# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directory</td>
<td>3</td>
</tr>
<tr>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Educator Preparation Program Conceptual Framework</td>
<td>5</td>
</tr>
<tr>
<td>Policies</td>
<td></td>
</tr>
<tr>
<td>Qualifications</td>
<td>8</td>
</tr>
<tr>
<td>Legal Status</td>
<td>10</td>
</tr>
<tr>
<td>Licensure</td>
<td>11</td>
</tr>
<tr>
<td>Dismissal from Student Teaching</td>
<td>12</td>
</tr>
<tr>
<td>Professional Ethics &amp; Dispositions</td>
<td>14</td>
</tr>
<tr>
<td>Responsibilities</td>
<td></td>
</tr>
<tr>
<td>Student Teachers</td>
<td>17</td>
</tr>
<tr>
<td>Cooperating Teachers</td>
<td>19</td>
</tr>
<tr>
<td>University Supervisor</td>
<td>21</td>
</tr>
<tr>
<td>Standards</td>
<td></td>
</tr>
<tr>
<td>Teacher Education Standards</td>
<td>26</td>
</tr>
<tr>
<td>State of Iowa Standards</td>
<td>27</td>
</tr>
<tr>
<td>National Standards for Teachers of Family and Consumer Sciences</td>
<td>30</td>
</tr>
<tr>
<td>Required Professional Learning Opportunities</td>
<td></td>
</tr>
<tr>
<td>Teaching Dispositions</td>
<td>32</td>
</tr>
<tr>
<td>Required Professional Learning Opportunities (assignments)</td>
<td>37</td>
</tr>
<tr>
<td>Progression of Student Teaching/Forms</td>
<td>43</td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
</tr>
<tr>
<td>Student Teaching Grading</td>
<td>61</td>
</tr>
<tr>
<td>Rubrics</td>
<td>64</td>
</tr>
<tr>
<td>Additional Forms</td>
<td>72</td>
</tr>
<tr>
<td>Supervisor Forms/checklists</td>
<td>90</td>
</tr>
<tr>
<td>Grade Recommendation Form and Log</td>
<td>96</td>
</tr>
<tr>
<td>Coop Teacher Renewal Credit</td>
<td>97</td>
</tr>
</tbody>
</table>
# TEACHER EDUCATION SERVICES DIRECTORY

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IOWA STATE UNIVERSITY  
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## TEACHER EDUCATION SERVICES

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INTRODUCTION

Student teaching is the culminating experience in the teacher preparation program at Iowa State University. The professional semester is a time of transition from a student role to a professional role and is exemplified by the fact that the student teacher becomes an important and integral part of the host school system under the direction of an expert teacher and a university supervisor. The experience provides students with the opportunity to integrate theoretical information in a practical, applied situation in order to prepare the student teacher for the initial step towards a career in education.

The cooperating teacher has a critical role in assisting students. 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.

Further, the university supervisor is also important in the professional growth and development of the student. Because the student teacher may be some distance from campus, the supervising role may be complex and diverse. Assistance in meeting the many needs of the student teacher is an important factor in the student’s success. 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 most rewarding experience.

The Iowa State University Teacher Education Program is indebted to the public, parochial, and private schools in our central Iowa service area, across Iowa, the nation and overseas which accommodate our students and provide a clinical practice setting for this important phase of our program. This cooperative effort is imperative for a 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. Its contents are based on expectations, policies, and standards the university has for all participants graduating from their teacher preparation program. The assignments represent a blend of the performance standards integrated with the Iowa Teaching Standards and Criteria. On behalf of the University Teacher Education Program at Iowa State University, welcome to student teaching!

Non-discrimination Statement
“Iowa State University does not discriminate on the basis of race, color, age, religion, national origin, sexual orientation, gender identity, sex, marital status, disability, or status as a U.S. veteran. Inquiries can be directed to the Director of Equal Opportunity and Diversity, 3680 Beardshear Hall, (515) 294-7612.”
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.
POLICIES
**STUDENT TEACHING PROGRAM AND POLICIES**

**Student Teaching Qualifications**

To be eligible to enter student teaching, students must have:

1. Full admission to the University Teacher Education Program is required a minimum of 1 year before the start of the student teaching semester. Students in accelerated graduate programs must be fully admitted by mid-semester prior to the student teaching semester.
2. Completion of the 'Request for Student Teaching Placement' by the deadline in the fall semester for spring student teaching and by the deadline in the spring semester for fall student teaching. Details regarding this application are available in Teacher Education Services-133 MacKay.
3. A minimum 2.5 cumulative grade point average.
4. A passing grade as determined by the licensure area must have been earned in all required professional teacher education courses and selected courses in the student’s licensure area. All Curriculum and Instruction (C I), Human Development and Family Studies (HD FS) and Special Education (Sp Ed) courses required for licensure have a minimum grade requirement of a C (pedagogy coursework). Courses in the department of the major specifically required for teacher licensure have a minimum grade requirement of a C- (content coursework). Please note: Departments may have higher eligibility requirements (see licensure area coordinator for more information).
5. Complete (or concurrently completing) 80 hours of pre-student teaching field experience.
6. Report any criminal misconduct charge. Please note: When the student is enrolled in any field experience or anticipates commencing a field experience within 30 days, any criminal misconduct charge a student receives after the background check is completed must be reported immediately to Teacher Education Services. When the student is not enrolled in any field experience, the charge must be reported as soon as possible but no later than five working days after the incident. 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.
7. E-portfolio has one graded artifact (that received a proficient rating) uploaded for each of the 12 standards (for students student teaching Fall 2014/spring 2015 OR a proficient rating on a summary reflection (pilot program for 2014/15). (see FCEDS coordinator, Lisa Stange for details)

**VIRT: Violent Incident Reduction Training**

VIRT (Violent Incident Reduction Training: 3 hours) is required for all ISU teacher education graduates beginning fall 2013, as part of licensure requirements for teacher certification. If a student has already attended VIRT training, the student will have to provide proof that they completed the (3-hour) training.
Sessions: Secondary Ed and K-12 programs will attend either an afternoon training (1:10-4:10 PM normally on the second Friday of each semester) or the student teaching seminar training normally held (the first day of Iowa State University classes from 3-6:00 PM) the semester prior to student teaching. The afternoon training may shift depending on Labor Day and Martin Luther King Day.

Attendance

The student teacher will inform the cooperating teacher and university supervisor of any absences. Two or more days of absences in an eight week session or three or more days of absences in a fourteen week session, consecutive or not, must be reported to the director of field experiences. Reporting an illness is not the same as using that day for personal leave. Any personal time off needs to be negotiated with the Student Teacher Coordinator. The student teaching experience may be terminated or extended. Consideration will be given to extension of the experience provided the performance level of the student teacher indicates potential for completion at a “C” level or better evaluation.

Breaks

Student teachers are to follow the calendars of their respective schools (this includes those beginning 2nd semester after winter break---students are expected to begin when their respective placement begins and not when ISU returns). This means students will take the Thanksgiving and Spring breaks of the host schools, not those of the university. Students living in university housing will need to make arrangements with their directors to remain over any Iowa State University breaks.

Absence of the Cooperating Teacher (Substituting)

A student teacher from Iowa State University fulfilling the student teaching requirements, shall not be used as a substitute teacher for a cooperating teacher or any other teacher. The rationale for this policy is the student is not licensed and would be teaching without immediate supervision by a licensed teacher. Building principals are legally responsible for the welfare and supervision of all classrooms in their charge in the absence of the cooperating teacher.

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 83.
Job Interviews

The University Teacher Education Services encourages student teachers to participate in job interviews. However, it is important that student teachers consider their classroom responsibilities and seek prior approval from cooperating teachers and university supervisors before scheduling interviews. Student teachers are allowed the equivalent of one full day to interview per eight-week session and must have definite appointments for the excused absence. Simply missing school to attend a “job fair” away from the immediate area is not allowed.

Legal Status of a Student Teacher

The Iowa State University Teacher Education Program is approved by the Iowa Department of Education. As such, the following summary of Sections 262, 272, and 670 of the State Code of Iowa pertain to the administration of Teacher Education Programs and the status of student teachers.

Section 262.30 – “Contracts for Training Teachers” permits the Board of Directors for school districts to enter a cooperative agreement with the State Board of Regents on behalf of Iowa State University.

Section 272.27 – “Student Teaching” directs teacher preparation programs to enter into a written cooperative agreement with any accredited school district and provides that student teachers placed in a school district under the terms of this agreement are “entitled to the same protection under section 670.8, as is afforded by that section to officers and employees of the school district, during the time they are so assigned.”

Section 670.8 – “Officers and Employees Defended” indicates that a student teacher who is jointly assigned to a placement in a school district under the terms of a cooperative agreement between the district and Iowa State University is accorded the same civil and constitutional guarantees of the laws and protection as a licensed teacher. In other words, the student teacher has the same legal responsibility and may be held liable for his/her negligent acts and is also accorded the same protection of the laws as the licensed teacher. This code stipulates that student teachers who teach in Iowa Public Schools are afforded the same liability protection that school districts provide for their employees. Student teachers placed outside of the State of Iowa or in non-public schools may be asked to document that they have liability insurance. Should this be required, student membership in the Iowa State Education Association or the Professional Educators of Iowa organization is available at a reasonable cost.

Since student teachers are legally protected through the cooperative agreement between the University and the school district, cooperating teachers do not need 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.
A student teacher should NOT be used as a substitute teacher for a cooperating teacher or any other teacher. The rationale for this policy is that the student teacher is not licensed and would be teaching in an isolated situation without the immediate supervision of a licensed teacher.

Career Services

A Career Management Services Database is available for student use. This database will list teaching position vacancies. Information on resumes, cover letters, interviewing workshops, and on-campus interviews is available on the Career Services Website at http://www.ss.hs.iastate.edu/career

The following websites are good sources to explore when looking for teaching positions in Iowa: http://teachiowa.gov and http://www.iareap.net/

Licensure

The e-portfolio is a requirement for students who were admitted to Teacher Education in fall 2010 forward. Prior to recommendation for licensure, the student needs 2 graded artifacts uploaded for each of the 12 standards. Please note, if you are uploading artifacts from student teaching, it is ok if they are not graded. Also, students will be required to write a synthesis of evidence which would address all twelve teacher education standards. While the writing mechanics (punctuation, word usage, etc.) will be considered, the focus on the synthesis of evidence will be on whether or not the student has convinced the evaluator that s/he has met each standard. Students will receive notification from evaluators regarding their performance on the synthesis of evidence. A 'not proficient' rating on the synthesis of evidence will result in a recommendation to deny licensure. More information on the e-portfolio is located online (including an example of a synthesis of evidence): http://www.teacher.hs.iastate.edu/eportfolio.php

PLEASE NOTE: FCEDS student teachers in the calendar year 2014/2015 and 2015/2016 will be a part of a pilot program that does not include an e-portfolio, but includes formal graded reflection papers. See FCEDS Coordinator, Lisa Stange for instructions/questions.

The Iowa Board of Educational Examiners requires that all persons applying for initial licensure in Iowa be fingerprinted and that a criminal background check be completed before issuing a license. 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). The cost of a teaching license is $85.00 and there is a $75.00 charge for the background check. (Note: the cost is subject to change.) These fees must be paid with a check or money order payable to the Iowa Board of Educational Examiners. It is recommended to apply for an Iowa license at the time the teaching program is completed regardless of future plans. Coursework and programs 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.
Students with Disabilities

If a student has a documented disability that may affect his/her ability to participate fully in the student teaching course or if he/she requires accommodations, it is the responsibility of the student to let the Student Teacher Coordinator know immediately so that appropriate accommodations can be arranged.

Please request that a Disability Resources (DR) staff member send a Student Academic Accommodations Request (SAAR) form verifying your disability and specifying the accommodation(s) you will need. The DR office is located on the main floor of the Student Services Building, Room 1076, 515-294-6624.

Academic Dishonesty

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

Confidentiality and Anonymity

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

Dismissal from Student Teaching

In some instances a student teacher may be dismissed from the current student teaching placement and/or for the remainder of the semester. Dismissal is different from “withdrawal” which generally indicates the student is having a successful student teaching experience but needs to withdraw for personal or health reasons and will be given consideration of an incomplete grade.

Dismissal would be the final action after the university supervisor, cooperating teacher, and school administrator in consultation with the Student Teacher Coordinator and/or the University Teacher Education Director or faculty coordinator have worked with the student teacher to change deficiencies, remediate (Student Improvement Plan) and refocus the student teaching experience. Appropriate documentation by the cooperating teacher and/or the supervisor and/or performance observation in the following areas could lead to dismissal:

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

A conference with the university supervisor, the cooperating teacher, student teacher and the faculty academic coordinator of the student teaching program and if necessary, the Coordinator of Student Teaching and/or the University Teacher Education Director or faculty coordinator may be held to discuss the situation.

If the cooperating teacher or the university supervisor believes the student teacher has a serious problem adhering to the expectations of the student teaching placement, the following actions may be recommended:

a. In some instances the student teaching credits may be redirected to practicum or internship credits and progress toward graduation without licensure.

b. Extend the student teaching session for an agreed upon time which may involve an “I” for the semester.

c. Immediately terminate student teaching with no credit given.

If the student continues to student teach after being warned about a C grade or below, he/she must realize the low grade could impact the 2.5 GPA needed for licensure.

In the event a student teacher is counseled out of student teaching or is dismissed from student teaching, the student will be asked to complete the official drop from student teaching at the university.

Policy for Unsatisfactory Student Teaching Performance

In the event that a student is not successful (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 because of the importance of this experience in showing they meet the 12 educator preparation standards necessary to obtain a license.

Procedures when Students have an Unsatisfactory Performance in Student Teaching: Students who do not successfully complete a student teaching placement will be counseled out of teacher education to a different degree path.

Appeal Process

The university provides an appeal process for students who are dissatisfied with a committee’s decision or action. Most dismissal from student teaching decisions fall into two types and each would indicate a line of appeal.
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 University Teacher Education 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 Ethics and Dispositions

Student teachers should be proud to be entering the teaching profession and will want to act appropriately, embracing and accepting the responsibility to adhere to the highest ethical standard. 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 withdrawal from the student teaching placement and/or the University Teacher Education Program. Iowa State University has the following professional expectations of pre-service teachers:

The Iowa Board of Educational Examiners addresses professional ethics in Chapters 25 and 26 of the Iowa Code. (http://www.state.ia.us/boee). Scroll to the Licensure Rules (Iowa Administrative Code) section.

Professional Dispositions

• Value learning and commit to the continual learning and development of understanding by all students.
• Respond professionally to feedback.
• Carefully prepare for all lessons/classes for which you are responsible, consulting your cooperating teacher and/or supervisor well ahead of time.
• Avoid absences unless you encounter an emergency situation (e.g. flat tire on the way to placement site) or have a legitimate illness (e.g. running a high temperature or vomiting). In such cases you need to contact site personnel immediately as they are planning for your arrival.
• Unless prearranged, arrive early and leave only after consulting with cooperating teacher.
• Follow and uphold all school rules, including those regarding drug and alcohol use and sexual harassment.
• Maintain professional relationship with students, cooperating teacher and supervisor.
• Demonstrate respect for colleagues, administrators, parents and students and their differing opinions, abilities, and feelings.
• Respect the confidentiality of students, colleagues and parents.
• Communicate regularly with cooperating teacher and supervisor, contacting them immediately when problems arise.
**Professional Dress/Demeanor**

- **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. **NO SHORTS!**
PROFESSIONAL RESPONSIBILITIES
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. In so doing, the student teacher will have certain responsibilities.

Requirements

• Attend mid-placement student teaching related seminar at ISU. (Note: cancellations due to inclement weather will be announced via email.) *(FCEDS Students attend their own content related seminar.)*

• Attend, participate in and complete required professional learning opportunities for university supervisor-initiated seminars.

• Inform cooperating teacher(s) and university supervisor of any absence. The student teacher may be required to student teach beyond the published ending date to make up an excessive number of absences.

• Follow school calendar and contract days, not the university calendar (includes Thanksgiving, Winter, and Spring breaks). Display behavior that is prompt, courteous and dependable. Daily attendance is required.

• Adhere to the policies and philosophies of the cooperating school and district where assigned.

• Consider your position as an intern in the school; you are encouraged to experiment but also to recognize and respect the advice and counsel of your cooperating teacher and the school administration.

• Accept and implement suggestions from your cooperating teacher and supervisor. Work cooperatively with school personnel.

• Display a highly 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).

• Bring to the teaching experience adequate knowledge in the areas of basic subject matter, human growth and development and procedures. The student teacher’s general knowledge/competency should be evident in oral, written, computational and computer skills.

• Complete all required professional learning opportunities in a professional and timely manner.
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.

• Contact all of your cooperating teachers and make arrangements to visit prior to student teaching.

• Build contingency plans for emergencies (e.g. child care for sick and well children, transportation problems, military obligations, etc).

• Attend all orientation seminars and midterm meetings/seminars.

• 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 schools.

• Conduct yourself as a professional.

• Treat students fairly and with dignity.

Notify the university supervisor and/or the FCEDS Student Teacher Coordinator (515-294-5652) should problems occur.
RESPONSIBILITIES OF COOPERATING TEACHERS

Cooperating teachers (or co-ops) 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 as cooperating teachers by their building principal. Any cooperating teacher who feels the student teacher placed in his/her classroom is not a good match should contact Tiffany Coetzee (515-294-1915), Student Teacher Coordinator, and Lisa Stange, FCEDS Coordinator (515-294-5652) 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 students for the arrival of the student teacher.

• Provide student teachers with work space within their classroom.

• Introduce student teachers to students and school staff.

• Induct student teachers gradually into full-time teaching responsibilities.

• Serve as models for the student teachers’ observations. 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 (both material and human) which might aid in understanding the program and population served by that program.

• 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, samples of actual lesson plans and explanations of the process.

• 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 periodic evaluations of his/her teaching to the student teacher and university supervisor.

• Communicate with university supervisors regarding progress, concerns, etc.

• Complete and discuss a mid-term evaluation that addresses specific goals for the remainder of the student teaching experience.

• Complete and discuss the final evaluation form and discuss it with the student teacher and university supervisor at the final three-way conference. This final evaluation will focus upon the student teacher’s performance relating to the eight State of Iowa Teaching Standards.

• Recommend a final grade that is reflective of the student teacher’s performance to the university supervisor and return all evaluation forms.

Notify the university supervisor and/or the FCEDS Student Teacher Coordinator (515-294-5652) should problems occur.

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.

**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**

• Clarify material related to student teaching expectations, Cooperative Discipline techniques, the Iowa 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. In an 8 week session supervisors should make a minimum of 4 visits and meet with the participants at least once every two weeks. After each observation written feedback should be focused upon the student teacher’s performance in relationship to the identified teaching competencies. Student teaching experiences of other lengths will pro rate the number of visits, but maintain the “once every two weeks” minimum standard.

• Give feedback, guidance and support as needed based on teaching observations and conversations.

• Provide student teachers and cooperating teachers with written feedback concerning progress, problems and recommendations.

• Review and provide honest feedback on student teaching required professional learning opportunities.

• Conduct 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 8 State of Iowa Teaching Standards.

• Recommend student teaching final grades after consultation with cooperating teachers. Submit grades and evaluation forms to the Office of Teacher Education Services, 0133 Mackay. Send copies to Lisa Stange, FCEDS Coordinator, 4380 Palmer Suite 1362, or email to: lgstange@iastate.edu
Suggestions and Guidelines

• Attend the scheduled **supervisor meeting** prior to the first day of seminars. (You will receive this information via a memo.)

• Check to see if the cooperating teacher has accessed the STUDENT TEACHING HANDBOOK, has received Honorarium payment information, and give them copies of the feedback / evaluation forms. Please highlight the College of Human Sciences website and links to the University Teacher Education Program and Field Experiences.

• The district has received copies of the **Student Information Sheets (bio’s)**. Check each session to see that the cooperating teachers have this information.

• Make initial school visits the first week in the term. (An early 3-way conference with the cooperating teacher and student teacher can be very effective – especially for secondary placements.

• Inquire if this is a “first time” cooperating teacher and 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.

• Discuss your visitation and conferencing schedule with the cooperating teacher.

• Attend and participate in the **On-Campus Seminars** for students (**Mid-semester for FCEDS students**). If you are teaching, or cannot attend the seminar, arrange for another supervisor to cover your students.

**Orientation Guidelines For Supervisors**

(Secondary supervisors will conduct the orientation off-campus.)

• Give name, address, phone, email (hours you prefer to be contacted) to both student and cooperating teacher.

• Cover specific student obligations and all information outlined in the Handbook. Be sure to cover grading and planning thoroughly.

• Remind students to call both their supervisor and cooperating teacher if ill or out for any reason (snow, field trips, etc.) Inform students that you will report absences of more that two days per session or any unexcused absences to the Field Experiences Director.

• Stress being at school for at least the minimum contract day. Encourage or require attendance at professional meetings, in-services, etc. Make your expectations known to the students.
• Inform students of your visitation plans. Try to confer after visits, leave a note or email as the student gets busier. Make sure that you watch complete lessons during the full-time teaching weeks. Fewer but longer visits may be beneficial.

• Ask student to provide you with a schedule of preferred observation times and times to avoid.

• Cover the Minimum Requirements of Student Teaching, and Student Policies.

• Encourage students to write thank you notes to their cooperating teachers when student teaching has been completed.

Mid-Session

• Collect Mid Session Forms from the co-op teachers (week 4 or 5 for elementary or K-12 programs and week 6 or 7 for secondary). These must be retained and submitted to Iowa State University for the student’s permanent file.

• Conduct conferences with any students needing extra assistance and include cooperating teachers as necessary. Use the mid-session forms to assist all student teachers in setting goals for the remainder of the session.

• Review all student teaching required professional learning opportunities and collect unit/linked lesson outlines from student teachers.

• Document concerns on an on-going basis.

End of Session

• Schedule and conduct conferences with cooperating teacher and student. Use the Final Evaluation Form completed by the cooperating teacher as the basis for your conferences. (This form is now done electronically.)

• Write personal thank you notes to cooperating teachers each session.

• Each session encourage your student teachers to complete the electronic forms providing feedback on their cooperating teacher and supervisor. Other evaluation forms are included in the e-mailing to the cooperating teachers. (Return forms to 0133 MacKay and copy FCEDS Coordinator, 4380 Palmer Suite 1362)

• Attend the scheduled end-of –the-semester meeting (for elementary, special education, and secondary math, science and social studies) OR connect with FCEDS coordinator, Lisa Stange prior to the end of the semester to submit documentation, grade sheets and complete unfinished tasks. Please return:
1. The Mid-Term Form.

2. The Final Evaluation Form – initiated by the cooperating teacher.

3. Grade Recommendation Form – These forms are filed for a five-year period.

On-Going Supervisor Responsibilities

• Travel Expense Sheets are due each month. Record your mileage and submit to DeeAnna Bechtel– 0133 MacKay. Please hand in printed legibly or typed. Travel expenses must be submitted within 30 days of the expense. We will not accept any expense sheets for fall semester after January 30 or for spring semester after May 30. Please call or email DeeAnna (dbechtel@iastate.edu) if you have any questions about forms or allowable expenses.

• Schedule at least one shop talk (on an as needed basis) each session with your assigned student teachers. It is up to the supervisor to determine the time, location and topics. Students can share ideas/concerns or supervisors can schedule speakers on topics such as budgets, Career and Technical Student Organizations (CTSO’s), lab supervision and assessment, discipline, first year expectations, teaching standards and portfolios, Interviews, using the Area Education Agency, Perkin’s requirements and Programs of Study, Competency proficiency and reporting, working with Advisory Councils, etc.

• Visit student teachers a minimum of four times in an eight-week period. Be sure to have an on-site visit with the student teacher and cooperating teacher at least once every two weeks. Students needing more help will receive the higher number of contacts. Visit as many subject areas or class periods as possible. Try to schedule at least one long visit staying through an entire lesson and across the transition times. Keep records of observations. Indicate the date and time of the visit, along with your personal notes. Carefully document any concerns or problems.

