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FCEDS Student Teachers,

Welcome to another exciting milestone in your academic journey! In the upcoming semester you will be participating in the student teaching practicum. The student teaching practicum is designed to provide you with a consistent, high-quality, and appropriate academic experience as you are mentored or coached to ensure your professional and personal success.

At this time, let me use this opportunity to say Congratulations on your next step as a Student Teacher of Family and Consumer Sciences. I am excited for the diverse opportunities that you will activate on your journey, but most importantly, the first-hand experience you will have as you create an impact on young minds.

As a reminder, there are support services available through the Teacher Education Services to assist you on your journey. Your academic success depends greatly on how well you take responsibility for your own education, including taking the initiative to achieve academic excellence. Remember to take advantage of the services available to you as soon and as often as you need them.

We are sure that you will excel on your journey but there is always someone here to assist in your transition to student teaching. I have provided my contact information on page 2 for your convenience. If you need any assistance with TK20, lesson planning, instructional strategies, etc, please do not hesitate to contact me.

I look forward to supporting your academic and personal success through Iowa State University, Family and Consumer Sciences Education and Studies.

Troy Anderson,
FCEDS Program Coordinator
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!
Teacher Services
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 Teacher Education 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 (for students admitted in fall 2010 and after).
- Violent Incident Response Training (VIRT) prior to the beginning of student teaching.
STUDENT TEACHING POLICIES

Non-discrimination Statement –
   o “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 –
   o 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.
   o 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 –
   o 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 –
   o 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 -
   o The student teacher will inform the cooperating teacher and university supervisor of any absences.
   o If absent, substitute-quality lesson plans should be provided to the cooperating teacher prior to the beginning of the school day.
   o Two or more days of absences in a half-session placement must be reported to your ST Coordinator
   o Three or more days of absences in a full session placement must be reported to your ST Coordinator
   o Any extenuating circumstances requiring time off must be negotiated with the ST Coordinator, Cooperating Teacher and Supervisor.
   o The student teaching experience may be terminated or extended due to absences.
   o 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.
   o 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 being recommended for licensure. Contact your Program Coordinator or Al Campbell, 0133 MacKay, 515-294-0671, or email arc@iastate.edu for more information. **FCEDS student teachers should have completed portfolio from FCEDS 306/413 and can add additional items during student teaching prior to End of Student Teaching Shop Talk with Program Coordinator for recommendation.**
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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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 Program 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

Family and Consumer Sciences National Standards (Updated 2011) 19
ISU Teacher Education In-TASC Standards (Adopted Fall 2015) 51
ISU Teacher Education Standards (Prior to Fall 2015) 53
State of Iowa Teaching Standards 54
FAMILY AND CONSUMER SCIENCES NATIONAL STANDARDS

The Iowa Family and Consumer Sciences model includes national standards, national benchmarks, national indicators, model Iowa comprehensive occupational competencies, and academic proficiencies. (Revalidated National Standards 2009)

CAREER, COMMUNITY, AND FAMILY CONNECTIONS

STANDARD 1: Integrate multiple life roles and responsibilities in family, work, and community settings.

BENCHMARKS:
1.1-Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community and global).

INDICATORS/COMPETENCIES:
1.1.1 Summarize local and global policies, issues, and trends in the workplace and community that affect individuals and families.
1.1.2 Analyze the effects of social, economic, and technological change on work and family dynamics.
1.1.3 Analyze ways that individual career goals can affect the family’s capacity to meet goals for all family members.
1.1.4 Analyze potential effects of career path decisions on balancing work and family.
1.1.5 Define goals for life-long learning and leisure opportunities for all family members.
1.1.6 Develop a life plan including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.

1.2 Demonstrate transferable and employability skills in school, community and workplace settings.
1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.
1.2.2 Demonstrate job seeking and job keeping skills.
1.2.3 Apply communication skills in school, community and workplace settings.
1.2.4 Demonstrate teamwork skills in school, community and workplace settings.
1.2.5 Analyze strategies to manage the effects of changing technologies in workplace settings.
1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.
1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.
1.2.8 Demonstrate work ethics and professionalism.

1.3 Evaluate the reciprocal effects of individual and family participation in community activities.
1.3.1. Analyze goals that support individuals and family members in carrying out community and civic responsibilities.
1.3.2. Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.
1.3.3. Analyze personal and family assets and skills that provide services to the community.
1.3.4 Analyze community resources and systems of formal and informal support available to individuals and families.
1.3.5 Analyze the effects of public policies, agencies, and institutions on the family.
1.3.6 Identify ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families.
MODEL IOWA COMPREHENSIVE OCCUPATIONAL COMPETENCIES (INDICATORS):

1. Demonstrate alternative ways of effective communication.
2. Describe ways to build good interpersonal relationships.
3. Identify risks of sexual activity.
4. Identify and demonstrate appropriate response to family problems and crisis.
5. Identify forms of stereotyping and discrimination and utilize appropriate responses.
7. Identify ways to deal with peer pressure.
8. Describe ways to strengthen family.
9. Identify the ways to balance work, family and individual needs.
10. Develop short and long-term planning, goal-setting and decision-making skills.
11. Analyze family living/parenthood related occupations.
12. Demonstrate community involvement and responsibility.
13. Locate and/or utilize community resources available to self and family.
14. Analyze personal needs and characteristics and their impact on family, career and community.
15. Evaluate effective conflict prevention and management techniques.
16. Demonstrate teamwork and leadership skills in the family, workplace, and community.
17. Demonstrate standards that guide behavior in interpersonal relationships.

ACADEMIC PROFICIENCIES (NO CHILD LEFT BEHIND):

Language Arts
• Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
• Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks
• Demonstrates competence in speaking to provide, distribute, or find information
• Adapts listening strategies to utilize verbal and nonverbal content of communication
• Demonstrates competence in making oral formal and informal presentations, including selecting and using media
• Demonstrates competence in writing and editing documents, using correct grammar, and punctuation

Mathematics
• Adds, subtracts, divides, and multiplies whole and mixed numbers, fractions, and decimals
• Mentally adds, subtracts, divides and multiplies whole numbers

CONSUMER AND FAMILY RESOURCES

STANDARD 2: Evaluate management practices related to the human, economic, and environmental resources.

BENCHMARKS:
2.1- Demonstrate management of individual and family resources, such as food, clothing, shelter, health care, recreation, transportation, time and human capital.

INDICATORS/COMPETENCIES:
2.1.1 Apply management and planning skills and processes to organize tasks and responsibilities.
2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.
2.1.3 Analyze decisions about providing safe and nutritious food for individuals and families.
2.1.4 Apply consumer skills to providing and maintaining clothing.
2.1.5 Apply consumer skills to decisions about housing, utilities, and furnishings.
2.1.6 Summarize information about procuring and maintaining health care to meet the needs of individuals and family members.
2.1.7 Apply consumer skills to decisions about recreation.
2.1.8 Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members.

2.2 Analyze the relationship of the environment to family and consumer resources.
2.2.1 Analyze individual and family responsibility in relation to the environmental trends and issues.
2.2.2 Summarize environmental trends and issues affecting families and future generations.
2.2.3 Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.
2.2.4 Explain government regulations for conserving natural resources.

2.3 Analyze policies that support consumer rights and responsibilities.
2.3.1 Analyze state and federal policies and laws providing consumer protection.
2.3.2 Analyze how policies become laws related to consumer rights.
2.3.3 Analyze skills used in seeking information related to consumer rights.

2.4 Evaluate the effects of technology on individual and family resources.
2.4.1 Summarize types of technology that effect family and consumer decision-making.
2.4.2 Analyze how media and technological advances affect family and consumer decisions.
2.4.3 Assess the use of technology and its effect on quality of life.

2.5 Analyze relationships between the economic system and consumer actions.
2.5.1 Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.
2.5.2 Analyze individual and family roles in the economic system.
2.5.3 Analyze economic effects of laws and regulations that pertain to consumers and providers of services.
2.5.4 Analyze practices that allow families to maintain economic self-sufficiency.

2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.
2.6.1 Evaluate the need for personal and family financial planning.
2.6.2 Apply management principles to individual and family financial practices.
2.6.3 Apply management principles to decisions about insurance for individuals and families.
2.6.4 Evaluate personal and legal documents related to managing individual and family finances.

MODEL IOWA COMPREHENSIVE OCCUPATIONAL COMPETENCIES (INDICATORS):
1. Identify resources and procedures for planning expenses, saving and managing finances.
2. Apply the principles of management in the home (i.e., prioritizing, planning, delegation, evaluation, time allocation).
3. Use the decision-making planning process to calculate expenses, savings and to manage finances.
4. Develop plans to protect and track resources.
5. Analyze economic use of resources.

ACADEMIC PROFICIENCIES (NO CHILD LEFT BEHIND):

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Language Arts
• Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts and vocabulary
• Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks
• Demonstrates competence in speaking to provide, distribute, or find information
• Demonstrates competence in writing and editing documents, using correct grammar, and punctuation
• Demonstrates competence in making oral formal and informal presentations, including selecting and using media
• Adapts listening strategies to utilize verbal and nonverbal content of communication

Mathematics
• Interprets charts, tables, and graphs
• Adds, subtracts, divides, and multiplies, mixed numbers, fractions, and decimals
• Uses a calculator to add, subtract, divide, and multiply whole and mixed numbers, decimals, calculate square root, percentages and ratios
• Mentally adds, subtracts, divides and multiplies whole numbers

CONSUMER SERVICES

STANDARD 3: Integrate knowledge, skills, and practices required for careers in consumer services.

BENCHMARKS:
3.1 Analyze career paths within consumer service industries.

INDICATORS/COMPETENCIES:
3.1.1 Explain roles and functions of individuals engaged in consumer service careers.
3.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
3.1.3 Summarize education and training requirements and opportunities for career paths in consumer services.
3.1.4 Analyze the effects of the consumer service industry on local, state, national, and global economies.
3.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in consumer service careers.
3.1.6 Analyze the role of professional organizations in consumer service careers.

3.2 Analyze factors that impact consumer advocacy.
3.2.1 Analyze the role of advocacy groups at state and national levels.
3.2.2 Analyze the contributions of policy makers to consumer advocacy.
3.2.3 Demonstrate strategies that enable consumers to become advocates.
3.2.4 Analyze the effects of consumer protection laws on advocacy.
3.2.5 Apply strategies to reduce the risk of consumer fraud.
3.2.6 Analyze the role of media in consumer advocacy.
3.2.7 Analyze the effects of manufacturers’ policies and procedures on advocacy.
3.2.8 Analyze the use of educational and promotional materials in consumer advocacy.

3.3 Analyze factors in developing a long-term financial management plan.
3.3.1 Explain the effects of the economy on personal income, individual and family security, and consumer decisions.
3.3.2 Demonstrate components of a financial planning process that reflects the distinction between needs, wants, values, goals, and economic resources.
3.3.3 Analyze the effect of consumer credit in long-term financial planning.
3.3.4 Compare investment and savings alternatives.
3.3.5 Analyze the effects of risk management strategies on long-term financial planning.
3.3.6 Analyze the effect of key life transitions on financial planning.
3.3.7 Explain the role of estate planning in long-term financial planning.
3.3.8 Analyze factors that influence establishing and maintaining a good credit rating and the effect of credit ratings on rates and terms for credit and insurance.

3.4 Analyze resource consumption for conservation and waste management practices.
3.4.1 Investigate sources and types of residential and commercial energy, water policy and usage, waste disposal, and pollution issues.
3.4.2 Evaluate local, state, and national private and government consumer programs and services to recycle and conserve energy and environmental resources.
3.4.3 Explore strategies and practices to conserve energy and reduce waste.
3.4.4 Examine waste management issues.
3.4.5 Examine roles of government, industry, and family in energy consumption.

