



# **Student Teaching Handbook**

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## FORWARD

The educational experiences of the Teacher Education Program at Central College reflect the belief that teacher preparation is the mutual responsibility of the area schools and the college and lead to certification of qualified students as future teachers.

Student teaching is the culminating activity of the pre-service preparation of a teacher. This field experience provides the prospective teacher with a variety of opportunities for putting theory into practice, for further development of the skills, understanding and attitudes needed in the art of teaching, and for experiencing the host of activities involved in the teaching day.

Implicit in the concept of student teaching is that of team activity. Individuals composing the nucleus of this team include the cooperating teacher, the college student, and the college supervisor. Other members in the team include the school administrator(s), the Director of Clinical/Field Experiences, and the school pupils. This three way commitment—of the student teacher, of the cooperating schools, and of Central College—gives strength not only to the program but to the development of a competent, professionally trained educator whose ultimate concern is the individual pupil and his/her achievement.

The student teaching areas for which this handbook is designed include all elementary and secondary education majors from all subject matter areas as well as those individuals desiring K-12 certification in physical education, music, and art. The handbook is offered as a guide to those individuals involved in the Central College teacher education process. It is intended to assist all concerned in fulfilling their specific roles and in providing an experience that is rewarding to the cooperating teacher and his/her pupils as well as to the participating college student.

The focus of the material in this handbook is mainly upon the processes and mechanics involved in the student teaching experience, rather than methods of planning, motivating, disciplining, and other aspects of teaching. Since constant revision and re-evaluation of all aspects of any teacher education program is essential, this handbook will not be viewed as either complete or final. All persons cooperating in the program are urged to suggest revisions which they feel will assist in the development of a stronger and more realistic program.

Continued improvement of the quality of education in the community and the school is one major goal of the teacher education program at Central College. Such improvement can come about only through a constant influx of capable beginning teachers to the schools. The Central College program is committed to the concept that there is no substitute for actual experience in the preparation of prospective teachers. Such experience is available only through the cooperative efforts of local schools, teachers, college and the student teacher.

## **MISSION STATEMENT**

Central College is committed to teacher education in the Liberal Arts tradition. Our mission is to facilitate the development of prospective educators who demonstrate the highest levels of personal growth and professional achievement.

## **EDUCATION DEPARTMENT InTASC STANDARDS AND DISPOSITIONS**

The Education Department utilizes input from the Teacher Advisory Board, students in the program, alumni, and professional organizations in the development of goals, outcomes, and measures. The mission statement and goal statements are congruent with institutional “Objectives and Purposes,” the Iowa Department of Education Guidelines, INTASC Standards, and best practice.

The Education Department adopted the Central Teacher Dispositions in 2011. In April 2012, the Education Department adopted the InTASC standards. These dispositions and student standards have been summarized in the Central “I Understand, I Can, I Am” statements. All teacher candidates are required to demonstrate proficiency in all of the Central College Education Department adopted InTASC Standards and Dispositions. InTASC Standards will be assessed throughout the students’ progression in the education program. A final assessment of the InTASC standards will occur during their student teaching experience. Students are required to complete written and oral projects for their Professional Seminar, and present their program e portfolio to faculty members and peers during the exit interview. All graduates of Central College must exhibit proficiency in communication skills. The final evaluation of communication skills is made during the student teaching exit interview where students demonstrate how they effectively communicated during their student teaching placements.

# **InTASC Standards**



## **AS A CENTRAL COLLEGE TEACHER EDUCATION CANDIDATE:**

### **I UNDERSTAND...**

- learner development and differences (InTASC 1, 2)
- the learning environment (InTASC 3)
- my content (InTASC 4)
- innovative application of content (InTASC 5)
- multiple methods for assessing student learning (InTASC 6)
- planning for instruction and instructional strategies (InTASC 7, 8)
- the legal and ethical responsibilities in education

### **I CAN...**

- model and facilitate the use of effective oral, written and communication skills (InTASC 4, 8)
- plan instruction by using knowledge of the content, cross disciplinary skills, individual learner differences, the community and best practice to meet rigorous learning goals (InTASC 1, 2, 4, 7)
- use differentiated strategies and connect concepts to encourage learners to develop deep understanding of the content (InTASC 4, 5, 8, 10)
- use strategies, resources and technology to enhance critical/creative thinking and problem solving (InTASC 5, 10)
- apply classroom management and motivational strategies to create positive, productive learning environments (InTASC 3)
- make instructional decisions based on multiple methods of assessment (InTASC 6, 9)

### **I AM...**

- professional and ethical
- collaborative (InTASC 10)
- a committed learner (InTASC 4, 5, 7)
- reflective and adaptable (InTASC 6, 8, 9)
- a facilitator of learning (InTASC 3, 5)
- self-directed (InTASC 5, 7)
- a student advocate (InTASC 1, 2, 3)



### Central College InTASC Model Core Teaching Standards

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

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

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

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

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

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

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

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

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

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

# **Pre-Service Dispositions**



## Assessment of Pre-Service Teacher Dispositions

Pre-service student teachers will show a progression of competence in the following dispositions, reflecting ongoing, consistent growth in each area.

By the completion of Block I or Block A of the Central College Teacher preparation program pre-service teachers will exhibit appropriate development in the following dispositions:

**U = Unacceptable**

**D = Developing**

**S = Strength Area**

	U	D	S
<p><b>Professional - Demonstrate professional and ethical conduct with supervisors, students, parents, colleagues, and community.</b></p> <p>Pre-service teachers who are professional demonstrate a pattern of professional behavior such as <u>promptness</u>, <u>task completion</u>, maintaining <u>confidentiality</u>, and <u>honesty</u>. They consistently <u>honor the needs and best interests of students</u>. Professional pre-service teachers <u>exhibit poise and spirit</u> in difficult situations, enduring stress and maintaining stability in the face of disruption and/or chaos.</p>			
<p><b>Collaborative – Develop collaborative relationships that enhance the teaching and learning experience.</b></p> <p>Pre-service teachers who are collaborative consistently interact with others in ways that <u>communicate respect</u> such as being <u>courteous</u> and <u>impartial</u>. They <u>show appropriate regard</u> for the needs, ideas, and experiences of others, engaging in <u>open dialogue</u> and <u>effective action</u> to accomplish goals as part of a larger group. Collaborative pre-service teachers <u>show genuineness and develop appropriate relationships</u> with students, administrators, parents, fellow teachers, and others in the community. They accept personal responsibility in achieving their goals within their professional relationships with others.</p>			
<p><b>Committed Learner - Demonstrate commitment to professional development and intellectual curiosity.</b></p> <p>Pre-service teachers who are committed learners take advantage of <u>learning opportunities</u> to further self. They <u>demonstrate enthusiasm, commitment, and optimism</u> for the teaching-learning process. Committed learners generate questions and actively engage in an intellectual and participatory manner with others in the field of education.</p>			



**Specific Evidence/Targets for Growth/Positive Comments:**

Central College Student Teaching Handbook

By the completion of Block III or Block B of the Central College Teacher preparation program pre-service teachers will exhibit appropriate development in the previously mentioned dispositions and the following dispositions:

U = Unacceptable

D = Developing

S = Strength Area

<b>Reflective &amp; Adaptable – Adjust to new circumstances, limber in the face of new realities, flexible in nature and accommodate given the unforeseen.</b>	U	D	S
<p>Pre-service teachers who are aware and adaptable exhibit an <u>open-minded and positive attitude when receiving feedback from others</u>. They exhibit keen <u>with-it-ness and engagement</u> in human interactions both inside and outside the classroom, being able to <u>adapt, adjust, and modify practices</u> to meet the needs of students. They <u>use reflection to generate potential improvements</u>, and apply outcomes of reflection to future interactions. Pre-service teachers who are aware and adaptable <u>act to reduce personal biases</u> while <u>evaluating the effectiveness of instruction and behavior in terms of the larger goals of education</u>.</p>			

<b>Self-Directed - Actively demonstrates ability to foster extensions in learning and teaching.</b>	U	D	S
<p>Pre-service teachers who show initiative exhibit a willingness to <u>pursue solutions to problems or questions</u> by gathering relevant data. They demonstrate <u>self-direction and confidence</u>, consistently <u>performing above minimum requirements</u>, and seeking <u>creative and expressive avenues</u> for student, self and others. Pre-service teachers who show initiative consistently <u>use available resources</u> in the pursuit of academic and professional goals, while visualizing and implementing <u>novel ideas and practices in the field of education</u>.</p>			



**Specific Evidence/Targets for Growth/Positive Comments:**

Central College Student Teaching Handbook

By the completion of Student Teaching of the Central College Teacher preparation program pre-service teachers will exhibit appropriate development in the previously mentioned dispositions and the following dispositions:

U = Unacceptable

D = Developing

S = Strength Area

<b>Challenging Facilitator of Learning - Use and model effective communication skills, thinking skills, and creative expression.</b>	<b>U</b>	<b>D</b>	<b>S</b>
Pre-service teachers who are challenging facilitators of learning consistently <u>model respect</u> for all people while providing opportunities for students to hear, consider, and discuss varying viewpoints. They incorporate practices in teaching that reflect <u>appropriate voice, tone, posture, verbal and non-verbal communication</u> . They challenge students to <u>think critically</u> about content and facilitate the <u>extension of learning experiences beyond expectations</u> . Challenging facilitators of learning demonstrate intellectual engagement with material and colleagues while nurturing <u>high expectations</u> in self, students, and others.			

<b>Student Advocate - Respect diversity of thought, background, and inherent abilities in an interdependent, global society.</b>	<b>U</b>	<b>D</b>	<b>S</b>
Pre-service teachers who are student advocates interact with students in ways that <u>consider individual differences and life experiences</u> . The written work, material selection, activity design, and other expressions of student advocates <u>reflects a consistent yet fluid understanding of the changing diversity in student populations</u> . Student advocates promote awareness, understanding, and acceptance of diversity in students and families both within and outside the classroom environment.			



**Specific Evidence/Targets for Growth/Positive Comments:**

\_\_\_\_\_  
**Evaluator Name/Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Student Name/Signature**

\_\_\_\_\_  
**Date**

# **Candidate Progression to Teacher Licensure**

## **Recommendation for Licensure**

### **Elementary Education**

1. A bachelor's degree with a major in elementary education.
2. Support courses from various departments as advised by the Education Department to meet licensure requirements, individual interest and/or need.
3. An additional licensure endorsement program (not including coaching).
4. Fulfilled the departmental communication skills endorsement.
5. Passed all the required Praxis tests.
6. Received recommendation for licensure from the Education Department.

### **Secondary Education**

1. A bachelor's degree.
2. Completed all requirements in professional secondary education, including supervised teaching.
3. Completed the prescribed amount of preparation in all of the subject area fields for which endorsements are desired. Ordinarily, the candidate completes one teaching major. Though not required, one or more teaching minors are strongly recommended. The subject area methods course must be completed in each endorsement area.
4. Fulfilled the departmental communication skills endorsement.
5. Passed all the required Praxis tests.
6. Received recommendation for licensure from the Education Department.

### **Completion of Student Teaching and Course Requirements:**

No student will be recommended for licensure unless he/she has successfully completed all components of the student teaching experience and has completed all required coursework, including completion of classes in conjunction with student teaching which include Advanced Integration of Technology and Senior Seminar in Education. Upon successful completion of all college requirements for graduation and licensure and Praxis, the graduate is recommended to the Iowa Board of Educational Examiners for a teacher license.

### **Communication with the Student**

A letter is sent to the student following action taken by the Education Department. Copies are included in the individual's teacher education file. The individual's teacher education file is open to the student.

### **Appeal of any decisions related to an individual student's progress leading to teacher licensure**

An appeal of any Education Department decision can be initiated by the student and sent to the chair of the Education Department. This appeal must include a student's written request for reconsideration of a decision, statements of further information to support the request, and a possible appearance before the Education Department.

If the student is not satisfied with the decision following appeal to the Education Department, the student may make an appeal to the Vice President of Academic Affairs or his/her designate.

## **Praxis**

**The Iowa Department of Education requires that you take BOTH a content and a pedagogy test for licensure.**

**\*\*\*It is your responsibility to make sure you sign up for and take the correct tests. \*\*\***

**PLEASE NOTE: REQUIREMENTS CHANGE, IT IS YOUR RESPONSIBILITY TO CHECK AT <http://www.ets.org/praxis/ia/requirements/> TO MAKE SURE YOU ARE TAKING THE CORRECT PEDAGOGY AND CONTENT TESTS**

- Select the correct Iowa required tests and determine the minimum qualifying scores. To learn more about a specific test and to access sample content, click the test title. Once you know your test(s), find out [how to register for Praxis™ tests](#) and read the [Praxis test retake policy](#).
- Most tests are offered in both Session 1 and Session 2. Refer to the [fees page](#) for tests that are restricted to a particular session.
- In general, unless it is specifically stated that a calculator is permitted or required for a particular test, calculators may not be used on any *Praxis* tests (see [Calculator Use](#)).

### **Notes:**

- In general, test codes that begin with "5" are delivered in computer format; codes that begin with "0" are delivered on paper.
- "CDT" refers to computer-delivered tests. "PDT" refers to paper-delivered tests.

## **ELEMENTARY**

**You will need to take both a pedagogy test (PLT K-6) and a content knowledge (K-6) test.**

## **SECONDARY**

**You will need to take both a pedagogy test (PLT Grades 5-9 OR PLT Grades 7-12) and a content test (find your endorsement area-if you are endorsed in more than one area, you only have to select one test so pick the area in which you feel most confident)**

## **K-12 MUSIC, ART, and PE**

**You will need to take both a pedagogy test (PLT K-6 OR PLT Grades 5-9 OR PLT Grades 7-12) and a contest test.**

# **Student Teaching Team Members' Responsibilities**

## **STUDENT TEACHING TEAM MEMBERSHIP**

### **COOPERATING TEACHER**

The cooperating teacher is the certified professional to whom a student teacher is assigned. This teacher is one that has teaching experience, is educationally qualified, is recommended by the school principal or other supervisor and who has indicated a willingness to work with a student teacher. In many cases, specific assignments are suggested by the college special methods supervisor on the basis of knowledge and acquaintance with the skills, interests, and personalities of both cooperating teacher and student teacher.

The cooperating teacher's effort to develop a viable working relationship with the assigned student teacher is one of the keys to the success of the student teaching experience. The cooperating teacher serves as a master teacher to guide, model, and provide constructive criticism for the student teacher. This individual is a key figure in the team effort to develop competent entrants to the profession.

*Renewal Credit for service in a student teaching program is available. (see Appendix 5)*

### **STUDENT TEACHER**

The student desiring to obtain a meaningful field experience must be aware of certain professional responsibilities and obligations. Exhibition of positive human relations skills, a display of initiative, acceptance of constructive suggestions, and a sincere effort to improve will gain the respect of pupils and professional colleagues alike.

Student teaching is a time consuming process. It differs from all previous college work in that others are dependent upon the student teacher for their learning experiences. Regular attendance, adequate preparation and planning, appearance, professional conduct, and attitude are no longer of only individual concern. The student teacher is a member of a professional team, and must be a responsible individual making his/her contribution. Many times commitments for time extend far beyond the assigned classroom schedule. Conferences, extra-curricular activities, and professional meetings all have their demands, and these must be met by the prospective teacher.

### **COLLEGE SUPERVISOR**

A college education supervisor is assigned to each student teacher. At Central College the education supervisor will make visits and/or observations every other week of the student teacher. Typically, the education supervisor will make at least four visits during the student teaching semester. During these observations, conferences will be held with the cooperating teacher and the student teacher. During the conferences the supervisor, as well as the cooperating teacher, will offer helpful suggestions for the student teacher to make the field experience more profitable. The major role of the supervisor is the coordination of content learning, educational theory and teaching experience into a dynamic learning activity

### **COLLEGE DIRECTOR OF CLINICAL/FIELD EXPERIENCES**

The Director is responsible for arranging the assignment of all student teachers, working with the cooperating teachers, the college supervisors and prospective student teachers, and with the local school administrator. The Director is also responsible for orientation of cooperating teachers to the Central College Student Teaching Experience.

### **PUPILS**

Throughout the handbook the term "student" is used to refer to the college student teacher. Classroom pupils in the elementary and secondary classroom are referred to as "pupils." The pupils are central to

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the student teaching experience. They have the right to expect the same degree of professionalism from the student teacher as from the regular classroom teacher. In turn, all members of the team will expect that the pupils regard the student teacher as a professional and extend the same courtesies and attitudes displayed for other members of the professional team in the school.

### **SCHOOL ADMINISTRATOR**

The specific position of the individual referred to as “school administrator” will vary from school system to school system. The responsibilities relating to student teaching will often be divided between two or more individuals. Assignment of student teachers to specific cooperating teachers is the responsibility of the local school administration. The building administrator is expected to consider the student teacher as a member of the instructional staff and, in turn, will expect the same conduct, adherence to school policy, and dedication to the entire instructional program from the student teacher as is expected from the regular faculty.

## **RESPONSIBILITIES OF CENTRAL COLLEGE SUPERVISORS**

The college supervisor is the college representative who will be 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 include:

1. Attend the orientation meeting with student teachers, cooperating teachers, and college supervisors to go over responsibilities, expectations, and plan for the student teaching term.
2. Meet with the student teacher to establish the operational procedures to be followed during the student teacher experience.
3. Become cognizant of building policies and procedures relevant to the student teacher experience.
4. Complete a minimum of four observations (every other week) during the student teaching placement. More observations may be necessary based on the individual student teacher's needs. **THERE MUST BE A MINIMUM OF 8 FORMAL OBSERVATIONS FOR THE SEMESTER.**
5. Check student teaching binders at each observation/visit.
6. Regularly check and conference with students about lesson plans, unit development, and progress monitoring assignments.
7. After each observation/visit, provide the student teacher with written feedback concerning progress, problems, and recommendations.
8. Conference with both student teacher and cooperating teacher (individually or together) at each visit or immediately following the visit.
9. Use college supervisor observation forms, student teacher self-evaluation, and cooperating teacher's midterm and evaluation as a basis for conferences.
10. A copy of each written student teaching observation must be turned into the Director of Clinical/Field Experiences within one week of completing the observation. These forms will be filed in the student's file.
11. Hold a midterm and final conference with the student teacher and cooperating teacher to discuss the student teacher's performance evaluations.

## **RESPONSIBILITIES OF THE COOPERATING TEACHER**

In order to assist the student teacher towards maximum professional growth and competency development, the cooperating teacher will:

1. At the beginning of the semester, attend the orientation meeting with the student teacher and college supervisor.
2. Provide for the orientation of the student to the school, the classroom, the pupils, and the community.
3. Induct the student teacher into teaching by providing the student with relevant experiences including classroom observation, small and large group instruction, paperwork, assessment, parent conferences and IEP meetings, and professional workshops and meetings.
4. Provide the student teacher with a model of professional interest and ability.
5. Provide an overview of the course of study and the position of the segment assigned the student teacher.
6. Provide necessary materials (texts, teacher manuals, keys, class roll and seating arrangements, school calendar).
7. Accept the student teacher as a professional colleague.
8. With the student teacher, cooperatively plan how the student will assume the teaching load and insure the student will progress to assuming a full-time teaching load.
9. Stress the importance of planning and establish a climate in which the student teacher will gradually develop skill in planning and continuously evaluate his/her own planning procedures.
10. Assist the student teacher in developing a pattern of personal and professional growth through constant self-appraisal.
11. Acquaint the student teacher with pupil personnel records and the manner in which they are maintained and utilized.
12. Encourage and expect that the student has planned adequately before being permitted to teach.
13. Observe and critique the student teacher on a frequent and continuing basis, providing periodic written evaluations for the student teacher.
14. Make time for daily conferences with the student teacher. This daily dialogue will involve a discussion of lesson planning, lesson delivery, classroom management, and all other areas of the professional experience.
15. Provide the college supervisor with feedback regarding the student teacher and the teacher education program.
16. Immediately inform the college supervisor of any concerns or special circumstances regarding the student teacher or his/her student teaching experience.
17. Complete written progress reports, a midterm and a final evaluation of the student and discuss these evaluations with the student teacher and supervisor.
18. Help arrange visits to other teachers' classes to provide student with exposure to various teaching styles.
19. Remember the student teacher cannot be legally used as a substitute teacher since he/she is not licensed.

## **RESPONSIBILITIES OF THE STUDENT TEACHER**

In order to acquire the maximum in professional growth and competency development, the student teacher will:

1. At the beginning of the semester, attend the orientation meeting with your cooperating teacher and college supervisor. If the cooperating teacher is unable to attend, you are responsible for providing them the cooperating teacher folder.
2. Follow the rules and regulations established by the Code of Ethics of the Profession.
3. Comply with cooperating school district and building regulations which regularly employed teachers are expected to observe. (Study school policy handbook.) Failure to do so is sufficient for withdrawal from the assignment.
4. Recognize that you are guest in the assigned school.
5. Be neat, clean and professionally dressed. (Appropriate dress can be checked with building principal or cooperating teacher).
6. Act professionally at all times – no personal e-mails or cell phone calls are allowed during the school day. Check voice mail greeting, e-mail auto signatures, social networking sites, etc. – be sure everything is appropriate for your new role as a teacher.
7. Be prompt, courteous and dependable. Report all absences to the Director of Clinical/Field Experiences, the cooperating teacher, and supervising teachers.
8. Display enthusiasm and interest in the student teaching experience.
9. Show initiative by attempting a variety of teaching techniques in an effort to discover and develop an individualized style of teaching.
10. Demonstrate responsibility in accepting and completing assigned tasks.
11. Complete all assignments at a level that demonstrates your seriousness toward the teaching profession.
12. Submit completed lesson plans for all subjects taught to the cooperating teacher and the college supervisor (if required) prior to teaching a class.
13. Develop a pattern of personal and professional growth through constant self-appraisal and acceptance of constructive criticism.
14. Display a highly professional attitude with respect to confidential information about children and youth and with respect to relationships with colleagues.
15. Critically analyze his/her personal teaching style and strategies.
16. Make time to have a daily conference with the cooperating teacher.
17. Alert the college supervisor as soon as any problems develop.
18. Give priority to school duties and responsibilities as assigned by your cooperating teacher(s).
19. Attend professional meetings with cooperating teacher and become involved with professional organizations.
20. Follow the calendar of the district you are assigned NOT the Central College calendar.
21. Send a weekly blog to college supervisors addressing
  - a. What went well this week
  - b. What could have gone better this week
  - c. Your goals for the upcoming week
22. Complete all student teaching and seminar assignments.
23. Complete your Central College Professional Portfolio and an exit interview.

**\*\*\*\*\* YOU WILL BE VERY BUSY THIS SEMESTER. IT IS OUR STRONG RECOMMENDATION THAT ADDITIONAL COURSES, JOBS, AND EXTRACURRICULAR ACTIVITIES BE KEPT TO AN ABSOLUTE MINIMUM. \*\*\*\*\***

## **ETHICAL CONDUCT FOR TEACHER EDUCATION STUDENTS**

Central College students, whether on-campus or off-campus, are expected to promote the attitudes of acceptance, mutual respect, justice, compassion and service to others, and to exhibit professional and ethical conduct. In order to safeguard these ideals, the college must take disciplinary action in some circumstances. Although many lesser forms of discipline may be taken, the college (Education Department) reserves the right, and the student concedes to the college (Education Department) the right to suspend, expel or request the withdrawal of any student at any time when conduct challenges these ideals.

Students who commit major crimes face the possibility of campus discipline, as well as civil consequences. Likewise, all state and federal laws are enforced on campus, frequently in conjunction and cooperation with local authorities. Members of the college community are encouraged to utilize area law enforcement agencies to the fullest extent possible and can expect full support and guidance from campus staff. The college (Education Department) reserves the right to withhold licensure when conduct is inconsistent with these ideals.

# **Student Teaching Load and Responsibilities**

## **ASSIGNMENT DURATION AND TEACHING LOAD**

Central College student teachers will complete a full semester of student teaching. In addition, student teachers may be expected to report early for workshops and faculty orientation. From the beginning of the student teaching experience until the end of the placement, the student teachers are expected to follow the schedule of the school district (NOT CENTRAL COLLEGE). This includes any workshops, in-service days, make-up days, etc.

The work load for a student teacher will approximate a full teaching load for a minimum of two weeks per placement. It is highly recommended that a student teacher completes at least three weeks of full-time teaching. Therefore, a student teacher with two placements will need to complete a minimum of two weeks of full-time teaching at EACH placement. A student teacher with a single placement will need to complete a minimum of four weeks of full-time teaching.

Teaching assignments for student teachers will always allow for some preparation time within the school day. In the elementary schools, student teachers are expected to follow the exact schedule of the cooperating teacher. In the secondary schools, if a teacher voluntarily assumes extra classes, the student teacher will still be afforded a planning period.

Initially it is suggested a student teacher be given only partial responsibility for one subject. A graded increase in classroom responsibility will be developed until the student teacher has a full teaching load. During the days when the student teacher is not full-time teaching, he/she will be involved in the classroom. This involvement may include: observations, grading, media preparation, and similar duties will be assigned. Observations of other teachers within the department and throughout the school are required. See the next section on Weekly Responsibilities of Student Teachers for more details.

### **TEACHING LOAD**

Each student teacher will have an individual plan for assuming teaching responsibility that is mutually agreed upon by the cooperating teacher, student teacher, and college supervisor. There are a number of ways the student teacher may assume classroom responsibilities and it is up to the cooperating teacher and their student teacher to decide what will work best in each individual situation.

### **EXTRA RESPONSIBILITIES**

The student teacher will attend faculty and committee meetings with the cooperating teacher. Club meetings, games, music and speech events, and other school functions in which the regular faculty are expected to attend are also included in the student teaching responsibilities. Any activity that is a part of the cooperating teacher's normal teaching responsibilities will also be a part of the student teacher's responsibilities.

### **STUDENTS WITH SHARED PLACEMENTS**

Students who have more than one cooperating teacher within a placement are considered to have a "shared placement." The college has no policy regarding the way in which time is shared in this type of placement. The cooperating teachers and the student teacher in consultation with college supervisors determine an equitable, reasonable schedule. Some schools and individual teachers prefer to divide the time by full weeks. Others prefer to split the day for the entire period of assignment.

## Integration of Student Teacher into the Classroom– 8 Week Placement

### Week 1-2: Participation and Observation of Best Practice

Student Teacher Tasks	Cooperating Teacher Tasks
<ul style="list-style-type: none"> <li>• Become familiar with the building and staff</li> <li>• Become familiar with the rules, regulations, and procedures for the school and for your particular classroom</li> <li>• Create your student teaching binder</li> <li>• Get copies of class lists and seating charts and learn the names of your students</li> <li>• Send a master schedule including course names, times and room numbers to all college supervisors</li> <li>• If appropriate, write and send home a letter introducing yourself to the guardians of your students</li> <li>• Discuss the goals your cooperating teacher has for you and your student teaching experience</li> <li>• Develop an awareness of the objectives of each course/subject and the course content</li> <li>• Study the curricular material and the standards/benchmarks for your grade level/subject area – know what learning and experiences have occurred and what is to follow. This is essential if your teaching is to fit into the overall course pattern</li> <li>• Manage routine tasks, take class attendance, assist in grading papers, duplicating materials, and preparing lessons</li> <li>• Observe your cooperating teacher in action – note the cooperating teacher’s methods, the selection of strategies, questioning techniques, corrective practices, and techniques of classroom management. During conferences ask questions!</li> <li>• Assist individual students with make-up work or assist students who need extra help. Assist small groups with class projects or assignments</li> <li>• Finalize your calendar for assuming load. Send a copy to your supervising teachers</li> <li>• Begin co-teaching with your teacher for part of the day or portions of each subject</li> <li>• Identify a topic that you will use for your progress monitoring project</li> <li>• Attend all meetings/professional development activities with your cooperating teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Review Central College Student Teaching Handbook</li> <li>• Give the student teacher a tour and introduce the student teacher to faculty and staff members</li> <li>• Prepare a work area for the student teacher and be sure the student teacher has access to e-mail, student assessment programs, etc. as appropriate</li> <li>• Discuss procedures, classroom management policies, expectations for the school and the classroom</li> <li>• Discuss your expectations for the student teacher – professional dress, time commitment, professional behavior, methods for communication, etc.</li> <li>• Introduce the student teacher to your students and set up your expectations for their behavior</li> <li>• Determine areas and topics for teaching – provide the student teacher with curricular materials</li> <li>• Encourage your student teacher to plan carefully. Discuss the level of detail you expect in lesson plans and your expectation for submission of lesson plans to you</li> <li>• Work with the student teacher to finalize a plan for the student teacher to assume load – remember they must teach full-time for a minimum of two weeks at each placement</li> <li>• Provide excellent modeling of best practice in the classroom</li> <li>• Help the student identify a topic he/she will use for progress monitoring</li> <li>• Require your student teacher to take notes while he/she observes you teaching</li> <li>• Afterward, conference with the student about why you selected particular strategies or made particular decisions</li> <li>• Communicate regularly with the Central supervisor – ask questions and be comfortable addressing concerns</li> </ul>

**Week 3-4: Co-teaching and Beginning Solo Teaching**

Student Teacher Tasks	Cooperating Teacher Tasks
<ul style="list-style-type: none"> <li>• Continue to work with students in small or large groups</li> <li>• Take on additional responsibilities – at this point you might be teaching from your cooperating teacher’s lesson plans or completing developing your own, depending on your situation</li> <li>• Gradually take on more responsibility leading up to full-time teaching. Consider multiple co-teaching and solo teaching options</li> <li>• Be sure all lessons you teach include:               <ul style="list-style-type: none"> <li>○ Instructional objectives</li> <li>○ A variety of appropriate instructional strategies</li> <li>○ A variety of assessment methods</li> <li>○ A reflection of the lesson</li> </ul> </li> <li>• Develop the unit (approximately 2 weeks) you will be teaching – for at least one subject this includes finding all materials and writing all of your own lesson plans and assessments</li> <li>• Attend all meetings/professional development activities with your cooperating teacher</li> <li>• Assist your cooperating teacher with extra-curricular activities as appropriate</li> <li>• Attend extracurricular activities</li> <li>• Continue to work on your Teacher Education Program Portfolio for Central’s exit interviews</li> <li>• By the end of Week 4 have a mid-term evaluation conference with your cooperating teacher and supervisor. Have the teacher complete and mail the mid-term evaluation to the Director of Clinical/Field Experiences at Central</li> </ul>	<ul style="list-style-type: none"> <li>• Model effective planning, teaching, management, assessment, and reflection</li> <li>• Conference with your student teacher daily to share your planning and teaching processes and to share your observations of his/her progress</li> <li>• Observe your student teacher and provide both oral and written feedback. You may use the student teaching observation forms in the handbook or develop a form that works for you. Provide a copy of your written evaluations to your student</li> <li>• Encourage your student teacher to accept more responsibility for full-time teaching and encourage initiative</li> <li>• Prepare for and complete the mid-term evaluation and discuss it with the student teacher and supervisor. Return it to the Director of Clinical/Field Experiences or send it with the Central College supervisor</li> <li>• Communicate regularly with the Central supervisor – ask questions and be comfortable addressing concerns</li> </ul>

**Week 5-7: Full-time Teaching**

Student Teacher Tasks	Cooperating Teacher Tasks
<ul style="list-style-type: none"> <li>• Full-time teaching – this includes all planning, paper work, extra duties, grading, etc. You must take on all responsibility for all teaching and “teacher duties” for a minimum of 2 weeks</li> <li>• Develop and teach your own unit (approximately 2 weeks)</li> <li>• Videotape a lesson and complete an analysis of the lesson and of student learning</li> <li>• Complete your progress monitoring project</li> <li>• Schedule your mock interview and formal teaching evaluation</li> <li>• Attend all meetings/professional development activities with your cooperating teacher</li> <li>• Assist your cooperating teacher with extra-curricular activities as appropriate</li> <li>• Attend extra-curricular activities</li> <li>• Continue to work on your Teacher Education Program Portfolio for Central’s exit interviews</li> </ul>	<ul style="list-style-type: none"> <li>• The student teacher has assumed the role of full-time teacher at this point so you will be away from the classroom more during this time. However, you will collaborate with the student teacher on planning and conduct both formal and informal observations. You may use the student teaching observation forms in the student teaching handbook or create a form that works better for you</li> <li>• Check in with the student teacher and provide daily feedback. Provide the student teacher with a copy of any written feedback</li> <li>• Prepare for the final, summative evaluation of your student teacher</li> <li>• Communicate regularly with the Central supervisor – ask questions and be comfortable addressing concerns</li> </ul>

**Week 7-8: Phasing Out**

Student Teacher Tasks	Cooperating Teacher Tasks
<ul style="list-style-type: none"> <li>• Co-teach lessons or parts of lessons</li> <li>• Gradually return the teaching responsibilities back to the cooperating teacher</li> <li>• Have a final evaluation conference with your cooperating teacher and supervisor. Be sure the teacher mails your final evaluation to the Director of Clinical/Field Experiences at Central</li> <li>• Be sure your student teaching assignment checklist is complete</li> <li>• Complete all seminar assignments – observation of other teachers, mock interview, etc.</li> <li>• Complete your Teacher Education Program Portfolio for Central’s exit interviews. (second placement)</li> </ul>	<ul style="list-style-type: none"> <li>• Assume primary responsibility for teaching</li> <li>• Suggest other faculty members your student teacher will observe</li> <li>• Assist in the resume/job search process with the student teacher</li> <li>• Complete the final, summative evaluation and discuss it with the student teacher and supervisor. Return it to the Director of Clinical/Field Experiences</li> </ul>

## Integration of Student Teacher into the Classroom– 16 Week Placement

### Week 1-3: Participation and Observation of Best Practice

Student Teacher Tasks	Cooperating Teacher Tasks
<ul style="list-style-type: none"> <li>• Become familiar with the building and staff</li> <li>• Become familiar with the rules, regulations, and procedures for the school and for your particular classroom</li> <li>• Create your student teaching binder</li> <li>• Get copies of class lists and seating charts and learn the names of your students</li> <li>• Send a master schedule including course names, times and room numbers to all college supervisors</li> <li>• If appropriate, write and send home a letter introducing yourself to the guardians of your students</li> <li>• Discuss the goals your cooperating teacher has for you and your student teaching experience</li> <li>• Develop an awareness of the objectives of each course/subject and the course content</li> <li>• Study the curricular material and the standards/benchmarks for your grade level/subject area – know what learning and experiences have occurred and what is to follow. This is essential if your teaching is to fit into the overall course pattern</li> <li>• Manage routine tasks, take class attendance, assist in grading papers, duplicating materials, and preparing lessons</li> <li>• Observe your cooperating teacher in action – note the cooperating teacher’s methods, the selection of strategies, questioning techniques, corrective practices, and techniques of classroom management. During conferences ask questions!</li> <li>• Assist individual students with make-up work or assist students who need extra help. Assist small groups with class projects or assignments</li> <li>• Finalize your calendar for assuming load. Send a copy to your supervising teachers</li> <li>• Begin co-teaching with your teacher for part of the day or portions of each subject</li> <li>• Identify a topic that you will use for your progress monitoring project</li> <li>• Attend all meetings/professional development activities with your cooperating teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Review Central College Student Teaching Handbook</li> <li>• Give the student teacher a tour and introduce the student teacher to faculty and staff members</li> <li>• Prepare a work area for the student teacher and be sure the student teacher has access to e-mail, student assessment programs, etc. as appropriate</li> <li>• Discuss procedures, classroom management policies, expectations for the school and the classroom</li> <li>• Discuss your expectations for the student teacher – professional dress, time commitment, professional behavior, methods for communication, etc.</li> <li>• Introduce the student teacher to your students and set up your expectations for their behavior</li> <li>• Determine areas and topics for teaching – provide the student teacher with curricular materials</li> <li>• Encourage your student teacher to plan carefully. Discuss the level of detail you expect in lesson plans and your expectation for submission of lesson plans to you</li> <li>• Work with the student teacher to finalize a plan for the student teacher to assume load – remember they must teach full-time for a minimum of two weeks at each placement</li> <li>• Provide excellent modeling of best practice in the classroom</li> <li>• Help the student identify a topic he/she will use for progress monitoring</li> <li>• Require your student teacher to take notes while he/she observes you teaching. Afterward, conference with the student about why you selected particular strategies or made particular decisions</li> <li>• Communicate regularly with the Central supervisor – ask questions and be comfortable addressing concerns</li> </ul>

**Week 4-8: Co-teaching and Beginning Solo Teaching**

Student Teacher Tasks	Cooperating Teacher Tasks
<ul style="list-style-type: none"> <li>• Continue to work with students in small or large groups</li> <li>• Take on additional responsibilities – at this point you might be teaching from your cooperating teacher’s lesson plans or completing developing your own, depending on your situation</li> <li>• Gradually take on more responsibility leading up to full-time teaching. Consider multiple co-teaching and solo teaching options</li> <li>• Be sure all lessons you teach include:               <ul style="list-style-type: none"> <li>○ Instructional objectives</li> <li>○ A variety of appropriate instructional strategies</li> <li>○ A variety of assessment methods</li> <li>○ A reflection of the lesson</li> </ul> </li> <li>• Develop the unit (approximately 2 weeks) you will be teaching – for at least one subject this includes finding all materials and writing all of your own lesson plans and assessments</li> <li>• Attend all meetings/professional development activities with your cooperating teacher</li> <li>• Assist your cooperating teacher with extra-curricular activities as appropriate</li> <li>• Attend extracurricular activities</li> <li>• Continue to work on your Teacher Education Program Portfolio for Central’s exit interviews</li> <li>• By the end of Week 4 have a mid-term evaluation conference with your cooperating teacher and supervisor Have the teacher mail the mid-term evaluation to the Director of Clinical/Field Experiences at Central</li> </ul>	<ul style="list-style-type: none"> <li>• Model effective planning, teaching, management, assessment, and reflection</li> <li>• Conference with your student teacher daily to share your planning and teaching processes and to share your observations of his/her progress</li> <li>• Observe your student teacher and provide both oral and written feedback. You may use the student teaching observation forms in the handbook or develop a form that works for you. Provide a copy of your written evaluations to your student</li> <li>• Encourage your student teacher to accept more responsibility for full-time teaching and encourage initiative</li> <li>• Prepare for and complete the mid-term evaluation at week 4 and week 8 and discuss it with the student teacher and supervisor. Return it to the Director of Clinical/Field Experiences or send it with the Central College supervisor</li> <li>• Communicate regularly with the Central supervisor – ask questions and be comfortable addressing concerns</li> </ul>

**Week 9-14: Full-time Teaching**

Student Teacher Tasks	Cooperating Teacher Tasks
<ul style="list-style-type: none"> <li>• Full-time teaching – this includes all planning, paper work, extra duties, grading, etc. You must take on all responsibility for all teaching and “teacher duties” for a minimum of 2 weeks</li> <li>• Develop and teach your own unit (minimum 2 weeks)</li> <li>• Videotape a lesson and complete an analysis of the lesson and of student learning</li> <li>• Complete your progress monitoring project</li> <li>• Schedule your mock interview and formal teaching evaluation</li> <li>• Attend all meetings/professional development activities with your cooperating teacher</li> <li>• Assist your cooperating teacher with extra-curricular activities as appropriate</li> <li>• Attend extra-curricular activities</li> <li>• Continue to work on your Teacher Education Program Portfolio for Central’s exit interviews</li> </ul>	<ul style="list-style-type: none"> <li>• The student teacher has assumed the role of full-time teacher at this point so you will be away from the classroom more during this time. However, you will collaborate with the student teacher on planning and conduct both formal and informal observations. You may use the student teaching observation forms in the student teaching handbook or create a form that works better for you</li> <li>• Check in with the student teacher and provide daily feedback. Provide the student teacher with a copy of any written feedback</li> <li>• Prepare for the final, summative evaluation of your student teacher</li> <li>• Communicate regularly with the Central supervisor – ask questions and be comfortable addressing concerns</li> </ul>

**Week 15-16: Phasing Out**

Student Teacher Tasks	Cooperating Teacher Tasks
<ul style="list-style-type: none"> <li>• Co-teach lessons or parts of lessons</li> <li>• Gradually return the teaching responsibilities back to the cooperating teacher</li> <li>• Have a final evaluation conference with your cooperating teacher and supervisor. Be sure the teacher sends your final evaluation to the Director of Clinical/Field Experiences at Central</li> <li>• Be sure your student teaching assignment checklist is complete</li> <li>• Complete all seminar assignments – observation of other teachers, mock interview, etc.</li> <li>• Complete your Teacher Education Program Portfolio for Central’s exit interviews. (second placement)</li> </ul>	<ul style="list-style-type: none"> <li>• Assume primary responsibility for teaching</li> <li>• Suggest other faculty members your student teacher will observe</li> <li>• Assist in the resume/job search process with the student teacher</li> <li>• Complete the final, summative evaluation and discuss it with the student teacher and supervisor. Return it to the Director of Clinical/Field Experiences</li> </ul>

# **Student Teacher Attendance Policy**

### **POLICY ON STUDENT TEACHER'S ATTENDANCE**

The basic policy of Central College for student teachers regarding attendance is that student teachers will follow the school district policy for faculty. This means they will observe the same working day hours as regular faculty members (including any before or after school meetings). Responsibility for extra-class activities is not included in these hours in most schools. Student teachers are expected, however, to gain some experience in various aspects of out-of-class responsibilities of teachers.

**Attendance** Student teachers are expected to attend school each day of student teaching unless they are ill, there are unsafe travel conditions, or they have received approval to miss due to personal or professional reasons. In case of illness, unsafe travel, or other emergency situations which prevent the student teacher from seeking prior approval, both the cooperating school and the college must be notified as soon as possible. In any case, notification to the cooperating school will be before the expected arrival time of the student teacher. Arrangements must be made to get lesson plans and teaching materials to the school in your absence.

1. **Cooperating School. Agreement will be made between the cooperating teacher and the student teacher as to the best method of communicating. Notification of absence due to illness will be made to the cooperating teacher at school or home or to the school office.**
2. **College. Subsequent to notification of the cooperating school, the college must be advised of the absence. A message left with the Education Department secretary (x-5217) or Director of Clinical/Field Experiences (x-5114) will suffice.**

**Request for Absence** Student teachers do not have “personal days” for absence. Instead requests for absences for personal or professional reasons must be approved in advance. These include absences for job or graduate school interviews, family events, athletic competitions, etc. Written requests for such absences will be submitted to the following people in this order:

- a. Director of Clinical/Field Experiences
- b. The Cooperating Teacher
- c. The Building Principal

If the request is denied by any one of the three individuals, the absence will not be authorized.

**Excessive Absence** Excessive absence for any reason from duty will result in the termination of the student teaching assignment and/or extending the student teaching period. Reasons for absences may include illness, emergency situations, interviews or other related professional reasons.

The decision to terminate or extend a student teaching assignment due to absence from duty is the responsibility of the Director of Clinical/Field Experiences acting in consort with the cooperating teacher, building principal, and the Education Department Chair. The student teacher may be required to make up the days missed by extending the student teaching period. In the event termination from student teaching is determined to be the best course of action, the student teacher shall have avenues for appeal and due process, as accorded by department policy.

**Inclement Weather** Individuals assigned to student teaching during seasons when school closing due to weather can be anticipated, will check with the cooperating school as to policies and practices regarding school closing. The student teacher is responsible for becoming informed of such notifications.

There may be instances when the school has not officially closed, but due to the travel distances, it may not be advisable for the student teacher to report to the school. Safety may occasionally override responsibility to the assignment. Absences due to such situations will be reported in the same manner as those for illness.

## **GUIDELINES IN THE ABSENCE OF THE COOPERATING TEACHER**

### **POLICY STATEMENT**

A student teacher from Central College fulfilling the student teaching requirement will not be used as a substitute teacher for a cooperating teacher or any other teacher. The rationale for this policy is that the student is not licensed and would be teaching in an isolated situation without immediate supervision by a certificated teacher. The Code of Iowa **does not permit** student teachers the authority to control pupil conduct in unsupervised situations.

### **DEFINITION OF A SUBSTITUTE TEACHER**

A substitute teacher is defined as a **licensed teacher** who temporarily occupies the position of an absent teacher.

### **GUIDELINES**

If the absence of the cooperating teacher occurs, then the student teacher could assume more responsibility for teaching, but under the supervision of the substitute teacher. Building principals are legally responsible for the welfare and supervision of classrooms in their charge in the absence of the cooperating teacher.

## **THE LEGAL STATUS OF THE STUDENT TEACHER**

The following excerpts from the School Laws of Iowa describe the legal status of the student teacher.

The local school board has the authority to contract with a teachers college, to permit college students to engage in practice teaching in the local schools, under the supervision of a certificated teacher. *Clay vs. Ind. Sch. Dist., 187 Ia. 89, 174 N.W. 47 (1919).*

Assigning classroom responsibility to a student teacher does not relieve the supervising teacher of the duty to exercise proper supervision over the pupils and use reasonable care to prevent injury to them, but the teacher is not liable for an injury not caused by his negligence or conduct. *1947, O.A.G. 6.*

Student teachers placed under a contract with a public school pursuant to this section is entitled to the same liability protection as other employees of the school district. *1974, O.A.G. 6.*

Student teachers generally work under close supervision, but may be given increasing responsibility in the classroom. *1974, O.A.G. 6.*

# **Student Teacher Evaluation**

## **STUDENT TEACHER EVALUATION**

Possibly the most important form of evaluation for the student teacher is a continuous self-evaluation of teaching and planning for further growth. Each lesson and each activity will become the subject for introspective review, discussion with the cooperating teacher, and as opportunity permits, with college personnel.

Day to day observations by the cooperating teacher and subsequent discussion and suggestions constitute the major source of external evaluation of progress.

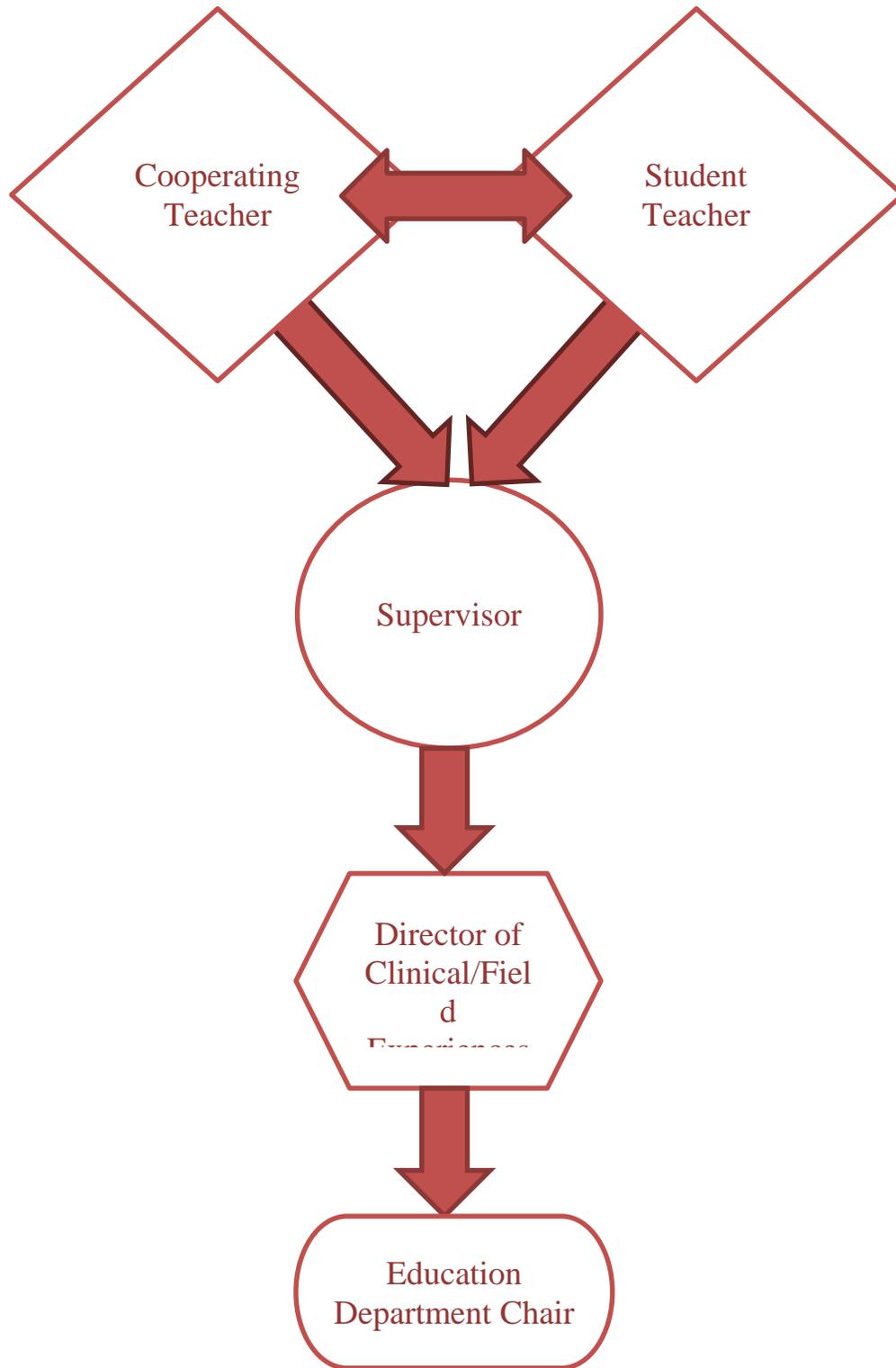
Periodic observations by the college supervisor will also provide feedback concerning the student teacher's development of skills. The form used for these observations is included in the Appendix. Generally a copy is placed in the student's file for each visit. It does not become a part of the student's placement file.

Formal evaluations are submitted by the cooperating teacher at mid-term and at the end of the experience. Formal evaluations will also be completed by the college supervisor or a representative of Central College. Forms for these evaluations are in the Appendix. Copies of these forms will be provided to each cooperating teacher just prior to the college's mid-term or end of semester. The cooperating teacher will complete these promptly and return immediately to the college.

Grades for student teaching are assigned on the basis of Pass/No Report. Letter grades are not assigned. The final grade is assigned by the Director of Clinical/Field Experiences with input from the cooperating teacher and the college special methods supervisor. These grades must be reported to the Registrar within a day or two after the end of the term. This makes it essential that final evaluations be submitted by the cooperating teacher early in the last week of the assignment. The final evaluation becomes a part of the student's placement file and will be open to future employers. It is generally not necessary for the cooperating teacher to complete a further letter of recommendation.

## **REMEDICATION**

A student teacher who is not fulfilling professional responsibilities will have to complete a remediation program. The remediation program will be developed by the Director of Clinical/Field Experiences, the college supervisor and the cooperating teacher with input from the student teacher. The remediation program must be completed successfully in order to fulfill the requirements of the student teaching experience.



## Communication Flow Chart

## Central College Student Teaching Assignments

*Create a STUDENT TEACHING BINDER – this will be with you each day and available for all supervisors to view at any time.*

*Upon completion all assignments must be checked off by you (ST). After you have indicated completion of an assignment, your College Education Supervisor (CES) will review the assignment. Initials from the CES indicate you have completed the assignment at a satisfactory level. You will not receive credit for student teaching until all components have been completed at a satisfactory level as determined by your CES.*

### **Section 1 – School Resources and Lesson Plans**

#### **ST CES**

- |       |       |                                                                                                                                                |
|-------|-------|------------------------------------------------------------------------------------------------------------------------------------------------|
| _____ | _____ | <b>School resources</b> – schedules, seating charts, handbooks, parent communication ideas, lesson ideas, ideas for classroom management, etc. |
| _____ | _____ | <b>Daily lesson plans</b> – create a separate section for each course/subject you are teaching                                                 |
| _____ | _____ | Have a complete lesson plan for each day that you are teaching                                                                                 |
| _____ | _____ | Show evidence of daily reflection for each lesson                                                                                              |
| _____ | _____ | Show evidence that you are using assessment to guide future instruction                                                                        |

### **Section 2 – Designed Unit and Academic Progress Monitoring**

#### **ST CES**

- |       |       |                                                                                                                                |
|-------|-------|--------------------------------------------------------------------------------------------------------------------------------|
| _____ | _____ | <b>Develop and teach one complete unit (approximately 2 weeks) per placement</b> – this includes all materials and assessments |
| _____ | _____ | <b>Academic Progress Monitoring</b> – assess students’ academic achievement in your unit/teaching                              |
|       |       | ○ collect baseline data and do background research – identify strengths & weaknesses                                           |
|       |       | ○ instruction                                                                                                                  |
|       |       | ○ monitor progress and adjust instruction as appropriate                                                                       |
|       |       | ○ represent the data in narrative or graphical form                                                                            |
|       |       | ○ form conclusions based on the data                                                                                           |

### **Section 3 – Analysis of Teaching**

#### **ST CES**

- |       |       |                                                                                                                                                                             |
|-------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| _____ | _____ | <b>Video Analysis</b> – Videotape yourself teaching a complete lesson and analyze your teaching using the Video Self Reflection Form (2 total for 16 wk., 1 each for 8 wk.) |
|-------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### **Section 4 – Behavior Progress Monitoring**

#### **ST CES**

- |       |       |                                                                                      |
|-------|-------|--------------------------------------------------------------------------------------|
| _____ | _____ | <b>Conduct basic progressing monitoring to assess classroom behavior</b>             |
|       |       | ○ define the problem                                                                 |
|       |       | ○ collect baseline data and do background research – identify strengths & weaknesses |
|       |       | ○ develop a plan                                                                     |
|       |       | ○ monitor progress                                                                   |
|       |       | ○ represent data                                                                     |
|       |       | ○ form conclusions based on the data                                                 |

**Section 5 – Observations, Observation Notes, Communication Notes**

**ST    CES**

- \_\_\_ \_\_\_ Include notes you made from observing and conferencing with your cooperating teacher
- \_\_\_ \_\_\_ Include all written feedback from your cooperating teacher and your supervising teachers.  
Discuss these observation notes with your college supervisor(s)
- \_\_\_ \_\_\_ Include introductory letter to parents, and weekly examples of communication with parents
- \_\_\_ \_\_\_ Complete observations of faculty members (not your cooperating teacher) using the  
observation notes form and include the notes in this section – 4 total for 16 wk., 2 at each  
placement for 8 wk.
- \_\_\_ \_\_\_ Schedule a mock interview with an administrator in your school, include a brief (1-2 page)  
summary of the mock interview in this section – at least one mock interview at each  
placement

**Section 6 - Mid-term and Final Evaluations**

**ST    CES**

- \_\_\_ \_\_\_ Go over 4 week evaluation with your cooperating teacher and education supervisor  
(Mid-term placement 1)
- \_\_\_ \_\_\_ Go over 8 week evaluation with your cooperating teacher and education supervisor  
(Final placement 1)
- \_\_\_ \_\_\_ Go over 12 week evaluation with your cooperating teacher and education supervisor  
(Mid-term placement 2)
- \_\_\_ \_\_\_ Go over 16 week evaluation with your cooperating teacher and education supervisor  
(Final placement 2)
- \_\_\_ \_\_\_ Include copies of your mid-term and final evaluations in this section

**ST    CES**

- \_\_\_ \_\_\_ Write thank you letters to your cooperating teacher and to the school administrator upon  
completion of your student teaching

**I certify that all of the above initialed items were completed at a satisfactory level during the student teaching placement.**

\_\_\_\_\_  
**Student Teacher                      Date**  
Print

\_\_\_\_\_  
**College Education Supervisor                      Date**  
Print

\_\_\_\_\_  
**Student Teacher                      Date**  
Signature

\_\_\_\_\_  
**College Education Supervisor                      Date**  
Signature

## **Communication Skills and InTASC Standards Verification**

Many years of research indicate that effective teachers have specific knowledge, skills, and dispositions. Both Central College and the teacher candidate (you) hold responsibility for ensuring that you, as a graduate from Central's teacher preparation program, exhibit the knowledge, skills and dispositions of effective teachers. Therefore, the Education Department at Central College developed student learning outcomes and dispositions that each student must exhibit to an appropriate level of mastery prior to obtaining departmental approval for a teaching license in the state of Iowa. While they are based on the InTASC standards and the Iowa Teaching Standards, they are unique to Central's program. In your progression through Central's program, you have completed numerous competency verification forms to highlight your mastery of the various competencies for each class. The final component of this process is to use a summative evaluation procedure to verify that you have achieved a high level of competence in each of Central's outcomes and dispositions. In addition, you need to demonstrate that you are able to articulate your competence both in written and oral form. This will involve compiling a final version of the professional portfolio and successfully completing an exit interview. The guidelines for the professional portfolio are listed below. The guidelines for the exit interview will follow.

### **Professional/Program Portfolio Requirements**

- Your philosophy of education
- Your list of courses in education and in your major
- Your resume
- Verification for each of the Central InTASC Standards and Central dispositions. Each verification will include:
  - 1) An approximately 1 page justification/rationale indicating why you are competent in this particular area. You will include specific references to the artifacts that you included. The key is that you are able to articulate to another educator WHY you will be considered effective and competent in the particular standard or disposition.
  - 2) For InTASC Standards, you will include two-three artifacts that are excellent indications of your understanding of the goal and that indicate your competence in the goal area. These artifacts can be materials you developed for a class at Central (education or other), materials from student teaching, samples of student work, etc.
  - 3) For dispositions, only a rationale is required but artifacts may be included if you wish.

## Senior Showcase

**Student:** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_

- Introduce self and summarize your student teaching experience
- Present your portfolio. How is it organized? What does it include?
- Present demonstration of competence for two InTASC standards of your choice. Interviewers will choose others they will ask you to share.
- Interviewers will ask about other documents and goals.
- Be prepared to answer some of the following questions:
  - What is your philosophy of education?
  - In what areas did you grow the most/what areas need improvement?
  - What skills do teachers need to be successful?
  - What are the biggest challenges to teachers today?
  - What advice do you have for next term's student teachers?
  - What are your future plans?

**Evaluator:**

**Please make comments below and complete the rubric on the back. Give completed rubrics to Linda Steddom.**

### InTASC Standards Verification and Communication Skills Endorsement

Cooperating Teachers will complete a four, eight/final, twelve, and sixteen/final week evaluation of student teachers. All college supervising teachers will complete a final evaluation of each placement. On final evaluations, student teachers must demonstrate competency in all InTASC Standards measures by achieving a “proficient” or higher level for each outcome on the FINAL evaluation. Student teachers who do not achieve a “proficient” or higher will be required to demonstrate their competence in manner determined by the student and the Director of Clinical/Field Experiences.

**Central College Department of Education policy regarding Communication Skills Endorsement:** Final evaluation is normally made during the student teaching semester when students have established that they are able to communicate effectively in the school classroom. As a culminating experience students must present their program portfolio to faculty members and peers. The exit interview and final portfolio

Central College Student Teaching Handbook

	<b>Outstanding = 4</b>	<b>Proficient = 3</b>	<b>Basic = 2</b>	<b>Unsatisfactory = 1</b>
Inclusion and articulation of artifacts which reflect InTASC standards within the program's "I Understand, I Can, I Am" model of development	The candidate articulates an understanding of InTASC standards/program goals which reflects that of an experienced teacher evidenced through meaningful reflection on appropriate artifacts.	The candidate demonstrates a clear understanding of InTASC standards/program goals evidenced through the use of appropriate artifacts.	The candidate demonstrates a basic understanding of InTASC standards/program goals evidenced through the use of appropriate artifacts but there is inconsistency in the alignment of the artifacts to standards/program model.	The candidate does not articulate an understanding of InTASC standards or the program model or does not support understanding through the use of artifacts.
Responsiveness to the Audience	The candidate exhibits poise and responsiveness when clearly and accurately answering questions posed by the interviewer or audience.	The candidate clearly and accurately answers questions posed by the interviewer or audience.	The candidate is inconsistent in his/her response to questions posed by the interviewer or audience.	The candidate does not appropriately answer questions posed by the interviewer/audience.
Professionalism	The candidate is prompt, interacts with the audience, and exhibits professional dress. The candidate maintains a professional manner throughout the presentation.	The candidate is prompt, interacts with the audience, and exhibits professional dress. The candidate occasionally becomes too informal during the presentation.	The candidate is lacking in one of the areas of promptness, interaction with audience or professional dress. The candidate is informal throughout the presentation.	The candidate is lacking in more than one of the areas of promptness, interaction with audience, or professional dress.
Communication and Confidence	The candidate exhibits excellent oral and written communication skills	The candidate exhibits good oral and written communication skills.	The candidate has enough oral or written communication errors that it disrupts the presentation.	The candidate's oral and written communication skills do not represent a professional level.
Overall Rating	4 = Outstanding 3 = Proficient 2 = Basic 1 = Unsatisfactory			

presentation will be used to meet the department's communication skills endorsement and will be evaluated on a met/not met basis.

**I certify that \_\_\_\_\_ is proficient or higher in each of the Central College InTASC Standards as measured in student teaching and has met the communication skills requirement.**

---

**Director of Clinical/Field Experiences**

**Date**

# **Education Faculty and Supervisors' Contact Information**

**EDUCATION FACULTY AND STUDENT TEACHING SUPERVISORS**

Dr. Jennifer Diers	diersj@central.edu	641 628-5443
Dr. Darrel Druvenga	druvengad@central.edu	641 628-5215
Melissa McAninch	mcaninchm@central.edu	641 628-5116
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Joleen Roorda	roordaj@central.edu	641 628 5642
Dr. Peggy Vint	vintp@central.edu	641 628-5272
Dr. Esther Streed	streede@central.edu	641 628-5311
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Larry Hunecke	lhunecke71@gmail.com	
Dennis Linn		
Katie Modic	katiecarlson@hotmail.com	
Mike Montgomery	mmontgomery095@gmail.com	
Dick Redman	dredman@iowatelecom.net	
Jan Renaud	jrenaud1111@yahoo.com	
Dr. Gary Sheldon	garysheldon3114@gmail.com	

*Please direct questions and concerns to your college supervisor or the Director of Clinical/Field Experiences*



## Central College Student Teaching Handbook

- 5) The teacher demonstrates effective presentation of the lesson and uses instructional time wisely.
  
- 6) The teacher is flexible and responsive to the needs of all students by adjusting instruction appropriately.
  
  
  
  
  
  
  
  
  
  
- 7) The teacher uses management strategies which establish and maintain responsible student behavior.
  
  
  
  
  
  
  
  
  
  
- 8) The teacher uses ongoing, multiple assessments to guide instruction.
  
  
  
  
  
  
  
  
  
  
- 9) The classroom is a safe and positive learning environment where the students are actively engaged in their learning.
  
  
  
  
  
  
  
  
  
  
- 10) The teacher is professional in appearance and conduct.
  
  
  
  
  
  
  
  
  
  
- 11) Additional comments

Evaluator Signature: \_\_\_\_\_

**Student Teaching Observation Form B**

Student Teacher \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade \_\_\_\_\_ Subject \_\_\_\_\_ Date \_\_\_\_\_

As you are completing this form consider what the student is doing well, what the student needs to focus on as areas of improvement, and what you observed that was new or interesting to you. Please also feel free to add additional sheets as necessary.

Comments on the lesson:

Central College Student Teaching Handbook

**Student Teaching Observation Form B - Continued**

	Unsatisfactory	Needs Improvement	Proficient	Outstanding
<b>1. The lesson is well-planned – the goals and objectives are clear and appropriate and the lesson incorporates effective resources, technology, methods and strategies.</b>				
<b>2. The teacher understands and correctly uses key concepts, themes, and perspectives related to the content area.</b>				
<b>3. The lesson is developmentally appropriate for the students and is appropriately rigorous and relevant for the students.</b>				
<b>4. The teacher models and actively facilitates the students' use of effective verbal and non-verbal communication skills.</b>				
<b>5. The teacher demonstrates effective presentation of the lesson and uses instructional time wisely.</b>				
<b>6. The teacher is flexible and responsive to the needs of all students by adjusting instruction appropriately.</b>				
<b>7. The teacher uses management strategies which establish and maintain responsible student behavior.</b>				
<b>8. The teacher uses ongoing, multiple assessments to guide instruction.</b>				
<b>9. The classroom is a safe and positive learning environment where the students are actively engaged in their learning.</b>				
<b>10. The teacher is professional in appearance and conduct.</b>				

Evaluator Signature: \_\_\_\_\_



# Student Teacher Mid-Term Evaluation

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Grade/Assignment \_\_\_\_\_

School/District \_\_\_\_\_

College Supervisor \_\_\_\_\_

**Evaluation Scale:**

**(1) Unsatisfactory (does not meet expectations)**

The student teacher’s performance is unsatisfactory compared to other beginning teachers. He/she lacks skills expected of a beginning teacher and needs considerable remediation to demonstrate minimal competence.

**(2) Needs Improvement (does not meet expectations)**

The student teacher shows potential but will need to improve and show growth to demonstrate competence.

**(3) Basic Proficiency (meets expectations but performance is inconsistent)**

The student teacher meets expectations but performance indicates this is an area where the student teacher could establish a goal for growth.

**(4) Proficient (consistently meets expectations)**

The student teacher meets expectations and is demonstrating competence at a satisfactory level for a beginning teacher.

**(5) Outstanding (consistently exceeds expectations)**

The student teacher exceeds expectations and is demonstrating competence at a level typical of an experienced teacher rather than a beginning teacher.

Learner Development	1.1 Uses knowledge of student development to make learning experiences meaningful and accessible for every student.	1	2	3	4	5
	1.2 Provides learning opportunities that promote students’ social, emotional, personal, and academic development.	1	2	3	4	5
Learner Differences	2.1 Incorporates multiple approaches to learning that engage a range of learner differences.	1	2	3	4	5
	2.2 Applies interventions, modifications, and accommodations based on learner needs including but not limited to those identified in IEPs, IFSPs, 504’s.	1	2	3	4	5
	2.3 Identifies learners who need additional support and/or acceleration and designs learning experiences to support their progress.	1	2	3	4	5
	2.4 Includes multiple perspectives in the presentation and discussion of content that include each learner’s personal, family, community, and cultural experiences and norms.	1	2	3	4	5

## Central College Student Teaching Handbook

Learning Environment	3.1 Applies appropriate motivational strategies to promote learner engagement.	1	2	3	4	5
	3.2 Communicates verbally and nonverbally in ways that demonstrate respect and authority.	1	2	3	4	5
	3.3 Organizes and coordinates resources (e.g., time, space, materials), and develops routines to effectively manage the classroom.	1	2	3	4	5
	3.4 Varies learning activities to involve whole group, small group and individual work to create safe and positive learning environments.	1	2	3	4	5
Content Knowledge	4.1 Shows evidence of thoroughly understanding the content he/she is teaching.	1	2	3	4	5
	4.2 Uses vocabulary and academic language that is clear, correct and appropriate for learners.	1	2	3	4	5
	4.3 Uses multiple representations and explanations to promote each learner's achievement of content standards.	1	2	3	4	5
Applications of Content	5.1 Engages learners in critical/creative thinking and collaborative problem solving related to authentic issues.	1	2	3	4	5
	5.2 Engages learners in developing literacy (reading, writing, listening, speaking skills) within the content area.	1	2	3	4	5
	5.3 Helps learners see relationships across disciplines by making connections.	1	2	3	4	5
	5.4 Guides learners in gathering, organizing and evaluating information and ideas from digital and other resources and from different perspectives.	1	2	3	4	5
Assessment	6.1 Aligns classroom assessment with learning goals.	1	2	3	4	5
	6.2 Selects and/or constructs appropriate formative and summative assessment tools to monitor students' mastery of the learning targets.	1	2	3	4	5
	6.3 Uses formative assessment data/evidence to adjust and guide instruction.	1	2	3	4	5
	6.4 Provides constructive and timely feedback to students and parents.	1	2	3	4	5
Instructional Planning	7.1 Writes lesson procedures that are detailed and completely clear for observers, teachers and students.	1	2	3	4	5
	7.2 Plans and sequences learning experiences and performance tasks linked to the learning objectives and are focused on learners' mastery of essential concepts and skills.	1	2	3	4	5
	7.3 Develops lesson plans that indicate anticipation of common misconceptions, questions, errors and include possible modifications to meet student needs.	1	2	3	4	5
Instructional Strategies	8.1 Engages students in learning activities that are challenging and appropriate for the content.	1	2	3	4	5
	8.2 Selects and uses research-based best practice in instruction.	1	2	3	4	5
	8.3 Connects students' prior knowledge, life experiences, and interests in delivering instruction.	1	2	3	4	5
	8.4 Incorporates strategies that allow learners to make connections, to practice skills and to apply their knowledge in new situations.	1	2	3	4	5
	8.5 Integrates resources in a thoughtful, effective manner.	1	2	3	4	5
	8.6 Utilizes technology appropriately as a teaching tool.	1	2	3	4	5
Professional	9.1 Demonstrates a pattern of professional behavior such as promptness, task completion, and honesty.	1	2	3	4	5
	9.2 Maintains confidentiality.	1	2	3	4	5
	9.3 Honors the needs and best interests of students consistently.	1	2	3	4	5
	9.4 Exhibits poise and spirit in difficult situations, enduring stress and maintaining stability in the face of disruption and/or chaos.	1	2	3	4	5

## Central College Student Teaching Handbook

Self-directed/ Leadership	10.1 Demonstrates initiative and a willingness to actively pursue multiple solutions to problems.	1	2	3	4	5
	10.2 Performs above minimum requirements, and seeks creative and expressive avenues for student, self and others consistently.	1	2	3	4	5
	10.3 Uses available resources in the pursuit of academic and professional goals, while visualizing and implementing novel ideas and practices in the field of education.	1	2	3	4	5
Collaborative	11.1 Interacts with others in ways that communicate respect such as being courteous and impartial.	1	2	3	4	5
	11.2 Shows appropriate regard for the needs, ideas, and experiences of others, engaging in open dialogue and effective action to accomplish goals as part of a larger group.	1	2	3	4	5
	11.3 Develops appropriate relationships with students, administrators, parents, fellow teachers, and others in the community.	1	2	3	4	5
	11.4 Accepts personal responsibility in achieving their goals within their professional relationships with others.	1	2	3	4	5
Student Advocate	12.1 Interacts with students in ways that consider individual differences and life experiences.	1	2	3	4	5
	12.2 Demonstrates a consistent yet fluid understanding of the changing diversity in student populations through written work, material selection, activity design, and other expressions.	1	2	3	4	5
	12.3 Promotes awareness, understanding, and acceptance of diversity in students and families both within and outside the classroom environment.	1	2	3	4	5
Committed Learner	13.1 Takes advantage of learning opportunities to further self.	1	2	3	4	5
	13.2 Demonstrates enthusiasm, commitment, and optimism for the teaching-learning process.	1	2	3	4	5
	13.3 Engages in an intellectual, participatory, and active manner with others in the field of education.	1	2	3	4	5
Challenging Facilitator of Learning	14.1 Models respect for all people while providing opportunities for students to hear, consider, and discuss varying viewpoints.	1	2	3	4	5
	14.2 Incorporates practices in teaching that reflect appropriate voice, tone, posture, verbal and non-verbal communication.	1	2	3	4	5
	14.3 Challenges students to think critically about content and facilitate the extension of learning experiences beyond expectations.	1	2	3	4	5
	14.4 Demonstrates intellectual engagement with material and colleagues while nurturing high expectations in self, students, and others.	1	2	3	4	5
Reflective and Adaptable	15.1 Exhibits an open-minded and positive attitude when receiving feedback from others.	1	2	3	4	5
	15.2 Exhibits keen with-it-ness and engagement in human interactions both inside and outside the classroom, being able to adapt, adjust, and modify practices to meet the needs of students.	1	2	3	4	5
	15.3 Uses reflection to generate potential improvements, and apply outcomes of reflection to future interactions.	1	2	3	4	5
	15.4 Acts to reduce personal biases while evaluating the effectiveness of instruction and behavior in terms of the larger goals of education.	1	2	3	4	5

## Central College Student Teaching Handbook

In the space provided please describe the performance of the student teacher and any other appropriate observations on the general qualifications and skills of this individual related to the field of teaching.

Please e-mail this form to Linda Steddom at:

[steddoml@central.edu](mailto:steddoml@central.edu)

or mail to:

Linda Steddom  
Central College  
Education Dept.  
Campus Box 0126  
812 University  
Pella, IA 50219

**Areas of strength:**

**Target areas for growth:**

**General comments:**

Name \_\_\_\_\_

Position \_\_\_\_\_

School \_\_\_\_\_

Phone \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_



## Student Teacher Final Evaluation

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Grade/Assignment \_\_\_\_\_

School/District \_\_\_\_\_

College Supervisor \_\_\_\_\_

**Evaluation Scale:**

**(1) Unsatisfactory (does not meet expectations)**

The student teacher’s performance is unsatisfactory compared to other beginning teachers. He/she lacks skills expected of a beginning teacher and needs considerable remediation to demonstrate minimal competence.

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## Central College Student Teaching Handbook

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## Central College Student Teaching Handbook

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## Central College Student Teaching Handbook

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Please e-mail this form to Linda Steddom at:

[steddoml@central.edu](mailto:steddoml@central.edu)

or mail to:

**Linda Steddom  
Central College  
Education Department  
Campus Box 0126  
812 University St.  
Pella, IA 50219**

Thank you for providing this valuable experience for future teachers.

### General Comments:

Name \_\_\_\_\_

Position \_\_\_\_\_

School \_\_\_\_\_

Phone \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Central College Student Teaching Handbook  
**Alignment of InTASC Standards with  
Iowa Teaching Standards**

This table shows the alignment of Central College’s student learning outcomes for teacher preparation, the Interstate New Teacher Assessment and Support Consortium (InTASC) standards, and Iowa’s Teaching Standards.

<u>Central College Education Department</u>	<u>InTASC Standards</u>	<u>Iowa Teaching Standards</u>
<b>I UNDERSTAND...</b>		
learner development and differences	Standard 1: Learner Development Standard 2: Learning Differences	Standard #2 Standard #4
the learning environment	Standard 3: Learning Environments	Standard #1
my content	Standard 4: Content Knowledge	Standard #2
innovative application of content	Standard 5: Innovative Applications of Content	Standard #2 Standard #4
multiple methods for assessing student learning	Standard 6: Assessment	Standard #5
planning for instruction and instructional	Standard 7: Planning for Instruction Standard 8: Instructional Strategies	Standard #3 Standard #4
the legal and ethical responsibilities in education		Standard #8
<b>I CAN...</b>		
model and facilitate the use of effective oral, written and communication skills	Standard 4: Content Knowledge Standard 8: Instructional Strategies Standard 10: Collaboration	Standard #1 Standard #2 Standard #4
plan instruction by using knowledge of the content, cross disciplinary skills, individual learner differences, the community and best practice to meet rigorous learning goals	Standard 1: Learner Development Standard 2: Learning Differences Standard 4: Content Knowledge Standard 7: Planning for Instruction	Standard #2 Standard #3
use differentiated strategies and connect concepts to encourage learners to develop deep understanding of the content	Standard 2: Learning Differences Standard 5: Innovative Applications of Content Standard 8: Instructional Strategies	Standard #4
use strategies, resources and technology to enhance critical/creative thinking and problem solving	Standard 5: Innovative Applications of Content Standard 10: Collaboration	Standard #2 Standard #4 Standard #6
apply classroom management and motivational strategies to create positive, productive learning environments	Standard 3: Learning Environments	Standard #1 Standard #6
make instructional decisions based on multiple methods of assessment	Standard 6: Assessment Standard 9: Reflection and Continuous Growth	Standard #5 Standard #7
<b>I AM...</b>		
professional and ethical		Standard #8
collaborative	Standard 10: Collaboration	Standard #1 Standard #8
a committed learner	Standard 4: Content Knowledge Standard 5: Innovative Applications of Content Standard 7: Planning for Instruction Standard 9: Reflection and Continuous Growth	Standard #2 Standard #7
reflective and adaptable	Standard 6: Assessment Standard 8: Instructional Strategies	Standard #1 Standard #5
a facilitator of learning	Standard 1: Learner Development Standard 3: Learning Environments Standard 5: Innovative Applications of Content Standard 7: Planning for Instruction	Standard #2 Standard #3 Standard #4
self-directed	Standard 5: Innovative Applications of Content Standard 9: Reflection and Continuous Growth	Standard #7 Standard #8
a student advocate	Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments Standard 10: Collaboration	Standard #1 Standard #4 Standard #6

## **RENEWAL CREDIT FOR SERVICE IN A STUDENT TEACHING PROGRAM**

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

Renewal points must be earned within the term of the license being renewed. *It should be noted that cooperating teachers will continue to be compensated monetarily for serving as a cooperating teacher for a student teacher (as directed by state code), and that renewal credit would be applied for independently by those teachers wishing to receive it.*

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

- Serving as a cooperating teacher for a full semester student teacher is worth **two** points\*
- Serving as a cooperating teacher for a half-semester student teacher is worth **one** point\*
- Serving as a cooperating teacher for a practicum or practicum students (early field experience) equivalent to *60 contact hours* is worth **one** point (hours may be accrued over several semesters)\*
- Attending (from start to finish) a “Cooperating Teachers’ Workshop” *in conjunction with* serving as a cooperating teacher with a student teacher or practicum student is worth **one** point
- Serving as a multi-year member of a teacher education program’s advisory committee is worth **one** point

Educators will be expected to record their own professional activities for each five year period.

Once the educator has earned the three points which can be converted into one renewal credit, the educator will document this by having a school district administrator (e.g., principal, superintendent, etc.) sign the verification form titled “Certificate of Professional Activities for Renewal Credit.” The teacher must submit this form which documents one renewal credit along with other licensure renewal materials to the Iowa Board of Educational Examiners.

\*Should a student be removed from a student teaching or practicum placement, the cooperating teacher would maintain point eligibility.

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

\*\*Please go to this website and also print off the forms your principal needs to sign\*\*

## Summary of Professional Activities For Renewal Credit

**To be completed by applicant**

Legal Name Last First Middle	Maiden/Former Name
Mailing Address	Date of Birth (Month/Day/Year)
City State Zip	Iowa License File number
Telephone Work ( ) Home ( )	Email address

### Supervision of Student Teacher or Early Field Experience Student

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

- I teacher \_\_\_\_\_  
Grade level(s) and Endorsement area(s)

at \_\_\_\_\_ School in the \_\_\_\_\_ District

- My student teacher/field experience student's name was  
\_\_\_\_\_

He/she attended \_\_\_\_\_ College/University

- Dates served as cooperating teacher: \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_ for  
\_\_\_\_\_ total hours.

Verification of serving as a cooperating teacher for a student teacher/intern as evidenced by the signature below:

\_\_\_\_\_  
**Representative of Teacher Education Program**

\_\_\_\_\_  
Date