Grading

• Potential problem situations – If at any time during a session you believe a student has fallen below a B- grade, inform Lisa Stange, FCEDS Coordinator of your concern.

• Mid-term warnings – At the end of Session One (university mid-term date), any student earning a C or less needs to be reported. Let Student Teacher Coordinator know at least one week before the end of Session One. The Student Teacher Coordinator may wish to schedule a meeting with you and the student teacher to design a plan of action.
STANDARDS
The student teaching semester is a transitional time for teacher education candidates preparing for initial licensure. They must show competency in the twelve 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.

IOWA STATE UNIVERSITY TEACHER EDUCATION STANDARDS

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.

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**STATE OF IOWA 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.**

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.
Expectation Statements for the National Standards for Teachers of Family and Consumer Sciences (2nd ed.)

This document provides — Expectation Statements for each of the ten standards in the National Standards for Teachers of Family and Consumer Sciences. These statements describe knowledge, skills, attitudes, and/or behaviors of beginning family and consumer sciences teachers related to the Standards. The Statements were developed through a multi-phase national process (Fox & Klemme, 2009). The Statements are intended to serve as performance indicators and examples. The statements should clarify expectations for beginning family and consumer sciences teachers.

Standard #1. Career, Community, and Family Connections
Analyze family, community, and work interrelationships; investigate career paths; examine family and consumer sciences careers; and apply career decision making and transitioning processes.
- Explain career choice in an interrelated context of family, community, and work.
- Explain career pathways in relation to family and consumer sciences.
- Examine careers and career transition skills.
- Apply career, community, and family concepts in curriculum and instructional planning (pedagogical).

Standard #2. Consumer Economics and Family Resources
Use resources responsibly to address the diverse needs and goals of individuals, families, and communities in family and consumer sciences areas such as resource management, consumer economics, financial literacy, living environments, and textiles and apparel.
- Assess the influence of values held by individuals and families (dispositions).
- Evaluate the management of human, material, and fiscal resources to achieve goals (knowledge).

Standard #3. Family and Human Development
Apply principles of human development, interpersonal relationships, and family to strengthen individuals and families across the lifespan in contexts such as parenting, care giving, and the workplace.
- Relate theory and principles of human development, interpersonal relationships, and families to continuing concerns that families face across the lifespan.
- Analyze contexts in which individuals and families function.

Standard #4. Nutrition, Food, and Wellness
Promote nutrition, food, and wellness practices that enhance individual and family well being across the lifespan and address related concerns in a global society.
- Evaluate nutrition and wellness choices and practices to enhance individual and family well being across the lifespan, using reliable guidelines and sources of information.
- Synthesize principles of food acquisition, safety and sanitation, and preparation to meet long-term nutrition needs of individuals, families, and communities, including special dietary considerations.
- Evaluate impacts of science, technology, and technological advances on wellness, nutrition, foods, and related issues.
- Assess governmental, economic, geographic, and technological influences on nutrition and foods practices, food availability, and related issues in a global society.

Standard #5. Curriculum Development
Develop, justify, and implement curricula that address perennial and evolving family, career, and community issues; reflect the integrative nature of family and consumer sciences; and integrate core academic areas.
- Develop and justify curricular choices that meet the needs of all learners.
- Implement curricula that address recurring concerns and evolving family, consumer, career, and community issues.
- Design curricula that reflect the integrative nature of family and consumer sciences content.
- Integrate family and consumer sciences content and grade level core academic standards.
Standard #6. Instructional Strategies and Resources
Facilitate students’ critical thinking and problem solving in family and consumer sciences through varied instructional strategies and technologies and through responsible management of resources in schools, communities, and the workplace.
- Justify and implement a variety of best-practice strategies to help all students learn.
- Critique methods, materials, technologies, and activities as related to lesson goals and diverse learning needs of all students.
- Utilize community, business, and industry resources to enrich all student experiences.
- Integrate family and consumer sciences content knowledge and skills with pedagogically appropriate strategies and resources.

Standard #7. Learning Environment
Create and implement a safe, supportive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities.
- Implement classroom management strategies that support a physically safe and accessible environment.
- Display and promote tolerance, appreciation, and respect for diversity from a perspective that includes exceptionality, race, age, ethnicity, religion, socio-economic status, gender, and sexual orientation.
- Consider basic human needs, human development, relationships, and family dynamics to support students’ high academic achievement.
- Promote a pluralistic environment, engaging students in ethical problem solving and action.

Standard #8. Professionalism
Engage in ethical professional practice based on the history and philosophy of family and consumer sciences and career and technical education through civic engagement, advocacy, and ongoing professional development.
- Relate historical and philosophical perspectives of family and consumer sciences and career and technical education to current and future professional practice.
- Engage in civic activities to generate reciprocal support between communities and programs.
- Advocate for public policies that support individuals and families (knowledge and skills).
- Justify professional practices based on knowledge of ethics and the enduring values and beliefs of the profession (dispositions).
- Implement a plan to enhance professional growth.

Standard #9. Student and Program Assessment
Assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, standards, and processes.
- Interpret criteria, standards, and processes used to evaluate student learning and programs in family and consumer sciences.
- Integrate a variety of evaluation techniques (e.g., authentic and performance assessments) to gather evidence regarding student learning and program performance.
- Justify decisions about teaching practices and program design based on data-driven evidence.
- Demonstrate the principles of reflective practice to improve teaching.

Standard #10. Student Organization Integration
Integrate the Family, Career and Community Leaders of America student organization into the program to foster students' academic growth, application of family and consumer sciences content, leadership, service learning, and career development.
- Justify the use of FCCLA programs to foster youth development. (Indicators of youth development: leadership, communication, and the 40 developmental assets)
- Integrate FCCLA programs to enhance student learning of family and consumer sciences and other subject areas.
Required Professional Learning Opportunities

General 31
Teaching Dispositions 33
Assignments 37
Self-Evaluation Reflections 38
Lesson Plans and Linked Lessons 39
Professional Activities 40
FCCLA Program Visit 40
Videotape 40
WHAT IS EXPECTED OF STUDENT TEACHERS?

As a result of their student teaching experiences, students will:

**Develop and Exhibit Dispositions Necessary to Effective Teaching.**

- **Caring**
  - Empathy, compassion, rapport, respect, passion, and cultural competence

- **Communication**
  - Presence, responsiveness, attentiveness, authenticity, collaborativeness, voice

- **Creative**
  - Flexibility, inventiveness, resourcefulness

- **Critical**
  - Reflectiveness, initiative, open-mindedness, efficacy, humility

- **Professional**
  - Professionalism, personal and professional ethics and integrity, work ethic and responsibility, confidentiality


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.

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**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.
Required Professional Learning Opportunities

General Professional Learning Opportunities

1. **Attendance** in the classroom. The latest date on which your assignment is to begin has been indicated on the “Professional Semester Placement List/Calendar.” Verify this with your cooperating teacher. Your assignment is the teacher contract day and your hours will usually be the same as those of your cooperating teacher. Plan to arrive early. Follow the vacation and holiday schedule of your assigned school rather than the University schedule.

2. Discussion of program/personal **goals**. As soon as possible with the first week, meet with your cooperating teacher to discuss the program. Learn about the school’s philosophy and policies. Be prepared to discuss and ask questions about goals, objectives, district standards and benchmarks, classroom organization, class schedule, rules and management techniques. Discuss your teaching experiences and your goals for student teaching. Identify skills you want to strengthen or develop.

3. Development of **timeline**. During the first week, discuss with your cooperating teacher the tentative required professional learning opportunities completion dates and phasing in of the teaching progression (see discussion of lead teaching in this section). Discuss these dates with your supervisor during his/her first on-site visit and confirm specific completion dates.

4. Attend scheduled mid-semester seminar (and any other that your ISU Supervisor may hold).

5. Maintain a **file** of all assignments completed during each of your eight week experiences. All assignments are to be given to the University Supervisor as soon as they are completed, and no later than two days prior to the last day of your student teaching. Develop a system for filing program ideas and resources for future reference.

Teaching and Required Professional Learning Opportunities

1. During the first few days in the classroom, take some time to observe the children/students and to become acquainted with the individuals in the classroom and elsewhere in the school. Begin to interact with the students, learn their names and gradually become involved in the daily activities. During the first week, become familiar with the physical aspects of the classroom, concepts and skills being developed, classroom management, and assessment. **This is not a formal written professional learning opportunity but should be noted on the Student Teaching Experience Checklist.** Please use the “Managing Risk” worksheet (page 45) as an observation/discussion tool the first week of your experience. These forms are found in the Rubrics Section.
2. **Self-Evaluative Reflections.** The student teacher will be responsible for writing a self-evaluative reflection at least **once** times each week. The reflection is not intended to be a log of activities or a journal/diary entry. Rather, it is to be a guided reflective-writing process in which the student teacher undergoes self-critique in relation to the identified standards. In other words, the reflection needs to focus on the student teacher’s learning not the students or the situation. (Make sure you are addressing the “How’s” and “Why’s” and the “So What’s” and “Now What’s” in the reflection.) The self-evaluative reflection must adhere to professional confidentiality standards, and, therefore, should not contain any identifying information pertaining to individual students, teachers, school or school district or their family members. Self-evaluative reflections are intended to:

- develop self-understanding by reflecting on your daily experiences, responses, etc. in the context of the ISU Teaching Standards.
- increase your skill in recording, interpreting, and critiquing significant interactions and instructional experiences.
- focus your attention on your professional questions, thoughts and observations rather than to account for your daily activities.

Prompts for self-evaluative reflections may include:
- An outline of the daily schedule and its influence on students (e.g. block vs. period scheduling).
- Physical environment of the classroom.
- Role of the teachers or professionals.
- Implementation of diverse, anti-bias curriculum.
- Review of resources.
- Curriculum decisions.
- Critical incidents – events that change, direct, influence, challenge your thinking.
- You as decision-maker.

All of these prompts, though, need to be examined in the context of the ISU Teaching Standards.

**Task/Required Professional Learning Opportunity:**

Each student teacher will write one self-evaluative reflections each week that relate his/her classroom experience to **at least** one of the twelve ISU Teaching Standards or one of the eight Iowa Teaching Standards (42 criteria). Describe in detail at least one event in the classroom that connects your actions to student learning or to your own professional growth. Reflect on whether the event would lend itself to an artifact or an observation opportunity that could be evaluated by a cooperating teacher/supervisor/principal. Don’t forget to support any assumptions or conclusions with the “how” and/or “why.” Please include an analysis of the “So What?” and “Now What?” reflection questions. Please be specific about which standard your comments are addressing.

It is required that two of your self-evaluative reflections reference Iowa Teaching Standard **#7** and **#8**:

**Standard #7.** The self-evaluative reflection will describe a school district/building/classroom communication with parents/guardians or other professionals in the learning community. Include a description of your participation and communication.
That could include parent/teacher conferences, building assistance meetings, staffings, notes, calls or meetings. You may have made a home visit, written a newsletter or designed a classroom webpage.

Standard #8. The self-evaluative reflection will focus on *at least one* professional conference, parent/teacher conference, in-service or professional development meeting. Include an overview of the event or activity, a statement of your opinions, viewpoints or insights about the experience; and concluding generalizations about the value or impact of the experience on one’s professional growth or future professional activity.

Be sure to use proper sentence structure, grammar, punctuation and spelling. Evaluation rubrics for this required professional learning opportunity can be located in the Grading and Evaluation Section of this handbook.

3. **Lesson Plans.** Lesson plans for every area of teaching are expected and must be approved in advance by the cooperating teacher. When assuming the responsibility for lesson preparation, the student teacher must present all lesson plans to the cooperating teacher for approval at least a day (to be determined when conferencing with your cooperating teacher) prior to implementation. Once the lesson plans are approved, a copy of the lesson plans and any accompanying instructional materials must be available in the classroom to be used in the event that the student teacher is absent. These plans and materials must be sufficiently detailed to serve as guidelines for a substitute teacher. For all scheduled supervisor visits, a copy of the lesson plan must be made available upon his/her arrival.

