



STUDENT TEACHING HANDBOOK

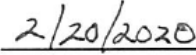


Grand View's Teacher Education Program **EMPOWERS** teachers, through vibrant learning communities and self-reflection, to be **INNOVATIVE, CULTURALLY RESPONSIVE,** and **RESOURCEFUL LEADERS** who are empowered to respond to the dynamic needs of learners for a global society.

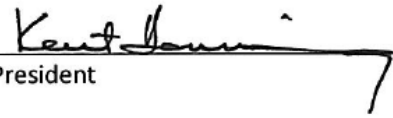
The Student Teaching Handbook contains the policies and procedures for the Grand View practicum students. It describes the goals to which we aspire. This Handbook has been approved through the appropriate channels and procedures and by Grand View's Provost and Vice President for Academic Affairs and the President. Although divisions and departments may occasionally wish to publish additional or revised guidelines for certain events and procedures, such guidelines are not effective and may not be implemented until written approval by Grand View's Provost and the President has been obtained.



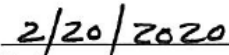
Provost and Vice President for Academic Affairs



Date



President



Date

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OVERVIEW

Introduction

The Grand View University Teacher Education Program is committed to the preparation of competent, ethical, and reflective teachers of excellence within the liberal arts tradition. The baccalaureate programs in elementary and secondary education provide a strong liberal arts background with rigorous professional preparation. Education faculty, in partnership with practicing teachers, model effective teaching behaviors. Students must spend at least two semesters in supervised in-school settings in preparation for the student teaching experience.

At Grand View University the Bachelor of Arts degrees in Elementary (K-6) or Secondary (5-12) Education prepare students for teacher licensure by the State of Iowa Board of Educational Examiners. In addition, students who wish to teach only art, music, or physical education may major in and be licensed by the State of Iowa to teach K-12 art, music, or physical education.

Our Vision

Grand View's Teacher Education Program EMPOWERS teachers, through vibrant learning communities and self-reflection, to be INNOVATIVE, CULTURALLY RESPONSIVE, and RESOURCEFUL LEADERS who are empowered to respond to the dynamic needs of learners for a global society.

University Mission

Grand View is a not-for-profit liberal arts university offering bachelors and master's degrees. It is a private institution affiliated with the Evangelical Lutheran Church in America. Founded more than 100 years ago in 1896, Grand View offers a high-quality education to a diverse student body in a career-oriented, liberal arts-grounded curriculum in Des Moines, Iowa, a metropolitan area of more than half a million people. Grand View welcomes traditional students and adult learners representing a wide range of religious and cultural backgrounds. Grand View engages, equips, and empowers students to fulfill their individual potential and serve society. Committed to the development of the whole person - mind, body and spirit - and to preparing students for successful careers and responsible citizenship both in their communities and in a diverse and changing world, Grand View offers a liberal arts education that:

- Challenges students to inquire with a disciplined and critical mind, communicate effectively, and display an awareness of the global issues that affect us all.
- Creates a community of learners where differing perspectives are welcome, where friendly interaction is the norm, and where intellectual and personal integrity is expected and modeled.
- Offers a supportive environment where students can engage in community with others, discern life purpose, and grow in leadership.
- Affirms Christian faith and ethics as a vision for life, a vision that enhances our respect for the diversity and dignity of all people, for relating to others, and for the pursuit of lifelong learning.

Informed by its Danish Lutheran heritage, Grand View is a School for Life.

Grand View University Education Program Standards GVU Education Department core standards are based on InTASC (Interstate New Teacher Assessment & Support Consortium) Standards, developed by the Council of Chief State School Officers, as well as the Iowa Teaching Standards, and State of Iowa requirements (282-14). InTASC Standards outline what teachers should know and be able to do to ensure every PK-12 student reaches the goal of being ready to enter college or the workforce. Standards are assessed and tracked through the teacher education program ePortfolio.

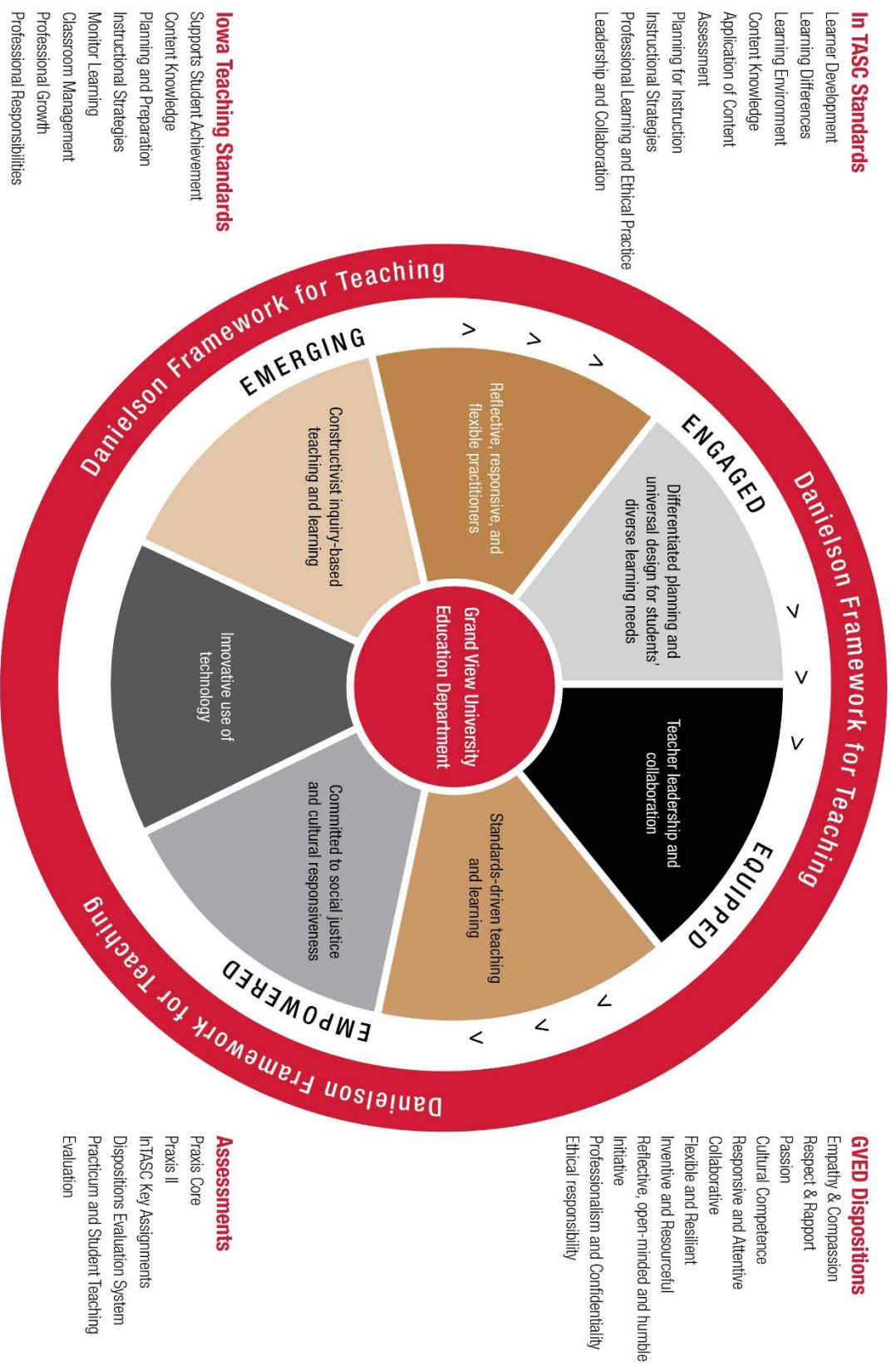
Grand View Learning Outcomes	InTASC STANDARDS Interstate New Teacher Assessment and Support Consortium	IOWA TEACHING STANDARDS Iowa Code 284.3
Learner and Learning	<p>Standard #1 - Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>Standard 2 Demonstrates competence in content knowledge appropriate to the teaching position. The teacher: a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student. c. Relates ideas and information within and across content areas. d. Understands and uses instructional strategies that are appropriate to the content area.</p>
	<p>Standard #2 - Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>Standard 4 Uses strategies to deliver instruction that meet the multiple learning needs of students. The teacher: a. Aligns classroom instruction with local standards and district curriculum. b. Uses research-based instructional strategies that address the full range of cognitive levels. c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs. d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth. e. Connects students' prior knowledge, life experiences, and interests in the instructional process. f. Uses available resources, including technologies, in the delivery of instruction.</p>
	<p>Standard #3 - Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Standard 6 Demonstrates competence in classroom management. The teacher: a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student. b. Establishes, communicates, models, and maintains standards of responsible student behavior. c. Develops and implements classroom procedures and routines that support high expectations for student learning. d. Uses instructional time effectively to maximize student achievement.</p>

		e. Creates a safe and purposeful learning environment.
Content Knowledge and Application	<p>Standard #4 - Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the disciplines 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.</p>	<p>Standard 2 Demonstrates competence in content knowledge appropriate to the teaching position. The teacher: a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student. c. Relates ideas and information within and across content areas. d. Understands and uses instructional strategies that are appropriate to the content area.</p>
	<p>Standard #5 - Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>Standard 1 Demonstrates ability to enhance Academic performance and support for implementation of the school district’s student achievement goals. The teacher: a. Provides evidence of student learning to students, families, and staff. b. Implements strategies supporting student, building, and district goals. c. Uses student performance data as a guide for decision making. d. Accepts and demonstrates responsibility for creating a classroom culture. e. Creates an environment of mutual respect, rapport, and fairness. f. Participates in and contributes to a school culture that focuses on improved student learning. g. Communicates with students, families, colleagues, and communities effectively and accurately.</p>
Instructional Practice	<p>Standard #6 - Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p>	<p>Standard 5 Uses a variety of methods to monitor student learning. The teacher: a. Aligns classroom assessment with instruction. b. Communicates assessment criteria and standards to all students and parents. c. Understands and uses the results of multiple assessments to guide planning and instruction. d. Guides students in goal setting and assessing their own learning. e. Provides substantive, timely, and constructive feedback to students and parents. f. Works with other staff and building and district leadership in analysis of student progress.</p>
	<p>Standard #7 - Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content area, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Standard 3 Demonstrates competence in planning and preparing for instruction. The teacher: a. Uses student achievement data, local standards, and the district curriculum in planning for instruction. b. Sets and communicates high expectations for social, behavioral, and academic success of all students. c. Uses student’s developmental</p>

		needs, backgrounds, and interests in planning for instruction. d. Selects strategies to engage all students in learning. e. Uses available resources, including technologies, in the development and sequencing of instruction.
	<p>Standard #8 - Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Standard 4 Uses strategies to deliver instruction that meet the multiple learning needs of students. The teacher: a. Aligns classroom instruction with local standards and district curriculum. b. Uses research-based instructional strategies that address the full range of cognitive levels. c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs. d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth. e. Connects students' prior knowledge, life experiences, and interests in the instructional process. f. Uses available resources, including technologies, in the delivery of instruction.</p>
	<p>Standard #9 - Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Standard 7 Engages in professional growth. The teacher: a. Demonstrates habits and skills of continuous inquiry and learning. b. Works collaboratively to improve professional practice and student learning. c. Applies research, knowledge, and skills from professional development opportunities to improve practice. d. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa Teaching Standards and district/building student achievement goals.</p>
Professional Responsibility	<p>Standard #10 - Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibilities for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>Standard 8 Fulfills professional responsibilities established by the school district. The teacher: a. Adheres to board policies, district procedures, and contractual obligations. b. Demonstrates professional and ethical conduct as defined by state law and individual district policy. c. Contributes to efforts to achieve district and building goals. d. Demonstrates an understanding of and respect for all learners and staff. e. Collaborates with students, families, colleagues, and communities to enhance student learning.</p>

Grand View Education Department Conceptual Framework

Grand View's Teacher Education Program empowers teachers, through vibrant learning communities and self-reflection, to be innovative, culturally responsive, and resourceful leaders who are empowered to respond to the dynamic needs of learners for a global society.



Legal Status of Student Teachers

The Grand View University Teacher Education Program is approved by the Iowa Department of Education. As such, the following summary of Sections 262, 272, and 670 of the State Code of Iowa pertain to the administration of Teacher Education Programs and the status of student teachers.

Section 262.30 - “Contracts for Training Teachers” permits the Board of Directors for school districts to enter a cooperative agreement with the State Board of Regents on behalf of Grand View University.

Section 272.27 - “Student Teaching” directs teacher preparation programs to enter into a written cooperative agreement with any accredited school district and provides that student teachers placed in a school district under the terms of this agreement are “entitled to the same protection under section 670.8, as is afforded by that section to officers and employees of the school district, during the time they are so assigned.”

Section 670.8 - “Officers and Employees Defended” indicates that a student teacher who is jointly assigned to a placement in a school district under the terms of a cooperative agreement between the district and Grand View University is accorded the same civil and constitutional guarantees of the laws and protection as a licensed teacher. In other words, the student teacher has the same legal responsibility and may be held liable for his/her negligent acts and is also accorded the same protection of the laws as the licensed teacher. This code stipulates that student teachers who teach in Iowa Public Schools are afforded the same liability protection that school districts provide for their employees. Student teachers placed outside of the State of Iowa or in non-public schools may be asked to document that they have liability insurance. Should this be required, student membership in the Iowa State Education Association or the Professional Educators of Iowa organization is available at a reasonable cost.

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

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

Due Process and Remediation

It is important to consider due process rights when making decisions that affect the entrance of a person into his/her chosen profession. Due process requires specific, fair, and reasonable policies and procedures be adopted and implemented. McGrath, Moody, & Olson* (1978) outline the following procedures:

1. Clinical education students must be provided a specific and complete statement of requirements and expectations.
2. The student must be provided a specific description of the competencies by which he or she will be evaluated, detailing the processes to be employed.
3. Actual supervisor practice at both the school and University level must be consistent with published policy available to the student in advance.
4. Orientation of students should provide, in writing, supervisor, and institutional requirements (cited in Long, 1984, p. 30)

The distinction between due process for legal rights under the Fourteenth Amendment (which states “no state shall deprive any person of life, liberty, or property without due process of law”) and academic decisions by institutions supports the institution in making an expert evaluation of cumulative information of skills and techniques in actual conditions of practice.

Remediation:

Responsive remediation plans for marginal student teachers should:

1. Determine if the conduct is remediable.
2. Provide timely verbal or written notification to the student teacher outlining specific deficiencies.
3. Provide a reasonable amount of time for correction with assistance by the University Supervisor and cooperating teacher.

A marginal student teacher is one who consistently fails to achieve competence in one or more of the following items:

- failure to manage the classroom environment effectively
- failure to treat students properly
- failure to impart subject matter effectively
- failure to demonstrate mastery of subject matter being taught
- failure to produce the intended or desired results in the classroom (Bridges & Gumpert, 1984)

*McGrath, M., Moody, D., and Olsen, H.C. (1978). Due process and avoidance of litigation in teacher education. Association of Teacher Educators, 6 3-6.

Grand View University’s Education Department uses a support and remediation plan that works to create interventions for students who need more support to be successful.

Grand View Student Teaching Components

Grand View's student teaching program is organized around five components: 1) Teaching and Planning, 2) Attending Seminars, 3) Reflecting in Journals, 4) Creating an ePortfolio, and 5) Conferencing Regarding Performance.

1) Teaching and Planning

Teaching is the core element of the student teaching program. During each placement, the student will gradually assume full responsibility for planning, designing, implementing, and evaluating lessons within the scope of the classroom curriculum. When planning and delivering instruction, the student will use a variety of teaching strategies that meets the diverse instructional and behavioral needs of the students in the classroom. Each placement will culminate with the student assuming full responsibilities for the classroom for a minimum of two-three full weeks. Student teaching experiences for Grand View students may take place in a public or private school setting. There are some students that will fulfill sixteen-week placements. In that case, student teachers will be responsible for a *minimum* of four (4) full weeks.

Long/short term planning is a necessary element to lesson preparation for the beginning teacher. Often times the difficulties that occur in student teaching can be traced to careless or inadequate planning and preparation. Success is usually dependent on careful and detailed planning and preparation.

Long term plans will include a five-day teaching unit planned by the student teacher, in collaboration with the cooperating teacher. The purpose of developing this teaching unit is for the student teacher to experience the curricular problem-solving and decision-making behaviors required of practicing teachers.

2) Attending Seminars

Seminars will be held throughout the semester and are designed to provide a forum for discussing topics related to student teaching and to assist in broadening the students' knowledge of teaching and the profession. Seminars, which meet on campus after school hours, are a *course requirement* for student teaching. Any seminars missed will require a make-up assignment over the topic covered in the seminar. (See Course Syllabus)

3) Reflecting upon student teaching experience

Students will be required to provide written reflections regarding 1) specific assigned topics, 2) lessons observed by their GV Supervisor that they present, and 3) a video recording of one lesson that they and their cooperating teacher arrange. The assigned topics will be related to instructional strategies, developmental characteristics of the students, classroom management, diversity, personal reflective practices, etc. These journal entries and reflections will provide a basis for student reflections required in the ePortfolio.

4) Completing an ePortfolio

As part of reflecting upon professional practices and personal growth, students will complete their ePortfolio which was started earlier in the program. This electronic portfolio will document achievement of the ten InTASC Standards and will contain samples of students' ability to plan and deliver instruction to students, maintain an engaging learning environment, assess and evaluate student performance, be reflective regarding professional practices, and create collegial relationships.

5) Conferencing Regarding Performance

Supervision is an on-going process as the cooperating teacher and student teacher interact on a daily basis. The cooperating teacher is expected to provide regular, constructive written and verbal feedback. The university supervisor will observe on a regular basis and provide formative written and verbal feedback for the student teacher, conferencing with the cooperating teacher on a regular basis.

6) Formal Conferences with Cooperating Teacher, Student Teacher, and Supervisor

The supervisor, cooperating teacher and student teacher are required to have two formal three-way conferences. The first is a review and conference regarding the cooperating teacher's formal mid-term evaluation. This evaluation tool will be provided by GV. The second conference will include the supervisor's formal final evaluation and the cooperating teacher's formal final evaluation. This final conference will be a collaborative effort by the supervisor and cooperating teacher to provide input to the student teacher on strengths and areas for continued growth. The midterm and final evaluations will be used as part of the student teacher's final grade for student teaching.



SECTION I

The Student Teacher

The student teacher has two roles-the professional educator and the apprentice. Student teaching is designed to provide the teacher candidate with the opportunity to experience the responsibilities, problems, and concerns of the real-life teaching situation, under the daily supervision and mentoring of an experienced cooperating teacher.

The student teacher is provided additional support through observations made by a university supervisor, or the field placement coordinator, and the school principal. Take advantage of the expertise provided during this experience. You will find learning in every situation.

Professional Expectations and Responsibilities

1. Student teachers will arrange to meet with each cooperating teacher prior to the start of each semester to plan for the beginning of the placement. Verify with the cooperating teacher and the university supervisor the beginning and ending date for each teaching placement. Fall placements begin when the cooperating teacher reports for opening workshops and professional development. Spring placements begin on the day classes resume for your assigned district after Winter Break.
2. Ensure that you have contact information for both the school office/secretary and your CT in case of emergencies, late arrivals, or absences.
3. Acquaint yourself with the various policies and procedures of the district you have been placed in including the physical facilities of the building and the resources available in the school district.
4. Participate, alongside your cooperating teacher, in teacher meetings, professional development sessions, workshops, conferences, social functions, and other opportunities for professional growth.
5. Dress appropriately and be well groomed. This means showering regularly, washing your hair, brushing teeth, and wearing clothes that are ironed with no holes/rips. We prefer you do not wear jeans unless your school has designated a special day for them. Dress pants, dress shirts, sweaters, dresses, and skirts are appropriate. Leggings/stretch pants/spandex are ONLY appropriate if they are covered by a tunic/top that reaches down at least to mid-thigh. Athletic wear is only acceptable if you are teaching P.E. and the district allows for this. Err on the side of caution.
6. Please read and understand the Iowa Code of Professional Conduct and Ethics Website: <http://www.boee.iowa.gov>
7. Demonstrate appropriate verbal and written communication skills. These include clarity of expression, correct grammar, appropriate vocabulary, good enunciation, well-modulated voice, correct spelling and punctuation, and acceptable handwriting. Use appropriate language at all times and avoid the use of questionable or inappropriate expressions, the use of sarcasm, or inappropriate humor.
8. Consider school duties and responsibilities an important priority and fulfill them promptly. Attend and report on time for all school appointments and responsibilities. If you have an emergency or delay in getting to school on time, immediately call your CT and/or school secretary. All absences must be reported immediately to the cooperating teacher and the university supervisor. **You must complete an "Absence Form" signed by CT and Field Experience Coordinator. Upon the fourth absence (for ANY reason), the student teaching experience will be extended by one week.**
9. Demonstrate initiative by attending extra-curricular activities involving students whenever possible.
10. Assume responsibility for supervisory duties (and/or shadow the cooperating teacher) during lunch periods, recess or breaks, assemblies, homeroom, or similar activities. If you are unsure about your responsibilities, communicate with your CT.
11. Participate in parent-teacher conferences if they occur during your 8-week placements.
12. Refer all parental requests for student information to the cooperating teacher.
13. Complete all assignments required by the cooperating teacher and the Grand View supervisor. Detailed information on assignments is provided in Section IV.
14. Attend all Grand View Student Teaching Seminars. Make arrangements with your cooperating teacher for coverage of the classroom so you are able to leave school early in order to arrive on time for the seminar.

15. Demonstrate the ability to be a reflective practitioner. You will be asked to reflect on and respond to your work and your assignments.
16. Participate in a three-way conference among the cooperating teacher, the university supervisor, and the student teacher at the mid-term point to evaluate progress to date and at the conclusion of the student teaching session for final evaluation and closure.

Planning and Teaching Expectations and Responsibilities

1. During your first week in each placement, you will create an 8-Week Plan, plotting out what you (student teacher) will be doing/teaching throughout the 8-weeks at each placement. You will use the GV 8-Week Planning Template. A copy will be handed in to your supervisor at the end of your first week.
2. Develop and submit written lesson plans to the cooperating teacher **at least 24 hours in advance**. You should use the **GV Lesson Plan template** (all other templates must reflect InTASC Standards and be approved by the CT and Supervisor). During the observation of the GV supervisor, it is the supervisor's prerogative to request the lesson be created in the form recommended by GV. The student teacher should coordinate all plans with the cooperating teacher, yet show initiative and self-reliance in lesson planning.
3. Organize lessons in a way that is presentable to the cooperating teacher and/or supervisor upon request. You should always have lesson plans prepared and left at school the night before in case of an unplanned absence.
4. Create lesson plans that accommodate the diverse learners in his/her classroom.
5. Deliver instruction that features appropriate activities, clear presentation, multiple teaching strategies, effective questioning, suitable pacing, specific feedback, and appropriate formative and summative assessments.
6. Collaborate with the cooperating teacher to identify a concept appropriate for an instructional unit that fits into the existing curriculum. This unit should include at least 5 individual lesson plans that are focused on the selected concept. You should use the GV Lesson Plan form for these 5 lessons. You should teach these lessons sequentially. Use the **Unit Plan Prep Form** and hand in to your supervisor on or before the deadline. See additional information in Sec. IV.
7. Use available technology to engage students and enhance instruction.
8. Demonstrate a willingness to seek and use the constructive advice and criticism of the cooperating teacher and the GV supervisor.
9. Students who are seeking art, PE or music endorsements will work with the cooperating teacher and the GV supervisor to determine the appropriate structure and time length of the instructional unit.

Student Teaching Sample Schedule (8-Weeks)

The following schedule will give an idea of how to move from observing in the classroom to full time teaching. The length of phase-in and phase-out time is flexible and may be altered at the discretion of the cooperating teacher and/or the university supervisor. Students who are seeking art, PE or music endorsements will work with the cooperating teacher and the university supervisor to determine the appropriate structure and time length of the instructional unit.

First Student Teaching Placement

- Week 1 Observe the cooperating teacher, work with students individually or in small groups, and/or assume any teaching duties the cooperating teacher deems appropriate. Learn the students' names and the daily schedule.

- Week 2 Assume the planning and teaching responsibilities for at least one subject area or class period. With the C.T., **identify** the **topic** for the 5 day teaching unit. Communicate this to the university supervisor using the **Unit Plan Prep Form**.

- Week 3 Assume the planning and teaching responsibilities for one or two additional subject areas or class periods. **Develop** the 5-day teaching unit and share with the cooperating teacher and university supervisor **prior** to teaching the unit.

- Week 4 Assume the planning and teaching responsibilities for one or two additional subject areas or class periods. Participate in the mid-term evaluation conference with the cooperating teacher and the GV supervisor.

- Week 5 Begin bell-to-bell teaching, including planning and teaching responsibilities for all additional subject areas or class periods.

- Week 6 Continue full-time planning and teaching responsibilities.

- Week 7 Continue full-time planning and teaching responsibilities.

- Week 8 Transition subject areas back to CT. Complete units and projects, and student assessments as necessary. Observe in other classrooms during the **last few days** realizing that your top priority is still to your cooperating teacher and their classroom. Make appointments with the teachers prior to observing. Participate in the final evaluation conference with the cooperating teacher and the university supervisor.

Second Student Teaching Placement

Follow a similar schedule to assume planning and teaching responsibilities for this placement. Bell-to-bell teaching should be at a maximum number of days.

