Elementary Education
Student Teaching
HANDBOOK

Handbook and other materials also available online at: http://www.education.uiowa.edu/students/sfe/
15-16
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 Information, VI) Letters of Recommendation, and VII) Iowa Legislation. 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. While Teacher Education Programs are not required to complete the self-assessment tool, we encouraged conversations at the end of the experience 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 one licensure “renewal” credit every five years. The renewal credit is earned by documenting professional activities which relate directly to the training/development of teachers or administrators such as: serving as a cooperating teacher, serving on a teacher education program advisory committee, and/or attending a cooperating teacher workshop. Details and the forms which must be filled out and submitted at the time of licensure renewal by mail are available at the following BOEE website:

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

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

Coordinator of Student Field Experiences

6/14
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Section I

Responsibilities

Good teaching requires courage – the courage to expose one’s ignorance as well as insight, to invite contradictions as well as consent, to yield some control in order to empower the group, to evoke other people’s lives as well as reveal one’s own.

Parker J. Palmer
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 Elementary Education 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. When in doubt, check with the administration.

Demonstrate appropriate teacher dispositional qualities. (p. 3 & 4)

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.)

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. Also, develop at least one original unit with a minimum of five daily lesson plans.

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; making a video clip of yourself teaching and evaluating at least one lesson; and developing a student teaching ePortfolio (p. 33, 37, 40)

Develop and implement at least one assessment tool of student learning.

Complete midterm and final self-evaluation forms.

Complete and submit the Evaluation of College Supervisor form on ICON prior end of the semester.

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.

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
- ___other personnel (media, etc.)

*locate building areas:*

- ___toured the building
- ___IMC/library
- ___outdoor areas
- ___cafeteria
- ___gymnasium
- ___teachers' work area
- ___office (nurse)
- ___supply room/available technology

II. DISCUSSION WITH COOPERATING TEACHER

*school policy:*

- ___discipline
- ___fire/disaster/tornado drill
- ___lockdown procedures
- ___injures/illness
- ___absence
- ___faculty meetings
- ___parking
- ___school calendar
- ___use of IMC
- ___use of copy equipment, etc.

*unit or room policy:*

- ___classroom rules
- ___curriculum materials
- ___teacher manuals
- ___basic routines
- ___management techniques
- ___students with special needs
- ___record keeping
- ___grouping
- ___available resources
- ___cross-cultural issues

III. OBSERVATION OF THE COOPERATING TEACHER'S PROCEDURES:

- ___lecture
- ___use of textbook
- ___discussion
- ___time management
- ___whole class work
- ___small group work
- ___cooperative learning
- ___groups work simultaneously
- ___individualization
- ___students with disabilities
- ___gifted children
- ___ELL children
- ___communication
- ___pacing
- ___lesson plans
- ___questioning techniques
- ___reinforcement
- ___feedback
- ___student/teacher interaction
- ___directions
- ___listening
- ___synthesis
- ___conclusions/closure
- ___evaluation
- ___management/discipline
- ___motivational strategies
- ___short term objectives
- ___long range objectives
- ___parent/teacher interaction
- ___teacher/teacher interaction
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.

<table>
<thead>
<tr>
<th>Not Applicable or Not Observed</th>
<th>Serious Concerns</th>
<th>Needs Improvement</th>
<th>Emerging</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>Behavior displayed is contrary to expectations for this disposition.</td>
<td>Behavior is displayed occasionally.</td>
<td>Behaviors is displayed frequently</td>
<td>Behavior is displayed frequently and consistently</td>
</tr>
</tbody>
</table>

**Caring**: Candidates with this set of dispositions value and appreciate all aspects of other persons’ well-being—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.  
1.2 **Compassion**: sympathizes, often with a desire to understand and help improve conditions of students’ lives.  
1.3 **Rapport**: develops appropriate relationships with peers and other stakeholders.  
1.4 **Respect**: shows appropriate regard for the needs, ideas, and experiences of others.  
1.5 **Passion**: demonstrates excitement, enthusiasm and optimism for the people, content, and context of the teaching/learning process.  
1.6 **Cultural Competence**: appreciates and capitalizes upon diversity; is aware of and acts to reduce one’s own biases; employs culturally sensitive pedagogy.

**Communicative**: 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.  
2.2 **Responsiveness**: attends to others’ needs; the ability and inclination to act as best meets the needs, subtle as well as obvious, of others and their circumstances.  
2.3 **Attentiveness**: concentrates on others’ communication; takes others’ communication into account.  
2.4 **Authenticity**: fosters and enhances the teaching and learning process while exercising judgment about personal and professional boundaries.  
2.5 **Collaborativeness**: involves and works with others in planning, problem solving and learning.  
2.6 **Voice**: is willing to openly engage and respond to peers, faculty, teachers, and administrators, parents, and community as need arises.
**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:

<table>
<thead>
<tr>
<th>Number</th>
<th>Disposition</th>
<th>Description</th>
<th>NA</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Flexibility</td>
<td>adapts, adjusts, and modifies practices to meet the needs of students and peers; thinks on one’s feet; is comfortable with change.</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3.2</td>
<td>Inventiveness</td>
<td>uses the needs and interests of students to approach curricular and strategic decisions; visualizes and implements novel ideas and practices.</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3.3</td>
<td>Resourcefulness</td>
<td>uses resources in effective ways; adapts practices to unforeseen challenges.</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3.4</td>
<td>Resilience</td>
<td>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.</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Number</th>
<th>Disposition</th>
<th>Description</th>
<th>NA</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Reflectiveness</td>
<td>takes time consistently to evaluate effectiveness of instruction &amp; behavior in terms of the larger goals of education; nurtures reflectivity in students and peers; reflects on own growth and accountability.</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4.2</td>
<td>Initiative</td>
<td>exhibits a willingness to pursue solutions to problems or questions; gathers relevant data and persistently seeks to improve situations or areas of need.</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4.3</td>
<td>Open-mindedness</td>
<td>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.</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4.4</td>
<td>Efficacy</td>
<td>nurtures high expectations, demonstrates self-direction and confidence, and empowers students and peers.</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4.5</td>
<td>Humility</td>
<td>places the needs of the learner and/or learning task above one’s own ego; reflects on own growth and accountability.</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

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 all of the following qualities and/or behaviors that characterize this set of professional requirements. Also, because each of these is considered absolutely necessary, each one will be separately assessed:

<table>
<thead>
<tr>
<th>Number</th>
<th>Disposition</th>
<th>Description</th>
<th>NA</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Professionalism</td>
<td>endeavors to meet the standards expected of a teacher such as appropriateness of dress, grooming, demeanor, punctuality, tact, discretion, courtesy, etc.</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5.2</td>
<td>Personal and Professional Ethics and Integrity</td>
<td>adheres strongly to high moral principles and ethical standards as expressed in the Iowa Code: evidences integrity.</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5.3</td>
<td>Work Ethic/Responsibility</td>
<td>attends to school policy for teacher attendance; completes teaching related tasks in a thorough and efficient manner.</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5.4</td>
<td>Confidentiality</td>
<td>complies with federal, state, and school policies relating to confidentiality.</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Comments:
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 “Elementary 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 (p. 20).
- 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 (p. 28).
- 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 (p. 23).
- Allow time for conferences with the College Supervisor throughout the experience (p. 23).
- Recommend a midterm rating that reflects the Student Teacher's performance that addresses specific goals for the remainder of the student teaching experience (p. 48).
- Recommend a final rating that is reflective of the Student Teacher's performance (p. 48).
- 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, and given to the student teacher at the final conference (p. 62).
- 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 Coordinator of Student Field Experiences for situations that warrant special attention (319/335-5356 or ellen-herman@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 seminars that clarify material related expectations and procedures to be followed during the student teaching experience as well as ePortfolio requirements.

Schedule and facilitate a minimum of 3 to 4 seminars for Student Teachers. These seminars should be designed to reflect the needs of the Student Teachers and provide an opportunity to share experiences, compare notes, ask questions, and complete ePortfolio and other seminar requirements.

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.

Write and submit to the Coordinator of Student Field Experiences a weekly anecdotal report summarizing the performance of each Student Teacher.

Provide feedback to the Student Teacher relative to lessons which have been videoed, original unit, and ePortfolio.

Assign student teaching midterm and final grades after consultation with Cooperating Teachers. Submit evaluation materials to the Office of Student Field Experiences and make sure all parties have a copy of all materials for their own personal records.

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, and given directly to the student teacher at the final conference.
COMPENSATION/HONORARIUM FOR COOPERATING TEACHERS

The Office of Student Field Experiences provides a small honorarium to Cooperating Teachers at 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 or attending a professional development workshop. For state licensure renewal, once a teacher has documented they have earned two “teacher preparation” units (with appropriate certificates from a teacher preparation program) they 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 option.

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.
People develop feelings that they are liked, wanted, acceptable, and able from having been liked, wanted, accepted, and from having been successful. One learns that he is these things, not from being told but only through the experience of being treated as though he were so. Here is the key to what must be done to produce more adequate people.

Arthur W. Combs
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 (pp. 50-55).

2. Placements are made with consideration to students’ previous field experiences and according to availability of student teaching placement sites.

3. The Coordinator of 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 Coordinator of 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:
         - 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 Coordinator of Student Field Experiences.
      
      2. Visits:
         - 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 will be conducted at least once every two weeks.
      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. Demographics at the top of the form are complete and correct.
2. Anticipated and excused absences from student teaching are identified in the proposal (e.g., possible job interviews).
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.

The Student Teaching Proposal should be signed by the Student Teacher, the Cooperating Teacher, and the College Supervisor during the initial 3-way conference and copies should be made for each person. College Supervisors will submit their copy to the Office of Student Field Experiences for check-off and review by the Coordinator of Field Experiences. Once the proposals have been reviewed and corrections and/or adjustments noted, they will be returned to College Supervisors.

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.

The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves.

Steven Speilberg
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. 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. Actual assignment of the midterm grade is the College Supervisor's responsibility.

