

IOWA

College of Education

STUDENT TEACHING HANDBOOK

Available online at: education.uiowa.edu/sfe

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PREFACE

Student teaching is the culmination of the teacher education program. It provides students with the opportunity to integrate theoretical information into classroom application and practice. As student teachers move from novice to a full-time career in education the cooperating teacher plays a crucial role in their development. The time, energy, and professional expertise offered by the cooperating teacher are integral to the student teacher's success. Research indicates that this experience is the single most influential aspect of teacher preparation.

The University is indebted to the public, parochial, and private schools across Iowa, throughout the nation, and in international locations for their willingness to share their classrooms and their professional expertise with our student teachers. This handbook has been designed to facilitate the process by serving as an information and resource guide. The contents have been divided into the following sections: I) Responsibilities, II) General Information, III) Seminar Requirements, IV) Evaluation, V) Strategist I and Strategist II Information, VI) Iowa Legislation and VII) Ethics. In many cases samples of materials that will be utilized during the student teaching experience are included. Student teachers are expected to use the handbook information in conjunction with the elementary student teaching packet of forms.

In 2003 the Iowa legislature passed legislation that impacts students and cooperating teachers. The legislation, Iowa House File 549, included the following text: *"The student teaching experience shall include opportunities for the student teacher to become knowledgeable about the Iowa teaching standards, including a mock evaluation performed by the cooperating teacher. The mock evaluation shall not be used as an assessment tool by the practitioner preparation program."* As a result of this legislative directive, information about the Iowa teaching standards and an evaluation form are included in Section VIII. It is a requirement of our teacher education program that student teachers complete a mock evaluation in order to encourage conversations between the student teacher and their cooperating teacher that address the Iowa teaching standards.

As of April 2008, as an incentive to educators who work with teacher preparation programs, the Iowa Board of Educational Examiner's (BOEE) approved a process by which teachers may earn two licensure "renewal" units every five years. The renewal unit is earned by documenting professional activities which relate directly to the training/development of teachers or administrators such as: serving as a cooperating teacher and/or hosting a practicum experience. Details and the forms which must be filled out and submitted at the time of licensure renewal can be found at the link below under "Information for Cooperating Teachers" education.uiowa.edu/sfe

Student teachers are a valuable resource for enhancing K-12 classroom instruction and hopefully you are about to begin a very productive and rewarding experience for all parties involved. We appreciate your cooperation and sincerely welcome your suggestions for the improvement of the program.

Student Field Experiences Team, Office of Student Services, N201 LC University of Iowa

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Section I: Responsibilities

Responsibilities of Student Teachers

Student Teachers have achieved the necessary grade point average, completed the required coursework as defined by the Teacher Education Program, and been recommended by the faculty for this experience. Student Teachers are placed in a field site for purposes of becoming familiar with curricula, understanding and practicing instructional methods, developing classroom management techniques, and understanding the interactions of school personnel. *(Noncompliance with one or more of the identified responsibilities is sufficient cause for termination and/or change of the student teaching assignment.)*

Adhere to the policies and philosophies of the cooperating school and district in which assigned.

Consider your position as an “apprentice;” you are encouraged to experiment but also to recognize and respect the advice and counsel of your Cooperating Teacher and the school administration.

Maintain a neat, clean and appropriate appearance. If in doubt, check with the administration. Demonstrate appropriate teacher dispositional qualities.

Communicate.

Maintain confidentiality relative to information about children, colleagues, and schools.

Comply with all school system and building regulations and the school calendar (e.g., attend in-service activities, conferences, child-study staffings, etc.), Follow teacher contract time.

Display behavior that is prompt, courteous, and dependable. Daily attendance is required.

Develop detailed lesson plans, approved by the Cooperating Teacher and available to College Supervisor.

Demonstrate adequate knowledge in basic subject matter, human growth and development, teaching strategies, management procedures, and use of technology to enhance instruction.

Show evidence of reflective practice by: keeping a reflective journal which documents the entire student teaching experience and following through with all student teaching and seminar responsibilities.

Complete and Submit: Proposal, Midterm, and Final self-evaluation forms found in the TK20 field experience binder.

Complete and submit the Evaluation of College Supervisor form at end of the semester. (in TK20)

Notify the Cooperating Teacher and College Supervisor prior to any absence. Lesson plans and any teaching materials should be provided for the Cooperating Teacher.

Attend, participate in, and complete assignments for College Supervisor-initiated seminars.

Use judgment about bringing personal items to the placement (cell phones, lap top, etc...) because they could be damaged or broken. **The COE is not responsible for damage to personal items used during student teaching.**

Should problems occur, notify the College Supervisor or the Office of Student Field Experiences (335-5361).

Student Teacher Activities Checklist

The following orientation experiences are appropriate for the beginning weeks of the student teaching assignment. Efforts should be made to complete and check off the activities appropriate to your assignment.

I. GENERAL ORIENTATION EXPERIENCES

meet building personnel:

principal
 secretary
 unit teachers
 other teachers
 special teachers
 custodian

locate building areas:

toured the building
 IMC/library
 outdoor areas
 cafeteria
 gymnasium
 teachers' work area

other personnel (media, etc.) office (nurse)
 supply room/available technology

II. DISCUSSION WITH COOPERATING TEACHER

school policy:

discipline classroom rules
 fire/disaster/tornado drill curriculum materials
 lockdown procedures teacher manuals
 injuries/illness basic routines
 absence management techniques
 faculty meetings students with special needs
 parking record keeping
 school calendar grouping
 use of IMC available resources
 use of copy equipment, etc. cross-cultural issues

unit or room policy:

III. OBSERVATION OF THE COOPERATING TEACHER'S PROCEDURES:

lecture questioning techniques
 use of textbook reinforcement
 discussion feedback
 time management student/teacher interaction
 whole class work directions
 small group work listening
 cooperative learning synthesis
 groups work simultaneously conclusions/closure
 individualization evaluation
 students with disabilities management/discipline
 gifted children motivational strategies
 ELL children short term objectives
 communication long range objectives
 pacing parent/teacher interaction
 lesson plans teacher/teacher interaction

Professional Dispositions

This is the “Iowa Dispositions Model: A Framework for Developing Effective Teacher Dispositions” which was developed as a part of the Iowa Teacher Quality Enhancement Grant. This tool provides a common language for the examination of personal/teacher qualities and to encourage reflection relative to personal areas of strength and needed growth in human relations. University of Iowa students were introduced to the model and encouraged to use this as an on-going professional self-assessment tool.

Assessment of Dispositional Professional Qualities in Teacher Education Program Candidate

This form will be used to evaluate dispositions you display during class and field experiences. It is used to document professional progress and alert you when improvement is necessary.

Not Applicable or Not Observed	Serious Concerns	Needs Improvement	Emerging	Acceptable
NA	0	1	2	3
	Behavior displayed is contrary to expectations for this disposition.	Behavior is displayed occasionally.	Behaviors is displayed frequently	Behavior is displayed frequently and consistently

Caring: Candidates with this set of dispositions value and appreciate all aspects of other persons’ wellbeing—cognitive, emotional, physical and spiritual—thereby enhancing opportunities for learning needs of other education students and in working with professionals. 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 see things from the perspective of others.	NA	0	1	2	3	
1.2 Compassion: sympathizes, often with a desire to understand and help improve conditions of students’ lives.	NA	0	1	2	3	
1.3 Rapport: develops appropriate relationships with peers and other stakeholders.	NA	0	1	2	3	
1.4 Respect: shows appropriate regard for the needs, ideas, and experiences of others.	NA	0	1	2	3	
1.5 Passion: demonstrates excitement, enthusiasm and optimism for the people, content, and context of the teaching/learning process.	NA	0	1	2	3	
1.6 Cultural Competence: appreciates and capitalizes upon diversity; is aware of and acts to reduce one’s own biases; employs culturally sensitive pedagogy.	NA	0	1	2	3	
Comments:						
Communicative: 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 other’s needs.	NA	0	1	2	3	
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.	NA	0	1	2	3	
2.3 Attentiveness: concentrates on others’ communication; takes others’ communication into account.	NA	0	1	2	3	
2.4 Authenticity: fosters and enhances the teaching and learning process while exercising judgment about personal and professional boundaries.	NA	0	1	2	3	
2.5 Collaborativeness: involves and works with others in planning, problem solving and learning.	NA	0	1	2	3	
2.6 Voice: is willing to openly engage and respond to peers, faculty, teachers, and administrators, parents, and community as need arises.	NA	0	1	2	3	

Comments:					
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Creative: 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.	NA	0	1	2	3
3.2 Inventiveness: uses the needs and interests of students to approach curricular and strategic decisions; visualizes and implements novel ideas and practices.	NA	0	1	2	3
3.3 Resourcefulness: uses resources in effective ways; adapts practices to unforeseen challenges.	NA	0	1	2	3
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.	NA	0	1	2	3
Comments:					
Critical: 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 & behavior in terms of the larger goals of education; nurtures reflectivity in students and peers; reflects on own growth and accountability.	NA	0	1	2	3
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.	NA	0	1	2	3
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.	NA	0	1	2	3
4.4 Efficacy: nurtures high expectations, demonstrates self-direction and confidence, and empowers students and peers.	NA	0	1	2	3
4.5 Humility: places the needs of the learner and/or learning task above ones own ego; reflects on own growth and accountability.	NA	0	1	2	3
Comments:					
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 Responsibilities. The candidates will display <i>all</i> 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:					
5.1 Professionalism: endeavors to meet the standards expected of a teacher such as appropriateness of dress, grooming, demeanor, punctuality, tact, discretion, courtesy, etc.	NA	0	1	2	3
5.2 Personal and Professional Ethics and Integrity: adheres strongly to high moral principles and ethical standards as expressed in the Iowa Code; evidences integrity.	NA	0	1	2	3
5.3 Work Ethic/Responsibility: attends to school policy for teacher attendance; completes teaching related tasks in a thorough and efficient manner.	NA	0	1	2	3
5.4 Confidentiality: complies with federal, state, and school policies relating to confidentiality.	NA	0	1	2	3
Comments:					

Student Teacher Emergency Notification

In recent semesters the teacher education program has experienced a few situations in which a practicum or student teacher has become ill while completing their field experience at a school site. With this in mind, we request that the student teacher print a copy of an “Emergency Contact Information” form which is found in the “Forms” packet. A copy of the completed form should be given to their cooperating teacher. The cooperating teacher may keep the form and/or give it to the school secretary whichever is appropriate with school protocol.

Student Teachers with two placements should provide an “emergency notification” form for each placement.

EMERGENCY CONTACT INFORMATION

Student Name _____
Please print legibly.

Emergency Contact Person#1 _____

Phone Number _____

Emergency Contact Person#2 _____

Phone Number _____

If possible, please take me to _____
Hospital Name

Dr. Name and Phone# _____

Allergies or other medical information that might be required:

Responsibilities of Cooperating Teachers

The Cooperating Teacher is a licensed classroom teacher, recommended by school district personnel, who serves as the mentor, model, and trusted counselor. Their role is to facilitate the professional experiences of the Student Teacher and encompasses a number of time-consuming responsibilities. Given the influence of the Cooperating Teacher, we assume that they will assist their Student Teacher in the following ways:

Introduce the Student Teacher to school staff and students. Provide them with a work area within the classroom.
Prepare students for the arrival of the student teacher.

Induct the Student Teacher 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 his/her own independent teaching.

Develop a plan that identifies expectations and responsibilities for the duration of the student teaching experience. This plan constitutes the **Student Teaching Proposal**. See **TK20 for Confirmation form**.

Provide the Student Teacher with an overview of the long-range plans for the classroom, samples of actual lesson plans, and explanations of the process.

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. Provide periodic written evaluations of his/her teaching to the Student Teacher and College Supervisor.

Allow time for conferences with the College Supervisor throughout the experience.

Recommend a midterm rating that reflects the Student Teacher's performance that addresses specific goals for the remainder of the student teaching experience. **Midterm Evaluation found in TK20**

Recommend a final rating that is reflective of the Student Teacher's performance.

Complete all Student Teaching evaluation forms online via the TK20 system. (a link will be provided by the Office of Student Field Experiences)

Write a narrative recommendation that describes the Student Teacher's professional experiences and competencies. This recommendation should be printed on school letterhead, be signed by the author in ink OR electronically, given to or shared with (if electronic) the student teacher at the final conference. If possible, provide a cell phone number for administrators wishing to follow up on the candidate's letter of recommendation, during the summer months.

Provide the Office of Student Field Experiences with feedback regarding the student teaching experience and the Teacher Education Program.

Request assistance from the College Supervisor or the Director of Student Field Experiences for situations that warrant special attention (319/335-6395 or julie-heidger@uiowa.edu)

Suggestions for Cooperating Teachers

The Cooperating Teacher is the most influential person in the final phase of a Student Teacher's professional preparation. Hopefully, the Cooperating Teacher approaches this responsibility with enthusiasm and dedication. The following are suggestions to facilitate the student teaching experience.

Provide the Student Teacher with a packet of materials pertinent to your school (e.g., handbook, school rules, staff list).

Provide the Student Teacher with information as to how you would like to be addressed. Designate an area and/or desk in your room that the Student Teacher may consider his/her own. Prepare the students for the Student Teacher's arrival.

Introduce the Student Teacher to the class or allow Student Teacher the opportunity of introduction in a manner that will provide optimum respect and acceptance.

Introduce the Student Teacher to the staff and orient him/her to the building.

Encourage the Student Teacher to attend staff meetings and participate in other school events. Respect the dual role of the Student Teacher as a professional and an apprentice.

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.

Prior to offering advice, encourage the Student Teacher to reflect about his/her planning, classroom practices, and decision-making.

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 that the Student Teacher can gain insight into his/her teaching behavior.

Assist the Student Teacher in making arrangements to observe both students and teachers at other grade levels and in other buildings.

Responsibilities of College Supervisors

The College Supervisor is the College of Education representative who is available to Student Teachers for instruction, guidance and support. The College Supervisor is expected to function according to the policies and procedures of the respective school districts and to interact constructively with school personnel. The responsibilities of the College Supervisor are listed below. *(Please note: some modification of responsibilities will result from "Special Site" placements that are outside the local supervisory area for The University of Iowa Student Teachers.)*

Direct small group sessions that clarify material related expectations and procedures to be followed during the student teaching experience.

Schedule and facilitate a minimum of 3 to 4 "Supervisor Sessions" with the Student Teacher group. These sessions should be designed to reflect the needs of the Student Teachers and provide an opportunity to share experiences, compare notes, ask questions, and clarify expectations and procedures to be followed during the student teaching experience.

Become cognizant of school building policies and procedures relevant to the student teacher. Review contents of the Student Teaching Handbook with Students and Cooperating Teachers.
Schedule conferences with Cooperating Teachers and Student Teachers near the beginning of the experience to clarify policies and review the Student Teaching Proposal.

Observe the Student Teacher in a variety of situations and conference every eight to ten days.

Confer on a regular basis with Cooperating Teachers (in person, by phone, or by email) to facilitate Student Teacher growth.

Provide Student Teachers and Cooperating Teachers with written feedback (Supervisory Observation Sheets) concerning progress, problems, and recommendations.

Use the following materials as a basis for midterm and final three-way conferences: Midterm and final Cooperating Teacher Evaluation, Student Teacher Self-Evaluation, and College Supervisor Evaluation report forms. *All located in the Tk20 system

Write and submit to the Director of Student Field Experiences a weekly anecdotal report summarizing the performance of each Student Teacher. (Elementary)

Keep a cumulative record of observations and other pertinent information for each student teacher. Supervisors will conduct bi-weekly observations of student teachers.

Assign student teaching midterm and final PASS/FAIL status after consultation with Cooperating Teachers.

Submit all evaluation materials online via the TK20 system in a timely manner as indicated by the Office of Student Field Experiences.

Write a final recommendation that includes the Student Teacher's professional experience and competencies. This recommendation should be printed on college letterhead, be signed in ink OR electronically, and given directly to or shared with the student teacher (if electronic) at the final conference. If possible, provide a cell phone number for administrators wishing to follow up during the summer months.

Compensation/Honorarium for Cooperating Teachers

The Office of Student Field Experiences provides a small honorarium to Cooperating Teachers near the end of the Student Teaching semester. A Cooperating Teacher who serves as a Student Teaching mentor for a full-day, full-semester experience will receive a choice of compensation; **either \$424 or the equivalent amount of tuition credit toward enrollment in a university graduate course.** Compensation for placements for less than a full-day or full semester will be prorated based on the length of the experience. The Office of Field Experiences will follow *individual district protocol* when issuing Cooperating Teacher payments however in most cases checks are issued directly to the Cooperating Teacher.

Renewal Credit Option for Cooperating Teachers

The Iowa Board of Educational Examiner's (BOEE) has approved a process by which teachers may earn two licensure "renewal" units every five years for assisting in the training/development of teachers. A teacher is asked to document professional activities such as mentoring a student teacher and/or hosting a practicum experience. The Cooperating Teacher will mail the documents along with verification of coursework for the remaining renewal units to the Iowa Department of Education. Teachers who mentor a student teacher have the following two separate incentives: 1) the monetary compensation the UI provides, and 2) the BOEE renewal unit.

Legal Status of a Student Teacher

The University of Iowa's Teacher Education Program is approved by the Iowa Department of Education. As such, the following summary of Sections 262, 272, and 670 of the State Code of Iowa apply.

Section 262.30 - "Contracts for training teachers" permits the board of directors for school district to enter into a cooperative written agreement with the state board of regents for on behalf of The University of Iowa.

Section 272.27 - "Student teaching and other educational experiences" If the rules adopted by the board of educational examiners for issuance of any type or class of license require an applicant to complete work in student teaching, pre-student teaching experiences, field experiences, practicums, clinicals, or internships, an institution with a practitioner preparation program approved by the state board of education, shall enter into a written contract with any school district, accredited nonpublic school, preschool registered or licensed by the department of human services, or area education agency in Iowa under terms and conditions as agreed upon by the contracting parties. Students actually teaching or engaged in preservice licensure activities in a school district under the terms of such a contract are entitled to the same protection, as is afforded by that section to officers and employees of the school district.

Section 670.8 - "Officers and Employees Defended" indicates that a Student Teacher who is jointly assigned to a placement in a school district under the terms of a cooperative agreement between the district and the University of Iowa is accorded the same civil and constitutional guarantees of the laws and protection as a licensed teacher. In other words, the Student Teacher has the same legal responsibility and may be held liable for his/her negligent acts and is also accorded the same protection of the laws as the licensed teacher. This code stipulates that Student Teachers who teach in Iowa Public Schools are afforded the same liability protection that school districts provide for their employees. Therefore, Student Teachers placed in Iowa Public Schools do not need to acquire additional liability insurance. Student Teachers placed outside of the State of Iowa or in non-public schools may be asked to document that they have liability insurance. Should this be required, student membership in the Iowa State Education Association or the Professional Educators of Iowa organization is available at a reasonable cost.

Since student teachers are legally protected through the cooperative agreement between the University and the school district, Cooperating Teachers do not need to be physically present in the classroom at all times. However, ultimately, the licensed teacher is responsible for the students in their classroom and should exercise judgment in determining the suitability of leaving the room considering the students involved, the lesson being presented, and the capability of the student teacher.

A Student Teacher should NOT be used as a substitute teacher for a Cooperating Teacher or any other teacher. The rationale for this policy is that the Student Teacher is not licensed and would be teaching in an isolated situation without the immediate supervision of a licensed teacher.

Section II: General Information

Placement & Supervision Policy

(Within The University of Iowa supervisory range)

1. Student Teaching is an academic course and is subject to the same appeal procedures as any other academic course. Performance standards for Student Teachers are explained in the Student Teacher's Evaluation Criteria portion of the handbook.
2. Placements are made with consideration to students' previous field experiences and according to availability of student teaching placement sites.
3. The Director of Student Teaching and Student Field Experiences may reassign or terminate a Student Teacher from an assignment under the following circumstances:
 - a. *Cooperating School Personnel requests termination of the student's assignment.*
 - b. It is determined that the presence of the Student Teacher has become an impediment to the education of the students in the assigned student teaching classroom.
 - c. Other good cause is determined.
4. Whenever feasible a remediation plan will be developed that identifies areas of needed improvement. The Director of Student Teaching and Student Field Experiences, the College Supervisor, and Cooperating Teacher will collaborate to recommend strategies for implementation.
5. The following supervisory procedures are required by all on-campus College Supervisors:
 - a. Supervision will either be in the form of an observation or a visit.

1. Observations: **(minimum of Bi-weekly)**

- The College Supervisor will provide to the Cooperating Teacher and the Student Teacher a written report for each observation.
- Conferences with the Student Teacher will be scheduled after each observation.
- The College Supervisor will submit a weekly anecdotal report for each Student Teacher to the Director of Student Teaching and Student Field Experiences. (Elementary)

2. Visits: **(Frequency TBD by supervisor)**

- The College Supervisor may talk with the Cooperating Teacher, Cooperating Principal, and/or Student Teacher, and may watch the Student Teacher but may not provide written feedback or conference.

- b. Observations for both Elementary and Secondary student teachers will be conducted at least bi-weekly (once every two weeks). In order for our program to remain in compliance with state code 79.1(6)(f), supervisors will provide bi-weekly observations (minimum) with written feedback.
- c. Frequent consultation regarding the progress of the Student Teacher will be maintained.

3-Way Conferences

During the course of the student teaching experience, three mandatory 3-way conferences (initial, mid-term and final) are to be scheduled by the College Supervisor. These conferences should include the Student Teacher, the Cooperating Teacher and the College Supervisor.

The Initial 3-Way Conference

The initial three-way conference should be held within the first 7 days of the student teaching experience. It is essential that the Cooperating Teacher and Student Teacher conference prior to the 3-way and develop a proposal (plan) that is amenable to both parties and meets the guidelines for the student teaching experience. This session should establish the expectations for the entire student teaching experience. It is the responsibility of Student Teachers to review the proposal prior to the initial 3-way conference paying special attention to the following:

1. Week-by-week timeline description of responsibilities are to be included in the Proposal. Examples of Proposals can be found in The Handbook.
2. Anticipated and excused absences from student teaching are identified in the proposal (e.g., possible job interviews/job fairs, Midterm day off).
3. Identified expectations/responsibilities in the proposal are understood and acceptable.
4. Both the Cooperating Teacher and the College Supervisor are designated on the Student Teaching Proposal as persons to call in case of absences.
5. The week the ST and CT will meet to complete the Mock Evaluation.
6. All information MUST be completed in TK20 and all fields must be filled out.

The Student Teacher will complete the form in TK20. The Supervisor will have a separate confirmation form in Tk20 indicating approval of the Proposal.

The student teaching proposal is neither legal nor binding and may require modifications during the experience to reflect appropriate expectations for a given classroom setting.

Midterm 3-Way Conference

(College Supervisor/Cooperating Teacher/Student Teacher)

The midterm 3-way conference is to be scheduled midway through the student teaching experience. (during week 4 for 8 week assignments) Scheduling is critical since Cooperating Teacher, Student Teacher, and College Supervisor must meet collaboratively. All parties involved **must approach this conference prepared**. Prior to this conference, Cooperating Teachers and College Supervisors should have discussed the Student Teacher's current level of performance. The midterm evaluations should be completed in TK20 prior to the meeting.

Sufficient time should be allowed in this scheduled conference to:

Review the information from the Cooperating Teacher Evaluation and Student Teacher Self-Evaluation

Share the College Supervisor's midterm evaluation.

Engage in open discussions of the evaluations and identify strengths and goals.

Indicate a Pass or Fail evaluation for both the interactive and the pre-and post- active phases of student teaching (Supervisor and Cooperating Teacher only)

Review materials for completeness

Note any modifications of the Student Teaching Proposal in the Overall Comment section of the midterm evaluation.

Discuss progress on and completion of all assignments.

The midterm evaluation is completed IN Tk20. Resource help here:

[TK20 Help](#)

Final 3-Way Conference

(College Supervisor/Cooperating Teacher/Student Teacher)

The final 3-way conference is to be scheduled during the last 5 days of the student teaching experience. The Director may approve conferences to be scheduled at an earlier time. The final evaluations should be completed in TK20 prior to the final 3-way conference.

The final 3-way conference is similar in structure to the midterm 3-way conference; however, the primary purpose of this conference is to assign a Pass or Fail recommendation and to discuss all assignments and letters of recommendation.

During the final 3-way conference, the College Supervisors will be responsible to: Review and discuss the contents of the Cooperating Teacher's and final evaluation. Review and discuss the Student Teacher's final self-evaluation. Review and discuss the contents of the College Supervisor's summative evaluation report.

Assign final P/F for Interactive Phase and Pre- and Post-Active Phase of student teaching. (Supervisor and Cooperating Teacher only.)

Prior to their final day of student teaching, Student Teachers must complete the College Supervisor Evaluation form in TK20. College Supervisors are permitted to review the forms the following semester, prior to the start of student teaching.

Absences

Student teaching is a critical time for the integration of observation, participation, and actual teaching in the school setting. **The expectation is that Student Teachers will be in their assigned classrooms every day of their student teaching experience. Students must adhere to the cooperating teacher's contract hours**, realizing time before and after these hours may be necessary. If a Student Teacher is absent because of illness or other critical circumstances, the College Supervisor and Cooperating Teacher **must** be notified as agreed in the Student Teaching Proposal by these individuals. If a student teacher is absent from the placement, for whatever reason, the student will use their Midterm Day Off to make up that absence. Any absences exceeding or occurring after the Midterm Day Off will be made up by putting in additional time before and/or after school to equal the time missed. This must be communicated and planned with the CT and supervisor. Beginning with the fourth absence, days will be added onto the end of the student teaching placement. The Director of Student Teaching has the discretion to add additional days as deemed appropriate.

Tardies

Arriving to the student teaching placement on time is a necessary part of professionalism. A tardy occurs when a student teacher is not in their assigned classroom at the start of the cooperating teacher's contracted time. Student teachers are allowed one tardy during their student teaching experience. If a second tardy occurs, a meeting with the college supervisor will take place. If a third tardy occurs during the student teaching semester, the student and the supervisor will meet with the Director and create a contract/plan. Days may be added onto the student teaching placement.

Request for Excused Absence

The "Request for Excused Absence" form is used when requesting an anticipated absence from student teaching. The form is not to be used for reporting Student Teacher absences due to illness, on-campus interviews, or emergencies. It is the *Student Teacher's responsibility* to 1) Get the request form from the Student Teaching ICON site, 2) acquire the signatures, and 3) submit the form. Prior to submitting the form, the student teacher should look first at flexing the Midterm Day Off.

The Director of Student Teaching and Field Experiences will evaluate the nature of the request, grant or deny it as an excused absence, and indicate make-up date(s), if appropriate. Prior to the anticipated absence, the student teacher should complete and submit this form to the Office of Student Field Experiences. Once the Director of Student Teaching and Field Experiences has approved or denied a request, notification will be emailed to the Student Teacher and their University Supervisor.

On-Campus Job Interviews

The Office of Student Field Experiences encourages Student Teachers to participate in job interviews. However, **it is important that Student Teachers consider their classroom responsibilities and seek approval from Cooperating Teachers and College Supervisors prior to scheduling interviews. Participation in three interview sessions that interrupt the school day is a reasonable request; any interview absence beyond *three half-days* will require the completion of a "Request for Excused Absence" form.**

Working or Coaching While Student Teaching

Since student teaching is considered a full-time responsibility, employment during student teaching is discouraged. If a student teacher is employed prior to the student teaching semester, he/she is encouraged to discontinue or cut back

on hours of employment. Priorities or focus on activities outside of the student teaching experience can adversely affect classroom preparation and teaching and subsequently student teaching evaluations and recommendations. **Student teachers will not be allowed to leave their placements early. Student teachers are expected to remain at their placement until the end of the teacher's contracted time.**

Late Arrivals or Leaving Early

Report of Student Teacher
ABSENCE from School or LATE ARRIVAL/EARLY LEAVES
University of Iowa
COLLEGE OF EDUCATION
Office of Student Field Experiences

The Cooperating Teacher may wish to have a mechanism for recording Student Teacher absences and situations in which the Student Teacher may have arrived late to school or have left early. **Please use this form to record this information.** The Cooperating Teacher is asked to share this information with the University of Iowa Supervisor at regular intervals, particularly before the midterm conference and before the final conference. We ask the Cooperating Teacher to help us monitor this information so that should there be a problem we can document the Professional Responsibility of the Student Teacher.

STUDENT TEACHER _____
SEMESTER/YEAR _____

Date of absence	Date/time of Late Arrival	Date/time of Early Leave

Stages of Student Teaching

Planning the experiences of a Student Teacher is a difficult task. It is especially difficult for the College of Education to suggest any set pattern because of the differences between Student Teachers, Cooperating Teachers, and classroom settings. Consequently, Cooperating Teachers are in the best position to formulate a plan by which the Student Teacher will assume classroom responsibilities. The following schedule identifies four distinct stages in the student teaching process.

Stage 1 - Observation: This stage should allow Student Teachers an opportunity to become familiar with school policies, classroom routine, building personnel, classroom objectives, procedures, and individual students. During this observation stage, Student Teachers should be provided opportunities to assist in instruction and discuss observations. There is not a minimum or maximum observation period prior to the actual "teaching" period.

Stage 2 - Observing/Assisting: During this stage Student Teachers should be provided opportunities to assist Cooperating Teachers. Cooperating Teachers should **gradually increase** the responsibilities of Student Teachers in performing routine duties, working with individuals and small groups, etc. This stage is an ideal time to collaboratively plan, establish team-teaching strategies, and provide *opportunities to observe in other classrooms*. The Cooperating Teacher should offer the Student Teacher support and modeling while encouraging independence. Cooperating Teachers should provide continuity for the classroom.

Stage 3 - Head Teaching: As Student Teachers develop skills and confidence, Cooperating Teachers relinquish more duties to Student Teachers. The College of Education recommends a minimum of two full weeks of head teaching for a full semester assignment (16 weeks) and one full week head teaching for a half semester assignment (8 weeks). Student Teachers should be involved in instructional activities as early as possible. **The length of head teaching will depend upon such factors as: 1) nature of the classes; 2) progress of the Student Teacher; 3) judgment of the Cooperating Teacher; 4) responsibility and maturity of the Student Teacher; and 5) policy of the school system.** During this stage Student Teachers should have increased responsibility, primary control of planning, teaching, and evaluation of students.

Stage 4 - Phase-out/Observation: The purpose of this stage is to provide a smooth transition of responsibilities from Student Teachers back to Cooperating Teachers. While Student Teachers will continue to assist with various aspects of the teaching, they should also be provided opportunities to observe in other classrooms and at various grade levels. *Observation of other schools/classrooms/grades may also occur earlier in the semester.*

Weekly Student Teaching Schedule

The following is a model of a typical schedule for a semester-long or 15-16 week student teaching experience. This model is representative of the type of progression that occurs from week one through week fourteen/fifteen. Students involved in an 8-week assignment would be expected to follow a similar but accelerated schedule. **The Proposal and evaluations are completed online via TK20.**

Week 1	<p><u>Observation.</u> Activities include: observing, assisting in lesson planning, responding to papers, and assisting in other class and school work.</p>	Cooperating Teacher always present
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The Student Teaching Proposal is jointly developed by the Cooperating Teacher and the Student Teacher.

Week 2	<p><u>Introduction to Teaching.</u> Student Teacher assumes partial responsibility for portions of instruction (e.g., opening activities, spelling). Added responsibilities often continue throughout the semester. Possible observations in other classrooms.</p>	Cooperating Teacher always present
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The initial 3-way conference between the Cooperating Teacher, Student Teacher, and College Supervisor should be scheduled within the first 7 days of the assignment. At this conference, the Student Teaching Proposal is reviewed and expectations and responsibilities are discussed.

Weeks 3-6	<p><u>Part-time Teaching.</u> Student Teacher begins team teaching with Cooperating Teacher or teach from the Cooperating Teacher's plans. Student Teacher gradually assumes responsibility for additional content areas. Cooperating Teacher continue to supervise and model.</p>	Cooperating Teacher usually present
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The Student Teacher, Cooperating Teacher, and College Supervisor should begin preparations for the second 3-way conference (mid-term evaluation).

Weeks 7-11	<p><u>Increased Teaching.</u> Student Teacher assumes the planning and teaching responsibilities for a significant portion of the school day. Cooperating Teacher should continue to supervise and model for Student Teacher. Student teachers may spend some time observing in other classes and grade levels.</p>	Cooperating Teacher in and out of the room. *
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The second 3-way conference (midterm) should be held during the 7th week. Students Teacher should be provided with specific feedback and recommendations for continued improvement and teaching success. Student Teacher should self-evaluate and identify current strengths and areas for future growth. Midterm ratings are assigned.

WEEKLY STUDENT TEACHING SCHEDULE continued

Weeks 12-13 ***Head Teaching.*** Student Teacher should assume full responsibility for planning and teaching for the entire day. Teacher in and out of the room* Cooperating for

Cooperating Teacher and College Supervisor should observe and provide written feedback to Student Teacher.

Weeks 14-15 ***Phase-Out.*** To ensure a smooth transition, Cooperating Teachers Cooperating reassume primary teaching responsibilities for the class. Teacher Student Teacher spends some time observing in other grade levels present and schools.

The final 3-way conference will usually be scheduled during this week. Cooperating Teacher and College Supervisor will present letters of recommendation. Student Teacher Self-Evaluation form, Cooperating Teacher and College Supervisor Evaluation form will be completed prior to the conference.

* NOTE: Student Teacher should not be left alone for several hours. The Cooperating Teacher should drop in and out of the room periodically even when the Student Teacher is head teaching.

According to Iowa Code, since a Student Teacher is not yet licensed, they may NOT be used as a substitute teacher.

Proposal Samples

Elementary Full Semester Placement- EXAMPLE

THE UNIVERSITY OF IOWA STUDENT TEACHING PROPOSAL

(tentative plan of semester activities to be completed by the Student Teacher and Cooperating Teacher)

Student Teacher: Chuck Chalkboard Date: School: District: Cooperating Teacher: Grade Level:

TERMS OF PROPOSAL

1. Dates of Experience: *September 00 - December 00, 1000* _
2. Length of Student Teaching Day--from: *8:15 a.m.* to: *4:15 p.m.*
3. Student teachers adhere to the local school district calendar.
4. Report all absences or unexpected tardiness to the following people (include phone #):
 - a. *Cooperating Teacher Name 000-0000*
 - b. *College Supervisor 000-0000*
5. Student teaching assignment and activities will include:

ON-GOING
RESPONSIBILITIES
Reading, Writing, Spelling
Observations
Questioning
Assisting/Team-teaching
Maintaining class website
Team meetings
Staff meetings
District in-services

WEEK 4: Sept. 26-30
Author of the month
Calendar/News
Sharing
Reading

WEEK 9: Oct.31-Nov. 4
Individual assessments
Literature
Handwriting
Assist with Halloween party
Assist with conferences
Author of the month
Science Unit

WEEK 1: Sept. 6-9
Observe/assist classroom teacher
Individual assessments
Author of the month

WEEK 6: Oct. 10-14
Reading small groups
Writer's workshop
Science- Levers unit

WEEK 10: Nov. 7-11
Teach mornings
Assist afternoons
Author of the month
Science Unit

WEEK 2: Sept. 12-16
Author of the month
Computer Center

WEEK 7: Oct. 17-21
Science- Levers Unit
Individual assessments
Weekly News

WEEK 11: Nov. 14-18
Teach afternoons
Assist mornings
Author of the month

WEEK 3: Sept. 19-23
Author of the month
Calendar/News
Sharing
Reading

WEEK 8: OCT. 24-28
Individual
assessments Literature
Handwriting
Weekly News

WEEK 12 & 13: Dec. 5-15
Head teaching

WEEK 14: Dec. 12-15
Mock Evaluation
Phase-out
Visit other classrooms

Elementary Half Semester Placement- EXAMPLE

THE UNIVERSITY OF IOWA STUDENT TEACHING PROPOSAL

(Tentative plan of semester activities to be completed by the Student Teacher and Cooperating Teacher)

Student Teacher: Chuck Chalkboard Date: School: District: Cooperating Teacher: Grade Level:

TERMS OF PROPOSAL

1. Dates of Experience: *September 00 - December 00, 1000*
2. Length of Student Teaching Day--from: *7:45 a.m. to 3:45 p.m*
3. Student teachers adhere to the local school district calendar.
4. Report all absences or unexpected tardiness to the following people (include phone #):
 - a. *Cooperating Teacher Name 000-0000*
 - b. *College Supervisor 000-0000*
5. Student teaching assignment and activities will include:

ON-GOING RESPONSIBILITIES

Reading, Writing, Spelling

Observations

Assisting/Team-teaching

Assist with class website/develop Blog

Team meetings

Staff meetings

District in-services

WEEK 1: Sept. 6-9

Observe and assist classroom teacher

Individual assessments

Author of the month

WEEK 2: Sept. 12-16

Author of the month

Calendar/News

Computer Center

Reading

WEEK 3: Sept. 19-23

Author of the month

Calendar/News

Sharing

Reading

Math

WEEK 4: Sept. 26-30

Author of the month

Calendar/News

Sharing

Reading

Math

Science/Social Studies

Observe in other classrooms

WEEK 5: Oct. 3-7

Teach mornings

Assist afternoons

WEEK 6: Oct. 10-14

Teach afternoons

Assist mornings

WEEK 7: Oct. 17-21

Head Teaching

WEEK 8: OCT. 24-28

Phase-out

Visit other classrooms

Mock Evaluation

Secondary English – EXAMPLE

THE UNIVERSITY OF IOWA STUDENT TEACHING PROPOSAL

(tentative plan of semester activities to be completed by the Student Teacher and Cooperating Teacher)

<i>Student Teacher</i>	<i>Jane Journal</i>	<i>Date</i>	<i>August 200X</i>
<i>School</i>	<i>Any Town High School</i>	<i>District</i>	<i>Any Town District</i>
<i>Cooperating Teacher</i>	<i>John Teacher</i>	<i>Subject</i>	<i>Sophomore English</i>

TERMS OF PROPOSAL

1. Dates of Experience: *August XX through December XX, 200X*
2. Length of Student Teaching Day--from: *7:45 AM* to: *3:15 PM*
3. Student teachers adhere to the local school district calendar.
4. Report all absences or unexpected tardiness to the following people (include phone #):
 - a. *John Teacher 337-XXXX (h) 339-XXXXX (school)*
 - b. *Jean Supervisor 351-XXXX*
5. Student teaching assignment and activities will include:

During the seven-period school day, two periods are designed as preparation time for the teachers. One of those two periods will be reserved each day for joint cooperating teacher/student teacher planning and coordination of classroom activities. The remaining five periods are divided between two courses: three sections of English 10 and two sections of Basic Writing. The student teacher will begin working immediately with the Basic Writing classes, gradually accepting full responsibility as the lead teacher in at least one section, possibly both sections by the 6th-7th week of the field experience. The student teacher will work in a team fashion with the cooperating teacher in English 10 classes, teaching a 2-3 week "unit" midway through the semester. At some point, the student teacher will have complete responsibility for the full teaching load for about one week.

Student Teaching assignment and activities will include:

Basic Writing (semester elective)

- | | |
|--------------|--|
| Weeks 1-2: | Observe, conduct individual writing conferences |
| Weeks 3-5: | Read and respond to student journals, conduct individual writing conferences, supervise student writers in computer lab |
| Weeks 6-11: | Develop and teach mini-lessons, conduct individual/small group writing conferences, facilitate group share meeting and students' on-going portfolio assessment, lead daily status-of-the-class conferences |
| Weeks 12-14: | Organize groups for class publication, facilitate students' portfolio development and assessment, respond to student work, conduct writing conferences |
| Weeks 15-16: | Phase-out |

English 10 (full year course)

- | | |
|--------------|---|
| Weeks 1-3: | Observe, prepare read aloud for nonfiction reading workshop, conduct reading conferences, recommends books to students |
| Week 4: | Prepare and deliver book talks, reading conferences |
| Weeks 5-6: | Teach oral history/ethnography unit |
| Weeks 7-10: | Team teach I-Search papers/speeches, conduct daily status-of-the-class conferences, participate in group sharing meetings |
| Week 11: | Respond to student presentations and projects |
| Weeks 12-14: | Prepare anecdotes on individual students' participation and skill development in I-Search unit |
| Weeks 15-16: | Phase-out |

Secondary Math – EXAMPLE

THE UNIVERSITY OF IOWA STUDENT TEACHING PROPOSAL

(Tentative plan of semester activities to be completed by the Student Teacher and Cooperating Teacher)

<i>Student Teacher</i>	<i>Michael Number</i>	<i>Date</i>	<i>August XX, 200X</i>
<i>School</i>	<i>Your High School</i>	<i>District</i>	<i>Your School District</i>
<i>Cooperating Teacher</i>	<i>Susan Teacher</i>	<i>Subject</i>	<i>8th Grade Math</i>

TERMS OF PROPOSAL

1. Dates of Experience: *August XX through December XX, 200X*
2. Length of Student Teaching Day--from: *8:15 AM* to: *3:45 PM*
3. Student teachers adhere to the local school district calendar.
4. Report all absences or unexpected tardiness to the following people (include phone #):
 - a. *Susan Teacher 337-XXXX (home) 339-XXXX (school)*
 - b. *Steve Supervisor 353-XXXX*
5. Student teaching assignment and activities will include:

Weeks 1-2:	Observations and "warm-ups" with the class (e.g., go over homework, quizzes or test) Become familiar with school and class routines Work with individual students and small groups of students
Week 3:	Team teaching - lesson jointly planned, cooperating teacher teaches first section of a multiple section course while the student teacher observes; both discuss the experience; student teacher teaches another section later in the day; both discuss the experience
Weeks 4-6:	Move toward head teaching Complete responsibility for one class Student teacher plans, discusses plans with cooperating teacher; teaches lesson, and then discusses experience with cooperating teacher
Weeks 7-10:	Student teacher works toward taking on a full load of classes (4 or 5 courses, 3 preparations maximum)
Weeks 11-15:	Student teacher assumes full load of teaching responsibility
Week 16:	Phase-out

Other ongoing expectations:

The student teacher is to observe classes other than those of the cooperating teacher. This can include mathematics, science, English, etc. These classes may also be at a different grade level (ie, junior or senior high).

The purpose of these observations is to address issues including:

- provision for individual differences (intellectual, interest, social, physical, size, sight, hearing, disability)
- how teacher relates new concepts and skills to students' prior knowledge developed through previous study or experience
- nature and use of resource materials (laboratory, library, AEA materials, community, experts, media, etc.)
- how the teacher engages students in the learning process (questioning, various instructional strategies, teacher and/or student centered)

Involvement in assisting or observing extra-curricular activities is strongly suggested.

Finally, participation in department meetings, in-services, parent-teacher conferences, open-houses, and parent-teacher organization meetings is expected. The goal is to give the student teacher as close to an authentic experience of the school culture as possible.

Secondary Foreign Language - EXAMPLE

THE UNIVERSITY OF IOWA STUDENT TEACHING PROPOSAL

(tentative plan of semester activities to be completed by the Student Teacher and Cooperating Teacher)

Student Teacher	<i>Lori Language</i>	Date	<i>January XX, 200X</i>
School	<i>Community Junior High</i>	District	<i>Local Community</i>
Cooperating Teacher	<i>Sara Teacher</i>	Subject	<i>French</i>

TERMS OF PROPOSAL

1. Dates of Experience: *January through May XX, 200X*
2. Length of Student Teaching Day—from: *8:15 AM* to: *3:45 PM*
3. Student teachers adhere to the local school district calendar.
4. Report all absences or unexpected tardiness to the following people (include phone #):
 - a. *Sara Teacher 337-XXXX (home) 339-XXXX (school)*
 - b. *Dave Supervisor 353-XXXX*
5. Student teaching assignment and activities will include:

Weeks 1-3: Observations, familiarization with the classes, school, policies, and procedures. Plan and execute 1-2 lessons plans per week. First Supervisor's visit.

Weeks 4-5: Team teaching. Lessons to be jointly planned, cooperating teacher teaches first section(s) of a multiple section class while the student teacher observes; both discuss the experience; student teacher teaches another section(s) later in the day or the next day; both discuss the experience. Second supervisor's visit.

Weeks 6-8: Move toward head teaching. Student teacher will assume responsibility for one section. The student teacher will plan for the section and discuss plans with the cooperating teacher; teaches lesson, and then discusses experience with the cooperating teacher

Weeks 9-12: Work toward a full load of classes, three or four at the junior high, three or four at the elementary level.

Weeks 13-14: Lead teaching for all classes.

Weeks 15-16: Phase-out and observation of other subjects and levels.

The student teacher will observe the same working hours as the cooperating teacher and is responsible for attending all staff and departmental meetings, in-service conferences, open-houses, and other events as deemed necessary.

The student teacher agrees to assume the majority of responsibility in the classroom while the cooperating teacher is in France although a substitute will be present at all times.

The cooperating teacher and student teacher agree that the student teacher will be able to complete her masters comprehensive exams at the appointed time(s) and date(s).

The possibility of on-campus interviews for the student teacher is accepted as a valid excuse for missing school on three occasions. In the event of further instances, the matter will be discussed with the supervisor and the cooperating teacher on an individual basis.

The goal of this student teaching experience is to give the student teacher as close to an authentic experience of the school culture as possible.

Secondary Art- EXAMPLE

THE UNIVERSITY OF IOWA STUDENT TEACHING PROPOSAL

(tentative plan of semester activities to be completed by the Student Teacher and Cooperating Teacher)

Student Teacher	<i>Anita Art</i>	Date	<i>January XX, 200X</i>
School	<i>AnyHighSchool</i>	District	<i>AnySchoolDistrict</i>
Cooperating Teacher	<i>BobPortrait</i>	Subject	<i>Art</i>

TERMS OF PROPOSAL

1. Dates of Experience: *January through May XX, 200X*
2. Length of Student Teaching Day—from: *8:15 AM* to: *3:45 PM*
3. Student teachers adhere to the local school district calendar.
4. Report all absences or unexpected tardiness to the following people (include phone #):
 - a. *BobPortrait 337-XXXX (home) 339-XXXX (school)*
 - b. *Jill Supervisor 353-XXXX*
5. Student teaching assignment and activities will include:
Observe and assist during the first two weeks of student teaching experience
Give presentation of art work and relate conceptual content of work

Teach gesture drawing in two sections of drawing class. This lesson will last about 3 days. Develop, plan and carry out this lesson, including grading. Then will develop and teach a unit on college to include drawing applications. Will be responsible for locating resources and examples to show in the instruction. Finally will establish criteria for grading and evaluating projects, with a grade and comments when the unit is completed.

During Design class will teach a section on the German Expressionist (Blue Rider), Fauve and Impressionists painting styles and techniques. This will include learning about color as a means of expression. In addition will incorporate teaching about color mixing, application and techniques. Lessons to be developed, include securing visual resources, establishing criteria for evaluation and grading the completed work.

Will develop a lesson on self-portraits for the Exploratory Art class, which is made up of 9th and 10th graders. Will establish a criteria for evaluation and grade completed work.

Will act in a team teaching position with the CT in the Advanced Art Studio class. Will conference with students and assist them in the studio. Will also participate in mid-term critiques.

Will be a participant in Back-to-School night and parent conferences and add information as appropriate.

Teaching assignments will be for about two weeks for the Drawing, Design and Exp. Art Classes. The work with Advanced Art will be ongoing as soon as they are comfortable with the situation and the students.

Will attend staff meetings and assemblies.

The last two weeks of the student teaching experience will be to observe in other classrooms as well as other curriculum area classes, including Special Education Classes.

Observation Techniques

The student teaching experience is designed to be a growth experience. The primary change agents in this experience are the Cooperating Teacher and the College Supervisor. Through the use of both formal and informal observation and conferencing techniques, Student Teachers should receive valuable ongoing feedback from Cooperating Teachers and College Supervisors. Through observation and conferencing Student Teachers are provided opportunities to reflect on their teaching effectiveness and improve their self-evaluation skills.

OBSERVATION and CONFERENCING TIPS:

1. Use a variety of data collection tools to collect objective data (video/audio, etc.)
2. Feedback should be as specific and objective as possible. Scripted notes as well as audio/video recordings are excellent tools for this purpose.
3. Clearly define one or two purposes for each observation (e.g., pacing of lesson and follow-through, student participation, positive reinforcement, etc.).
4. Use the following criteria to limit the number of concerns addressed in each conference with the Student Teacher:
 - a. impact on the Student Teacher's physical/emotional well-being
 - b. impact on the class (motivation, unity, general rapport)
 - c. impact on the classroom students' learning
 - d. your perception of the Student Teacher's ability to change her/his behavior
5. All observations should be followed by either formal or informal conferences.
6. Schedule formal conferences on a regular basis.
7. Forewarn the Student Teacher that to increase the effectiveness of his or her self-evaluation, questions will be asked that encourage reflection and assist in assessing the strengths and weaknesses in his or her planning and enactment of lessons.
8. Avoid asking the Student Teacher to respond globally to overall effectiveness of lessons. Judging "goodness/badness" and a general question, "How did you think the lesson went?" are counterproductive. Analysis should be in terms of specific objectives, strategies, and/or techniques.

OBSERVATION TECHNIQUES continued

9. During the early weeks of the assignment, emphasize "growth not perfection". Compare the Student Teacher with other novice teachers and give supportive feedback frequently.
10. Use self-disclosure to give examples of your own funny or unsuccessful experiences.
11. When a Student Teacher identifies a concern, assist in clearly defining the concern and encourage the Student Teacher to reconcile the matter.
12. Recognize classroom students' responses as indicators of Student Teacher effectiveness. Use comments such as: students appear bored, are restless, are engaged and/or actively involved, to assist the Student Teacher in self-evaluation.
13. Substantiate feedback with specific data and utilize many examples to clarify as much as possible.
14. Look for patterns in teaching behavior. Critical judgment should be followed with specific suggestions for improvement and strategies for analyzing the effect of changed behavior. The major function of supervision is to upgrade teacher effectiveness.
15. Emphasize the continuing aspect of self-evaluation by relating present remarks to past observations and providing a foundation for future observations.
16. Conferences should end on a positive note with a summary of current strengths and a plan of action for future attention.

Supervisory Observation Sheet

(To be used by College Supervisor during Observation)

Student Teacher: _____ Time of Observations: _____

School and Subject: _____ Date of Observation: _____

Week of Student Teaching ---1---2---3---4---5---6---7---8---9---10---11---12---13---14---15---16

Comments on observed teaching behaviors (both facilitating and blocking)

TEACHING PERFORMANCE STANDARDS

The Learner and Learning:

1. Learner Development
2. Learning Differences
3. Learning Environments

Content Knowledge:

4. Content Knowledge
5. Application of Content

Instructional Practice:

6. Assessment
7. Planning for Instruction
8. Instructional Strategies

Professional Responsibility:

9. Professional Learning and Ethical Practice
10. Leadership and Collaboration

State Standards:

11. Technology
12. Methods of Teaching

Date/Time of Next Observation: _____

Section III: Student Teaching Seminar Requirements

Syllabus

Syllabus **EDTL: 4190/4191 Elementary Student Teaching**

Instructor: Julie J Heidger

j u l i e - h e i d g e r @ u i o w a . e d u

Course site: See ICON EDTL: 4190 & 4191

Course Description

These courses for student teaching registration reflect the culminating experience of the Elementary Teacher Education Program. Student Teachers are placed in a classroom with an experienced cooperating teacher for a full-day assignment lasting between eight and sixteen weeks (length of placement depends on the licensure the student is seeking). During this experience, a University Supervisor works with the student teacher and Cooperating Teacher to facilitate a successful experience. During a sixteen-week experience, Student Teachers are expected to have full teaching responsibility for a **minimum of two weeks**.

Required Readings

Student Teaching Handbook should be downloaded from the web at:

<https://education.uiowa.edu/services/student-field-experiences>

InTASC and Iowa Teaching Standards

The evaluation used for Student Teaching aligns with the InTASC (Interstate Teacher Assessment and Support Consortium) Standards. These represent standards used to evaluate pre-service teachers. They are: **The Learner and Learning** (1. Learner Development 2. Learning Differences 3. Learning Environments). **Content Knowledge** (4. Content Knowledge 5. Application of Content). **Instructional Practice** (6. Assessment 7. Planning for Instruction 8. Instructional Strategies) and **Professional Responsibility** (9. Professional Learning and Ethical Practice 10. Leadership and Collaboration).

Students will also need to be familiar with Iowa's Teaching Standards when lesson planning and as they transition from a pre-service to a licensed teacher. The (abbreviated) Iowa Teaching Standards are: 1. Supports Student Achievement 2. Content Knowledge 3. Planning and Preparation 4. Instructional Strategies 5. Monitor Learning 6. Classroom Management 7. Professional Growth 8. Professional Responsibilities

Expectations

- ✓ Follow the expectations outlined in The Student Teaching Handbook and Professional Expectations Form
- ✓ Complete seminar requirements
- ✓ Follow assignments and expectations put forth by Cooperating Supervisor
- ✓ Complete 3, 3-way collaborative meetings with the Cooperating Teacher, Student Teacher and Cooperating Supervisor: The Proposal, The Mid-Term and The Final. See the Student Teaching Handbook for further information about these three meetings.
- ✓ Complete the Mock Evaluation with the cooperating teacher
- ✓ Use Tk20 to complete the necessary forms and evaluations

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Student Teaching Seminar (Pre/Post Active Phase) Requirements

During the semester, in conjunction with classroom planning and teaching responsibilities, student teachers are expected to keep a reflective journal, write daily lesson plans, attend seminars, complete all assignments with program seminar, and meet all of the “Iowa teaching standards” proficiency. The information in this section provides information relative to requirements.

Lesson Plans

Planning is an essential part of teaching and plans should be written in sufficient detail so that the Student Teacher or another person qualified could teach from them. Thorough lesson plans demonstrate an understanding of the concepts to be taught and learned by the students. *The written lesson plan should include Learning targets, motivational techniques, learning activities and assessment procedures.* The Student Teacher needs to plan in more detail than does an experienced teacher. Lesson plans should be prepared as directed by the Cooperating Teacher and be available to the College Supervisor prior to each observation.

1. Written plans are particularly important during the initial weeks of student teaching and should be carefully planned and detailed. In later weeks, lesson plans should contain enough detail that the Cooperating Teacher, College Supervisor, or a substitute teacher could follow them.
2. Lesson plans:
 - a. provide security for the Student Teacher
 - b. help to ensure an effective learning environment
 - c. help the Student Teacher clarify and focus ideas and learning targets
 - d. provide a basis for the Cooperating Teacher to make suggestions
 - e. serve as a guide in the analysis of the lesson
3. The lesson format to be used should be established by the Student and the Cooperating Teacher.
4. Initial lesson plans to guarantee success should be cooperatively developed by the Student and the Cooperating Teacher. The purpose of the lesson should be specific and limited. Components include:
 - a. Learning targets and success criteria
 - b. Introduction (attention getter, i.e., review, overview of plan for students)
 - c. Activities (content instruction)
 - d. Organizational procedures
 - e. Closure
 - f. Assessment

Other considerations:

- a. Standards/Benchmarks
- b. Accommodations for diversity
- c. Differentiation strategies
- c. Materials/supplies needed
- d. Pacing

Learning Plan Samples

Sample #1

Title of the lesson:	Grade/Age level:	Date:
Teacher Focus:		
Iowa Core Curriculum Standards and/or Benchmarks:		
Learning Targets (students understand/demonstrate that:):		
Success Criteria (“I Can” statements):		
<p>Procedure: <i>(include a suggested time allocation for each part of the procedure)</i></p> <p>a) Introduction (attention getter, anticipatory set):</p> <p>b) Activities/Steps (note technology used):</p> <p>c) Closure (reviewing learning, summarizing, assignments):</p> <p>d) Assessment <i>(How you will determine that students have met the learning targets):</i></p>		
Evidence of addressing diversity: <i>(for example: cultural, gender, linguistic, physical, religious, sexual identity, socioeconomic, etc)</i>		
Differentiation for cognitive, affective, psycho-motor needs:		
Materials / Equipment Needed:		
Teacher Reflection: <i>(ways you will determine the success of the learning experience for learners and for you; changes you would make another time; subsequent shifts in your thinking)</i>		

LESSON PLAN
Explicit Instruction

Title of the lesson:	Grade/Age level:	Date:
Teacher Focus:		
Scenario and Knowledge of Students to Inform Teaching: <i>(that you will consider when planning, instructing, and assessing- a paragraph)</i>		
Central Focus: <i>(i.e. composing or comprehending)</i>		
Essential Literacy Strategy: <i>(specific strategy)</i>		
Iowa Core Curriculum Standard:		
Learning Target: <i>(include the stem: to introduce/practice/reteach/review/assess ... topic/skill)</i>		
Learning Outcomes/ Success Criteria: <i>("I Can" statements)</i>		
Academic Language Demands Language Function: <i>(identify 1 or more)</i> Vocabulary: <i>(identify 1 or more)</i> Language Supports: <i>(identify 1 or more)</i>		
Plans to address diversity <i>(cultural, gender, linguistic, physical, religious, sexual identity, socioeconomic)</i> and differentiation <i>(academic)</i> using Universal Design for Learning (UDL)- Planned Supports:		

Materials/Equipment Needed:

Procedure: (include a suggested time allocation for each part of the procedure)

a) **Introduction** (transition, attention getter, anticipatory set): _____time

b) **Steps** (note technology used):

Input: _____time

Model: _____time

Guided Practice: _____time

Independent Practice: _____time

c) **Closure:** (reviewing learning, summarizing, assignments) _____time

d) **Assessment:** (Should be something measurable – What documentation do you have?) _____time

Complete these two stems:

Teacher will know students have met the criteria by _____.
(using tally sheet, comparing to rubric, anecdotal records, etc.)

Students will _____.
(Success Criteria)

Teacher Reflection: (ways you will determine the success of the learning experience for learners and for you; changes you would make another time; subsequent shifts in your thinking)

Student Teacher Journal Writing

(For Elementary. Secondary, check journal expectations with supervisor and program area)

Student Teachers may be required to keep a journal which should help them articulate connections between new information and their acquired knowledge. Research increasingly reveals that highly effective teachers are generally those able to reflectively review and evaluate their experiences. Reflective teachers enthusiastically, persistently, and carefully consider and reconsider beliefs and practices that underlie their teaching. Journal writing is an invaluable vehicle in enhancing this reflective practice. The journal will be a place for the Student Teacher to think, learn and understand their students, their beliefs, their role as a teacher; a place to collect observations, responses and data; a place to make connections with their beliefs as a student and now as a teacher. Hopefully the journal will also be a place for formulating and recording questions: personal doubts, pedagogical questions, and issues of concern about teaching practices and subject content. It should provide the Student Teacher with a non-threatening place to wonder aloud, on paper, about the meaning of classroom events, issues, interpretations, problems and solutions.

The hope is that the Student Teacher will not only use this new information but also be able to apply it to his/her own teaching practice. A Student teacher who writes about new information and ideas - in addition to reading, talking, and listening - will gain insights that will enhance their own growth as a teacher. The journal writing process also provides catharsis for troublesome emotional struggles during this complex time of professional growth.

The Student Teacher is asked to *regularly set aside a time to write*, preferably daily, but to *at least attempt to write an entry two or three times a week*. The more often a journal is written the greater the chance to catch one's thoughts and analyze one's beliefs. The more writing one does at a single sitting the greater the opportunity of developing a thought or finding a new one. *Date each entry*. The key to journals is the location of each entry in a particular time; good journals have systematic and complete documentation. The journal is not only a place to write one's thoughts and feelings, but a way to record and later reflect upon changes in thoughts and beliefs. New thoughts and ideas may be discovered when the Student Teacher reflects on previous writings.

The journal may be shared with the Cooperating Teacher or College Supervisor or to both. The Student Teacher needs to be assured that the audience for whom it was intended will read the journal and provide periodic responses. The Cooperating Teacher and College Supervisor need to be flexible in joining or withdrawing from the dialogue the Student Teacher wishes to establish. However, it is important to remember that a Student Teacher has a right to privacy. They may choose not to share pieces or parts of their journal with their College Supervisor, Cooperating Teacher, or any other interested party. Since the Student Teacher will be writing not only about themselves, but their students, colleagues and/ or members of the school community in which they are working, it is recommended that the journal is kept in a safe place.

Although somewhat time consuming, it is hoped that through the journal the Student Teacher will have the unique opportunity to keep track of events and to privately reflect on the personal and public meaning of those events. Hopefully, through the narrative created in the journal the Student Teacher will be able to answer questions such as: "What happened? Why did it happen? What was my role? What beliefs did my actions reflect? Did my actions reflect beliefs and assumptions about which I was not aware? Did the consequences of my actions raise doubts or influence my beliefs? How should I want to act in the future on the basis of what happened?"

Key Points for Student Teachers to Remember When Journal Writing:

1. Journal writing should be completed on the Student Teacher's own time, not at the expense of helping the Cooperating Teacher, planning, or working with children.
2. Keep journal in a loose leaf or spiral bound notebook/folder. Computer generated is also acceptable.
3. Date the entry.
4. Set aside time at least two to three times a week to write in the journal.
5. Write in an informal, conversational tone with disregard for spelling, grammar, etc.
6. Describe classroom observations and occurrences that include your beliefs relative to your successes or failures and what you learned from the experience for next time.
7. As the semester progresses, take the time to look back at prior entries and compare to current experiences, observations, and understandings.

Section IV- Evaluation

Student Teaching Evaluation In TK20

- All formal Student Teacher evaluations and associated forms are now delivered to the Field Experience Office via an online Assessment system - TK20. (Spring 2019)
- **Cooperating Teachers** will receive a link via email which will be used to access all the forms for which they are responsible. The link will be sent at each evaluation period until all forms are complete and submitted at the conclusion of the student teaching experience.
- **The Student Teacher** will be sent a Field Experience “binder” which will contain all the necessary forms. The Student Teacher will access the binder via TK20 login credentials.
- **The College Supervisor** will have access to student teaching evaluations using the Supervisor login credentials.
- TK20 Help guides for Student Teachers, Cooperating Teachers and Supervisors can be found at the website below.
- [TK20 Help](#)
- Receive additional TK20 help by contacting Teresa Suchomel at 319-335-2422 or by email teresa-suchomel@uiowa.edu.

Tk20 Guides and Instructions

UI - Tk20 Quick Guide for Field Experiences: For Cooperating Teachers

Revised: 4/23/19

How do I log into Tk20?

- University of Iowa Cooperating Teachers do not have log in credentials for Tk20
- Cooperating Teachers will be emailed a link which will take them directly to the student's assessment binder.
- For other questions regarding access to TK20 please email: COE-tk20-help@uiowa.edu

How do I access my field experience binders?

- Click on the "Field Assessment" link you received in your email.
- Your current field experience student binder will appear as a split screen.
- The left side of the page is the Binder from the student's view. Click on the tabs across the top to view the student's forms/submissions.
- On the right side of the split screen, the top half are the forms you need to complete and the bottom half are the forms the supervisor completes.

How do I access the supervisor forms for viewing?

- To view one of supervisor forms, go to the right side of the split screen.
- Click on the name of the form.
- View the form (you won't be able to make any changes).
- When you are done, click the "Back" button towards the top of the page

How do I access the cooperating teacher forms I am responsible for?

- Click on a form.
- Complete the form or any portion of the form.
- **IGNORE THE "GRADE" BOX at the bottom of the page. This is a default that we can't delete.**
- When you are done with the form or a portion of the form, click "Complete" at the bottom of the form.
- You can return to change, add, or delete information up until you "Submit" the binder.

NOTE: All Supervisor and CT forms will have a GRADE (and may have a POINT TOTAL) at the bottom of the form. IGNORE THIS!!!! This is a default setting and doesn't mean anything. The GRADE section will most likely be left blank.

What do I do when I'm done working?

- When you are done for the day, click the "Save & Close" button at the bottom of screen.
- **When all forms and assignments are complete for a given due date, click "SUBMIT." You will then choose which assignments/tabs you**

want to submit. Once this is done, you will no longer be able to make changes to your forms. This indicates the binder is “finished” in regards to your work. You will not be able to submit until all of the assignments have been worked on.

If you have questions about the content of an assignment or form, please contact:

Julie Heidger- Director of Student Field Experiences 319-335-6395, julie-heidger@uiowa.edu

Bellinda Assemien- Coordinator of Student Field Experiences 319-467-1895, bellinda-assemien@uiowa.edu

Teresa Suchomel- Field

Experience Associate

319-335-2422, [teresa-](mailto:teresa-suchomel@uiowa.edu)

suchomel@uiowa.edu

If you are having technical issues, please contact Tk20

Support by emailing: COE-tk20.help@uiowa.edu

Student Field Experience Binder Instructions – For Student Teacher

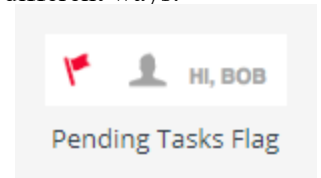
Introduction

One of the requirements for successful completion of your field experience is to submit (by the deadline) a group of required forms in a “Field Experience Binder” inside your Tk20 account.

Accessing Your Field Experience Binder

Once you are logged into Tk20, you can locate your Field Experience Binder in three different ways:

- Click on the flag icon at the top right of your screen **or**
- click on the link for your binder under the PENDING TASK section of your home dashboard
- or**
- click on the FIELD EXPERIENCE link in the left side menu



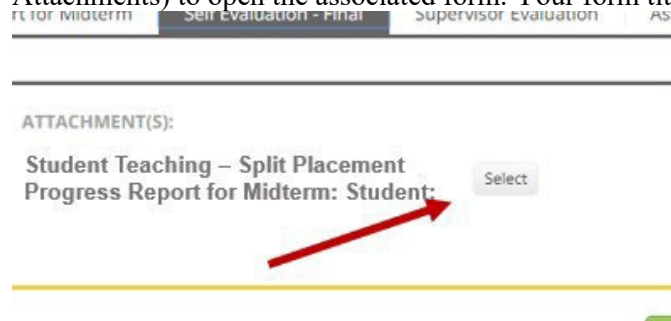
Viewing Your Field Experience Binder

Your binder will have a number of tabs (described from left to right)

- ONE Field Experience Binder cover tab. You’ll see the title and additional general information (including deadlines) for your binder.
- ONE or MORE sub-tabs (just to the right of the cover tab. **Each of these tabs present instructions, deadlines, and online forms that you (the student) must complete. Your sub-tab titles may vary.**
- ONE assessment tab and ONE feedback tab (last two tabs, far right). These tabs are used by evaluators. There are NO TASKS for you (the student) to complete under these twotabs.

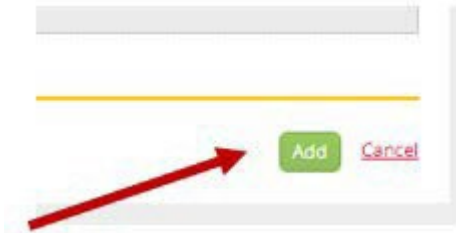
Completing the Forms in Your Field Experience Binder

1. Click on any sub-tab (excluding assessment and feedback) to the right of the Field Experience Binder cover page. (Tab title will vary.)
2. Click on the SELECT BUTTON to the right of a form’s title (under Attachments) to open the associated form. Your form titles will vary.

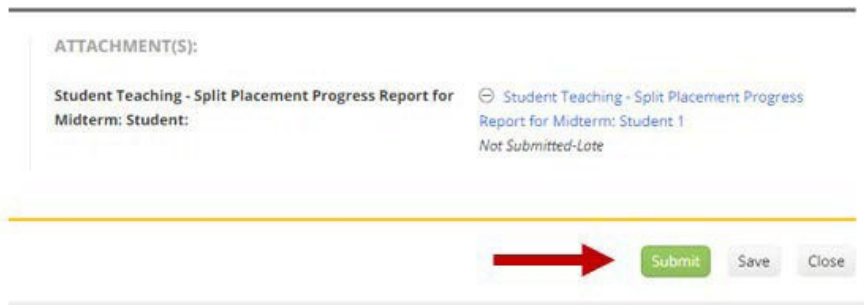


3. Complete all of the fields in the form. Do not attach additional documents.

Click the green ADD button at the end of the form (bottom, far right side of the page).



4. You will be returned to the sub-tab page you were on.
 - a. If you are ready to submit the form, click the SUBMIT button at the bottom right of the sub- tab page.
 - b. If you need to save your work to complete later, click SAVE.
 - c. Be sure you SUBMIT the sub-tab by the deadline (listed on the cover tab).



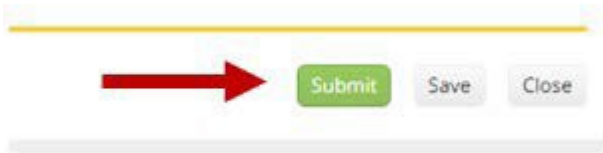
5. Repeat steps 1-5 for each sub-tab until all forms have been completed and sub-tabs have been SUBMITTED.
 - a. Remember, the assessment and feedback tabs are used by evaluators. There are NO TASKS for you (the student) to complete under these two tabs.

Submitting Your Completed Binder

When you've completed all of your online forms, your final step is to submit your binder

1. Access your Field Experience Binder (from your pending tasks or Field Experience menu link)
2. Click on your Field Experience Binder cover tab. Your tab names may vary. The cover tab is the first one on the left.

3. Click the SUBMIT button at the bottom of that page.




4. You'll see a pop-up window that lists all of the forms in your binder. Click the checkboxes to select all of the forms and then click SUBMIT at the



bottom of that pop-up window.

5. NOTE: If a form title is gray and you cannot click in the checkbox, this means you did not complete the form. You'll need to return to the appropriate tab, and return to the instructions (above) for completed a form. You may also receive a message if any form has empty fields.
6. When all of your forms have been submitted, the status of your binder will show Completing and a lock will appear next to the binder title.

	Name ▾	Start Date ▾	Due Date	Status ▾	Sent E
<input type="checkbox"/>	 Student Teaching Binder - Spring 2019 Elementary First Half	01/17/2019 11:33 AM	multiple	Completed	Sucho

Student Teaching Registration Information

During the Student Teachers semester, students are registered for a combination of courses representing both the skills involved during actual classroom instruction and those representing planning techniques, reflective practice, professionalism, and their demonstration of the state teacher performance standards.

SUPERVISED TEACHING: INTERACTIVE PHASE

The interactive phase of teaching is the active participation of the Student Teacher in facilitating and directing learning (i.e., lecturing, demonstrating, leading discussions, directing seat work, proctoring tests, tutoring). A variety of skills are needed; however, situational factors greatly influence the interactive phase.

SUPERVISED TEACHING: PRE- and POST-ACTIVE PHASES

The pre-active phase of teaching involves planning made prior to teaching lessons. Included in this phase are decisions such as: selection of learning target, teaching strategies, assessment strategies, grouping and seating arrangements, and use of technology.

The post-active phase involves evaluating the success of an instructional episode in terms of the following: Were the objectives accomplished? Which students need remediation? Which techniques facilitated reaching the objective and which blocked this effort? How did lesson results impact future planning? In the post-active phase, the Student Teacher's openness to suggestions and ability to self-evaluate are key factors. Additionally, the Student Teacher's professional dispositions will be reflected in this category.

The expectations associated with student teaching seminar requirements are also reflected in the Post Active Phase. Seminar requirements such as journaling, completion of video recording with self-evaluation, seminar attendance, lesson planning, and unit development. *The goal is to encourage high quality work from all student teachers.* Should any of the above items not be completed or be evaluated as "poor" in quality, the student teacher may receive a grade of "F/fail" for the student teaching course Student Teaching Pre/Post Active Phase.

The Marginal Student Teacher

The marginal Student Teacher is a student who demonstrates performance deficiencies. This student teacher can be identified early and will likely need continued assistance and may not be ready to manage and facilitate learning in his/her own classroom. The complete supervisory process for monitoring and accommodating marginal student teachers includes the following major components: identification, placement considerations, adjustments in conferences and observations, facilitation of student teacher self-reflection, and anecdotal record-keeping. The information provided below is designed to provide more specific articulation of the expectations for supervision of the ineffective or “marginal” student teacher.

I. MARGINAL STUDENT TEACHER SUPERVISION PLAN

1. The Director of Student Field Experiences is to be notified immediately when a Student Teacher does not appear to be progressing at a rate to allow for successful completion of the student teaching experience. There should be no “surprises” at the end of the placement final conference.
2. The Student Teacher, Cooperating Teacher and Principal, and Associate Dean will be notified regarding the unsatisfactory quality of the student teaching experience.
3. Whenever feasible (**) a remediation plan will be developed that identifies areas of needed improvement. The Director of Student Field Experiences, the College Supervisor, and Cooperating Teacher will collaborate to recommend strategies for implementation.
4. Information relevant for remediation of the Student Teacher will be sought from University records and professional personnel, including but not limited to the advisor, Program Coordinator, or former instructors.
5. The Director of Student Field Experiences, after consultation with the College Supervisor and the Cooperating Teacher, may design a remediation plan in conjunction with the Student Teacher. The Student Teacher, Cooperating Teacher, Cooperating Principal, and Associate Dean will each receive copies of the remediation plan that will include:
 - a. identification of areas of needed improvement
 - b. specific strategies to implement
 - c. specific outcomes desired and person(s) responsible for validation of those outcomes
 - d. a timeline
 - e. consequences of not completing the plan adequately
 - f. date and signature of the Student Teacher, College Supervisor, and Director
 - g. a copy of the plan to the Cooperating Teacher
6. After the Student Teacher and Cooperating Teacher have received formal notification regarding problems to be addressed from the College Supervisor and/or the Director of Student Field Experiences, arrangements may be made for the Director to formally observe the Student Teacher.

7. Weekly written and oral feedback will be provided to the Student Teacher regarding progress toward reaching the goals identified in the remediation plan.
8. The Director of Student Field Experiences may arrange for additional observations/evaluations by qualified individuals such as the Cooperating Principal or University Faculty.

MARGINAL STUDENT TEACHER SUPERVISION PLAN continued.

9. The College Supervisor and Cooperating Teacher will document ALL interactions in the remediation process. Documentation includes a description of major points of discussion, conclusions reached, and dates.
10. Possible outcomes for the Student Teacher from the steps outlined above include:
 - a. Adequately meet the remediation requirements and complete the student teaching experience.
 - b. Makes significant progress toward meeting the requirements of the remediation plan but not all aspects of the plan. The Director may choose to either extend this experience or assign the student to an additional student teaching experience in the same or a subsequent semester. Experiences that extend beyond the end of the semester may be assigned an incomplete grade until the completion of the experience. Additional coursework or tutoring may be required.
 - c. May decide to withdraw from student teaching.
 - d. Rate of progress may remain unsatisfactory. Under these circumstances the student teaching assignment will be terminated. The decision to terminate will be made based on input and discussions from the Cooperating Teacher, College Supervisor, Director of Student Field Experiences, and Cooperating Principal.

When a termination decision is made, the Director of Student Field Experiences and College Supervisor will make arrangements for a conference with the Student Teacher. This conference will be arranged with consideration for the needs and concerns of the Student Teacher. The conference may include personal and career counseling options.

- e. Decides to withdraw or be terminated from this student teaching experience in which case, re-registration for a new student teaching assignment during a subsequent semester **may** be an option. Pursuant to any student teaching reassignment, a Student Teacher must wait a minimum of one semester and verify having had practical experiences in a learning environment that would increase their potential for success.

11. In remediation situations Student Teacher and the University interested will be accommodated by: involving the student in the decision process keeping extensive written documentation showing evidence of proceeding in a timely manner retaining written records

(**) It should be noted that in some cases, due to the circumstances of the situation, a student teacher may immediately be removed from the assignment.

Appeals should be directed to the Associate Dean for Teacher Education.

PROFESSIONAL ETHICS AND DISPOSITIONS

The student teacher's personal qualities should comprise character, skills, and dispositions appropriate for the teaching profession. Moreover, the student teacher is expected to model exemplary ethical and legal behaviors at all times (both on and off the school grounds). Any breach of these standards may result in withdrawal from the student teaching placement and/or the Teacher Education Program.

-SAMPLE Evaluation Form-

Student Teaching Evaluation

(For REFERENCE only)

The Learner and Learning:

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.

REFER: InTASC Standard 1

	Not Evident	Developing	Approaches Expectation	Meets Expectation	Exceeds Expectation
	0	1	2	3	4
<p>(1a) The student teacher regularly assesses individual and group performance in order to design and modify instruction. <input type="checkbox"/> N/A</p>					
<p>(1b) The student teacher creates developmentally appropriate instruction and takes into account the individual learners' strengths, interests, and needs. <input type="checkbox"/> N/A</p>					
<p>(1c) The student teacher collaborates with families, communities, and other professionals to promote learner growth and development. <input type="checkbox"/> N/A</p>					

Standard#2: Learning Differences:

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

REFER: InTASC Standard 2

	Not Evident	Developing	Approaches Expectation	Meets Expectation	Exceeds Expectation
	0	1	2	3	4
(2a)The student teacher designs and makes appropriate and timely adaptations in order to deliver instruction to address each learners' diverse learning needs. <input type="checkbox"/> N/A					
(2c)The student teacher designs instruction to build on learners' prior knowledge and brings multiple perspectives to the content. <input type="checkbox"/> N/A					
(2L)The student teacher believes that all learners can achieve their highest potential and helps each learner feel valued and to value each other. <input type="checkbox"/> N/A					
(2e)The student teacher incorporates tools of language development and accesses resources to meet diverse learning needs. <input type="checkbox"/> N/A					

Standard 3: Learning Environments:

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.

REFER: InTASC Standard 3

	Not Evident	Developing	Approaches Expectation	Meets Expectation	Exceeds Expectation
	0	1	2	3	4

(3a) The student teacher collaborates with learners, families, and colleagues to build a Safe, positive learning climate of openness, mutual respect, support, and inquiry. <input type="checkbox"/> N/A					
(3b) The student teacher engages learners in collaborative and self-directed learning. <input type="checkbox"/> N/A					
(3d) The student teacher manages and adapts the learning environment to actively and equitably engage learners by: Being cognizant of time, space, learners' attention, expectations, routines, procedures. <input type="checkbox"/> N/A					
(3f) The student teacher communicates verbally and nonverbally in ways that demonstrate respect for cultural backgrounds and differing perspectives. <input type="checkbox"/> N/A					
(3g) The student teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning. <input type="checkbox"/> N/A					

*Evidence/Comments: *Standard 1: Learner Development, Standard 2: Learning Differences, Standard 3: Learning Environments.*

Content Knowledge:

Standard #4 Content Knowledge:

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

REFER: InTASC Standard 4

	Not Evident	Developing	Approaches Expectation	Meets Expectation	Exceeds Expectation
	0	1	2	3	4
(4a)The student teacher effectively uses multiple methods to guide learners through learning progressions and achieving content standards. <input type="checkbox"/> N/A					
(4d)The student teacher uses the learner’s prior knowledge and critical thinking skills to help the learner master content. <input type="checkbox"/> N/A					
(4g)The student teacher uses school and district curriculum, relevant resources, and technology effectively. <input type="checkbox"/> N/A					
(4h)The student teacher creates opportunities for students to learn, practice, and master academic language in the content area. <input type="checkbox"/> N/A					

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.

REFER: InTASC Standard 5

	Not Evident	Developing	Approaches Expectation	Meets Expectation	Exceeds Expectation
	0	1	2	3	4
(5a)The student teacher uses varied and cross-curricular perspectives to engage learners to apply content. <input type="checkbox"/> N/A					

(5b)The student teacher encourages applying content(s) to real-world problems by questioning, problem-solving, and using communications skills. <input type="checkbox"/> N/A					
(5g)The student teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of solving problems. <input type="checkbox"/> N/A					
(5s)The student teacher values flexible learning environments. <input type="checkbox"/> N/A					

Evidence/Comments: *Standard 4: Content Knowledge, Standard 5: application of Content*

Instructional Practices:

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.

REFER: InTASC Standard 6

	Not Evident	Developing	Approaches Expectation	Meets Expectation	Exceeds Expectation
	0	1	2	3	4
(6a)The student teacher balances the use of formative and summative assessment that align with learning objectives to appropriately support, verify, and document learning and guide planning. <input type="checkbox"/> N/A					
(6g)The student teacher uses multiple methods and effective feedback to engage the learner in examining their own thinking and learning. <input type="checkbox"/> N/A					

(6h)The student teacher uses assessment data to accommodate the needs of learners and preparing learners for varying formats and testing conditions. <input type="checkbox"/> N/A					
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Standard #7: Planning for Instruction:

The student teacher plans instruction that supports every learner 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.

REFER: InTASC Standard 7

	Not Evident	Developing	Approaches Expectation	Meets Expectation	Exceeds Expectation
	0	1	2	3	4
(7a)The student teacher successfully plans learning experiences based on curriculum goals and content standards that are appropriately sequenced and relevant to learners. <input type="checkbox"/> N/A					
(7c)The student teacher sequences learning experiences appropriately and provides multiple ways to demonstrate knowledge and skill. <input type="checkbox"/> N/A					
(7d)The student teacher develops differentiated learning experiences, based on formative and summative data, prior learner knowledge and interest. <input type="checkbox"/> N/A					
(7e)The student teacher plans collaboratively with professionals in relation to short and long term goals to design and deliver learning experiences. <input type="checkbox"/> N/A					

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.

REFER: InTASC Standard 8

	Not Evident	Developing	Approaches Expectation	Meets Expectation	Exceeds Expectation
	0	1	2	3	4
(8d) The student teacher varies their role in the instructional process (instructor, facilitator, coach, audience). <input type="checkbox"/> N/A					
(8f) The student teacher engages learners in developing higher order questioning skills and metacognitive processes. <input type="checkbox"/> N/A					
(8h) The student teacher uses a variety of instructional strategies including technology tools to support and expand learners' communications through multiple modalities. <input type="checkbox"/> N/A					

Evidence/Comments: *Standard 6: Assessment, Standard 7: Planning for Instruction, Standard 8: Instructional Strategies*

Standard #9: Professional Learning and Ethical Practice:

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

REFER: InTASC Standard 9

	Not Evident	Developing	Approaches Expectation	Meets Expectation	Exceeds Expectation
	0	1	2	3	4
(9a) The student teacher engages in ongoing learning opportunities to develop knowledge and skills based on their own needs, the needs of the learners, and local and state standards. <input type="checkbox"/> N/A					

(9c) The student teacher independently and collaboratively uses a variety of data to analyze, reflect, and problem solve in regard to the outcome of teaching and learning to adapt planning and instruction. <input type="checkbox"/> N/A					
(9e) The student teacher reflects on their personal biases and accesses resources to deepen their understanding. <input type="checkbox"/> N/A					
(9f) The student 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. <input type="checkbox"/> N/A					

Standard #10: Leadership and Collaboration:

The student 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.

REFER: InTASC Standard 10

	Not Evident	Developing	Approaches Expectation	Meets Expectation	Exceeds Expectation
	0	1	2	3	4
(10a) The student teacher participates in instructional team meetings and works with other school professionals to plan and facilitate learning. <input type="checkbox"/> N/A					
(10d) The student teacher knows how to respectfully work with other adults including families, school colleagues, and community connections. <input type="checkbox"/> N/A					

(10r) The student teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support learning. <input type="checkbox"/> N/A					
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Evidence/Comments: *Standard 9: Professional Learning and Ethical Practice, Standard 10: Leadership and Collaboration.*

State Standards

State Standard: Technology

	Not Evident	Developing	Approaches Expectation	Meets Expectation	Exceeds Expectation
	0	1	2	3	4
The student teacher effectively integrates technology into instruction to support student learning. <input type="checkbox"/> N/A					

State Standard: Methods of Teaching

	Not Evident	Developing	Approaches Expectation	Meets Expectation	Exceeds Expectation
	0	1	2	3	4
The student teacher understands and uses methods of teaching that have an emphasis on the subject and grade-level endorsement desired. <input type="checkbox"/> N/A					

Overall Comments: Areas of Strength and Areas of Growth

Split Placement Mid-term Progress Report

Student Teacher _____ Cooperating Teacher _____

College Supervisor _____

School _____ Date _____

Please evaluate the progress of the Student Teacher in each of the following areas, noting both strengths as well as areas for continued growth. Further description of the standards can be accessed by referencing the InTASC Standards located in The Handbook.

The Learner and Learning: *Learner Development, Learning Differences and Learning environments.* The ST understands how learners grow and develop and designs and implements developmentally appropriate learning experiences. The ST uses understanding of individual differences, cultures, and communities to ensure inclusive learning environments. The ST works with others to create environments that support individual and collaborative learning and encourage positive social interaction. (InTASC Standards 1, 2, & 3).

Content(s) Knowledge: *Content Knowledge and Application of Content.* The ST understands the central concepts, tools of inquiry, and structure of the discipline(s). The ST creates learning experiences that make content accessible and meaningful for learners to assure mastery of the content. The ST understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and problem solving. (InTASC Standards 4, 5)

Instructional Practice: *Assessment, Planning for Instruction, and Instructional Strategies.* The ST understands and uses multiple methods of assessment to engage learners in their own growth, monitor progress, and guide decision making. The ST plans instruction that supports every learner by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy. The ST uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas. (InTASC Standards 6, 7, & 8).

Professional Responsibility: *Professional Learning and Ethical Practice and Leadership & Collaboration.* The ST engages in ongoing professional learning, uses evidence to continually evaluate their practice, and adapts practice to meet the needs of each learner. The ST seeks appropriate leadership roles and collaborates with learners, families, colleagues, school professionals, and community members to ensure learner growth. (InTASC Standards 9,10)

State Standards

Technology: The student teacher effectively integrates technology into instruction to support student learning.

Methods of Teaching: The student teacher understands and uses methods of teaching that have an emphasis on the subject and grade-level endorsement desired.

COMMENTS on Strengths, Areas for Growth, and Goals:

InTASC Teaching Standards

InTASC

Model Core Teaching Standards:
A Resource for State Dialogue

CCSSO

Council of Chief State School Officers

Developed by

CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC)

April 2011

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.

PERFORMANCES	ESSENTIAL KNOWLEDGE
<p>1(a) 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.</p> <p>1(b) 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.</p> <p>1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.</p>	<p>1(d) The teacher understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.</p> <p>1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.</p> <p>1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.</p> <p>1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction relevant, accessible, and challenging.</p> <p style="text-align: center;">CRITICAL DISPOSITIONS</p> <p>1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.</p> <p>1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.</p> <p>1(j) The teacher takes responsibility for promoting learners' growth and development.</p> <p>1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.</p>

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.

PERFORMANCES	ESSENTIAL KNOWLEDGE
<p>2(a) 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.</p> <p>2(b) 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.</p> <p>2(c) The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</p> <p>2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.</p> <p>2(e) 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.</p> <p>2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</p>	<p>2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.</p> <p>2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.</p> <p>2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.</p> <p>2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community.</p> <p>2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community recourses into instruction.</p> <p style="text-align: center;">CRITICAL DISPOSITIONS</p> <p>2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.</p> <p>2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</p> <p>2(n) The teacher makes learners feel valued and helps them learn to value each other.</p> <p>2(o) The teachers values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.</p>

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.

PERFORMANCES

3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3(b) 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.

3(c) 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.

3(d) 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.

3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

3(f) 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.

3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills

ESSENTIAL KNOWLEDGE

3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms. Expectations, routines, and organizational structures.

3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe and effective ways.

CRITICAL DISPOSITIONS

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3(q) The teacher seeks to foster respectful communication among all members of the learning community.

3(r) The teacher is a thoughtful and responsive listener and observer.

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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

PERFORMANCES	ESSENTIAL KNOWLEDGE
<p>4(a) 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.</p> <p>4(b) 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.</p> <p>4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.</p> <p>4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.</p> <p>4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.</p> <p>4(f) 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.</p> <p>4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.</p> <p>4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.</p> <p>4(i) The teacher accesses school and/or district-based resources to evaluate the learner’s content knowledge in their primary language.</p>	<p>4(j) The teacher understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.</p> <p>4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.</p> <p>4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.</p> <p>4(m) The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.</p> <p>4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.</p> <p style="text-align: center;">CRITICAL DISPOSITIONS</p> <p>4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understands in the field.</p> <p>4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.</p> <p>4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.</p> <p>4(r) The teacher is committed to work toward each learner’s mastery of disciplinary content and skills.</p>

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.

PERFORMANCES	ESSENTIAL DISPOSITIONS
<p>5(a) 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).</p> <p>5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).</p> <p>5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.</p> <p>5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</p> <p>5(e) 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.</p> <p>5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</p> <p>5(g) 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.</p> <p>5(h) The teacher develops and implements supports for learner literacy development across content areas.</p>	<p>5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.</p> <p>5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.</p> <p>5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.</p> <p>5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.</p> <p>5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.</p> <p>5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.</p> <p>5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.</p> <p>5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.</p>
	<p style="text-align: center;">CRITICAL DISPOSITIONS</p> <p>5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.</p> <p>5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.</p> <p>5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.</p>

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.

PERFORMANCES	ESSENTIAL KNOWLEDGE
<p>6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</p> <p>6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p>6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.</p> <p>6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback and to guide their progress toward that work.</p> <p>6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p> <p>6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.</p> <p>6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.</p> <p>6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.</p> <p>6(i) 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.</p>	<p>6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.</p> <p>6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.</p> <p>6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.</p> <p>6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.</p> <p>6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.</p> <p>6(o) The teacher knows when and how to evaluate and report learner progress against standards.</p> <p>6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p>
	<p>CRITICAL DISPOSITIONS</p> <p>6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning.</p> <p>6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.</p> <p>6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.</p> <p>6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.</p> <p>6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p> <p>6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.</p>

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 community context.

PERFORMANCES	ESSENTIAL KNOWLEDGE
<p>7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.</p> <p>7(b) 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.</p> <p>7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</p> <p>7(d) The teacher plans for instruction based on formative and summative assessment data, prior to learner knowledge, and learner interest.</p> <p>7(e) 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 learning experiences to meet unique learning needs.</p> <p>7(f) 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.</p>	<p>7(g) The teacher understands content and content standards and how these are organized in the curriculum.</p> <p>7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.</p> <p>7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.</p> <p>7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p> <p>7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.</p> <p>7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.</p> <p>7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).</p> <p style="text-align: center;">CRITICAL DISPOSTIONS</p> <p>7(n) The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.</p> <p>7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.</p> <p>7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.</p> <p>7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.</p>

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.

PERFORMANCES	ESSENTIAL KNOWLEDGE
<p>8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p> <p>8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p> <p>8(c) 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.</p> <p>8(d) 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.</p> <p>8(e) 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.</p> <p>8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</p> <p>8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p>	<p>8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.</p> <p>8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p> <p>8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.</p> <p>8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.</p> <p>8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.</p> <p>8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.</p>
	<p style="text-align: center;">CRITICAL DISPOSITIONS</p> <p>8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.</p> <p>8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.</p> <p>8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.</p> <p>8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.</p>

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.

PERFORMANCES	ESSENTIAL KNOWLEDGE
<p>9(a) 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.</p> <p>9(b) 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.</p> <p>9(c) 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.</p> <p>9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.</p> <p>9(e) 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.</p> <p>9(f) 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.</p>	<p>9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</p> <p>9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.</p> <p>9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.</p> <p>9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).</p> <p>9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system—wide priorities.</p> <p style="text-align: center;">CRITICAL DISPOSITIONS</p> <p>9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.</p> <p>9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.</p> <p>9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.</p> <p>9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.</p>

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.

<p align="center">PERFORMANCES</p> <p>10(a) 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.</p> <p>10(b) The teacher works with other school professional to plan and jointly facilitates learning on how to meet diverse needs of learners.</p> <p>10(c) 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 towards these goals.</p> <p>10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.</p> <p>10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.</p> <p>10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p> <p>10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.</p> <p>10(h) The teacher uses and generates meaningful research on education issues and policies.</p> <p>10(i) the teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.</p> <p>10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.</p> <p>10(k) 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.</p>	<p align="center">ESSENTIAL KNOWLEDGE</p> <p>10(l) The teacher understands schools as organizations within a historical cultural, political, and social context and knows how to work with others across the system to support learners.</p> <p>10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.</p> <p>10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.</p> <p>10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.</p> <p align="center">CRITICAL DISPOSITIONS</p> <p>10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.</p> <p>10(q) The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.</p> <p>10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.</p> <p>10(s) The teacher takes responsibility for contributing to and advancing the profession.</p> <p>10(t) The teacher embraces the challenge of continuous improvement and change.</p>
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Glossary of Terms

This glossary includes only those terms that are helpful to understanding how the InTASC standards have changed, particularly where new emphases or new understandings are implicated.

Academic Language

Academic language, tied to specific subject area disciplines, captures—through vocabulary, grammar, and organizational strategies—the complex ideas, higher order thinking processes, and abstract concepts of the discipline. It is the language used in classrooms, textbooks, and formal presentations in a subject area and differs in structure and vocabulary from everyday spoken English.

Assessment

Assessment is the productive process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and learning to ensure students reach high levels of achievement. Assessment systems need to include both formative and summative assessment processes, aligned with instructional and curricular goals and objectives. Formative assessment findings should be used as a continuous feedback loop to improve teaching and learning. Summative assessment results should be used to make final decisions about gains in knowledge and skills.

Formative Assessment

Formative assessment is a process used by teachers and learners that provides a continuous stream of evidence of learner growth, empowering teachers to adjust instruction and learners to adjust learning to improve student achievement. Formative assessment requires clear articulation and communication of intended instructional outcomes and criteria for success, ongoing descriptive feedback, the use of assessment evidence to make adjustments to teaching and learning, self- and peer-assessment that promote learner awareness of growth and needed improvement, and a partnership between teachers and learners that holds both parties accountable for learner achievement and success.

Summative Assessment

Summative assessment is the process of certifying learning at the culmination of a given period of time to evaluate the extent to which instructional objectives have been met. Examples of summative assessment include end-of-unit tests, final exams, semester exams, portfolios, capstone projects, performance demonstrations, state-mandated tests, the National Assessment of Educational Progress (NAEP), and accountability measures (e.g., Adequate Yearly Progress or AYP).

Collaboration

Collaboration is a style of interaction between individuals engaged in shared decision making as they work toward a common goal. Individuals who collaborate have equally valued personal or professional resources to contribute and they share decision-making authority and accountability for outcomes.

Content Knowledge

Content knowledge includes not only a particular set of information, but also the framework for organizing information and processes for working with it. The traditional definition of content knowledge has been extended in these standards in three ways. First, it incorporates the notion of “pedagogical content knowledge,” which blends content and effective instructional strategies for teaching particular subject matter, including appropriate representations and explanations. Second, it includes connections to other disciplines and the development of new, interdisciplinary areas of focus such as civic literacy, environmental literacy, and global awareness. Third, the notion of content knowledge is further extended to include cross-disciplinary skills as tools of inquiry and means to probe content deeply and apply it in real world contexts.

Cross-disciplinary Skills

Cross-disciplinary skills 1) allow learners to probe content deeply (e.g., reading comprehension, critical thinking), 2) connect academic disciplines to one another (e.g., problem solving), 3) can be applied to and may be used differently within various

fields (e.g., critical thinking in biology vs. critical thinking in literary analysis), and 4) should be taught explicitly in the context of a given content area (e.g., accessing and interpreting information). These skills include critical thinking, problem solving, collaboration, effective oral and written communication, accessing and analyzing information, as well as adaptability, creativity, initiative, and entrepreneurialism.

Cultural Relevance

Cultural relevance is evident through the integration of cultural knowledge, prior experiences, and performance styles of diverse learners to make learning more appropriate and effective for them; it teaches to and through the strengths of these learners. Culturally relevant instruction integrates a wide variety of instructional strategies that are connected to different approaches to learning.

Data and Use of Data

Learner data are factual, evidentiary forms of information about individuals or groups of learners that are collected, documented, organized, and analyzed for the purpose of making decisions about teaching and learning. Examples of learner data include, but are not limited to 1) learner demographics and background information, 2) documented information about learning needs and prior performance, 3) learner class work, homework, and other formal and informal works produced by the learner, 4) progress charts, records, and anecdotal teacher notes from formative assessments and/or classroom observations, 5) end-of-unit teacher-developed tests or summative performances and course grades, and 6) external test scores.

Using data in instructional decision making is a continuous, cyclical process of making instructional decisions based on the analysis of learner data. Using data to inform instructional decisions involves key processes—assessing, analyzing, planning, implementing, and reflecting. Data-informed instructional decision making uses data from multiple sources to understand learning strengths and needs in order to suggest classroom and school-wide instructional solutions. This same cyclical process can be applied to larger education decisions affecting school climate and school improvement efforts, with expanded sets of data that may include, for example, teacher evaluation and professional development, parental involvement, and resource allocation.

Diverse Learners and Learning Differences

Diverse learners and students with learning differences are those who, because of gender, language, cultural background, differing ability levels, disabilities, learning approaches, and/or socioeconomic status may have academic needs that require varied instructional strategies to ensure their learning. Learning differences are manifested in such areas as differing rates of learning, motivation, attention, preferred learning modalities, complexity of reasoning, persistence, foundational knowledge and skills, and preferred learning and response modes.

Diversity

Diversity is inclusive of individual differences (e.g., personality, interests, learning modalities, and life experiences), and group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background).

Inclusive Learning Environment

Inclusive learning environments are welcoming and accepting of each and every learner including those who are vulnerable to marginalization and exclusion and those who traditionally have been left out or excluded from appropriate educational and learning opportunities. Inclusion incorporates and expands the concept of inclusion that is most frequently associated with the goal of equal access to general education for students with disabilities. Inclusive approaches embrace diversity; provide access to high-level knowledge, skills, and application for every student; adapt instruction to meet individual needs; encourage co-teaching and collaboration among general and resource educators; foster collaboration with families and

community members; maintain high expectations of all students; and support student achievement and growth.

Leadership

Leadership in this document refers to attributes of the teacher that include but are not limited to: 1) a view of the teacher's role in education as multifaceted; 2) a keen sense of ethical responsibility to advance the profession while simultaneously advancing knowledge, skills, and opportunities for each learner; 3) a deep commitment to teaching that includes a willingness to actively engage in professional development to expand knowledge about teaching and learning; 4) a willingness to take on the mantle of leadership in the classroom and among colleagues without a formal title; 5) a recognition of when to lead and when it is appropriate to allow others to lead; 6) knowledge of when and how to marshal a variety of stakeholders to work toward a common cause; 7) an ability to regularly garner resources, both human and other, for the betterment of the students and the school; and 8) the ability to make sound decisions based on the appropriate use and interpretation of quality data and evidence. Teacher leaders function well in professional communities, contribute to school improvement, and inspire their students and colleagues to excellence.

Learning Environment

A learning environment is a complex setting designed to attend to the learner(s), the context, and the content simultaneously. Regardless of the setting—whether traditional classroom, community-based, virtual, or other alternative format—a learning environment must motivate student learning through establishing interest, providing choices, making relevant connections, building understanding, assessing learning outcomes, developing close teacher-learner relationships, and creating a sense of belonging between and among learners. Learning environments can be created in varied settings, and the traditional classroom environment itself can be stretched to become more experiential and technology-rich. Technology can engage learners with experts and fellow learners around the world, providing access to authentic problems and real-world applications. The development of technology-enriched learning environments can enable learners to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.

Learning Progressions

Learning progressions are descriptions of increasingly sophisticated ways of thinking about a topic and have been proposed as solutions to such educational problems as a lack of curricular coherence, developmental inappropriateness of curricula, misalignment between instruction and assessment, and weaknesses in support for valued teaching practices. They can support teachers' formative assessment practices and help teachers use learners' prior knowledge in productive ways. By laying out the territory that learners are likely to traverse in coming to understand a given concept, these tools can help teachers recognize their learners' misconceptions as productive steps on the way to full understanding.

Professional Development and Professional Learning

Professional development provides comprehensive, sustained, and intensive learning opportunities to expand the professional knowledge base available to teachers and to engage them in an ongoing process of critically examining their teaching practices to find new and more effective ways to improve student learning. Professional development needs to address both an individual teacher's goals for professional growth and the larger or organizational learning priorities for school improvement. Professional learning engages teachers in working with others to deepen their content knowledge, sharpen their instructional skills, and develop their ability to use data for meaningful decision making. Thus, professional learning is an ongoing, job-embedded process that supports transfer of newly-learned knowledge and skills to practice. Such learning also needs to be continuously evaluated and refined.

Guidelines for the Preparation of the Cooperating Teacher Recommendation Form

Purpose

The Cooperating Teacher recommendation letter serves the following two functions:

- A final written narrative evaluation for the student teaching experience.
- A recommendation given to the student for a “self-managed” credential file.

Surveys have shown that letters of recommendation are second in importance to personal interviews in determining who is hired for teaching positions. Your final evaluation plays a significant role in the student's future. Experience indicates that candid, specific statements best serve the interests of the student and the employer.

With ever increasing frequency recommendation letters are being sent via electronic transmission; consequently, the issue of confidentiality is less prevalent. Since student teaching is a learning process, appraisals of performance should be discussed with the Student Teacher

Procedures

1. The final form should be developed using a word processing program, should appear on your school or district stationary and **may be signed electronically**.
2. If the CT chooses, this form may be prepared and ready for sharing during the final 3-way conference.
3. During the final 3-way conference, the College Supervisor and Cooperating Teacher may submit their letters of recommendation directly to the student teacher. The Student Teacher can “self-manage” their letters of recommendation by maintaining electronic and hard copies of all letters received. PDF versions of letters are accepted at most districts. For those that cannot accept an electronic copy, a copy of the original signed and dated letter should be sufficient. Additional suggestions and tips regarding letters of recommendation can be found on the Pomerantz Career Services webpage at:

<https://careers.uiowa.edu/educator-reference-guide>

Suggested Techniques for Writing Recommendations:

1. Identify the Student Teacher's strongest characteristics and cite specific examples that will support your viewpoint. Each example should be representative of the Student Teacher's entire performance and not based solely on an isolated incident.
2. If there are definite weaknesses that a prospective employer should know, mention them and note any progress that has been made.
3. The Student Teacher has worked many hours for this recommendation. If possible, limit your remarks to one page; however, the recommendation should be of sufficient length to adequately cover the important aspects of the student teaching experience.

GUIDELINES FOR THE PREPARATION OF LETTERS OF RECOMMENDATION continued

Specific Writing Tips

1. It is appropriate and advisable when recommending an outstanding Student Teacher to begin the letter with a statement reflecting the candidate's excellence.

2. When making reference to the Student Teacher it is appropriate to use either titles such as Ms. Jones, or Mr. Brown or their first name; however, be consistent by using the same reference throughout the recommendation. Avoid information that would indicate the individual's race, religion, nationality, age, marital status, or disability.
3. Note the characteristics of the experience. Include information such as:
 - grade level, school, school district
 - number of students
 - length of assignment
 - classroom organization (e.g., self-contained, departmentalized)
 - diversity of populations (cultural, academic)
4. Discuss overall strengths and weaknesses of Student Teacher as well as special talents or accomplishments.
5. Avoid extreme statements unless they can be supported without reservation.
6. Characterize the Student Teacher's total experience rather than focusing on an isolated incident.
7. Refrain from commenting about problems that have been alleviated by the end of the experience.
8. Evaluate the Student Teacher in terms of his/her effectiveness rather than in terms of your personal style.
9. Include statements regarding Student Teacher potential for employment substantiating your prediction with evidence of past performance.
10. By stating that additional comments may be obtained by phone, the interviewer may interpret a reluctance to be honest in writing. However, a statement such as, "If you would like additional positive information about this candidate, please feel free to contact me," allows the interviewer an opportunity to obtain more specific positive information. Please provide a cell phone number for calls over the summer months.
11. Try to limit the letter of recommendation to a one-page narrative.

SAMPLE STUDENT TEACHING RECOMMENDATIONS

SAMPLE #1 (Recommendation for exceptionally strong performance)

Throughout her entire student teaching experience, (Name) has exhibited a remarkable level of creativity, professionalism and has earned the respect of all. During her time at (Name) Elementary School, (Name) has devoted her time to understanding the current curriculum and how to best present it to the students. She has embraced the challenge of classroom management and set her behavior standards high through a program she created and implemented independently. As stated earlier, (Name) has earned the respect of the 24 students who present a wide range of behavioral needs, developmental abilities, and ethnicity. In all cases they listen, interact, and respond to her well. (Name) is clearly a gifted teacher who has the natural ability to be an outstanding teacher.

(Name) demonstrates strengths in the areas of organization and creativity. Many times throughout her time at (School Name), (Name) went above and beyond her expectations. She went to outside resources and frequently used technology to gather ideas and present materials for her math, language arts and science instruction. (Name) was always looking for new ideas to better help the students learn.

One of (Name's) many strengths is her clear understanding of the curriculum. (Name) has a natural talent for teaching both math and language arts. During her student teaching experience, (Name) created an entire unit on the book, Trumpet of the Swan. She also implemented differentiated lessons for several math units. During these unit studies, (Name) researched, planned and implemented the unit lessons. The students truly enjoyed this experience. During this time (Name) also implemented and created different assessments. A final project that (Name) creatively implemented was a Community Service Learning Project. The outcome was amazing and it truly allowed for her talent to shine.

Overall, (Name) is an extremely caring, patient and dedicated teacher. She is always willing to go the extra mile to be sure that each student's needs are met. It has been an honor to have (Name) in our third grade classroom. The students and I have learned so much from her. She is a well prepared teacher and I am enthusiastic in my belief that she will contribute positively to any school fortunate enough to have her.

SAMPLE #2 (Recommendation for effective performance)

(Name) has successfully completed a sixteen week student teaching assignment in a fifth grade classroom at (Name) Elementary School in the (Name) Community School District. Throughout the semester (Name) has been a dedicated teacher, teaching reading, writing, language arts, and three sections of science.

From the onset, (Name) was caring and professional in the way he dealt with the students, staff, and parents. He made positive contributions to the classroom and developed a supportive relationship with the students and his cooperating teacher, (Name). (Name) began his assignment with a willingness to do all he could to make his teaching experience a positive one. His friendly and considerate demeanor appealed to the fifth graders, and they responded favorably to his presence in the classroom. He was sensitive to the needs of the students, and yet maintained a professional distance in managing both small and large group learning situations.

(Name) was proficient in designing lessons which enhanced the curriculum and challenged the wide range of student abilities within the classroom. He possessed effective organizational skills. (Name) was also able to assess the students' performance upon completion of activities and conduct an effective self-critique of the lessons. He became comfortable in the classroom, enjoyed the students, and communicated his objectives. He continually experimented with a variety of teaching techniques, incorporated technology whenever possible, and carefully planned activities to fit the students' needs.

Developing classroom management skills was one of (Name's) top priorities. He clearly stated his expectations and followed through with consequences when necessary. He had a positive influence on student behavior and his consistency proved effective throughout the semester.

(Name) would be an asset to any teaching situation due to his leadership skills, positive contributions, and effective teaching methods. He would be an excellent role model for students, and I highly recommend him for any position he pursues.

SAMPLE STUDENT TEACHING RECOMMENDATIONS continued

SAMPLE #3 (Recommendation for less effective performance)

(Name) completed her student teaching at (School), (District), (City). (Name) worked in a self-contained fourth grade classroom from (beginning date) to (ending date). The class consisted of 30 students ranging in ability from mainstreamed special needs to talented and gifted students.

It took some time for (Name) to get to know the students and the classroom routine. She assisted in team- teaching situations as well as routine duties. She taught in all subject areas and with guidance she was the head teacher for two weeks. She was cautious about teaching math, but she was willing to put together and teach a unit on time and money in which she used manipulatives and technology to facilitate learning. She was more confident in the language arts area. She was challenged by planning for, and working with, more than one group of students at a time. She became more aware of planning for the appropriate use of time by all students. One group enjoyed participating in a play that she organized for them. She is developing the ability to recognize and adjust for a variety of learning levels within a classroom. (Name) has shown an interest in trying new ideas and is willing to listen to advice.

I feel (Name) would benefit from being a part of a mentoring program as a new teacher. She displayed a willingness to learn and she showed genuine concern for students. Her engaging manner helped her establish good rapport with the students. In a supportive environment, she will then be able to further refine her abilities and to grow as a teacher. With her willing attitude and warmth toward students, she would be an asset as a teacher in an elementary school.

Phrases useful in describing student teachers with areas of weakness:

- | | |
|--|--|
| "has made progress in" | "continues to develop successful strategies" |
| "has strived to" | "continued to show outstanding efforts to" |
| "willingly attempts to" | "has experienced difficulty in" |
| "has made efforts to" | "has been unable to implement consistently" |
| "has become more" | "has shown some growth in" |
| "will need support with" | "with a moderate degree of success" |
| "was aware of the need to...but efforts were marginally successful" | |
| "initially demonstrated some difficulty in...however progress was shown" | |

Powerful words which may be appropriate to describe strong student teachers:

- | | | | |
|---------------|-------------|---------------|-------------|
| Articulate | Effective | Sophisticated | Intelligent |
| Observant | Significant | Expressive | Creative |
| Efficient | Cooperative | Imaginative | Assertive |
| Dependable | Mature | Thoughtful | Innovative |
| Extraordinary | Excellent | Distinguished | Superb |
| Exceptional | Special | Superior | Noteworthy |
| Outstanding | Extensive | Notable | Fabulous |

Section V - Strategist I & II Information and Materials

Special Education Endorsements

The University of Iowa College of Education offers three endorsements in special education: Strategist I (K-8), Strategist I (5-12), and Strategist II-LD/BD (K-12). Below is a description of student teaching requirements for each endorsement.

Strategist I (K-8)

This endorsement can be obtained as (a) an undergraduate added endorsement to elementary education or (b) a graduate added endorsement to elementary education or special education. The undergraduate student teaching course is *EDTL 4922*, and the graduate student teaching courses are *EDTL 6909* and *EDTL 6950*.

Undergraduate Added Endorsement to Elementary Education

Elementary Education majors who are seeking a Strategist I (K-8) endorsement are required to complete 16 weeks of student teaching divided between two elementary classrooms. The first eight-week placement is in a regular education 1 through 6 grade classroom and the second eight-week placement is in a Multi-Categorical resource room. When the Student Teacher is completing the second eight-week placement in the resource room, expectations for behavior and performance are the same as those listed earlier in this handbook.

Graduate Added Endorsement to Elementary Education or Special Education

Graduate students seeking a Strategist I (K-8) endorsement are required to complete at least eight weeks of student teaching. The placement is in a Multi-Categorical resource room.

Strategist I (5-12)

This endorsement can be obtained as a graduate added endorsement to secondary education or special education. The graduate student teaching courses are *EDTL 6909 and EDTL 6950*.

Graduate students seeking a Strategist I (5-12) endorsement are required to complete at least eight weeks of student teaching. This placement is in a Multi-Categorical resource room.

Strategist II-LD/BD (K-12)

This endorsement can be obtained as a graduate initial or added endorsement. The graduate student teaching courses are *EDTL 6909, EDTL 6953, and EDTL 6954*.

Graduate students seeking a Strategist II-LD/BD (K-12) endorsement are required to complete 16 weeks of student teaching. The first eight-week placement is an elementary or middle school Multi-Categorical resource room, and the second eight-week placement is a high school Multi-Categorical resource room.

Student Teaching for Strategist I (K-8) Endorsement

Below is a description of course objectives and assignments. More details (e.g., points and rubrics) for each assignment will be provided by the instructor and supervisor during your student teaching semester.

Course Objectives

Students who successfully complete the course will accomplish through seminar participation and practicum experiences these objectives:

- Develop and implement detailed lesson plans
- Assess a student's present level of performance
- Design an appropriate instructional intervention
- Critically self-evaluate
- Set up a special education classroom/program
- Articulate and explain the components of an Individual Education Plan
- Comply with federal laws related to special education, issues of parental rights, due process, IEP development, and IEP meetings
- Select appropriate services, strategies, and accommodations for students with special needs
- Demonstrate professional demeanor throughout both student teaching sites through appropriate dress, attitude, attendance, and collaborative work with students, teachers, staff, administrators, and parents

Assignments

Lesson Plan—Design (different from Data Based Projects)

Develop four written lesson plans for the practicum to be implemented and formally observed by the supervisor and receive feedback. Additional lesson plans maybe required by your supervisor. Your supervisor or cooperating teacher might require you to print out a copy of the lesson plan for their observation.

Lesson Plan—Delivery (different from Data Based Projects)

Your supervisor or cooperating teacher will observe, in person or via video, the delivery of your lesson plans. They will be focused on critical delivery techniques, including setting behavioral expectations, modeling, eliciting student responses, providing feedback/error correction, fading of instructional support, checks for understanding, and assessment.

Lesson Plan—Reflection (different from Data Based Projects)

After implementing and receiving feedback on your lesson plan, write a reflection about each experience. The reflections should include at a minimum, (a) a recap of any student data from independent work/assessments, (b) areas of strength in your instruction or classroom management, (c) areas of improvement, and (d) concrete next steps for upcoming lesson plans. Reflections tend to run approximately 1 page.

Interview of Cooperating Teacher

Schedule a time to interview your cooperating teacher. The interview should take approximately 30 to 45 minutes. Take notes and write a summary of their responses in your own words.

Data Based Academic Project

This project is conducted in coordination with your cooperating teacher. One focus learner is selected. The focus learner can be a single student that typically receives specialized instruction within a small or whole group.

The project has three components: planning, instruction, and assessment. For planning, an academic goal is selected and accompanying behavioral objectives are created. Baseline data is collected. For instruction, 4 to 5 lesson plans are created and delivered to the focus learner. Assessment data is collected at the end of each lesson plan. For assessment, an overall write up of student progress is done that includes a chart of student progress.

Data Based Behavior Project

This project is conducted in coordination with your cooperating teacher. One focus learner is selected. The focus learner can be a single student that typically receives specialized instruction within a small or whole group.

The project has three components: planning, instruction, and assessment. For planning, a functional behavior assessment is conducted to determine the functions of an inappropriate behavior. A behavior improvement plan is created. For instruction, the behavior improvement plan is implemented and lessons are created to teach the appropriate behaviors. For assessment, an overall write up of student progress is done that includes a chart of student progress.

IEP Process Participation

Meaningfully participate in the entire IEP process from planning/writing of the IEP, logistics of scheduling all required participants, and running at least part of the IEP meeting. Write a reflection on the experience. The reflection should at a minimum describe the process and answer the following prompts.

Assistive Technology Project

For this project, you will have to integrate at least one type of assistive technology into the delivery of instruction or monitoring of behavior. A one page description of how the technology was used in addition to a demonstration for the supervisor is required.

Student Teaching for Strategist II (K-12) Endorsement

Below is a description of course objectives and assignments. More details (e.g., points and rubrics) for each assignment will be provided by the instructor and supervisor during your student teaching semester.

Course Objectives

Students who successfully complete the course will accomplish through seminar participation and practicum experiences these objectives:

- Develop and implement detailed lesson plans
- Assess a student's present level of performance
- Design an appropriate instructional intervention
- Critically self-evaluate
- Set up a special education classroom/program

- Articulate and explain the components of an Individual Education Plan
- Comply with federal laws related to special education, issues of parental rights, due process, IEP development, and IEP meetings
- Select appropriate services, strategies, and accommodations for students with special needs
- Demonstrate professional demeanor throughout both student teaching sites through appropriate dress, attitude, attendance, and collaborative work with students, teachers, staff, administrators, and parents

Assignments

Lesson Plan—Design (different from Data Based Projects)

Develop four written lesson plans for the practicum to be implemented and formally observed by the supervisor for feedback. Additional lesson plans maybe required by your supervisor.

2 lesson plans will be designed and delivered at your elementary site.

2 lesson plans will be designed and delivered at your secondary site.

Lesson Plan—Delivery (different from Data Based Projects)

Your supervisor or cooperating teacher will observe, in person or via video, the delivery of your lesson plans. Your supervisor will be focused on critical delivery techniques, including setting behavioral expectations, modeling, eliciting student responses, providing feedback/error correction, fading of instructional support, checks for understanding, and assessment.

Lesson Plan—Reflection (different from Data Based Projects)

After implementing and receiving feedback on your lesson plan, write a reflection about each experience. The reflections should include at a minimum, (a) a recap of any student data from

independent work/assessments, (b) areas of strength in your instruction or classroom management, (c) areas of improvement, and (d) concrete next steps for upcoming lesson plans. Reflections tend to run approximately 1 page.

Interview of Cooperating Teacher

Schedule a time to interview your cooperating teacher. The interview should take approximately 30 to 45 minutes. Take notes and write a summary of their responses in your own words.

Data Based Academic Project

This project is conducted in coordination with your cooperating teacher. One focus learner is selected. The focus learner can be a single student that typically receives specialized instruction within a small or whole group.

The project has three components: planning, instruction, and assessment. For planning, an academic goal is selected and accompanying behavioral objectives are created. Baseline data is collected. For instruction, 4 to 5 lesson plans are created and delivered to the focus learner. Assessment data is collected at the end of each lesson plan. For assessment, an overall write up of student progress is done that includes a chart of student progress.

Data Based Behavior Project

This project is conducted in coordination with your cooperating teacher. One focus learner is selected. The focus learner can be a single student that typically receives specialized instruction within a small or whole group.

The project has three components: planning, instruction, and assessment. For planning, a functional behavior assessment is conducted to determine the functions of an inappropriate behavior. A behavior improvement plan is created. For instruction, the behavior improvement plan is implemented and lessons are created to teach the appropriate behaviors. For assessment, an overall write up of student progress is done that includes a chart of student progress.

IEP Process Participation

Meaningfully participate in the entire IEP process from planning/writing of the IEP, logistics of scheduling all required participants, and running at least part of the IEP meeting. Write a reflection on the experience. The reflection should at a minimum describe the process and answer the following prompts.

Assistive Technology Project

For this project, you will have to integrate at least one type of assistive technology into the delivery of instruction or monitoring of behavior. A one-page description of how the technology was used in addition to a demonstration for the supervisor is required.

CBM Progress Monitoring Project

For six weeks, select one focus learner and one academic content area (e.g., reading or mathematics). Administer a curriculum-based measurement to progress monitor their performance once a week. Run an error analysis and chart their progress each week. In a reflection, describe (a) services received by the student, (b) performance shown on CBM, and (c) suggestions for next steps.

Evaluation by Supervisor: Mid-Term

Your supervisor and cooperating teacher will meet and discuss your performance at the mid-term.

Evaluation by Supervisor: Final

Your supervisor and cooperating teacher will meet and discuss your performance at the final conference.

Cumulative Reflection/Self-Evaluation

The end of the placement and weekly seminars is an important time to reflect on your personal growth as a teacher. Supervised experiences and feedback are designed to improve your overall teaching skills and aim to make your first year teaching a success.

Section VI - Important Iowa Legislation

Mock Evaluation Information

Chapter 79: Standards for Practitioner and Administrator Preparation Programs states in 79.14(7)e that teacher preparation programs in the State of Iowa *requires the teacher candidate to become knowledgeable about the Iowa teaching standards and to experience a mock evaluation, which shall not be used as an assessment tool by the unit, performed by the cooperating teacher or a person who holds an Iowa evaluator license.*

The Iowa Department of Education has provided the following guidance for implementing this new requirement:

Institutions are encouraged, but not required, to have students complete the mock evaluation form as a self-assessment tool that will be compared with the cooperating teacher's comments and used as the basis for conversation. **Institutions will not be required to collect copies of the completed instrument given that the instruments may not be used for assessment purposes.** The goal of the mock evaluation is to provide student teachers with an insight into their own skills relative to the new teaching standards. [Note: Iowa beginning teachers must be evaluated by a trained evaluator and documentation must be provided to support competence in all of the teaching standards. These requirements do not apply to the student teacher's mock evaluation.]

The Office of Field Experiences is providing a copy of the mock evaluation form (in The Handbook and on ICON) to facilitate the student teacher's self-assessment and conversation with the cooperating teacher. (See additional pages.) A form in Tk20 will be completed indicating completion of the Mock Evaluation.

Thank you for your cooperation as we work to fulfill this student teaching requirement.

Mock Evaluation of Student Teachers on the Iowa Teaching Standards

Iowa's Teacher Preparation Programs must provide a student teaching experience that includes opportunities for the student teacher to become knowledgeable about the Iowa teaching standards, including a mock evaluation performed by the cooperating teacher. The mock evaluation shall not be used as an assessment tool by the practitioner preparation program. This mock evaluation does not require that the evaluator be state evaluator approved or that the student teacher provide documentation to support competence. Chapter 79 Standards: 79.14(7)e

Student Teacher: _____ Date: _____
Grade Level(s) _____ Subject(s): _____ Sponsoring Institution: _____
_____ School District: _____ Cooperating Teacher: _____
_____ School: _____

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

Directions:

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

I. DEMONSTRATE ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL DISTRICT'S STUDENT ACHIEVEMENT GOALS.

The teacher:

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

Strengths:

Areas for Improvement:

II. DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION.

The teacher:

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

Strengths:

Areas for Improvement:

III. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.

The teacher:

- a Uses student achievement data, local standards and the district curriculum in planning for instruction.
- b Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c Uses student developmental needs, background, and interests in planning for instruction.

- d Selects strategies to engage all students in learning.
- e Uses available resources, including technologies, in the development and sequencing of instruction.

Strengths:

Areas for Improvement:

IV. USES STRATEGIES TO DELIVER INSTRUCTION THAT MEETS THE MULTIPLE NEEDS OF STUDENTS.

The teacher:

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

Strengths:

Areas for Improvement:

V. USES A VARIETY OF METHODS TO MONITOR STUDENT LEARNING.

The teacher:

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

Strengths:

Areas for Improvement:

VI. DEMONSTRATES COMPETENCE IN CLASSROOM MANAGEMENT.

The teacher:

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

Strengths:

Areas for Improvement:

VII. ENGAGES IN PROFESSIONAL GROWTH.

The teacher:

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

Strengths:

Areas for Improvement:

VIII. FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT.

The teacher:

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

Strengths:

Areas for Improvement:

Student Signature

Date

Cooperating Teacher or Designee Signature

Date

Section VII - Ethics

Model Code of Ethics for Educators

At the University of Iowa College of Education, we adhere to the Five Core Principles for educators. The core principles were developed by and for educators. The Five Core Principles are:

1. Responsibility to the Profession

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

2. Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

3. Responsibility to Students

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

4. Responsibility to the School Community

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

5. Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

Ethical practice is just as important to teaching as mastery of content and pedagogy. As educators, we are taught (and with experience come to recognize) that strong interpersonal relationships are at the heart of effective teaching and learning. The MCEE (Model Code of Ethics for Educators) helps us recognize difficult gray areas when they arise and gives us permission to discuss sensitive issues with each other in a professional context.

Further information regarding the MCEE can be found at:

https://www.nasdtdec.net/page/MCEE_Doc