PRAXIS TESTING For Grand View University Student Teachers

PRAXIS I

You passed the Praxis I before being admitted into the Education Program. It was a basic academic skills test in reading, math, and writing is required by state law for all students pursuing an education degree in Iowa. All teacher preparation programs in Iowa are required to provide documentation to the Iowa Department of Education that Education students have passed a basic skills test PRIOR TO ADMISSION into the program.

PRAXIS II

In order to be considered a "program completer" all education candidates must attain a passing score on the PRAXIS II test in Pedagogy and in their Content Area. "Program completion" is required for licensure in Iowa and many other states. Even if completion of Praxis II is not required by a state where you want to be licensed, you likely still need to "complete" Grand View's program. Completing Grand View's program (according to state of Iowa law) must include achieving a passing score on an approved program completion test. All Education majors are required to take Praxis II just prior to student teaching (preferred). Taking the Praxis during student teaching is difficult as it must be scheduled during a school break or be considered an absence from your teaching requirements.

Candidates must pass two assessments:

- a. Pedagogy: The grade level appropriate Principles of Teaching and Learning (PLT)
- b. Content: The appropriate Praxis Content Assessment.

Candidates who add multiple endorsements are only required to be assessed in the initial or primary license/endorsement area. Thus, candidates endorsed in Elementary (regardless of endorsement area) will take 5018 for the content test and 5622 for pedagogy. More information is available at the testing site: <http://www.ets.org/praxis> the test sites and administration of the tests are managed by the Educational Testing Services, not by the State of Iowa. The current Parametric testing site (computer-based) is located at 1260 Office Plaza Dr., West Des Moines, IA 50266.

Grand View University's Education Department is committed to providing our students with an exceptional level of support, and we understand that passing certification exams is a crucial step in the path to becoming a teacher. The GV Education Department is pleased to partner with Teachers Test Prep, the nationwide leader in credentialing exam preparation, to help our students prepare for the Praxis. Any student is eligible to:

- Take free online practice tests and receive a diagnostic report...If you do not contact us and instead purchase prep directly on your own, we are unable to reimburse for costs.
- Receive a 15% discount on all test prep services provided by Teachers Test Prep
- The Education Department has purchased a variety of Praxis I and II study guide books to help students study for the tests. These books are excellent study resources that give you an overview of the subjects covered on the tests. You may check them out from the Administrative Coordinator in Suite 221 in RASM.
- If you have any questions, please contact Melissa Ostrem, Administrative Coordinator.

WHAT IF I CANNOT AFFORD TO PAY FOR THE TESTS?

ETS has a certain budget every quarter for fee waivers for Praxis Core testing. Their quarters begin in August, so if ETS uses all the budgeted money for the first quarter students might need to try again to qualify for the waiver. Therefore, it is beneficial to plan ahead if you anticipate needing a fee waiver. Here is the link: https://www.ets.org/praxis/about/fees/fee_waivers/. If you do not qualify or cannot get this fee waiver, please contact a faculty member from the education department to discuss other options for financial assistance.

GRAND VIEW STUDENT TEACHING AGREEMENT

Grand View University has the following specific expectations with regard to student teaching:

1. Each student teacher will abide by the guidelines of the school in which student teaching occurs.
2. Each student teacher is expected to be “on the job” every school day during the student teaching assignment, arriving and leaving the school at times appropriate for a teacher at the host school.
3. **Absences** must be reported immediately to the cooperating teacher and the university supervisor. Excessive days missed due to illness, personal emergencies, or other reasons require make up. Upon each fourth day missed, an additional week of student teaching is required. Weather affected school cancellation does not require making up time.
4. Each student teacher is expected to develop a positive working relationship with each cooperating teacher assigned.
5. Each student teacher is expected to demonstrate developing potential for teaching during the student teaching period. (A midterm and final evaluation at each placement, every other week (or weekly, if needed) visits by the university supervisor, and regular conferences between the university supervisor, student teacher, and cooperating teacher will assist in monitoring the student teacher’s progress.)

During student teaching, each student teacher will be evaluated continually in terms of their progress in achieving the INTASC standards and fulfilling responsibilities. The cooperating teacher and the GV supervisor will counsel the student teacher in each area as is appropriate.

If either believes the student teacher has a serious problem in any area, they may recommend one of the following actions:

- Immediate termination of student teaching, grade of F given.
- Immediate termination of student teaching, an incomplete grade given, allowing student to attempt student teaching again during a different student teaching period.
- Extension of student teaching period for the student teacher for a specified number of days or weeks to be determined by the university supervisor in consultation with the Director of Teacher Education, Education Department Chair, and Field Placement Coordinator.
- Transfer the student teacher to a different school/grade level/subject area/cooperating teacher.
- Continuation of student teaching assignment as is.

The final decision will be made by the Director of Teacher Education, Education Dept. Chair, and Field Placement Coordinator after consultation with the cooperating teacher, GV supervisor, student teacher, and building principal. The student teacher may appeal this decision as outlined in the Grand View University Student Handbook.

STUDENT’S STATEMENT

I, _____, have read, understand, and will abide by the above regulations, governing student teaching.

Signed _____ (This was signed at Orientation) Date: _____

Witness _____ Date: _____



SECTION II

The Cooperating Teacher

The cooperating teacher is an experienced licensed teacher with whom the student teacher will work most closely throughout the student teaching experience. The cooperating teacher provides scaffolded support through day-to-day guidance and supervision essential to the growth and development of the student teacher. The student teacher/cooperating teacher relationship must build upon mutual trust. The cooperating teacher encourages the student teacher to inquire about, experiment with, and implement effective teaching practices. The student teacher is then able to experience the development of a personal working approach to teaching and learning. The classroom becomes a laboratory where the prospective teacher synthesizes a complete understanding of what it means to be an effective teacher within the teaching and learning environment.

The Grand View Field Experience Coordinator will provide opportunities for professional development and support throughout the 8-week experience.

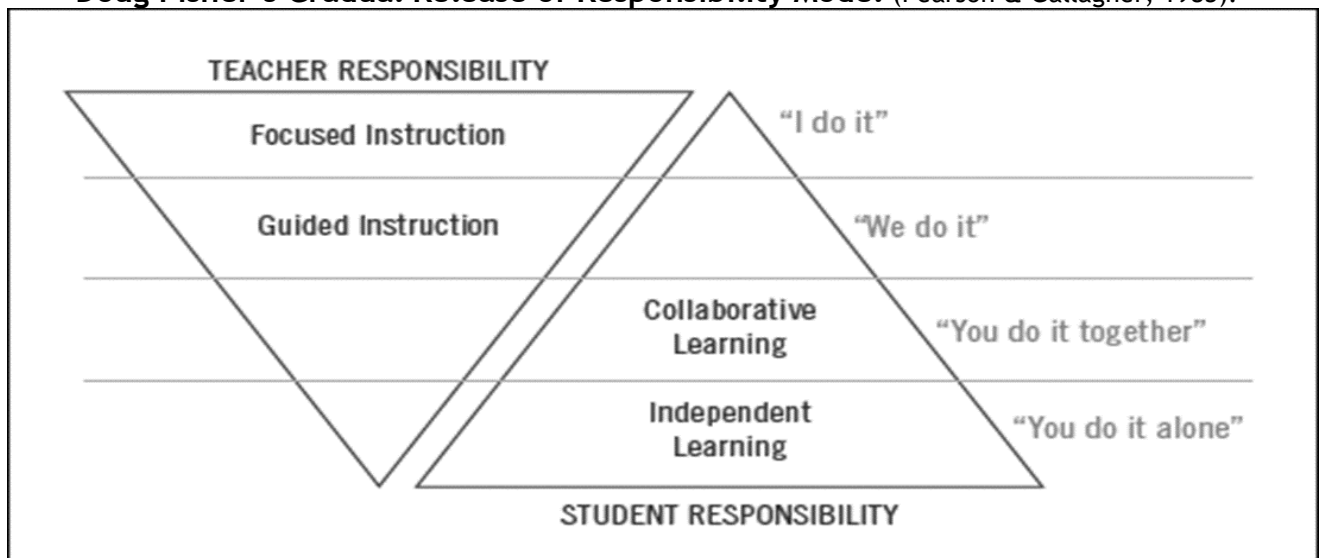
Preparation and Orientation Expectations and Responsibilities

1. Prepare for the arrival of your student teacher by becoming familiar with Grand View Student Teacher Handbook and Syllabus.
2. Meet with the student teacher prior to the beginning of the student teaching semester. Contact information will be shared at Orientation (or before). Your student teacher should make the initial contact.
3. Familiarize the student teacher with the demographics, culture, and diversity of the district and school. The student teacher is required to provide the Grand View supervisor a short description of this information. (Journal Assignment)
4. Provide background information on the pupils with whom the student teacher will be working, include IEP, 504, and ELL data as necessary. (Journal Assignment)
5. Discuss with the student teacher the building policies and procedures including, but not limited to discipline, student records, emergency procedures, access and use of technology, and the rules and regulations regarding the sharing of student information under FERPA.
6. Provide copies of curriculum guides, policy manuals, handbooks, teacher editions of student books, and any other pertinent guidelines or expectations needed by the student teacher.
7. Introduce the student teacher to the faculty and staff and help establish good rapport. Include the student teacher in all staff meetings, PLCs, and department planning.
8. Introduce the student teacher to the students and clarify for them the role of a student teacher. This might include that they are a partner/team with you and will have an authoritative position while they are instructing.
9. Provide a place for the student teacher to work and store his/her materials.
10. Collaborate with the student teacher to map out a tentative 8 week schedule (using the 8-Week Planning Template) for teaching responsibilities they will assume, up to and including a minimum of 2 weeks (preferably 3) of bell-to-bell teaching. This will be turned in to the supervisor at the end of the first week of student teaching.
11. Allow the student teacher to begin working with individual students and/or small groups during week one, gradually increasing their responsibilities.
12. Review your classroom management plan and ensure the student teacher knows how to consistently follow the plan. Student teachers will provide their supervisor a copy.
13. Discuss procedures for students in shared building locations: hall procedures, lunchroom and recess procedures, etc. The student teacher will share in all of these responsibilities.

Coaching and Mentoring Expectations and Responsibilities

1. Establish a rapport that enables the teacher to act as a mentor to the student teacher where the student teacher receives ongoing feedback regarding their content knowledge, pedagogy, and dispositions.
2. Share knowledge, materials, and experiences with the student teacher.
3. Develop a climate of trust by showing supportive interest in the student's work and encouraging risk-taking.
4. Encourage the student teacher to participate in professional development, as appropriately determined by cooperating teacher and building principal.
5. Provide direction in lesson planning, which allows for student creativity. Assist the student teacher in developing long-range goals, weekly plans, and daily lessons. They should use the *GV Lesson Plan Template* unless we have agreed on a different format.
6. Heighten the student teacher's awareness of confidentiality and diversity within the classroom in order to establish a classroom environment that allows for instructional opportunities that are equitable and adaptable to diverse learners.
7. Assist the student teacher in the implementation of the accommodations and modifications for students with IEPs and 504 plans.
8. Debrief, Debrief, Debrief...Please find time daily to provide feedback. Use clear and useful feedback to encourage, but also have difficult conversations when needed. Use the Dispositions and InTASC standards on pages 35-36 and 40-43 to guide your conversations.
9. Review/stay informed of the continual information from the GV Education Department about professional development opportunities and deadlines.

***Doug Fisher's Gradual Release of Responsibility Model** (Pearson & Gallagher, 1983).



Assessing and Evaluating Expectations and Responsibilities

1. Observe the student teacher's content knowledge, skills, and dispositions. A variety of observation tools will be provided by the Field Experience Coordinator throughout the 8-week process. Provide ongoing, formative assessment of the student teacher's delivery of instruction and interaction with students, providing constructive feedback.
2. Provide consistent, specific descriptions of the student teacher's performance, which can be used to analyze strengths and areas for growth.
3. Read and prepare yourself for the understanding of the InTASC Standards that are used for student teacher evaluation. **(See InTASC/Iowa Teaching Standards Comparison Chart in Overview.)**
4. Encourage self-evaluation of the student teacher's personal and professional development. Samples of reflective questions will be provided by the Field Experience Coordinator.
5. Frequently communicate with the university supervisor regarding student's progress and/or concerns. If there are any concerns, those should be brought to the supervisor as soon as possible.
6. Complete a mid-term **formative evaluation form** including constructive feedback and suggestions for improvement; review this with the student teacher and the university supervisor in a three-way conference. The mid-term document will be sent to you via email. Retain a hard copy for your discussion with the student teacher and supervisor.
7. Complete a final **summative evaluation form** and participate in a three-way conference among the cooperating teacher, the student teacher, and the university supervisor at the conclusion of the student teaching session to evaluate performance. The Final Evaluation document will be sent to you via email. Retain a hard copy for your discussion with the student teacher and supervisor
8. Upon request of the student teacher, write (or decline to write) a letter of recommendation based on observation and evaluation of the student teacher's performance.
9. Complete the **Evaluation of Supervisor form** that will be sent to you via email near the end of the placement.
10. Complete the **Dispositions Evaluation** which will be sent to you electronically at the end of the placement.
11. C.T.'s will have the opportunity to receive compensation and renewal credit. Everyone needs to complete the **Payment Form**. The renewal credit form is a separate one, provided by the DE.