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 Satisfactory or Fail evaluation for both the interactive and the pre-and post-active phases of student teaching
- Review materials for completeness
- Review and make modifications of the Student Teaching Proposal as necessary
- Discuss progress on and completion of original unit, ePortfolio, and video teaching self-analysis

At the conclusion of this conference the College Supervisor will collect the following forms and will be responsible for their submission to the Office of Student Field Experiences:

- Cooperating Teacher Midterm Evaluation
- Student Teacher Midterm Evaluation
- College Supervisor Evaluation Report
- Midterm Evaluation cover form for Student Teaching

Following review by the Coordinator of Student Field Experiences, all midterm materials are returned to the College Supervisor.

There is one thing worse than not communicating;
It is thinking you have communicated when you have not.

Anonymous
The poor teacher stands where he is and beckons the pupil to come to him.
The good teacher goes to where the pupil is, takes him by the arm, and leads him to where he ought to be.

Thomas Aquinas

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 coordinator may approve conferences to be scheduled at an earlier time.

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 Satisfactory or Fail recommendation and to discuss ePortfolio, 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 final evaluation and letter of recommendation.

Review and discuss the Student Teacher's final self-evaluation.

Review and discuss ePortfolio course and standards pages narratives and artifacts.

Review and discuss the contents of the College Supervisor's summative evaluation report and letter of recommendation.

Allow student and Cooperating Teacher the opportunity to make copies of final evaluation materials.

Assign final S/F for 7E:190 Interactive Phase and 7E:191 Pre- and Post-Active Phase of student teaching and have College Supervisor and Cooperating Teacher sign the Final Grade Sheet

Prior to the final day of the semester, Student Teachers must submit the College supervisor evaluation form to the Student Teaching ICON site. 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. 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. Absences (excused or unexcused) in excess of three days from an eight week placement or five days from a full semester placement (consecutive or not) may result in the termination of assignment or extension of the student teacher assignment.

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) take the request form from the forms packet, 2) acquire the signatures, and 3) submit the form to the Field Experiences Office.

The Coordinator of Student 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. One absence request form can be found in the elementary forms packet. Prior to the anticipated absence, the student teacher should complete and submit this form to the Office of Student Field Experiences. Once the Coordinator has approved or denied a request, notification will be emailed to the Student Teacher and their University Supervisor.

ON-CAMPUS JOB INTERVIEWS

The Teacher Leader Center, N140 Lindquist Center in conjunction with University Pomerantz Career Center, routinely schedules “job” recruiters representing a variety of school districts throughout the country. Student Teachers have the opportunity to meet employers from various states and interview for potential classroom positions.

To assist in the job search and minimize classroom disruption, an effort is made to reserve early morning or late afternoon interview time slots for Student Teachers. Due to the volume of candidates scheduled, individual campus interviews tend to be relatively short.

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.
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 (also found in the Elementary Forms packet) 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   | ____________________________ |

<table>
<thead>
<tr>
<th>Date of absence</th>
<th>Date/time of Late Arrival</th>
<th>Date/time of Early Leave</th>
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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.**

---

**Challenges can be stepping stones or stumbling blocks. It’s a matter of how you view them.**

Anonymous
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.

Week 1  **Observation.** Activities include: observing, assisting in lesson planning, responding to papers, and assisting in other class and school work.

*The Student Teaching Proposal is jointly developed by the Cooperating Teacher and the Student Teacher.*

Week 2  **Introduction to Teaching.** 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.

*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  **Part-time Teaching.** 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.

*The Student Teacher, Cooperating Teacher, and College Supervisor should begin preparations for the second 3-way conference (mid-term evaluation).*

Weeks 7-11  **Increased Teaching.** 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.

*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.

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

WeeksP 14-15  **Phase-Out.** To ensure a smooth transition, Cooperating Teachers reassume primary teaching responsibilities for the class.

Student Teacher spends some time observing in other grade levels 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.*

*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.*

---

*One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child.*

---

*Carl Jung*
The apprentice learns to use words as he learns to use other tools and materials,
by working side by side with the craftsman.
Anonymous

STUDENT TEACHING PROPOSAL

The development of the student teaching proposal is a procedure that identifies responsibilities for the duration of the student teaching experience. This proposal is developed jointly by Cooperating Teacher and Student Teacher within the first 7 days of the experience.

The format of the proposal may be established on a weekly basis, by subject matter, by all major tasks/assignments, or by any combination of weeks, subjects or tasks. The proposal is patterned following the information concerning the four Stages of Student Teaching (p. 17) and is designed to progressively increase the planning and teaching responsibilities. However, the Cooperating Teacher may choose to reassume some of the teaching responsibilities previously relinquished to the Student Teacher. The process of "taking back" some of the teaching responsibilities provides the Student Teacher who has now experienced teaching the class, another opportunity to observe their mentor teacher's teaching.

The proposal is reviewed and signed by the Cooperating Teacher, Student Teacher, and College Supervisor at the initial 3-way conference.
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____00/00/00_______________________
School ______Hometown School__________________________ District____Hometown District_________
Cooperating Teacher___Hometown Teacher_____________ Grade Level _____ Favorite Grade_______

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

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

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

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

   WEEK 5: Oct. 3-7
   Reading small groups
   Writer's workshop
   Observe in other classrooms

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

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

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

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

   WEEK 10: Nov. 7-11
   Teach mornings
   Author of the month
   Native Americans unit

   WEEK 11: Nov. 14-18
   Teach afternoons
   Author of the month
   Native Americans unit

   WEEK 12 & 13: Dec. 5-15
   Head teaching
   Author of the month

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

_________________________ _______________________
Cooperating Teacher Student Teacher

_________________________
College Supervisor
SAMPLE #2 (half semester placement)

THE UNIVERSITY OF IOWA STUDENT TEACHING PROPOSAL
(tentative plan of semester activities to be completed by the Student Teacher and Cooperating Teacher)

Student Teacher_____Susanne Semester_____________ Date____00/00/00____
School _____Hometown School__________________________ District____Hometown District_________
Cooperating Teacher___Hometown Teacher_____________ Grade Level ______ Favorite Grade_______

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                                   WEEK 4: Sept. 26-30
   Observations                                               Author of the month
   Assisting/Team-teaching                                  Calendar/News
   Assist with class website/develop Blog                      Sharing
   Team meetings                                              Reading
   Staff meetings                                              Math
   District in-services                                      Science/Social Studies
   Observe in other classrooms

   WEEK 1: Sept. 6-9
   Observe and assist classroom teacher                         Week 5: Oct. 3-7
   Individual assessments                                   Teach mornings
   Author of the month                                        Assist afternoons

   WEEK 2: Sept. 12-16
   Author of the month                                        Week 6: Oct. 10-14
   Calendar/News                                              Teach afternoons
   Computer Center                                           Assist mornings
   Reading                                                   Week 7: Oct. 17-21
   Head Teaching                                              Teach original unit
   Teach original unit

   WEEK 3: Sept. 19-23
   Author of the month                                        Week 8: OCT. 24-28
   Calendar/News                                              Phase-out
   Sharing                                                   Visit other classrooms
   Reading
   Math
   Handwriting

Cooperating Teacher ___________________ Student Teacher ___________________ College Supervisor ___________________
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.

Everyone who remembers his own educational experience remembers teachers, not methods and techniques. The teacher is the kingpin of the educational situation. He makes or breaks programs.

Sidney Hook
SUPERVISORY OBSERVATION SHEET
(to be used by College Supervisor during observation)

Student Teacher: _____________________________________  Time of Observation: _____:______ to ______:_____
School & Subject:____________________________________  Date of Observation:______________________________

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

<table>
<thead>
<tr>
<th>TEACHING PERFORMANCE STANDARDS</th>
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<tbody>
<tr>
<td>Student Learning      Learning Environment      Collaboration, Ethics, &amp; Relationships</td>
</tr>
<tr>
<td>Diverse Learners      Communication            Technology</td>
</tr>
<tr>
<td>Planning Instruction  Assessment              Subject Matter Knowledge</td>
</tr>
<tr>
<td>Instructional Strategies Reflection &amp; Professional Development</td>
</tr>
</tbody>
</table>

Comments on observed teaching behaviors (both facilitating and blocking)

Date/Time of Next Observation______________________________
Observation Sheet

Date _________________  Time _________________

Week of Student Teaching:  1  2  3  4  5  6  7  8  9  10  11  12  13  14
Lesson ____________________________________________

As I watched this lesson, I thought you might like to know...

Here is something you may want to think about...
Section III

Student Teaching Seminar Requirements

Education is not a product: mark diploma, job, money, – in that order; it is a process, a never ending one
Bel Kaufman
In teaching it is the method and not the content that is the message….
the drawing out, not the pumping in.
Ashley Montague

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, complete self-evaluations of two teaching videos, write daily lesson plans, develop one complete unit, attend seminars, and complete the ePortfolio requirements which document their “Iowa teaching standards” proficiency. The information in this section provides information relative to each of the “seminar” 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
   d. Materials/supplies needed
   e. Pacing
# Sample #1
## LEARNING PLAN

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<thead>
<tr>
<th>Title of the lesson:</th>
<th>Grade/Age level:</th>
<th>Date:</th>
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<tr>
<td>Teacher Focus:</td>
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**Iowa Core Curriculum Standards and/or Benchmarks:**

**Learning Targets** (students understand/demonstrate that:)

**Success Criteria** ("I Can" statements):

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

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

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

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

d) **Assessment** *(How you will determine that students have met the learning targets):

**Evidence of addressing diversity:** *(for example: cultural, gender, linguistic, physical, religious, sexual identity, socioeconomic, etc)*

**Differentiation for cognitive, affective, psycho-motor needs:**

**Materials / Equipment Needed:**

**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)*
Sample #2
MADELINE HUNTER BASED LESSON MODEL

DATE ___________________________ ACTIVITY ________________________________

1. **ANTICIPATORY SET**
   - Focus students' attention
   - Practice or review of previous learning
   - Create interest in new learning
   - Mental set through interesting activity

2. **OBJECTIVES**
   - Inform students what they will be able to do by end of instruction
   - Purpose -- Why is it important?
   - How will it help them in the future?

3. **INPUT**
   - What information do students need to complete objective?
   - How shall it be given to students...teacher, book, film records, demonstration or a combination

4. **MODELING**
   - Students need to see examples of a product or a process
   - Teacher may model
   - Student may model
   - Needs to be visual and verbal

5. **CHECKING FOR UNDERSTANDING**
   - Has student acquired knowledge?
   - Sampling--group response
   - Signaling-agree, disagree, not sure
   - Individual response--to teacher--another pupil

6. **GUIDED PRACTICE**
   - Check for understanding of what to do
   - Teacher circulates
   - Goal--students practice correctly--not making mistakes
   - Provide immediate remediation if needed

7. **CLOSURE**
   - Ending summary, culmination, review

8. **INDEPENDENT PRACTICE**
   - Develop fluency without teacher present
   - Written or verbal assignment
   - How much? How often? How well?

9. **EVALUATION**
   - Reflection upon teaching strategies & procedures used as well as student success
DEVELOPMENT OF ORIGINAL UNIT

A unit plan is a blueprint used to clarify an organized group of lesson plans that will be taught over a period of time. The unit may be subject based, interdisciplinary, or thematic and is usually includes an introduction, various intermediate activities, and a culminating activity. Units generally focus on overall themes or concepts to be learned through individual lessons and may be as brief as a week or extend through an entire semester. A unit plan will provide a general overview or a plan for implementation while daily lessons plans provide the detail necessary for actual instruction.

The Student Teacher is expected to develop at least one original unit with a minimum of five daily lessons. In some cases the Student Teacher may be asked to augment/expand on curriculum already in place. When planning the unit the Student Teacher should check with his/her Cooperating Teacher to determine if the district has a preferred approach for unit development. Regardless of the approach used, it is imperative to consider depth and breadth when developing units. In more simplistic terms, remember, “less is more.” Good teachers cover less material but provide students more opportunities to learn specifics and activities to reinforce what has been learned.

The following list of questions is designed to help the Student Teacher get started.

What is the purpose?
How much time will be needed?
How many lessons will the unit involve?
What do students already know about the topic?
What would students like to learn or know?
How will the unit be introduced?
What are the key questions that need to be answered?
Will the unit have a theme?
Are there opportunities for interdisciplinary instruction & activities?
What special materials, field trips, or guest speakers could be incorporated into the unit?

After the questions above have been considered, the following suggestions may be used to address the details of putting the unit together.

1. Indicate the grade level, subject, and length of time for the unit.
2. Outline the unit around a general theme or idea and provide a title.
3. Identify general goals, objectives, problems, or topics to be included. Each goal, objective, or topic should correspond to a specific lesson plan or plans.
4. Include one or more of the following: a) content and activities, b) cognitive processes and skills, c) psychomotor skills, and d) attitudes and values
5. Identify methods for assessing the outcomes of the unit.
6. Identify additional resources, materials, or technology used.
7. Plan an effective, motivating method for introducing the unit.
8. Include strategies for addressing the varying types of learners.
9. Develop an interesting culminating activity or related field trip or guest speaker.
10. Develop at least five individual lesson plans.
11. Upon completion, write a reflective narrative describing implementation success and procedures and management strategies used.
# ORIGINAL UNIT ASSESSMENT RUBRIC

<table>
<thead>
<tr>
<th>Unit Component</th>
<th>Less than Satisfactory</th>
<th>Good</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview</strong></td>
<td>Rationale incomplete or non-existent</td>
<td>Clearly explained rationale, meets needs of this classroom</td>
<td>Rationale is appropriate to the needs of this classroom; is detailed, clear, relevant, age-appropriate</td>
</tr>
<tr>
<td><strong>Unit Content Goals</strong></td>
<td>Lack of cohesion between daily plans, goals stated primarily at the “knowledge” level of Bloom’s taxonomy</td>
<td>Cohesive and somewhat interrelated daily plans, age and interest appropriate goals, develops higher order thinking skills</td>
<td>Cohesive, logical progression of interrelated plans, includes many domains of learning and works on higher order thinking skills</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>Minimal resources, primarily from school IMC, little or no technology</td>
<td>Evidence of some outside resources (AEA, Curr. Lab, internet, curriculum materials)</td>
<td>Extensive teacher &amp; student resources (AEA, Curr. Lab, internet, curriculum materials)</td>
</tr>
<tr>
<td><strong>Daily Plans</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Targets</strong></td>
<td>Incomplete, missing learning targets or not written as outcomes or learning goals</td>
<td>Includes 3-5 learning targets written as outcomes or learning goals</td>
<td>Includes 3-5 learning targets written as measurable or observable goals (see Bloom’s taxonomy - explain, describe, discuss, develop)</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Materials, supplies not identified.</td>
<td>All materials identified in plans</td>
<td>Extensive listing of all materials</td>
</tr>
<tr>
<td><strong>Introduction</strong> (attention getter)</td>
<td>Lacks methods/strategies to motivate student interest</td>
<td>Appropriate motivation to capture student interest (optimal not maximum)</td>
<td>Innovative motivational strategies to capture and maintain student interest</td>
</tr>
<tr>
<td><strong>Procedures/Organization</strong></td>
<td>No evidence of systematic plans for accomplishing classroom tasks and activities</td>
<td>Some systematic planning for accomplishing tasks and activities</td>
<td>Systematic plans for accomplishing tasks and procedures; strong evidence of proactive management</td>
</tr>
<tr>
<td><strong>Input</strong></td>
<td>Primarily teacher-centered with no links to prior learning; little attention to individual needs</td>
<td>Primarily teacher-centered instruction; evidence of attention to individual needs, as appropriate includes modeling and practice</td>
<td>Balance of teacher &amp; student-centered instruction; accommodations to diversity &amp; individual needs; as appropriate includes modeling, practice, and checks for understanding</td>
</tr>
<tr>
<td><strong>Closure</strong></td>
<td>Not identified</td>
<td>Time indicated for wrap-up or summary</td>
<td>Time and summary techniques/activities identified</td>
</tr>
<tr>
<td><strong>Extensions</strong> (centers/bulletin boards)</td>
<td>Minimal displays or activities</td>
<td>A variety, of displays or student-centered activities</td>
<td>Innovative and highly student-centered</td>
</tr>
<tr>
<td><strong>Student Assessment</strong></td>
<td>Assumption of learning (little or no attention to assessments)</td>
<td>Some formal or informal assessments tied to lesson objectives</td>
<td>Systematic formal &amp; informal assessment tied to daily objectives &amp; unit goals (check lists, teacher notes, student work)</td>
</tr>
<tr>
<td><strong>Self-Evaluation</strong> (narrative addressing procedures/management)</td>
<td>No evidence of opportunity for reflective practice</td>
<td>Includes opportunity for reflective practice</td>
<td>Subsequent lessons reflect student’s self evaluations</td>
</tr>
</tbody>
</table>
**Telling stories through journal writing becomes a quest for understanding and integration,**
*a bridge of inner mindscape and the outer landscape.*
Joanne Cooper

---

**STUDENT TEACHER JOURNAL WRITING**

Student Teachers are 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. Through reflection novice and experienced teachers grow and develop new understandings. 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. When possible it is important to write for an extended period of time. 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 strongly 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.

8. On the following page, examine the sample “Reflection” form developed for Student Teacher use by one of our Cooperating Teachers. This format could be used once the Student Teacher actually begins handling some of the teaching responsibilities.

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*Thoroughly to teach another is the best way to learn for yourself.*

*Tryon Edwards*
Student Teaching Reflection

Lesson ______________________________________________

Date ____________________________________________

The most successful part of the lesson was…

It was successful because...

Management technique that worked…

Thoughts about transition from one activity to another…

Questions?

I need to think about…

Courtesy of Barb Mead, former teacher at Indian Creek Elementary, Linn-Mar Community School District
Reflection

Date ________________________

At the beginning of the day I felt…

At the end of the day, I felt…

I just have to tell you…

The most successful lesson or part of a lesson that I presented today was…

I think it was successful because…

Tomorrow, I want to remember to…

This management technique worked well…
VIDEO RECORDED LESSON ANALYSIS

A successful Student Teacher should develop a myriad of skills that include the ability to: manage student behavior, state performance objectives, assess student achievement of objectives, and use strategies that help students achieve objectives. It is also important that the Student Teacher learn to evaluate and remediate weaknesses in their own teaching and in their programs. One goal of the College Supervisor is to assist the Student Teacher in the development of their self-observation and evaluation skills.

Personal reflection, audio-recording, and video recording are three methods of self-observation that can be effective tools in assisting a Student Teacher to accurately assess his/her own teaching behaviors. The reflective journal was discussed on the preceding pages. In this section the video recorded analysis is presented. This system of self-assessment involves recording classroom interaction that is both teacher to class, and student to student.

The Student Teacher is asked to video record at least two separate teaching episodes. (One recording scheduled at approximately midterm and another completed prior to head teaching will provide an opportunity to identify specific goals as well as the time to observe professional growth.) With the Cooperating Teacher’s assistance, the Student Teacher should be able to arrange the video recorded session through the school's instructional media center, however, the Student Teacher may also use their own personal recording device. If a school does not have access to a video camera, the Student Teacher may check a camera, a tablet computer, or laptop computer out from the Instructional Media Lab in N188 Lindquist Center. The second video recording completed prior to head-teaching may be useful for the Student Teacher as appropriate evidence of teaching effectiveness for potential employers.

VIDEO RECORDING - QUESTIONS TO CONSIDER

“Knowledge is power, but knowledge about oneself is the greatest power of all.” The power of learning and discovering about yourself as a professional is at the heart of the teaching profession. Unfortunately, Student Teachers are usually dependent upon a Cooperating Teacher, College Supervisor, or Administrator to provide them with feedback about their teaching. In an effort to expand the Student Teacher’s knowledge about him/herself, here is a list of questions which the Student Teacher should consider as he/she reviews a video recording of their teaching.

Review the questions presented below prior to observing the video recording and select five or six different questions to guide each of your self-analysis.

What do you notice about your demeanor with the students - facial expression, voice, body language, positioning in the room, interactions, and reactions in communicating with them?

What do you notice about your interactions with individuals: Are you addressing a variety of students-responders and non-responders? Boys and girls? Active and inactive students? Attentive and inattentive students? Students with attention seeking behavior and quiet, shy students?

Describe your thinking about the introduction of the lesson?

Tell me about your materials and activities decisions?
What do you notice about your questioning skills with students? Types of questions? Tagging- using name at beginning or end of questions- questions directed toward whole group? What do you notice about your responding skills with students, praise, affirmation, open-ended, nods, further probing restatement or paraphrasing of answers?

What do you notice about your direction-giving strategies and management techniques?

What were your goals for this lesson? Did you achieve them? Why or why not? What did you particularly like about the lesson? What would you change?

What was your plan for closure? Did you want the students to have a finished product- what would you look for in these products to know whether you've met your goals? What were you looking for in terms of their process? Did you have an agenda beyond the product? Skills?

What do you think about your students' involvement in this lesson? Were you interested as well as interesting? If yes, how did you demonstrate your interest?

Are there examples in this lesson of your "with-it-ness" - awareness of activities, movements, and extraneous events? When and how did you react to these off-task students?

In what ways did you try to make learning relevant to the students- connecting learning to their lives?

If asked by a student " Why are we doing this?" How would you answer?

What did you notice about your transitions, how did you move from one activity to another or move students from one place to another?

What did you notice about your pacing? What did you notice about student reactions (e.g., boredom, inattentiveness, fidgety behavior)? Were the majority of students interested, involved? If some students were not involved were they overachievers, underachievers, or "hyper" in general? What plans do you have to meet the needs of these individual differences?

How would you describe the teacher talk, the student talk? Who talked more? What was the purpose of the talk? How much telling, how much asking, how much conversation- back and forth teacher to student, student to student?

If you were a student in this class would you have been interested? Why or why not?

What other ways might you have presented the same material? What other ways might you have engaged students in activities?

Did you use technology successfully? Why did you decide to use this equipment? Were there other alternatives? Why this one?

Were the students with special needs- behavioral, academic, cultural, physical addressed?
A University of Iowa student in a teacher-training program has been assigned to your child’s classroom. In order to evaluate our university’s students’ ability to teach and manage a classroom, we are requiring our students to produce visual materials of their teaching. The focus of these will always be on the pre-service teacher, your child may or may not appear. We are asking your permission to take photographs and short video of selected portions of the learning environment. These materials will be stored on a secured World Wide Web server that requires passwords before the materials can be viewed. Those given passwords will be limited to:

1. The pre-service teacher that is being evaluated.
2. University of Iowa faculty and staff who supervise our field experiences.
3. Iowa Department of Education assessors verifying our future teachers meet State of Iowa standards.
4. School district hiring officials appraising the prospective teacher.

These materials will be active on University web servers for approximately two years after a student completes the teacher education program and will then be archived for internal University use only. We hope you will help support this innovative assessment process.

If you have any questions feel free to contact your child’s teacher or:

Sarah Runkel  
Coordinator of Field Experiences, College of Education  
The University of Iowa  
319-335-6395  
(sarah-runkel@uiowa.edu)

For technical questions contact:  
John Achrazoglou  
Coordinator of Technology, College of Education  
The University of Iowa  
319-335-5620  
(john-achrazoglou@uiowa.edu)

Thank you for your consideration. If you approve of this process, please sign below and have your child return this form to your child’s classroom teacher. Thank you

I give authorization and consent to The University of Iowa to take pictures and video in which my child may appear as a result of teacher education activities within the school. These materials will only be used for official purposes as described above.

_________________________________________________________  ______________________
Parent signature                                                                                     Date

_________________________________________________________
Child’s Name

Print - University of Iowa Student Name and UID number
ePORTFOLIO DEVELOPMENT

As a means of viewing the teaching process, the development of a portfolio is a contemporary idea in which the educational profession has become increasingly interested. The goal of the portfolio is to provide the reader with a greater understanding of actual classroom events and informed practice. Initially, in education, composition teachers saw portfolios as a means of selecting, presenting, and eventually assessing a writer’s best works. In recent years, the portfolio has changed from their original conception to a broader more comprehensive definition and purpose. Chris Anson in the book New Directions in Portfolio Assessment: Reflective Practice, Critical Theory, and Large-Scale Scoring has described the teaching portfolio as a means to “invite teachers to tell the story of their work and in doing so become more reflective of their own practice” (Boynton/Cook Publishers, 1994, p.186).

University of Iowa Student Teachers complete a portfolio notebook that documents work done during their student teaching experience. The State of Iowa and the Iowa Board of Educational Examiners expect Teacher Education Programs in Iowa to be able to document that each student has met a prescribed list of “Performance Standards,” before they can be recommended for an Iowa teaching license. To address these requirements, University of Iowa Education majors are required to develop an ePortfolio in which they will document how they have met each standard. Students place artifacts in their ePortfolio during coursework and field experiences completed prior to the student teaching semester. During the student teaching semester, Student Teachers must further document how they have met each standard by adding artifacts to their ePortfolio that reflect the teaching decisions and actions taken during the student teaching semester.

With this in mind, as the Student Teacher develops his/her portfolio, he/she is reminded that **rather than merely a scrapbook collection of artifacts, the portfolio is a narrative document** that details efforts and accomplishments of the student teaching experience. *In preparing a portfolio, quality supersedes quantity.* The material needs to be well-organized, easy to understand, and selective, and should include captions that explain how the artifact presented meets each identified standard.

Once completed, selected portions of the Student Teaching portfolio can be used as a tool in the job recruitment process. As the Student Teacher moves from novice to master teacher, his/her portfolio can be continually revised to document growth and experience. *In preparing the student teaching ePortfolio, the Student Teacher should follow the guidelines identified on the following pages.*

The course outline that appears on the next page identifies the five State Performance Standards required for documentation during student teaching. The syllabus describes the narrative/assignment and related artifacts for each standard. Each narrative and artifact should appear on the course outline page (7E:190/191) and also be linked to the Elementary Program “Standards” page. Students are expected to meet the minimum standards listed but may also elect to add additional artifacts that demonstrate new ideas or unique procedures or technology.

The course ICON site offers student teachers further ePortfolio directions and expectations. Student Teachers, who need assistance in linking artifacts to their ePortfolio, may contact the ePortfolio Support Center in N153 Lindquist Center (319-335-5225) or visit the following website for information and sample artifacts: [http://eportfolio.education.uiowa.edu/resources/](http://eportfolio.education.uiowa.edu/resources/)
Syllabus
7E:190/191 or EDTL: 4190/4191 Elementary Student Teaching
ePortfolio Expectations Revised May 2012

Instructor: Sarah Runkel sarah-runkel@uiowa.edu
Course Web site: www.uiowa.edu/~c07e190

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. In addition to their planning and teaching responsibilities, student teachers also are expected to a) keep a reflective journal of the experience, b) develop and analyze two video lessons of their teaching, c) develop an original unit with a minimum of five daily lessons, and d) develop an ePortfolio. These artifacts provide the documentation necessary to demonstrate fulfillment of the State of Iowa Teaching Performance Standards.

Artifacts should be uploaded both to the 7E:190/191 "Course" page and to their overall Program "Standards" page. More details and information can be found on the course ICON site.

Required Readings
Student Teaching Handbook and Forms Packet should be downloaded from the web at:
www.education.uiowa.edu/handbook/elementary

Focus Standards and Related Student Work
The artifacts listed below are required however additional artifacts may be included.

Students are encouraged to add photos or other media wherever appropriate. All artifacts should have a caption or brief narrative that explains how the artifact pertains to the narrative and the standard.

B. Diverse learners. Candidates understand how students may differ in their approaches to learning and create instructional opportunities that are equitable and adaptable to diverse learners.

Write a narrative that explains your philosophy of education including how you believe students learn and how you deal with the needs of diverse learners. Include at least three artifacts, the first a narrative that describes your student teaching setting/context *, the second to illustrate your philosophy (e.g., lesson plan or journal excerpts about strategies used) and the third artifacts a lesson plan that you specifically adapted for diverse learners or a journal entry in which diverse learners were discussed and/or student work is shown or discussed. May include photos. *(Include relevant setting information: Type of school: Urban/Suburban/Rural Also any special features of your school or classroom (e.g., themed magnet, students are tracked into the class, classroom aide, bilingual, team taught with a special education teacher). Estimated percentage of students eligible for free/reduced lunch. Grade level(s), class size: males/females; ELL: Gifted: IEPs)

C. Planning Instruction. Candidates understand learning theory, academic language, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curricular goals.

Original unit with at least five lesson plans and demonstrate the use of technology in the planning/teaching of the unit. Include a unit overview, state content goals, how this fits with the curriculum, related academic language, formal lesson plans, print & technology resources, and a brief reflective narrative describing procedures, management and assessment strategies, and any assistive technology used to support student needs. (See handbook page 32 for unit rubric requirements)

E. Learning environment. Candidates know how to help students work productively and cooperatively with each other in complex social settings.
Write a narrative explaining how you create a positive learning environment for students. Items to consider: rapport, motivation, community, clarity, consequences, classroom management systems, classroom setup, and/or anything that helped students work together productively. Be specific. Include at least three artifacts that demonstrate strategies you personally developed or initiated. Artifacts to consider: photos, lesson plans, journals, bulletin boards, notes home.

**F. Communication.** Candidates communicate effectively, understand the role of language in learning, and foster active inquiry, collaboration, and interaction in the classroom.

Write a narrative addressing the importance of communication with parents/guardians and students. Describe the types of communication you have experienced as well as strategies you intend to incorporate into your own classroom. Include at least one artifact such as student work on which you made comments, a note home to parents, or another example of your communication.

**G. Assessment.** Candidates understand the uses, advantages, and limitations of different types of formal and informal student assessments.

Write a paragraph explaining the forms of and uses for assessment and describe opportunities in which you assessed students. Include links to at least one assessment * you used and explain how it was used to evaluate developing student knowledge and skills. In addition to the assessment, include a summary chart of overall student performance. Include what students understand well, any confusion or misunderstandings or needs that were apparent for some or most students. Include links to two students work samples in which you have given written feedback either directly on the sample or in a summary statement. In addition to the feedback describe each student’s individual strength/challenges relative to the assessment indicators. Also explain your conclusions and be sure to describe opportunities you provided for students to apply the feedback given for improvement as well as your instructional next steps. *(Assessments may include running records, quizzes, rubrics, anecdotal records, tests, written work).*

**I. Collaboration, Ethics, and Relationships.** Candidates understand schools as connected to larger community contexts and foster relationships with parents, school colleagues, and organizations that will support students’ learning and development.

Write a narrative discussing the importance of teachers’ relationships with their school community, parents/guardians, and the larger community as well as the role of professional ethics. Consider mentioning any opportunities that you experienced which connected you with your school, your students’ parents and/or any projects involving the community as a whole. Include two artifacts, the first should be your video self-evaluation or other example of self-reflection. A second artifact such as a team, staff, or district in-service meeting agenda, or any community or professional organization activity.
Section IV

Evaluation

Experience is not what happens to you; it is what you do with what happens to you.

Aldous Huxley
STUDENT TEACHING REGISTRATION INFORMATION

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

Course number 7E:190 or EDTL:4190
SUPERVISED TEACHING in the ELEMENTARY SCHOOL: 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.

Course number 7E:191 or EDTL:4191
SUPERVISED TEACHING in the ELEMENTARY SCHOOL: 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 include journaling, completion of video recording with self-evaluation, seminar attendance, lesson planning, unit development, and completion of the ePortfolio. 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 listed as 7E:191 - Student Teaching Pre/Post Active Phase.

The best gift we can bestow on others is a good example.
Charles Morell
EXPLANATION OF THE FIVE POINT STUDENT TEACHING GRADING SCALE

This 5-point scale should be used to evaluate midterm and final student teaching performance. The purpose of the evaluation is to identify Student Teacher strengths and areas for continued growth and has been designed to reflect a prescribed list of “Performance Standards” recently adopted by the Iowa Board of Educational Examiners. The following pages are designed to define the meaning of each numerical score and to strive toward consistency in the interpretation of the scale. Student Teacher ratings will, in most cases, be predominantly in the 3 or 4 range. These criteria correspond to the form that follows on the next page and should be used in conjunction with the Evaluation Criteria Key found on page 51.

If a rating of either 1 or 5 is assigned an explanation or comment should be included in the area provided.

1 = **Does Not Meet Standards.** The Student Teacher has not been successful and responsibilities have either been taken away or not fully assumed. The Student Teacher has a lack of awareness and little success has been realized. A Student Teacher who is performing unsatisfactorily will have earned primarily 1’s and 2’s and would not be recommended for teaching licensure.

2 = **Approaching Standards.** The Student Teacher is aware of difficulties and needs guidance/assistance to successfully handle responsibilities. While a good effort is made in planning for and correcting problems, considerable work is still needed. A Student Teacher who needs support will have earned primarily 2’s, as they are making progress. It would be expected that the letter of recommendation for the Student Teacher would reflect the need for guidance and address the potential for success.

3 = **On Target, Satisfactorily Meets Standards.** The Student Teacher has occasional difficulties, but is generally successful. The Student Teacher is aware of appropriate teaching techniques but may have occasional difficulty with implementation. Difficult students and/or situations may not be completely resolved, but in general the Student Teacher handles most situations independently. A Student Teacher who tends to be routine and mechanical will have earned primarily 3’s. It would be expected that the Student Teacher would receive generally favorable letter of recommendation.

4 = **Meets Standards to a High Level for a beginning teacher.** The Student Teacher maintains a stable and effective classroom environment during the period when they are teaching. If problems occur they are usually corrected and success is experienced. A Student Teacher who is working on refinement and integration will have earned primarily 4’s. It would be expected that the Student Teacher would receive strong letters of recommendation.

5 = **Meets Standards to an Exceptional Level for a beginning teacher.** The Student Teacher excels, demonstrating remarkable skills and making unique contributions to the classroom and/or the school. A Student Teacher who has reached a level of success not normally achieved by a beginning teacher will have earned primarily 5’s.

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*Experience is a hard teacher because she gives the test first, the lesson after.*

*Vernon Law*
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 Coordinator 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 Coordinator 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 the advisor, Program Coordinator, or former instructors.

5. The Coordinator 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 Coordinator
   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 Coordinator of Student Field Experiences, arrangements may be made for the Coordinator 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 Coordinator of Student Field Experiences may arrange for additional observations/evaluations by qualified individuals such as the Cooperating Principal or University Faculty.
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 Coordinator 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, Coordinator of Student Field Experiences, and Cooperating Principal.

      When a termination decision is made, the Coordinator 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.
**ELEMENTARY STUDENT TEACHING EVALUATION FORM**
(See key on page 50 of Student Teaching Handbook)

<table>
<thead>
<tr>
<th>STATE PERFORMANCE STANDARD</th>
<th>RATING</th>
<th>EVIDENCE/COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. STUDENT LEARNING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Theories</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Multiple Levels of Thinking</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Questioning Skill</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Student Feedback</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>B. DIVERSE LEARNERS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respects All Students</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Responds to Diversity</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Consideration of Individual Differences</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Level of Instruction</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>C. PLANNING INSTRUCTION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson Organization</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Daily Planning &amp; Preparation</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Resources in Planning</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Initiative</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Creativity</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Procedures &amp; Management</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Meets Deadlines</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Time Management</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Long-range Planning</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Original Unit</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>D. INSTRUCTIONAL STRATEGIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variety of Instructional Techniques</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Skill in Teaching Content</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Introductions, Transitions, &amp; Conclusions</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Adaptability/Flexibility</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>E. LEARNING ENVIRONMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interactions with Students</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Perceptive &amp; Responsive to Student Behavior</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Consistency in Expectations of Behavior</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Anticipation &amp; Management of Problems</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Room Appearance &amp; Environment</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>System for Student Self-Management</td>
<td>N</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>STATE PERFORMANCE STANDARD</td>
<td>RATING</td>
<td>EVIDENCE/COMMENTS</td>
</tr>
<tr>
<td>---------------------------</td>
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<td>-------------------</td>
</tr>
<tr>
<td>F. COMMUNICATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written English</td>
<td>N 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Spoken English</td>
<td>N 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Interest &amp; Enthusiasm</td>
<td>N 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Appreciation &amp; Utilization of Humor</td>
<td>N 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Language of Subject Matter</td>
<td>N 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>G. ASSESSMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formative Assessments</td>
<td>N 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Summative Assessments</td>
<td>N 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Communicates Progress Criteria</td>
<td>N 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Record Keeping</td>
<td>N 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>H. REFLECTION AND PROFESSIONAL DEVELOPMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill in Self Evaluation</td>
<td>N 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Acceptance of Suggestions and Criticism</td>
<td>N 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Implementation of Suggestions/Criticism</td>
<td>N 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Learns From Experience</td>
<td>N 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Participation in Seminar &amp; School Meetings</td>
<td>N 1 2 3 4 5</td>
<td></td>
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<tr>
<td>Video Self-Assessment</td>
<td>N 1 2 3 4 5</td>
<td></td>
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<tr>
<td>Portfolio</td>
<td>N 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I. COLLABORATION, ETHICS, AND RELATIONSHIPS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Confidence</td>
<td>N 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Social Warmth</td>
<td>N 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Reliability, Responsibility, &amp; Ethics</td>
<td>N 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Professional Relationships</td>
<td>N 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Personal Appearance &amp; Demeanor</td>
<td>N 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>J. TECHNOLOGY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incorporates Technology in Teaching</td>
<td>N 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Appropriate Choice of Materials</td>
<td>N 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Effective Implementation</td>
<td>N 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>K. SUBJECT MATTER KNOWLEDGE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possesses Content Knowledge</td>
<td>N 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Extends Content Knowledge</td>
<td>N 1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS ON STRENGTHS AND AREAS FOR CONTINUED GROWTH:
(Responses required from student teachers.)

Signature/Date

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### KEY TO STUDENT TEACHING EVALUATION REPORT
(Used in conjunction with the Student Teacher Evaluation Report)

**Note:** It is unrealistic to assume that a successful student teacher would achieve ratings of 5's in all categories.

<table>
<thead>
<tr>
<th>RATING:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. STUDENT LEARNING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Theories</strong></td>
<td>No or inaccurate application of psychological principles of learning.</td>
<td>Generally applies best practice based on psychological principles of learning.</td>
<td>Understands and consistently applies best practice based on psychological principles of learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Multiple Levels of Thinking</strong></td>
<td>Does not make accommodations for multiple levels of thinking and conceptualization</td>
<td>Makes basic accommodations for multiple levels of thinking and conceptualization</td>
<td>Consistently provides for multiple levels of thinking and conceptualization</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Questioning Skill</strong></td>
<td>Routine and mundane questioning strategies; inconsistent or inappropriate methods for fielding student responses; no use of H.O.T.S.</td>
<td>Generally implements a variety of questioning (H.O.T.S.) strategies; methods for fielding responses attempt to include all students and draw them into questions of application</td>
<td>Consistently uses a variety of appropriate questioning strategies (H.O.T.S.); has developed a system that motivates student response; includes everyone and encourages information application</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Feedback</strong></td>
<td>Little or no feedback to students; unable to dignify student responses</td>
<td>Satisfactory use of feedback; attempts to meet students' need for recognition without encouraging misbehavior; usually able to dignify responses</td>
<td>Copious use of appropriate feedback; excellent ability to handle inappropriate responses without destroying student self-concept or encouraging misbehavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. DIVERSE LEARNERS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Respects All Student</strong></td>
<td>Ignores multicultural/gender/academic issues;</td>
<td>Generally aware of multicultural/gender/academic issues</td>
<td>Encourages mutual respect; recognizes importance of race, ethnic background, gender, age class, religion, language, academic ability, or exceptionality to community culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Responds to Diversity</strong></td>
<td>Insensitive to students' diversity; avoids or is rigidly opinionated about controversial issues</td>
<td>Inconsistently incorporates sensitivity to diversity into content areas; generally aware of ways to cultivate diversity</td>
<td>Celebrates diversity by promoting teaching and learning opportunities that are culturally responsive</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## B. DIVERSE LEARNERS continued

### Consideration of Individual Differences

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Seldom recognizes differences; unaware of responsibilities in providing for individuals; makes little effort to know students</td>
</tr>
<tr>
<td>2</td>
<td>Somewhat aware of differences; frequently accommodates individual needs; makes some effort to know students</td>
</tr>
<tr>
<td>3</td>
<td>Sensitive to differences; seeks causes, skillful in discovering solutions; strives to know students; plans lessons to accommodate differences</td>
</tr>
</tbody>
</table>

### Level of Instruction

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not aware of or ignores diverse levels of student ability;</td>
</tr>
<tr>
<td>2</td>
<td>Aware of student's levels of ability; moderately successful in accommodating student needs during lesson</td>
</tr>
<tr>
<td>3</td>
<td>Provides opportunities for student success at all levels; responsive to student needs during the lesson</td>
</tr>
</tbody>
</table>

## C. PLANNING INSTRUCTION

### Lesson Organization

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lack of cohesion between objectives, activity, and evaluation; evaluation nonexistent or inappropriate</td>
</tr>
<tr>
<td>2</td>
<td>Objectives and activities relate but evaluation may not assess objective and/or objectives and assessment relate but activities unrelated to objectives</td>
</tr>
<tr>
<td>3</td>
<td>Objectives, activity, &amp; evaluation sequentially blend to create meaningful, cohesive lesson; activity purposefully relates to objectives; evaluation assesses objectives</td>
</tr>
</tbody>
</table>

### Daily Planning & Preparation

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lacks continuity and variety in procedure; fails to identify appropriate objectives</td>
</tr>
<tr>
<td>2</td>
<td>Generally organized with some variety in procedure; needs help in planning; adequate conception of objectives;</td>
</tr>
<tr>
<td>3</td>
<td>Consistent and thorough daily planning; appropriate &amp; meaningful objectives; creative; reliable, takes initiative</td>
</tr>
</tbody>
</table>

### Resources in Planning

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Minimal use of outside or supplementary resources</td>
</tr>
<tr>
<td>2</td>
<td>Average to good use of outside or supplementary resources</td>
</tr>
<tr>
<td>3</td>
<td>Extensive use of curricular materials, technology, AEA resources</td>
</tr>
</tbody>
</table>

### Initiative

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does not take initiative</td>
</tr>
<tr>
<td>2</td>
<td>Takes some initiative.</td>
</tr>
<tr>
<td>3</td>
<td>Consistently takes initiative.</td>
</tr>
</tbody>
</table>

### Creativity

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does not create materials</td>
</tr>
<tr>
<td>2</td>
<td>Willing to create materials.</td>
</tr>
<tr>
<td>3</td>
<td>Frequently creates original activities &amp; materials</td>
</tr>
</tbody>
</table>

### Procedures & Management

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Little or no attention to school/classroom procedures; does not include management strategies in planning</td>
</tr>
<tr>
<td>2</td>
<td>Average to good attention to procedural and management issues</td>
</tr>
<tr>
<td>3</td>
<td>Successfully manages routines; incorporates management into planning and is able to adjust for unexpected occurrences</td>
</tr>
</tbody>
</table>

### Meets Deadlines

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does not meet planning or preparation deadlines</td>
</tr>
<tr>
<td>2</td>
<td>Generally reliable in all aspects of classroom planning</td>
</tr>
<tr>
<td>3</td>
<td>Prompt in planning; consistently completes preparations before deadline</td>
</tr>
</tbody>
</table>

### Time Management

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Inattentive to sequencing needs and time constraints</td>
</tr>
<tr>
<td>2</td>
<td>Inconsistent attention to sequencing needs and time constraints</td>
</tr>
<tr>
<td>3</td>
<td>Sequences lessons effectively; aware of time constraints when planning</td>
</tr>
</tbody>
</table>
### C. PLANNING INSTRUCTION continued

#### Long-Range Planning

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unit objectives lack cohesion with daily plans; no evidence of culminating activity</td>
</tr>
<tr>
<td>2</td>
<td>Unit lessons sometimes interrelated; unit instruction proceeds with some cohesiveness &amp; continuity; unit outcomes establish some clarity</td>
</tr>
<tr>
<td>3</td>
<td>Overall unit objectives related cohesively with daily objectives; logical progression of daily plans; daily objectives, activities, &amp; evaluation lead to an overall culminating activity</td>
</tr>
</tbody>
</table>

#### Original Unit

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fails to develop one original unit with at least five daily lesson plans</td>
</tr>
<tr>
<td>2</td>
<td>Adequate development of original unit including supplementary materials and resource list</td>
</tr>
<tr>
<td>3</td>
<td>Exemplary development of original unit; extensive supplementary materials &amp; resources</td>
</tr>
</tbody>
</table>

### D. INSTRUCTIONAL STRATEGIES

#### Variety of Instructional Techniques

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Totally teacher-centered lessons; tied to text or teaching manuals</td>
</tr>
<tr>
<td>2</td>
<td>Generally willing to experiment with unique or student-centered strategies; learning activities purposeful</td>
</tr>
<tr>
<td>3</td>
<td>Uses variety of ideas, tools, &amp; strategies; demonstrates considerable variation according to situation</td>
</tr>
</tbody>
</table>

#### Skill in Teaching Content

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unable to present content in an effective manner</td>
</tr>
<tr>
<td>2</td>
<td>Content presented in a clear manner; attempts to make content relevant to students</td>
</tr>
<tr>
<td>3</td>
<td>Conveys content in a manner that facilitates active learning</td>
</tr>
</tbody>
</table>

#### Introductions, Transitions, & Conclusions

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No links to prior or subsequent learning; does not recognize teachable moments</td>
</tr>
<tr>
<td>2</td>
<td>Attempts to use introductions &amp; transitions to make learning meaningful; recognizes teachable moments</td>
</tr>
<tr>
<td>3</td>
<td>Consistently establishes &quot;set&quot;; makes links to prior &amp; subsequent learning; efficient transitions; uses teachable moments</td>
</tr>
</tbody>
</table>

#### Adaptability/Flexibility

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rigid or inflexible with individuals or curriculum</td>
</tr>
<tr>
<td>2</td>
<td>Generally flexible, willing to adjust to individual or curricular needs</td>
</tr>
<tr>
<td>3</td>
<td>Willingly makes accommodations as necessary; poised, versatile &amp; flexible</td>
</tr>
</tbody>
</table>

### E. LEARNING ENVIRONMENT

#### Interactions with Students

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does not function in the role of facilitator or leader; unfair, unfriendly, or inconsistent; criticizes or embarrasses students</td>
</tr>
<tr>
<td>2</td>
<td>Not always seen as authority figure; lacks consistency with praise &amp; criticism; generally good rapport</td>
</tr>
<tr>
<td>3</td>
<td>Shows sensitivity to intellectual, physical, emotional, &amp; social development of students; provides constructive criticism &amp; genuine praise; great rapport</td>
</tr>
</tbody>
</table>

#### Perceptive & Responsive to Student Behavior

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Oblivious to student cues in &amp; out of classroom; student accommodations are not made or are inappropriate</td>
</tr>
<tr>
<td>2</td>
<td>Aware of student behavior cues; reasonable attempts made to manages students both in &amp; out of the classroom</td>
</tr>
<tr>
<td>3</td>
<td>Sensitive &amp; responsive to student behavior cues; modulates management as needed; uses logical consequences</td>
</tr>
</tbody>
</table>
E. LEARNING ENVIRONMENT continued

<table>
<thead>
<tr>
<th>Consistency in Expectations of Behavior</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses reactive rather than proactive strategies; lacks follow-through with expectations &amp; consequences</td>
<td>Generally establishes clear expectations and is consistent with consequences</td>
<td>Establishes clear expectations and consistently follows through with consequences as necessary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anticipation &amp; Management of Problems</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unable to anticipate or recognize problems; uses primarily punitive strategies</td>
<td>Generally anticipates &amp; attends to problems; uses appropriate management strategies</td>
<td>Consistently anticipates possible problems; proactively addresses concerns and resolves problems</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Room Appearance &amp; Environment</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Marked disregard for room appearance &amp; physical arrangement; no attempt to create interest centers or classroom displays</td>
<td>Considerate of room arrangement and orderliness; satisfactory development of interest centers &amp; classroom displays</td>
<td>Attentive to room arrangement and orderliness; extensive use of interest centers &amp; classroom displays</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>System for Student Self-Management</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Has not established system to facilitate student independence</td>
<td>Aware of &amp; experiments with strategies for student self-management</td>
<td>Implements a clearly established system to facilitate student independence; promotes self-respect &amp; self-control</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F. COMMUNICATION

<table>
<thead>
<tr>
<th>Written English</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Illegible handwriting; poor mechanics, grammar, spelling, or vocabulary; unable to effectively compose written materials for a variety of audiences</td>
<td>Legible handwriting; appropriate spelling and mechanics; able to develop appropriate written materials</td>
<td>Exemplary handwriting, spelling, &amp; mechanics; writes effectively for a variety of audiences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spoken English</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited vocabulary, incorrect grammar, falters in speaking or articulation, inappropriate volume</td>
<td>Appropriate vocabulary, volume, grammar, &amp; inflection</td>
<td>Extensive vocabulary yet uses age appropriate language; excellent grammar, volume, &amp; inflection</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interest &amp; Enthusiasm</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Indifferent, bored; negative attitude</td>
<td>Shows interest &amp; enthusiasm; positive attitude</td>
<td>Very enthusiastic, eager &amp; alert; contributes to school setting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appreciation &amp; Utilization of Humor</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not recognize or appreciate student humor; hesitant to express humor</td>
<td>Attempts to respond appropriately &amp; use humor</td>
<td>Appropriate use of humor; spontaneously and/or intentionally uses humor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language of Subject Matter</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Misuse or non-use of content vocabulary</td>
<td>Generally appropriate use of content vocabulary</td>
<td>Models and teaches appropriate usage of content vocabulary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

G. ASSESSMENT

<table>
<thead>
<tr>
<th>Formative Assessments</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Little or no effort to assess formative understanding</td>
<td>Uses a few strategies to provide formative assessment</td>
<td>Uses a variety of both observed &amp; written formative assessment strategies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### G. ASSESSMENT continued

#### Summative Assessments

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does not use summative assessments</td>
</tr>
<tr>
<td>2</td>
<td>Attempts to use summative assessment strategies to monitor student progress</td>
</tr>
<tr>
<td>3</td>
<td>Uses observed &amp; written summative assessment strategies to monitor student progress and plan for future instruction</td>
</tr>
</tbody>
</table>

#### Communicates Progress Criteria

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fails to use assessment information to inform students and parents of progress</td>
</tr>
<tr>
<td>2</td>
<td>Occasionally uses assessment information to inform students and parents of progress</td>
</tr>
<tr>
<td>3</td>
<td>Clear and consistent communication with students and parents relative to progress</td>
</tr>
</tbody>
</table>

#### Record Keeping

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Neglects record-keeping</td>
</tr>
<tr>
<td>2</td>
<td>Maintains adequate records</td>
</tr>
<tr>
<td>3</td>
<td>Efficient and effective record-keeping</td>
</tr>
</tbody>
</table>

### H. REFLECTION AND PROFESSIONAL DEVELOPMENT

#### Skill in Self Evaluation

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unable to effectively self-evaluate; unrealistic perception of instructional success</td>
</tr>
<tr>
<td>2</td>
<td>Generally effective self-evaluation and realistic perception of instructional success</td>
</tr>
<tr>
<td>3</td>
<td>Consistent and perceptive self-evaluation; accurate perception of instructional success</td>
</tr>
</tbody>
</table>

#### Acceptance of Suggestions/Criticism

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fails to realize need for improvement; unreceptive to suggestions; criticism often met with excuses</td>
</tr>
<tr>
<td>2</td>
<td>Recognizes needs for improvement; generally receptive to suggestions and constructive criticism</td>
</tr>
<tr>
<td>3</td>
<td>Actively seeks suggestions and constructive criticism</td>
</tr>
</tbody>
</table>

#### Implementation of Suggestion/Criticism

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fails to implement suggestions or implements without conviction of merit</td>
</tr>
<tr>
<td>2</td>
<td>Attempts to implement suggestions; generally values recommendations</td>
</tr>
<tr>
<td>3</td>
<td>Effectively implements suggestions and acknowledges potential for growth</td>
</tr>
</tbody>
</table>

#### Learns from Experience

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Repeats mistakes; shows no insight</td>
</tr>
<tr>
<td>2</td>
<td>Usually able to apply knowledge learned from prior experiences</td>
</tr>
<tr>
<td>3</td>
<td>Effectively applies knowledge learned from prior experiences; is insightful</td>
</tr>
</tbody>
</table>

#### Participation in Seminar & School Meetings

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Inconsistent or irregular attendance often without prior notice; little active participation; unprepared</td>
</tr>
<tr>
<td>2</td>
<td>Generally regular attendance; notification precedes absence; satisfactory participation and preparation</td>
</tr>
<tr>
<td>3</td>
<td>Excellent attendance, participation, and preparation in school, departmental, in-service, &amp; parental conferences</td>
</tr>
</tbody>
</table>

#### Video Self-Assessment

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fails to make and analyze two video recordings of own teaching</td>
</tr>
<tr>
<td>2</td>
<td>Completes video analysis of own teaching</td>
</tr>
<tr>
<td>3</td>
<td>Exemplary self-analysis provided from two videos of teaching</td>
</tr>
</tbody>
</table>

#### ePortfolio

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fails to develop ePortfolio</td>
</tr>
<tr>
<td>2</td>
<td>Adequate development of ePortfolio including reflective commentary about materials presented; meets expectations</td>
</tr>
<tr>
<td>3</td>
<td>Outstanding ePortfolio; includes detailed reflective commentary and showcases experiences and proficiencies</td>
</tr>
</tbody>
</table>
## I. COLLABORATION, ETHICS, AND RELATIONSHIPS

<table>
<thead>
<tr>
<th>Self-Confidence</th>
<th>Social Warmth</th>
<th>Reliability, Responsibility, Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is insecure; avoids interactions with students, staff, &amp; parents</td>
<td>Contrived warmth or is callous</td>
<td>Lacks maturity, reliability, &amp; punctuality; challenges or disregards established policies; lacks ethics</td>
</tr>
<tr>
<td>Strong interpersonal skills; invites interactions; is independent &amp; self-assured</td>
<td>Somewhat remote &amp; withdrawn when interacting with students &amp; adults</td>
<td>Occasionally lacks discretion; may need clarification, guidance, or reminders regarding policies &amp; procedures; ethical</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Relationships</th>
<th>Personal Appearance &amp; Demeanor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship with CT, CS, &amp; staff is counterproductive (defensive, intolerant, competitive, antagonistic)</td>
<td>Poor appearance; unkempt grooming; lacks vitality; moody, irritable, does not face problems realistically</td>
</tr>
<tr>
<td>Relationship with CT, CS and other staff is amiable</td>
<td>Appropriate appearance grooming, attire, energy level, &amp; motivation; generally faces problems realistically</td>
</tr>
<tr>
<td>Relationship with CT, CS, &amp; staff is highly collaborative</td>
<td>Excellent appearance grooming, attire, energy level, &amp; motivation; good sense of self; faces problems realistically</td>
</tr>
</tbody>
</table>

## J. TECHNOLOGY

### Incorporates Technology in Teaching

| Unable or unwilling to use technology resources | Uses technology resources in planning & teaching | Extensive use of technology in all aspects of instruction; designs materials for student use |

### Appropriate Choice of Materials

| Unable or unwilling to use technology | Recognizes the need to selectively evaluate available software, internet resources, video, etc. | Proficient in identifying appropriate software, internet resources, video, etc. for classroom use |

### Effective Implementation

| Unable or unwilling to use technology | Implements technology appropriately | Proficient implementation of technology; consistently models enthusiasm & initiative when implementing new strategies |

## K. SUBJECT MATTER KNOWLEDGE

### Posses Content Knowledge

| Inaccurate or incomplete content knowledge | Appropriate basic content knowledge | Extensive content knowledge |

### Extends Content Knowledge

| Little or no effort to extend current knowledge | Seeks to expand current knowledge; works to be current in preparation of subject matter content | Constantly expands current knowledge; extensive additional preparation that focuses on subject matter content |
MIDTERM/FINAL EVALUATION FOR ELEMENTARY STUDENT TEACHING
(Completed by Cooperating Teacher and College Supervisor at 3-way conference)

Student Teacher ___________________________ UID# ___________________________

Assignment

(School) ________________________________________________________________

(District) ______________________________________________________________

(Area/Level) ____________________________________________________________

(Dates) _________________________________________________________________

Interactive Phase –

7E:190 or EDTL:4190 Recommended Evaluation: Satisfactory ☐ Fail ☐

Pre-/Post-Active Phases-

7E:191 or EDTL:4191 Recommended Evaluation: Satisfactory ☐ Fail ☐

Cooperating Teacher Signature

________________________________________

Date

Interactive Phase –

7E:190 or EDTL:4190 Recommended Evaluation: Satisfactory ☐ Fail ☐

Pre-/Post-Active Phases-

7E:191 or EDTL:4191 Recommended Evaluation: Satisfactory ☐ Fail ☐

College Supervisor Signature

________________________________________

Date
Section V

Undergraduate Strategist I
(Special Education)

Information

*The pupil who is never required to do what he cannot do, never does what he can do.*

*John Stuart Mill*
Elementary Education majors who are seeking an Elementary Special Education endorsement are required to complete fourteen weeks of student teaching divided between two elementary classrooms. The first eight-week placement is in a regular education 1st through 6th 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 the Elementary section of this handbook. At the beginning of the second eight-week experience in the Resource room, the Student Teacher in conjunction with their Cooperating Teacher should develop a "Proposal" similar to the proposal they developed for the regular classroom experience (see page 20) and will be evaluated using the "Elementary Student Teaching Evaluation Form" (see page 49).

Following a similar format to the placement in the regular education classroom, the Student Teacher will be expected to keep a journal, development one video recorded lesson with written self-analysis, and develop the following additional materials that should be included to the ePortfolio as artifacts linked to a course page which is formatted as 07U:122 or EDTL:4922 Supervised Teaching: Elementary Instructional Strategist I (see following page for example) as well linked to the standard page under the standard identified below. Examples of Strategist I artifacts can be viewed on the course ICON site. Information relative to the format for the course page can be found listed as "Teacher Education Course Pages" at: http://eportfolio.education.uiowa.edu/resources/

1. Develop an Individualized Education Plan (IEP) either on your own or in collaboration with the Cooperating Teacher. The IEP developed should be included in the ePortfolio under standard B. "Diverse Learners."

2. Using curricular materials as presented in the general education classroom, make accommodations to the materials that will allow the information to be more accessible to a student receiving resource room support. The modified material should be included in the ePortfolio under standard D. "Instructional Strategies."
   Select one of the following activities:
   a. develop an individual lesson
   b. develop an individual assignment
   c. develop an assessment tool (test)
   d. develop a study guide to accompany an existing lesson

3. Develop a case study using some form of available assistive technology (e.g., homework wiz, co-writer, write out loud, etc.). The case study should be included in the ePortfolio under standard J. "Technology."

_Education is helping the child realize his potentialities._
_Erich Fromm_
**Syllabus**

**Teacher Education**

07U:122 or EDTL:4922  Supervised Teaching: Elem Strategist I  
Fall, Spring

**Instructors:** Sarah Runkel

**Emails:** sarah-runkel@uiowa.edu

**Course Web Site:** See: [www.education.uiowa.edu/handbook/elementary](http://www.education.uiowa.edu/handbook/elementary)

**Course Description**

Elementary Education majors who are seeking an Elementary Special Education endorsement are required to complete sixteen weeks of student teaching divided between two elementary classrooms. The first eight-week placement is in a regular education 1st through 6th 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 the Elementary section of this handbook. At the beginning of the second eight-week experience in the Resource room, the Student Teacher in conjunction with their Cooperating Teacher should develop a "Proposal" similar to the proposal they developed for the regular classroom experience (see page 20 in the student Elementary Teaching Handbook) and will be evaluated using the "Elementary Student Teaching Evaluation Form" (see page 49 in the student Elementary Teaching Handbook).

**Required Readings**

---

**Focus Standards and Students Assignments**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Student Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>B: Diverse Learners</td>
<td>Individualized Education Plan (IEP)</td>
</tr>
<tr>
<td></td>
<td>Modify one of the following classroom materials to increase accessibility to a student receiving resource room support:</td>
</tr>
</tbody>
</table>
|                      |   • an individual lesson  
|                      |   • an individual assignment  
|                      |   • an assessment tool (test)  
|                      |   • develop a study guide to accompany an existing lesson  |
| J: Technology        | Case study using some form of available assistive technology                         |
I have come to the frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather.

I possess a tremendous power to make a child’s life miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or humor, hurt, or heal.

In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.

Ginott
Section VI

Letters of Recommendation

True teachers use themselves as bridges over which they invite their students to cross; then having facilitated their crossing, joyfully collapse, encouraging them to create bridges of their own.

Nikos Kazantzakis
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 be signed in ink.

2. This form should 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 will 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: http://careers.uiowa.edu/files/careers.uiowa.edu/files/EducationReferencesGuide.pdf

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

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.

11. Try to limit the letter of recommendation to a one-page narrative.

We judge ourselves by what we feel capable of doing, while others judge us by what we have already done.

Henry Wadsworth Longfellow
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"
"has strived to"
"willingly attempts to"
"has made efforts to"
"has become more"
"will need support with"
"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

What is, was,
What was, is
What will be is up to me.
Anonymous
Example only submit using student teaching ICON site

Please select appropriate field experience:

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>Art</td>
</tr>
<tr>
<td>Student Teaching</td>
<td>ESL</td>
</tr>
<tr>
<td></td>
<td>Science</td>
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<tr>
<td></td>
<td>Music</td>
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<td></td>
<td>Foreign Language</td>
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<tr>
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<td>Social Studies</td>
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<td></td>
<td>English</td>
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<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>Special Education</td>
</tr>
</tbody>
</table>

Student Evaluation of College Supervisor

(To be submitted by Student Teacher using ICON site prior to the final day the student teaching semester. As important summative feedback will be aggregated and shared with supervisor next semester.)

Name of College Supervisor: __________________________________________________

Instructions: Please circle the number (1-5) corresponding to the description that most accurately describes your College Supervisor. Feel free to comment on individual items where appropriate.

Scale: N = No Opportunity 1 = Poor 2 = Fair 3 = Satisfactory 4 = Good 5 = Excellent

The College Supervisor:

1. Effectively communicated expectations
   - N 1 2 3 4 5

2. Set a good example as a professional
   - N 1 2 3 4 5

3. Contributed positively to my field experience
   - N 1 2 3 4 5

4. Encouraged me to be self-evaluative
   - N 1 2 3 4 5

5. Provided relevant and useful feedback about my teaching skills
   - N 1 2 3 4 5

6. Supported me when professional or personal problems developed during my field experience
   - N 1 2 3 4 5

7. Maintained an attitude of encouragement and showed interest in my progress
   - N 1 2 3 4 5

8. Conveyed his/her expectations and explained them compatibly with the expectations of those of the teacher
   - N 1 2 3 4 5

9. Encouraged on-going communication between my Cooperating Teacher and me.
   - N 1 2 3 4 5

10. Made himself-herself available when needed.
    - N 1 2 3 4 5
1. What, in your opinion, does the College Supervisor do that should be continued (i.e., remain unchanged)? Please be as specific as possible.

2. What suggestions do you have for your supervisor to improve the effectiveness of his/her guidance?

3. Additional Comments:

***Final grades are contingent upon receipt of this form!***

Submit using student teaching ICON site
Please select appropriate field experience:

<table>
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<th>Elementary</th>
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<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>Special Education</td>
</tr>
</tbody>
</table>

Cooperating Teacher Evaluation of College Supervisor

Name of College Supervisor: ____________________________________________

Instructions: Please circle the number (1-5) corresponding to the description that most accurately describes your College Supervisor. Feel free to comment on individual items where appropriate.

Scale: N = No Opportunity   1 = Poor   2 = Fair   3 = Satisfactory   4 = Good   5 = Excellent

The College Supervisor:

1. Effectively communicated expectations

2. Set a good example as a professional

3. Provided relevant and useful feedback

4. Maintained an attitude of encouragement and showed interest in the field experience student’s progress

5. Made himself-herself available when needed.

6. I would be interested in hosting another field experience student.

YES  NO

Additional comments (may be continued on back of page):

Signature: ________________________________
Date: ____________________

Submission may either be to this address or a URL which will be emailed to you:
Office of Student Field Experiences
The University of Iowa
N310 Lindquist Center
Iowa City, IA  52242-1529

For office use only
This evaluation was reviewed with the College Supervisor: YES  NO  Date: __________

By whom: __________________________________________
Signature: __________________________________________
Comments:
Supervisor Signature: __________________________________
Supervisor's Comments:
OPTIONAL FORM

Student Teacher's Name: _______________________
Cooperating Teacher's Name: _______________________
School Name: _______________________

*** Please note: If you would like to provide this feedback to your cooperating teacher, prior to submitting a completed form to the OSFE, make a copy and include it in your thank you note to your CT.

Feedback About My Cooperating Teacher

How would you describe your relationship with your Cooperating Teacher?

What did the Cooperating Teacher do to make you feel welcome in his/her classroom?

In what ways did the Cooperating Teacher offer you planning guidance and support?

How frequently did the Cooperating Teacher offer verbal or written general feedback and encouragement?

When an issue or problem arose, what did the Cooperating Teacher do to assist you?

What did you do to improve or contribute to the success of your student teaching experience?
Use the talent you possess:

the woods would be very silent if no birds sang except those that sang the best.”

Henry Van Dyke
Section VII

Important
Iowa
Legislation

I touch the future. I teach.
Christa McAuliffe
IMPORTANT IOWA LEGISLATION

TO: Cooperating Teachers and Student Teachers

FROM: Office of Student Field Experiences

In 2003 the Iowa legislature passed legislation that impacts students and cooperating teachers. This legislation, Iowa House File 549, included the following text:

(2) 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.

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 to each student teacher and each cooperating teacher to facilitate the student teacher’s self-assessment and conversation with his or her cooperating teacher. (See additional pages.) We recommend the mock evaluation be completed between mid-term and the final week of student teaching. After this conversation, the student teacher keeps both forms as a possible addition to his or her professional ePortfolio; they are not to be returned to the Field Experience Office.

Thank you for your cooperation as we work to fulfill this new student teaching requirement.
House File 549
Requirements and Procedures for Teacher Preparation Programs
June 2003

House File 549 mandates the following requirements for Iowa's Teacher Preparation Programs:

1) A requirement that prescribes minimum experiences and responsibilities to be accomplished during the student teaching experience by the student teacher and by the cooperating teacher based upon recommendations of the education faculty members in colleges and universities.

Teacher Preparation Programs will provide a list of the minimum experiences and responsibilities to be accomplished during the student teaching experience. Responsibilities will be prescribed for the student teacher, cooperating teacher, and the supervisor. Most institutions currently provide this information in student teaching handbooks and/or during student teaching seminars. Annual Reports, beginning with the fall 2003 report, will require that institutions describe how this information is shared with students, cooperating teachers (or designees), and supervisors.

2) 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.

Opportunities to become knowledgeable: Annual Reports, beginning with the fall 2003 report, will require that institutions describe where and when students are informed about the Iowa teacher standards.

Mock Evaluation: Institutions will use the state’s "Mock Evaluation of Student Teachers on the Iowa Teaching Standards," or develop their own instrument. Beginning with the fall 2003 Annual Report, institutions will be required to describe the: a) instrument they are using for the mock evaluation, b) process used to inform students and cooperating teachers (or their designees) of the mock evaluation requirement, and c) the process for disseminating the mock evaluation forms to cooperating teachers (or their designees). 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 instruments 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.]

3) The student teaching experience shall consist of interactive experiences involving the college or university personnel, the student teacher, the cooperating teacher, and administrative personnel from the cooperating teacher's school district.

Beginning with the fall 2003 Annual Report, institutions will be required to describe how their student teachers participate in an interactive experience that involves college or university personnel, the cooperating teacher, and administrative personnel from the cooperating teacher's school district.
Mock Evaluation of Student Teachers on the Iowa Teaching Standards

June 2003

House File 549 (spring 2003) mandated that Iowa’s Teacher Preparation Programs provide a student teaching experience that includes opportunities for the student teacher to become knowledgeable about the Iowa teaching standards, including a mock evaluation performed by the cooperating teacher. The mock evaluation shall not be used as an assessment tool by the practitioner preparation program. This mock evaluation does not require that the evaluator be state evaluator approved or that the student teacher provide documentation to support competence.

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

This form was completed by:

___ Student Teacher   ___ Cooperating Teacher/Designee   ___ Other: __________________________

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

I. DEMONSTRATE ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL DISTRICT’S STUDENT ACHIEVEMENT GOALS.
The teacher:
a. Provides evidence of student learning to students, families, and staff.
b. Implements strategies supporting student, building, and district goals.
c. Uses student performance data as a guide for decision making.
d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
e. Creates an environment of mutual respect, rapport, and fairness.
f. Participates in and contributes to a school culture that focuses on improved student learning.
g. Communicates with students, families, colleagues, and communities effectively and accurately.

Strengths:

Areas for Improvement:

II. DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION.
The teacher:
a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
c. Relates ideas and information within and across content areas.
d. Understands and uses instructional strategies that are appropriate to the content area.

Strengths:
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:**

---

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:**

---

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: