleagues, and communities to enhance student learning</td>
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</table>
FORMS

Video Release Form 70
Employment Disclosure 71
Student Improvement Plan 72
Dear Parent(s),

As a student teacher from Iowa State University, I am required to videotape myself as I teach a lesson. This videotape will be used as an additional way to evaluate my performance as an instructor. It will not be reproduced or used in any other manner than self-assessment. The tape will be erased after I have completed my student teaching.

This letter is to notify you and ask for permission to allow your student to participate in my videotaping. Please return the bottom half of this sheet indicating your preference. If the form is not returned it will be assumed your student has permission.

Sincerely,

_________________________, ISU Student Teacher

[ ] My student has permission to participate in videotaping.

[ ] I prefer my student not participate in the videotaping.

_________________________  ____________________________
Student’s Name                  Parent/Guardian’s Signature
Employment/Extracurricular Activities During Student Teaching

As a Student Teacher, your first responsibility and main priority is to complete the assigned tasks efficiently and effectively. Your experience during student teaching is important and intense; therefore we ask that you limit your outside work and extra curricular activity responsibilities.

Please document below your work responsibilities and/or extracurricular responsibilities:

**Employment**

Place of Employment: ______________________________ City: ______________

Approximate number of hours per week: ______

Approximate number of hours per weekend: ______

**Extracurricular Responsibilities or Activities**

Name of Responsibility/ Activity                  When
1. ____________________________________                  ______________
2. ____________________________________                  ______________
3. ____________________________________                  ______________
4. ____________________________________                  ______________

**Approved Request for Enrollment in courses during Student Teaching**

1. Course number & title __________________________________________
2. Number of credits __________________________
3. College or Institution _________________________________________
4. Day of week & method of delivery (online, traditional) __________

*I understand that I will limit any of the above outside work and/or extra activity responsibilities if they interfere with my student teaching experience.*

__________________________________________  ________________________
Signature                                      Date

__________________________________________  ________________________
Print Name                                    Date
# STUDENT PLAN FOR IMPROVEMENT

<table>
<thead>
<tr>
<th>NAME:</th>
<th>SCHOOL/GRADE:</th>
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<tbody>
<tr>
<td>DATE/SEMESTER:</td>
<td>COOP TEACHER:</td>
</tr>
</tbody>
</table>

**My understanding of the problem:**

**Steps I will take for continued growth and improvement:**

## STUDENT GOALS:

**Goal #1:**

Method of measurement:

Timeline:

Student Input/Steps for Improvement:

**Goal #2:**

Method of measurement:

Timeline:

Student Input/Steps for Improvement:
<table>
<thead>
<tr>
<th>Goal #3:</th>
</tr>
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<tbody>
<tr>
<td>Method of measurement:</td>
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<td>Timeline:</td>
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<tr>
<td>Student Input/Steps for Improvement:</td>
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<th>Goal #4:</th>
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<td>Method of measurement:</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Student Input/Steps for Improvement:</td>
</tr>
<tr>
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</tbody>
</table>

I, ____________________________, fully understand this Student Improvement Plan and accept responsibility for the listed goals and timelines. I understand that if I do not meet expectations and timelines that I will be dismissed from Student Teaching. I also understand that I get one chance to student teach successfully and cannot repeat this experience, as per Iowa State University policy. In the event that I am dismissed from student teaching, I understand that I will not be recommended for licensure through ISU.

Student Teacher Signature ____________________________      Date________
Clinical Experience Coordinator Signature ________________      Date________
Director of Educator Preparation Signature_________________      Date________