3.5 Demonstrate skills needed for product development, testing, and presentation.
3.5.1 Conduct market research to determine consumer trends and product development needs.
3.5.2 Design or analyze a consumer product.
3.5.3 Analyze features, prices, product information, styles, and performance of consumer goods for potential trade-offs among the components.
3.5.4 Evaluate a product utilizing valid and reliable testing procedures.
3.5.5 Apply statistical analysis processes to interpret, summarize, and report data from tests.
3.5.6 Evaluate the labeling, packaging, and support materials of consumer goods.
3.5.7 Demonstrate a product to educate an audience about a new product on the consumer market.
3.5.8 Utilize appropriate marketing and sales techniques to aid consumers in the selection of goods and services that meet consumer needs.

MODEL IOWA COMPREHENSIVE OCCUPATIONAL COMPETENCIES (INDICATORS):
1. Identify consumer rights and responsibilities.
2. Evaluate advertising, warranties, written contracts and quality of goods and equipment.
3. Analyze consumer education and advocacy careers.
4. Locate and/or utilize consumer education resources for assistance.
5. Assess potential purchases in relation to resources.

ACADEMIC PROFICIENCIES (NO CHILD LEFT BEHIND):
Language Arts
• Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
• Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks
• Demonstrates competence in speaking to provide, distribute, or find information
• Adapts listening strategies to utilize verbal and nonverbal content of communication
• Demonstrates competence in making oral formal and informal presentations, including selecting and using media
• Demonstrates competence in writing and editing documents, using correct grammar, and punctuation

Mathematics
• Interprets charts, tables, and graphs
• Solves problems and generates conclusions using deductive reasoning
• Mentally, manually, and by calculator, adds, subtracts, divides, multiplies whole and mixed numbers, fractions, decimals, calculates square root, percentages, and formulas
• Understands and applies basic and advanced methods of measurement
• Understands sampling theory, probability theory, and error of measure
• Calculates and evaluates algebraic expressions; and solves problems and generates conclusions using deductive reasoning
• Calculates and evaluates basic statistical routines
• Constructs charts, tables, and graphs

Science
• Applies and uses maps, charts, tables and graphs to complete tasks
• Applies and uses scientific methods to solve problems
• Identifies operational definitions
• Uses computers for information processing

EARLY CHILDHOOD, EDUCATION, AND SERVICES

STANDARD 4: Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

BENCHMARKS:
4.1 Analyze career paths within early childhood, education, and services.

INDICATORS/COMPETENCIES:
4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.
4.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.
4.1.4 Analyze the impact of early childhood, education, and services occupations on local, state, national, and global economies.
4.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in education and early childhood.
4.1.6 Analyze the role of professional organizations in education and early childhood.

4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.
4.2.1 Analyze child development theories and their implications for educational and childcare practices.
4.2.2 Apply a variety of assessment methods to observe and interpret children’s growth and development.
4.2.3 Analyze cultural and environmental influences when assessing children’s development.
4.2.4 Analyze abilities and needs of children and their effects on children’s growth and development.
4.2.5 Analyze strategies that promote children’s growth and development.

4.3 Demonstrate integration of curriculum and instruction to meet children’s developmental needs and interests.
4.3.1 Analyze a variety of curriculum and instructional models.
4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children.
4.3.3 Implement an integrated curriculum that incorporates a child’s language, learning styles, early experiences, and cultural values.
4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.
4.3.5 Arrange learning centers that provide for children’s exploration, discovery, and development.
4.3.6 Establish activities, routines, and transitions.

4.4 Demonstrate a safe and healthy learning environment for children.
4.4.1 Manage physical space to maintain learning.
4.4.2 Apply safe and healthy practices that comply with state regulations.
4.4.3 Implement strategies to teach children health, safety, and sanitation habits.
4.4.4 Plan safe and healthy meals and snacks.
4.4.5 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.
4.4.6 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.

4.5 Demonstrate techniques for positive collaborative relationships with children.
4.5.1 Apply developmentally appropriate guidelines for behavior.
4.5.2 Demonstrate problem-solving skills with children.
4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children.
4.5.4 Implement strategies for constructive and supportive interactions between children and families.
4.5.5 Analyze children’s developmental progress and summarize developmental issues and concerns.

4.6 Demonstrate professional practices and standards related to working with children.
4.6.1 Utilize opportunities for continuing training and education.
4.6.2 Apply professional ethical standards as accepted by the recognized professional organizations.
4.6.3 Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs.
4.6.4 Demonstrate enthusiasm, initiative, and commitment to programs goals and improvements.
4.6.5 Apply business management skills to planning businesses in early childhood, education, and services.

MODEL IOWA COMPREHENSIVE OCCUPATIONAL COMPETENCIES (INDICATORS):
1. Identify personal qualities required for childcare providers.
2. Identify basic elements (principles) of child development with emphasis on age appropriate behaviors/expectations of physical, emotional, intellectual, and social development.
3. Assess a child in the four developmental areas: physical, social, intellectual, and emotional.
4. Observe and record a child’s developmental progress.
5. Plan and implement appropriate activities to promote development in children and adolescents in the following areas: outdoor/indoor, gross/fine motor, language development, creativity, visual, auditory and tactile stimulus, cognitive, nutrition, and social development.
6. Analyze the impact of caregiver practices on a child’s self-esteem.
7. Plan, prepare, and serve nutritional snacks/meals that allow for self-feeding when appropriate.
8. Identify proper nutritional needs and use appropriate feeding procedures for infants and toddlers.
10. Identify the elements of a healthy and safe environment.
11. Demonstrate the appropriate and effective methods of guidance when caring for children.
12. Analyze the importance of play on the development of children.
13. Identify issues that relate to the care of school-age children.
15. Demonstrate the ability to maintain accurate records.
16. Develop personnel and center policies based on state guidelines.
17. Analyze the functions of a childcare facility in a community.
18. Demonstrate the ability to communicate and interact with families in an appropriate manner.
19. Identify issues involved in the daily care of children in a least restricted environment.
20. Identify factors contributing to child abuse.
22. Identify procedures for reporting and documenting child abuse.
23. Select and demonstrate age appropriate safety restraint techniques when transporting children.
24. Identify legal issues related to childcare to include: confidentiality, custody, corporal punishment, personal and center liability, transporting children, and medical emergencies.
25. Identify rules and regulations governing childcare.
26. Incorporate multicultural, nonsexist experiences in all aspects of childcare.
27. Analyze the diverse needs of children.
28. Identify characteristics of professionalism required for child care providers to include: responsibility to children, families, staff and center; advocacy for children; professional pride; respect of children, families, and staff; and professional growth.
29. Demonstrate the ability to locate and/or utilize child development and parenting resources.
30. Assess the impact of parenting roles and responsibilities on the well being of children and families.
31. Investigate health concerns and needs at all stages of development.
32. Identify the additional challenges of teen pregnancy and parenting.
33. Describe the process of sexual reproduction, stages of pregnancy, and the birthing process.
34. Analyze contraception and family planning methods.
35. Analyze career pathways within early childhood development, education, and services.

**ACADEMIC PROFICIENCIES (NO CHILD LEFT BEHIND):**

**Language Arts**
- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks
- Demonstrates competence in speaking to provide, distribute, or find information
- Demonstrates competence in writing and editing documents, using correct grammar, and punctuation

**Mathematics**
- Adds, substracts, divides, and multiplies whole and mixed numbers, fractions, and decimals

**Science**
- Applies and uses maps, charts, tables, and graphs to complete tasks
- Applies and uses scientific methods to solve problems
- Describes and explains organisms development and adaptation
- Uses computers for information processing
- Identifies operational definitions
- Knows the environmental impact of materials (solid, liquid, gaseous)
- Understands the effect of chemicals on humans and plants
STANDARD 5: Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.

BENCHMARKS:
5.1 Analyze career paths within the facilities management and maintenance areas.

INDICATORS/COMPETENCIES:
5.1.1 Explain the roles and functions of individuals engaged in facilities management and maintenance careers.
5.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
5.1.3 Summarize education and training requirements and opportunities for career paths in facilities management and maintenance.
5.1.4 Analyze the effects of facilities management and maintenance occupations on local, state, national, and global economies.
5.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in facilities management and maintenance careers.
5.1.6 Analyze the role of professional organizations in facilities management and maintenance professions.

5.2 Demonstrate planning, organizing, and maintaining an efficient housekeeping operation for residential or commercial facilities.
5.2.1 Apply housekeeping standards and procedures.
5.2.2 Operate cleaning equipment and tools.
5.2.3 Manage use of supplies.
5.2.4 Maintain building interior surfaces, wall coverings, fabrics, furnishings, and floor surfaces.
5.2.5 Perform facilities maintenance based on established standards.
5.2.6 Analyze energy efficient methods.
5.2.7 Demonstrate quality services in keeping with customer expectations.

5.3 Demonstrate sanitation procedures for a clean and safe environment.
5.3.1 Analyze the various types of cleaning methods and their environmental effects.
5.3.2 Summarize federal and state regulations regarding safe handling, use, and storage of chemicals.
5.3.3 Apply Occupational Safety and Health Administration (OSHA) regulations to situations where blood borne pathogens exist and need to be labeled and carefully handled.
5.3.4 Select a pest control system appropriate for the facility and the types of pests likely to be present.
5.3.5 Apply Centers for Disease Control (CDC) standards.
5.3.6 Apply the Americans with Disability Act (ADA) regulations.

5.4 Apply hazardous materials and waste management procedures.
5.4.1 Carry out federal, state, and other regulations regarding waste management.
5.4.2 Demonstrate a waste minimization plan.
5.4.3 Practice a recycling program for conservation of resources.
5.4.4 Record presence of hazardous materials and occurrence of hazardous situations accurately and communicate to appropriate authorities.
5.4.5 Determine procedures for safely handling and storing hazardous materials and waste products.
5.4.6 Design energy efficient methods.
5.4.7 Demonstrate safe storage and disposal of pesticides.
5.5 Demonstrate a work environment that provides safety and security.
5.5.1 Design procedures for external and internal emergencies.
5.5.2 Apply security procedures.
5.5.3 Demonstrate safe procedures in the use, care, and storage of equipment.
5.5.4 Apply safety and security procedures as required by Hazard Analysis and Critical Control Point (HACCP), Occupational Safety and Health Administration (OSHA), and other agencies.
5.5.5 Apply procedures for control of infection and infectious materials.

5.6 Demonstrate laundering processes aligned with industry standards and regulations.
5.6.1 Summarize the functions of machines and equipment used in laundry operations.
5.6.2 Demonstrate standard laundry procedures.
5.6.3 Apply procedures for the selection of textiles, chemicals, and equipment associated with laundry.
5.6.4 Apply industry regulations to laundry/linen systems.

5.7 Demonstrate facilities management functions.
5.7.1 Demonstrate quality customer service which exceeds customer expectations.
5.7.2 Demonstrate the elements involved in staff planning, recruiting, interviewing, selecting, hiring, and terminating of employees.
5.7.3 Design staff schedules.
5.7.4 Conduct orientation, regular training and education, and on the job training/retraining.
5.7.5 Demonstrate techniques and strategies to measure work quality of employees.
5.7.6 Apply principles of purchasing and receiving in facility management operations.
5.7.7 Implement procedures to control inventory.
5.7.8 Apply accounting principles in planning, forecasting, and recording profit and loss.
5.7.9 Develop a marketing plan for a business or department.

MODEL IOWA COMPREHENSIVE OCCUPATIONAL COMPETENCIES (INDICATORS):
1. Demonstrate the appropriate use of equipment and supplies.
2. Create and maintain a safe, clean, healthy and secure work environment.
3. Demonstrate oral, visual, written and non-verbal communication skills.

ACADEMIC PROFICIENCIES (NO CHILD LEFT BEHIND):
Language Arts
• Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary

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• Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks
• Demonstrates competence in speaking to provide, distribute, or find information
• Adapts listening strategies to utilize verbal and nonverbal content of communication
• Demonstrates competence in making oral formal and informal presentations, including selecting and using media

Mathematics
• Interprets charts, tables, and graphs
• Adds, subtracts, divides, multiplies whole and mixed numbers, fractions, and decimals
• Uses a calculator to add, subtract, divide, multiply whole and mixed numbers, decimals, calculate square root, percentages, and ratios
• Mentally adds, subtracts, divides, and multiplies whole numbers
• Understands and applies basic and advanced methods of measurement
• Precisely calculates areas, circumferences, perimeters, volume, and surface areas of geometric figures
• Solves problems and generates conclusions using deductive reasoning
• Understands geometric figures using visual perception and line and angle relationships
• Distinguishes characteristics of angles, circles, and arcs
• Measures angles
• Constructs lines, both parallel and perpendicular

Science
• Uses computers for information processing
• Knows the environment impact of materials (solid, liquid, gaseous)
• Identifies acids and bases
• Describes and explains chemical reactions related to contamination

FAMILY

Standard 6: Evaluate the significance of family and its effects on the well being of individuals and society.

BENCHMARKS:
6.1 Analyze the effects of family as a system on individuals and society.

INDICATORS/COMPETENCIES:
6.1.1 Analyze family as the basic unit of society.
6.1.2 Analyze the role of family in transmitting societal expectations.
6.1.3 Analyze global influences on today’s families.
6.1.4 Analyze the role of family in teaching culture and traditions across the life span.
6.1.5 Analyze the role of family in developing independence, interdependence, and commitment of family members.
6.1.6 Analyze the effects of change and transitions over the life course.
6.1.7 Analyze the ways family and consumer sciences careers assist the works of the family.

6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individuals and families.
6.2.1 Demonstrate awareness of multiple diversities and their effects on individuals, families, and society.
6.2.2 Analyze the effects of social and cultural diversity on individuals and families.
6.2.3 Analyze the effects of empathy for diversity on individuals in family, work, and community settings.
6.2.4 Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.
6.2.5 Analyze the effects of globalization and increasing diversity on individuals, families, and society.

MODEL IOWA COMPREHENSIVE OCCUPATIONAL COMPETENCIES (INDICATORS):
1. Analyze the evolving roles of families across the life span.
2. Demonstrate respect for diversity and the impact on individuals and families.
3. Analyze the impact of family and consumer sciences careers on the family.
4. Analyze the family as the basic unit of society.

ACADEMIC PROFICIENCIES (NO CHILD LEFT BEHIND):
Language Arts
• Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
• Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks
• Demonstrates competence in writing and editing documents, using correct grammar, and punctuation
• Demonstrates competence in speaking to provide, distribute, or find information
• Adapts listening strategies to utilize verbal and nonverbal content of communication

FAMILY AND COMMUNITY SERVICES

STANDARD 7: Synthesize knowledge, skills, and practices required for careers in family and community services.

BENCHMARKS:

7.1 Analyze career paths within family and community services.

INDICATORS/COMPETENCIES:

7.1.1 Explain the roles and functions of individuals engaged in family and community service careers.
7.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
7.1.3 Summarize education and training requirements and opportunities for career paths in family and community services.
7.1.4 Analyze the effects of family and community service occupations on local, state, national, and global economies.
7.1.5 Demonstrate job acquisition skills to gain work-based learning opportunities and employment in family and community service careers.
7.1.6 Analyze the role of professional organizations in family and community services professions.

7.2 Analyze factors related to providing family and community services.

7.2.1 Describe local, state, and national agencies and informal support resources providing human services.
7.2.2 Analyze professional, ethical, legal, and safety issues that confront human service employees.
7.2.3 Summarize licensing laws and regulations that affect service providers and their participants.
7.2.4 Analyze harmful, fraudulent, and deceptive human services practices.
7.2.5 Summarize the rights and responsibilities of human services participants and their families.
7.2.6 Analyze effective individuals and family advocacy and self-advocacy strategies to overcome diverse challenges facing human services participants.
7.2.7 Analyze community-networking opportunities in family and community services.

7.3 Demonstrate professional behaviors, skills, and knowledge in providing family and community services.

7.3.1 Apply rules, regulations, and work site policies that affect employer, employee, participant, and family rights and responsibilities.
7.3.2 Demonstrate professional and ethical collaborative relationships with colleagues, support teams, participants, and families.
7.3.3 Maintain accurate and confidential documentation to be submitted in a timely manner to appropriate sources.
7.3.4 Analyze participants’ strengths, needs, preferences, and interests across the life span through formal and informal assessment practices.
7.3.5 Demonstrate use of technology in human services.

7.4 Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions.
7.4.1 Assess health, wellness, and safety issues of individuals and families with a variety of disadvantaging conditions.
7.4.2 Analyze management and living environment issues of individuals and families with a variety of disadvantaging conditions.
7.4.3 Analyze personal, social, emotional, economical, vocational, educational, and recreational issues for individuals and families with a variety of disadvantaging conditions.
7.4.4 Discriminate between situations that require personal prevention or intervention and those situations that require professional assistance.
7.4.5 Analyze situations which require crisis intervention.
7.4.6 Summarize the appropriate support needed to address selected human service issues.

7.5 Identify services for individuals and families with a variety of disadvantaging conditions.
7.5.1 Describe needs and accommodations for people with a variety of disadvantaging conditions.
7.5.2 Analyze ways in which individuals with disadvantaging conditions affect the family and family members financially, socially, and emotionally.
7.5.3 Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.
7.5.4 Summarize the importance of friends, family, and community relationships for an individual with a variety of disadvantaging conditions.
7.5.5 Demonstrate ways to provide support that validates the participant’s capabilities and right to privacy, dignity, and autonomy.
7.5.6 Demonstrate strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.
7.5.7 Demonstrate verbal and nonverbal communication skills that support individuals and families with a variety of disadvantaging conditions.

MODEL IOWA COMPREHENSIVE OCCUPATIONAL COMPETENCIES (INDICATORS):
1. Analyze the basic skills necessary to maintain personal, physical and mental health.
2. Identify personal safety and survival skills.
3. Identify substance abuse, use and non-use.
4. Research procedures for prevention and control of diseases.
5. Identify the needs and concerns of populations with special needs.
6. Analyze family-individual health related occupations.
7. Identify family/individual health resources.
8. Identify resources for populations with special needs.

ACADEMIC PROFICIENCIES (NO CHILD LEFT BEHIND): Language Arts
• Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
• Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks
• Demonstrates competence in speaking to provide, distribute, or find information
• Demonstrates competence in writing, editing, and proofing reports, summaries, and documentation using correct English spelling, grammar, and punctuation
• Adapts listening strategies to utilize verbal and nonverbal content of the communication

Mathematics
• Interprets charts, tables, and graphs

Science
• Analyzes drugs impact on society
• Uses computers for information processing
• Applies and uses maps, charts, tables, and graphs to complete tasks

FOOD PRODUCTION AND SERVICES

STANDARD 8: Integrate knowledge, skills, and practices required for careers in food production and services.

BENCHMARKS:
8.1 Analyze career paths within the food production and food services industries.

INDICATORS/COMPETENCIES:
8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers.
8.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
8.1.3 Summarize education and training requirements and opportunities for career paths in food production and services.
8.1.4 Analyze the effects of food production and services occupations on local, state, national, and global economies.
8.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities.
8.1.6 Analyze the role of professional organizations in food production and services.

8.2 Demonstrate food safety and sanitation procedures.
8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
8.2.2 Employ food service management safety/sanitation program procedures, including Cardiac Pulmonary Resuscitation (CPR) and first aid.
8.2.3 Use knowledge of systems for documenting, investigating, reporting, and preventing food borne illness.
8.2.4 Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food borne illness.
8.2.5 Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.
8.2.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.
8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.
8.2.8 Analyze current types of cleaning materials and sanitizers for proper use and safety hazards.
8.2.9 Use Occupational Safety and Health Administration’s (OSHA) Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in safe handling and storage of hazardous materials.
8.2.10 Demonstrate safe and environmentally responsible waste disposal and recycling methods.
8.2.11 Demonstrate ability to maintain necessary records to document time and temperature control, HACCP, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.
8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.
8.3.1 Operate tools and equipment following safety procedures and OSHA requirements.
8.3.2 Maintain tools and equipment following safety procedures and OSHA requirements.
8.3.3 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
8.3.4 Analyze equipment purchases based on long-term business needs, specific regulations, and codes related to foods.
8.3.5 Demonstrate procedures for safe and secure storage of equipment and tools.
8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.

8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.
8.4.1 Use computer based menu systems to develop and modify menus.
8.4.2 Apply menu planning principles to develop and modify menus.
8.4.3 Analyze food, equipment, and supplies needed for menus.
8.4.4 Develop a variety of menu layouts, themes and design styles.
8.4.5 Prepare requisitions for food, equipment, and supplies to meet production requirements.
8.4.6 Record performance of menu items to analyze sales and determine menu revisions.
8.4.7 Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.

8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.
8.5.2 Demonstrate professional skills for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.
8.5.5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.
8.5.6 Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.
8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
8.5.8 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
8.5.9 Prepare sandwiches, canapés, and appetizers using safe handling and professional preparation techniques.
8.5.10 Prepare breads, baked good and desserts using safe handling and professional preparation techniques.
8.5.11 Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
8.5.12 Demonstrate professional plating, garnishing, and food preparation techniques.
8.5.13 Examine the applicability of convenience food items.
8.5.14 Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.

**8.6 Demonstrate implementation of food service management and leadership functions.**
8.6.1 Apply principles of purchasing, issuing, and storing in food service operations.
8.6.2 Practice inventory procedures including first in/first out concept, date markings, and specific record keeping.
8.6.3 Apply accounting procedures in planning and forecasting profit and loss.
8.6.4 Examine the areas of risk management and legal liability within the food service industry.
8.6.5 Apply human resource policies including rules, regulations, laws, hiring, compensation, overtime, discrimination, and harassment.
8.6.6 Apply the procedures involved in staff planning, recruiting, interviewing, selecting, performance reviewing, and terminating of employees.
8.6.7 Conduct staff orientation, training consistent reinforcement of training standards and education, and on-the-job training/retraining.
8.6.8 Implement marketing plan for food service operations.
8.6.9 Design internal/external crisis management and disaster plans and response procedures.
8.6.10 Apply principles of inventory management, labor cost and control techniques, production planning and control, and facilities management to front and back of the house operations.

**8.7 Demonstrate the concept of internal and external customer service.**
8.7.1 Analyze the role of quality service as a strategic component of exceptional external customer service.
8.7.2 Demonstrate quality services that meet industry standards in the food service industry.
8.7.3 Analyze the relationship between employees and customer satisfaction.
8.7.4 Apply strategies for addressing and resolving complaints.

**MODEL IOWA COMPREHENSIVE OCCUPATIONAL COMPETENCIES (INDICATORS):**
1. Analyze food-related occupations.
2. Create and maintain a safe, clean, healthy and secure environment.
3. Demonstrate the use of recipes in food planning, preparation, and presentation.

**ACADEMIC PROFICIENCIES (NO CHILD LEFT BEHIND):**

**Language Arts**
- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks
- Demonstrates competence in speaking to provide, distribute, or find information
- Demonstrates competence in writing and editing documents, using correct grammar, and punctuation
- Follows written and oral directions to complete tasks
- Informally discusses, requests, and supplies information to associates
- Adapts listening strategies to utilize verbal and nonverbal content of communication

**Mathematics**
- Interprets charts, tables, and graphs
- Adds, subtracts, divides, multiplies whole and mixed numbers, fractions, and decimals
• Uses a calculator to add, subtract, divide, multiply whole and mixed numbers, decimals, calculate square root, percentages, and ratios
• Mentally adds, subtracts, divides, and multiplies whole numbers
• Measures time, temperature, volume, and weight
• Converts word problems to mathematical expressions
• Uses inductive and deductive reasoning to solve problems
• Distinguishes proportions and congruence
• Identifies the application of statistical processes
• Uses a calculator or computer to manipulate formulas
• Understands and applies basic and advanced methods of measurement
• Calculates and evaluates algebraic expressions; and solves problems and generates conclusions using deductive reasoning

Science
• Knows effect of chemicals on humans and plants
• Analyzes and evaluates environmental issues related to waste management
• Applies and uses laboratory techniques safely
• Applies and uses maps, charts, tables and graphs to complete tasks
• Applies and uses scientific methods to solve problems
• Converts measurement units from metric to English and metric
• Describes and explains heat conduction/convection, insulation requirements, radiant heating, temperature, and converts Fahrenheit to centigrade and vice versa
• Measures time to complete a task
• Measures weight, temperature, time and the volumes of liquids and solids
• Uses computers for information processing
• Describes and explains chemical reactions including inhibitors
• Describes and explains the energy conversion process
• Describes and explains pulleys and levers as work saving devices
• Knows the environmental impact of materials (solid, liquid, gaseous)
• Understands the effect of chemicals on humans and plants
• Understands the interaction of organisms with their environment
• Describes the immune system, the digestive system, selected diseases, and causes of weight gain and loss

FOOD SCIENCES, DIETETICS, AND NUTRITION

STANDARD 9: Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition.

BENCHMARKS:
9.1 Analyze career paths within food science, dietetics, and nutrition industries.

INDICATORS/COMPETENCIES:
9.1.1 Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.
9.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
9.1.3 Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition.
9.1.4 Analyze the impact of food science, dietetics, and nutrition occupations on local, state, national, and global economies.
9.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in food science, food technology, dietetics, and nutrition careers.

9.1.6 Analyze the role of professional organizations in food science, food technology, dietetics, and nutrition careers.

9.2 Apply risk management procedures to food safety, food testing, and sanitation.

9.2.1 Analyze factors that contribute to food borne illness.

9.2.2 Analyze food service management safety/sanitation programs.

9.2.3 Implement industry standards for documenting, investigating, and reporting food borne illnesses.

9.2.4 Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes to minimize the risks of food borne illness.

9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.

9.2.6 Demonstrate standard procedures for receiving and storage of raw and prepared foods.

9.2.7 Classify current types of cleaning materials and sanitizers and their proper use.

9.2.8 Use Occupational Safety and Health Administration’s (OSHA) Right to Know Law and Material Safety Sheets (MSDS) and explain their requirements in handling hazardous materials.

9.2.9 Demonstrate waste disposal and recycling methods.

9.3 Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.

9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.

9.3.2 Analyze nutritional data.

9.3.3 Apply principles of food production to maximize nutrient retention in prepared foods.

9.3.4 Assess the influence of socioeconomic and psychological factors on food and nutrition and behavior.

9.3.5 Analyze recipe/formula proportions and modifications for food production.

9.3.6 Critique the selection of foods to promote a healthy lifestyle.

9.3.7 Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs.

9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings.

9.4.1 Analyze nutritional needs of individuals.

9.4.2 Use nutritional information to support care planning.

9.4.3 Utilize a selective menu.

9.4.4 Construct a modified diet based on nutritional needs and health conditions.

9.4.5 Design instruction on nutrition for health maintenance and disease prevention.

9.5 Demonstrate use of current technology in food product development and marketing.

9.5.1 Analyze various factors that affect food preferences in the marketing of food.

9.5.2 Analyze data in statistical analysis in making development and marketing decisions.

9.5.3 Prepare food for presentation and assessment.

9.5.4 Maintain test kitchen/laboratory and related equipment and supplies.

9.5.5 Implement procedures that affect quality product performance.

9.5.6 Conduct sensory evaluations of food products.

9.5.7 Conduct testing for safety of food products, utilizing available technology.

9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.

9.6.1 Build menus to customer/client preferences.

9.6.2 Implement food preparation, production, and testing systems.
9.6.3 Apply standards for food quality.
9.6.4 Create standardized recipes.
9.6.5 Manage amounts of food to meet needs of customers and clients.
9.6.6 Analyze new products.
9.6.7 Implement procedures that provide cost effective products.
9.6.8 Establish par levels for the purchase of supplies based on an organization’s needs.
9.6.9 Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation.

MODEL IOWA COMPREHENSIVE OCCUPATIONAL COMPETENCIES (INDICATORS):
1. Analyze nutritional needs and select foods for good health throughout life.
2. Analyze cultural and regional influences on dietary needs.
3. Analyze nutritional information to prepare foods for good health throughout life.

ACADEMIC PROFICIENCIES (NO CHILD LEFT BEHIND):

Language Arts
• Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
• Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks
• Demonstrates competence in speaking to provide, distribute, or find information
• Demonstrates competence in writing and editing documents, using correct grammar, and punctuation
• Demonstrates competence in speaking to provide, distribute, or find information

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• Demonstrates competence in making oral formal and informal presentations, including selecting and using media
• Adapts listening strategies to utilize verbal and nonverbal content of communication
• Informally discusses, requests, and supplies information to associates

Mathematics
• Interprets charts, tables, and graphs
• Uses inductive and deductive reasoning to solve problems
• Distinguishes proportions and congruence
• Identifies the application of statistical processes
• Measures time, temperature, volume, and weight
• Mentally, manually, and by calculator, adds, subtracts, divides, multiplies whole and mixed numbers, fractions, decimals; calculates square root, percentages, and formulas
• Understands and applies basic and advanced methods of measurement
• Calculates and evaluates basic statistical routines
• Distinguishes proportions and congruence
• Estimates and rounds to determine estimated outcomes
• Formulates and verifies mathematical questions, determines the validity arguments, and establishes conclusions
• Identifies missing or irrelevant information when solving mathematical problems
• Interprets common symbols such as <, >, and =
• Understands sampling theory, probability theory, and error of measure
• Calculates and evaluates algebraic expressions; and solves problems and generates conclusions using deductive reasoning

**Science**

• Understands the effect of chemicals on humans and plants
• Analyzes and evaluates environmental issues related to waste management
• Applies and uses laboratory techniques safely
• Applies and uses maps, charts, tables and graphs to complete tasks
• Applies and uses scientific methods to solve problems
• Converts measurement units from metric
• Describes and explains heat conduction/convection, insulation requirements, radiant heating, and temperature
• Measures weight, temperature, time and the volumes of liquids and solids
• Analyzes and evaluates food additives, MSG, and vitamins
• Uses computers for information processing
• Measures temperature using Fahrenheit and centigrade scales
• Describes and explains the relationship of heat and temperature
• Measures time to complete a task
• Knows the environmental impact of materials (solid, liquid, gaseous)
• Understands the interaction of organisms with their environment
• Describes the immune system, the digestive system, selected diseases, and causes of weight gain and loss
• Describes and explains pulleys and levers as work saving devices

**HOSPITALITY, TOURISM, AND RECREATION**

**STANDARD 10: Integrate knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.**

**BENCHMARKS:**

**10.1 Analyze career paths within the hospitality, tourism, and recreation industries.**

**INDICATORS/COMPETENCIES:**

10.1.1 Explain the roles and functions of individuals engaged in hospitality, tourism, and recreation careers.
10.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
10.1.3 Summarize education and training requirements and opportunities for career paths in hospitality, tourism, and recreation.
10.1.4 Examine the impact of hospitality, tourism, and recreation occupations on local, state, national, and global economies.
10.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in hospitality, tourism, and recreation careers.
10.1.6 Analyze the role of professional organizations in the hospitality, tourism, and recreation professions.

10.2 Demonstrate procedures applied to safety, security, and environmental issues.

10.2.1 Explain the importance of safety, security, and environmental issues related to the hospitality, tourism, and recreation industries.
10.2.2 Demonstrate procedures for assuring guest or customer safety.
10.2.3 Evaluate evacuation plans and emergency procedures.
10.2.4 Demonstrate management and conservation of resources for energy efficiency and protection of the environment.
10.2.5 Design a system for documenting, investigating, and taking action on safety, security, and environmental issues.

10.3 Apply concepts of quality service to assure customer satisfaction.
10.3.1 Apply industry standards for service methods that meet expectations of guests or customers.
10.3.2 Analyze the relationship between employee attitude, appearance, and actions and guest or customer satisfaction.
10.3.3 Apply a system to evaluate and resolve employee, employer, guest, or customer complaints.
10.3.4 Analyze effects of customer relations on success of the hospitality, tourism, and recreation industry.
10.3.5 Analyze effects of customer relations on meeting the hospitality, tourism, and recreation needs of special populations.

10.4 Demonstrate practices and skills involved in lodging occupations.
10.4.1 Demonstrate front desk, office, and customer service skills.
10.4.2 Perform cash handling, accounting, and financial transactions.
10.4.3 Manage convention, meeting, and banquet support functions.
10.4.4 Apply basic food preparation and service skills in catering operations.
10.4.5 Manage use, care, storage, maintenance, and safe operations of equipment, tools, and supplies.
10.4.6 Apply facility management, maintenance, and service skills to lodging operations.
10.4.7 Apply time and work management skills to facility service tasks.
10.4.8 Analyze sales and marketing functions in lodging operations.

10.5 Demonstrate practices and skills for travel related services.
10.5.1 Examine geography, climate, sites, and time zones of various regions and countries.
10.5.2 Examine lodging, tourism, and recreation customs of various regions and countries.
10.5.3 Apply knowledge of food, beverage, and etiquette of various regions and countries to decisions about lodging, tourism, and recreation.
10.5.4 Assemble information needed for domestic and international travel.
10.5.5 Produce travel documents and itineraries, utilizing current technologies.
10.5.6 Monitor travel arrangements using computerized systems.

10.6 Demonstrate management of recreation, leisure, and other programs and events.
10.6.1 Coordinate client inquiries and requests.
10.6.2 Design themes, time lines, budgets, agendas, and itineraries.
10.6.3 Organize locations, facilities, suppliers, and vendors for specific services.
10.6.4 Prepare for distribution of event materials.
10.6.5 Demonstrate skills related to promoting and publicizing events.
10.6.6 Manage programs and events for specific age groups or diverse populations.
10.6.7 Promote wellness through recreation and leisure programs and events.

MODEL IOWA COMPREHENSIVE OCCUPATIONAL COMPETENCIES (INDICATORS):
1. Demonstrate employability-related skills.

ACADEMIC PROFICIENCIES (NO CHILD LEFT BEHIND):
Language Arts
• Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
• Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks
• Demonstrates competence in speaking to provide, distribute, or find information

Mathematics
• Interprets charts, tables, and graphs

Science
• Uses computers for information processing

HOUSING AND INTERIOR DESIGN

STANDARD 11: Integrate knowledge, skills, and practices required for careers in housing and interior design.

BENCHMARKS:

11.1 Analyze career paths within the housing, interior design, and furnishings industries.

INDICATORS/COMPETENCIES:
11.1.1 Explain the roles and functions of individuals engaged in housing and interior design careers.
11.1.2 Analyze career paths and opportunities for employment and entrepreneurial endeavors.
11.1.3 Summarize education, training, and credentialing requirements and opportunities for career paths in housing and interior design.
11.1.4 Analyze the impact of housing and interior design careers on local, state, national, and global economies.
11.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in housing and interior design careers.
11.1.6 Analyze the role of professional organizations in housing and interior design professions.
11.1.7 Analyze the attitudes, traits, and values of professional responsibility, accountability and effectiveness required for careers in housing and interior design.

11.2 Evaluate housing and design concepts and theories, including green design, in relation to available resources and options.
11.2.1 Evaluate the use of elements and principles of design in housing and commercial and residential interiors.
11.2.2 Analyze the psychological impact that the principles and elements of design have on the individual.
11.2.3 Analyze the effects that the principles and elements of design have on aesthetics and function.
11.2.4 Apply principles of human behavior such as ergonomics and anthropometrics to design of housing, interiors, and furnishings.

11.3 Apply housing and interior design knowledge, skills and processes to meet specific design needs.
11.3.1 Analyze product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures and equipment.
11.3.2 Evaluate manufacturers, products and materials considering environmental protection, care and maintenance, and safety.
11.3.3 Demonstrate measuring, estimating, ordering, purchasing, pricing, and repurposing skills.
11.3.4 Appraise various interior furnishings, fixtures, appliances, and equipment to provide cost and quality choices for clients.
11.3.5 Examine the impact of housing, interiors, and furnishing on health, safety, and welfare of the public.
11.3.6 Demonstrate design processes such as determining the scope of the project, programming, research, concept development, proposal, schematic design, design drawings, and design presentation development.

11.4 Demonstrate construction document reading, and space planning skills required for the housing, interiors, and furnishings industry.
11.4.1 Interpret information provided on construction documents.
11.4.2 Evaluate floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, electrical, and mechanical systems.
11.4.3 Draft an interior space to scale using architecture symbols.
11.4.4 Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.
11.4.5 Apply building codes, universal guidelines, and regulations in space planning and furniture arrangement.
11.4.6 Demonstrate graphic communication skills (CAD, PowerPoint, sketching).

11.5 Analyze influences on architectural and furniture design and development.
11.5.1 Describe features of furnishings that are characteristic of various historical periods.
11.5.2 Explain societal and technological trends on periods of architecture and interiors through the ages.
11.5.3 Illustrate the development of architectural styles throughout history.
11.5.4 Compare and contrast historical architectural details to current housing and interior design trends.
11.5.5 Analyze future design and development trends in architecture, interiors, and furnishings.

11.6 Evaluate client’s needs, goals, and resources in creating design plans for housing, furnishings, and residential and commercial interiors.
11.6.1 Assess human needs, safety, space, and technology as they relate to housing and interior design.
11.6.2 Assess financial resources needed to improve interior space.
11.6.3 Assess client’s community, family, and financial resources needed to achieve housing and interior design goals.
11.6.4 Assess a variety of available resources for housing and interior design including ergonomic and anthropometric data.
11.6.5 Critique design plans to address client’s needs, goals, and resources.
11.6.6 Justify design solutions relative to client needs, including diversity and cultural needs, and the design process.

11.7 Apply design knowledge, skills, processes and theories, and oral, written and visual presentation skills to communicate design ideas.
11.7.1 Select appropriate studio tools.
11.7.2 Prepare sketches, elevations, and renderings using appropriate media.
11.7.3 Prepare visual presentations including legends, keys, and schedules.
11.7.4 Utilize a variety of presentation media such as photography, video, computer, and software for client presentations.
11.7.5 Utilize applicable building codes, universal guidelines, and regulations in space planning.
11.7.6 Create floor plans using architectural drafting skills.

11.8 Demonstrate general procedures for business profitability and career success.
11.8.1 Examine legislation, regulations, and public policy that impact residential and commercial interior design as well as the housing and furnishings industries.
11.8.2 Analyze personal and employer responsibilities and liabilities regarding industry related safety, security, and environmental factors.
11.8.3 Describe security and inventory control strategies, laws and regulations, and worksite policies and procedures that affect loss prevention and profit.
11.8.4 Demonstrate procedures for reporting and handling accidents, safety, and security incidents.
11.8.5 Apply procedures for maintaining inventory control and loss prevention, including cash and credit transactions.
11.8.6 Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit.
11.8.7 Demonstrate knowledge of the arts, of various resources, and of cultural impact upon design industries.
11.8.8 Demonstrate knowledge of multi-disciplinary collaborations and consensus building skills needed in practice.

11.9 Develop a global view to weigh design decisions within the parameters of ecological, socioeconomic, and cultural contexts within housing, furnishings, and interiors.

MODEL IOWA COMPREHENSIVE OCCUPATIONAL COMPETENCIES (INDICATORS):
1. Analyze past, present, and potential future trends in housing, both locally and globally.
2. Analyze basic financial and legal aspects of housing in a variety of situations.
3. Evaluate housing alternatives based on floor plans, structure, maintenance, safety, energy, lifestyles and special needs).
4. Create designs based upon the principles and elements of design.
5. Evaluate home furnishings and appliances.
6. Investigate careers related to housing, interiors, and furnishings.
7. Analyze resources for managing and maintaining a home.
8. Analyze potential safety, sanitation and security.
9. Demonstrate the use of current technology to design, analyze and decorate a home environment based upon client needs.
10. Identify, plan and compute the finances for purchasing, renting, building or remodeling a home.
11. Demonstrate appropriate workplace skills necessary for a career in the housing industry.
12. Construct and/or read scaled drawings and floor plans.
13. Evaluate the quality, construction and design technology of all materials used in the home.

ACADEMIC PROFICIENCIES (NO CHILD LEFT BEHIND):

Language Arts
• Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
• Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks
• Demonstrates competence in speaking to provide, distribute, or find information
• Demonstrates competence in making oral formal and informal presentations, including selecting and using media
• Adapts listening strategies to utilize verbal and nonverbal content of communication
• Demonstrates competence in writing and editing documents, using correct grammar, and punctuation

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Mathematics:
- Constructs and interprets charts, tables, and graphs
- Adds, subracts, divides, multiplies whole and mixed numbers, fractions, and decimals
- Uses a calculator to add, subtract, divide, multiply whole and mixed numbers, decimals, and calculate square root, calculate percentages, ratios, and formulas
- Mentally adds, subracts, divides, and multiplies whole numbers
- Precisely calculates areas, circumferences, perimeters, and surface areas of geometric figures
- Estimates and rounds to determine estimated outcomes
- Measures distance, using standard measurement tools
- Distinguishes proportions and congruence
- Identifies the application of statistical processes
- Constructs angles, geometric figures, and lines
- Distinguishes characteristics of angles, circles, and arcs
- Interprets common symbols such as <, >, and =
- Identifies parallel/perpendicular, vertical/horizontal lines, and line rays/segments

Science:
- Uses computers for information processing
- Analyzes and evaluates environmental issues

HUMAN DEVELOPMENT

STANDARD 12: Analyze factors that influence human growth and development.

BENCHMARKS:
12.1 Analyze principles of human growth and development across the life span.

INDICATORS/COMPETENCIES:
12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development.
12.1.2 Analyze interrelationships among physical, emotional, social and intellectual aspects of human growth and development.
12.1.3 Analyze current and emerging research about human growth and development, including research on brain development.

12.2 Analyze conditions that influence human growth and development.
12.2.1 Analyze the effect of heredity and environment on human growth and development.
12.2.2 Analyze the effect of social, economic, and technological forces on individual growth and development.
12.2.3 Analyze the effects of gender, ethnicity, and culture on individual development.
12.2.4 Analyze the effects of life events on individuals’ physical, intellectual, social, moral, and emotional development.
12.2.5 Analyze geographic, political, and global influences on human growth and development.

12.3 Analyze strategies that promote growth and development across the life span.
12.3.1 Analyze the role of nurturance on human growth and development.
12.3.2 Analyze the role of communication on human growth and development.
12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs.
MODEL IOWA COMPETENCIES (INDICATORS):
1. Analyze the interrelationship between physical, emotional, social, and intellectual aspects of human growth and development.
2. Investigate the impact of heredity and environment on human growth and development.
3. Demonstrate communication and nurturing skills that promote human growth and development.

ACADEMIC PROFICIENCIES (NO CHILD LEFT BEHIND):
Language Arts
• Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
• Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks

Science
• Describes human development processes

INTERPERSONAL RELATIONSHIPS

STANDARD 13: Demonstrate respectful and caring relationships in the family, workplace, and community.

BENCHMARKS:
13.1 Analyze functions and expectations of various types of relationships.

INDICATORS/COMPETENCIES:
13.1.1 Analyze processes for building and maintaining interpersonal relationships.
13.1.2 Predict the effects of various stages of the family life cycle on interpersonal relationships.
13.1.3 Compare physical, emotional, spiritual, and intellectual functioning in stable and unstable relationships.
13.1.4 Analyze factors that contribute to healthy and unhealthy relationships.
13.1.5 Analyze processes for handling unhealthy relationships.
13.1.6 Demonstrate stress management strategies for family, work, and community settings.

13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.
13.2.1 Analyze the effects of personal characteristics on relationships.
13.2.2 Analyze the effect of personal needs on relationships.
13.2.3 Analyze the effects of self-esteem and self-image on relationships.
13.2.4 Analyze the effects of life span events and conditions on relationships.
13.2.5 Explain the effects of personal standards and behaviors on interpersonal relationships.

13.3 Demonstrate communication skills that contribute to positive relationships.
13.3.1 Analyze communication styles and their effects on relationships.
13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
13.3.3 Demonstrate effective listening and feedback techniques.
13.3.4 Analyze strategies to overcome communication barriers in family, community, and work settings.
13.3.5 Apply ethical principles of communication in family, community, and work settings.
13.3.6 Analyze the effects of communication technology in family, work, and community settings.
13.3.7 Analyze the roles and functions of communication in family, work, and community settings.

13.4 Evaluate effective conflict prevention and management techniques.
13.4.1 Analyze the origin and development of attitudes and behaviors regarding conflict.
13.4.2 Explain how similarities and differences among people affect conflict prevention and management.
13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict.
13.4.4 Demonstrate nonviolent strategies that address conflict.
13.4.5 Demonstrate effective responses to harassment.
13.4.6 Assess community resources that support conflict prevention and management.

13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.
13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
13.5.2 Demonstrate strategies to motivate, encourage, and build trust in group members.
13.5.3 Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
13.5.4 Demonstrate techniques that develop team and community spirit.
13.5.5 Demonstrate ways to organize and delegate responsibilities.
13.5.6 Create strategies to integrate new members into the team.
13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.

13.6 Demonstrate standards that guide behavior in interpersonal relationships.
13.6.1 Apply critical thinking and ethical criteria to evaluate interpersonal relationships.
13.6.2 Apply guidelines for assessing the nature of issues and situations.
13.6.3 Apply critical thinking and ethical standards when making judgments and taking action.
13.6.4 Demonstrate ethical behavior in family, workplace, and community settings.
13.6.5 Compare the relative merits of opposing points of view regarding current ethical issues.

MODEL IOWA COMPREHENSIVE OCCUPATIONAL COMPETENCIES (INDICATORS):
1. Analyze strategies for developing a positive self-concept

ACADEMIC PROFICIENCIES (NO CHILD LEFT BEHIND):
Language Arts
• Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
• Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks
• Demonstrates competence in speaking to provide, distribute, or find information
• Adapts listening strategies to utilize verbal and nonverbal content of communication
• Demonstrates competence in making oral formal and informal presentations, including selecting and using media

NUTRITION AND WELLNESS

STANDARD 14: Demonstrate nutrition and wellness practices that enhance individual and family well-being.

BENCHMARKS:
14.1 Analyze factors that influence nutrition and wellness practices across the life span.
INDICATORS/COMPETENCIES:
14.1.1 Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.
14.1.2 Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.
14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices.
14.1.4 Analyze the effects of global and local events and conditions on food choices and practices.
14.1.5 Analyze legislation and regulations related to nutrition and wellness.

14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.
14.2.1 Analyze the effect of nutrients on health, appearance, and peak performance.
14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.
14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.
14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness.

14.3 Evaluate various dietary guidelines in planning to meet nutrition and wellness needs.
14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.
14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

14.4 Evaluate factors that affect food safety, from production through consumption.
14.4.1 Analyze conditions and practices that promote safe food handling.
14.4.2 Analyze safety and sanitation practices throughout the food chain.
14.4.3 Analyze how changes in national and international food production and distribution systems influence the food supply.
14.4.4 Analyze federal, state, and local inspection and labeling systems that protect the health of individuals and the public.
14.4.5 Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.
14.4.6 Analyze public dialogue about food safety and sanitation.

14.5 Evaluate the influence of science and technology on food composition, safety, and other issues.
14.5.1 Analyze how scientific and technical advances influence the nutrient content, availability, and safety of foods.
14.5.2 Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.
14.5.3 Analyze the effects of technological advances on selection, preparation, and home storage of food.
14.5.4 Analyze the effects of food science and technology on meeting nutritional needs.

MODEL IOWA COMPREHENSIVE OCCUPATIONAL COMPETENCIES (INDICATORS):
1. Identify consumer options in nutrition, health and wellness.
2. Plan, prepare, serve and evaluate meals for good health throughout the lifespan.

ACADEMIC PROFICIENCIES:
Language
• Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
• Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks
• Demonstrates competence in speaking to provide, distribute, or find information

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• Adapts listening strategies to utilize verbal and nonverbal content of communication

**Mathematics**
• Adds, subtracts, divides, multiplies whole and mixed numbers, fractions, and decimals
• Uses a calculator to add, subtract, divide, multiply whole and mixed numbers, decimals, and calculate square root
• Mentally adds, subtracts, divides, and multiplies whole numbers

**Science**
• Analyzes chemicals in society
• Analyzes and evaluates environmental issues
• Describes and explains diseases
• Identifies organisms such as bacteria and fungi
• Uses common laboratory equipment and procedures
• Applies and uses laboratory techniques safely
• Measures weight, temperature, time and the volumes of liquids and solids
• Applies and uses maps, charts, tables and graphs to complete tasks
• Describes human maintenance and weight gain or loss

**PARENTING**

**STANDARD 15:** Evaluate the impact of parenting roles and responsibilities on strengthening the well being of individuals and families.

**BENCHMARKS:**

15.1 Analyze roles and responsibilities of parenting.

**INDICATORS/COMPETENCIES:**

15.1.1 Analyze parenting roles across the life span.
15.1.2 Analyze expectations and responsibilities of parenting.
15.1.3 Analyze consequences of parenting practices to the individual, family, and society.
15.1.4 Analyze societal conditions that influence parenting across the life span.
15.1.5 Explain cultural differences in roles and responsibilities of parenting.

15.2 Evaluate parenting practices that maximize human growth and development.

15.2.1 Choose nurturing practices that support human growth and development.
15.2.2 Apply communication strategies that promote positive self-esteem in family members.
15.2.3 Assess common practices and emerging research about discipline on human growth and development.
15.2.4 Assess the effects of abuse and neglect on children and families and determine methods for prevention.
15.2.5 Apply criteria for selecting care and services for children.

15.3 Evaluate external support systems that provide services for parents.

15.3.1 Assess community resources and services available to families.
15.3.2 Appraise community resources that provide opportunities related to parenting.
15.3.3 Summarize current laws and policies related to parenting.

15.4 Analyze physical and emotional factors related to beginning the parenting process.

15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.
15.4.2 Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child.
15.4.3 Analyze implications of alternatives to biological parenthood.
15.4.4 Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.

MODEL IOWA COMPREHENSIVE OCCUPATIONAL COMPETENCIES (INDICATORS):
1. Identify strategies that promote positive relationships between family members.
2. Evaluate factors that promote physical and emotional health of a child and parent/s.

ACADEMIC PROFICIENCIES:
Language Arts
- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary
- Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks
- Demonstrates competence in writing and editing documents, using correct grammar, and punctuation
- Demonstrates competence in speaking to provide, distribute, or find information
- Adapts listening strategies to utilize verbal and nonverbal content of communication

TEXTILES AND APPAREL

STANDARD 16: Integrate knowledge, skills, and practices required for careers in textiles and apparel.

BENCHMARKS:
16.1 Analyze career paths within textile, apparel, and design industries.

INDICATORS/COMPETENCIES:
16.1.1 Explain the roles and functions of individuals engaged in textiles, apparel, and design careers.
16.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
16.1.3 Summarize education and training requirements and opportunities for career paths in textiles, apparel and design services.
16.1.4 Analyze the effects of textiles, apparel, and design occupations on local, state, national, and global economies.
16.1.5 Create an employment portfolio for use with applying for internships, work-based learning opportunities, and employment in textiles, apparel, and design industries.
16.1.6 Analyze the role of professional organizations in textiles, apparel, and design industries.

16.2 Evaluate fiber and textile products and materials.
16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers.
16.2.2 Evaluate performance characteristics of textile fiber and fabrics.
16.2.3 Summarize textile legislation, standards, and labeling in the global economy.
16.2.4 Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.
16.2.5 Apply appropriate procedures for care of textile products.

16.3 Demonstrate fashion, apparel and textile design skills.
16.3.1 Explain the ways in which fabric, texture, and pattern can affect visual appearance.
16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.
16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.
16.3.4 Demonstrate design concepts with fabric or technology/computer, using draping and/or flat pattern making technique.
16.3.5 Generate design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues.
16.3.6 Apply elements and principles of design to assist consumers and businesses in making decisions.
16.3.7 Demonstrate ability to use technology for fashion, apparel, and textile design.

16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel and textile construction, alteration, and repair.
16.4.2 Explain production processes for creating fibers, yarn, woven, and knit fabrics, and non-woven textile products.
16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textile, apparel, and fashion products.
16.4.4 Analyze current technology and trends that facilitate design and production of textile, apparel, and fashion products.
16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.

16.5 Evaluate elements of textile, apparel, and fashion merchandising.
16.5.1 Apply marketing strategies for textile, apparel, and fashion products.
16.5.2 Analyze the cost of constructing, manufacturing, altering, or repairing textile, apparel, and fashion products.
16.5.3 Analyze ethical considerations for merchandizing apparel and textile products.
16.5.4 Apply external factors that influence merchandising.
16.5.5 Critique varied methods for promoting apparel and textile products.
16.5.6 Apply research methods, including forecasting techniques, for marketing apparel and textile products.

16.6 Evaluate the components of customer service.
16.6.1 Analyze factors that contribute to quality customer relations.
16.6.2 Analyze the influences of cultural diversity as a factor in customer relations.
16.6.3 Demonstrate the skills necessary for quality customer service.
16.6.4 Create solutions to address customer concerns.

16.7 Demonstrate general operational procedures required for business profitability and career success.
16.7.1 Analyze legislation, regulations, and public policy affecting the textile, apparel, and fashion industries.
16.7.2 Analyze personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors.
16.7.3 Analyze the effects of security and inventory control strategies, cash and credit transaction methods, laws, and worksite policies, on loss prevention and store profit.
16.7.4 Demonstrate procedures for reporting and handling accidents, safety, and security incidents.
16.7.5 Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit.
16.7.6 Demonstrate knowledge of the arts, of various resources, and cultural impact upon the textile, apparel, and fashion industries.

MODEL IOWA COMPETENCIES (INDICATORS):
1. Assess the importance of appearance, first impressions and self expression through clothing.
2. Plan and evaluate clothing and accessory purchases to meet clothing needs on a budget.
4. Create and design clothing based upon the elements and principles of clothing design.
5. Appropriately operate and maintain all sewing equipment.
6. Follow preparation procedures for constructing and evaluating a sewing project.
7. Demonstrate repair, alteration and recycling techniques.
8. Demonstrate the use of equipment, fabrics and supplies with proper procedures for both ready-to-wear and constructed garments.
9. Create and maintain an organized, safe and convenient work environment.
10. Develop appropriate oral, visual, written and non-verbal communication skills.
11. Analyze company, state and federal laws and guidelines of the clothing and textile industry.
12. Identify skills needed for careers in the clothing and textile industry.
13. Identify clothing and textile careers and resources.

ACADEMIC PROFICIENCIES (NO CHILD LEFT BEHIND):

Language Arts
• Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts and vocabulary
• Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks
• Adapts listening strategies to utilize verbal and nonverbal content of communication
• Demonstrates competence in speaking to provide, distribute, or find information
• Demonstrates competence in writing and editing documents, using correct grammar, and punctuation

Mathematics
• Adds, subtracts, divides, and multiplies whole and mixed numbers, fractions, and decimals
• Uses a calculator to add, subtract, divide, multiply, whole and mixed numbers, decimals, calculate square root, percentages and ratios
• Mentally adds, subtracts, divides and multiplies whole numbers
• Understands and applies basic methods of measurement
• Calculates and evaluates precision measurements
• Measures distance using standard measurement tools
• Interprets charts, tables, and graphs

Science
• Uses computers for information processing
• Analyzes chemicals in society
• Applies and uses laboratory techniques safely
• Applies and uses maps, charts, tables and graphs to complete tasks
• Describes and explains chemical reactions
• Uses computers for information processing
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.
FCEDS 417 A/B
STUDENT TEACHING
ASSIGNMENTS

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Second Half Session Checklist 58
Assignments
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  Assignment #2 - Weekly Journals 64
  Assignment #3 - Supervised Observations 68
  Assignment #4 - Comprehensive Unit Plan 75
  Assignment #5 - Student Case Study 77
  Assignment #6 - Video Recording/Analysis 79
Progression of Lead Teaching 81
Student Teaching Checklist
FIRST Half Session Placement and DUE DATES

Assignment #1 – Placement Context (9/1)
☐ 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 (J)
☐ J1 (8/25) ☐ J4 (9/15) ☐ J7 (10/6)
☐ J2 (9/1) ☐ J5 (9/22) ☐ J8 (10/11)
☐ J3 (9/8) ☐ J6 (9/29)

Assignment #3 – Supervised Observations
(Dates set by Supervisor)
☐ Observation 1 ☐ Observation 3
☐ Observation 2 ☐ Observation 4
☐ Additional visit (Set by Program Coordinator)
   Each formal observation must include:
      __ Formal Lesson Plan
      __ Supervisor Feedback Form
      __ Written Reflection

Assignment #4 – Comprehensive Unit Plan
☐ Pre-Test (Uploaded to TK20 9/1)
☐ Minimum of 5 linked lessons (10/6)
☐ Written Reflection (1-2 pages) (10/6)
☐ Post-Test (Uploaded to TK20 10/10)

Assignment #5 – Student Case Study (10/10)
☐ Data Collection
   __ Interest Survey
   __ Unit Pre-Test & Unit Post-Test:
☐ Interaction Log
☐ Written Reflection (1-2 pages)

Assignment #6 – Video Recording/Analysis (9/29)
☐ Self-evaluation Chart
☐ Written Reflection (1-2 pages)
☐ End of First Session Shop Talk (Set by Student with Program Coordinator last week of Placement)

Student Teacher Requirements:
☐ Initial Meeting/Email with Cooperating Teacher
☐ Daily Attendance (MANDATORY)
☐ 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 (Updates sent to email)
☐ 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
IOWA STATE UNIVERSITY
EDUCATOR PREPARATION PROGRAM

Student Teaching Checklist
SECOND Half Session Placement and DUE DATES

Assignment #1 – Placement Context (10/28)
☐ 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 (J)
☐ J1 (10/20) □ J4 (11/10) □ J7 (12/1)
☐ J2 (10/27) □ J5 (11/17) □ J8 (12/5)
☐ J3 (11/3) □ J6 (11/22)

Assignment #3 – Supervised Observations
(Dates set by Supervisor)
☐ Observation 1 □ Observation 3
☐ Observation 2 □ Observation 4
☐ Additional visit (Set by Program Coordinator)
  Each formal observation must include:
    ___ Formal Lesson Plan
    ___ Supervisor Feedback Form
    ___ Written Reflection

Assignment #4 – Comprehensive Unit Plan
☐ Pre-Test (Uploaded to TK20 10/27)
☐ Minimum of 5 linked lessons (12/1)
☐ Written Reflection (1-2 pages) (12/1)
☐ Post-Test (Uploaded to TK20 12/4)

Assignment #5 – Student Case Study (12/5)
☐ Data Collection
    ___ Interest Survey
    ___ Unit Pre-Test & Unit Post-Test:
☐ Interaction Log
☐ Written Reflection (1-2 pages)

Assignment #6 – Video Recording/Analysis (11/22)
☐ Self-evaluation Chart
☐ Written Reflection (1-2 pages)
☐ End of Second Session Shop Talk (Set by Student with Program Coordinator last week of Placement)

Student Teacher Requirements:
☐ Initial Meeting/Email with Cooperating Teacher
☐ Daily Attendance (MANDATORY)
☐ 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 (Updates sent to email)
☐ 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: ______________________  Session:  2
Cooperating Teacher: _________________
Grade(s)/Content: ____________________
School: ______________________________
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** - You are required to find/create and facilitate a Student Interest Survey. 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 should be uploaded to Tk20. Please remove the student’s name for confidentiality. Use the information found in the Student Interest Surveys 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, 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 for 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 <strong>fire</strong>?</td>
<td></td>
</tr>
<tr>
<td>What procedures are in place in case of a <strong>tornado</strong>?</td>
<td></td>
</tr>
<tr>
<td>What procedures are in place in case of <strong>lock down</strong>?</td>
<td></td>
</tr>
<tr>
<td>What procedures are in place if a <strong>stranger</strong> is observed in the school without proper identification?</td>
<td></td>
</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 (J1-8) Rept. Session 2

You are required to complete and submit weekly journals to reflect on the events of your student teaching placement as connected to the National Family and Consumer Sciences Standards and 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. 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.

Weekly Journal Topics:

1. Climate and Culture
   Identify the department or school’s mission, vision and belief statements. Interview a faculty member, administrator, and student - Have them identify what they believe to be the mission, vision, and beliefs of “Family and Consumer Sciences” at the school. Compile responses, chart, and analyze whether the organization's mission, vision and beliefs are embedded into the culture of the system. Discuss the culture of the school in relation to mission, vision and beliefs. Are they embedded? Does it correlate to student achievement? What measure can be put into place to ensure the shared mission and vision are at the forefront of the department or school? What is the difference between the climate of the school and the culture? Discuss what were your first impressions of the school, cooperating teacher, and students? How did you engage with students and staff in an effort to create a positive classroom environment?

2. Family & Consumer Sciences Curriculum and Program Review
   Outline your school’s process for curriculum revision, addition and/or deletion. Identify at each step the people who are involved. What significant changes in Family and Consumer Sciences (FCS) curriculum have been made in the past two years? Provide THREE recommendations to improve the curriculum review process or the content of courses offered within FCS.

3. Career and Technical Student Organization (CTSO’s)
   Identify the various extracurricular and co-curricular programs offered within the school for students enrolled in Career and Technical Education. What student services are in place and how are these services aligned to the various CTSO’s? Discuss allotted salaries and program costs for extracurricular activities at the school? Show how budgets for these activities are prepared and administered in relation to fundraising activities hosted by ONE of the organizations. How can student organizations be strengthened at this school?

4. Special Education/ 504/ IEP and Differentiation
   Provide a working definition of least restrictive environment. What is the referral process, including the timeline, for new placements and re-evaluations of students that may join elective classes. How does the school achieve, maintain, and monitor compliance with special education laws? Discuss laws that outline the parameters for out-of-school suspension of IEP students. When is it appropriate to develop a 504 Plan for a student? Define "co-teaching". Why has this become a preferred method for including special education students in Career and Technical Education courses? What strategies are used to
meet the needs of individual students? How does assessment guide the instructional choices you make for individual students?

5. Parental Involvement
   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 with them? Are parents involved in the classroom? How can parental involvement be increased through Family and Consumer Sciences classes?

6. Instructional Technology
   How is technology used to enhance instruction? Identify at least TWO applications that you have used in the classroom and complete Form 2.1 for each application to attach to this week’s journal.

7. School Funding
   Is the Family and Consumer Sciences teacher accessing funds from Carl Perkins funding? How is this benefiting the Family and Consumer Sciences program at the school? Describe the procedures that your school follows in securing funding. What is the funding allowed to be spent on and what are the limitations to receiving such funding through CTE? Additionally, define the terms "supplant" and "supplement" as they relate to state and federal grants.

8. Final Reflection
   How have two (2) past philosophies or historical events impacted education today? Outline inferences you have reached that resulted from each of these philosophies or events. Provide 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? How will this experience shape your future classroom?
FORM 2.1: Instructional Technology

Technology in Teaching Application Review Checklist

Name: ________________________________________________________

Course: ______________________________________________________________________________________________________

Date: ______________________________________________________________________________________________________

Complete this sheet with J6 and upload as a single deliverable to TK20.

Application General Information

| Application Title:                                                                                       |
| ____________________________________________________________________________________________________________ |
| Application Publisher/Developer:  ____________________________________________________________________________ |
| Version/ Date: ______________________                      Price: ________________________                           |

Teaching and Learning Process

*In what areas does this app provide an opportunity for learning? Provide an example for each area selected.*

<table>
<thead>
<tr>
<th>Check box</th>
<th>Learning Opportunity</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Higher Order Thinking Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collaboration and Idea Sharing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engagement and Interaction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feedback and Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creativity and Imagination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increase Understanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Problem Solving</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diversity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>
Target Audience and Purpose

Describe the target audience for this app. and discuss how it is developmentally stimulating and age appropriate?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

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____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

State the purpose of this app?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Educational Use

Explain how this app. can be used to engage students within the teaching and learning process?

____________________________________________________________________

____________________________________________________________________

List THREE strengths of using this app?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

List THREE limitations to using this app?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

How can you modify these limitations to meet the needs of exceptional learners in your 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 and Sample Lesson Plan Template 3.3 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?
  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/</td>
<td>A provision/procedure for measuring if</td>
<td>The provision/procedure to measure whether or not each</td>
<td>The lesson includes a careful, thorough provision/</td>
</tr>
<tr>
<td>Assessment</td>
<td>students have met the stated objective of the lesson is missing/does not match the objective.</td>
<td>student has met the stated objective of the lesson could be more thorough or could better match the objective.</td>
<td>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>
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 summarize the lessons 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)
### SAMPLE LESSON PLAN TEMPLATE 3.3

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

#### Standard Course of Study Objective:

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<table>
<thead>
<tr>
<th>Activity</th>
<th>Description of Activities and Setting</th>
<th>Materials and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus and Review</td>
<td>Introduction:</td>
<td></td>
</tr>
<tr>
<td>Statement/Objective/Levels:</td>
<td></td>
<td>TIME:</td>
</tr>
<tr>
<td>Teacher Input:</td>
<td></td>
<td></td>
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<tr>
<td>Guided Practice</td>
<td>TIME:</td>
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<tr>
<td>Independent Practice</td>
<td>TIME:</td>
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<tr>
<td>Closure</td>
<td>TIME:</td>
<td></td>
</tr>
<tr>
<td>Evaluation and Assessment:</td>
<td>TIME:</td>
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<tr>
<td>Home Work:</td>
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<td>References:</td>
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</tbody>
</table>
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. This should be reflected in your comprehensive unit plan. A sample unit plan template is available at 4.1. 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.
Sample Unit Plan Template 4.1

<table>
<thead>
<tr>
<th>Topic</th>
<th>General Objectives:</th>
<th>Behavioral Objectives</th>
<th>Sub-Topics</th>
<th>Instructional Materials</th>
<th>Learning Activities</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
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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** - You administered a Student Interest Survey as part of Assignment #1. Use this survey to get to know your focus student. A copy of the student’s completed Interest Survey 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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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 supervisor and then 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>
<td></td>
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<tr>
<td>Student Engagement</td>
<td></td>
<td></td>
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<tr>
<td>Questioning Skills</td>
<td></td>
<td></td>
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<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
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<tr>
<td>Classroom Management</td>
<td></td>
<td></td>
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<tr>
<td>Time Management (Pacing, Transitions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback (Individual &amp; Whole Class)</td>
<td></td>
<td></td>
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<tr>
<td>Verbal &amp; Nonverbal Communication</td>
<td></td>
<td></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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>Observe</td>
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<table>
<thead>
<tr>
<th>Full Session Placement</th>
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<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.
EVALUATION

Weekly Feedback  83
Midterm Evaluation  84
Grading  86
Final Evaluation  89
IOWA STATE UNIVERSITY
EDUCATOR PREPARATION PROGRAM

WEEKLY FEEDBACK FORM

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

<table>
<thead>
<tr>
<th>PROFESSIONAL CHARACTERISTICS/SKILLS</th>
<th>INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enthusiasm</td>
<td>Planning</td>
</tr>
<tr>
<td>Creativity</td>
<td>Appropriate Objectives/Goals</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Organization/Budgeting of Time</td>
</tr>
<tr>
<td>Resourcefulness</td>
<td>Motivation of Students</td>
</tr>
<tr>
<td>Professional Appearance/Attitude</td>
<td>Skill in Giving Directions/Discussions</td>
</tr>
<tr>
<td>Dependability/Responsibility</td>
<td>Questioning Skills</td>
</tr>
<tr>
<td>Maintains Accurate Records</td>
<td>Rapport with Students</td>
</tr>
<tr>
<td>Rapport with Staff/Cooperation</td>
<td>Background Knowledge of Subject Matter</td>
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<tr>
<td>Rapport with Parents/Familie</td>
<td>Student Assessment Skills</td>
</tr>
<tr>
<td>Initiative</td>
<td>Classroom Management/Learning Environment</td>
</tr>
<tr>
<td>Confidence</td>
<td>Monitors/Adjusts Lessons</td>
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<tr>
<td>Oral Communication</td>
<td>Awareness of Individual Needs</td>
</tr>
<tr>
<td>Written Communication</td>
<td>Diversity Awareness</td>
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<tr>
<td>Technology Skills</td>
<td>Variety - Methods/Strategies</td>
</tr>
<tr>
<td>Self-Evaluation/Reflection Skills</td>
<td>Variety - Materials/Media/Resources</td>
</tr>
</tbody>
</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>
<thead>
<tr>
<th>CONTENT KNOWLEDGE</th>
<th>COMMENTS/SUGGESTIONS/GOALS</th>
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<tbody>
<tr>
<td>Knowledge of Subject Matter</td>
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<table>
<thead>
<tr>
<th>STUDENT LEARNER</th>
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<tbody>
<tr>
<td>Understands how students learn &amp; develop</td>
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<td>Rapport with Students</td>
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<tr>
<td>Classroom Learning Environment</td>
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<tr>
<td>Maintains Accurate Records</td>
<td></td>
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<tr>
<td>Rapport with Parents/Families</td>
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<tr>
<th>DIVERSE LEARNERS</th>
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<tr>
<td>Cultural awareness</td>
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<tr>
<td>Awareness of individual needs</td>
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<tr>
<td>A Monitors/adjusts lessons</td>
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<tr>
<th>CLASSROOM ENVIRONMENT &amp; MANAGEMENT</th>
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<tbody>
<tr>
<td>Establishes and maintains responsible student behavior</td>
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<td>Uses time to maximize student achievement</td>
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<tr>
<td>Rapport with students</td>
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<thead>
<tr>
<th>COMMUNICATION</th>
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<tbody>
<tr>
<td>Oral communication</td>
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<tr>
<td>Written communication</td>
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<tr>
<td>Skill in giving directions/discussion</td>
<td></td>
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<tr>
<td>Motivation of students</td>
<td></td>
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<tr>
<td>PLANNING &amp; STRATEGIES</td>
<td>COMMENTS/SUGGESTIONS/GOALS</td>
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<td>---------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Creativity</td>
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<tr>
<td>Resourcefulness</td>
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<tr>
<td>Organization/budgeting of time</td>
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<tr>
<td>Appropriate objectives/goals</td>
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<tr>
<td>Questioning skills</td>
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<tr>
<td>Uses a variety of methods &amp; strategies</td>
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<tr>
<td>Use of technology/media/materials</td>
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<tr>
<td>ASSESSMENT OF LEARNING</td>
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<td>Aligns assessment to instruction</td>
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<td>Provides timely feedback</td>
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<tr>
<td>REFLECTIVE TEACHING &amp; PROFESSIONAL RESPONSIBILITIES</td>
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<tr>
<td>Self evaluation/ reflection skills</td>
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<td>Initiative</td>
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<td>Confidence</td>
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<td>Flexibility</td>
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<td>Dependability / responsibility</td>
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<td>Professional appearance/ attitude</td>
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<td>Collaborates with students, colleagues, families</td>
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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.
If Student teachers DO NOT meet the required due dates:

The student teacher will have a 1/3 of a grade deducted from the final grade for each day past the due date materials are not submitted on TK20.

For example, if the student teacher began with the final grade of an “A,” missing the due date would result in the following deductions:

<table>
<thead>
<tr>
<th>Days Late</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day late</td>
<td>A-</td>
</tr>
<tr>
<td>2 days late</td>
<td>B+</td>
</tr>
<tr>
<td>3 days late</td>
<td>B</td>
</tr>
<tr>
<td>4 days late</td>
<td>B-</td>
</tr>
<tr>
<td>5 days late</td>
<td>C+</td>
</tr>
<tr>
<td>6 days late</td>
<td>C</td>
</tr>
<tr>
<td>7 days/1 week late</td>
<td>C-</td>
</tr>
</tbody>
</table>

If extreme circumstance arise that may impact the student teacher’s ability to meet the due dates, the student teacher needs to bring this to the attention of the Supervisor or Program Coordinator. Please note that bringing this issue to the attention of the Supervisor or Program Coordinator does not mean that the expectation will be waived or that a new due date will be established. It is important for the student teacher to prioritize at this point of his/her studies and be able to distinguish “do dates” from “due dates” to be continually successful.
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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unacceptable</td>
<td>The candidate does not have a grasp on the standard described. “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. “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. “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. “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>
</tr>
<tr>
<td>5</td>
<td>Distinguished</td>
<td>The candidate shows advanced depth of knowledge of the standard and enriches student learning. “Distinguished” performances are given to the infrequent but exceptional A+ student who is excellent and exemplary in their teaching skills.</td>
</tr>
</tbody>
</table>
Iowa State University
Teacher Education Services
Final Evaluation

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Teacher</td>
<td>University Supervisor</td>
</tr>
<tr>
<td>Placement</td>
<td>Evaluation Completed by</td>
</tr>
</tbody>
</table>

Directions for assessment: For each of the standards listed below, CIRCLE the score which most accurately reflects the candidate’s knowledge/performance level at this point in their progress. Use the following descriptors for assigning the score:

1. Unacceptable – The candidate does not have a grasp on the standard described.
2. Developing – The candidate’s knowledge or performance in this area is rudimentary.
3. Good – The candidate shows understanding of the standard and performs satisfactorily with continuing support.
4. Proficient – The candidate has a clear grasp of the standard and translates knowledge into effective practice.
5. Distinguished – The candidate shows advanced depth of knowledge of the standard and enriches student learning.

<table>
<thead>
<tr>
<th>Content Knowledge – The student teacher:</th>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISU Standard #1 - Content/Subject matter specialization</td>
<td>Distinguished 5</td>
<td>Proficient 4</td>
<td>Good 3</td>
</tr>
<tr>
<td>ISU InTASC Standard #4 - Content Knowledge</td>
<td>Developing 2</td>
<td></td>
<td>Unacceptable 1</td>
</tr>
</tbody>
</table>

**Comments on Challenges and Strengths:**

What area of improvement are needed?

Name two areas of strength.

1. 
2. 

| Data Source/Evidence |

---

<table>
<thead>
<tr>
<th>Student Learner – The student teacher:</th>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISU Standard #2 - Student Learning</td>
<td>Distinguished 5</td>
<td>Proficient 4</td>
<td>Good 3</td>
</tr>
<tr>
<td>ISU InTASC Standard #1 - Learner Development</td>
<td>Developing 2</td>
<td></td>
<td>Unacceptable 1</td>
</tr>
</tbody>
</table>

**Comments on Challenges and Strengths:**

What area of improvement are needed?
- **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.

**Data Source/Evidence**

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diverse Learners – The student teacher:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Distinguished 5</td>
<td>Proficient 4</td>
<td>Good 3</td>
</tr>
<tr>
<td></td>
<td>Developing 2</td>
<td>Unacceptable 1</td>
<td></td>
</tr>
<tr>
<td><strong>ISU Standard #3 – Diverse Learners</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ISU InTASC Standard #2 - Learner Differences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Iowa Teaching Standard #4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategies to deliver instruction that meets the multiple learning needs of students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student teacher:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Aligns classroom instruction with local standards and district curriculum.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Uses research-based instructional strategies that address the full range of cognitive levels.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Connects students’ prior knowledge, life experiences, and interests in the instructional process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Uses available resources, including technologies, in the delivery of instruction.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments on Challenges and Strengths:**

What area of improvement are needed?

Name two areas of strength.

1.  
2.  

**Data Source/Evidence**

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning – The student teacher:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Distinguished 5</td>
<td>Proficient 4</td>
<td>Good 3</td>
</tr>
<tr>
<td></td>
<td>Developing 2</td>
<td>Unacceptable 1</td>
<td></td>
</tr>
</tbody>
</table>
### Comments on Challenges and Strengths:

**What area of improvement are needed?**

Name two areas of strength.

1. 

2. 

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### ISU Standard #4 & #11 - Instructional Planning and Technology

**ISU InTASC Standard #7 & #8a - Planning for Instruction and Technology**

Comments on Challenges and Strengths:

**What area of improvement are needed?**

Name two areas of strength.

1. 

2. 

---

### Iowa Teaching Standard #3

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

- a. Uses student achievement data, local standards, and the district curriculum in planning instruction.
- b. Sets and communicates high expectation for social, behavioral, and academic successes of all students.
- c. Uses students’ developmental needs, backgrounds, 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.

---

### Data Source/Evidence

#### Teaching Strategies – The student teacher:

<table>
<thead>
<tr>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguished 5</td>
<td>Proficient 4</td>
<td>Good 3</td>
</tr>
<tr>
<td></td>
<td>Developing 2</td>
<td>Unacceptable 1</td>
</tr>
</tbody>
</table>

**Comments on Challenges and Strengths:**

**What area of improvement are needed?**

Name two areas of strength.

1. 

2. 

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### ISU Standard #5, #11, & #12 - Instructional strategies, Technology, & Methods of teaching

**ISU InTASC Standard #8, #8a, & #5 - Instructional strategies, Technology, Application of content**

---

### Iowa Teaching Standard #4

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

- 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 technology in the delivery of instruction.

---

### Data Source/Evidence

#### Classroom Management – The student teacher:

<table>
<thead>
<tr>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguished 5</td>
<td>Proficient 4</td>
<td>Good 3</td>
</tr>
<tr>
<td></td>
<td>Developing 2</td>
<td>Unacceptable 1</td>
</tr>
</tbody>
</table>

**Comments on Challenges and Strengths:**

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

What area of improvement are needed?

Name two areas of strength.

1. 

2. 

---

### 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.

### Data Source/Evidence

### ISU Standard #7 - Communication

<table>
<thead>
<tr>
<th>Communication – The student teacher:</th>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distinguished 5</td>
<td>Proficient 4</td>
<td>Good 3</td>
</tr>
</tbody>
</table>

**Comments on Challenges and Strengths:**

What area of improvement are needed?

Name two areas of strength.

1. 

2. 

---

### ISU Standard #8 - Assessment

### ISU InTASC Standard #6 - Assessment

### Iowa Teaching Standard #5

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

### Assessment of Learning – The student teacher:

<table>
<thead>
<tr>
<th>Assessment of Learning – The student teacher:</th>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distinguished 5</td>
<td>Proficient 4</td>
<td>Good 3</td>
</tr>
</tbody>
</table>

**Comments on Challenges and Strengths:**

What area of improvement are needed?

Name two areas of strength.

1. 

---
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.

Data Source/Evidence

Reflective Teaching & Professional Growth – The student teacher:

- **ISU Standard #9 & #10** - Foundations, reflective practice, and professional development & Collaboration, ethics, and relationships

- **ISU InTASC Standard #9 & #10** - Professional Learning and Ethical Practice, Leadership and Collaboration

**Iowa Teaching Standard #7**
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.

**Data Source/Evidence**

Professional Responsibilities – The student teacher:

- **ISU Standard #10** - Collaboration, ethics, and relationships

- **ISU InTASC Standard #9 & #10** - Professional Learning and Ethical Practice, Leadership and Collaboration

- **Iowa Teaching Standard #8**
Fulfills professional responsibilities established by the school district. The student 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 |

### Data Source/Evidence

### ADDITIONAL COMMENTS:
FORMS

Video Release Form 96
Employment Disclosure 97
Student Improvement Plan 98
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**

<table>
<thead>
<tr>
<th>Name of Responsibility/ Activity</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ______________________________</td>
<td></td>
</tr>
<tr>
<td>2. ______________________________</td>
<td></td>
</tr>
<tr>
<td>3. ______________________________</td>
<td></td>
</tr>
<tr>
<td>4. ______________________________</td>
<td></td>
</tr>
</tbody>
</table>

**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>
</tr>
</thead>
<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:
Goal #3:

Method of measurement:

Timeline:

Student Input/Steps for Improvement:

Goal #4:

Method of measurement:

Timeline:

Student Input/Steps for Improvement:

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__________