



# Student Teaching Handbook

100 Wartburg Blvd.  
Waverly, IA 50677



2019-2020

## WARTBURG COLLEGE EDUCATION DEPARTMENT

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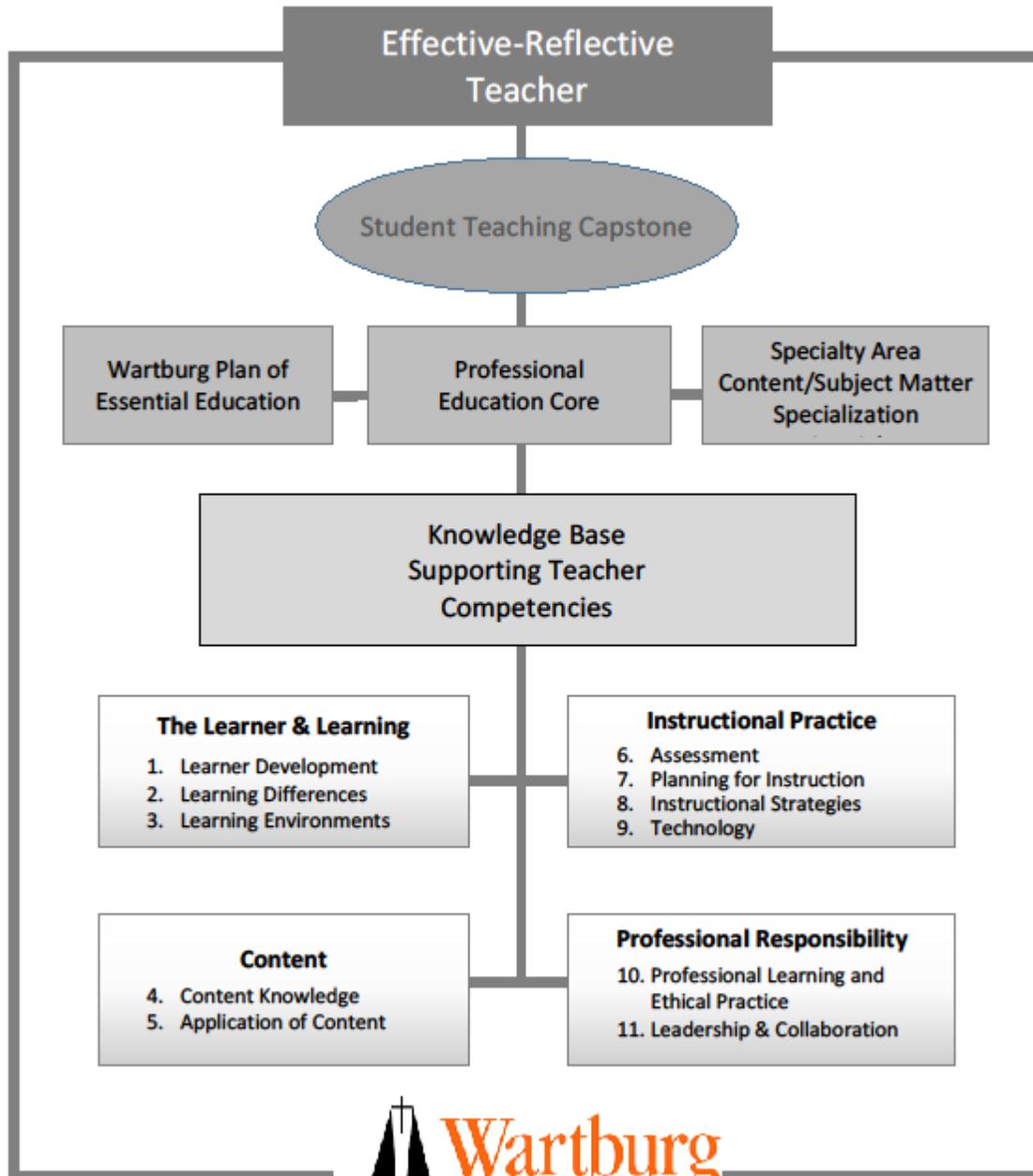
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*Some classroom supplies  
and audiovisual equipment  
available for check-out at OM 306*

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# Wartburg Teacher Education Model



## I. Introduction

The purpose of this student teaching handbook is to provide information regarding Wartburg College student teaching requirements and policies. All **student teachers** should read it carefully to determine exit requirements, curricular information, and responsibilities which they will be assuming as they proceed through the student teaching experience. All **cooperating teachers** and **supervising faculty** should read it to understand Wartburg's Teacher Education Program and the roles and responsibilities they assume as part of the program.

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

### WARTBURG COLLEGE MISSION STATEMENT

The mission of Wartburg College is to "challenge and nurture students for lives of leadership and service as a spirited expression of their faith and learning" (Wartburg Academic Catalog). The college has steadfastly pursued its mission through six distinctive characteristics of a Wartburg education:

- A dedication to the liberal arts and a concern for usefulness and careers.
- A rigorous academic program and an emphasis on "living your learning."
- A commitment to leadership and a tradition of service to others.
- A spirit of inquiry and exploration and a foundation of faith and values.
- A vigorous global outreach and strong Midwestern roots.
- A focus on the future and an appreciation for history and heritage.

## II. The Teacher Education Program at Wartburg College (Conceptual Framework)

### A. MISSION STATEMENT OF THE TEACHER EDUCATION PROGRAM

The mission of Wartburg's Teacher Education Program is to "develop the talents and abilities of students to become **effective** and **reflective** teachers in lives of professional service and leadership as an expression of their faith and learning." A primary purpose of teaching is to be of service to the students and families in the schools and community.

The Wartburg College Teacher Education Program is committed to **excellence** in teacher preparation. The "Effective-Reflective Teacher" model focuses on the integration of knowledge, skills, and professional dispositions to establish a knowledge base supporting teacher competencies (see previous page and page 23). Candidates (student teachers) are expected to develop and demonstrate, through performance assessment in quality classroom experiences at all levels, the integrated knowledge, skills, and professional dispositions needed to become committed effective-reflective teachers. The impact future teachers will have on P-12 student learning is assessed throughout the student teaching placements.

The Iowa Department of Education continues to use the 10 teacher preparation standards from the Interstate New Teacher Assessment and Support Consortium (INTASC). In the 2016-17 academic year, the Wartburg Education Department adopted these standards as a measure for our teacher preparation program. Though only a minor change from our previous Teacher Knowledge Base, these standards more completely address teacher skills and knowledge required for Effective-Reflective instruction in the 21<sup>st</sup> Century.

The Iowa Core Curriculum, a state-wide effort to improve teaching and learning to ensure that all Iowa students engage in a rigorous and relevant curriculum, is integrated throughout education core courses (see Curriculum Map, page 26). Instruction using the Iowa Core Curriculum assures that Wartburg candidates are aware of and can incorporate complex thinking processes, 21<sup>st</sup> century skills, and essential subject matter in their teaching.

Student teaching at Wartburg College is a performance-oriented program requiring demonstration of an acceptable level of teaching competencies in the areas described in the conceptual framework. This framework is based both on research (Borich, 2011; Darling-Hammond, 1997; Eby & Kujawa, 2001; Gardner, 2000; Schön, 1987; Zeichner & Liston, 1987) and on current trends at national and state levels, i.e., The Interstate New Teacher Assessment and Support Consortium (INTASC) and Iowa Teaching Standards.

#### B. WARTBURG COLLEGE EDUCATION DEPARTMENT

The Teacher Education Program at Wartburg College is fully accredited by the Council for the Accreditation of Education Preparation (CAEP). CAEP grants accreditation only to top-quality programs that meet rigorous national standards.

The Teacher Education Program is also approved by the Iowa Department of Education and the college is accredited by the Higher Learning Commission of the North Central Association. In addition, the Wartburg College Teacher Education Program is a member of the American Association of Colleges for Teacher Education (AACTE) and the Iowa Association of Colleges for Teacher Education (IACTE). Accreditation and membership in these professional organizations mean that the Wartburg College Teacher Education Program is performance based according to professional standards.

Over forty licensure options are available through the Wartburg College Teacher Education Program. Licensure for all education majors is coordinated through the Licensure Officer in the Education Department. Elementary education majors are eligible for an elementary license with K-8 endorsements in selected area(s). Secondary teaching majors are eligible for a 5-12 license in their teaching major(s) and other selected endorsement areas. K-8 and 5-12 licensures are available in art, music, and physical education. Licensure for early childhood and middle school classrooms is also available. Iowa licensure may lead to licensure or certification in other states. Students would need to meet the state's requirements to which they apply. Contact the Licensure Officer for more details.

#### C. STUDENT TEACHING OBJECTIVES

To accomplish the following objectives and support the mission of the college, the program seeks to

- provide professional preparation in scientific teaching techniques that will develop effective and reflective classroom teachers,
- identify and demonstrate teaching characteristics which reflect a mastery of the art of teaching,
- offer field experiences that provide human relation challenges in a culturally diverse setting as well as the opportunity to work with special needs students,
- relate the principles which are emphasized at Wartburg to the day-to-day relationship of the teacher with the student, community, and the world, and
- provide a strong foundation of knowledge, teaching skills, necessary dispositions, and research methods to encourage students toward continued personal and professional development and graduate schools.

In addition, a Wartburg College teacher candidate is expected to demonstrate the following Student Learning Outcomes (see page 24):

Standard #1: Learner Development - *The candidate designs and implements challenging, developmentally appropriate learning experiences, which reflect their understanding of human growth and development.*

Standard #2: Learning Differences - *The candidate integrates knowledge of diversity and individual differences while enabling each learner to meet high standards.*

Standard #3: Learning Environments - *The candidate creates an environment that encourages positive behavior, appropriate social interaction, and active engagement, based on an awareness of behavioral theory, motivation theory, and social and emotional learning.*

Standard #4: Content Knowledge - *The candidate uses discipline-specific concepts and tools of inquiry to guide students toward rigorous and relevant mastery of content.*

Standard #5: Application of Content - *The candidate provides learners with opportunities for critical thinking, creativity, and collaborative problem solving related to real-world issues.*

Standard #6: Assessment - *The candidate uses multiple formative and summative measures to guide instructional decision-making, document student learning, and communicate assessment results to students, parents, and administrators.*

Standard #7: Planning for Instruction - *The candidate plans research-based, rigorous, and relevant instruction for every student.*

Standard #8: Instructional Strategies - *The candidate models a variety of developmentally-, and content-appropriate, instructional strategies.*

Standard #9: Professional Learning and Ethical Practice - *The candidate uses relevant data to evaluate practice, inform instruction, and engage in professional learning.*

Standard #10: Leadership and Collaboration - *The candidate seeks leadership opportunities and demonstrates collaboration with learners, families, colleagues, and community members.*

Standard #11: Technology – *The teacher candidate effectively integrates technology into instruction to support student learning.*

Correlation of Iowa Department of Education Student Teacher Evaluation Standards (IDESTE), INTASC, and Iowa Teaching Standards to the Wartburg Knowledge Base (KB) follows:

	Wartburg Knowledge Base (Developed from the INTASC Standards)	IA DE Student Teacher Evaluation	Iowa Teaching Standards	Wartburg SLO
1.	Learner Development	2	3	2
2.	Learner Differences	3	3	2
3.	Learning Environments	4	6	2
4.	Content Knowledge	1	2	1
5.	Application of Content	7	4	6
6.	Assessment	8	5	2

7.	Planning for Instruction	6	3	2
8.	Instructional Strategies	7	4	2, 5
9.	Professional Learning & Ethical Practice	10	8	4
10.	Leadership & Collaboration	9	1	3
11.	Technology	NA	4	6

#### D. DISPOSITIONS OF EFFECTIVE-REFLECTIVE TEACHERS

The Wartburg College Education Department defines dispositions according to the National Council for the Accreditation of Teacher Education (2002): Dispositions are “the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth (58).” With this definition in mind the following dispositions are evaluated throughout the Teacher Education Program as well as during student teaching:

##### 1. Values

- elicits a positive response\*
  - projects pleasant image
  - participates willingly
  - respects all opinions
- believes that all children can learn
  - encourages participation from all
  - shows commitment to all
  - writes and adapts lessons to all
- values multiple aspects of diversity
  - accepts all diversity
  - challenges biased opinions
  - incorporates cultural learning

##### 2. Commitments

- shows promise for being an effective and reflective teacher\*
  - exhibits passion
  - asks questions and makes decisions
  - learns from previous experiences
- leads and serves within the classroom\*
  - takes initiative
  - demonstrates classroom control
  - serves as a positive role model
- shows responsibility for being present and ready for assigned tasks\*
  - is present, prompt and prepared
  - understands needs of self and group
  - plans for absence

##### 3. Professional Ethics

- exhibits professional qualities in dress and behavior\*
  - dresses appropriately for the experience
  - uses appropriate language
  - maintains teacher/student boundaries
- balances professional demands with personal needs
  - balances classroom work and personal life
  - acts responsibly in and out of the classroom
  - manages time to complete required tasks
- begins to establish professional advocacy

- participates in a professional education organization
- learns from experts in the field
- shows an awareness of legislative issues

\*The five disposition statements denoted by an asterisk are regularly used on field experience evaluations.

Each of the above dispositions is reflected in the Wartburg College Education Department's Knowledge Base as part of the conceptual framework. The Reflective Practices for Positive Dispositions model displays these dispositions (see page 27).

The Disposition Evaluation will be conducted electronically twice (mid-term and final) by the cooperating teacher throughout each seven-week or fourteen-week placement. The evaluation may be located online at <http://www.emailmeform.com/builder/form/P53fi7jc0m8r8>. The college supervisor may conduct such evaluations as well.

#### E. STUDENT TEACHER ADMISSION REQUIREMENTS

Students apply for student teaching approval at a formal meeting held during the fall term in the year prior to student teaching. Written application is made to the Education Department and due no later than the final day of classes, Fall Term. Instructions and forms for the application process are found on the Education Department website: [http://info.wartburg.edu/Academics/Office-of-Student-Field-Experiences?\\_ga=2.26017981.1466630963.1528200764-700462648.1489160374](http://info.wartburg.edu/Academics/Office-of-Student-Field-Experiences?_ga=2.26017981.1466630963.1528200764-700462648.1489160374) . Approval is necessary before student teaching. Approval for student teaching is dependent upon the following:

1. cumulative grade point average of 2.5 or above on all course work taken at Wartburg
2. acceptance into the Teacher Education Program (TEP)
3. completion of or plans to complete a 25-hour field experience or experiential learning in a culturally diverse setting
4. achievement of C- or above in all methods and professional core courses and endorsement courses (see Academic Catalog)
5. completion and submission of student teaching application form and résumé
6. recommendation from the Education Department and the student's advisor(s)
7. attainment of Praxis II qualifying scores in both a test of pedagogy and a test of content (see p. 7, The Praxis II® Subject Assessments).

Students approved for student teaching meet again at a formal meeting held during the spring in the year prior to student teaching. At that time, the students receive their student teaching placement(s), instructions, materials for the cooperating teacher, and are asked to sign, agree to, and complete the terms of the Student Teaching Contract (see page 28).

#### F. EXIT REQUIREMENTS NECESSARY FOR GRADUATION AND LICENSURE

Graduation from the Teacher Education Program requires successful completion of the following components:

1. passing grade in student teaching
2. demonstration of comprehensive understanding of the performance-based outcomes of the Wartburg Teacher Education Knowledge Base
3. requirements for Iowa licensure

#### G. LICENSURE PROCEDURES

Every teacher must be licensed to teach. In Iowa, the license requirements are set by a Board of Educational Examiners (BOEE) whose members are appointed by the Governor of the State of Iowa.

## Basic Requirements for Obtaining a Teaching License (from the BOEE website)

In order to be eligible for an Iowa teaching license, applicants must meet the following requirements:

- Graduates from Iowa institutions:
  - Baccalaureate degree from a regionally-accredited institution.
  - Completion of a state-approved teacher preparation program in Iowa, including the required assessments.
  - Recommendation for licensure from the designated recommending official where the program was completed.
- Graduates from non-Iowa institutions:
  - Baccalaureate degree from a regionally-accredited institution.
  - Completion of a state-approved teacher preparation program, including the coursework requirements for a content area teaching endorsement, coursework in pedagogy, and a student teaching (or internship) placement.
  - Recommendation for licensure from the designated recommending official where the program was completed.
  - Valid or expired license from another state.
  - Completion of the required Iowa assessments. The assessments are not required if the applicant completed their teacher preparation program prior to January 1, 2013, or if the applicant has three years or more teaching experience on a valid license in another state. Assessment requirements can be found on the [Department of Education Practitioner Preparation & Teacher Education page](#).

**Initial License:** The initial license is granted to new graduates and those from out-of-state with less than three years of experience. It is valid for two years and may be renewed twice. There is no coursework required to renew the initial license other than the mandatory reporter training for child and dependent adult abuse. The second (and final) renewal of an initial license also requires proof of contracted employment that will lead to the standard license.

**Standard License:** The standard license is valid for five years. To convert from the initial to the standard license, applicants will need to teach for two years on a valid license within their endorsement area(s) in an accredited Iowa public school, or for three years in any combination of public, private or out-of-state accredited schools (or Head Start). Iowa public school teachers will participate in the mentoring and induction program and meet the Iowa teaching standards. The standard license renewal requires six renewal credits and the mandatory reporter training for child and dependent adult abuse.

**Substitute License:** The substitute license is valid for five years. Applicants who are eligible for, or have ever held, one of the teaching licenses listed above are also eligible for a substitute license. This license is maintained separately from teaching licenses. The substitute license renewal requires one renewal credit OR 30 days of substitute teaching during the term of the license and the mandatory reporter training for child and dependent adult abuse.

**Denial of Licensure:** Iowa law states that an applicant for teacher licensure may be disqualified for any of the following reasons:

1. The applicant failed to tell the truth.
2. The applicant's criminal history was serious enough to warrant a denial.
3. The applicant failed to provide the Board with additional information required by the Board.
4. The applicant provided a fraudulent license, transcript, or other official document.
5. The applicant's license, certification, or authorization from another state is suspended or revoked.

**Teacher Licensure in Other States:** Students graduating from the approved Teacher Education Program at Wartburg College meet the full requirements for teacher licensure only in the state of Iowa. In many cases, even if requirements for full licensure have not been met, one can obtain a temporary license in another state. If students intend to teach in a state other than Iowa, they should obtain licensure requirement information in that state as early as possible. It is highly recommended that all students obtain Iowa licensure upon the completion of their program at Wartburg.

**Online Licensure:** Students receive information about licensure at a meeting held in fall term. The Iowa BoEE uses an online Applitrack system for Iowa licensure found at:

<https://www.applitrack.com/iowalicensure/onlineapp/application.aspx?posjobcodes=105>

**The Praxis II® Subject Assessments:** According to Iowa statute, all teacher candidates graduating from an Iowa institution after January 1, 2013 must attain the Praxis II Subject Assessment qualifying score in both a test of pedagogy and one test of content before recommendation for licensure. No appeal is available to this policy since passing the Praxis II Subject Assessment is a requirement of the state. Wartburg preservice teachers will be required to pass the appropriate Praxis II Subject Assessment exams **prior** to student teaching.

Refer to the ETS website ([www.ets.org/praxis](http://www.ets.org/praxis)) for Iowa score requirements. **Carefully plan a test date to assure successful completion prior to June 30 for fall term student teachers and November 30 for winter term student teachers.** Do not jeopardize your student teaching placements by failing to complete the Praxis II requirement by the specified dates.

Test results are available online two to three weeks after the testing window is closed. Test scores may be required on future job applications; therefore, **every student** should **keep** a copy of the official test scores with the student's personal, permanent records. Online scores are available from ETS for one calendar year from the score reporting date. After one year, the score report is no longer available and ETS will charge a fee for additional score reports.

Register online at the ETS test site by following the link to the Praxis series, then the link to Register for a Test. **Designate Wartburg College as a receiving institution so the college receives official score results.** The website provides information regarding the fees, testing dates, and additional services offered by ETS. Also available are interactive practice tests, free study companions, and tips for test preparation. The Wartburg College Pathways Center offers Praxis II Subject Assessment study books that are available for checkout.

Students must take and pass the Praxis II Subject Assessments even if planning to teach outside of Iowa. Requirements in other states will vary. If students intend to teach outside of Iowa, it is advisable to obtain information concerning testing requirements in that state as early as possible. The ETS website requirement page for all states mandating Praxis II Subject Assessments is <http://www.ets.org/portal/site/ets/menuitem.22f30af61d34e9c39a77b13bc3921509/?vgnnextoid=d378197a484f4010VgnVCM10000022f95190RCRD> .

### **III. Roles and Responsibilities**

#### **A. COOPERATING TEACHER**

The role of a cooperating teacher is one of great challenge. Student teaching is considered one of the most important experiences in any teacher education program. The student teacher will often turn to the cooperating teacher for ideas, guidance, support, criticism, and recommendations. Therefore, a cooperating teacher may have a greater impact on a student teacher's performance and personal development than any other person. The cooperating teacher will influence the professional attitudes and habits (dispositions) of the student teacher and may provide the opportunity to expand professional and technical competencies. It is with this challenge in mind that the following responsibilities are suggested:

1. Familiarize and integrate the student teacher with and into the classroom, school, school policies, district environment, and professional organizations. (See page 29).
2. Discuss with the student teacher the schedule of teaching assignments and responsibilities for the entire student teaching period. Be specific with directions, expectations and due

- dates. Cooperatively plan the student teacher's daily activities and responsibilities early enough so there is adequate time for preparation.
3. Provide opportunities for the student teacher to observe effective teaching and see the cooperating teacher(s) in action. This modeling assists the student teacher in improving preparation and implementation. (See page 30).
  4. Review teaching plans with the student teacher before lessons are taught.
  5. Make careful evaluations of the instruction and offer constructive suggestions after the student teacher has become comfortable with the class and has begun to teach one subject and/or one class period. This should be done as soon after the teaching as possible. Provide time each day to conference together.
  6. Cooperating teachers should plan student teaching activities so the student teacher will gradually accept responsibilities that will lead to an understanding of and exposure to the total teaching experience. The State of Iowa requires students to teach full time for at least two weeks. Ideally students will teach independently for three to four weeks.
  7. Work diligently and cooperatively to improve the student teacher's skills in classroom management. Try not to "take away" the control and direction of the class when a student teacher is in the full-time teaching role, except in an emergency.
  8. Observe the ability of the student teacher to work with other people in the school. Development of this ability to follow professional procedures and to get along well with people is nearly as important for the student teacher as is the development of skill in classroom teaching.
  9. Involve the student teacher in professional development opportunities, parent-teacher conferences, problem-solving meetings, and other school-related duties during the student teaching experience.
  10. Contact the college supervisor if any concerns arise.

## B. STUDENT TEACHER

The student teacher is placed in a field site for the purpose of becoming familiar with curriculum, understanding techniques, and observing the interactions at school. Content knowledge, teaching skills, professional dispositions, and understanding the impact teaching can have on student learning becomes strengthened throughout the student teaching experience. It is expected that all student teachers will treat confidential information they may have access to during their placement according to the Confidentiality Statement (see page 32). All student teachers want a rewarding experience. This happens when the student teachers meet the following responsibilities:

1. Adhere to the expectations laid out in the Student Teaching Contract (see page 28) as well as to the rules, regulations and philosophy of the cooperating school district to which the student teacher is assigned. Any breach of this contract or the district's rules could result in termination of your student teaching experience.
2. Recognize that the student teacher is a guest in the assigned school. Observe and learn from the cooperating teacher.
3. The student teacher is now a member of a teaching staff and should maintain a professional demeanor in terms of actions, attire, and language.
4. Understand and follow the rules and regulations established by the Code of Ethics based on the Iowa Code Chapter 272 adopted by the State of Iowa Board of Educational Examiners (see page 33).
5. Follow the calendar of the cooperating school, **not** the Wartburg calendar. The student teacher is expected to participate in any duty assigned to the cooperating teacher, as well as to mirror arrival and departure times of the cooperating teacher.
6. Be prompt, courteous, and dependable. Without exception, notify the cooperating teacher and college supervisor prior to the start of the school day if an absence from the school site

is unavoidable. Check the school handbook for necessary procedures. **Lesson plans must be given to the cooperating teacher even if the student teacher is ill.**

7. Plan adequately for monthly, weekly, and daily lessons and develop detailed lesson plans to be approved by the cooperating teacher and reviewed by the college supervisor.
8. Teach objectively and do not impose personal bias into the cooperating teacher's classroom.
9. Ask questions when clarification is needed and admit mistakes as they arise. Seek appropriate assistance to rectify the situation.
10. Recognize that student teaching requires a considerable amount of energy, effort, and time. Commit the necessary time to the student teaching role throughout the student teaching experience to become as effective as possible. Refrain from additional outside activities while student teaching, as these activities may negatively impact this experience.
11. Develop skills in reflective self-assessment through written journal entries, conversations with the cooperating teacher and college supervisor, and by actively participating in seminars and other professional opportunities provided by the district and/or college.
12. Complete all placement and course requirements. (See page 34).

### C. COLLEGE SUPERVISOR

The college supervisor is the Wartburg College representative who will be available to student teachers for instruction, guidance, and support. The college supervisor will also serve as the cooperating teacher's liaison when needing additional advice, support, or guidance for student teachers who are in need of intervention. The college supervisor is expected to function according to the policies and procedures of the respective school districts and to interact constructively with school personnel. The following are the responsibilities of the college supervisor:

1. Meet with the student teacher to establish the procedures to be followed during the student teaching experience.
2. Become cognizant of building policies and procedures relevant to the student teaching experience.
3. Observe and critique the student teacher at least seven times.
4. Conference with the cooperating teacher and the student teacher during the student teaching experience.
5. Communicate with the student teacher and the cooperating teacher concerning progress, problems, and recommendations.
6. Encourage students to reflect analytically on their classroom performance.
7. Review the overall performance of the student teacher and take appropriate and timely action, if necessary, for remediation.
8. Participate in student teacher seminars. These student-centered meetings are designed to involve the student teachers collectively to share experiences, compare notes, ask questions, and benefit from information on pertinent educational topics.
9. Write an anecdotal summary of the student teacher performance upon student teacher request. A summation will serve as a recommendation for the candidate's credential file.

### D. WARTBURG EDUCATION DEPARTMENT PERSONNEL

The Wartburg Education Department will work closely with cooperating schools, administrators, and teachers to fulfill the following responsibilities:

1. Send contracts to local school districts that have agreed to be partners in providing student teaching experiences at their sites.
2. Screen all preservice teacher records to assure eligibility for admission to student teaching.
3. Provide student teacher with major and endorsement assignments necessary to meet licensure requirements.
4. Arrange student teaching placements through local administrators' recommendations for cooperating teachers.

5. Make verbal arrangements for student teacher placements with suggested cooperating teachers.
6. Send contracts to cooperating teachers; send stipends to cooperating teachers at the end of fall and winter terms.
7. Maintain communication with building administrators.
8. Address issues and concerns involving placements.

#### E. ADMINISTRATORS

School district principals or designees are important in the student teaching process. The following responsibilities are suggested:

1. Recommend cooperating teachers.
2. Welcome the student teacher to the building.
3. Participate in mock interviews.
4. Observe the student teacher, if requested to do so.
5. Support the developing relationship between the cooperating teacher and the student teacher.

### **IV. Student Teaching Policies/Procedures**

#### A. PLACEMENT PROCEDURES

Student teachers are placed in partner school districts for the fourteen-week (or longer) student teaching experience. Student teachers are given the opportunity to suggest choices for grade level or combined/split placements but not locations. The placements are made to meet necessary licensure requirements. In the case of non-traditional students, some exceptions are made to utilize partner school districts on a case-by-case basis.

The School Partnership Coordinator requests placements for student teachers in a partner district. The student teachers should **not** contact schools regarding the placement until asked to do so by the Wartburg College Supervisor. Sometimes a cooperating teacher in a partner district may request a specific student teacher because of previously conducted field experiences in a particular classroom. If possible and advantageous to both parties, this request will be honored.

Occasionally, students ask to be placed outside of partner districts for student teaching. Students who desire this type of placement must write a letter to the Education Department with their request. Any expenses incurred for a special student teaching assignment will be **paid by the student**. The following criteria will be used in making a decision:

1. a married student
2. a fifth-year student
3. special circumstances or considerations

Students may choose to student teach in Des Moines, IA, Hawaii, or through the Wartburg West Program in Denver, CO. Student teaching supervisors are hired in these locations to supervise the placements.

Changes in placements will not be made unless extenuating circumstances develop. Such changes will be initiated by the School Partnership Coordinator working with the partner school district.

#### B. HOUSING NEEDS WHEN COLLEGE IS NOT IN SESSION

Oftentimes, the Wartburg College calendar may not coincide with the school district's calendar. In such cases, student teachers with a room plan must notify the Wartburg Education Office Coordinator of their fall early return date before leaving for the summer prior to student teaching. The office coordinator will make arrangements with Residential Life for the early return one day

prior to the start of the cooperating teacher's fall workshop. The college will cover no more than one week of housing costs prior to the official opening of the college for any student teacher with a room plan. There is no guarantee that early housing will be in the same residence hall room that is assigned for the entire year.

Student teachers with a room plan who teach during college breaks will need to contact Residential Life to complete a form for temporary housing over break.

#### C. MEALS PRIOR TO OFFICIAL OPENING OF THE COLLEGE AND DURING COLLEGE BREAKS

The college assumes no more than one week (Monday through Friday only) of meal plan costs for any student teacher who lives on campus, has a meal plan, and must return to campus prior to the official opening of the college. A student teacher may obtain a sack lunch for the noon meal. Notify Wartburg Food Service if a sack lunch is needed.

When dining services are not available over breaks, meal/food receipts may be turned in for reimbursement based on the student teacher's meal plan (Monday-Friday only and some restrictions will apply). Contact the Education Office Coordinator with any questions.

#### D. CALENDAR

Student teachers follow the calendar of the school district in which they are placed. Each student teacher is expected to participate in all preservice and inservice workshops and activities, evening events, and other required duties while working at the school site. The student teacher's experiences should mirror those of the cooperating teacher as closely as possible. Exceptions to this policy should be discussed and agreed upon by the cooperating teacher and supervising faculty.

#### E. ABSENCES

The Wartburg Education Department recognizes that school districts' faculties and staff have policies concerning absences. However, since student teaching is a part of the Wartburg academic program, the student teacher is to be present in the assigned classroom for the entire school day each day, except when emergencies arise. The presence and performance of each student teacher must be monitored by both the cooperating teacher and college supervisor. The following will guide this policy:

1. A student teacher may have opportunities to attend professional meetings, but only with the prior approval and encouragement of the cooperating teacher and college supervisor.
2. A student teacher will attend a variety of seminars and workshops sponsored by the school district and the college. A calendar detailing the dates and times of all college-sponsored seminars will be provided to the student and cooperating teacher.
3. Absences or tardiness due to job interviews, illness, extracurricular activities, or snow days may result in additional days added on to the end of the second placement.
4. Excessive and/or unexcused absences causing a break in the 14-consecutive week rule required by the State of Iowa, may result in removal from the placement, extension of or repeating the student teaching experience, or change in career path (see p. 20).
5. If it is determined by the supervisor, cooperating teacher, or administrator that excessive absences cause inadequate performance and/or inability of the student teacher to cope with assigned responsibilities, the student teacher may be removed from the placement. Considerations will be made at this time whether an incomplete, failing grade, or additional placement(s) may be needed.
6. In every absence, the student teacher will notify the cooperating teacher and college supervisor **prior** to the start of the school day. The student teacher will provide copies of the assignments and plans for each day's classes to the cooperating teacher if an absence

occurs. Failure to follow this procedure will affect the student teacher's overall evaluation. Prolonged hospitalization or illness will automatically result in additional placement dates.

#### F. EMPLOYMENT DURING STUDENT TEACHING

Because of the importance and the intensity of this experience, the Wartburg Education Department encourages student teacher candidates not to work during this term. However, this may not be possible for all students. Therefore, students are encouraged to schedule their employment for weekends and to limit their hours. Notification of all outside employment and participation in activities (student government, music, and athletics) must be made on the Student Teaching Contract (see page 28).

#### G. PLANNING DOCUMENTATION

Student teachers must create lesson/unit plans throughout their placement(s). An example below is a suggested organizational method for this purpose. Unit or lesson plans should be submitted to the cooperating teacher in an agreed upon format or at least one day before the teaching of the lesson or unit. Any questions or problems should be addressed at that time. The student teacher should place all plans in an organized notebook or online application that includes a weekly schedule showing the lessons and daily routines conducted. Other responsibilities (lunch duty, recess duty, etc.) of the student teacher should also be recorded. The college supervisor will review these plans upon each visit, in addition to expecting a detailed daily lesson plan for the observation (see page 35). **No student teacher should be permitted to teach without such preplanning with the cooperating teacher.**

Lesson plans may follow a variety of formats from district to district, but they should include the following parts that are accepted in the literature as necessary to enhance and consequently impact student learning:

1. observable objectives/Iowa Core Standards
2. purpose
3. anticipatory set
4. modeling
5. guided instruction, check for understanding
6. independent practice
7. closure
8. assessment
9. enrichment/extension/modification/differentiation
10. list of materials/resources
11. time estimate

#### H. SUBSTITUTE TEACHING

Until receiving a baccalaureate degree and obtaining licensure, a student teacher is not qualified or allowed to serve as a substitute teacher. Therefore, the health, safety, and general well-being of the P-12 students are at all times the legal responsibility of the cooperating teacher and school district. **Student teachers should not assume the role of a substitute teacher.**

#### I. LICENSURE DOCUMENTATION, ONLINE JOB APPLICATIONS, AND LETTERS OF RECOMMENDATION

It is the responsibility of student teachers to submit online licensure application materials. It is in the best interest of students to establish an online profile (e.g. TeachIowa.gov). Peer counselors are available to help education students with resume building, cover letter writing, and interview questions. Student teachers are responsible for asking their cooperating teacher to write a letter of recommendation. A signed letter, written on school letterhead, should be given or mailed to the

student teachers. Suggested techniques for writing such a recommendation are located in the appendix (see page 36).

#### J. STUDENT TEACHER CLASS LOAD AND INDUCTION INTO THE CLASSROOM

This is designed as a *flexible model* to be adapted to meet the needs of the student teacher, classroom students, and the cooperating teacher. The focus of the student teaching experience is to create environments that provide for stimulating, challenging materials and activities for children. Through performance assessment, it is also expected that student teacher candidates will develop and demonstrate content knowledge, teaching skills, and professional dispositions needed to become committed effective-reflective teachers. These integrated activities are to be cumulative and ongoing.

#### **ELEMENTARY – FIRST EXPERIENCE**

*Due to breaks, inclement weather, illnesses and various other factors, the actual student teaching placement can run anywhere between seven to eight weeks.*

#### **First Week (weeks one to three – modeling of best practice is important during this stage)**

- Learn students' names. Review specific district, school, and classroom policies.
- Observe teaching and management techniques of the cooperating teacher.
- Begin daily journaling. Complete observation of classroom and school setting.
- Participate in the routine activities of the students and of the teacher. Help correct students' work and/or participate in a variety of learning areas (indoors and outdoors).
- Plan and present an expressive and/or transition activity (song, poem, story, duties, etc.)
- Target a content area to observe and prepare to teach the following week. In consultation with the cooperating teacher, prepare a full seven-week implementation schedule.
- Consider topic(s) for development of a unit that best meets district standards and benchmarks (cross-curricular if possible).
- Assist in providing experiences that meet children's needs and stimulate learning in all developmental areas – physical, social, emotional, and intellectual.

#### **Second Week**

- Participate in opening activities.
- Plan and present a literature experience that is developmentally appropriate for that particular age.
- Teach content area targeted in the first week.
- Early childhood student teachers will specifically focus on emergent literacy by developing meaningful language and literacy experiences, listening and reading stories and poems, dictating stories, seeing print used in the room, participating in dramatic play, and other experiences requiring communication, experimenting with writing by drawing, copying, and inventive spelling.
- Target a second or third content area for in-depth observation and prepare to teach the following week (in addition to the first content area).
- Collect resources for development of the unit.
- Discuss evaluation procedures with the cooperating teacher. At least two formative evaluations will be conducted and submitted electronically by the cooperating teacher on the Student Teaching Progress Report form with the final evaluation completed on the Iowa Department of Education Student Teacher Evaluation form (IDESTE). One evaluation assessing the student's knowledge and skills in the specialized professional association (SPA) must be completed at the end of each placement (see p. 18). A final and mid-term Disposition Evaluation form will also be completed electronically by the cooperating teacher.

### **Third Week**

- Teach a minimum of two consecutive lessons to focus on transitions.
- Teach content areas targeted in the first and second weeks.
- Target another content area for in-depth observation and prepare to teach the following week.
- Prepare to create bulletin boards, learning centers, and/or extension activities to supplement the areas being taught.
- Begin to assume cooperating teacher's duty schedule.
- Continue development of the unit.
- Plan assessment of student growth to show overall impact on learning.
- The first official Progress Report should be completed in the middle of this week. Review with cooperating teacher before electronic submission to the Wartburg Education Department.
- The midterm Disposition Evaluation form should be sent electronically to the Wartburg Education Department at the end of this week.

### **Fourth Week (weeks four to six – practice and feedback are critical during this stage)**

- Teach content areas targeted in the first, second, and third weeks. If ready, assume all major teaching responsibilities of the classroom.
- Develop and begin implementation of bulletin boards, learning centers, and/or extension activities to supplement the areas being taught.
- Complete Mock Evaluation of Student Teachers on the Iowa Teaching Standards (required at one placement only).

### **Fifth Week**

- Assume all major teaching responsibilities of the classroom.
- Record a lesson.
- Cooperating teachers complete second student teacher Progress Report online for the Wartburg Education Department.

### **Sixth Week**

- Continue all major teaching responsibilities of the classroom.

### **Final Week (phasing in/out)**

- Transition classroom and teaching responsibilities back to the cooperating teacher.
- Cooperating teacher records final evaluation on Iowa Department of Education Student Teacher Evaluation form (IDESTE). Send to the Wartburg Education Department.
- Cooperating teacher completes the SPA Progress Report (see p. 18) electronically for the Wartburg Education Department.
- Cooperating teacher completes the final Disposition Evaluation form electronically for the Wartburg Education Department.
- Visit and observe other classrooms, including special education, art, music, library, and/or physical education.
- Provide assessment data on student learning to cooperating teacher.
- Request a letter of recommendation.

## **MIDDLE SCHOOL/HIGH SCHOOL – FIRST EXPERIENCE**

*Due to breaks, inclement weather, illnesses and various other factors, the actual student teaching placement can run anywhere between seven to eight weeks.*

### **First Week (weeks one to two – modeling of best practice is important during this stage)**

- Learn names of all students in the classes to be taught. Review specific district, school, and classroom policies.
- Begin daily journaling.
- Present "mini segments" of the lesson or procedures – attendance, announcements, etc.
- Co-teach lessons or parts of lessons. Teach one section of students after watching the cooperating teacher teach the initial section.
- Become acquainted with resources available in and to the school and the personnel: guidance, media, administration, etc.
- In consultation with the cooperating teacher, prepare a full seven-week implementation schedule.

### **Second Week**

- Assume full responsibility for at least one to two sections of classes.
- Continue to increase your role in team-teaching other sections.
- Complete the first official Progress Report and review with cooperating teacher before electronic submission to the Wartburg Education Department.

### **Third to Sixth Weeks (practice and feedback are critical during this stage)**

- Assume full responsibility for all sections. Plan to have a full load of teaching for a minimum of two weeks.
- Record a lesson during the third week and write a reflective entry in your journal.
- Complete all responsibilities of the cooperating teacher that includes study hall supervision, test design and correction, etc.
- Cooperating teacher completes one to two more official Progress Reports online for the Wartburg Education Department.
- Cooperating teacher completes the midterm Disposition Evaluation form and sends electronically to the Wartburg Education Department at the end of the third week.
- Develop timeline for returning responsibility to the cooperating teacher.
- Record a lesson during the sixth week and write a reflective entry in your journal, focusing on growth from the first recorded lesson.
- Complete Mock Evaluation of Student Teachers on the Iowa Teaching Standards (required at one placement only).

### **Final Week (phasing in/out)**

- Begin returning responsibility to the cooperating teacher.
- If time allows, visit other classrooms (not more than one to two days).
- Provide assessment data on student learning to the cooperating teacher.
- Cooperating teacher records final evaluation on Iowa Department of Education Student Teacher Evaluation form (IDESTE). Send to the Wartburg Education Department.
- Cooperating teacher completes the SPA Progress Report (see p. 18) electronically for the Wartburg Education Department.
- Cooperating teacher completes the final Disposition Evaluation form electronically for the Wartburg Education Department.
- Request a letter of recommendation.

## **SECONDARY – FOURTEEN WEEK EXPERIENCE**

*The actual student teaching placement must fulfill the state-required number of days; therefore, breaks, inclement weather, illnesses and various other factors may extend the placement.*

### **First Week (weeks one to three – modeling of best practice is important during this stage)**

- Learn names of all students in the classes to be taught. Review specific district, school, and classroom policies.
- Begin daily journaling.
- Present "mini segments" of the lesson or procedures – attendance, announcements, etc.
- Participate in exchange teaching: student teacher and cooperating teacher, same course, different periods or portions of a lesson.
- Complete outline of fourteen-week plan assuming responsibility for each section and returning sections to the cooperating teacher.
- Become fully acquainted with resources available in and to the school and the personnel: guidance, media, administration, etc.
- Work on materials for units to be taught.
- Correct tests, homework, etc.

### **Second Week**

- Assume full responsibility for one section of classes.
- Continue preparation for future units such as mini segments of classes and exchange teaching. In general continue or expand on first week activities.

### **Third Week**

- Discuss evaluation procedures with the cooperating teacher.
- The cooperating teacher completes the first official Progress Report by the end of week three. Student teacher reviews with cooperating teacher before electronic submission to the Wartburg Education Department. Repeat this every two weeks.
- The cooperating teacher completes the midterm Disposition Evaluation form and the SPA Progress Report (see p. 18) electronically for the Wartburg Education Department at the end of this week.
- Record a session and write reflection in journal.

### **Fourth through Eleventh Week – Assisting and Solo Teaching (practice and feedback are critical during this stage)**

- Assume full responsibility for all sections for three to six weeks.
- Write tests for unit or chapter.
- Plan assessment of student growth to show overall impact on learning.
- Cooperating teacher continues electronic Progress Reports every two weeks.
- Cooperating teacher completes a mid-term evaluation on the Iowa Department of Education Student Teacher Evaluation form (IDESTE). Send to the Wartburg Education Department.
- Record session and critique for growth as a reflection in your journal.
- Complete Mock Evaluation of Student Teachers on the Iowa Teaching Standards.

### **Twelfth and Thirteenth Week (phasing in/out)**

- Begin returning responsibility to cooperating teacher – should keep at least one to two sections.
- Arrange to visit other teachers in the department and school.
- Plan for visits to other student teacher sites during week fourteen.
- Request a letter of recommendation.

### **Final Week (completion of phasing in/out)**

- Continue to return responsibility to cooperating teacher.
- Begin visitations to other teachers.
- Provide assessment data on student learning.
- Cooperating teacher records final evaluation on Iowa Department of Education Student Teacher Evaluation (IDESTE) form. Send to the Wartburg Education Department.
- Cooperating teacher completes the SPA Progress Report electronically (see p. 18) electronically.
- Cooperating completes the final Disposition Evaluation form electronically.

## **V. Student Teaching Evaluation**

The purpose of evaluation is to provide concrete feedback to the student teacher regarding performance. It is important that the cooperating teacher, the Wartburg College supervisor, and the student teacher share in the continuous evaluation process. Evaluation will involve

- formal and informal observations of the student teacher,
- conferences with the cooperating teacher, college supervisor, student teacher, and
- completion of formal evaluation reports.

### A. ASSESSMENT SYSTEM DESCRIPTION

Because student teaching is an integral part of the education program, it is important that evaluations be ongoing and occur at regular time intervals. The evaluation scale will indicate a student teacher's performance and personal attributes that are identified as being essential for an effective teaching candidate. A five-tiered system on the Student Teacher's Progress Report guides the assessment of the teacher. The system is designed to determine whether the teacher candidate is *exemplary* (already shows many attributes of accomplished practice), *proficient* (shows some attributes at a high level), *adequate* (meets the expectations of a beginning teacher), *unsatisfactory* (struggling to meet many of the expectations), or whether *intervention is recommended* (meets few of the expectations of a beginning teacher and may not appear willing or able to develop the others).

The above system should indicate accurate information regarding the teaching candidate's performance. Most likely there would be very few exemplary candidate teachers, as well as very few who would be recommended for intervention.

The general explanation of the various categories (see pp. 19-20) will serve as a guide for interpreting the student teacher's progress and performance and are aligned with the Wartburg College Teacher Education Conceptual Framework. These categories are identified as characteristics needed for effective teaching. The evaluation information will be part of the student teacher's permanent file in the Wartburg Education Department.

### B. ASSESSMENT PROCEDURES

1. The Student Teacher's Progress Report should be completed online, discussed with the student teacher, and submitted electronically to the Wartburg Education Department. This procedure should occur at least two times during the student teaching experience, approximately every other week. Though some of the ten components may not be appropriately assessed in the first two weeks, the initial evaluation form should be submitted by the middle of the third week for all experiences. The Student Teacher's Progress Report electronic forms may be found and submitted from <http://www.emailmeform.com/builder/form/O2b73A2eoYeEcNHZfJ>.

2. Cooperating teachers are responsible for completing a separate summative evaluation of the student teacher's performance on the Iowa Department of Education's Evaluation for Student Teaching form (see page 37 for sample page of the IDESTE which can be found at <http://info.wartburg.edu/Academics/Cooperating-Teacher-Information.aspx>.) The evaluation can be sent to the Wartburg Education Department or given to the student teacher or college supervisor.
3. Cooperating teachers will also complete one evaluation form assessing the student teacher's knowledge and skills in the specialized professional association (SPA). The following SPA reports based on the student teacher's major should be completed online: ACEI (Association for Childhood Education International), NASPE (National Association for Sport and Physical Education), NCSS (National Council for the Social Studies), NCTE (National Council of Teachers of English), NCTM (National Council of Teachers of Mathematics), and NSTA (National Science Teachers Association). The electronic link for the SPA will be sent to the cooperating teacher at the beginning of the placement.
4. A final narrative (recommendation) can be used for the student teacher's self-credential files when such a request is made by the student teacher. A signed letter written on school letterhead replaces past credential forms. Guidelines for writing this recommendation are provided (see page 36). Please deliver or mail this recommendation directly to the student teacher when it is completed.
5. In addition to the formative and summative assessment systems in place, conversing frequently and openly with the student teacher assures an effective team. This communication nurtures the candidate's desire to become an effective-reflective teacher. A successful student teaching experience should prepare a candidate to perform at a level that is consistent with professional standards for a beginning teacher. The cooperating teacher will be responsible for assisting in the achievement of the level of proficiency that will qualify the teacher candidate for entrance into the teaching profession.
6. The college supervisor also observes the student teacher at least seven times (three or four at each site) throughout the student teaching assignments. These observations will be noted on a form called Student Teaching Report (see page 38). In addition, the student teacher may request a summative report, in the form of a recommendation, from the college supervisor.
7. To record that all components of the Wartburg College Teacher Education Program Knowledge Base are being met with satisfaction in the student teaching assignment(s), a form called the Student Teaching Knowledge Base Performance Record will be completed by the college supervisor. This is a cumulative rating that will indicate level of performance at the conclusion of the student teaching period (see page 39).
8. Cooperating teachers are also responsible for completing the Disposition Evaluation mid-term and final forms online to document that Wartburg Teaching candidates display the necessary values, commitments, and professional ethics to become qualified teachers. The Disposition Evaluation forms are found online at <http://www.emailmeform.com/builder/form/P53fi7jc0m8r8>.

### C. IOWA TEACHING STANDARDS

The student teacher will provide evidence of meeting the Iowa Teaching Standards (see page 40). Artifacts will be collected and organized in either a three-ring notebook or electronic file. The cooperating teacher can share portfolio suggestions and examples. The Mock Evaluation of Student Teachers on the Iowa Teaching Standards document needs to be signed and sent to the Education Department. This is usually completed at the first placement and verifies that the cooperating teacher and the student teacher discussed these teaching standards (see page 41).

#### D. GUIDELINES FOR STUDENT TEACHING EVALUATION

The following indicators are provided as guides for determining teacher effectiveness in meeting the performance criteria and are to be based upon observation and/or other data-collection procedures. If used as it is designed, a majority of the marks will be in the adequate category. This rating system also supports the concept of focusing on the positive. Ratings should be based on the individual's performance compared to the performance of a beginning teacher.

**Exemplary:** demonstrates application of Knowledge Base components at a consistently high performance level; already shows many attributes of accomplished practice; highly motivated and engaged.

**Proficient:** demonstrates application of Knowledge Base components at a high performance level; shows some attributes of accomplished practice.

**Adequate:** demonstrates satisfactory application of Knowledge Base components; implementation generally achieved.

**Unsatisfactory:** demonstrates limited application of Knowledge Base components; satisfactory implementation seldom achieved.

**Recommend Intervention:** demonstrates disregard of Knowledge Base components; implementation generally deficient.

#### THE ELEVEN KNOWLEDGE BASE COMPONENTS INCLUDE:

1.	Learner Development	7.	Planning for Instruction
2.	Learning Differences	8.	Instructional Strategies
3.	Learning Environments	9.	Professional Learning & Ethical Practice
4.	Content Knowledge	10.	Leadership & Collaboration
5.	Application of Content	11.	Technology
6.	Assessment		

#### THE WARTBURG KNOWLEDGE BASE (INTASC STANDARDS)

##### The Learner & Learning

- 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, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- 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.
- 3. Learning Environments** – The teacher works with others to create environments that support individual and collaborate learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

##### Content

- 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 the discipline accessible and meaningful for learners to assure mastery of the content.
- 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 and global issues.

## Instructional Practice

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.
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.
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.
11. **Technology** – The teacher candidate effectively integrates technology into instruction to support student learning.

## Professional Responsibility

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 action on others (learners, families, other professional, and the community), and adapts practice to meet the needs of the learner.
10. **Leadership & 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.

## E. UNSATISFACTORY PERFORMANCE

If a student teaching candidate’s work is unsatisfactory at any point during student teaching and fails to improve after intensive work by the cooperating teacher, the candidate faces the prospect of not passing student teaching. Depending on the circumstances related to the problem, the following options may be considered by the college supervisor with input from the cooperating teacher and approval by the Education Department: withdraw from student teaching, extend the student teaching experience, repeat the experience (re-register for student teaching in another term), provide a new placement with a different cooperating teacher (only under unique circumstances), or change career path.

The following are suggestions for ways to deal more effectively with a teacher candidate who is not progressing:

1. Be sure the teacher candidate understands the performance expectations of the student teaching experience.
2. Keep accurate records of specific times of difficulties and discuss with teacher candidate.
3. Identify the problems and discuss them with the teacher candidate and college supervisor in a three-way conference. Keep the college supervisor involved in the ongoing documentation and monitoring of the teacher candidate’s performance.
4. Identify areas for growth and create an action plan to rectify the problem.
5. Adapt the induction model (suggested on pp. 13-17) if necessary to accommodate the situation. Reduce the teaching load if necessary so the candidate can focus on problem area(s).
6. Arrange a micro-teaching lesson to be observed and then have the teacher candidate teach the same lesson to another small group.
7. Increase observation of teacher candidate and provide continuous written and verbal feedback that makes specific recommendations for change.

8. Provide multiple opportunities for the teacher candidate to reflect on instruction and assess own performance. Assist the candidate in video- or audio-taping many lessons.
9. Identify candidate's strengths and have the student teach in areas of strength to enhance the possibility of success.
10. Arrange for the principal to observe the teacher candidate and provide feedback in addition to the cooperating teacher's feedback.

#### F. TEACHER CANDIDATE IMPACT ON LEARNING IN P-12 CLASSROOMS

All student teachers must meet accreditation requirements by demonstrating impact on learning for all P-12 students. Such evidence should be a continual process throughout the placement(s) through informal and formal assessment procedures first established by the cooperating teacher and then continued by the student teacher. Be sure to collaborate on such procedures as the teacher candidate is inducted into the placement.

A pre-test and post-test must be administered by the teacher candidate as a way of collecting student performance data for analysis and evaluation purposes. This should be part of a unit prepared by the student teacher. To demonstrate this impact on learning for P-12 students in a formal way, the data and analysis will be presented to peers at a Wartburg student teaching seminar. The hard copy will be collected and saved as part of the accreditation and state evaluations of the Wartburg College Teacher Education Program.

#### G. ADDITIONAL REQUIREMENTS FOR STUDENT TEACHERS

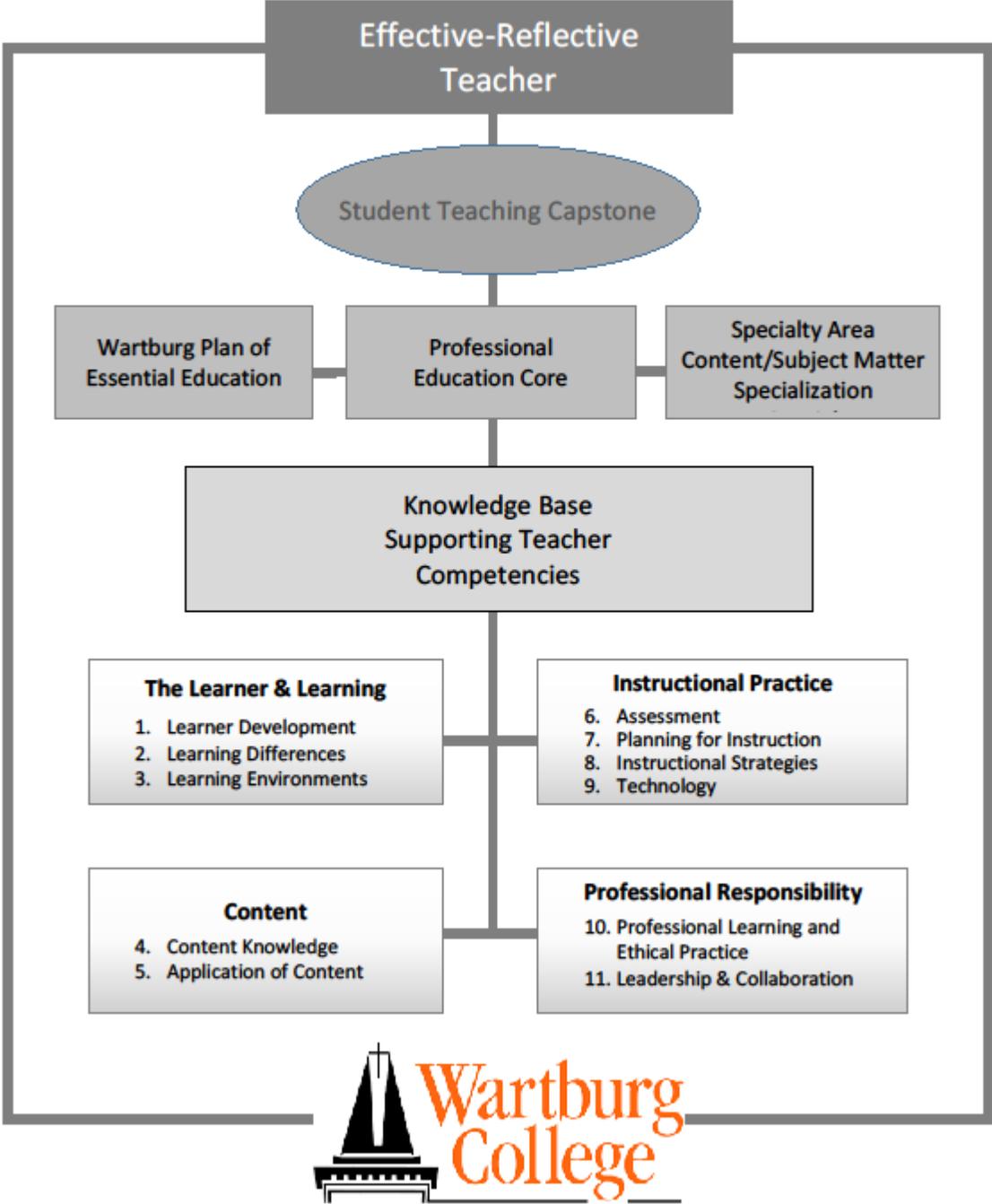
Student teachers will

1. attend all seminars,
2. maintain a reflective journal on a daily basis (see page 42),
3. write context paper of your school setting at each site (see page 43),
4. informally observe your cooperating teacher at each site (see page 30),
5. *elementary only* – share a written introduction to families (digital or hard copy); complete first week (see page 44),
6. design long and short term lesson schedule,
7. write daily lesson plans; a full lesson plan needs to be available for formal observations (see page 35),
8. create a professional teaching standards portfolio (see page 40),
9. videotape lessons at each site, one peer-reviewed, one analyzed in writing (see page 45),
10. document and evaluate the impact on P-12 student learning by utilizing instruments to collect, analyze, and evaluate classroom performance data as part of a unit; administer a pretest (of some form) and a post test at the conclusion of the unit,
11. write a final reflection of the student teaching experience.

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# Wartburg Teacher Education Model



## WARTBURG COLLEGE EDUCATION DEPARTMENT STUDENT LEARNING OUTCOMES

The following student learning outcomes and sub-points were adapted from the INTASC Standards, and adopted by the Education Department in the 2017-18 academic year.

### The Learner and Learning

Standard #1: Learner Development - *The candidate designs and implements challenging, developmentally appropriate learning experiences, which reflect their understanding of human growth and development.*

- A. Assesses to identify and address learners' needs.
- B. Modifies instruction as to address learners' developmental needs.
- C. Collaborates with learners' families, colleagues, and the community.

Standard #2: Learning Differences - *The candidate integrates knowledge of diversity and individual differences while enabling each learner to meet high standards.*

- A. Addresses learner needs by planning and implementing differentiated instruction.
- B. Builds on learners' prior knowledge and experiences to enable them to meet high, but reasonable expectations.
- C. Identifies and supports learners' language demands.

Standard #3: Learning Environments - *The candidate creates an environment that encourages positive behavior, appropriate social interaction, and active engagement, based on an awareness of behavioral theory, motivation theory, and social and emotional learning.*

- A. Interacts and collaborates with learners in ways that engage and challenge them.
- B. Communicates clearly and effectively.
- C. Integrates technology in ways that support and manage instruction.

### Content

Standard #4: Content Knowledge - *The candidate uses discipline-specific concepts and tools of inquiry to guide students toward rigorous and relevant mastery of content.*

- A. Demonstrates understanding of central concepts, tools of inquiry, and structure of discipline.
- B. Plans and provides experiences to help learners master content.

Standard #5: Application of Content - *The candidate provides learners with opportunities for critical thinking, creativity, and collaborative problem solving related to real-world issues.*

- A. Implements subject and grade-level endorsement methods.
- B. Creates cross-curricular connections and opportunities to apply content.
- C. Engages learners in critical thinking, creativity, collaboration, and communication.

### Instructional Practice

Standard #6: Assessment - *The candidate uses multiple formative and summative measures to guide instructional decision-making, document student learning, and communicate assessment results to students, parents, and administrators.*

- A. Uses a variety of formative and summative assessment strategies.
- B. Aligns assessments with objectives.

- C. Uses descriptive feedback to help learners guide their own learning.

Standard #7: Planning for Instruction - *The candidate plans research-based, rigorous, and relevant instruction for every student.*

- A. Creates instructional plans that are relevant and curricular-based.
- B. Implements developmentally and culturally appropriate strategies.
- C. Makes adjustments as needed to long- and short-term goals.
- D. Plans instruction that acknowledge and addresses learners' unique experiences and community contexts.

Standard #8: Instructional Strategies - *The candidate models a variety of developmentally-, and content-appropriate, instructional strategies.*

- A. Uses strategies to adapt to individual and group needs.
- B. Makes instructional decisions that address learner needs, content, and purpose.
- C. Implements a variety of instructional strategies that promote higher order thinking.

Standard #11: Technology – *The teacher candidate effectively integrates technology into instruction to support student learning.*

- A. Designs digital-age learner experiences to model, facilitate, and stimulate student learning.
- B. Addresses and models digital citizenship.
- C. Integrates technology as a tool to support and manage learning.

### Professional Responsibility

Standard #9: Professional Learning and Ethical Practice - *The candidate uses relevant data to evaluate practice, inform instruction, and engage in professional learning.*

- A. Engages in continuous professional development to meet learner needs.
- B. Uses reflection and evidence-based decision making.
- C. Exhibits professionalism characterized by ethical practice.

Standard #10: Leadership and Collaboration - *The candidate seeks leadership opportunities and demonstrates collaboration with learners, families, colleagues, and community members.*

- A. Collaborates with all constituents.
- B. Creates a culture that supports high expectations for student learning.
- C. Serves as an instructional leadership and advocate for student learning and the profession.

### Wartburg College Teacher Education Program: Knowledge Base Curriculum Map

Performances: 1. Paper 2. Exam 3. Journal 4. Lesson Plan 5. Reflection 6. Presentation 7. Field Experience 8. Unit 9. Discussion 10. Teaching P-12 Students 11. Learning Log 12. Student Teaching Knowledge Base Performance Record 13. Iowa Department of Education Student Teaching Evaluation (IDESTE)

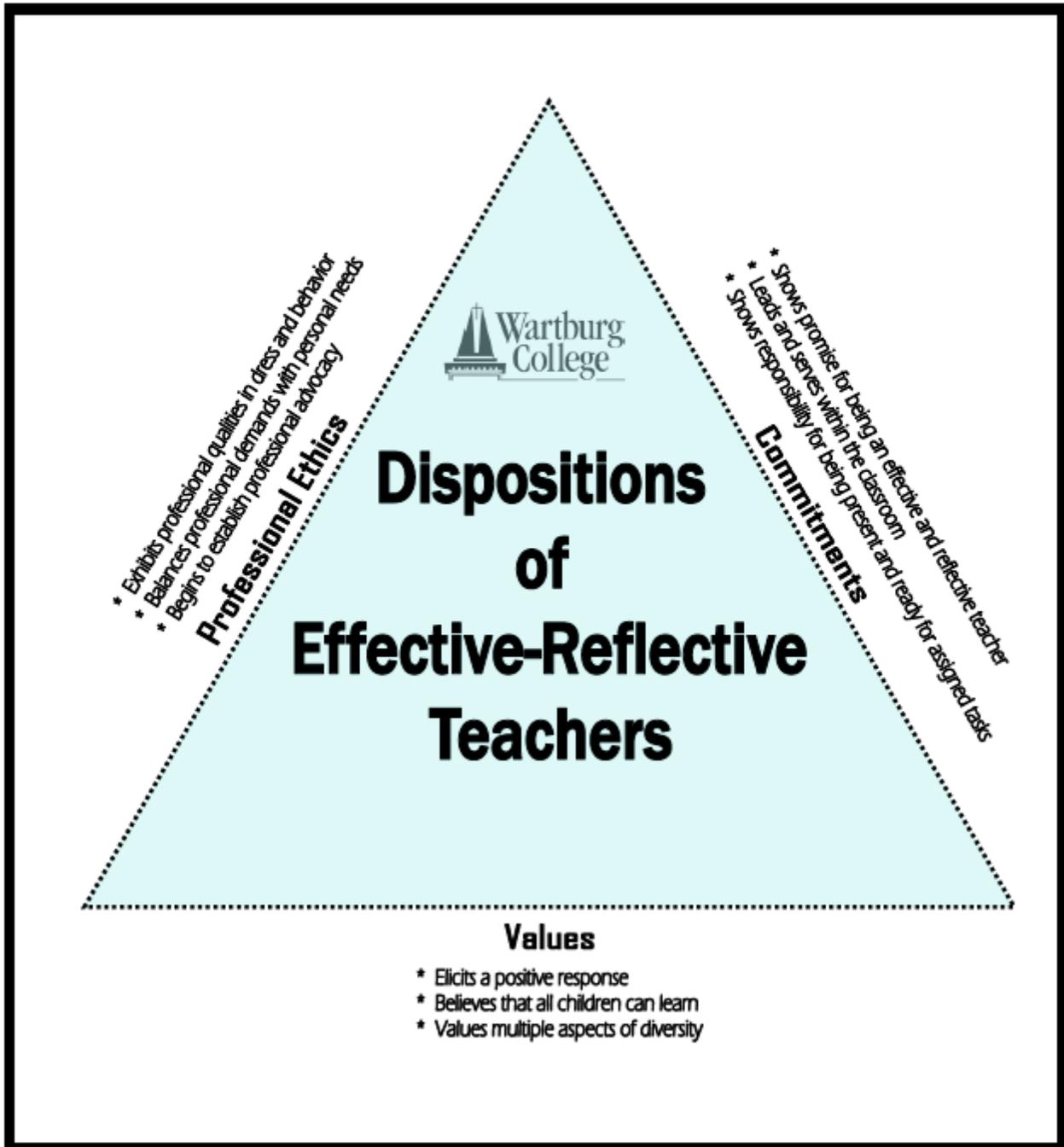
	ED 100	ED 181	ED 215	ED 212	ED 221	ED 230	ED 282	ED 315	ED 320	ED 321 *	ED 350 **	ED 383	ED 385	MA 312	SCI 385	Dept 470 ***	St. Tch. 13
<b>I. Communication</b>																	
A. Verbal	6																12
B. Nonverbal	6																12
C. Written	1																12
<b>II Student Learning</b>																	
A. Theories								1,2									12
B. Concepts								4									12
C. Principles	4,5																12
<b>III. Diverse Learners</b>																	
A. Learner Diversity			6,11	1,5,6,9													12
B. Differentiation of Instruction														4,10	4,10	4,6,8,9	12
C. Classroom Context			5,6,11	1,5,6,9													12
<b>IV. Instructional Planning</b>																	
A. Content and Context														4,5	4,8	4,6,8,9	12
B. Lesson Design						4				4							12
C. Curriculum Goals	2																12
<b>V. Instructional Strategies</b>																	
A. Teaching							7,10					7,10	7,10				12
B. Strategies						4				4	4,6						12
C. Academic Skills					8												12
<b>VI. Learning Environment</b>																	
A. Management								2									12
B. Motivation								2									12
C. Discipline								2									12
<b>VII. Assessment</b>																	
A. Purpose	2,5																12
B. Evaluations								1,2									12
C. Procedures								1,2									12
<b>VIII. Reflection and Professional Development</b>																	
13																	
A. Reflection	5																12
B. Professional Development	7						7					7	7				12
C. Dispositions	7						7					7	7				12
<b>IX. Collaboration, Ethics, and Relationships</b>																	
13																	
A. Collaboration						6			6,10								12
B. Ethical Behavior			2,11														12
C. Professional Relationships				6,9													12
<b>X. Technology</b>																	
A. Tools	6										4,6						12
B. Teaching Practice			6,11					6,9									12
C. Professional Practice			6					6,9		6							12

\*MU 209 includes methods of teaching reading (e.g., Reading Recovery) and items marked for ED 321.

\*\*MU 390 includes content area reading and items marked in ED 350. \*\*\*DEPT 470 Departmental Secondary Content Methods courses include ART 480, BI/CH/PHY 470, ED 470, EN 470, FL 470, MA 470, MU 309, PE 470.

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REFLECTIVE PRACTICES FOR  
POSITIVE DISPOSITIONS





## STUDENT TEACHING CONTRACT 2018-2019

- Once you receive your student teaching placements, determine the address and phone number of your school(s). Go to <http://info.wartburg.edu/Academics/Office-of-Student-Field-Experiences/School-Listings.aspx> for school information.
  - Contact your cooperating teacher(s) before the end of May term to set up an appointment to meet and deliver the cooperating teacher folder.
- Complete the Student Teacher Information online survey before the end of May term. The link will be emailed to you following the April 10 meeting.
  - **Fall term students teachers:** confirm the fall workshop date at your first placement. Include this date when you complete the Student Teacher Information form.
  - **Winter term student teachers:** determine if your placement schedules a spring break. Include these dates, or if no break indicate accordingly, when you complete the Student Teacher Information form.
- The Student Teaching Handbook is a valuable resource for your placement. Please familiarize yourself with the information provided in the handbook so you are prepared for your placement.
  - The Student Teaching Handbook may be found on the Education page website although it is currently undergoing revisions. Overall timelines, expectations, and the evaluation process will remain the same. The new handbook will be available at the start of the 2018-19 academic year.
- Qualifying Praxis II scores in Content and Pedagogy must be received by June 30 for Fall Term student teachers or by November 30 for Winter Term student teachers.
- Conduct yourself in a **professional** manner:
  - Attire, actions, and language
  - Relationships with students
  - **Honesty** with supervising and cooperating teachers
- Attend all seminars and submit assignments on time.
- Attend all contractual activities of your teacher(s) before, during, and after school, including meetings, inservice programs, and parent-teacher conferences **even if you are told this isn't necessary by your cooperating teacher. You must follow the full contract day of the school district.**
- Due to **licensure rules**, no more than **two consecutive days for extreme situations may be missed**. Any missed day requires notification to your faculty supervisor and your cooperating teacher.
- When the college supervisor visits be sure to have these items ready:
  - A submitted journal for the college supervisor. This should include regular entries.
  - A **complete** lesson plan for the supervisor. Follow the lesson plan model suggested in your student teaching handbook. Copies of worksheets, textbooks, and other materials should also be provided for the supervisor.
- If you are sick during your placement follow these procedures:
  - Call cooperating teacher **IMMEDIATELY**; be sure to obtain the best contact number to reach your cooperating teacher in these situations. Find out what procedures your teacher would like you to follow.
  - Deliver your plans to the teacher; make sure you have a friend who can do this for you if you are too ill and the plans are not already at school.
  - Contact your Wartburg supervisor **early that morning if he/she is planning to visit you that day.**
- Student teaching should be your priority. Outside work and extracurricular activities should be limited. Failure to meet State of Iowa and Student Teaching Handbook requirements may result in an incomplete student teaching experience.

Please indicate employment or extracurricular activities you anticipate participation in:

- Employment/Extracurricular \_\_\_\_\_
- Schedule \_\_\_\_\_

Any breach of this contract could result in termination of your student teaching experience.

\_\_\_\_\_  
Student Teacher (Please Print)

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

\_\_\_\_\_  
Date



## GENERAL ACTIVITIES CHECKLIST FOR STUDENT TEACHERS

### A. GENERAL ORIENTATION EXPERIENCES

#### *Meet Building Personnel*

- Principal
- Secretary
- Unit teachers
- Resource teachers
- Support staff
- Custodian
- Instructional coaches

#### *Locate Building Areas*

- Tour the building
- Media center/library
- Outdoor areas
- Cafeteria
- Gymnasium
- Teacher's work area
- Supply room/audio-visual equipment

### B. DISCUSSION WITH COOPERATING TEACHER

#### *School Policy*

- Discipline/management
- Fire/disaster/intruder drill
- Injuries/illness
- Absence
- Rules
- Faculty meetings and/or PLCs
- Parking
- School website including calendars
- Use of media center
- Use of printer/copier

#### *Unit or Room Policy*

- Classroom management methods
- Curriculum/district and/or state standards
- Teacher manuals
- Basic routine
- Management techniques
- Students with special needs
- Online gradebook and student monitoring
- Grouping
- Available resources
- Multicultural issues

### C. OBSERVATION OF THE COOPERATING TEACHER'S PROCEDURES

- Lecture
- Use of textbook/instructional tools
- Discussion
- Time management
- Whole class work
- Small group work
- Cooperative learning
- Groups work simultaneously
- Differentiation
- Students with special needs
- Gifted children
- Response to disruptions
- ELL children
- Response to individual students
- Communication
- Pacing
- Lesson plans

- Questioning techniques
- Reinforcement
- Feedback
- Student/teacher interaction
- Directions
- Listening
- Synthesis
- Conclusions/closure
- Evaluation
- Discipline
- Motivational
- Strategies
- Short term objectives
- Long range planning
- Parent/teacher interaction
- Teacher/teacher interaction
- Computer access

## STUDENT TEACHER'S OBSERVATION FORM OF COOPERATING TEACHER'S LESSON

Date:

Class Observed:

Area 1:	<i>How did the teacher:</i>
	1. Start the lesson?
	2. Tie it to previous learning?
	3. Arouse students' interest?
Area 2:	<i>How did the teacher make the purpose and relevance of the lesson apparent?</i>
	1. By making direct statements
	2. By eliciting reactions from students
	3. Other (Specify)
Area 3:	<i>What procedures were incorporated into the body of the lesson?</i>
	1. Lecture
	2. Discussion
	3. Technology tools
	4. Demonstration/modeling
	5. Student activities (guided and independent practice)
Area 4:	<i>What materials were used in the course of the lesson?</i>
	1. Textbooks
	2. Supplementary book
	3. Manipulatives
	4. Computers
	5. Anchor charts
	6. Video/DVD
	7. TV/projector
	8. Hands-on materials
	9. Graphic organizers
	10. Visuals
	11. Models
	12. Other (specify)

Area 5:	<i>What was the teacher's style of teaching?</i>
	1. Teacher-centered
	2. Student-centered
Area 6:	<i>Did the teacher show a broad knowledge of the subject areas?</i>
	<i>Did the teacher stick to the textbook or bring in information from other sources as well?</i>
	<i>Did the teacher relate the subject matter to other content the students had studied, to current events, or to students' personal interest?</i>
	<i>If so, how was this accomplished?</i>
Area 7:	<i>What provisions were made for individual differences?</i>
	1. Small-group work
	2. Individualized assignments
	3. Differentiated materials
	4. Other (specify)
Area 8:	<i>What classroom management strategies did the teacher use?</i>
	Be specific:
Area 9:	<i>How did the teacher's personal qualities help advance the lesson?</i>
	1. Dressed appropriately so the apparel did not distract from subject matter
	2. Displayed no distracting mannerisms
	3. Used correct grammar
	4. Used appropriate voice volume and pitch
Area 10:	<i>How did the teacher end the lesson?</i>
	1. Summarized the day's learning
	2. Assigned homework (if so, specify the kind of assignment)
	3. Other (specify)
Area 11:	<i>What evaluation techniques did the teacher use in the course of the lesson?</i>
	1. Formative
	2. Summative
Area 12:	<i>Reflection</i>
	1. What strategies do you feel were effective?
	2. How would you improve the lesson?



## TEACHER EDUCATION PROGRAM CONFIDENTIALITY STATEMENT

Throughout the Teacher Education Program at Wartburg College, I, \_\_\_\_\_, (print name)

may have access to child and family information as associated with field experience practicums and/or student teaching. I realize that this information is private and must be kept confidential. I also realize that any unauthorized release of information is highly unprofessional.

Throughout my training in the Teacher Education Program at Wartburg College, I will at no time inappropriately release confidential information. I will abide by the school district's policies focusing on disclosure of such information as well as guidelines governing the Wartburg College Teacher Education Program. If at any time, I observe an incident involving staff, children, and/or families with which I am uncomfortable, I agree to discuss this matter with the Education Department Chair, faculty member, School Partnership Coordinator, or my student teaching supervisor to determine if any action is needed. This does not exempt me from taking action as a mandatory reporter of child abuse.

I understand the release of any unauthorized information, whether about children, families, or the cooperating school district will result in immediate termination from the field experience practicum or student teaching placement. Additionally, further disciplinary action could take place.

---

Student Signature

ID #

Date

## TEACHER EDUCATION POLICY AND FIELD EXPERIENCE MANUAL

I have reviewed the Education Department Policy Manual and I am aware of its contents.

---

Student Signature

ID #

Date

# CODE OF ETHICS OF THE EDUCATION PROFESSION

## Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

## PRINCIPLE I

### COMMITMENT TO THE STUDENT

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

- 1) shall not unreasonably restrain the student from independent action in the pursuit of learning.
- 2) shall not unreasonably deny the student's access to varying points of view.
- 3) shall not deliberately suppress or distort subject matter relevant to the student's progress.
- 4) shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
- 5) shall not intentionally expose the student to embarrassment or disparagement.
- 6) shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly
  - a) exclude any student from participation in any program
  - b) deny benefits to any student
  - c) grant any advantage to any student
- 7) shall not use professional relationships with students for private advantage.
- 8) shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

## PRINCIPLE II

### COMMITMENT TO THE PROFESSION

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator

- 9) shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
- 10) shall not misrepresent his/her professional qualifications.
- 11) shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
- 12) shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
- 13) shall not assist a non-educator in the unauthorized practice of teaching.
- 14) shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
- 15) shall not knowingly make false or malicious statements about a colleague.
- 16) shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the NEA 1975 Representative Assembly

## STUDENT TEACHING REQUIREMENTS

(May depend on placement, your supervising faculty and my.wartburg.edu)

<b>FIRST PLACEMENT</b>	
Mock Eval. of IA Teaching Standards (1 placement only) <i>p. 41</i>	
Letter to Family <i>p. 44</i>	
School Context Paper <i>p. 43</i>	
Observation of Teacher <i>p. 30</i>	
Begin Teaching Portfolio <i>p. 40</i>	
Recording: Peer Review <i>p. 45</i>	
Midterm Dispositions <i>Online Document</i>	
Final Dispositions <i>Online Document</i>	
IDESTE <i>p. 37</i>	
Final Reflection on Student Teaching Experience #11 <i>p. 21</i>	
SPA Evaluation <i>Online Document</i>	
Reflective Journal	
Daily Lesson Plans <i>p. 35</i>	

<b>SECOND PLACEMENT</b>	
Mock Eval. of IA Teaching Standards (1 placement only) <i>p. 41</i>	
Letter to Family <i>p. 44</i>	
School Context Paper <i>p. 43</i>	
Observation of Teacher <i>p. 30</i>	
Finalize and Present Teaching Portfolio <i>p. 40</i>	
Recording: Written evaluation <i>p. 45</i>	
Midterm Dispositions <i>Online Document</i>	
Final Dispositions <i>Online Document</i>	
IDESTE <i>p. 37</i>	
Final Reflection on Student Teaching Experience #11 <i>p. 21</i>	
SPA Evaluation <i>Online Document</i>	
Reflective Journal	
Daily Lesson Plans <i>p. 35</i>	

## LESSON PLAN

Lesson Plan # \_\_\_\_\_ : \_\_\_\_\_ Name: \_\_\_\_\_

<b>School:</b>	<b>Grade Level:</b>	<b># of Ss:</b>
----------------	---------------------	-----------------

<b>IC:</b>
<b>Objective:</b> (condition) (audience) (behavior verb) (degree)
<b>IC:</b>
<b>Objective:</b> (condition) (audience) (behavior verb) (degree)

**Purpose:**

**Anticipatory Set:**

**Modeling (I can):**

*Check for understanding-*

**Guided Instruction (We can):**

*Check for understanding-*

*Reteach (if needed)-*

**Independent Practice (We can):**

**Closure:**

**Assessment:**

**Enrichment/Extension/Modification/Differentiation:**

**Materials:**

## TIPS FOR WRITING A LETTER OF RECOMMENDATION

In today's competitive job market, job applicants are being forced to use every available tool to be successful. Writing a letter of recommendation is not a simple task and must be taken seriously because it could mean the difference between being hired or being rejected. The job hunter has little control over letters of recommendation, so the following are only suggestions on how to be an effective evaluator.

Include your affiliation/relationship with the person. Were you a supervisor? President of the company? Advisor? Professor? It is important to indicate this because a professor may see the academic skills while a supervisor may be able to identify work habits.

Give honest and factual information. When approached to write a recommendation, ask yourself if you honestly know the person's qualities. If you have not had much contact with the person you cannot give an accurate description. It would be better to decline to write a recommendation than to write a vague or irrelevant one.

Have the person give you a list of accomplishments, organizations that they belong to, or any other relevant information. It might surprise you to see how much that person has done outside of your contact with them. This can also help you get a more accurate picture of the individual. Having the person give you a copy of his/her resume is an easy way to have this information at hand.

Consider beginning your letter with, "I am pleased to recommend Ms. Linda Jones for the position of..." or "I recommend Ms. Linda Jones as a person who..."

Concentrate on several different aspects of the person. Specifically identify their skills, attitudes, personal attributes and growth, as well as their contributions to and performance within your organization. It is extremely important to include examples where possible. It is one thing to state that someone had some good ideas and another to say, "John integrated reading and writing into a language experience program with an emphasis on comprehension." Also, if you do make negative comments, back them up with facts.

The appearance of a letter is a reflection on both you and the candidate, and it can also determine whether it will be read or not. Please word process your recommendation neatly!

A recent national publication (AAEE Annual) listed the following eight intangibles as important when evaluating teaching candidates; (a) empathy, (b) native intelligence, (c) a divergent, abstract thinking style, (d) a high level of commitment, (e) the ability to be a "self-starter," (f) a high energy level, (g) the recognition that excellence is a journey, not a destination, and (h) the potential ability to lead.

- Don't reference characteristics that can be the basis of discrimination, such as race, color, nationality, gender, religion, age, appearance, and handicapping condition, marital or parental status, or political point of view!
- Beware of the power of words! Some words seem harmless in every day conversation but carry positive or negative connotations to a prospective employer.
- Avoid bland words such as: nice, good, fairly, reasonable, decent, satisfactory.
- Powerful words which are appropriate to use include: articulate, effective, sophisticated, intelligent, observant, significant, expressive, creative, efficient, cooperative, imaginative, assertive, dependable, mature, innovative.

The following list of attributes (compiled by the *National Association of Colleges and Employers*, NACE) is often listed by employers as tools on which to base eventual selection. So, these are excellent points to address:

- |   |                 |                                |                                   |
|---|-----------------|--------------------------------|-----------------------------------|
| 1. ability to communicate               | 5. initiative   | 9. flexibility                 | 13. goal achievement              |
| 2. intelligence                         | 6. leadership   | 10. interpersonal skills       | 14. competitiveness               |
| 3. self-confidence                      | 7. energy level | 11. self-knowledge             | 15. appropriate vocational skills |
| 4. willingness to accept responsibility | 8. imagination  | 12. ability to handle conflict | 16. direction.                    |

Source: *National Association of Colleges and Employers*

To the Reference:

Thank you for agreeing to serve as a reference for this candidate from Wartburg College. If you have any reservations about providing a *positive* recommendation, please notify the candidate immediately.

Please express your candid opinion to as many of the following characteristics as possible:

- How long and in what capacity have you known the candidate
- Communication skills (writing, speaking, listening)
- Thinking skills (analytical and creative)
- People skills (team and one-on-one)
- Leadership skills (flexibility and knowledge of content area)
- Technical skills
- Dependability

Wartburg students are now self-credentialing. This means that they handle and mail their own credentials to perspective employers as they deem appropriate when they apply and/or interview for jobs. When writing your recommendation please attempt to restrict your comments to one page. We suggest that you run the final copy on school letterhead. Be sure the recommendation is signed with relevant information for how you could be contacted if someone would like more information on a candidate. Return a paper copy of your recommendation directly to your student teacher.

If you have further questions, please don't hesitate to contact the Education Department at Wartburg College at 352-8226.



# FACULTY SUPERVISOR STUDENT TEACHING OBSERVATION FORM

Wartburg College Student Teaching Observation Form

Student Teacher \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_  
 School \_\_\_\_\_ Subject \_\_\_\_\_  
 Observed By \_\_\_\_\_ Observation: 1 2 3 4 5 6 7 8 9 10  
 Number of Students \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

1 – unsatisfactory (struggling to meet many of the expectations)  
 2 – adequate (meets the expectations of a beginning teacher)  
 3 – proficient (shows some attributes at a high level)  
 4 – exemplary (already shows many attributes of accomplished practice)

**Standard 1: Learner Development**

A. Assessment to identify and address learners' needs	1	2	3	4	NA
B. Developmentally modified instruction	1	2	3	4	NA
C. Collaboration with family, colleagues, and the community	1	2	3	4	NA
Talking points					

**Standard 2: Learning Differences**

A. Understanding and reflecting on value differentiation	1	2	3	4	NA
B. Building on prior knowledge and contextual assets	1	2	3	4	NA
C. Identification and support of language demands	1	2	3	4	NA
Talking points					

**Standard 3: Learning Environments**

A. Respectful interactions that engage and challenge learners	1	2	3	4	NA
B. Clear and effective communication	1	2	3	4	NA
C. Integration of technology to support and manage instruction	1	2	3	4	NA
Talking points					

**Standard 4: Content Knowledge**

A. Central concepts, tools of inquiry, and structure of discipline	1	2	3	4	NA
B. Learner experiences to master content	1	2	3	4	NA
Talking points					

**Standard 5: Application of Content**

A. Cross-curricular connections and opportunities to apply content	1	2	3	4	NA
B. Engagement of learners in critical thinking, creativity, collaboration, and communication	1	2	3	4	NA
Talking points					

**Standard 6: Assessment**

A. Formative and summative	1	2	3	4	NA
B. Assessments aligned with objectives	1	2	3	4	NA
C. Descriptive feedback used to inform instruction and to guide learners	1	2	3	4	NA
Talking points					

**Standard 7: Planning for Instruction**

A. Curricular-based and relevant	1	2	3	4	NA
B. Developmentally and culturally appropriate strategies	1	2	3	4	NA
C. Adjustments made as needed to long- and short-term goals	1	2	3	4	NA
Talking points					

**Standard 8: Instructional Strategies**

A. Strategies to adapt to individual and group needs	1	2	3	4	NA
B. Instructional decisions led by learner needs, content, and purpose	1	2	3	4	NA
C. Variety of instructional strategies that promote higher order thinking	1	2	3	4	NA
Talking points					

**Standard 9: Professional Learning and Ethical Practice**

A. Engagement in continuous professional development to meet learner needs	1	2	3	4	NA
B. Use of reflection and evidence-based decision making	1	2	3	4	NA
C. Professionalism characterized by ethical practice	1	2	3	4	NA
Talking points					

**Standard 10: Leadership and Collaboration**

A. Collaboration with all constituents	1	2	3	4	NA
B. Creation of a culture that supports high expectations for student learning	1	2	3	4	NA
C. Instructional leadership and advocacy for student learning and the profession	1	2	3	4	NA
Talking points					

## STUDENT TEACHING KNOWLEDGE BASE PERFORMANCE RECORD

Name \_\_\_\_\_ Student ID # \_\_\_\_\_ School \_\_\_\_\_

Coop Teacher \_\_\_\_\_ Faculty Supervisor \_\_\_\_\_ Term \_\_\_\_\_

	Visit 1	Visit 2	Visit 3	Visit 4	Visit 5	Visit 6	Visit 7	Composite	Comments
1. Learner Development									
2. Learning Differences									
3. Learning Environments									
4. Content Knowledge									
5. Application of Content									
6. Assessment									
7. Planning for Instruction									
8. Instructional Strategies									
9. Professional Learning and Ethical Practice									
10. Leadership and Collaboration									
11. Technology									

### RATING DEFINITIONS for APPLICATION of KNOWLEDGE BASE COMPONENTS

5 = Exemplary: consistently high performance level; already shows many attributes of accomplished practice; highly motivated, engaged

4 = Proficient: high performance level; shows some attributes of accomplished practice

3 = Adequate: satisfactory level; implementation generally achieved

2 = Unsatisfactory: limited level; satisfactory implementation seldom achieved

6-7-18

## IOWA TEACHING STANDARDS & CRITERIA

<b>1</b>	STANDARD: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.	<b>5</b>	STANDARD: Uses a variety of methods to monitor student learning.
<b>Academic</b>	<p>Model Criteria-The Teacher:</p> <ol style="list-style-type: none"> <li>Provides evidence of student learning to students, families, and staff.</li> <li>Implements strategies supporting student, building, and district goals.</li> <li>Uses student performance data as a guide for decision making.</li> <li>Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.</li> <li>Creates an environment of mutual respect, rapport, and fairness.</li> <li>Participates in and contributes to a school culture that focuses on improved student learning.</li> <li>Communicates with students, families, colleagues, and communities effectively and accurately.</li> </ol>	<b>Monitor Learning - Assessment</b>	<p>Model Criteria-The Teacher:</p> <ol style="list-style-type: none"> <li>Aligns classroom assessment with instruction.</li> <li>Communicates assessment criteria and standards to all students and parents.</li> <li>Understands and uses the results of multiple assessments to guide planning and instruction.</li> <li>Guides students in goal setting and assessing their own learning.</li> <li>Provides substantive, timely and constructive feedback to students and parents.</li> <li>Works with other staff and building and district leadership in analysis of student progress.</li> </ol>
<b>2</b>	STANDARD: Demonstrates competence in content knowledge appropriate to the teaching position.	<b>6</b>	STANDARD: Demonstrates competence in classroom management.
<b>Content/Knowledge</b>	<p>Model Criteria – The Teacher:</p> <ol style="list-style-type: none"> <li>Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.</li> <li>Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.</li> <li>Relates ideas and information within and across content areas.</li> <li>Understands and uses instructional strategies that are appropriate to the content area.</li> </ol>	<b>Classroom Management</b>	<p>Model Criteria-The Teacher:</p> <ol style="list-style-type: none"> <li>Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.</li> <li>Establishes, communicates, models, and maintains standards of responsible student behavior.</li> <li>Develops and implements classroom procedures and routines that support high expectations for student learning.</li> <li>Uses instructional time effectively to maximize student achievement.</li> <li>Creates a safe and purposeful learning environment.</li> </ol>
<b>3</b>	STANDARD: Demonstrates competence in planning and preparing for instruction.	<b>7</b>	STANDARD: Engages in professional growth.
<b>Planning</b>	<p>Model Criteria-The Teacher:</p> <ol style="list-style-type: none"> <li>Uses student achievement data, local standards, and the district curriculum in planning for instruction.</li> <li>Sets and communicates high expectations for social, behavioral, and academic success of all students.</li> <li>Uses student's developmental needs, backgrounds, and interests in planning for instruction.</li> <li>Selects strategies to engage all students in learning.</li> <li>Uses available resources including technologies, in the development and sequencing of instruction.</li> </ol>	<b>Professional Growth</b>	<p>Model Criteria-The Teacher:</p> <ol style="list-style-type: none"> <li>Demonstrates habits and skills of continuous inquiry and learning.</li> <li>Works collaboratively to improve professional practice and student learning.</li> <li>Applies research, knowledge, and skills from professional development opportunities to improve practice.</li> <li>Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.</li> </ol>
<b>4</b>	STANDARD: Uses strategies to deliver instruction that meets the multiple learning needs of students.	<b>8</b>	STANDARD: Fulfills professional responsibilities established by the school district.
<b>Delivery</b>	<p>Model Criteria-The Teacher</p> <ol style="list-style-type: none"> <li>Aligns classroom instruction with local standards and district curriculum.</li> <li>Uses research-based instructional strategies that address the full range of cognitive levels.</li> <li>Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.</li> <li>Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.</li> <li>Connects students' prior knowledge, life experiences, and interests in the instructional process.</li> <li>Uses available resources, including technologies, in the delivery of instruction.</li> </ol>	<b>Professional Responsibilities</b>	<p>Model Criteria-The Teacher:</p> <ol style="list-style-type: none"> <li>Adheres to board policies, district procedures, and contractual obligations.</li> <li>Demonstrates professional and ethical conduct as defined by state law and district policy.</li> <li>Contributes to efforts to achieve district and building goals.</li> <li>Demonstrates an understanding of and respect for all learners and staff.</li> <li>Collaborates with students, families, colleagues, and communities to enhance student learning.</li> </ol>



**Department of Education**

**Mock Evaluation of Student Teachers on the Iowa Teaching Standards**

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

I VERIFY that I have conducted the Mock Evaluation of

\_\_\_\_\_ (Student Teacher)

on \_\_\_\_\_ (Date)

Cooperating Teacher or Designee: \_\_\_\_\_

School: \_\_\_\_\_

*Please return to the Wartburg College Education Department.*

*Students may not be licensed without this verification.*

## QUESTIONS THAT REFLECTIVE TEACHERS ASK THEMSELVES

*Read and seriously consider the following questions. Choose several that pertain to your lesson and write answers for them.*

1. Did the students learn anything? If so, why? If not, why not?
2. Did anything significant occur? If so, what and why?
3. Was the strategy I used the most effective one? What other strategies might have been effective?
4. How well did I relate the lesson to the students' knowledge, experiences, and interests? How might I have done this better?
5. How flexible was I in modifying the lesson according to the students' responses?
6. How well did I manage classroom behavior? What other behavioral techniques could I have used? What technique worked best and what didn't work? Why?
7. What connections were there between teaching strategies and students' learning? What does this tell me about what I need to do in the future?
8. What are some alternatives for conducting today's lesson?
9. How did I motivate the students? What are some other ways I might have motivated them?
10. Did I consider learning theory in preparing and implementing the lesson? If so, what theories worked? If not, what theories should I have considered?
11. Did I give students opportunities to direct their own learning? If so, how? If not, how could I have done this?
12. As a result of this lesson, what have I learned about teaching? How might I change to become a better teacher?

## CONTEXT OF SCHOOL ENVIRONMENT PAPER

Go to [www.educateiowa.gov](http://www.educateiowa.gov) to find the following data about your current placement:

### A. District, Building, and Classroom Data

1. Description of School District\*
  - a. Town/location
  - b. Number of students
  - c. Race of students
  - d. Exceptionalities (IEPs)
  - e. Socioeconomic Status (Free & Reduced Lunch – FRL)
  - f. English Language Learners
  
2. Description of your Building
  - a. Number of students
  - b. Race of students
  - c. Exceptionalities (IEPs)
  - d. Socioeconomic Status (Free & Reduced Lunch – FRL)
  - e. English Language Learners

**District – Building Compare – Contrast:** In two or three sentences make a comparison between the District and your building.

3. Description of your particular classroom
  - a. Number of students
  - b. Race of students
  - c. Exceptionalities
  - e. Gender
  - f. English Language Learners

\*If you are in a parochial school, describe the parochial system within the context of the town/district. See if the central office can provide you with school statistics.

### B. Ask your cooperating teacher:

4. What tests and assessments are utilized by the school district at your grade level?
5. Where would you find the discipline policy for students in your school?
6. What are some of the characteristics of this particular class that make them distinct from other student groups they've worked with?

### C. Reflection:

Write at least ½ page about the context in which you will be observing, working, and/ or teaching. Be sure to focus on those elements of your district, building and classroom that provide *challenges, opportunities, and expectations*.

## SAMPLE CORRESPONDENCE

*Date*

Dear Family,

Hello! My name is *John Smith* and I will be student teaching with *Mrs. Jones* for the next seven weeks. I am currently a senior at Wartburg College, majoring in elementary education with an endorsement in special education. Of course, since it's now my last semester at Wartburg, the only task left to complete is student teaching!!!

Since I will be getting to know your son/daughter during the time I am at *W-SR Middle School*, I thought you may want to know a little bit about me! I am originally from *Hometown, IA*, where I have grown up and lived all of my life. Due to Wartburg's small class sizes, as well as its welcoming environment, I chose to attend Wartburg College following my high school graduation. While at first, I was undecided on the major that I would pursue, my interest in education and desire to work with young people lead me to choose a major in elementary education. Although my time at Wartburg has been VERY busy, between class, work, and other various activities the college has to offer, I have enjoyed the time that I have spent there and can't believe it is already time for me to graduate in May!

Outside of school, I enjoy spending time with my family and friends, as well as being active in my church. In addition to this, I would definitely consider myself a sports fanatic. Although I never had the talent to participate in athletics at the collegiate level, I still love being a fan, rooting on all of my favorite teams!

During my time at *W-SR Middle School*, in addition to getting to know your student, I will be creating lessons that align with the district, state, and national standards/benchmarks. I will also be providing instruction and helping your child achieve his/her curricular goals. Furthermore, assessing your student's progress and providing meaningful feedback will be at the top of my priorities. Finally, not only do I plan to teach your child, but I am looking forward to learning all that I can from him/her, as well as *Mrs. Jones*, in order to prepare myself to be the best teacher I can be!

Sincerely,

*John Smith*

John Smith

**STUDENT TEACHER  
REFLECTIVE ANALYSIS OF VIDEOTAPED LESSON**

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

Recording Date: \_\_\_\_\_

Lesson Topic: \_\_\_\_\_

**Self-Analysis of My Teaching**

1. I would rate the lesson: (1=worst to 4=perfect)
2. Describe the degree to which you accomplished your teaching goal(s):
3. What are some of your personal idiosyncrasies? What can you do about them?
4. What happens to your voice in different situations?
5. What did you do to set the mood or climate for learning? Would you do anything differently?
6. Analyze the questions you used in your lesson. What did you notice in terms of quality, level, wait time, responses to students?
7. How well did you involve all students in participation?
8. What were you most pleased with?
9. What would you do differently if you taught the lesson again?
10. What areas do you believe you still need improvement?

Other Comments: