STUDENT TEACHING HANDBOOK

CI 416
CI 417
CI 517

Fall 2017 ♦ Spring 2018
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INTRODUCTION

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

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

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

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

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

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

Good luck and enjoy!
ISU Educator Preparation Program Conceptual Framework

Vision:

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

Mission:

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

Iowa State University
Educator Preparation Program

POLICY: Decision Point 2: Requirements Students Must Meet Prior to Student Teaching

Student teaching is the culminating experience to the Iowa State University teacher education program. To ensure that students are prepared for this experience, the following requirements must be met the semester before student teaching:

- Full admission to the Educator Preparation Program. Student must have full admission to the Educator Preparation Program by Decision Point 2, which occurs in the third week of September for spring student teachers and in the third week in February for fall student teachers.
- Request for Student Teaching Placement. Complete the Student Teaching Application and the Professional Biography by the deadline in the fall semester for spring student teaching or the spring semester for fall student teaching. The deadline is the end of the third week of the semester.
- Cumulative GPA. Student must have a minimum 2.5 cumulative grade-point-average.
- Required coursework: Students must successfully complete all coursework required for licensure/area of specialization prior to beginning the student teaching semester.
- Grades: Teacher education and major courses. Student must earn a passing grade, as determined by the licensure area, in all required professional teacher education courses and selected courses in the student’s major/licensure area.
  - Grades: C I, HD FS, and SpEd. Student must have a minimum grade requirement of C for all Curriculum and Instruction (C I), Human Development and Family Studies (HD FS), and Special Education (SpEd) courses required for licensure (pedagogy coursework).
  - Grades: Major courses (for licensure). Student must earn a minimum grade of C- for courses in the department of the major specifically required for teacher licensure (content coursework). Departments may have higher eligibility requirements (see the licensure area coordinator for more information).
- Pre-student teaching clinical experience: Student must have 80 hours of pre-student teaching clinical experience completed. (Student may be concurrently completing this experience.)
- Background Check: Student must have a current background check on file. Student must complete a Self-Report Form for any subsequent charges other than a parking or speeding ticket.
- e-portfolio. Student must have one graded artifact (that received a proficient rating) uploaded to the student’s eportfolio for each of the 12 standards (for students admitted in fall 2010 and after).
- Violent Incident Response Training (VIRT) prior to the beginning of student teaching.
STUDENT TEACHING POLICIES

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

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

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

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

Attendance -
- The student teacher will inform the cooperating teacher and university supervisor of any absences.
- If absent, substitute-quality lesson plans must be provided to the cooperating teacher prior to the beginning of the school day.
- Two or more days of absences in a half-session placement must be reported to your ST Coordinator
- Three or more days of absences in a full session placement must be reported to your ST Coordinator
- Any extenuating circumstances requiring time off must be negotiated with the ST Coordinator, Cooperating Teacher and Supervisor.
- The student teaching experience may be terminated or extended due to absences.
- Student teachers are to follow the calendars of their respective schools. This means students will take the Thanksgiving and Spring breaks of the host schools, not those of the university.
- When scheduling job interviews, student teachers must consider their classroom responsibilities and seek prior approval from cooperating teachers and university supervisors. Student teachers are allowed the equivalent of one full day to interview per half-session and must have scheduled interviews for the excused absence. Missing school to attend a “job fair”, other than the ISU Career Fair, is not allowed.
Working While Student Teaching -
• Employment during student teaching is discouraged. Student teaching is considered to be a full-time responsibility. If a student teacher is employed prior to student teaching he/she is encouraged to discontinue or cut back hours of employment. Priorities or focus on activities outside the student teaching experience can and often do adversely affect daily, mid-term and final evaluations. Student teachers will not be released early to arrive at a job or coaching position. The student teacher may be asked to complete the job reporting form on page 54.

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

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

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

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

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

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

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

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PROFESSIONAL RESPONSIBILITIES OF STUDENT TEACHERS

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

Responsibilities -

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

Suggestions -

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

THE IOWA DISPOSITIONS MODEL
A FRAMEWORK FOR DEVELOPING EFFECTIVE TEACHER DISPOSITIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Responsibilities –

- Prepare PK-12 students for the arrival of the student teacher.
- Provide student teachers with work space within the classroom.
- Introduce student teachers to students and school staff.
- Introduce student teachers gradually into full-time teaching responsibilities.
- Maintain a climate that allows the student teacher to develop the skills necessary for success in teaching.
- Encourage the student teacher to collaboratively make decisions leading to development of independence of his/her own teaching strategies.
- Acquaint the student teacher with resources to aid in instructional planning and lesson development.
- Develop a plan that identifies expectations and responsibilities for the duration of the student teaching experience.
- Provide the student teacher with an overview of the long-range plans, standards and benchmarks for the classroom.
- Guide the student teacher in setting appropriate individual and group goals and in planning and preparing appropriate activities and materials for meeting those goals.
- Establish specific guidelines for the student teacher to follow in formulating lesson plans, a time frame for review prior to implementation and clarification of the amount of detail expected.
- Provide relevant experiences for the student teacher that include but are not limited to: observations, classroom activities, teacher responsibilities, parent/teacher conferences, and professional meetings.
- Observe and critique the student teacher’s performance on a frequent and continual basis. Conduct daily conferences to provide constructive feedback and provide weekly evaluations of his/her teaching.
- Communicate with university supervisors regarding progress, concerns, etc.
- Complete and discuss the mid-term evaluation on Tk20 that addresses specific goals for the remainder of the student teaching experience.
- Verify the completion of the student teacher’s video recorded lesson plan on Tk20.
- Complete and discuss the final evaluation on Tk20 and discuss it with the student teacher and university supervisor at the final three-way conference.
- Recommend a final grade that is reflective of the student teacher’s performance to the university supervisor and submit all evaluation forms on Tk20.
Suggestions for Cooperating Teachers –

- Provide the student teacher with a packet of materials pertinent to your school (e.g., handbook, school rules, staff list, your home phone or cell number).
- Encourage the student teacher to attend staff meetings and to participate in other school events.
- Respect the dual role of the student teacher as an intern and a professional.
- Acquaint the student teacher with appropriate student records and explain the manner in which they are to be kept and used, including the importance of confidentiality.
- Support the student teacher in developing classroom management strategies.
- Share “helpful hints”, resources or interesting anecdotes.
- Provide opportunities for team planning and team teaching with the student teacher in the early weeks of the experience.
- Encourage the student teacher to be a “risk-taker” in developing teaching strategies.
- Be specific, use examples, and provide a rationale when communicating with the student teacher, especially when providing feedback or constructive criticism.
- Conduct conferences on a regular basis so the student teacher can gain insight into his/her teaching behaviors.
- Assist the student teacher in making arrangements to observe both students and teachers at other grade levels, teaching preps and in other buildings.

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

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

Responsibilities –

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

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

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

**The Learner and Learning**

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

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

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

**Content**

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

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

**Instructional Practices**

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

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

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

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

**Professional Responsibility**

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

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
STATE OF IOWA TEACHING STANDARDS

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

The teacher:

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

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

The teacher:

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

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

The teacher:

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

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

The teacher:

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

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

**Standard 6**  
Demonstrates competence in classroom management.

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

**Standard 7**  
Engages in professional growth.

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

**Standard 8**  
Fulfills professional responsibilities established by the school district.

The teacher:
- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.
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  Assignment #2 - Weekly Journals 29
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  Assignment #4 - Video Recording/Analysis 34
  Assignment #5 - Comprehensive Unit Plan 36
  Assignment #6 - Student Case Study 37
Progression of Lead Teaching 39
IOWA STATE UNIVERSITY
EDUCATOR PREPARATION PROGRAM

Student Teaching Checklist
Half Session Placement

Student: ________________________  Session:  1  2
Cooperating Teacher: ________________________
Grade(s)/Content: ________________________
School: ________________________

Assignment #1 – Placement Context
☐ Site Policies and Procedures Questionnaire
☐ Contextual Factors Chart
☐ Student Interest Survey
☐ Identify One Student for Case Study

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

Assignment #3 – Supervised Observations (4)
☐ Observation  ☐ Observation
☐ Observation  ☐ Observation with
☐ Additional  ☐ Technology Component

Each Formal Observation Must Include:
☐ Formal Lesson Plan
☐ Supervisor Feedback Form

Assignment #4 – Video Recording/Analysis
☐ Self-Evaluation Chart
☐ Written Reflection (1-2 pages)

Assignment #5 – Comprehensive Unit Plan
☐ Pre-Test
☐ Minimum of 5 days of linked lessons
☐ Post-Test

Assignment #6 – Student Case Study
☐ Data Collection
☐ Interest Survey
☐ Unit Pre-Test:
☐ Unit Post-Test:
☐ Interaction Log
☐ Written Reflection (1-2 pages)

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

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

Cooperating Teacher Requirements:
☐ Bi-weekly Evaluations (weeks 2 & 6)
☐ Mid-Term Evaluation (week 4)
☐ Feedback on Supervisor
☐ Grade Recommendation
☐ Final Evaluation
IOWA STATE UNIVERSITY
EDUCATOR PREPARATION PROGRAM

Student Teaching Checklist

Full Session Placement

Assignment #1 – Placement Context
☐  Site Policies and Procedures Questionnaire
☐  Contextual Factors Chart
☐  Student Interest Survey
☐  Identify One Student for Case Study

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

Assignment #3 – Supervised Observations (8)
☐  Observation  ☐  Observation
☐  Observation  ☐  Observation
☐  Observation  ☐  Observation w/Technology
☐  Observation  ☐  Observation w/Technology
☐  Additional

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

Assignment #4 – Video Recordings/Analysis
☐  Self-Evaluation Charts:
  __ Video 1 - prior to mid-term evaluation
  __ Video 2 - prior to final evaluation
☐  Written Reflection (2-3 pages)

Assignment #5 – Comprehensive Unit Plan
☐  Pre-Test
☐  Minimum of 10 linked lessons
☐  Post-Test

Assignment #6 – Student Case Studies
☐  Data Collection
  Interest Survey:  __ Student 1  __ Student 2
  Unit Pre-Test:  __ Student 1  __ Student 2
  Unit Post-Test:  __ Student 1  __ Student 2
☐  Interaction Log:  __ Student 1  __ Student 2
☐  Written Reflection (2-3 pages)

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

Supervisor Requirements:
☐  Orientation  ☐  Shop Talk
☐  Meet and Greet  ☐  Visitation Log
☐  Shop Talk  ☐  Grade Recommendation
☐  Mid-term Eval  ☐  Final Evaluation
☐  Grade Assignments  ☐  Feedback on Teacher
☐  Bi-Weekly Observations

Cooperating Teacher Requirements:
☐  Bi-Weekly Evaluations (weeks 2, 4, 6, 10, 12, 14)
☐  Mid-Term Evaluation (week 8)
☐  Grade Recommend  ☐  Feedback on Sup
☐  Final Evaluation

Student: ____________________________________________
Cooperating Teacher: ________________________________
Grade(s)/Content: ___________________________________
School: ____________________________________________
Assignment #1: Placement Context

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

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

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

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

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

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

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

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

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

26
### School and Classroom Safety

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

### Technology Policies

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

<table>
<thead>
<tr>
<th>Types of Factors:</th>
<th>Contextual Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community</strong></td>
<td>(e.g., whether the area is urban, suburban, or rural; socioeconomic information; census data for the community)</td>
</tr>
<tr>
<td><strong>District</strong></td>
<td>(e.g., enrollment; percent of students receiving free or reduced-price lunches; graduation rates; ethnicities; percent of students with IEPs; percent of students who are ELLs; per-pupil expenditures)</td>
</tr>
<tr>
<td><strong>School</strong></td>
<td>(e.g., enrollment; percent of students receiving free or reduced-price lunches; AYP data; ethnicities; percent of students with IEPs; percent of students who are ELLs; teacher-to-student ratio)</td>
</tr>
<tr>
<td><strong>General Context of Your Students</strong></td>
<td>(All subcategories listed in this box are required.)Students’ grade and developmental levels; the age range of students; the content area being taught; any other factors that are pertinent to understanding your class assignment</td>
</tr>
<tr>
<td><strong>Classroom Demographics</strong></td>
<td>(e.g., ethnicities; gender ratios; special needs, including those of gifted students, those of students with physical needs, and those due to cultural characteristics)</td>
</tr>
<tr>
<td><strong>Knowledge of Students</strong></td>
<td>(in terms of the whole class and individual students)(e.g., language needs; approaches to learning; prior learning and experiences; academic proficiencies/behavioral differences; areas of interest)</td>
</tr>
</tbody>
</table>
Assignment #2: Weekly Journals

You are required to complete and submit weekly journals to reflect on the events of your student teaching placement as connected to the Iowa Teaching Standards. You will find eight required weekly journal topics and prompts listed below, which must be covered at some time during your experience. For experiences longer than eight weeks in length, you may choose any ISU InTASC Standard or State of Iowa Teaching Standard to guide your weekly reflection. Your journals are expected to be a minimum of one typed page in length and scored based on the Written Reflection Rubric 2.1. You must identify which standard is discussed in your weekly journal and all standards must be covered. Weekly journals must be uploaded to Tk20.

Weekly Journal Topics:

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

2. Interest Survey/Placement Context
   What did you learn about your students from the interest survey/learning inventory?
   How did/would you use this information to plan for instruction?

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

4. Differentiation/Assessment
   What strategies are used to meet the needs of individual students?
   How do assessment and the placement context guide the instructional choices you make for individual students?

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

6. Professional Development and Team Collaboration
   How have professional development and team collaboration made you a stronger teacher?
   What are benefits and challenges you have encountered while collaborating as a team?

7. Comprehensive Unit Plan
   How did you connect each lesson? How does this unit tie in previous learning and/or lay the groundwork for new learning to meet course outcomes?
   Did your students learn? What evidence do you have (formal or informal data) that demonstrates whether or not your students met their learning goals?
   How did you engage students and enhance instruction through the use of technology?
   How did you adjust your day to day instruction to meet student needs?

8. Final Reflection
   What did you learn about yourself as an educator? How did student teaching affect your teaching philosophy and beliefs? Share one experience that impacted you the most. What are your future teaching goals?
**Written Reflection Rubric 2.1**

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

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Marginally Acceptable</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content is underdeveloped, unclear, and/or lacking in depth. Overall analysis of events is weak or nonexistent.</td>
<td>Content is generally clear and reflective ideas are emerging. Links to listed questions, topics and/or standards are evident but may lack development.</td>
<td>Content is clear and reflective in nature. Explicit links to listed questions, topics and/or standards are made.</td>
</tr>
<tr>
<td>Personal point of view and/or conclusions are either not provided or not supported with evidence. Reader has difficulty deciphering meaning or following the development of idea(s).</td>
<td>Content is partially developed and a personal point of view is stated. Student Teacher shows adequate reflection towards instruction and future performance implications. Basic conclusions are drawn and supported with some evidence.</td>
<td>Content is well developed with personal point of view clearly stated. Student Teacher shows deep reflection towards instruction and future performance implications. Student Teacher draws strong conclusions and cites any questions for additional reflection and learning.</td>
</tr>
<tr>
<td>Writing is difficult to comprehend due to poor sentence structure, grammar, punctuation, and/or misspellings.</td>
<td>Writing is comprehensible, but poor sentence structure, grammar, punctuation, or misspellings may exist.</td>
<td>Content is organized with proper sentence structure, grammar, punctuation and spelling.</td>
</tr>
<tr>
<td>Writing may be of inadequate length and/or not meet the submission due date.</td>
<td>Writing may be of inadequate length.</td>
<td>Writing meets the expected length requirement and was submitted by the designated due date.</td>
</tr>
</tbody>
</table>
Assignment #3: Supervised Observations

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

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

- **Formal Lesson Plan** - A detailed lesson plan (substitute quality) must be submitted prior to the beginning of your lesson. Your University Supervisor and/or Cooperating Teacher will determine how far in advance your lesson plan should be submitted. Use the Lesson Plan Rubric 3.1 when planning. Sample Lesson Plan Format 3.2 is available; however, any format is acceptable as long as all lesson plan elements from the rubric are included. A copy of the lesson plan will be uploaded to Tk20.
  - At least one supervised observation per half session (two for a full session placement) must incorporate the use of advanced technology that is student interactive and engaging.

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

- **Post-Conference** - You are required to reflect up and discuss your lesson with your supervisor after each observation. The following prompts may be useful in guiding each post-conference reflection.

  1. What do you believe went well during your lesson? Explain.
  2. What improvements would you make to the lesson you taught?
  3. Do you believe your learning objectives were met? How did you assess your students?
  5. What are the next instructional steps regarding your lesson objectives?
  6. How did or might you use technology in the lesson? How did it impact instruction?
  7. How did you plan for and meet the needs of individual learners?
<table>
<thead>
<tr>
<th>Element</th>
<th>Unacceptable</th>
<th>Marginally Acceptable</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>Objectives are unclear or inappropriate for the content under study.</td>
<td>Objectives are specific and measurable, but are mismatched to students’ prior knowledge and/or abilities.</td>
<td>Objectives are specific, measurable, and matched to students’ prior knowledge and abilities.</td>
</tr>
<tr>
<td>Standards Addressed</td>
<td>No clear reference to any standard or learning expectation</td>
<td>Clear reference to standard or learning expectation</td>
<td>Clear reference to district and national standards/learning expectations.</td>
</tr>
<tr>
<td>Materials Needed</td>
<td>Materials list is incomplete or inappropriate for the students</td>
<td>Materials list is complete, appropriate for students, but is impractical or mismatched for the objectives of the lesson</td>
<td>Materials list is complete, appropriate for students, practical, and matched for the objectives of the lesson</td>
</tr>
<tr>
<td>Lesson Introduction</td>
<td>Lesson introduction is inappropriate for the objectives of the lesson. Students will likely be unprepared for the lesson ahead.</td>
<td>Lesson introduction is appropriate for the objectives of the lesson, but is incongruent with how students learn.</td>
<td>Lesson introduction is appropriate for the objectives of the lesson, congruent with how children learn, and has a high likelihood of preparing students for productive learning.</td>
</tr>
<tr>
<td>Lesson Procedures</td>
<td>Procedures of the lesson are vague, or are incongruent with how children learn, or are mismatched with the goals and objectives of the lesson</td>
<td>Procedures of the lesson are clear, but the lesson has a substantial weakness in promoting meaningful learning</td>
<td>Procedures of the lesson are clear, and the lesson is consistent with how children learn. The lesson has a high likelihood of promoting meaningful learning.</td>
</tr>
<tr>
<td>Differentiation</td>
<td>The lesson plan assumes all students learn at the same level and process information in the same way.</td>
<td>The lesson plan includes modifications for exceptional learners.</td>
<td>The lesson plan differentiates for the full range of cognitive levels and has been modified for two or more categories of exceptional learners.</td>
</tr>
<tr>
<td>Closure</td>
<td>A closure/lesson summary section is absent or is too scant/confusing to adequately summarize the lesson.</td>
<td>The plan includes an adequate provision for lesson summary. Clarity and/or thoroughness could be enhanced.</td>
<td>The lesson contains a section that carefully and thoroughly summarizes the lesson summary-either teacher-led or student-led.</td>
</tr>
<tr>
<td>Student Evaluation/Assessment</td>
<td>A provision/procedure for measuring if students have met the stated objective of the lesson is missing/does not match the objective.</td>
<td>The provision/procedure to measure whether or not each student has met the stated objective of the lesson could be more thorough or could better match the objective.</td>
<td>The lesson includes a careful, thorough provision/procedure to adequately measure whether or not each student has met the stated objective of the lesson and learning has occurred.</td>
</tr>
</tbody>
</table>
SAMPLE LESSON PLAN FORMAT 3.2
(Aligns with Lesson Plan Evaluation Rubric)

Student Teacher ___________________________ Date ____________
Grade_________ Subject_________________

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

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

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

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

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

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

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

STUDENT EVALUATION/ASSESSMENT - (lesson includes a careful, thorough provision/procedure to adequately measure whether or not each student has met the stated objective of the lesson and learning has occurred)
Assignment #4: Video Recording/Analysis

Student Teachers are required to video record themselves teaching a lesson of their choosing. Students with two half session placements will be required to submit one video and evaluation during each placement. Full session placements will be required to submit two video reflections and evaluations during their placement; students must complete one video analysis prior to the midterm, and the second prior to the final evaluation. The teaching candidate will view the recording and complete the Video Evaluation form 4.1 to self-assess. After viewing the video and completing the self-assessment, the student teacher will discuss their reflection with their cooperating teacher and supervisor and then each party will sign off for being complete. Be sure to check with your cooperating teacher to see if you need to distribute permission letters to parents before videotaping.

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

- **Video Analysis** – After you have completed your recorded lesson, you will complete a self-analysis of your teaching. This is a very valuable component to your growth as a teacher and the recognition of your strengths and areas to improve. Using the Video Evaluation Form 4.1, watch your lesson and self-assess yourself in the areas provided. Be sure to identify both strengths and suggested areas of growth and modifications you can make. Once you have completed the self-analysis, engage in a conversation with your cooperating teacher for additional feedback. **You are not required to show them the video of your teaching.** Upload a completed copy of document 4.1 to TK20.

- **Written Reflection** - The reflection should be a minimum of 2 pages, 12 point font, double spaced and will be scored based on the Written Reflection Rubric 2.1. Please use the questions below along with the rubric to guide your reflection.

  1. **After watching your recorded lesson, what did you notice about yourself as an educator?**
  2. **Choose an area of strength from your recorded lesson. Use evidence from the video to describe why it was a strength of yours.**
  3. **Choose one area of growth from your recorded lesson. Describe necessary steps to improve your instruction in this area.**
  4. **How does your self-analysis compare to the feedback you have been provided from your cooperating teacher and university supervisor during your placement? In what areas have you improved? What is an area that you believe needs growth?**
# Video Evaluation 4.1

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

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

_______________________  ________________________  ________________________
Student Teacher  Cooperating Teacher  Supervisor/Date
Assignment #5: Comprehensive Unit Plan

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

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

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

- **Unit Post-Test** – Develop or make use of a unit post-test that you will administer to students at the completion of your unit to determine learning. Use that data to plan for next steps for learning. Upload a copy of your post-test to Tk20.
Assignment #6: Student Case Study

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

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

- **Comprehensive Unit Plan Pre-Test** - You administered a pre-test as part of Assignment #5. Use you focus student’s pre-test to help you determine areas of individual strength and weakness. This pre-test will help you plan for differentiated instruction. A copy of the student’s completed pre-test will be uploaded to Tk20.

- **Comprehensive Unit Plan Post-Test** - You administered a post-test as part of Assignment #5. The post-test will serve as data to track the focus student’s progress. A copy of the student’s completed post-test will be uploaded to Tk20.

- **Student Interaction Log** - You will keep track of and record interactions with your focus student. Interactions could be one-on-one work sessions, time spent having conversations to get to know the student better, extra practice activities, etc. You will record these interactions on the **Student Interaction Log 6.1** form. You must provide a minimum of 8 learning interactions and record them on the form. The completed form will be uploaded to Tk20.

- **Written Reflection** - You are required to submit a written reflection about your Student Case Study. The reflection should be a minimum of 2 pages, 12 point font, double spaced and will be scored based on the **Written Reflection Rubric 2.1**. The reflection will be uploaded to Tk20. Please address the following questions in your reflection:

  1. Why did you choose this/these specific focus student(s)?
  2. How did your interactions help you get to know your focus student(s) both personally and academically?
  3. How did you differentiate your instruction for your specific focus student(s)?
  4. Did the student(s) show growth during the case study? Please use specific data to answer this question.
  5. What challenges and successes did you have with this student?
## Student Interaction Log 6.1

Teaching Candidate: 
Grade Level: 
Focus Student Initials: 

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Brief Description of Activity</th>
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<tbody>
<tr>
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</table>
Lead Teaching and Progression of Student Teaching

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

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

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

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

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

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

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

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

InTASC Standards and Indicators 41
Evaluation Criteria 45
Bi-Weekly/Midterm Evaluation 46
Grading 48
Final Evaluation 49
### The Learner and Learning

#### InTASC Standard 1. Learner Development

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

**Performance Indicators:**
- The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

#### InTASC Standard 2. Learner Differences

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

**Performance Indicators:**
- The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
- The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
- The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms, including Native Hawaiian history and culture.
- The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

#### InTASC Standard 3. Learning Environments

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

**Performance Indicators:**
- The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners’ attention.
- The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.
### InTASC Standard 4. Content Knowledge

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

**Performance Indicators:**

- The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.
- The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.
- The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
- The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- The teacher accesses school and/or district-based resources to evaluate the learner’s content knowledge in their primary language.

### InTASC Standard 5. Application of Content

*The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

**Performance Indicators:**

- The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
- The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- The teacher facilitates learners’ use of current tools and resources to maximize content learning in varied contexts.
- The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
- The teacher develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- The teacher facilitates learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- The teacher develops and implements supports for learner literacy development across content areas.
Instructional Practices

InTASC Standard 6. Assessment

_The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making._

Performance Indicators:

- The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.
- The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.
- The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.
- The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

InTASC Standard 7. Planning for Instruction

_The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context._

Performance Indicators:

- The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.
- The teacher evaluates plans in relation to short-and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.

InTASC Standard 8. Instructional Strategies

_The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways._

Performance Indicators:

- The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
- The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- The teacher uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.
- The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

InTASC Standard 8A. Technology

_The teacher integrates current and emerging technology in instruction to encourage student creativity, problem solving, collaboration, and digital literacy. Teachers practice and advocate safe, legal, and responsible use of information and technology._
**Professional Responsibility**

**InTASC Standard 9. Professional Learning and Ethical Practice**

*The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

**Performance Indicators:**
- The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

**InTASC Standard 10. Leadership and Collaboration**

*The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

**Performance Indicators:**
- The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning.
- The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.
- The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- The teacher uses and generates meaningful research on education issues and policies.
- The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.
SCORING CRITERIA FOR EVALUATIONS

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 four point system.

<table>
<thead>
<tr>
<th>Score</th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unacceptable</td>
<td>The candidate does not have a grasp on the standard described. “Unacceptable” performances correlate with letter grades that indicate failure or need for remediation, such as D’s and F’s.</td>
</tr>
<tr>
<td>2</td>
<td>Developing</td>
<td>The candidate’s knowledge or performance in this area is rudimentary and may perform satisfactory with support. “Developing” performances indicate limited skills, but reflect a passing grade such as those in the C range. Students who are making progress, but will need additional assistance to be successful are included in this category.</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
<td>The candidate has a clear grasp of the standard and translates knowledge into effective practice. “Proficient” performances are reserved for those students who exhibit higher level skills, are independent, and have gone well beyond minimum expectations for licensure. These students would be earning grades in the A range.</td>
</tr>
<tr>
<td>4</td>
<td>Distinguished</td>
<td>The candidate shows advanced depth of knowledge of the standard and enriches student learning. “Distinguished” performances are given to the infrequent but exceptional A+ student who is excellent and exemplary in their teaching skills.</td>
</tr>
</tbody>
</table>
**Directions for assessment:** Please evaluate your teacher candidate at his/her present level of competency, not as an experienced teacher. After using this report as a focus, engage in a conference with your student teacher and university supervisor. This evaluation will help give direction for moving forward. **Use the following descriptors for assigning the scores:**

<table>
<thead>
<tr>
<th>Key</th>
<th>4=Distinguished</th>
<th>3=Proficient</th>
<th>2=Developing</th>
<th>1=Unacceptable</th>
<th>NA = Not Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unacceptable</td>
<td>The candidate does not have a grasp on the standard described.</td>
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<tr>
<td>2. Developing</td>
<td>The candidate’s knowledge or performance in this area is rudimentary and may perform satisfactory with support.</td>
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<td></td>
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<tr>
<td>3. Proficient</td>
<td>The candidate has a clear grasp of the standard and translates knowledge into effective practice.</td>
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</tr>
<tr>
<td>4. Distinguished</td>
<td>The candidate shows advanced depth of knowledge of the standard and enriches student learning.</td>
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</tbody>
</table>

**ISU InTASC STANDARDS ASSESSMENT**

<table>
<thead>
<tr>
<th>#1 - LEARNER DEVELOPMENT</th>
<th>#7 - PLANNING FOR INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands how students learn &amp; develop</td>
<td>Resourcefulness/collaboration with specialists</td>
</tr>
<tr>
<td>Considers individual learners’ interests &amp; needs</td>
<td>Creativity</td>
</tr>
<tr>
<td>Regularly assesses to design and modify instruction</td>
<td>Cross-disciplinary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#2 - LEARNING DIFFERENCES</th>
<th>#8 &amp; #8A - INSTRUCTIONAL STRATEGIES &amp; TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural awareness</td>
<td>Relevant to learners</td>
</tr>
<tr>
<td>Creates an inclusive learning environment</td>
<td>Organization/budgeting of time</td>
</tr>
<tr>
<td>Differentiates instruction for individual needs</td>
<td>Questioning skills</td>
</tr>
<tr>
<td>Monitors/adjusts lessons</td>
<td>Uses a variety of methods &amp; strategies</td>
</tr>
<tr>
<td>Uses resources, supports, and specialized assistance and services</td>
<td>Provides multiple models and representations of concepts and skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#3 - LEARNING ENVIRONMENT</th>
<th>#9 - PROFESSIONAL LEARNING &amp; ETHICAL PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rapport with students</td>
<td>Use of technology to enhance instruction</td>
</tr>
<tr>
<td>Engages learners</td>
<td>Teaches appropriate and safe use of technology</td>
</tr>
<tr>
<td>Establishes and maintains responsible student behavior</td>
<td>Adapts personal teaching practices to meet needs of each learner</td>
</tr>
<tr>
<td>Uses time to maximize student achievement</td>
<td>Self-evaluation/reflection skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#4 &amp; #5 - CONTENT &amp; APPLICATION OF KNOWLEDGE</th>
<th>#10 - LEADERSHIP &amp; COLLABORATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of subject matter</td>
<td>Seeks outside resources to support learning</td>
</tr>
<tr>
<td>Connects to prior knowledge and experiences</td>
<td>Engages in new and ongoing learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#6 - ASSESSMENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aligns assessment to instruction/objectives</td>
<td>Collaborates with students, colleagues, and families</td>
</tr>
<tr>
<td>Uses assessment data to drive instruction</td>
<td>Uses a variety of communication methods</td>
</tr>
<tr>
<td>Provides timely feedback</td>
<td>Seeks appropriate leadership roles</td>
</tr>
</tbody>
</table>
**PROFESSIONAL ATTRIBUTES ASSESSMENT**

<table>
<thead>
<tr>
<th>RESPECT</th>
<th>FLEXIBILITY</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• considerate of others</td>
<td>• adapts to change</td>
<td></td>
</tr>
<tr>
<td>• values diversity</td>
<td>• is open to new ideas and opinions</td>
<td></td>
</tr>
<tr>
<td>• demonstrates a belief that all students can learn</td>
<td>• deals appropriately with less than ideal situations when necessary</td>
<td></td>
</tr>
<tr>
<td>• demonstrates inclusive attitudes and behaviors</td>
<td>• maintains a positive attitude when necessary changes occur</td>
<td></td>
</tr>
</tbody>
</table>

| COLLABORATION                                                          | PROFESSIONAL DEVELOPMENT                                         |
|------------------------------------------------------------------------|------------------------------------------------------------------|                                       |
| • supports teamwork                                                   | • engages in professional development activities                  |                                       |
| • shares knowledge and responsibilities with others                    | • is committed to the profession                                  |                                       |
| • accepts and responds appropriately to feedback from others           | • models and promotes life-long learning                          |                                       |
| • engages in teamwork                                                  | • has enthusiasm for one's discipline(s) and values the process of learning|                                       |
| • demonstrates a belief that teachers can influence learning           | • demonstrates a belief that teachers can influence learning     |                                       |

| RESPONSIBILITY                                                         | REFLECTION                                                       |
|------------------------------------------------------------------------|------------------------------------------------------------------|                                       |
| • engages in socially appropriate behaviors                            | • self-assesses knowledge/performance using higher order thinking|                                       |
| • is reliable and trustworthy                                          | • demonstrates accurate self-analysis regarding own strengths and weaknesses |                                       |
| • accepts consequences for personal actions or decisions               | • accepts/uses constructive feedback                              |                                       |
| • prepares for classes/meetings/group work/instruction                 | • assesses situations using multiple perspectives                 |                                       |
| • demonstrates professional ethical behavior                           |                                                                   |                                       |
| • maintains confidentiality for students/colleagues                    |                                                                   |                                       |
| • attends class regularly and is on time                                |                                                                   |                                       |

| EFFECTIVE COMMUNICATION AND SOCIAL AWARENESS                           |
|------------------------------------------------------------------------|------------------------------------------------------------------|                                       |
| • uses the English language effectively and appropriately is able to assess social/professional situations | • demonstrates an awareness of how personal appearance and grooming habits can influence teacher effectiveness and dresses appropriately for given contexts |                                       |

**Comments and/or Goals for Moving Forward:**

---

Student Teacher

Cooperating Teacher or Supervisor

Date
GRADING AND EVALUATION OF STUDENT TEACHERS

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

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

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

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

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

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

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

#### ISU InTASC Standard #1 - Learner Development

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

- **Iowa Teaching Standard #1** - Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals.

#### ISU InTASC Standard #2 - Learner Differences

The student teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- **Iowa Teaching Standard #2** – Demonstrates competence in content knowledge appropriate to teaching position.

#### ISU InTASC Standard #3 - Learning Environment

The student teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

- **Iowa Teaching Standard #6** - Demonstrates competence in classroom management
Content

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

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

- Iowa Teaching Standard #2 - Demonstrates Competence in content knowledge appropriate to teaching position

Instructional Practices

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

- Iowa Teaching Standard #5 - Uses a variety of methods to monitor student learning.

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

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

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

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

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

Comments on Challenges and Strengths:
### Professional Responsibilities

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

- **Iowa Teaching Standard #7** - Engages in professional growth.
- **Iowa Teaching Standard #8** - Fulfills professional responsibilities established by the school district.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Developing</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Comments on Challenges and Strengths:**

**ISU InTASC Standard #10 - Leadership and Collaboration**
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

- **Iowa Teaching Standard #1** - Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals.
- **Iowa Teaching Standards #8** - Fulfills professional responsibilities established by the school district.

<table>
<thead>
<tr>
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<td>1</td>
</tr>
</tbody>
</table>

**Comments on Challenges and Strengths:**

**Final Comments and/or Goals for Moving Forward:**

---

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FORMS

Video Release Form  53
Employment Disclosure  54
Student Improvement Plan  55
Dear Parent(s),

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

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

Sincerely,

_________________________, ISU Student Teacher

_________ My student has permission to participate in videotaping.

_________ I prefer my student not participate in the videotaping.

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

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

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

### Employment

| Place of Employment: ______________________________ | City: ______________ |
| Approximate number of hours per week: ________ |
| Approximate number of hours per weekend: _________ |

### Extracurricular Responsibilities or Activities

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

---

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

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

---

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

__________________________ Date

__________________________ Date

__________________________ Date

__________________________ Date

---

Print Name

---

Signature

---

Date
# STUDENT PLAN FOR IMPROVEMENT

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

**My understanding of the problem:**

<table>
<thead>
<tr>
<th>Steps I will take for continued growth and improvement:</th>
</tr>
</thead>
</table>

## STUDENT GOALS:

<table>
<thead>
<tr>
<th>Goal #1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method of measurement:</td>
</tr>
<tr>
<td>Timeline:</td>
</tr>
<tr>
<td>Student Input/Steps for Improvement:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal #2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method of measurement:</td>
</tr>
<tr>
<td>Timeline:</td>
</tr>
<tr>
<td>Student Input/Steps for Improvement:</td>
</tr>
<tr>
<td>Goal #3:</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Method of measurement:</td>
</tr>
<tr>
<td>Timeline:</td>
</tr>
<tr>
<td>Student Input/Steps for Improvement:</td>
</tr>
</tbody>
</table>

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

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

Student Teacher Signature ___________________________________________  Date_______
Clinical Experience Coordinator Signature ____________________________  Date_______
Director of Educator Preparation Signature ___________________________  Date_______