It is important to note that later in the student teaching session and after completing many exemplary lesson plans, the cooperating teacher and university supervisor may work with the student teacher to transition to an abbreviated style of lesson plan more representative of those used by experienced teachers. This is a privilege and not an expectation.

Follow the acceptable lesson planning format in the area you are student teaching.

4. **Linked Lessons.** Student teachers will prepare and teach a series of linked lessons. This unit of lessons should be selected after consulting with the cooperating teacher and should fit the curriculum needs and requirements of the school and the level being taught. An outline is due to your supervisor early each session. This required professional learning opportunity will be evaluated by your university supervisor. It is the responsibility of the student teacher to cite all sources used in the series of lessons.

**Task/Professional Learning Opportunity:**

Using any content area/curriculum area, the student teacher will be able to plan and implement a minimum of five linked, connected lessons. This required student teaching may be part of a unit assigned by your cooperating teacher. Also note that the exemplary student teacher will show evidence of a series of linked lessons in a variety of content/preparation areas during student teaching. That is, the submitted linked lessons will be examples of consistent planning that contributes to important student learning outcomes within the framework of the district curriculum. An evaluation rubric for the Linked Lesson Required Professional Learning Opportunity can be located in the Grading and Evaluation Section of this handbook (pps. 68-69)
5. The student teaching semester has many opportunities to develop **professionalism** built into the experience.

**Involvement in professional development activities (outside of the normally scheduled Professional development activities during the school day).** Engage actively in several professional out-of-class activities during your eight-week experience. Explore the possibilities for professional involvement that are available to you and participate in those which have most promise for contributing to your professional development. Suggestions for professional activities include:

- participation in advisory council meeting, parent organizations, etc.
- participation in student staffing meetings, and evaluation sessions.
- participation in professional workshops and meetings (local, state, regional national)
- scheduled observation/discussion time with other staff members, such as parent involvement coordinators, speech clinicians, occupational and physical therapists, psychologists, etc.
- scheduled conference time with the program administrator. Some will provide an opportunity for a mock evaluation and/or interview. (You may want to ask him/her to visit your classroom while you are head teaching so that he/she could be in a position to write a recommendation for you.)

Record your involvement and evaluate in your self-evaluative reflections.

6. **FCCLA Program visitation.**
   If your placements do not have an FCCLA program, plan and arrange for a visit to at least one nearby district that has a chapter. Your university supervisor will help you plan this visit. Complete the Report on Program Visit (Form J) and hand it in to your University Supervisor with your weekly journals.

7. **Personal Videotape.** Each student will develop a videotape each session that can be used for self-evaluation. Tape evaluation forms (page 70) will be submitted to the university supervisor. Be sure to check district policy before taping. Special education students may not be taped in some placement locations so student teachers in a special education placement will only complete one videotape analysis. **The videotape analysis forms and sample permission letter can be located in the Grading and Evaluation Section of this handbook.** STUDENTS MAY NEED TO WORK WITH IOWA STATE UNIVERSITY OR OTHER SOURCES TO GET THE EQUIPMENT TO COMPLETE THIS ASSIGNMENT.

8. **Mock Interview.** House File 549. Each student teacher shall have the opportunity to become knowledgeable about the Iowa Teaching Standards, including a mock evaluation performed by the cooperating teacher. These eight standards are the same used to evaluate beginning teachers to determine whether or not they qualify for a standard teaching license after two years of teaching experience. This mock evaluation is to be used as a self-assessment tool and may be kept by the student teacher. **The mock evaluation form can be located in the Grading and Evaluation Section of this handbook.**
Other important activities:

Conferences.
Discuss your professional experiences and progress on an ongoing basis with your cooperating teacher and university supervisor. It is anticipated that you will have daily dialogue with your cooperating teacher, but you should schedule a particular time for a conference at least once per week.

Using the “Student Teaching Progress Report” can help your cooperating teacher give useful feedback. Conferences with your university supervisor will be during his/her visits to your center as well as by telephone.

Midterm Conference with cooperating teacher.
On the first day in your center make sure your cooperating teacher has a copy of the "Evaluation Form for Student Teaching."

Schedule an evaluation conference with your cooperating teacher approximately half-way through your experience. Use the evaluation form as an outline for the conference. You and your cooperating teacher should independently complete the forms prior to the time of the conference. Discuss your ratings and comments. Use this conference to discuss your goals and your progress, and to determine the direction for the rest of your student teaching experience. Submit a copy of each form to your university supervisor.

Final Conference with cooperating teacher.
A final conference is to be scheduled with your cooperating teacher at the end of your lead teaching experience. Use the same procedure as for the midterm evaluation. Your cooperating teacher's copy of the form is to be mailed to your university supervisor so that it is received two days prior to the end of your experience. The cooperating teacher is to complete the form, record a recommended grade, and sign the form before it is sent to the University Supervisor.

Written, final self-evaluation.
You are to write a supplementary self-evaluation and mail a copy to your university supervisor no later than two days prior to the end of your off-campus experience. Following are topics for your consideration in writing your self-evaluation.

- opportunities and assignments which were most beneficial and those that were less beneficial
- degree of success in meeting your goals and in executing your responsibilities.
- problems you encountered and how they were resolved
- personal development, highlighting specific strengths and areas still needing improvement
- a discussion of your teaching philosophy and any changes in it or in your view of the role of the adult/teacher in this setting
- goals for your continuing professional development
- your participation as a team member
- any changes you would make in the program and why
Final conference with university supervisor.
Schedule and participate in a final conference with your university supervisor. This is to be held immediately following the conclusion of your off-campus experience. As a part of this conference you may be asked to complete a departmental curriculum evaluation.

Student evaluation of professional semester program.
It is helpful to the Human Development and Family Studies departmental supervisory staff to receive student evaluations of the university supervisor, the professional semester experience, and of the cooperating teacher.

Use the “Evaluation of University Supervisor” (http://utep-iastate.supereval-st.sgizmo.com/s3/) in evaluating your university supervisor and student teaching experience.

**Checklist.** Have your supervisor check and initial your list at the end of each session. The checklist can be located in the Grading and Evaluation Section of this handbook on pages 53-54.
PROGRESSION OF
STUDENT TEACHING

Lead Teaching and Progression of Student Teaching

“Eight-and-Eight” Week Placements

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<td>Phase Out</td>
<td>Observe</td>
<td>Intro</td>
<td>Full Teach</td>
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“Sixteen-week Placements”

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During the 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. During the 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 for a middle school class or for secondary classes related to no more than four separate preparations, at which point the full-time teaching stage has begun. After four weeks the student teacher should gradually relinquish the teaching duties. The phase out stage involves this tapering off of responsibilities, increased reflective analysis, participation in different activities, and observation in other classrooms.

The progression recommendations above 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 above recommendations. Student teachers are encouraged to accommodate the scheduling and progression needs of the placement site.
Checklist For Classroom: Suggested Completion Dates

From Student:
___ Timeline: within first week
___ Goals: _____ Initial (within first week) _____ Midterm update (by week 4) _____ Final update (2 Days prior to final conference)
___ Reflections: 1 times per week for 7 weeks (e-mailed by Sunday)
___ Weekly self-evaluations: weekly for 7 weeks (e-mailed by Sunday)
___ Professional activity: as opportunity develops
___ Media record: by week 7
___ FCCLA Program visit: by week 5, if possible
___ Lesson plans from lead teaching: plans submitted for review before lead teaching, completed plans right after lead teaching
___ Final self-evaluation narrative: 2 days prior to final conference (no form, answer questions on p. 41)
___ Final self-evaluation form: 2 days prior to final conference
___ Evaluation of cooperating teacher: week of final conference
___ Evaluation of university supervisor: week of final conference
___ Evaluations to discuss with cooperating teacher and supervisor
   _____ Midterm _____ Final

Evaluations From Cooperating Teacher:
Please discuss these with the student teacher and turn a copy in to the university supervisor.
___ Student Teaching Progress Report: (minimum of 4 each session) bi-weekly
___ Midterm evaluation: by week 7
___ Final evaluation: 2 days prior to final conference
Managing Risk – First Day Interview

This form is designed to support a dialog between you, the student teacher, and your cooperating teacher. The information collected will help you better manage risk in classrooms during your student teaching experience. Please keep this as reference throughout your experience.

**Communication**

How do I contact the office or others in the building during? Before? And after office hours?

Is there an intercom? How do I use it?

Is there a phone? How do I use it?

Is there a directory of phone numbers? Location?

When do I call 911 directly?

Are there phone numbers and contact information for students in classrooms?

**Sending Students to the Nurse**

What are the procedures? Should I notify the nurse that I am sending someone?

Should a student be sent to the nurse alone? If not, who should accompany the student? (you may need to identify responsible students who could accompany a sick/injured student)

**Reporting Suspected Abuse or Neglect**

Is this strictly the teacher’s responsibility to report?

Who do I notify about suspicions and when?

**Dealing with Student Health or Injuries**

Are there any students who have special needs or heath issues (e.g., seizures, asthma, chronic disease)? If so, list them and discuss each.

In case of an incident, are there things I can do for students or do I just call someone?

Where do I send/take an injured student?

Who do I contact regarding student injury at school?

Who will contact the parents?

What are my First Aid responsibilities? What should teachers do or not do?
Where are first aid materials in the classroom / school?

What procedures should be followed when an injury occurs on field trips or other activities away from school?

**Safety**
Are there special rules and procedures for safety in Science lab / shop / FCS lab / gym / locker room / playground?

Where is the safety equipment in classroom(s), school, lab, gym, playground?

**Hygiene**
Use of hand sanitizers by children in classroom: Okay to provide? Okay to require all to use?

What personal protective equipment is provided? Where is it stored?

**Cleaning Up**
What procedures are to be used to clean up potentially infectious materials like vomit? blood? saliva? feces? urine?

Who do I contact? And how?

What do I do with the child who had the difficulty?

What do I do with other students while waiting for clean up?

**Fire Drill Procedure**
Where do I go and by what route?

Is there a secondary exit, if necessary, in case of blocked doorway?

Are there procedures to follow in route to the location?

What do I do when we are there?

What should I (the teacher) take for the fire drill (student list, grade book, emergency kit, etc.)?

What should students take?

Do I lock the classroom door or not?

Do I close classroom windows or not?

Do I take an emergency kit? Location?

Where are the fire alarms located?

Where is the fire extinguisher located?
**Tornado Drill**
Where do we go and by what route?

What procedures do I follow in route to location?

What do I do when there?

What should I (the teacher) take for the tornado drill (student list, grade book, emergency kit, entertainment materials for the kids, cell phone, etc.)?

What should students take?

Do I lock the classroom door or not?

Do I close the classroom windows or not?

Where is the emergency kit located?

**Lock Down Procedures**
How will I know a lock down is needed?

What do I do?

Where do I go with the class?

How will I know the lock down has ended?

**Strangers in Hallways or Classroom**
What do I do if strangers are observed in the school without proper identification?

What do I do if I observe suspicious individuals outside of the school?

What do I do if someone shows up in the classroom without a note or visitor’s pass to take a child home, especially if the office has not notified me?

**Role of Security Personnel**
If school has security personnel, what are their roles?

How and when should they be contacted?

**Violent or Inappropriate Behaviors**
What are my responsibilities, if I observe students fighting?

What are my responsibilities, if I see or hear about students bullying other students?
What are my responsibilities, if I observe or hear about sexual harassment?

**Inappropriate Use of Technology**

What are the school’s policies on the use of computers in the school (visiting inappropriate sites, handling reports on this from students, etc.)?

What do I do if I observe the inappropriate use of technology? Who needs to know?

What is the school’s policy on the possession and use of cell phones and pagers? What do I do if you observe inappropriate use?

What is the school’s policy on the possession and use of iPods and similar gadgets? What do I do if you observe inappropriate use?

**Purchases of lab materials/groceries, etc.**

What are the rules regarding use of alcohol in recipes? What about food allergies? How are they handled?

How does the instructor shop for groceries and supplies? What is the budget? How is it determined? Are there certain commodities used and how are those ordered? Any other large purchases? How are they handled?

How are purchases documented?

**Classroom lab rules**

Are there specific rules in regards to labs in the kitchen that need to be adhered to?

What safety and sanitation guidelines are enforced and how? (Closed toed shoes, aprons, hair ties, etc.)

What are the rules for an ill student that may or may not participate in a foods lab?

Is food allowed outside of the classroom? What do you do with leftovers? Are other students allowed in the kitchens/classroom to cook/eat?

How is the laundry taken care of?

Special instructions how to use any equipment in the classroom?
# TIMELINE FOR CLASSROOM ASSIGNMENTS AND RESPONSIBILITIES

## Suggested Timeline

### Prior to Beginning:

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<tr>
<th>Task/Assignment</th>
<th>Date Completed</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Visit program</td>
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<tr>
<td>Read &quot;The Student Teacher Handbook&quot;</td>
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### Week 1: Dates

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<tr>
<th>Task/Assignment</th>
<th>Date Completed</th>
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<tbody>
<tr>
<td>Verify classroom attendance dates/hours</td>
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<tr>
<td>Discuss program (philosophy, goals, organization, schedule, rules, etc.) with cooperating teacher.</td>
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<tr>
<td>Develop a timeline for completion of assignments and goals using the &quot;Outline of Student Teaching Responsibilities&quot;</td>
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<tr>
<td>Observation/Familiarization. Take time to become acquainted with students &amp; staff, review student files as appropriate</td>
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<tr>
<td>Select and write goals for student teaching; discuss with cooperating teacher</td>
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<tr>
<td>Reflection</td>
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<tr>
<td>Weekly Self-Evaluation (Friday)</td>
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<tr>
<td>Weekly conference with cooperating teacher. Turn in forms every other week.</td>
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<tr>
<td>Contact with University Supervisor</td>
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### Week 2: Dates

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<th>Task/Assignment</th>
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<tr>
<td>Attendance</td>
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<tr>
<td>Maintain file for tasks/assignments</td>
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<tr>
<td>Use of cooperating teacher’s plans for activities</td>
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<tr>
<td>Parent/Paraprofessional Contact</td>
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<td>Reflection</td>
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**Weekly Self-Evaluation**

Weekly conference with cooperating teacher

Contact with University Supervisor

### Week 3: Dates

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<tr>
<td>Maintain file</td>
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<tr>
<td>Use of cooperating teacher’s plans for activities</td>
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<tr>
<td>Begin planning for your own activities</td>
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<tr>
<td>Parent/Paraprofessional Contact</td>
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<tr>
<td>Engage actively in several professional out-of-class activities. Comment on these activities in your journal</td>
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<tr>
<td>Program visitation (1st half). Use this opportunity to visit an FCCLA meeting or school if you do not have a placement with a chapter. Complete the form in your handbook.</td>
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<tr>
<td>Reflection</td>
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<tr>
<td>Weekly Self-Evaluation</td>
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<tr>
<td>Complete a media record of your teaching. Use your journal to comment on what you notice. Discuss with cooperating teacher &amp; university supervisor</td>
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<tr>
<td>Contact with university supervisor</td>
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### Week 4: Dates

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<td>Maintain file</td>
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<td>Use of own plans for activities</td>
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<tr>
<td>Parent/Paraprofessional Contact</td>
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<tr>
<td>Engage actively in several professional out-of-class activities.</td>
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<td>Reflection</td>
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<tr>
<td>Weekly Self-Evaluation</td>
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<tr>
<td>Midterm conference with cooperating teacher</td>
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<tr>
<td>Midterm conference with university supervisor</td>
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**Week 5: Dates**

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<td>Maintain file</td>
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<td>Use of own plans</td>
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<td>Turn lead teaching plans into cooperating teacher and university supervisor</td>
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<tr>
<td>Parent/Paraprofessional Contact</td>
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<tr>
<td>Engage actively in several professional out-of-class activities</td>
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<td>Reflection</td>
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<tr>
<td>Weekly Self- Evaluation</td>
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<tr>
<td>Conference with cooperating teacher</td>
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<td>Contact with university supervisor</td>
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**Week 6: Dates**

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<td>Maintain file</td>
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<td>Use of own plans for lead teaching. Turn lead teaching plans into university supervisor at end of week with any changes noted.</td>
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<tr>
<td>Engage actively in several professional out-of-class activities</td>
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<td>Reflection</td>
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<tr>
<td>Weekly Self- Evaluation</td>
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<tr>
<td>Conference with cooperating teacher</td>
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<td>Contact with university supervisor</td>
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**Week 7: Dates**

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<td>Maintain file</td>
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<tr>
<td>Lead Teaching. Send a copy of your plans to your university supervisor with any changes noted</td>
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<tr>
<td>Engage actively in several professional out-of-class activities</td>
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<td>Reflection</td>
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Weekly Self-Evaluation

- Complete second media record of your teaching, if desired
- Conference with cooperating teacher
- Contact with university supervisor

**Week 8: Dates**

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<td>Maintain file</td>
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<td>Program visitation (2nd half). Complete the form in your handbook</td>
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<td>Final Self Evaluation Form</td>
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<tr>
<td>Final conference with cooperating teacher</td>
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<tr>
<td>Final conference with university supervisor (on campus).</td>
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<tr>
<td>Written final self-evaluation (narrative)</td>
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<tr>
<td>Student evaluation of professional semester program. Evaluate your cooperating teacher and your university supervisor. Complete online or return the form to Lisa Stange.</td>
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</tbody>
</table>

**Complete and submit all work at least two days prior to the end of your placement.**
STUDENT TEACHING EXPERIENCE CHECKLIST

The following are suggested orientation experiences and teaching activities. It is not essential to complete all of the items listed, but efforts should be made to address those appropriate to your situation and grade or subject level. If student teaching two sessions, use first space for Session 1 and second space for Session 2. Check each item when completed.

1. ORIENTATION EXPERIENCES

   met building personnel:
   ___ ___ principal
   ___ ___ secretary
   ___ ___ unit team teachers
   ___ ___ other teachers
   ___ ___ special teachers
   ___ ___ custodian
   ___ ___ cafeteria workers
   ___ ___ other staff
   ___ ___ media specialist

   located building areas:
   ___ ___ toured the building
   ___ ___ toured the media center
   ___ ___ examined curriculum material
   ___ ___ located the professional library
   ___ ___ observed commons area
   ___ ___ observed lunchroom area
   ___ ___ informed about copying machines, projectors, computer use, etc.

2. DISCUSSION WITH COOPERATING TEACHER:

   school policy:
   ___ ___ discipline
   ___ ___ daily schedule
   ___ ___ fire drill, etc.
   ___ ___ injuries, illness
   ___ ___ absence
   ___ ___ rules (classroom and school)
   ___ ___ faculty meetings
   ___ ___ ethics/legal issues
   ___ ___ purchasing, budgeting
   ___ ___ school & community resources

   unit or room policy:
   ___ ___ testing practices
   ___ ___ transitions
   ___ ___ students with special needs/referrals
   ___ ___ housekeeping
   ___ ___ record keeping, cumulative records
   ___ ___ social and work climate
   ___ ___ grouping
   ___ ___ curriculum materials
   ___ ___ cultural and linguistic factors
   ___ ___ district standards/benchmarks

3. OBSERVATION OF COOPERATING TEACHER WITH ATTENTION TO:

   ___ ___ lecture
   ___ ___ use of textbook
   ___ ___ discussion
   ___ ___ video & media
   ___ ___ whole class
   ___ ___ small group
   ___ ___ groups working simultaneously
   ___ ___ individual student
   ___ ___ special needs student
   ___ ___ gifted student
   ___ ___ use of information technology
   ___ ___ budgeting of time
   ___ ___ questions
   ___ ___ restatements/reinforcement
   ___ ___ experiment
   ___ ___ interaction
   ___ ___ directions
   ___ ___ listening
   ___ ___ conclusions
   ___ ___ evaluation
   ___ ___ parent/teacher communication

Name ______________________
4. PLANNING PERFORMANCE

___ ____ submitted written plans for daily lessons to your cooperating teacher in advance (according to teacher request) so that revisions can be made if needed
___ ____ submitted worksheets, teaching aids a day in advance
___ ____ made long-range plans for linked lessons and full-time teaching
___ ____ shared plans orally with students
___ ____ wrote and presented a body of work (Due 2 weeks before end of session.)

The minimum requirements for linked lessons would include an outline at mid-session, objectives, materials, procedures, and evaluation.
___ ____ prepared assessment for diagnosis or mastery; evaluated the results
___ ____ participated in unit or group-level planning meetings

5. TEACHING

___ ____ taught one group in one subject area over a period of time
___ ____ taught the whole class in one subject area long enough for continuity
___ ____ taught an individual student or small group with special needs
___ ____ assisted in the planning and conducting of a field trip

(Note: Student teachers may not drive for field trips).
___ ____ taught the entire day for at least two weeks with full responsibility
___ ____ taught lessons which incorporated the following resources or motivational strategies:
  ___ ____ lecture
  ___ ____ textbook
  ___ ____ experiment
  ___ ____ discussion
  ___ ____ video tape
  ___ ____ audio tape
  ___ ____ visual
  ___ ____ model
  ___ ____ bulletin board
  ___ ____ library
  ___ ____ transparency
  ___ ____ game
  ___ ____ worksheet
  ___ ____ evaluation
  ___ ____ computer

6. OTHER ACTIVITIES

___ ____ read quality literature (after reading personally)
___ ____ attended professional meeting or in-service
___ ____ visited area resource center
___ ____ set up an interest area
___ ____ arranged for parent contact/involvement
___ ____ collected file materials
___ ____ observed a parent-teacher conference
___ ____ observed a resource room or special classroom
___ ____ participated in an outdoor education field trip
___ ____ attended a staffing
___ ____ attended open house/school assembly
___ ____ attended a faculty meeting
___ ____ completed mock interview
___ ____ participated in conference with cooperating teacher and university supervisor

(The student teacher may request a copy of the final evaluation form.)

7. EVALUATION

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

Session 1 Supervisor ___________________________  Session 2 Supervisor ___________________________
SUPERVISED STUDENT TEACHING
REPORT ON FCCLA PROGRAM VISIT
(Please type)

Student teacher: __________________________ Date: __________________________

Name and location of FCCLA chapter program and adviser:
____________________________________________________________________________
____________________________________________________________________________

• Give a brief description of the chapter, size, meeting times, special projects, etc.

• What are your overall impressions of this program?
<table>
<thead>
<tr>
<th>GOALS</th>
<th>METHOD TO ACCOMPLISH STATED GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Midterm Evaluation:

Final Evaluation:
WEEKLY SELF-EVALUATION OF STUDENT TEACHING

Student Teacher________________________________________  Week of __________

1. The most positive aspects of my experience this week are:

2. The aspects of my experience which most need improvement:

3. The most important thing(s) I have learned this week are:

4. What I especially want to keep in mind when planning for next week for an individual student or group of students are:

5. A goal for myself that I particularly want to work on next week:
Iowa State University  
Student Teaching Progress Report

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Cooperating Teacher</th>
<th>Date</th>
</tr>
</thead>
</table>

Please evaluate your student teacher’s present level of competency in each area. After using this report as a focus for a conference with your student teacher, please give a copy to the university supervisor.

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

**Professional Characteristics and Skill**

<table>
<thead>
<tr>
<th>Personal Characteristics:</th>
<th>Communication Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enthusiasm</td>
<td>Rapport w/staff</td>
</tr>
<tr>
<td>Creativity</td>
<td>Rapport w/parents &amp; families</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Rapport w/ students</td>
</tr>
<tr>
<td>Resourcefulness</td>
<td>Written communication skills</td>
</tr>
<tr>
<td>Initiative</td>
<td></td>
</tr>
<tr>
<td>Confidence</td>
<td></td>
</tr>
<tr>
<td>Dependability/Responsibility</td>
<td></td>
</tr>
<tr>
<td>Professional Appearance</td>
<td></td>
</tr>
<tr>
<td>Cooperates/Collaborates</td>
<td></td>
</tr>
<tr>
<td>Organized</td>
<td></td>
</tr>
</tbody>
</table>

### Teaching Behaviors

#### Instructional Planning:

<table>
<thead>
<tr>
<th>Appropriate Objectives/Goals</th>
<th>1 2 3 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organized Materials</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Appropriate Use of Time</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Motivates Students</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Skill in Giving Directions</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Questioning Skills</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Appropriate Content</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Knowledge of Subject Matter</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Skills Assessing Students</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>System for Collecting Data</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Awareness of Individual Needs</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Modifies and Extends Lessons</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Awareness of Diversity</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Teaching Strategies</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Variety of Materials</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

#### Classroom Management:

| Creates a Safe Learning Environment | 1 2 3 4 |
| Creates a Developmentally Appropriate Environment | 1 2 3 4 |
| Monitors Environment               | 1 2 3 4 |
| Anticipates/Prevents Problems      | 1 2 3 4 |
| Uses Redirection                   | 1 2 3 4 |
| Uses Positive Guidance             | 1 2 3 4 |
| Encourages Independence            | 1 2 3 4 |
| Provides Clear Rules               | 1 2 3 4 |
| Manages Transitions                | 1 2 3 4 |
| Individual Guidance Skills         | 1 2 3 4 |
| Group Guidance Skills              | 1 2 3 4 |
| Initiative in Guidance             | 1 2 3 4 |
| Consistency in Guidance            | 1 2 3 4 |

**Summary of Strengths:**

**Suggestions for Improvement:**
IOWA STATE UNIVERSITY
University Teacher Education 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

<table>
<thead>
<tr>
<th>PROFESSIONAL CHARACTERISTICS/SKILLS</th>
<th>COMMENTS/SUGGESTIONS/GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Enthusiasm</td>
<td></td>
</tr>
<tr>
<td>____ Creativity</td>
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</tr>
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<td>____ Flexibility</td>
<td></td>
</tr>
<tr>
<td>____ Resourcefulness</td>
<td></td>
</tr>
<tr>
<td>____ Professional Appearance/Attitude</td>
<td></td>
</tr>
<tr>
<td>____ Dependability/Responsibility</td>
<td></td>
</tr>
<tr>
<td>____ Maintains Accurate Records</td>
<td></td>
</tr>
<tr>
<td>____ Rapport with Staff/Cooperation</td>
<td></td>
</tr>
<tr>
<td>____ Rapport with Parents/Families</td>
<td></td>
</tr>
<tr>
<td>____ Initiative</td>
<td></td>
</tr>
<tr>
<td>____ Confidence</td>
<td></td>
</tr>
<tr>
<td>____ Oral Communication</td>
<td></td>
</tr>
<tr>
<td>____ Written Communication</td>
<td></td>
</tr>
<tr>
<td>____ Technology Skills</td>
<td></td>
</tr>
<tr>
<td>____ Self-Evaluation/Reflection Skills</td>
<td></td>
</tr>
</tbody>
</table>

INSTRUCTION

| ____ Planning                        |                             |
| ____ Appropriate Objectives/Goals    |                             |
| ____ Organization/Budgeting of Time  |                             |
| ____ Motivation of Students          |                             |
| ____ Skill in Giving Directions/Discussions|                  |
| ____ Questioning Skills              |                             |
| ____ Rapport with Students           |                             |
| ____ Background Knowledge of Subject Matter |                     |
| ____ Student Assessment Skills       |                             |
| ____ Classroom Management/Learning Environment |                       |
| ____ Monitors/Adjusts Lessons        |                             |
| ____ Awareness of Individual Needs   |                             |
| ____ Diversity Awareness            |                             |
| ____ Variety - Methods/Strategies    |                             |
| ____ Variety - Materials/Media/Resources|                         |
EVALUATION
GRADING AND EVALUATION OF STUDENT TEACHERS

Grades for the professional 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 coordinates and is directly involved in student teaching performance assessment. He/she relies heavily upon the cooperating teacher’s input and then forwards a recommendation for the final grade to the university. 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 professional 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.
• has demonstrated an adequate level of self-motivation, ability to learn and interest in his/her professional 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.
• has 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.
Has demonstrated characteristics that **may preclude success** in working effectively 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.

Has demonstrated characteristics that **could be detrimental** to children and/or others.

A person who receives an **F cannot** be recommended for licensure and will be counseled out of the program.

**SCORING CRITERIA FOR FINAL EVALUATION**

In an effort to be consistent with the state of Iowa evaluation process, yet have enough information to determine letter grades for the student teaching experience, we have adopted a five point system. “**Unacceptable**” performances (rated as a 1) correlate with letter grades that indicate failure or need for remediation, such as D’s and F’s. “**Developing**” performances (rated as a 2) 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. “**Good**” performances (rated as a 3) signify adequate skills on the part of the student teacher to be successful, and correlate with grades in the B range. “**Proficient**” performances (rated as a 4) 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. The final category, “**distinguished**” performances (rated as a 5) are given to the infrequent but exceptional A+ student who is excellent and exemplary in their teaching skills.
# RUBRICS/EVALUATIONS

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Evaluative Reflection Rubric</td>
<td>65</td>
</tr>
<tr>
<td>Lesson Plan Rubric</td>
<td>66 - 67</td>
</tr>
<tr>
<td>Linked Lesson Rubric</td>
<td>68 - 69</td>
</tr>
<tr>
<td>Videotape Evaluation</td>
<td>70</td>
</tr>
<tr>
<td>Videotape Parent Letter</td>
<td>71</td>
</tr>
</tbody>
</table>
Self-Evaluative Reflection

**Overall Rating:** ______  **Unacceptable:** ______  **Marginally Acceptable:** ______  **Acceptable:** ______

---

**Required Professional Learning Opportunity #2 – Self-Evaluative Reflection**

Each student teacher will write one self-evaluative reflection each week that relate his/her classroom experience to *at least* one of the twelve ISU Teaching Standards or one of the eight Iowa Teaching Standards (42 criteria). Describe in detail at least one event in the classroom that connects your actions to student learning or to your own professional growth. Reflect on whether the event would lend itself to an artifact or an observation opportunity that could be evaluated by a cooperating teacher/supervisor/principal. Don’t forget to support any assumptions or conclusions with the “how” and/or “why.” Please include an analysis of the “So What?” and “Now What?” reflection questions. Please be specific about which standard your comments are addressing. Be sure to use proper sentence structure, grammar, punctuation and spelling.

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Marginally Acceptable</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content is not representative of reflective teaching principles.</td>
<td>Content is generally clear with reflective teaching principles clearly emerging. An explicit link to one standard may be provided.</td>
<td>Content is very clear, well founded, and representative of reflective teaching principles. Explicit links to multiple standards are made.</td>
</tr>
<tr>
<td>Reflections are either unclear, devoid of descriptive phrasing, lacking in depth, or devoid of cause and effect connections. Overall analysis of events is weak or nonexistent. Conclusions are either not provided or not supported with evidence. Reader has difficulty deciphering meaning or following the development of idea(s).</td>
<td>Overall depth of analysis of reflections is adequate with some cause and effect connections developing. Connections are primarily made to personal experiences. Basic conclusions are drawn and supported with some evidence. Phrasing is descriptive enough for reader to extract meaning and to follow the development of ideas.</td>
<td>Overall analysis of reflections is solid with evidence of deep analysis, including clear statements of cause and effect. Strong conclusions are drawn and supported with evidence from multiple sources.</td>
</tr>
<tr>
<td>Personal reaction is weak or missing. A general discussion of learning without a clear point of view may be provided.</td>
<td>Personal reaction is evident, but may be weak or not well developed. A general discussion of how evidence has impacted thinking and will impact future instruction is present. The discussion may not present a clear point of view. Single specific details or general details/examples are provided. Questions for clarification are included.</td>
<td>Personal reaction and evaluation is well developed and clearly stated. Clear and complete discussion with a strong point of view of how has impacted thinking and will impact future instruction is present. Specific details and/or examples or provided. Questions for additional reflection and learning are included.</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>Self-evaluative reflections are well organized with close attention to proper sentence structure, use of grammar, punctuation, and spelling.</td>
</tr>
<tr>
<td>Element</td>
<td>Unacceptable</td>
<td>Marginally Acceptable</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Rationale</td>
<td>Rationale is missing or Rationale is not congruent with how children learn and the goals and objectives of the lesson</td>
<td>Rationale shows some congruence with the goals and objectives of the lesson and/or how children learn. However, the link among and between lessons is somewhat vague and ill-defined.</td>
</tr>
<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>
</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>
</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>
</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>
</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>
</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>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Closure</td>
<td>A closure/lesson summary section is absent or is too scanty/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>
</tr>
<tr>
<td>Student Evaluation/Assessment</td>
<td>A provision/procedure for measuring if students have met the stated objective of the lesson is missing/does not match the objective.</td>
<td>The provision/procedure to measure whether or not each student has met the stated objective of the lesson could be more thorough or could better match the objective.</td>
</tr>
<tr>
<td>Reflection</td>
<td>The reflection is sparse, superficial, and/or fails to include all the elements: (1) how the students performed (2) how the student teacher taught (3) what should happen in the next lesson.</td>
<td>The student teacher’s reflection was a reasonably thoughtful and thorough evaluation of how the lesson went. The reflection contained most of the three elements: (1) how the students performed (2) how the student teacher taught (3) what should happen in the next lesson.</td>
</tr>
</tbody>
</table>
### Linked Lesson Evaluation Rubric

**Overall Rating:** _____ **Unacceptable** _____ **Marginally Acceptable** _____ **Acceptable**

<table>
<thead>
<tr>
<th>Required Professional Learning Opportunity #4 – Linked Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using any content area/curriculum area, the student teacher will be able to plan and implement a minimum of five linked, connected lessons that adhere to the provisions below – This required student teaching may be part of a unit assigned by your cooperating teacher. Also note that the exemplary student teacher will show evidence of a series of linked lessons in a variety of content/preparation areas during student teaching. That is, the submitted linked lessons will be examples of consistent planning that contributes to important student learning outcomes within the framework of the district curriculum.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element</th>
<th>Unacceptable</th>
<th>Marginally Acceptable</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale</td>
<td>Rationale is missing or Rationale is not congruent with how children learn and the goals and objectives of the lesson.</td>
<td>Rationale shows some congruence with the goals and objectives of the lesson and/or how children learn. However, the link among and between lessons is somewhat vague and ill-defined.</td>
<td>Rationale is consistent with how children learn and the goals and objectives of the lesson. Clear connections are made between lessons and the overall scope and sequence of the curriculum.</td>
</tr>
<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><strong>Lesson Procedures</strong></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>---</td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Closure</strong></td>
<td>A closure/lesson summary section is absent or is too scanty/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><strong>Student Evaluation/Assessment</strong></td>
<td>A provision/procedure for measuring if students have met the stated objective of the lesson is missing/does not match the objective.</td>
<td>The provision/procedure to measure whether or not each student has met the stated objective of the lesson could be more thorough or could better match the objective.</td>
<td>The lesson includes a careful, thorough provision/procedure to adequately measure whether or not each student has met the stated objective of the lesson and learning has occurred.</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>The reflection is sparse, superficial, and/or fails to include all the elements: (1) how the students performed (2) how the student teacher taught (3) what should happen in the next lesson.</td>
<td>The student teacher’s reflection was a reasonable thoughtful and thorough evaluation of how the lesson went. The reflection contained most of the three elements: (1) how the students performed (2) how the student teacher taught (3) what should happen in the next lesson.</td>
<td>The student teacher’s reflection was a thoughtful and thorough evaluation of how the lesson went and contains all three elements: (1) how the students performed (2) how the student teacher taught (3) what should happen in the next lesson.</td>
</tr>
</tbody>
</table>
A videotape evaluation is required of all student teachers. This is due 2 weeks prior to the end of each student teaching session. See requirement section of Handbook for details. The student will view the tape and complete this form to self-assess. The supervisor and cooperating teacher must sign this form both sessions. Check with the supervisor to see if you need to distribute permission letters to parents before videotaping. A form you may copy follows these forms.

<table>
<thead>
<tr>
<th>AREAS</th>
<th>STRENGTHS</th>
<th>SUGGESTED CHANGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON TOPIC</td>
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<tr>
<td>MATERIALS AND TECHNIQUES</td>
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<tr>
<td>MOTIVATIONAL TECHNIQUES</td>
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<tr>
<td>STUDENTS' NEEDS ADDRESSED</td>
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<td>PROCEDURE</td>
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<td>PACING OF LESSON</td>
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<tr>
<td>RAPPORT AND COMMUNICATION</td>
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<tr>
<td>CLOSURE EVALUATION</td>
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</tbody>
</table>

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

Student __________________________ Cooperating Teacher __________________________ Supervisor/Date __________________________
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
FORMS

Weekly Feedback 73
Midterm Evaluation 74-75
Final Evaluation 76, 77-82
Employment Agreement 83
Mock Evaluation 84
Secondary Supervisor Forms/Checklists 90, 91, 92
  Student Concern 93
  Grade Recommendation and Log 96

Link to electronic supervision forms: http://www.education.iastate.edu/educator-prep-resources/student-resources/#Forms

Cooperating Teacher 97
  Renewal Credit Information and forms 98 - 101
IOWA STATE UNIVERSITY
Teacher Education Program
WEEKLY FEEDBACK FORM
Student Teacher
Date

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

<table>
<thead>
<tr>
<th>PROFESSIONAL CHARACTERISTICS/SKILLS</th>
<th>COMMENTS/SUGGESTIONS/GOALS</th>
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<tr>
<td>____ Enthusiasm</td>
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<td>____ Creativity</td>
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<td>____ Flexibility</td>
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<td>____ Resourcefulness</td>
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<td>____ Professional Appearance/Attitude</td>
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<td>____ Dependability/Responsibility</td>
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<tr>
<td>____ Maintains Accurate Records</td>
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<td>____ Rapport with Staff/Cooperation</td>
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<td>____ Rapport with Parents/Families</td>
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<td>____ Initiative</td>
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<td>____ Oral Communication</td>
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<td>____ Written Communication</td>
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<td>____ Technology Skills</td>
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<td>____ Self-Evaluation/Reflection Skills</td>
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<th>INSTRUCTION</th>
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<tr>
<td>____ Planning</td>
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<tr>
<td>____ Appropriate Objectives/Goals</td>
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<td>____ Organization/Budgeting of Time</td>
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<tr>
<td>____ Motivation of Students</td>
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<tr>
<td>____ Skill in Giving Directions/Discussions</td>
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<tr>
<td>____ Questioning Skills</td>
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<tr>
<td>____ Rapport with Students</td>
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<tr>
<td>____ Background Knowledge of Subject Matter</td>
<td></td>
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<tr>
<td>____ Student Assessment Skills</td>
<td></td>
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<tr>
<td>____ Classroom Management/Learning Environment</td>
<td></td>
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<tr>
<td>____ Monitors/Adjusts Lessons</td>
<td></td>
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<tr>
<td>____ Awareness of Individual Needs</td>
<td></td>
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<tr>
<td>____ Diversity Awareness</td>
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<tr>
<td>____ Variety - Methods/Strategies</td>
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<tr>
<td>____ Variety - Materials/Media/Resources</td>
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</tbody>
</table>
IOWA STATE UNIVERSITY  
Teacher Education Program  
MID-TERM STUDENT TEACHING PROGRESS REPORT

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Cooperating Teacher</th>
<th>Date</th>
</tr>
</thead>
</table>

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

PROFESSIONAL CHARACTERISTICS/SKILLS

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>COMMENTS/SUGGESTIONS/GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Knowledge of Subject Matter</td>
<td></td>
</tr>
</tbody>
</table>

**Student Learner**
- ____ Understands how students learn & develop
- ____ Rapport with students
- ____ Classroom learning environment
- ____ Maintains accurate records
- ____ Rapport with parents/ families

**Diverse Learners**
- ____ Cultural awareness
- ____ Awareness of individual needs
- ____ Monitors/adjusts lessons

**Classroom Environment & Management**
- ____ Establishes and maintains responsible student behavior
- ____ Uses time to maximize student achievement
- ____ Rapport with students

**Communication**
- ____ Oral communication
- ____ Written communication
- ____ Skill in giving directions/discussion
- ____ Motivation of students

**Planning & Strategies**
- ____ Creativity
- ____ Resourcefulness
- ____ Organization/budgeting of time
- ____ Appropriate objectives/goals
- ____ Questioning skills
- ____ Uses a variety of methods & strategies
- ____ Use of technology/media/materials
IOWA STATE UNIVERSITY  
Teacher Education Program  
MID-TERM STUDENT TEACHING PROGRESS REPORT

<table>
<thead>
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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

### PROFESSIONAL CHARACTERISTICS/SKILLS

#### Assessment of Learning
- ___ Aligns assessment to instruction
- ___ Provides timely feedback

#### Reflective Teaching & Professional Responsibilities
- ___ Self evaluation/ reflection skills
- ___ Initiative
- ___ Confidence
- ___ Enthusiasm
- ___ Flexibility
- ___ Dependability / responsibility
- ___ Professional appearance/ attitude
- ___ Collaborates with students, colleagues, families

### COMMENTS/SUGGESTIONS/GOALS
The Final Evaluation is done electronically and the format can be found at the following address:

http://humansciences.finalstudentteacher.sgizmo.com/s3/

However, the substance of the final evaluation is the same as the Final Evaluation form on the next several pages.
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 an 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>
</tr>
</thead>
</table>
| • ISU Standard #1  
  Content/subject matter specialization |
| • Iowa Teaching Standard #2:  
  Competence in knowledge appropriate to teaching position |

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

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Developing</th>
<th>Good</th>
<th>Proficient</th>
<th>Distinguished</th>
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<td>1</td>
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<td>5</td>
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</table>

Comments on Challenges and Strengths:  
What areas of improvement are needed?

Name two areas of strength.

Data Source/Evidence ________________________________

---

77
### Student Learner – The student teacher:

- **ISU Standard #2:**
  
  Student learning

- **Iowa Teaching Standard #1:**
  
  Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals.
  
  The student teacher:  
  
  a. Provides evidence of student learning to students, families, and staff.  
  b. Implements strategies supporting student, building, and district goals.  
  c. Uses student performance data as a guide for decision-making.  
  d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.  
  e. Creates an environment of mutual respect, rapport, and fairness.  
  f. Participates in and contributes to a school culture that focuses on improved student learning.  
  g. Communicates with students, families, colleagues, and communities effectively and accurately.

### Comments on Challenges and Strengths:

- **What areas of improvement are needed?**
- **Name two areas of strength.**

### Data Source/Evidence

---

### Diverse Learners – The student teacher:

- **ISU Standard #3:**
  
  Diverse Learners

- **Iowa Teaching Standard #4:**
  
  Uses strategies to deliver instruction that meets the multiple learning needs of students.
  
  The student teacher:  
  
  a. Aligns classroom instruction with local standards and district curriculum.  
  b. Uses research-based instructional strategies that address the full range of cognitive levels.  
  c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.  
  d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.  
  e. Connects students’ prior knowledge, life experiences, and interests in the instructional process.  
  f. Uses available resources, including technologies, in the delivery of instruction.

### Comments on Challenges and Strengths:

- **What areas of improvement are needed?**
- **Name two areas of strength.**

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

- **ISU Standard #6:**
  Learning environment/classroom management

- **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

**Communication** - The student teacher:

- **ISU Standard #7:**
  Communication

- **Iowa Teaching Standard #1g:**
  Communicates with students, families, colleagues, and communities effectively and accurately

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

- **ISU Standard #4 & #11:**
  Instructional planning & Technology

- **Iowa Teaching Standard #3:**
  Demonstrates competence in planning and preparing for instruction.

  The student teacher:
  
  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.

Comments on Challenges and Strengths:

What areas of improvement are needed?

Name two areas of strength.

Data Source/Evidence

Teaching Strategies – The student teacher:

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

- **Iowa Teaching Standard #4:**
  Uses strategies to deliver instruction that meets the multiple learning needs of students.

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

Comments on Challenges and Strengths:

What areas of improvement are needed?

Name two areas of strength.

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

- **ISU Standard #8:**
  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 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.

**Comments on Challenges and Strengths:**
What areas of improvement are needed?
Name two areas of strength.

Data Source/Evidence ________________________________

Reflective Teaching & Professional Growth - The student teacher:

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

- **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.

**Comments on Challenges and Strengths:**
What areas of improvement are needed?
Name two areas of strength.

Data Source/Evidence ________________________________
Professional Responsibilities – The student teacher:

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

- **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**

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**ADDITIONAL COMMENTS:**

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<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Developing</th>
<th>Good</th>
<th>Proficient</th>
<th>Exceeds the Standards</th>
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<td>1</td>
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</table>

**Comments on Challenges and Strengths:**

What areas of improvement are needed?

Name two areas of strength.
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>
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<tbody>
<tr>
<td>1. ______________________________</td>
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<td>2. ______________________________</td>
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<td>3. ______________________________</td>
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<tr>
<td>4. ______________________________</td>
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</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
House File 549 (spring 2003) mandated that Iowa’s Teacher Preparation Programs provide a student teaching experience that includes opportunities for the student teacher to become knowledgeable about the Iowa teaching standards, including a mock evaluation performed by the cooperating teacher. The mock evaluation shall not be used as an assessment tool by the practitioner preparation program. This mock evaluation does not require that the evaluator be state evaluator approved or that the student teacher provide documentation to support competence.

Student Teacher: ___________________________ Date: _______________________
Grade Level(s) ______________ Subject(s): ____________________  
Sponsoring Institution: _______________ School District: ____________________________  
Cooperating Teacher: ______________________ School: ____________________________  

This form was completed by:  
___ Student Teacher  ___ Cooperating Teacher/Designee  ___ Other: _____________

Directions:  
Students should complete this form, as a self-assessment, during the end of the student teaching semester. Cooperating teachers will complete the same form, and prior to the end of the semester the student teacher and cooperating teacher will compare and discuss their perceptions. This form is for the student teacher’s use only. The sponsoring institution will not receive a copy.

I. DEMONSTRATE ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL DISTRICT’S 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.

Strengths:
Areas for Improvement:

II. **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.

**Strengths:**

Areas for Improvement:

III. **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.

**Strengths:**

Areas for Improvement:
IV. USES STRATEGIES TO DELIVER INSTRUCTION THAT MEETS THE MULTIPLE 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.

Strengths:

Areas for Improvement:

V. 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’s progress.

Strengths:

Areas for Improvement:
VI. 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 learning.
   d. Uses instructional time effectively to maximize student achievement.
   e. Creates a safe and purposeful learning environment.

Strengths:

Areas for Improvement:

VII. 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
      needs aligned to the Iowa Teaching Standards and district/building student
      achievement goals.

Strengths:

Areas for Improvement:
VIII. 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.

Strengths:

Areas for Improvement:

______________________________________________  __________________
Student Signature                               Date

______________________________________________  __________________
Cooperating Teacher or Designee Signature       Date
Blood-borne Pathogen Instructions for Student Teachers

Background
The OSHA Blood-borne Pathogen standards in Iowa became effective on March 6, 1992. Thereafter all employers were required to have an "exposure control plan." The plan identifies employees exposed to blood-borne pathogens as part of their normal job responsibilities. It outlines the training required, the duties and responsibilities of those carrying out the plan, and medical oversight (including vaccinations) provided to employees with potential exposures.

What Are Blood-borne Pathogens?
A blood-borne pathogen is defined as any pathogenic microorganism present in human blood which can cause disease in humans. These include, but are not limited to, HIV (Aids Virus) and HBV (Hepatitis virus). Regulated, potentially infectious material is defined as human blood and blood products, contaminated sharps (needles, razor blades, etc.) and syringes, human tissues and microbiological material, and certain other human body fluids including semen; vaginal secretions; saliva in dental procedures; cerebrospinal fluid; fluids from joints, chest cavity, heart sac, abdomen, birth sac, and any other body fluid that is visibly contaminated with blood. Not included are tears, sweat, saliva, vomit, feces, urine and nose fluids unless they are visibly contaminated with blood or it is difficult or impossible to distinguish between body fluids.

Who Needs To Be Covered?
Any employee whose regularly assigned duties require possible contact with human blood or potentially infectious materials (PIM) must participate in a blood-borne pathogen safety program. Obvious participants include health care workers (nurses, doctors, etc.), emergency response personnel (police, fire, ambulance), first aid providers, and anyone (such as researchers, etc.) having routine contact with blood, blood products or PIM.

It is more difficult to determine those who should be included in a safety program. In many instances the job responsibilities can be structured so that every employee does not need to be trained in blood-borne pathogens. In a school situation a full-time nurse can handle all blood-borne situations. If a nurse is not available, one or more teachers may need to be trained. Custodians, plumbers and maintenance workers may also be included.

What Student Teachers Should Do
At Iowa State University we use the following approach is recommended for student teachers:

1. Students are not provided with full training nor given HBV vaccinations. Because students are in a support role in the classroom, there needs to be a supervisor available, properly trained in blood-borne pathogens and able to handle situations involving human blood or other potentially infectious materials.
2. When students are assigned to a classroom, they expected to check and confirm their responsibilities. Where blood-borne pathogen duties are included, the employer should train the student in specific responsibilities of the school program. If possible, the student should avoid blood-borne pathogen responsibilities, but be aware of the full-time school employee with these duties.
Please feel free to reproduce this checklist to use in keeping track of your student's forms and assignments. If you prefer to use another way to keep your records, that is also an option.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Observation</th>
<th>Video</th>
<th>Self-Evaluated Reflections (dates checked)</th>
<th>Linked Lessons</th>
<th>Midterm Evaluation</th>
<th>Final Evaluation</th>
<th>Plan Examples (dates checked)</th>
<th>Checklist</th>
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</table>
Reproduce this page to use in tracking each student's forms and required professional learning opportunities.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Coop Teacher</th>
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<tbody>
<tr>
<td>Phone</td>
<td>School Phone</td>
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<tr>
<td>Email</td>
<td>Home Phone</td>
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<tr>
<td>School/Grade Level</td>
<td>Voice Mail</td>
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<td>Principal</td>
<td>Email</td>
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</table>

_____ Observation Form
_____ Self-Evaluated Reflection
_____ Video
_____ Linked Lesson Outline

Lesson Plans (date viewed/subject)

Observations (date/subject)

<table>
<thead>
<tr>
<th>Lesson Plans</th>
<th>Observations</th>
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</table>
INDIVIDUAL OBSERVATION/REQUIRED PROFESSIONAL LEARNING OPPORTUNITY RECORD

Name

Placement

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject/Lesson</th>
<th>Conference Format</th>
<th>Comments</th>
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</table>

______ Lesson plan examples
______ Checklist
______ Linked lessons
______ Midterm evaluation
______ Videotape evaluation
______ Final evaluation
______ Self-Evaluated Reflections – Standards/Criteria addressed:

#1 a b c d e f g  #2 a b c d  #3 a b c d e  Entries
#4 a b c d e f  #5 a b c d e f  #6 a b c d e
#7 a b c d  #8 a b c d e

Attendance:
______ Seminar  ______ Shoptalk session  ______ Classroom
Iowa State University  
University Teacher Education Program  

DOCUMENTATION FORM  
FOR STUDENT CONCERNS

Dear Iowa State University Supervisor,

Please complete this documentation form each time you are concerned about a student teacher's progress/behavior, including academic, interpersonal, ethical, etc. Send your documentation information to the University Teacher Education Program, 0133 MacKay, Iowa State University, Ames, IA 50011-1125 and copy the FCEDS Coordinator, Lisa Stange 4380 Palmer, Suite 1362. Iowa State University, Ames, IA 50011-4380.

Date ____________________  
Circle One:  
Student Teacher  
Practicum Student

Student Name ____________________  
Cooperating Teacher ____________

Supervisor Name ____________________  
School _________________________

DESCRIPTION OF CONCERN OR INCIDENT

INTERVENTION
Include guidelines for improvement discussed with student, and a copy of the student's "Plan for Improvement" (Buff Form)
STUDENT PLAN FOR IMPROVEMENT

NAME_____________________________ SCHOOL _________________________

DATE_____________________________ CO-OP TEACHER_____________________

My understanding of the problem:

Steps I will take for improvement: (attach other pages)

Timeline of action:

Student Signature: ______________________________________________________

Supervisor Signature: _________________________________________________
ADDITIONAL FEEDBACK

Systems work best when there is feedback on all parts of the operation. To insure quality performance and encourage improvement, participants are asked to complete the appropriate forms listed below.

Feedback to the University Supervisor from the Student Teacher:


Feedback to the University Supervisor from the Cooperating Teacher:


Feedback to Cooperating Teacher from the University Supervisor:

http://humansciences.supervisorreviewscoopteacher.sgzmo.com/s3/
RECOMMENDED GRADE FORM AND SUPERVISION LOG
(Filled Out by Supervisor and Mailed, by Wednesday of Finals Week to:
Lisa Stange, 4380 Palmer, Suite 1362, ISU, Ames, IA 50011-4380
or fax: 515-294-2502)

<table>
<thead>
<tr>
<th>Visit</th>
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<th>3w</th>
<th>Date/Time</th>
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<th>S</th>
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</table>

O = observation; S = student conferences; T = teacher conference; 3w = 3 way conference
(Number of visits may vary depending on the student's needs.)
Comments that may be useful in determining a final grade may be placed on the back. (Quality of units, plans, attendance, etc.)

Session I
Cooperating Teacher Name and Grade Level

District/Building Name

Recommended Grade Cooperating Teacher

Recommended Grade Supervisor

*Session II  *This is used for second cooperating teacher if more than one teacher is used in a secondary placement.
Cooperating Teacher Name and Grade Level

District/Building Name

Recommended Grade Cooperating Teacher

Recommended Grade Supervisor

Supervisors - please check off any seminars that you conducted this semester:

<table>
<thead>
<tr>
<th>Required Seminars:</th>
<th>Optional Seminars:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>Management/Discipline</td>
</tr>
<tr>
<td>Professional ethics/school law</td>
<td>Field Trip (Area Agency) IA only</td>
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<td></td>
<td>Interviewing/job search</td>
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<td></td>
<td>Other</td>
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</tbody>
</table>
Cooperating Teacher

Renewal Credit Information

Electronic link for this information:
http://www.education.iastate.edu/assets/files/pdf/TES/Coop%20Forms/Renewal%20Cred.pdf
PROFESSIONAL DEVELOPMENT ACTIVITIES EQUIVALENT TO ONE RENEWAL CREDIT

To earn recertification in Iowa, licensed teachers and administrators must take accredited coursework or approved staff development hours. Teachers and administrators who do not hold a Master Educators License are expected to document six hours of credit every five years and educators who hold a Master’s Degree must document completion of four hours every five years. The Board of Educational Examiners recently adopted rules that authorize one credit of the six/four required may be completed in the form of documented professional development activities which relate directly to the training/development of teacher educators and administrators. The following describes the approved system in which three points would be needed to earn one renewal credit:

Renewal points cannot be carried over into the next five year renewal period. It should be noted that cooperating teachers will continue to be compensated for serving as a cooperating teacher for a student teacher (as directed by state code) and that renewal credit would be applied for independently by those teachers wishing to receive it.

Documented participation in any of the following activities could be used toward the acquisition of three points which would convert into one renewal credit:

• serving as a cooperating teacher for a full semester student teacher is worth two points *

• serving as a cooperating teacher for a half-semester student teacher is worth one point *

• serving as a cooperating teacher for a practicum or practicum students (early field experience) equivalent to 60 contact hours is worth one point (hours may be accrued over several semesters) *

• attending (from start to finish) a “Cooperating Teachers’ Workshop” in conjunction with serving as a cooperating teacher with a student teacher or practicum student is worth one point

• serving as a multi-year member of a teacher education program’s advisory committee is worth one point

Educators will be expected to record their own professional development activities for each five year period. On the following pages are forms that are to be used to document each professional development activity.

Once the educator has earned three points which can be converted into one renewal credit, they will document this by having a school district administrator (e.g., principal, etc.) sign the verification form which is a “Certificate of Professional Development Activities for Renewal Credit” and the teacher will be expected to submit this form which documents one renewal credit along with other licensure renewal materials to the Iowa Department of Education.

* Should a student be removed from a student teaching or practicum placement, the cooperating teacher would maintain point eligibility.
All of these forms may be found at the BOEE website.

http://www.state.ia.us/boee/forms/StudentTeacherCredit.pdf

Summary of Professional Development Activities
For Renewal Credit
To be completed by applicant.

Legal Name: Last    First     Middle     Maiden/Former Name

Mailing Address    Date of Birth (Month/Day/Year)
City State Zip    Iowa License File number
Telephone    Email address

Evening ( )_________________
Daytime ________________

Supervision of Student Teacher or Early Field Experience Student

I, _____________________, am providing evidence of serving as a cooperating teacher for a student teacher or early field experience for license renewal credit - as related to my assignment.

• I teach ________________________________________________________________
  Grade level(s) and Endorsement area(s)
  at ___________________________ School in the ________________________________ District.

• My student teacher/field experience student’s name was
  ________________________________________________________________

• He/she attended ____________________________ College/University

• Dates served as cooperating teacher: _____/____/_____ to _____/____/_____ for ________
  total hours.

Verification of serving as a cooperating teacher for a student teacher as evidenced by the building principal’s signature:

____________________________________  ____________________________
Building Principal                          Date
Summary of Professional Activities
For Renewal Credit

To be completed by applicant:

<table>
<thead>
<tr>
<th>Legal Name Last First Middle</th>
<th>Maiden/Former Name</th>
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<tbody>
<tr>
<td>Mailing Address</td>
<td>Date of Birth (Month/Day/Year)</td>
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<tr>
<td>City State Zip</td>
<td>Iowa License File number</td>
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<td>Telephone</td>
<td>Email address</td>
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<td>Work ( ) Home ( )</td>
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Attendance at Cooperating Teachers Workshop and Serving as a Cooperating Teacher

I, ____________________________, am providing evidence of attendance at a Cooperating Teachers' Workshop in conjunction with my role as a cooperating teacher for a student teacher or early field experience.

• I teach __________________________

  Grade level(s) and Endorsement area(s)

  at __________________________ School in the __________________________ District.

• My student teacher/field experience student’s name was __________________________

• He/she attended __________________________ College/University

• Dates served as a cooperating teacher: _____/_____/_____ to _____/_____/_____ for _____ total hours.

Verification of attendance and serving as a cooperating teacher as evidenced by:

__________________________________________
Representative of Teacher Education Program

__________________________________________
Date
Certificate of Professional Activities for
One Renewal Credit

To be completed by applicant.

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<th>Legal Name Last First Middle</th>
<th>Maiden/Former Name</th>
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<td>Work ( ) Home ( )</td>
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</table>

Documented participation in any of the following activities could be used toward the acquisition of three points which would convert into one renewal credit:

Please check the box below to indicate which of the Professional Activities you have completed. Additionally, please attach a copy of the individual summary form for each activity that you have completed.

- [ ] serving as a cooperating teacher for a full semester student teacher is worth two points
- [ ] serving as a cooperating teacher for a half-semester student teacher is worth one point
- [ ] serving as a cooperating teacher for a practicum or practicum students (equivalent to 60 contact hours) is worth one point (hours may be accrued over several semesters)
- [ ] attending a “Cooperating Teachers' Workshop” in conjunction with serving as a cooperating teacher for a student teacher or practicum student is worth one point
- [ ] serving as a multi-year member of a teacher education program’s advisory committee is worth one point

Verification of professional activities equal to one renewal credit as evidenced by:

School District Administrator (e.g. Principal)  Date