The Building Principal's Role

Principals play a vital role in welcoming student teachers into their buildings and into the teaching profession by providing leadership and direction. The principal oversees all aspects of their building, including teacher supervision/evaluation. A student teacher should be considered as one of your teaching staff and should be expected to function in a similar capacity.

Administrative Responsibilities/Expectations

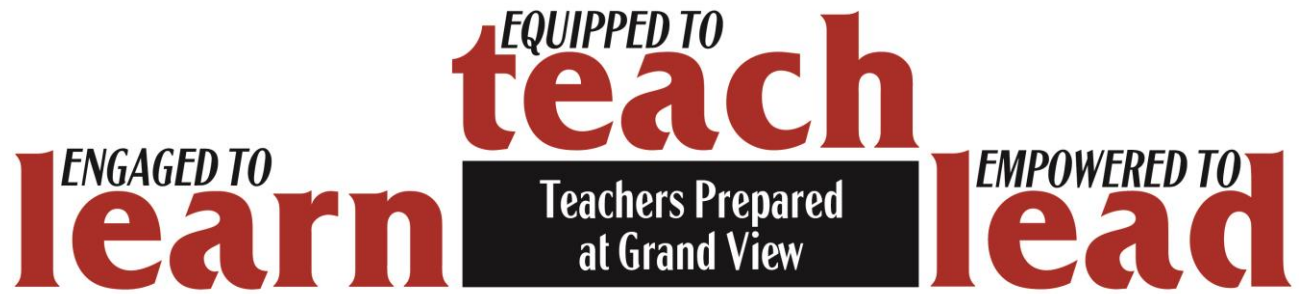
1. Assist in the selection of cooperating teachers by recommending the most competent and willing teachers who have had three years of successful, full-time teaching experience.
2. Protect the student teacher from exploitation and tort liabilities.

Supportive Responsibilities/Expectations

1. Welcome the student teacher to the building and introduce him/her to the building staff, teachers, and auxiliary personnel.
2. Ensure the student teacher has been presented with the philosophy of the school, discipline and other building procedures, and the school's policy on professional attire.
3. Establish a climate of life-long learning and accept student teachers as participating members of the faculty.

Evaluative Responsibilities/Expectations

1. Observe the student teacher conducting a lesson. Use the district observation/evaluation tool you would with one of your licensed teachers. Meet with the student teacher (and possibly the cooperating teacher) and provide feedback based on your observation. If your schedule does not allow for this, you may ask a Vice Principal or Instructional Coach to do the observation and provide feedback.
2. **(OPTIONAL)** Conduct a mock interview with the student teacher, referencing the Iowa Teaching Standards which are aligned to the InTASC Standards. Provide feedback that will help prepare the student for future employment interviews.



Section III

The Supervisor

The Grand View supervisor has the responsibility for assisting, coaching, supervising, and evaluating the student teacher during the semester of student teaching. The assigned university member plays an important part in the success of Grand View student teachers. This role has key responsibilities that will help create a successful experience and prepare our students for a career in education.

University Supervisor Expectations and Responsibilities

1. The very first responsibility is to get to know your student teachers. The more that you can connect with them, the better the working relationship of the mentor/student. They are looking to you for guidance and for information. Knowing your student teacher on a personal level will increase your ability to have meaningful discussions regarding your observations. It will also provide them with a person that they can reach out to for resources and for advice.
2. Introduce yourself to the cooperating teacher and establish a system of communication with them. It is suggested that you meet with them prior to any observations of the student teacher in order to know about the classroom, the content, and the overall make-up of the class. In order to be able to provide your student teacher with the needed resources, you should be aware of the classroom dynamics.
3. The supervisor needs to expect the student teacher to behave professionally, use best practices, and display ethical behavior. The supervisor will share in the responsibility of communicating clear expectations. Please complete the **Dispositions Evaluation** at the end of the 2nd placement.
4. The supervisor needs to support and expect the student teacher to have on-going growth in all areas of becoming a professional educator. The supervisor needs to provide quality coaching, feedback, and scaffolded support for the growth and development of the student teacher.
5. It is important that the supervisor honor and respect the student teacher as a professional. The student teacher should implement some of their own professional ideas and teaching strategies. The supervisor provides an opportunity for the student teacher to express and negotiate his/her own thinking as part of the learning process.
6. Supervisors are required to visit and observe every other week for each 8-week placement. Formal observations will be reflected using the **GV Observation Form**. The supervisor must also participate in the mid-term evaluation conference and a final evaluation conference with the cooperating teacher and the student teacher. Those can be planned for the same time as observations. Additional observations can be determined by the needs of the student teacher.
7. In addition to the cooperating teacher completing a mid-term and final evaluation, *supervisors will also submit their own final evaluation* (but not the mid-term) for each placement. The tool will be sent to supervisors via email. This will support inter-rater reliability for our assessments.
8. Supervisors will meet briefly with the student teacher to discuss the observations. Supervisors will send the evaluation document to the student teacher within 48 hours. Supervisors will list 2 or more reflective questions on the evaluation. Student teachers will provide their responses to their supervisors within 48 hours.
9. The observations will be documented on the “Grand View Observation Form”. Supervisors must keep all documentation of communications and observations and submit those to the Field Placement Coordinator at the conclusion of each placement. Observations and evaluations are based on the InTASC Standards.

10. The other responsibilities center on the assessment of student teaching assignments. The student teachers should follow the provided schedule for turning in assignments to their Supervisor.
11. The student teachers are required to complete a unit plan that is also assessed by the supervisor. The student teachers, with the agreement of cooperating teacher and supervisor, should use the **Grand View Lesson Plan Template** (or use a method that is suitable for all parties containing the *required criteria*). Those discussions should be completed prior to the creation of the unit plan.
12. Student teachers are also asked to create a video of their teaching and a critique of that video. The student teacher will submit the written critique to the supervisor. The supervisor does not need to view the video but may request it to help assess the assignment.
13. Student teachers will submit an e-portfolio for assessment to the supervisor.
14. Supervisors will assist in the early re-assignment of a student teacher if continuation of the assignment would jeopardize the student's chances for success.
15. Supervisors will assist the Field Experience Coordinator and the Department Chair in developing any needed assistance plans in the event that a student teacher is performing unsatisfactorily.
16. Supervisors will agree to write a letter of recommendation. In the event that they are not willing, they must explain their reservations to the student.
17. Supervisors will attend monthly Professional Learning Community Meetings (PLC). The PLC will be organized by the Field Experience Coordinator. Agendas will include professional development, discussions on the consistency of our program and assessments, trouble-shooting, announcements, and planning.
18. Supervisors are invited to attend all seminars. The seminars are held about every other week during the semester from 4:15 p.m. - 5:30 p.m. During the seminars, a variety of topics are covered and supervisors will have the first 15 minutes of some of the sessions to meet with their students.

Field Experience Coordinator Responsibilities/Expectations

The Grand View Field Experience Coordinator serves as the liaison between the school districts, the student teachers, the cooperating teachers, and Grand View University. The Coordinator is responsible for securing placements for all student teachers and assuring that student teachers and cooperating teachers have positive and productive experiences.

Administrative Responsibilities/Expectations

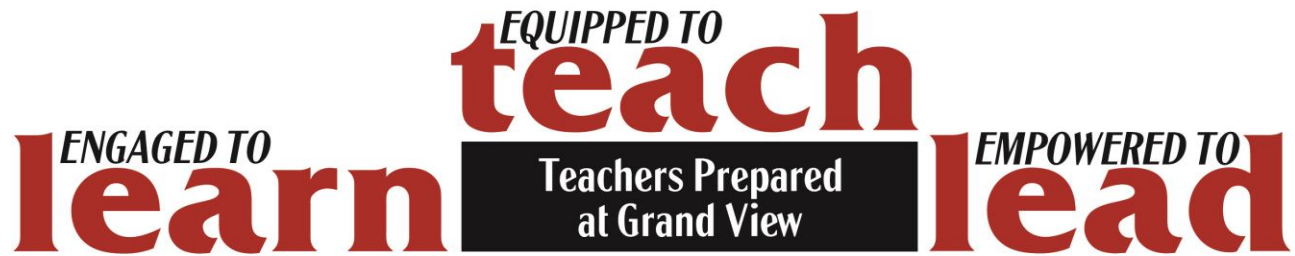
1. Establish and update field placement contracts with schools participating in all levels of field placement for Grand View University.
2. Organize and conduct the cooperating teacher's orientation and professional development for each semester.
3. Organize and conduct the orientation meeting for student teachers.

Placement Responsibilities/Expectations

1. Work with district administrative and supervisory personnel in the selection of cooperating teachers and school placements.
2. Provide a variety of districts/schools for placements throughout their pre-service training.
3. Provide pertinent information concerning each student teacher to school principals and cooperating teachers.

Support Responsibilities/Expectations

1. Know the professional goals, as well as personal, social, and educational background of the student teachers to be supervised.
2. Serve as a facilitator among schools, supervisors, cooperating teachers, and student teachers.
3. Support the supervisors by leading monthly PLC meetings.
4. Support CTs and supervisors if a **Remediation Plan** needs to be administered.
5. Conduct the student teacher seminars which are held throughout the semester.



SECTION IV

Assessment

Grades for student teaching are determined by many factors of performance which are exhibited and documented by the student teacher through the ten program standards established for education majors.

There are three major areas from which data are collected:

- Supervisor observation - University supervisors perform observations related to content knowledge, delivery of instruction, management of the classroom, reflective practice, and professional dispositions.
- Cooperating teacher assessment - Cooperating teachers provide on-going formative assessment which is then summarized in the midterm and final evaluation documents.
- Course Assignments - The final form of assessment is conducted through the creation and presentation of an ePortfolio designed by the student teacher to summarize his/her knowledge, skills and dispositions on the ten InTASC Standards.

NOTES:

- A minimum grade of "C" must be attained for possible recommendation by Grand View University to the State Department of Education for licensure.
- All Education majors must successfully pass both of the designated PRAXIS II tests required by the Iowa Department of Education.

EDUCATION DEPARTMENT EVALUATION CRITERIA

*Grand View Education Department is a respected, visionary leader in teacher education.
We prepare teachers to be innovative, resourceful leaders through vibrant learning communities.*

Evaluation of students:

The Education Department at Grand View University is interested in the progress of students across time in our program. We use the InTASC progressions to assist in the evaluation of our students as they work to meet the standards. We look at students across their time in the program, keeping the end product in mind as we assess. **Key Assignments** are placed into the ePortfolio throughout the program.

- Standard #1: Learner Development
- Standard #2: Learning Differences
- Standard #3: Learning Environments
- Standard #4: Content Knowledge
- Standard #5: Application of Content
- Standard #6: Assessment
- Standard #7: Planning for Instruction
- Standard #8: Instructional Strategies
- Standard #9: Professional Learning and Ethical Practice
- Standard #10: Leadership and Collaboration

The InTASC progressions serve as guidance in assessment and course design. Each progression is marked by an increase in complexity with students moving through 3 levels during their time.

<i>Emerging (1)</i>	<i>Engaged (2)</i>	<i>Equipped (3)</i>	<i>Empowered (4)</i>
<i>Progressing toward a fundamental understanding of the standard. Student content knowledge, research support, and selected teaching methods reveal beginning comprehension and application of the standard expectations.</i>	<i>Demonstrates foundational understanding of the standard. Student content knowledge, research support, and selected teaching methods reveal a foundational base of comprehension and application of the standard expectations.</i>	<i>Demonstrates proficient understanding of the standard. Student content knowledge, research support, and selected teaching methods reveal capable and skillful comprehension and application of the standard expectations.</i>	<i>Demonstrates sophisticated understanding of the standard. Student content knowledge, research support, and selected teaching methods reveal elaborate and intricate comprehension and application of the standard expectations.</i>
Pre-Education / Practicum 1	Practicum 1 / Practicum 2	Practicum 2 / Student Teaching	Exception to the norm – Many students do not achieve level 4

Each of the core courses in the program will assess at least one of the InTASC Standards with a Key Assignment. The Key Assignment will be the same across all sections of the course and has been designed carefully to assess both the individual student and program as a whole. The grading of the assignment differs from the assessment of the Standard/Progression. For example students may earn an “A” on the assignment while at the same time be marked as “Emerging, Engaged, Equipped or Empowered” because of the expectations for the scope of what they understand at the time. **During Student Teaching, several additional artifacts will be added to complete the ePortfolio.**

STUDENT TEACHING GRADING CRITERIA

General Grading Criteria:

A = Superior

- Demonstrates superior skill in working with students and subject matter and is ready to accept a position of major responsibility with outstanding skills.
- Appears enthusiastic and confident, who takes initiative, is flexible in the planning and execution of the learning program
- Exhibits mature judgment and copes well with the unexpected. Such a person rates high in creativity, self-esteem and reliability, can function as an equal with the teacher and can work cooperatively
- Shows responsible and reliable behavior, attends campus meetings, meets deadlines, accepts suggestions, follows guidelines and informs the cooperating teacher and supervisor of any absences.

B = Very Good

- Works well with pupils, makes an effort to understand their needs and tries to meet those needs.
- Shows enthusiasm and takes responsibility and gets along well with the faculty/staff.
- Has the potential to be a skilled teacher, but who is still developing in one or two of the basic attributes of an effective teacher.

C = Average

- Able to handle basic responsibilities, but who needs more time/experience to discover his/her philosophy of effectiveness in working with pupils, as well as a solid feeling for the teaching/learning process.
- Does average work in terms of planning, presenting, thinking on his/her feet, and handling problems.
- Does not readily evidence creativity, maturity, or resourcefulness.
- Appears not to consistently show enthusiasm or take initiative when working with pupils.
- Lacks underlying strength. They are making progress toward several of the attributes listed under B, but a person who has not yet become a comfortable, self-confident adult in the role of teacher.

Would need some direction and supervision during the first year of teaching.

D = Below Average

- Performs below average and **cannot be recommended** to a potential employer as having promise for developing into an acceptable teacher.
- Demonstrates that his/her command of subject matter is minimal or inadequate and makes no substantial effort to improve it. Exhibits little knowledge of or interest in using a variety of teaching approaches and procedures to maximize learning.
- Seems insensitive to classroom problems and atmosphere and frequently makes decisions which are tactless or not based on sound judgment.
- Skills in classroom management are weak. Seems unaware that they exist and takes little action to correct them.
- Does little real lesson planning except in a most perfunctory fashion, does not meet deadlines set by the cooperating teacher, and makes minimum responses to suggestions made by the supervisor or cooperating teacher.
- The student teaching experience must be repeated and successfully completed with a grade of C or above for licensure recommendation to occur.

F= Failure

- Responsibilities expected for the student teaching experience have not been fulfilled.
- The experience must be repeated and successfully completed with a grade of C or above for licensure recommendation to occur.

A 93-100%	B 83 - 92.9%	C 73 - 82.9%	D 63 - 72.9%	F 62.9% and below
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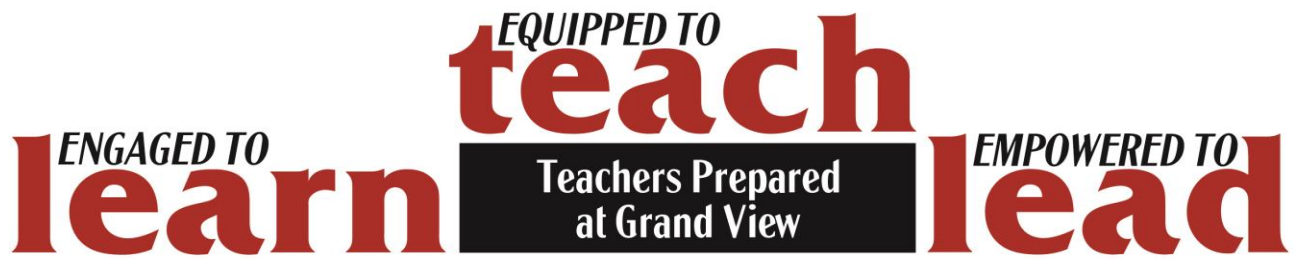
Student Teaching Course Assignments

Student teachers demonstrate their knowledge, skills, and dispositions through everything they do in their student teaching experience. The following required assignments provide on-going evidence of their teaching competence. Electronically submit each assignment to university supervisor and your ePortfolio. NOTE: See the assignment directions and rubrics for specific requirements.

Student Teacher Assignments	Due Date
<p><u>Unit Plan</u> Work with the cooperating teacher to identify a concept appropriate for an instructional unit for each placement. This unit should include at least 5 lessons that are focused on the selected concepts. (InTASC Standards 4, 5, 6, 7)</p>	<p>Date _____ (Placement 1) Date _____ (Placement 2)</p>
<p><u>Teaching Video & Reflection</u> Record a 15-20 minute recording of their teaching in your first placement. A video critique is completed for the recorded lesson and used to create a summary reflection for the portfolio. (InTASC Standards 3,4, 8)</p>	<p>Date _____ (Placement 1)</p>
<p><u>Journal Reflection 1</u> Complete this 1-page journal reflection for each of the student teaching placements. (InTASC Standards 1, 2)</p>	<p>Date _____ (Placement 1) Date _____ (Placement 2)</p>
<p><u>Journal Reflection 2</u> Complete this 1-page journal reflection for each of the student teaching placements. (InTASC Standards 1, 2)</p>	<p>Date _____ (Placement 1) Date _____ (Placement 2)</p>
<p><u>Building Principal Mock Observation</u> Invite and schedule a building administrator to observe and provide feedback on a lesson you teach during your first placement. Complete the reflection form. (InTASC Standard 9)</p>	<p>Date _____ (Placement 1) Date _____ (Placement 2)</p>
<p><u>Seminar Attendance</u> Attend and participate in the planned activities and discussions.</p>	<p>Specific dates on Mondays from 4:15 - 5:30 p.m.</p>
<p><u>ePortfolio - Design</u> an electronic portfolio using Blackboard including all required artifacts and reflections on the ten InTASC standards. Begin with an <u>Introduction</u>: Introduce yourself, describing your student teaching placements, professional traits and goals. You may post artifacts such as a resume' or educational philosophy that would be of interest to prospective employers</p>	<p>Date: _____</p>
<p><u>ePortfolio - Standard 1</u></p>	<p>Date: _____</p>

<p>Compare the first and second placements on the developmental characteristics of your students. Include specific examples from student teaching that show how this impacts instruction, management, and relationships.</p>	
<p><u>ePortfolio - Standard 2</u> Describe the demographic diversity of your schools and classrooms. (http://nces.ed.gov/globallocator/). Describe ways you were able to adapt instruction and management to meet the needs of diverse learners. Provide specific examples including artifacts such as lessons showing differentiation or examples of diverse student work.</p>	<p>Date: _____</p>
<p><u>ePortfolio - Standard 3</u> Compare the first and second placements on the approach you took with classroom management and motivation. Provide examples of how you managed student behavior and created an environment that motivated students. Self-assessed your strengths and areas for future growth. Due: 8th Sunday of 2nd placement</p>	<p>Date: _____</p>
<p><u>ePortfolio - Standard 4</u> Provide an overview of one of your 5-lesson unit plans. Include why you chose this unit to demonstrate knowledge of content and pedagogy. Discuss what you learned and how you could improve in the creation or delivery of the unit. (The complete Unit plan is evaluated by a separate rubric.)</p>	<p>Date: _____</p>
<p><u>ePortfolio - Standard 5</u> Discuss your style of classroom communication. Provide examples of how you facilitated student communication, active inquiry and collaboration. Post artifacts such as graphic organizers, use of technology, or discussion activities.</p>	<p>Date: _____</p>
<p><u>ePortfolio - Standard 6</u> Reflect on use of formative and summative assessment in your unit to monitor student progress and to improve instruction. Discuss the results of your unit assessments and how they showed student mastery of concepts. Include final grade distribution related to your objectives. Identify strengths and areas for future development in assessment techniques.</p>	<p>Date: _____</p>
<p><u>ePortfolio - Standard 7</u> Reflect on the instructional planning skills demonstrated in the creation of your unit plan, including identification of curriculum standards, objectives, aligned assessment, and detailed procedures. Discuss the effectiveness of your planning and preparation.</p>	<p>Date: _____</p>

<p><u>ePortfolio - Standard 8</u> Illustrate the inclusion of higher order thinking skills and active learning that include students' development of critical thinking, creativity, problem solving, and performance skills. Draw upon an activity within your unit plan or attach another lesson you developed. Student work can also be used as artifacts.</p>	<p>Date: _____</p>
<p><u>ePortfolio - Standard 9</u> Review student teaching journals, video reflections, and reflective notes on daily lesson plans. Discuss examples of improved instruction based upon C.T. and supervisor feedback. Provide examples of ways reflection and mentor relationships contributed to your professional growth as a teacher</p>	<p>Date: _____</p>
<p><u>ePortfolio - Standard 10</u> Consider your interaction with CTs, parents, and others within your placements, including issues of confidentiality, ethical behavior or school policies. Provide specific examples of your collaboration and ethical/ professional behavior.</p>	<p>Date: _____</p>



SECTION V

Forms

These forms are specifically chosen to be used in the Grand View University Student Teaching Program. Forms are presented alphabetically in this section. They are accessible electronically on Blackboard. Please contact your Supervisor or Field Experience Coordinator if you are unable to locate the form.

NAME OF FORM	USER	Pg.
5-Lesson Unit PREP Form	Student Teachers	32
8-Week Planning Template	Student Teachers	33
Absence Form	Student Teachers	34
Assessment of Dispositional Professional Qualities	Cooperating Teachers, Supervisors	35
Evaluation of Supervisors	Student Teachers, Cooperating Teachers	37
Experiential Learning Waiver	Student Teachers	38
Final Evaluation Form	Cooperating Teachers, Supervisors	40
GV Lesson Plan Template Elementary	Student Teachers	44
GV Lesson Plan Template HS/MS	Student Teachers	45
GV Payment Form for C.T.	Cooperating Teachers	47
Mid Term Evaluation Form	Cooperating Teachers	48
Mileage Form	Supervisors	52
Mock Observation Reflection Form	Student Teachers	53
Observation Form	Supervisors	54
Remediation Plan	Supervisors, Field Exp. Coordinator	55
Renewal Units	Cooperating Teachers	57
Supervisor Checklist	Supervisors	59
Unit Plan Rubric	Student Teachers, Supervisors	60
Video Critique Assignment and Reflection Form	Student Teachers, Cooperating Teachers	62

5-Lesson Unit PREP Form

Student Teacher Name: _____ Date: _____

This Prep Form is to be completed, as you work closely with your cooperating teacher to determine an appropriate 5-lesson unit to be taught during your placement. This is the first step in planning your unit. The purpose of this form is to guide your planning and to communicate to your CT and supervisor, the direction of this key assignment. Keep your supervisor informed.

Student Name: _____ Date: _____

Name of Unit: _____

Grade Level: _____

What subject area will be covered? _____

Dates/Times unit will be taught:

Resources:

- Self-created
- Developed from district-provided curriculum (textbooks and series)
- Developed from other professional sources
- Developed using a combination of these

Please list the objectives you will be teaching and assessing: (list others on back)

1.

2.

3.

4.

Tell why you think it is important for the students to learn these:

When creating your unit, please include all of the following:

Introduction	Duration	Curriculum Standards/Unit
Objectives		
Content Outline	Differentiation	Assessment of learning
Content Resources	References	5 individual lesson plans
Analysis of the assessment data		Unit Evaluation

8-Week Blank Planning Template

This form is used to help plot out what student teachers will be doing/teaching throughout the 8-weeks at each placement. This is a fluid document, understanding that we adjust instruction and plans to meet the needs of the students. Please hand this in to your supervisor by 11:00 p.m. on Sunday, the end of your first complete week. You do not need to hand in revisions that are made throughout the 8 weeks. Communicate with your supervisor during observations about adjustments you make.

Date	Student Teacher Responsibilities
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	

STUDENT TEACHER ABSENCE FORM

Please complete this form for any/every absence you have during your 16 weeks of student teaching. This should be signed by student teacher and C.T. within 24 hrs. of the absence and sent to Field Experience Coordinator electronically at that time.

Student Teacher:

(Print name)

Date of Absence:

Reason for Absence:

- I contacted my CT and Supervisor by phone/text before 7 a.m. on day of absence.
- I've attached documentation from doctor/clinic (if required).
- I understand that my consistent attendance is vital to my student teaching learning experience and for the learning of the students in my classroom.

Student Teacher Signature: _____ Date: _____

Cooperating Teacher Signature: _____ Date: _____

Field Experience Signature: _____ Date: _____

Scan and email to the GV Field Experience Coordinator. This document will be kept on file in the Education Department.

Assessment of Dispositional Professional Qualities in Grand View Teacher Education Program Candidate

Student _____ Date _____

Respondent Name (print) _____ Student or Teacher (circle one)

Respondent Signature _____

Course name and number: _____

This form is used to evaluate dispositions displayed during class and clinical experiences, to document professional progress, and to identify areas where improvement is needed. The scores are NOT used in determining grades.

Not Observed or Not Applicable	Serious Concerns	Needs Improvement	Emerging	Acceptable
NA	1	2	3	4
	Behavior displayed is contrary to expectations for this disposition.	Behavior is displayed occasionally.	Behaviors is displayed frequently	Behavior is displayed frequently and consistently

Caring: Candidates with this set of dispositions value and appreciate all aspects of other persons' wellbeing—cognitive, emotional, physical and spiritual—thereby enhancing opportunities for learning needs of other education students and in working with professionals.					
1.1 Empathy & Compassion: Identifies with the perspective of others and exhibits concern for others.	NA	1	2	3	4
1.2 Respect & Rapport: Shows appropriate regard for others and develops appropriate relationships.	NA	1	2	3	4
1.3 Passion: Demonstrates excitement, enthusiasm and optimism for teaching.	NA	1	2	3	4
1.4 Cultural Competence: Appreciates and capitalizes upon diversity; is aware of and acts to reduce one's own biases; employs culturally sensitive pedagogy.	NA	1	2	3	4
Comments:					
Communicative: Candidates with this set of dispositions are sensitive to and skillful in the various aspects of human activity. They have effective interpersonal relationship skills and attitudes that foster collaborative enterprises useful in enhancing the teaching-learning process.					
2.1 Responsive and Attentive: Aware of others' needs and responds appropriately. Has keen with-it-ness/engagement in communication with others.	NA	1	2	3	4
2.2 Collaborative: Involves and works with others' in planning, problem solving and learning.	NA	1	2	3	4
Comments:					
Creative: Candidates with this set of dispositions display the capacity to envision and craft things in novel and meaningful ways to meet the needs of students.					
3.1 Flexible and Resilient: Adapts and adjusts practices to meet the needs of students and embraces change.	NA	1	2	3	4
3.2 Inventive & Resourceful: Finds and uses resources in effective and creative ways.	NA	1	2	3	4
Comments:					

Critical: Candidates with this set of dispositions have the ability to examine closely, to critique, and to ask questions. They do not accept the status quo at face value but employ higher level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize candidates with this set of dispositions.:					
4.1 Reflective, open-minded, and humble: Takes time to evaluate effectiveness of instruction & behavior; reflects on own growth and accountability; considers different sides of an issue; does not display or act upon prejudices; displays sociocultural understanding. Places the needs of the learner or task above one's own ego; reflects on own growth and accountability.	NA	1	2	3	4
4.2 Initiative: Exhibits a willingness to pursue solutions to problems or questions; gathers relevant data and persistently seeks to improve situations.	NA	1	2	3	4
Comments:					
Professional Requirements: These are qualities and practices that teacher candidates must exhibit in order to be recommended for licensure, some of which are explicit in the Iowa Code of Ethics and Code of Responsibilities. Teachers display <i>all</i> of the following qualities and/or behaviors that characterize this set of professional requirements.					
6.1 Professionalism & Confidentiality: Complies with policies related to confidentiality. Meet the standards expected of a teacher such as appropriateness of dress, grooming, demeanor, punctuality, tact, discretion, courtesy.	NA	1	2	3	4
6.2 Ethical responsibility: Adheres strongly to high moral principles and ethical standards as expressed in the Iowa Code; evidences integrity. Attends to school policy for attendance and behavior; completes tasks in a thorough and efficient manner.	NA	1	2	3	4
Comments:					

EVALUATION OF SUPERVISOR BY COOPERATING TEACHER

Supervisor's Name:

- Organization/ scheduling (organized and planned well)
- Responsibility/ credibility (was honest, could count on him/her)
- Time Efficiency (used visitation time wisely)
- Feedback (provided helpful feedback, suggestions, ideas)
- Interest (appeared interested, enthusiastic, positive)
- Expectations (made requirements clear, considered level of experience, ability, situation)
- Expertise (provided useful information, practical applications)
- Modeling (encouraged professional growth, behavior)
- Respect (showed tolerance, respect, understanding)
- Availability (approachable, available when needed)
- Evaluation (used fair/ appropriate evaluation procedures)

1. What are some things the supervisor did that you valued and/ or appreciated?

2. What, if anything, could this supervisor have done to make the student teaching experience more meaningful?

Grand View University
1200 Grandview Avenue
Des Moines, Iowa 50316
www.grandview.edu

**EXPERIENTIAL LEARNING WAIVER
FOR STUDENT INTERNSHIP/PRACTICUM/SERVICE LEARNING EXPERIENCES**

This is a release. Please read carefully

STUDENT NAME: _____

ID# _____

INTERNSHIP/PRACTICUM/SERVICE LEARNING DATES:

INTERNSHIP/PRACTICUM/SERVICE LEARNING AGENCY/SITE:

In consideration for the opportunity to receive academic credit by participating in an experiential learning opportunity, the undersigned acknowledges and certifies the following:

Grand View University itself does not control the way in which this experiential learning opportunity (learning experience) and the learning site are structured and operate. Learning may include experiential learning in which academic credit is earned for said experience and University personnel sanction and/or supervise. In granting credit for this experiential learning, Grand View University, its governing board, agents and employees make no assurances, expressed or implied related to the environment which might exist at the learning site. Each learning experience may include potential hazards which are beyond the control of Grand View University, its governing board, agents and employees.

INSURANCE COVERAGE

1. I am responsible for all costs of services related to health, accident or hospitalization and/or costs of insurance to cover me during my learning experience; and I recognize that Grand View University does not have an obligation to provide me with such insurance.
2. I assume full responsibility for any physical or emotional problems that might impair my ability to complete the experience, and I release Grand View University, its governing board, agents and employees from any liability for injury to myself, including death, or damage to or loss of my possessions.
3. I understand that if I use my personal vehicle for the benefit of the organization with whom I serve my learning experience, Grand View University, its governing board, agents and employees has no liability for injury, death or property damage which may result from that use. I agree to rely solely on my personal vehicle insurance coverage and on any liability coverage which may be provided by the learning site.
4. I understand that I will not be entitled to unemployment compensation benefits upon completion of my learning experience. Further, I understand that Grand View University, its governing board, agents and employees assumes no liability for injuries, including death that I may suffer or cause to others during the course of my learning experience and agree to be responsible for ascertaining whether the learning agency/site provides workers compensation and/or liability insurance coverage for me.

PERSONAL CONDUCT

I understand that the responsibilities and circumstances of a learning experience may require a standard of professional decorum that may differ from that of Grand View University. Therefore, I indicate my willingness to understand and conform to the professional standards of the learning agency/site. I further understand that it is important to the success of both present and future learning opportunities that participants observe standards of conduct that would not compromise Grand View University from the perspective of individuals and organizations. I agree, should the campus supervisor of my program determine that I must be terminated from my learning experience

because of conduct that reflects poorly on the program or learning agency/site, that decision will be final and may result in loss of academic credit. I further understand I am responsible for any costs incurred and associated with a premature termination or dismissal from a learning experience.

(Page 1 of 2)

GENERAL RELEASE

I understand and agree that my participation in the learning experience and use of any facilities in connection with the learning experience is undertaken by me at my own sole risk and that Grand View University, its governing board, agents and employees is not liable for any and all claims, demands, injuries, damages, or actions whatsoever to me or my property arising out of or connected with the learning experience. I do hereby release, acquit, forever discharge and covenant not to sue Grand View University, its governing board, employees or agents from any and all liability whatsoever, including all claims, demands and causes of action of every nature that may arise in connection with my participation in the learning experience.

This agreement shall be construed, interpreted and controlled by the laws of the State of Iowa with venue in Des Moines, Polk County, Iowa.

STUDENT SIGNATURE _____ Date of Birth _____
Age _____

PARENT/GUARDIAN SIGNATURE _____
Date _____

(If the student is under age 18 at the time the internship/practicum/service learning begins, parent/guardian signature required)

**Faculty Supervisor – please forward this to The Registrar’s Office (to be retained for 2 years after the learning experience) 6/2015*

(Page 2 of 2)

Grand View University Student Teacher Evaluation

EVALUATION: Mid-term Final **LEVEL:** Elementary Secondary

PLACEMENT: General Classroom Special Needs Art Music Phys Ed ELL

Directions for assessment: For each of the standards listed below, CHECK the score which most accurately reflects the preservice teacher's knowledge/performance level at this point in their progress compared to other preservice teachers. Use the following descriptors for assigning the score:

Working towards the standard	Meets the Standard		Meets with Strength/ Exemplary
1	2	3	4
Developing	Satisfactory	Proficient	Distinguished
The preservice teacher's knowledge or performance in this area is rudimentary.	The preservice teacher shows an understanding of the standard and performs satisfactorily with continuing support.	The preservice teacher has a clear grasp of the standard and translates knowledge into effective practice.	The preservice teacher shows advanced depth of knowledge of the standard and enriches student learning.

<p>Standard #1: Learner Development</p> <p>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.</p> <p>Essential Performances:</p> <ol style="list-style-type: none"> 1) Assess and design instruction to meet learner needs 2) Creates developmentally appropriate instruction, respecting learner strengths/needs 3) Collaborates with others to promote learner growth and development 	<p>1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>Comments:</p>	

<p>Standard #2: Learning Differences</p> <p>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>Essential Performances:</p> <ol style="list-style-type: none"> 1) Designs, adapts, and delivers instruction to account for diverse individual students 2) Designs instruction to build on learner's prior knowledge and experiences engaging multiple perspectives (e.g., personal, cultural) 3) Incorporates tools of language development into planning and instruction (including strategies for ELL students) 	<p>1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
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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.

1 2 3 4

Essential Performances:

- 1) Collaborates effectively with others (e.g., colleagues, students, parents) to build a safe, rigorous environment focused on self-directed learning
- 2) Manages the learning environment to engaging all learners by organizing, allocating, and coordinating resources of time, space, and attention
- 3) Communicates verbally and nonverbally in ways that demonstrate respect and responsiveness to diverse backgrounds
- 4) Intentionally promotes responsible use of interactive technologies

Comments:

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.

Essential Performances:

- 1) Realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and evolving. Keeps current on new ideas
- 2) Engages students through inquiry by promoting student questioning, analysis, and use of academic language to develop a deep understanding of content
- 3) Evaluates and modifies curriculum resources to ensure relevance and accessibility
- 4) Assesses students' prior knowledge and provides experiences and reflections that help students build accurate, in-depth understanding of concepts

Math	1 2 3 4 N/A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Reading/ Language Arts	1 2 3 4 N/A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Social Studies	1 2 3 4 N/A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Science	1 2 3 4 N/A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Art	1 2 3 4 N/A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
PE	1 2 3 4 N/A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Music	1 2 3 4 N/A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Special Education	1 2 3 4 N/A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
ELL	1 2 3 4 N/A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Comments:

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.

1 2 3 4

Essential Performances:

- 1) Develops and implements effective lessons/units that guide learners in analyzing the complexities of an issue and apply content knowledge to authentic, real world problems
- 2) Engages learners in effective questioning and challenging assumptions to foster innovation and problem-solving skills
- 3) Uses flexible learning environments that encourage learner exploration, discovery, and expression across content areas

Comments:

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.

1 2 3 4

Essential Performances:

- 1) Aligns instruction with assessment methods and uses both formative and summative assessments to support, verify, and document learning
- 2) Uses multiple and appropriate types of assessment to meet students' needs and develop differentiated learning experiences.
- 3) Provides timely and descriptive feedback that helps learners engage in understanding and identifying quality work and guide their progress toward that work

Comments:

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.

1 2 3 4

Essential Performances:

- 1) Plans learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners
- 2) Develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate the concept or skill
- 3) Reflects and adjusts plans based on learner needs and changing circumstances
- 4) Collaborates with professionals who have specialized expertise (e.g., special educators, language learning specialists, librarians) to design effective learning experiences for all students

Comments:

<p>Standard #8: Instructional Strategies</p> <p>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.</p> <p>Essential Performances:</p> <ol style="list-style-type: none"> 1) Monitors student learning, engages learners in assessing their progress and adjusts instruction 2) Asks questions to stimulate discussion; encourages development of higher order questioning and metacognitive processes 3) Provides multiple models and representations of concepts 4) Values flexibility and reciprocity during teaching to adapt instruction to learner responses, ideas, and needs 	<p>1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>Comments:</p>	

<p>Standard #9: Professional Learning and Ethical Practice</p> <p>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.</p> <p>Essential Performances:</p> <ol style="list-style-type: none"> 1) Takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice 2) Is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, ways of knowing) and the potential biases in these frames related to their impact on relationships with learners and families 3) Understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant laws including ethical use of technology. 4) Views self as a learner, seeks opportunities to use research and policy to improve practice 	<p>1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>Comments:</p>	

<p>Standard #10: Leadership and Collaboration</p> <p>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p> <p>Essential Performances:</p> <ol style="list-style-type: none"> 1) Collaboratively examines student work and analyzes data from multiple sources to make decisions to influence student learning 2) Works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support the learner 3) Takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning 4) Takes on leadership roles and responsibility for contributing to and advancing the profession at the school, district, state, and/or national level 	<p>1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>Comments:</p>	

Student:	Student's Signature:
Cooperating Teacher:	Cooperating Teacher's Signature:
Supervisor:	Grade Level:
School:	Date Evaluation completed:

GV Daily Lesson Plan

Student Name: _____ Course Title; Semester: _____

Grade(s): _____ Subject Area: _____

Curriculum Standard(s): (Iowa Core, District, National, ELL)

1. 2.

Learning Objectives:

Assessment Plan:

<i>Big ideas, desired outcomes, what students will be able to understand and do...</i>	<i>What evidence will show they've met the objective and/or to what degree have they met it?</i>
1.	1.
2.	2.

Materials Needed:

References/Work Cited:

<i>Handouts, Ppt, technology, equipment, manipulatives, visuals, texts</i>	

Lesson Procedures:

Differentiation/Accommodations:

(ELL, Spec. Ed., Gifted, etc.)

<i>These can be arranged in any order and repeated as necessary...</i>	Time	<i>Note which students will receive these...</i>
1. Introduction (<i>activate prior knowledge, anticipatory set, hook, launch, engagement, teacher planned/provided</i>)		
2. Direct Instruction (<i>explicit instruction, input and modeling, summarize, what to "know", modeled learning experiences...the teacher is mainly providing the instruction</i>)		
3. Guided Practice (<i>Student focused exploring, activities done with partner or whole group with teacher assistance,</i>		

<i>students are practicing with the content, knowledge or facts, developing evidence)</i>		
4. <u>Independent Practice</u> (<i>Reflect, apply, providing evidence, student performance that shows they understand concept, abstract conceptualizing, apply content in new ways, individual or partner action and expression...show what you know</i>)		
5. <u>Closure</u> (<i>summarize learnings, students share output, connection to previous learning, connection to real life, next steps</i>)		
<u>Other/Notes:</u>		

Reflection on Student Learning:

Here are some possible things to reflect on. Follow the directions of your supervisor.

1. What was the learning objective for this lesson and why did you select this objective?
2. What evidence do you have that the students "got it"?
3. What went well in the lesson and why?
4. What didn't go as you planned and why?
5. What changes would you make if you were to teach the lesson again?
6. How will this teaching experience impact your teaching in the future?
7. What was your biggest challenge during the lesson? How did you handle it?
8. Which students benefited from this lesson and which did not? Why?
9. Is there anything you need to re-teach and if so, how would you change it?
10. In what ways did the students surprise you most today?
11. Did your students know what they were expected to learn? If so, how?
12. How could you tell if your students were on task (or not) during direct instruction *and* during independent or group work time? What did it look like? Did you do anything to adjust this?
13. What opportunities did students have to respond to the content during and after instruction?
14. What opportunities did students have to develop and measure their understanding of the content?
15. How well did your accommodations help students achieve the grade level learning objectives?

**Grand View University
Education Department**

Cooperating Teacher Payment Form

Thank you for being a cooperating teacher for a student teacher at Grand View University. We appreciate your time, energy and expertise. Please fill out this form and return it to the Education Department at Grand View University **as soon as possible**. You may fax this form to 515-263-6075 or email Melissa Ostrem at mostrem@grandview.edu. The check will be sent directly to your home address at the conclusion of your student teacher supervision responsibilities. Please call the Education Department at 263-2844 if you have any questions.

I wish to receive the honorarium to which I am entitled.

Please circle one of the amounts below:

1. \$288.00 for one full semester (approximately 16 weeks) as a cooperating teacher
2. \$144.00 for one half semester (approximately 8 weeks) as a cooperating teacher

Cooperating Teacher's Name _____

Social Security Number _____

Home Address _____

City _____ State _____ Zip _____

Home Phone () _____

Student Teacher's Name _____

Semester: Fall Select One: Full semester
 Spring Half semester

Year: _____

School Placement Name _____

Grand View University, Education Department, 1200 Grandview Ave. Des Moines, IA 50316

Revised 10/4/2013

Grand View University Student Teacher Evaluation

EVALUATION: Mid-term Final LEVEL: Elementary Secondary
 PLACEMENT: General Classroom Special Needs Art Music Phys Ed ELL

Student:	Student's Signature:
Cooperating Teacher:	Cooperating Teacher's Signature:
Supervisor:	Grade Level:
School:	Date Evaluation completed:

Directions for assessment: For each of the standards listed below, CHECK the score which most accurately reflects the preservice teacher's knowledge/performance level at this point in their progress compared to other preservice teachers. Use the following descriptors for assigning the score:

Working towards the standard	Meets the Standard		Meets with Strength/ Exemplary
1	2	3	4
Developing	Satisfactory	Proficient	Distinguished
The preservice teacher's knowledge or performance in this area is rudimentary.	The preservice teacher shows an understanding of the standard and performs satisfactorily with continuing support.	The preservice teacher has a clear grasp of the standard and translates knowledge into effective practice.	The preservice teacher shows advanced depth of knowledge of the standard and enriches student learning.

<p>Standard #1: Learner Development</p> <p>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.</p> <p>Essential Performances:</p> <ol style="list-style-type: none"> 4) Assess and design instruction to meet learner needs 5) Creates developmentally appropriate instruction, respecting learner strengths/needs 6) Collaborates with others to promote learner growth and development 	1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments:	

<p>Standard #2: Learning Differences</p> <p>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>Essential Performances:</p> <ol style="list-style-type: none"> 4) Designs, adapts, and delivers instruction to account for diverse individual students 5) Designs instruction to build on learner's prior knowledge and experiences engaging multiple perspectives (e.g., personal, cultural) 6) Incorporates tools of language development into planning and instruction (including strategies for ELL students) 	1 2 3 4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments:	

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.

1 2 3 4

Essential Performances:

- 5) Collaborates effectively with others (e.g., colleagues, students, parents) to build a safe, rigorous environment focused on self-directed learning
- 6) Manages the learning environment to engaging all learners by organizing, allocating, and coordinating resources of time, space, and attention
- 7) Communicates verbally and nonverbally in ways that demonstrate respect and responsiveness to diverse backgrounds
- 8) Intentionally promotes responsible use of interactive technologies

Comments:

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.

Essential Performances:

- 5) Realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and evolving. Keeps current on new ideas
- 6) Engages students through inquiry by promoting student questioning, analysis, and use of academic language to develop a deep understanding of content
- 7) Evaluates and modifies curriculum resources to ensure relevance and accessibility
- 8) Assesses students' prior knowledge and provides experiences and reflections that help students build accurate, in-depth understanding of concepts

Math	1 2 3 4 N/A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Reading/ Language Arts	1 2 3 4 N/A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Social Studies	1 2 3 4 N/A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Science	1 2 3 4 N/A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Art	1 2 3 4 N/A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
PE	1 2 3 4 N/A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Music	1 2 3 4 N/A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Special Education	1 2 3 4 N/A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
ELL	1 2 3 4 N/A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Comments:

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.

1 2 3 4

Essential Performances:

- 4) Develops and implements effective lessons/units that guide learners in analyzing the complexities of an issue and apply content knowledge to authentic, real world problems
- 5) Engages learners in effective questioning and challenging assumptions to foster innovation and problem-solving skills
- 6) Uses flexible learning environments that encourage learner exploration, discovery, and expression across content areas

Comments:

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.

1 2 3
 4

Essential Performances:

- 4) Aligns instruction with assessment methods and uses both formative and summative assessments to support, verify, and document learning
- 5) Uses multiple and appropriate types of assessment to meet students' needs and develop differentiated learning experiences.
- 6) Provides timely and descriptive feedback that helps learners engage in understanding and identifying quality work and guide their progress toward that work

Comments:

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.

1 2 3 4

Essential Performances:

- 5) Plans learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners
- 6) Develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate the concept or skill
- 7) Reflects and adjusts plans based on learner needs and changing circumstances
- 8) Collaborates with professionals who have specialized expertise (e.g., special educators, language learning specialists, librarians) to design effective learning experiences for all students

Comments:

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.

Essential Performances:

- 5) Monitors student learning, engages learners in assessing their progress and adjusts instruction
- 6) Asks questions to stimulate discussion; encourages development of higher order questioning and metacognitive processes
- 7) Provides multiple models and representations of concepts
- 8) Values flexibility and reciprocity during teaching to adapt instruction to learner responses, ideas, and needs

1 2 3 4

Comments:

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.

Essential Performances:

- 5) Takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice
- 6) Is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, ways of knowing) and the potential biases in these frames related to their impact on relationships with learners and families
- 7) Understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant laws including ethical use of technology.
- 8) Views self as a learner, seeks opportunities to use research and policy to improve practice

1 2 3 4

Comments:

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.

Essential Performances:

- 5) Collaboratively examines student work and analyzes data from multiple sources to make decisions to influence student learning
- 6) Works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support the learner
- 7) Takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning
- 8) Takes on leadership roles and responsibility for contributing to and advancing the profession at the school, district, state, and/or national level

1 2 3 4

Comments:

MOCK OBSERVATION REFLECTION

Invite and schedule a building administrator (preferably the principal) to observe and provide feedback on a lesson you teach. Complete the reflection components and hand in to your supervisor after the observation and feedback is given.

Student Teacher Name: _____

Administrator Name: _____ Date: _____

Subject area of the lesson: _____

1. What aspect of the lesson are you most proud of? Why?
2. What happened that would make you do something differently the next time you teach this lesson?
3. What kind of feedback did the administrator give you (positive and growth areas) about your instruction?
4. What kind of feedback did the administrator give you (positive and growth areas) about your classroom management?
5. What emotions did you experience during this observation with an administrator present?
6. What did you learn about yourself during this experience?

Grand View University Observation Form- (Feedback from Supervisor)

Student: [Click here to enter text.](#)

Today's Date: _

Time: [Click here to enter text.](#)

INTASC National Teacher Preparation Standards (Interstate <u>N</u> ew <u>T</u> eachers <u>A</u> ssessment and <u>S</u> upport <u>C</u> onsortium) and Comparison to Iowa Teaching Standards	Observed	Comments
INTASC #1 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.		
INTASC #2 The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.		
INTASC #3 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.		
INTASC #4 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.		
INTASC #5 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.		
INTASC #6 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.		
INTASC #7 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.		
INTASC #8 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.		
INTASC #9 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		
INTASC #10 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.		

Notification of Concern: Professional Disposition Remediation Plan

The Notification of Concern (NOC) form is used by Grand View Education faculty to alert students or the Teacher Education Admissions Committee of problems that may prevent a student from successfully completing the teacher education program. **The NOC should be reserved for only those situations that, if not corrected or addressed, would be a significant barrier to success in the teaching profession.** The process involved with the Notification of Concern form is focused on helping the student and may include tracking concerns, and identifying and applying action plans designed to alleviate the concerns. In some cases, however, it may also be used to identify students who should seriously consider changing majors. Faculty should complete this form as completely and specifically as possible and should involve the student by reviewing the information below about the concern and by having the student sign this form before it is filed. When the form is completed the student is considered to be *on probation* until the issue is resolved.

Student Name _____ **Date** _____

Status in Program (preadmission to TEP, admitted to TEP, admitted to ST, probation, etc.) _____

Identify the area of your concern. Please check all areas that apply and rate your level of concern for each area.

<ul style="list-style-type: none"> • Low=alert status. The actions already taken were sufficiently successful in my course, or no action has been taken as yet, but this concern should be monitored. • Medium= in need of remediation. The student needs assistance formulating an action plan and identifying services and resources to help them be successful. • High=serious action needed. The issue may warrant removal from the program. 			
<input type="checkbox"/> SKILLS	<input type="checkbox"/> CONTENT KNOWLEDGE	<input type="checkbox"/> PEDAGOGY OR PERFORMANCE	<input type="checkbox"/> PROFESSIONAL DISPOSITIONS
May include concerns in: Speaking Reading Listening Or other skills	May include concerns in factual accuracy, conceptual understanding, procedural understanding, problem solving or other knowledge issues.	My include concerns with rapport with students, instructional strategies, management, confidence, response to diversity or other performance issues.	May include concerns with attendance, respect, responsibility, initiative, judgment, teamwork, attire in clinical setting, honesty, emotional coping strategies, or other dispositions.
RATE YOU LEVEL OF CONCERN IN THIS AREA (see above): <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> None of the above	RATE YOU LEVEL OF CONCERN IN THIS AREA (see above): <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> None of the above	RATE YOU LEVEL OF CONCERN IN THIS AREA (see above): <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> None of the above	RATE YOU LEVEL OF CONCERN IN THIS AREA (see above): <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> None of the above

Number of times a concern has been brought forward (inclusive): 1 2 3

Reason for Improvement Plan:

Plan of Action (describe observable and/or measurable behaviors):

Disposition of Concern	Goal	Action	Timeline & Assessment

_____ Date _____
 Teacher Candidate Signature (Indicates understanding of meeting discussion and possible consequences)

_____ Date _____
 Department Chair of Education

_____ Date _____
 Signatures of Support and Intervention Committee

Review of Professional Dispositions Remediation Plan

Date of Review (use key*)	Comments

*Progress Key: RG=Revised Goal NP=No progress on goal IP =In progress GM=Goal Met

Final Decision Summary:

- Concern has been resolved/goals have been met, student is no longer on probation
- Progress toward goal(s) noted- continue with revised action plan
- Limited progress toward goal - revise action plan, maintain on probation
- Advised research other career options and withdraw from the education program
- Dismissed from Teacher Education Program

Comments: _____

_____ Date _____
 Teacher Candidate Signature (Indicates understanding of meeting discussion and possible consequences)

_____ Date _____
 Department Chair of Education

_____ Date _____
 Signatures of Support and Intervention Committee

RENEWAL UNITS FOR SERVICE IN AN EDUCATOR PREPARATION PROGRAM

For licensure renewal in Iowa, licensed teachers and administrators must earn renewal units as determined by their licensure type. Renewal units may be in the form of college credits (undergraduate or graduate) earned through a regionally-accredited institution, or units from an approved provider.

Educators who hold a standard license need to earn six renewal units every five years, and educators who hold the master educator license need to earn four renewal units every five years. Cooperating teachers may receive **a maximum of two** of the required units to be completed in the form of documented professional activities that relate directly to the training/development of educators.

Renewal units must be earned within the term of the license being renewed, or be no more than 5 years old if the license has expired. *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 units would be applied for independently by those teachers wishing to receive them.*

Documented participation in any of the following may be used toward the maximum of two renewal units:

- Serving as a cooperating teacher for a 14 week or more student teaching experience and completing requirements as defined by the higher education institution is worth **one renewal** unit.
- Serving as a cooperating teacher for a 7-13 week student teaching experience and completing requirements as defined by the higher education institution is worth **one-half renewal** unit.
- Serving as a cooperating teacher for **90 hours** of clinical experiences (pre-student teaching field experiences where the candidate is involved in the classroom beyond observation, e.g., methods, practicum or internship experiences) is worth **one-half renewal** unit and **180 hours** is worth **one renewal** unit.

Cooperating teachers will be expected to retain a record of their own professional activities for each renewal cycle. Each educational institution will continue to maintain their standard supervision records for verification of service. The forms that are to be used to document each professional activity are provided below.

At the time of licensure renewal, the cooperating teacher will submit a copy of the Worksheet for Renewal Units to the appropriate institution(s) for a signed Certificate of Professional Activities for Renewal Units documenting the professional services completed. This form should be submitted by the individual seeking renewal, which documents each renewal unit, along with other licensure renewal materials to the Iowa Board of Educational Examiners.

* Should a student be removed from a student teaching or field experience placement, the cooperating teacher may maintain unit eligibility as determined by the IHE based on length of service and individual circumstances.

Cooperating Teacher Worksheet Renewal Unit Calculation

To be completed by applicant for record keeping of service. This cannot be submitted directly to the BOEE for renewal.

Legal Name: Last, First Middle	Iowa License File Number
Mailing Address	Email Address
City State Zip	Telephone

This form is to be sent by the applicant to the higher education institution(s) to request a Certificate of Professional Activities for Renewal Unit at the beginning of the license renewal process. Educators may only submit experiences that total whole units for licensure renewal through this process. You may work with more than one Iowa college or university as a cooperating teacher to achieve whole units.

Documented participation in any of the following activities may be used toward the maximum of two renewal units. These experiences must be accrued during the term of the current license or be no more than 5 years old if the license is expired.

- Serving as a cooperating teacher for a 14 week or more student teaching experience and completing requirements as defined by the higher education institution is worth **one renewal** unit.
- Serving as a cooperating teacher for a 7-13 week student teaching experience and completing requirements as defined by the higher education institution is worth **one-half renewal** unit.
- Serving as a cooperating teacher for **90 hours** of clinical experiences (pre-student teaching field experiences where the candidate is involved in the classroom beyond observation, e.g., methods, practicum or internship experiences) is worth **one-half renewal** unit and **180 hours** is worth **one renewal** unit.

Student Teaching:

Semester	Candidate	Institution (IHE)	Placement Length (Weeks)
			7-13 (or) 14 or more
			7-13 (or) 14 or more
			7-13 (or) 14 or more
			7-13 (or) 14 or more

Clinical Supervision (Pre-student teaching):

Semester	Candidate	Institution (IHE)	IHE Course Name and Scheduled # of Hrs.

Supervisor Checklist

Student Teacher Name: _____

Before Semester Starts

- Meet student teacher at Orientation and/or first seminar, introduce self and share contact information.

Start of the Semester

- Review Handbook, Syllabus, and deadlines with student teacher.
- Meet and greet Cooperating Teacher (This can happen on first visit/observation) and establish a system of communication.
- Establish dates/times for all 4 observations in the 8-week placement.

Observation 1 _____ 1st Placement _____ 2nd Placement

Observation 2 _____ 1st Placement _____ 2nd Placement

Observation 3 _____ 1st Placement _____ 2nd Placement

Observation 4 _____ 1st Placement _____ 2nd Placement

- Meet with student teacher and CT to discuss the mid-term. (1st placement)
- Meet with student teacher and CT to discuss the final. (1st placement)
- Meet with student teacher and CT to discuss the mid-term. (2nd placement)
- Meet with student teacher and CT to discuss the final. (2nd placement)

During the Semester

- Provide Feedback after each observation.
- Request brief reflection from the student teacher after each observation.
- Attend PLC's and Seminars.
- Ensure student absences are reported on Attendance Form.
- Collect assignments per the due dates.
- Contact Field Experience Coordinator if a "remediation plan" is warranted.
- Turn grades in to Field Experience Coordinator.
- Write thank you notes to each CT.

UNIT RUBRIC

Student Name: _____

Date: _____

Title of Unit: _____ Grade Level: _____ Supervisor: _____

Assessment Category:	Developing	Engaged	Equipped	Empowered
Standard 7: Planning for Instruction and Standard 1: Learner Development	Unit plan does not address district curriculum or important concepts. Standards are not identified.	Unit Plan is either too broad or narrow, and connection with standards is weak. Objectives are stated, but do not clearly describe outcomes.	Unit plan addresses worthwhile concepts and curriculum. Standards are identified. Objectives are clearly stated and aligned with goals	Unit plan identifies and clearly addresses worthwhile learning goals. Curriculum standards and objectives are clearly stated, observable, measurable, and aligned with goals
Standard 4: Content Knowledge	It is not evident from the lessons that the subject content is understood.	There are several misconceptions or errors in the presentation of subject matter content.	Goals and procedures show understanding of concepts, at least to an average degree.	Goals and procedures show understanding of subject matter concepts. Procedures outline activities consistent with subject matter pedagogy.
Standard 7: Planning for Instruction	Instructional objectives and procedures are vague, too brief, and not aligned.	Procedures support learning objectives, but are confusing or incomplete. Time frame is inaccurate.	Procedures are outlined that support the learning objectives. Components are present but not clearly described. Time frame is usually on-target.	Procedures include all instructional components: activation of schema, direct instruction, guided practice, & closure. Procedures clearly describe what the teacher & student will be doing. Time frame is reasonable.
Standard 4: Content Knowledge	Creativity, higher order thinking, and/or problem solving are not evident.	Lessons are mainly teacher talk, with little higher order thinking.	Lessons include some activities to encourage creativity, higher order thinking, and/or problem solving.	Lessons include many activities that encourage creativity, higher order thinking, and/or problem solving.
Standard 8: Instructional Strategies	Lessons are mainly textbook or worksheet based, with no little room for active learning.	Lessons are teacher centered rather than student centered, with little active learning expected.	Activities include more than 1 strategy; more would make the plan stronger. Plan gets the job done, not as engaging as could be.	Plan includes an anticipatory set and a variety of engaging, active and authentic learning tasks and strategies (e.g., technology, manipulatives and literature).

Assessment Category:	Not Engaged	Engaged	Equipped	Empowered
Standard 2: Learning Differences	No differentiation is evident.	Plan makes general statements about accommodation, but lacks specific strategies.	Plan shows accommodation for diverse learners through differentiation or anticipation of learning needs.	Plan shows detailed accommodation for diverse learners through differentiation or anticipation of learning needs.
Standard 6: Assessment	There is no clear assessment of the objectives.	Some assessment used, but not both formal and informal.	Each objective is assessed, either formally or informally. The teacher will know whether students have met objectives.	Each objective is assessed. Plan includes well-designed informal and formal assessment. Teacher will track whether students have met objectives.
Standard 6: Assessment	There is no clear analysis of the unit assessments or evaluation of the unit.	Some reflection on assessment results is provided, but it is too brief, not specific or fails to show understanding of the meaning of the Standard.	Describes and reflects on assessment results. Analysis discusses grades and ideas for improvement of the unit. Includes final grade distribution related to unit objectives. Ideas for improvement are general or simplistic.	Analysis includes how information was used to assign grades and to plan for improvement of the unit. Includes final grade distribution related to unit objectives. Identifies specific strengths and areas for future development in assessment analysis.
Standard 8: Instructional Strategies	Materials list is incomplete or not appropriate to help with content understanding	Plan identifies materials which will reinforce learning, at least to a minimum extent.	Plan includes some use of content resources that reinforce learning objectives and are useful in representing the central concepts of the subject area.	Plan includes use of a variety of content resources that reinforce learning objectives and are useful in representing the central concepts of the subject area. Student and teacher use of technology is appropriated integrated into instruction.
Professional Presentation of Unit Plan	Errors interfere with usefulness of the plan, and reflect poorly on the work.	One or two components of the Unit Plan Overview are missing. Several major errors or enough minor errors to reflect poorly on the work.	Components of the Unit Plan Overview are included. Minor errors are present, but they do not interfere with understanding.	All components of the Unit Plan Overview are clearly described. Professional practice demonstrated through grammar, spelling and format.

Passed: YES _____

NO (revision necessary) _____

COMMENTS

Video Critique Reflection Assignment/Tool (2 pages)

A valuable component of your student teaching experience is the opportunity to have input from multiple data sources regarding the manner in which you deliver instruction and your management style. One way to gain additional information about your teaching is to video yourself when you are teaching a lesson. Effective teachers use videos to observe first hand their professional appearance, voice quality and communication, and movement around the room. By viewing your recording you will be able to observe more closely how the students are responding to instruction and to what extent they remain actively engaged in learning.

1. Video yourself teaching one lesson during your first placement. It should be 15-20 minutes in length. It should include you teaching and interacting with students.
2. View the video at least 2 times and reflect on your observation. Add your reflections on the Video Critique Reflection Form.
3. Have your Cooperating Teacher view the video and complete a separate Video Critique Reflection Form. Then compare your observations and critiques.
4. Write a 1 page reflection discussing your strengths and areas for growth as noted by your critiques. What might you do differently if you were to teach the same lesson again? Use all standard conventions, appropriate font and font size, and double space.
5. This 1-page reflection is due to your supervisor by _____.

SEE REFLECTION TOOL BELOW (page 2).

VIDEO CRITIQUE REFLECTION TOOL

CRITERIA AND QUESTIONS	REFLECTION/NOTES
Professional Appearance: <ul style="list-style-type: none"> • In what way does my appearance indicate I am a professional? • Are my clothes and hair clean and non-distracting? 	
Voice Qualities: <ul style="list-style-type: none"> • How/when did I vary the tone of my voice? • Where during the lesson did my voice indicate I was enthusiastic about the lesson? • Were there times when my grammar/pronunciation were not as good as they should have been? How could I have changed that? 	
Management Style: <ul style="list-style-type: none"> • What management strategies did I use during class? • Was there a management concern or student behavior that became a deterrent to learning? How did I intervene and what might I have done differently? • What are some examples of specific positive feedback I gave to my students? How did the students respond? 	
Movement Around the Room: <ul style="list-style-type: none"> • What are some examples of how I used proximity to encourage on task behaviors? • Did I teach to all parts of the room? If not, where did I spend most of my time? How will I change this for next time? • As I moved around the room was I engaged in coaching, cheerleading, redirecting and/or reteaching? 	
Direct Instruction: <ul style="list-style-type: none"> • How did I activate the students' schema? What strategies or questions did I use? • What were the instructional strategies I used? Were they successful? What leads you to believe this? • What are the ways I informally assessed my students during instruction? • What percent of the time during the lesson was teacher talk time and how much was student talk time? 	
Questioning Skills: <ul style="list-style-type: none"> • What are some examples of questions I asked during the lesson? • Did I include a variety of levels of questions that challenged all students? • What are examples of student responses that indicate they are using higher order thinking skills? 	