Secondary Education
(Including Art, Music, & Strategist I & II)
Student Teaching
Forms Packet

(Forms and other materials also available online at:
www.education.uiowa.edu/students/sfe  15-16)
# 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
UI Secondary Education Student Teacher
Emergency Notification

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:


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

Student Teacher_________________________________________  Date____________________________

School _______________________________________________ District______________________________

Cooperating Teacher________________________________  Grade Level ____________________________

TERMS OF PROPOSAL

1. Dates of Experience:______________________________________________________
2. Length of Student Teaching Day--from:____________________to:___________________
3. Student teachers adhere to the local school district calendar.
4. Report all absences or unexpected tardiness to the following people (include phone #):
   a.______________________________________________________________________________
   b.______________________________________________________________________________
5. Student teaching assignment and activities will include:

Cooperating Teacher_________________________  Student Teacher_________________________  College Supervisor_________________________
SECONDARY STUDENT TEACHING EVALUATION FORM

(See key on page 41 of Student Teaching Handbook)

<table>
<thead>
<tr>
<th>Student:</th>
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</thead>
<tbody>
<tr>
<td>School Assignment:</td>
<td>College Supervisor:</td>
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<td>Interactive:</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Pre &amp; Post Active:</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

RATINGS: Relative to Student Teacher’s ability to Meet State Teaching Performance Standards

N=Not Observed  1=Does Not  2=Approaching  3=On Target  4=High Degree  5=Exceptional

### A. STUDENT LEARNING

<table>
<thead>
<tr>
<th>Learning Theories</th>
<th>N 1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Levels of Thinking</td>
<td>N 1 2 3 4 5</td>
</tr>
<tr>
<td>Questioning Skill</td>
<td>N 1 2 3 4 5</td>
</tr>
<tr>
<td>Student Feedback</td>
<td>N 1 2 3 4 5</td>
</tr>
</tbody>
</table>

### B. DIVERSE LEARNERS

<table>
<thead>
<tr>
<th>Respects All Students</th>
<th>N 1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds to Diversity</td>
<td>N 1 2 3 4 5</td>
</tr>
<tr>
<td>Consideration of Individual Differences</td>
<td>N 1 2 3 4 5</td>
</tr>
<tr>
<td>Level of Instruction</td>
<td>N 1 2 3 4 5</td>
</tr>
</tbody>
</table>

### C. PLANNING INSTRUCTION

<table>
<thead>
<tr>
<th>Lesson Organization</th>
<th>N 1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Planning &amp; Preparation</td>
<td>N 1 2 3 4 5</td>
</tr>
<tr>
<td>Resources in Planning</td>
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</tr>
<tr>
<td>Initiative</td>
<td>N 1 2 3 4 5</td>
</tr>
<tr>
<td>Creativity</td>
<td>N 1 2 3 4 5</td>
</tr>
<tr>
<td>Procedures &amp; Management</td>
<td>N 1 2 3 4 5</td>
</tr>
<tr>
<td>Meets Deadlines</td>
<td>N 1 2 3 4 5</td>
</tr>
<tr>
<td>Time Management</td>
<td>N 1 2 3 4 5</td>
</tr>
<tr>
<td>Long-range Planning</td>
<td>N 1 2 3 4 5</td>
</tr>
<tr>
<td>Original Unit</td>
<td>N 1 2 3 4 5</td>
</tr>
</tbody>
</table>

### D. INSTRUCTIONAL STRATEGIES

<table>
<thead>
<tr>
<th>Variety of Instructional Techniques</th>
<th>N 1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill in Teaching Content</td>
<td>N 1 2 3 4 5</td>
</tr>
<tr>
<td>Introductions, Transitions, &amp; Conclusions</td>
<td>N 1 2 3 4 5</td>
</tr>
<tr>
<td>Adaptability/Flexibility</td>
<td>N 1 2 3 4 5</td>
</tr>
</tbody>
</table>

### E. LEARNING ENVIRONMENT

<table>
<thead>
<tr>
<th>Interactions with Students</th>
<th>N 1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceptive &amp; Responsive to Student Behavior</td>
<td>N 1 2 3 4 5</td>
</tr>
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</tr>
<tr>
<td>System for Student Self-Management</td>
<td>N 1 2 3 4 5</td>
</tr>
<tr>
<td>STATE PERFORMANCE STANDARD</td>
<td>RATING</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>F. COMMUNICATION</strong></td>
<td></td>
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<tr>
<td>Written English</td>
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<td>Language of Subject Matter</td>
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<tr>
<td><strong>G. ASSESSMENT</strong></td>
<td></td>
</tr>
<tr>
<td>Formative Assessments</td>
<td>N 1 2 3 4 5</td>
</tr>
<tr>
<td>Summative Assessments</td>
<td>N 1 2 3 4 5</td>
</tr>
<tr>
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<td>Record Keeping</td>
<td>N 1 2 3 4 5</td>
</tr>
<tr>
<td><strong>H. REFLECTION AND PROFESSIONAL DEVELOPMENT</strong></td>
<td></td>
</tr>
<tr>
<td>Skill in Self Evaluation</td>
<td>N 1 2 3 4 5</td>
</tr>
<tr>
<td>Acceptance of Suggestions and Criticism</td>
<td>N 1 2 3 4 5</td>
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<td>Portfolio</td>
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</tr>
<tr>
<td><strong>I. COLLABORATION, ETHICS, AND RELATIONSHIPS</strong></td>
<td></td>
</tr>
<tr>
<td>Self-Confidence</td>
<td>N 1 2 3 4 5</td>
</tr>
<tr>
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<td><strong>J. TECHNOLOGY</strong></td>
<td></td>
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<tr>
<td>Incorporates Technology in Teaching</td>
<td>N 1 2 3 4 5</td>
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<tr>
<td><strong>K. SUBJECT MATTER KNOWLEDGE</strong></td>
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</tr>
<tr>
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<tr>
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**COMMENTS ON STRENGTHS AND AREAS FOR CONTINUED GROWTH:**  
(Response required from student teachers.)
SECONDARY PROGRAM AREA (cover sheet)

MIDTERM EVALUATION FOR SECONDARY STUDENT TEACHING
(Completed by Cooperating Teacher and College Supervisor at 3-way conference)

Student Teacher ___________________________ UID# ___________________________

Assignment __________________________________________

(School) (District)

(Area/Level)

(Dates)

Interactive Phase Recommended Evaluation: Satisfactory ☐ Fail ☐

Pre-/Post-Active Phases Recommended Evaluation: Satisfactory ☐ Fail ☐

Cooperating Teacher Signature

Date

Interactive Phase Recommended Evaluation: Satisfactory ☐ Fail ☐

Pre-/Post-Active Phases Recommended Evaluation: Satisfactory ☐ Fail ☐

College Supervisor Signature

Date
SECONDARY STUDENT TEACHING EVALUATION FORM
(See key on page 41 of Student Teaching Handbook)

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RATINGS: Relative to Student Teacher’s ability to Meet State Teaching Performance Standards

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STATE PERFORMANCE STANDARD          RATING          EVIDENCE/COMMENTS

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   Learning Theories                  N 1 2 3 4 5  
   Multiple Levels of Thinking       N 1 2 3 4 5  
   Questioning Skill                 N 1 2 3 4 5  
   Student Feedback                  N 1 2 3 4 5  

B. DIVERSE LEARNERS
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### Ratings: Relative to Student Teacher’s ability to Meet State Teaching Performance Standards

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**Comments on Strengths and Areas for Continued Growth:**

*(Response required from student teachers.)*

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The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, creed, color, religion, national origin, age, sex, pregnancy, disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, associational preferences, or any other classification that deprives the person of consideration as an individual. The university also affirms its commitment to providing equal opportunities and equal access to university facilities. For additional information on nondiscrimination policies, contact the Director, Office of Equal Opportunity and Diversity, the University of Iowa, 202 Jessup Hall, Iowa City, IA, 52242-1316, 319-335-0705 (voice), 319-335-0697 (TDD), diversity@uiowa.edu.
## SECONDARY PROGRAM AREA (cover sheet)

### FINAL EVALUATION FOR SECONDARY STUDENT TEACHING

*(Completed by Cooperating Teacher and College Supervisor at 3-way conference)*

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>UID#</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assignment</th>
<th>(School)</th>
<th>(District)</th>
<th>(Area/Level)</th>
<th>(Dates)</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Interactive Phase</th>
<th>Recommended Evaluation: <strong>Satisfactory</strong> ☐ <strong>Fail</strong> ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-/Post-Active Phases</td>
<td>Recommended Evaluation: <strong>Satisfactory</strong> ☐ <strong>Fail</strong> ☐</td>
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**Cooperating Teacher Signature**

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**Date**

<table>
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**College Supervisor Signature**

---

**Date**
Please select appropriate field experience:

Elementary  Secondary

Practicum ☐  Art ☐  ESL ☐  Science ☐
Student Teaching ☐  Music ☐  Foreign Language ☐  Social Studies ☐

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
   
   N  1  2  3  4  5

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

3. Provided relevant and useful feedback
   
   N  1  2  3  4  5

4. Maintained an attitude of encouragement and showed interest in the field experience student’s progress
   
   N  1  2  3  4  5

5. Made himself-herself available when needed.
   
   N  1  2  3  4  5

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

| Student Teacher: ________________________________ | Date: ____________________ |
| Grade Level(s) ___________________________ | Subject(s): ___________________________ |
| Sponsoring Institution: ___________________________ | School District: ___________________________ |
| Cooperating Teacher: ___________________________ | School: ___________________________ |

This form was completed by:

- [ ] Student Teacher  
- [ ] Cooperating Teacher/Designee  
- [ ] Other: ________________

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

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

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

**Strengths:**

**Areas for Improvement:**

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

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

**Strengths:**

**Areas for Improvement:**
III. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.

The teacher:

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

Strengths:

Areas for Improvement:

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

The teacher:

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

Strengths:

Areas for Improvement:

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

The teacher:

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

Strengths:

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

Strengths:

Areas for Improvement:

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

Strengths:

Areas for Improvement:

VIII.  FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT.
The teacher:
a. Adheres to board policies, district procedures, and contractual obligations.
b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
c. Contributes to efforts to achieve district and building goals.
d. Demonstrates an understanding of and respect for all learners and staff.
e. Collaborates with students, families, colleagues, and communities to enhance student learning.

Strengths:

Areas for Improvement: