



Student Teaching Handbook

2023 - 2024



Wartburg College Education Department

Contacts:

www.wartburg.edu/education

Dr. Rick Snyder

Department Chair
Associate Professor of Education
Licensure Officer
Old Main #307
100 Wartburg Blvd.
Waverly, IA 50677
Office: (319) 352-8261
rick.snyder@wartburg.edu

Dr. Karolina Achirri

Assistant Professor of Education
Old Main #318
100 Wartburg Blvd.
Waverly, IA 50677
Office: (319) 352-8316
karolina.achirri@wartburg.edu

Jennifer Dickey

Visiting Professor of Education
Old Main #304
100 Wartburg Blvd.
Waverly, IA 50677
Office: (319) 352-8636
jennifer.dickey@wartburg.edu

Kathie Sloan

Visiting Professor of Education
Old Main #303
100 Wartburg Blvd.
Waverly, IA 50677
Office: (319) 352-8320
kathie.sloan@wartburg.edu

Amy Johnson

Assistant Professor of Education
Department of Health and Human Performance
The W #2004
100 Wartburg Blvd.
Waverly, IA 50677
Office: (319) 352-8221
amy.johnson@wartburg.edu

Mr. Gary Zittergruen

Adjunct Professor

Old Main #305

100 Wartburg Blvd.

Waverly, IA 50677

Office: (319) 352-8240

gary.zittergruen@wartburg.edu

Stephanie Moeller

School Partnerships Coordinator

Old Main #315

100 Wartburg Blvd.

Waverly, IA 50677

Office: (319) 352-8482

stephanie.moeller@wartburg.edu

Leana Place

Office Coordinator

Education & Social Work

Old Main #306

100 Wartburg Blvd.

Waverly, IA 50677

Office: (319) 352-8226

leana.place@wartburg.edu

Office Hours:

8:30 a.m. – 4:00 p.m. M-F

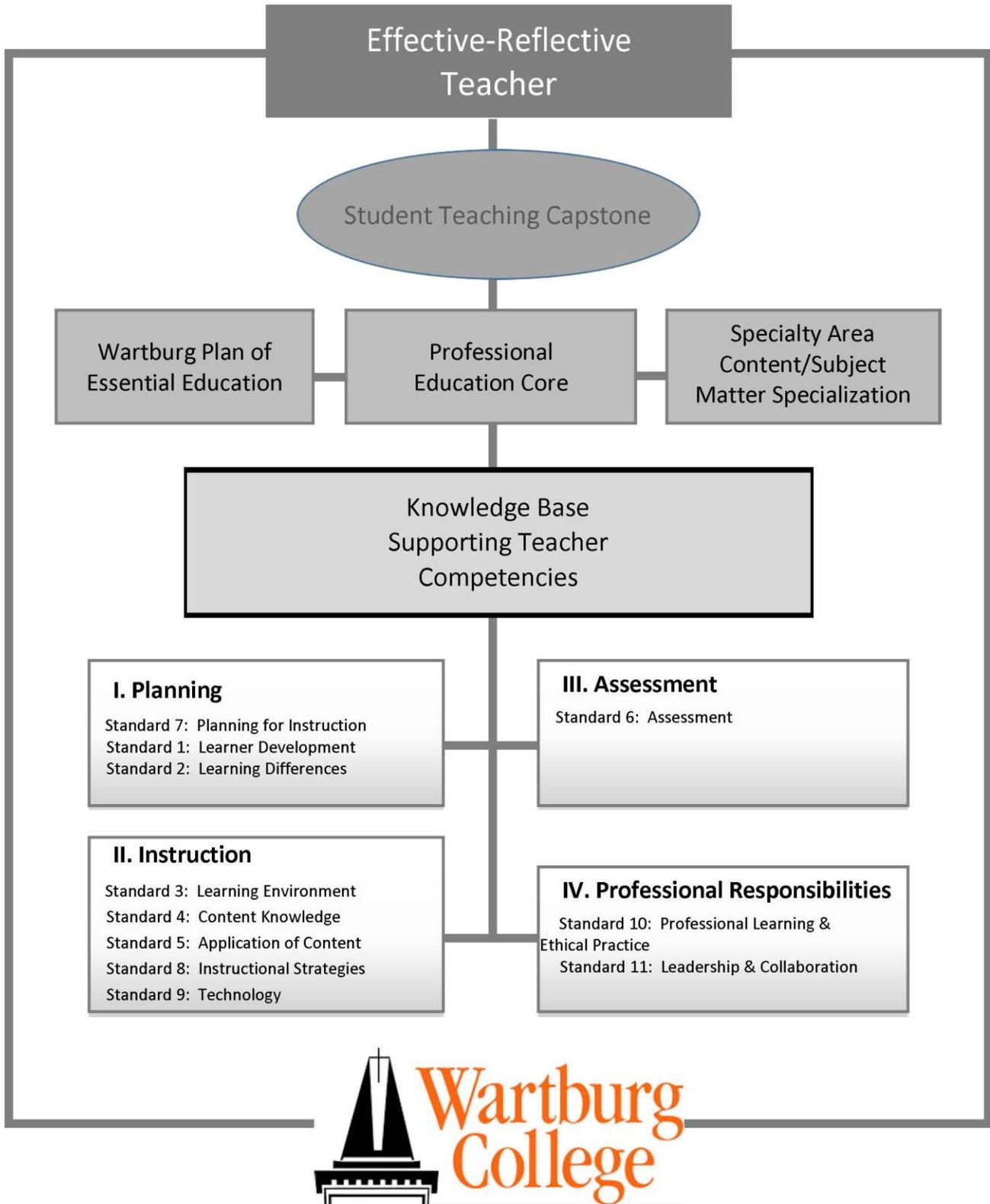
Some Classroom Supplies are available for use; Visit OM #306.

Table of Contents

Introduction.....	3
Wartburg College Mission Statement.....	3
The Teacher Education Program (TEP) at Wartburg College (Conceptual Framework).....	3
Wartburg College Education Department.....	4
Student Teaching Objectives.....	4
Student Learning Outcomes.....	5
Dispositions of Effective-Reflective Teachers.....	7
Student Teacher Admission Requirements.....	8
Roles and Responsibilities During Student Teaching.....	9
Cooperating Teacher.....	9
Student Teacher.....	10
College Supervisor.....	11
Wartburg Education Department Personnel.....	12
Administrators.....	12
Student Teaching Policies/Procedures.....	13
Placement Procedures.....	13
Housing Needs When College is Not in Session.....	13
Meals Prior to Official Opening of the College During Breaks.....	13
Calendar.....	14
Absences.....	14
Employment & Extracurricular Activities During Student Teaching.....	15
Planning Documentation.....	15
Substitute Teaching.....	15
Licensure Documentation, On-line Job Applications, and Recommendation Letters.....	16
Student Teacher Class Load & Induction into the Classroom.....	16
Elementary (7-Week Placement).....	16
Middle School/High School (7-Week Placement).....	18
Secondary (14-Week Placement).....	19
Option for a Fifth Year.....	21
Student Teaching Evaluation.....	21
Assessment System Descriptions.....	21
Assessment Procedures.....	22
Iowa Teaching Standards.....	23
Intervention and Program Completion.....	23
Removal From, or Failure, of Student Teaching.....	24
Licensure Procedures.....	25
References.....	27
Appendix A – Wartburg Teacher Education Model.....	28
Appendix B – Student Learning Outcomes.....	29
Appendix C - Assessment Quick Reference.....	31
Appendix D – Effective/Reflective Teachers.....	32
Appendix E - Student Teacher Contract.....	33
Appendix F – ST General Activities Checklist.....	35
Appendix G – Student Teacher’s Observation Form of Cooperating Teacher’s Lesson.....	36
Appendix H – Confidentiality Statement.....	38
Appendix I – Education Code of Ethics.....	39
Appendix J – Lesson Plan Model/Template.....	42
Appendix K – Tips for Letter of Recommendation.....	44
Appendix L – Faculty Supervisor Student Teacher Observation Form.....	46
Appendix M – Student Teacher Compilation Sheet from Faculty Supervisor.....	48

Appendix N - Iowa Teaching Standards & Criteria.....	49
Appendix O – Mock Evaluation.....	50
Appendix P – Journaling.....	51
Appendix Q – Student Context Paper.....	52
Appendix R – Sample Elementary Family Correspondence Letter.....	53
Appendix S – Reflective Analysis of Student Teacher Video Lesson.....	54

Wartburg Teacher Education Model



Introduction

The purpose of this Student Teaching Handbook is to provide information regarding Wartburg College's Student Teaching requirements and policies. All **Student Teachers** should read this Handbook carefully to determine exit requirements, curricular information, and responsibilities, which they will be assuming as they proceed through the student teaching experience leading to Licensure. All **Cooperating Teachers** and **Supervising Faculty** should read this Handbook to understand Wartburg's Teacher Education Program (TEP) and the roles and responsibilities they assume as part of the Student Teaching Process.

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 a host of activities involved in the teaching day.

Wartburg College Mission Statement

The mission of Wartburg College is dedicated to "challenging and nurturing students for lives of leadership and service as a spirited expression of their faith and learning". 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, 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.

The Teacher Education Program (TEP) at Wartburg College (Conceptual Framework)

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 communities they join.

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 knowledge base supporting teacher competencies. (See **Appendix A**, page 28, or previous page.) 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 Preschool through 12th grade 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 21st Century.

The Iowa Core Curriculum, a statewide 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. Instruction using the Iowa Core Curriculum assures that Wartburg candidates are aware of and can incorporate complex thinking processes, 21st 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.

Wartburg College Education Department

The Teacher Education Program at Wartburg College is fully accredited 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.

Numerous 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 PK-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 transfer to licensure or certification in other states. Students would need to meet that state's requirements to which they apply.

Contact the Licensure Officer for more details or look online for each state's specific licensure forms.

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 that are emphasized at Wartburg, to the day-to-day relationship of the teacher with the student, the community, and the world.
- 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.

WARTBURG COLLEGE EDUCATION DEPARTMENT

Student Learning Outcomes

In addition to the above, a Wartburg College pre-service teacher is expected to demonstrate the following Student Learning Outcomes: (See **Appendix B**, page 29.)

(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. Modified to improve assessment in 2023.)

Planning

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. Adjusts as needed to long- and short-term goals.
- D. Plans instruction that acknowledges and addresses learners' unique experiences and community contexts.

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 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.

Instruction

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.

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

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

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 #9: 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.

Assessment

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. Align assessments with objectives.
- C. Uses descriptive feedback to help learners guide their own learning.

Professional Responsibility

Standard #10: **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 #11: **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.

Correlation of Iowa Department of Education Student Teacher Evaluation Standards, InTASC, and Iowa Teaching Standards to the Wartburg Knowledge Base Performance Record (KBPR) follows:

Wartburg Knowledge Base (Developed from the INTASC Standards)		Iowa Teaching Standards	Wartburg CLO
1.	Learner Development	3	2
2.	Learner Differences	3	2
3.	Learning Environments	6	2
4.	Content Knowledge	2	1
5.	Application of Content	4	6
6.	Assessment	5	2
7.	Planning for Instruction	3	2
8.	Instructional Strategies	4	2, 5
9.	Technology	8	4
10.	Professional Learning & Ethical Practice	1	3
11.	Leadership & Collaboration	4	6

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:

- Values
 - Elicits a positive response (projects a 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).
- 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 ready to work, understands needs of self and group, plans for absence).
- 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).

Aspects of these professional dispositions are regularly evaluated by faculty throughout the program and by classroom teachers during field experiences.

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 **Appendix D**, page 32.)

Disposition Evaluations are conducted twice (mid-term and final) by the cooperating teacher throughout each seven-week or fourteen-week placement.

Student Teaching Admissions Requirements

Students apply for student teaching at a formal meeting held during the fall term in the year prior to student teaching. Instructions, forms, and the deadline for the application process are emailed to potential student teachers. This information is also available on the Education Department website. Approval by the Department is necessary before Student Teaching.

Admission to Student Teach is dependent upon the following:

1. Cumulative grade point average of 2.5 or higher on all course work taken at Wartburg
2. Acceptance into the TEP.
3. Completion of or plans to complete a 25-hour field experience or experiential learning in a culturally diverse setting. If this is not accomplished, one student teaching placement will be scheduled at a diverse school location.
4. Achievement of C- or above in all methods and professional, core courses and endorsement courses. (See Academic Catalog: <https://catalog.wartburg.edu/>)

5. Completion and submission of Student Teaching application form to the Office Coordinator.
6. Recommendation from the Education Department and the student's advisor(s).
7. Successful completion of field experiences. (No 1's on the 4-point scale.)
8. Assistance from the candidate's academic advisor to address any Notices of Concern.

Failure to complete any of these requirements may impact acceptance and placement for student teaching. Transfer students must consult with the Education Department Chair for their specific requirements, complete one term at Wartburg College, and meet the above criteria.

Students approved to student teach meet again during the spring term prior to the year they plan to student teach. Students receive their student teaching placements, instructions, materials for the cooperating teacher, ID badges and other important instructions. They are also asked to sign a Student Teaching Contract after completing its terms. (See **Appendix E**, page 33.)

Roles and Responsibilities During Student Teaching

Cooperating Teacher

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 may during their college years. 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 school, classroom, school policies, district environment, and professional organizations. (See **Appendix F**, page 35.)
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 **Appendix G**, page 36.)
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 collaborate with other people in the school. The development of this ability to follow professional procedures and to get along well with people is 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 or Faculty Supervisor if any concerns arise at any time throughout this process.

Student Teacher

The student teacher is placed with a cooperating teacher 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 **Appendix H**, page 38.)

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 **Appendix E**, page 33.) 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 **Appendix I**, page 39.)
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 affect 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:
 - Attend all College Student Teaching Seminars. (Usually on Mondays at 4:15 p.m.)
 - Maintain a reflective Journal. (See **Appendix P**, page 51.)
 - Write a School Context Paper of your school setting at each site. (See **Appendix Q**, page 52.)
 - Informally observe your coop teacher per site. (See **Appendix G**, page 36.)
 - **Elementary only** – Share a written introduction to families of classroom students either digitally or on paper during the first week of student teaching. (See **Appendix R**, page 53.)
 - Design long and short-term lesson schedules.
 - Write daily lesson plans. A full lesson plan needs to be available for formal observations. (See **Appendix J**, page 42.)
 - Create a professional teaching standards portfolio. (See **Appendix N**, page 49.)
 - Video-record lessons at each site, one peer-reviewed and one analyzed in writing. (See **Appendix S**, page 54.)
 - Document and evaluate the impact on PK-12 student learning by utilizing instruments to collect, analyze, and evaluate classroom performance data as part of a unit. Administer a pre-test of some form and a post-test at the conclusion of the unit.
 - Write a final reflection of the student teaching experience.

College Supervisor

The College Faculty Supervisor is a 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 faculty 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 and location.
3. Observe and evaluate (using specific department evaluation forms) the student teacher at least seven times per 14-weeks.

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. Complete summary evaluation form provided by the department. This evaluation should include summative scores of all seven observations, placement information, beginning and ending dates, and any absences.
10. Familiarize yourself with Canvas, or current system.
11. Complete a Mileage Report with Office Coordinator's guidance.
12. Return all forms to the Office Coordinator.

Wartburg Education Department Personnel

The Wartburg Education Department will collaborate closely with cooperating schools, administrators, and coop 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 teachers 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 and preservice teachers.
7. Maintain communication with building administrators.
8. Address issues and concerns involving placements.
9. Send stipends to Cooperating Teachers at the end of each term.

Administrators

School district principals and instructional coaches can be 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.
6. Write a reference letter for visiting Wartburg Student Teacher.

Student Teaching Policies/Procedures

Placement Procedures

Student teachers are placed in partnering school districts for a fourteen-week (or longer) placement experience. (This time is usually split into two, seven-week periods.) Student teachers are given the opportunity to suggest choices for grade level or combined/split placements but **not** locations. Students are not allowed to arrange their own placements or reach out to local school districts. Placements are made by the Placement Coordinator/Office Coordinator to meet necessary licensure requirements. In the case of non-traditional students, some exceptions are made to utilize partnering school districts on a case-by-case basis.

The School Partnership Coordinator requests placements for student teachers in a partnering and contracted district. The student teachers should **not** contact schools or coop teachers regarding their placement until asked to do so by the Wartburg College Education Department. Sometimes a cooperating teacher in a partner district may request a specific student teacher because of previous field experiences. If possible and advantageous to both parties, this request will be honored.

Students may also choose to student teach in Des Moines or Cedar Rapids, IA, or through the Wartburg West Program in Denver, CO. Student teaching supervisors are hired in these locations to oversee these placements. So long as Wartburg maintains partnerships with these programs to ensure qualified placement and supervision these placement options will continue.

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

Housing Needs When College is Not in Session

The Wartburg College academic calendar is not likely to synchronize with a Student Teacher's hosting/partnering school district calendar. When this happens the Education Department Office Coordinator works with Residential Life to plan and schedule early move-in dates to accommodate a place to live for our pre-service teachers while they attend their mandatory teacher workshops prior to the college's normal move-in date. Watch for an email from Residential Life and/or the Education Office Coordinator prior to your Student Teaching term, requesting information about your early move-in needs.

Student Teachers with a room plan who teach during college breaks will need to communicate with Residential Life to plan for housing during that time.

Meals Prior to Official Opening of the College During Breaks

Since some student teachers may need to return to campus prior to the start of Wartburg's semester, the Education Department will work with Dining Services to accommodate those who have board plans through the college. Details of housing and board must be supplied to the Education and Residential Life Offices, then forwarded to Dining Services as soon as knowledge

of both are known. It is the Student Teacher's responsibility to contact both offices to convey their individual needs.

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 in-service workshops and activities, evening events, and other required duties of the coop teacher 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 ahead of time.

The Education Office needs to know your exact student teaching dates for each placement.

This accurate information is required for licensure at graduation time. All involved parties are needed to collect this data and record it for accuracy.

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. Both the cooperating teacher and college supervisor must monitor the presence and performance of each student teacher.

The following will guide this policy:

1. A student teacher may have opportunities to attend professional meetings, but only with prior approval and encouragement of the cooperating teacher, college, and faculty supervisor.
2. A student teacher is required to attend a variety of seminars and workshops sponsored by 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 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. Unapproved late arrivals or early departures may affect the Student Teacher's overall performance record and successful completion of that placement.
5. Excessive and/or unexcused absences causing a break in the 14-week rule required by the State of Iowa may result in removal from the placement, extension of repeating the student teaching experience, or failing that placement. (See **Intervention**, p. 23)
6. If it is determined by the supervisor, cooperating teacher, and administrator that excessive absences caused 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 per situation.
7. For **every** absence, the student teacher will notify the cooperating teacher and college, faculty supervisor **prior** to the start of the school day. The student teacher will provide copies of the assignments and lesson 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. Communication between the Student Teacher, Coop Teacher, and Supervisor is necessary for the placement to be successful.

Employment & Extracurricular Activities 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 listed on the Student Teaching Contract. If employment or extracurricular activities interfere with student teaching responsibilities, the candidate may be required to decrease involvement or re-schedule student teaching to another semester. (See **Appendix E**, page 33.)

Planning Documentation

Student teachers must create lesson/unit plans throughout their placement(s). An example shown 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 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 faculty supervisor will review these lesson plans at each visit, in addition to expecting a detailed daily Lesson Plan for the observation day. (See **Appendix J**, page 42)

Student teachers should not be permitted to teach without such preplanning with their 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

Substitute Teaching

Beginning in 2020, students in the Teacher Education Program (TEP) who meet the conditions for Substitute Teaching licensure could receive their license to serve as a Substitute Teacher in public schools. While these students may be qualified to serve as a Substitute during their student teaching, the Department would emphasize that the primary purpose of student teaching is supervised mentoring. In addition, the State subsequently announced that days/time spent substitute teaching cannot also be counted toward student teaching time. Several days counted as

substitute teaching could jeopardize completion of the 14-week student teaching requirement. For these reasons, we would discourage students from serving as a Substitute Teacher during their student teaching.

Students who are **not** licensed to substitute teach may only serve as a substitute teacher under very special circumstances defined by the Iowa Department of Education. The health, safety, and general well-being of the Preschool-12th grade students are at all times the legal responsibility of the Cooperating Teacher and their School District unless special circumstances are met. For these reasons non-licensed Student Teachers should not assume the role of a Substitute Teacher.

Licensure Documentation, On-line Job Applications, and Recommendation Letters

It is the responsibility of each student teacher to submit online licensure application materials. It is in the best interest of students to establish an online profile for sites like, <http://teachiowa.gov/>. Peer counselors are available to help education students with resume building, cover letter writing, and interview questions. Student teachers are also responsible for asking their cooperating teacher to write a letter of recommendation. This letter must be a signed letter, written on the partnering school's letterhead. It may be given or mailed to the student teacher. Suggested techniques for writing recommendation letters are found in **Appendix K**, page 44.

Student Teacher Class Load & 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 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 a committed effective-reflective teacher. These integrated activities are to be cumulative and ongoing.

Elementary (7-Week Placement)

(Due to breaks, inclement weather, illnesses and various other factors, the actual student teaching placement can run anywhere between seven to eight weeks.) Exact dates for each student teaching placement must be given to the Office Coordinator or Supervising Faculty for Licensure. Licensure cannot be given without these details.

All evaluation forms can be found using the link below. All references to “the link” mean here: <https://www.wartburg.edu/education#coop>

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 Cooperating Teacher's teaching and management techniques.
- Begin daily journaling.
- Complete observation of classroom and school setting.
- Participate in all routine activities of the students and the teacher.
- Help correct students' work.
- Participate in a variety of learning areas, in 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 the 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 an 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.
 - Two formative evaluations, Student Teaching Progress reports, will be conducted and submitted electronically by the cooperating teacher.
 - Two Disposition Evaluations need to be completed electronically by the Coop Teacher. (Mid-Term and Final Disp. Evaluations.)

Third Week

- Teach a minimum of two consecutive lessons focusing 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.
- Continued development of the unit.
- Plan assessment of student growth to show overall impact on learning.
- The first official Progress Report should be completed by the Coop Teacher in the middle of this week. Review this with cooperating teacher before electronic submission to the Wartburg Education Department.
- The Midterm Disposition Evaluation form should also be completed and sent electronically to the Wartburg Education Department at the end of this week.
- Complete Mock Evaluation of Student Teacher using the Iowa Teaching Standards (Required at one placement only).

Fourth Week

(Practice and feedback are critical during this stage. Weeks 4-6.)

- 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 (ME) of Student Teachers for Iowa Teaching Standards Done the first 7-weeks and required at one placement only. (**Appendix O**, page 50.)

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 and out.)

- Transition classroom and teaching responsibilities back to the cooperating teacher.
- Cooperating teacher completes the SPA Progress Report electronically.
- The cooperating teacher completes the Final Disposition Evaluation form electronically.
- All forms mentioned above are available at the link listed above.
- Student Teacher should visit and observe other classrooms, including special education, art, music, library, and/or physical education if possible.
- Provide assessment data on student learning to cooperating teacher.
- Student Teacher needs to request a letter of recommendation from Coop Teacher.

Middle School/High School (7-Week Placement)

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

All evaluation forms can be found using the link below. All references to “the link” mean here:

<https://www.wartburg.edu/education#coop>

First Week

(Weeks one to two – modeling of best practice is important during this stage.)

- Learn the 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 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.
- Coop Teacher needs to complete the first official Progress Report. Please review together before it is electronically submitted 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 the first of two Progress Reports online for the Wartburg Education Department.
- Cooperating Teacher completes the Midterm Disposition Evaluation form electronically around the third week.
- Develop a timeline/plan for returning classroom responsibility back 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, usually the first).

Final Week

(Phasing in and 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.
- The cooperating teachers complete the Final Disposition Evaluation form electronically.
- All forms needed can be found using the link above.
- Student Teacher needs to request a letter of recommendation from Coop Teacher.

Secondary (14-Week Placement)

(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.)

All evaluation forms can be found using the link below. All references to “the link” mean here:

<https://www.wartburg.edu/education#coop>

First Week

(Weeks one to three – modeling of best practice is important during this stage.)

- Learn the 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 the first week's activities.

Third Week

- Discuss evaluation procedures with the Cooperating Teacher.
- The Cooperating Teacher completes the first of two Progress Reports by the end of week three. Student teachers review Progress Report with Cooperating Teacher before electronic submission to the Wartburg Education Department. Repeat this again in two weeks.
- At the end of this week, the Cooperating Teacher completes the Midterm Disposition Evaluation form electronically.
- 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.
- The Cooperating Teacher continues to electronically submit Progress Reports every two weeks.
- Record session and critique for growth as a reflection in your journal.
- Complete Mock Evaluation (ME) of Student Teachers on the Iowa Teaching Standards. Just one is required, usually the first 7-week placement. (**Appendix O**, page 50.)

Twelfth and Thirteenth Week

(Phasing in and out.)

- Begin returning responsibility of classroom back to Cooperating Teacher, keeping at least one to two sections.
- Arrange to visit and observe other teachers in the department and school.
- Plan for visits to other student teacher sites during week fourteen.
- Student Teacher requests a letter of recommendation from her Coop Teacher.

Final Week

(Completion of phasing in and out.)

- Continue to return responsibility to Cooperating Teacher.
- Begin visits to other teachers' classrooms.
- Provide assessment data on student learning.
- Cooperating Teacher completes the final Disposition Evaluation form electronically.

Option for a Fifth Year

To comply with initial licensure guidelines and Iowa State Law, Student Teaching includes a full-time experience for a minimum of 14-weeks in duration and is completed during the teacher candidate's final year of teacher preparation program. (Last two semesters).

- Four-Year Plan: Register and complete student teaching in the Fall or Winter Term of the fourth year.
- Five-Year Plan: Register and complete student teaching in the Fall or Winter Term of the fifth year.

Students earning a dual Music Education and Music Therapy (K-12), B.M.E. will complete student teaching during the teacher candidate's final year of the teacher preparation program.

- Students may complete the Music Therapy Internship in the fifth year, after student teaching, as long as all requirements for teacher preparation have been completed prior to the Music Therapy Internship (e.g., student teach in the Fall Term of the fourth year; complete Music Therapy Internship in the Fall Term of the fifth year; graduate in December).

After student teaching is completed, students may not add additional endorsements in the fifth year, as they would not have the opportunity to practice methods and strategies in that content area during student teaching.

Student Teaching Evaluation

The purpose of evaluation is to provide concrete feedback to the Wartburg student teacher regarding their performance. It is important that the Cooperating Teacher, the Wartburg faculty 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 faculty supervisor, and student teacher.
- Completion of formal evaluation reports by Coop Teacher.
- Supervisor Evaluations

Assessment System Descriptions

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 and reflective teaching candidate. While narrative descriptors are provided for each performance level on evaluations, general criteria are as follows:

- 4 – **Exemplary:** Exceptional performance by student teacher.
- 3 – **Proficient:** Demonstrates expected skills for an early career teacher.
- 2 – **Developing:** With assistance from the Cooperating Teacher, the candidate can perform the required skill.
- 1 – **Recommend Intervention:** Shows little awareness or ability in this area. The student requires targeted assistance with this skill.
- NA** – Not applicable: The Cooperating Teaching has not observed candidate performance in this area.

The general explanation of the various categories 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/reflective teaching. The evaluation information will be part of the student teacher's permanent file in the Wartburg Education Department.

Assessment Procedures

(This section explains in more depth the evaluation forms to be completed by the Cooperating Host Teacher.)

All Evaluation Form Links are available at: <https://www.wartburg.edu/education#coop>

1. The Student Teacher's Progress Report is completed twice per placement via the above link, 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 components may not be appropriately assessed in the first two weeks, the initial evaluation form should be submitted by mid to end of the third week for all experiences.
2. Cooperating Teachers are responsible for completing a separate summative evaluation of the student teacher's performance. The final summative evaluation is based on program learning outcomes and adapted for Elementary or Secondary placements.
3. A final narrative (recommendation) can be used for the student teacher's self-credential files when the student teacher makes such a request. A signed letter written on school letterhead replaces past credential forms. Guidelines for writing this recommendation are provided. (See **Appendix K**, page 44.) Please deliver or mail this recommendation directly to the student teacher when it is completed.
4. In addition to the formative and summative assessment systems, conversing frequently and openly between the Coop Teacher and the Student Teacher assures an effective and successful 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.
5. 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 Faculty Supervisor observes the Student Teacher at least seven times; three or four visits per site, throughout the student teaching assignments. These observations will be noted on a specific form provided by the department. (See **Appendix L**, page 46.) 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 (KBPR) is completed by the College Supervisor. This system uses a cumulative rating that will indicate level of performance at the conclusion of the student teaching period. (See **Appendix M**, page 48.)
8. Cooperating Teachers are also responsible for completing two Disposition Evaluations. One around the three-week time and one at the end, referred to as the Final Disposition Evaluation. Forms are online and available using the link mentioned above. These forms document that Wartburg Teaching candidates display the necessary values, commitments, and professional ethics necessary to become qualified teachers.

Iowa Teaching Standards

The Student Teacher will provide evidence of meeting the Iowa Teaching Standards. Artifacts will be collected and organized in either a three-ring binder/notebook and/or electronically. 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 or given to the Education Department plus turned in electronically via course documents. The Mock Eval is completed at the first placement and verifies that the cooperating teacher and the student teacher have discussed these teaching standards. (See **Appendix O**, page 50.)

The Eleven Knowledge Base Components Include:

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

Student Teaching Intervention

If a candidate's work is unsatisfactory at any point during student teaching, the candidate will meet with the Education Department Intervention Coordinator to determine the most effective course of action. This action plan will be set by the Interventionist, the Supervising Faculty, and the Cooperating Teacher. If the Student Teacher's performance does not improve in an acceptable manner, the candidate faces the prospect of not passing student teaching.

The following are suggested steps the Wartburg Intervention Coordinator, Supervising Faculty, and the host Cooperating Teacher may provide a teacher candidate who is not progressing satisfactorily:

1. Clarify 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. Keep the college Supervising Faculty 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(s).
5. Adapt the instruction model if necessary to accommodate the situation. Reduce the teaching load if necessary so the candidate can focus on their 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 the Student Teacher and provide continuous written and verbal feedback, making specific recommendations for change.
8. Provide multiple opportunities for the teacher candidate to reflect on instruction and assess their own performance.
9. Assist the candidate in video/audio taping lessons for review.
10. Identify candidate's strengths and have the candidate teach in areas of strength to enhance the possibility of success and confidence.
11. Arrange for the principal of the school to observe the teacher candidate and provide feedback in addition to the Cooperating Teacher's feedback.

Removal From or Failure of Student Teaching

Depending on the circumstances related to the problem, the following options may be considered by the College Faculty Supervisor with input from the Coordinating Teacher and Education Department approval:

- Withdraw from Student Teaching.
- Extend the Student Teaching experience by adding more days.
- Repeat the experience. (Re-register for Student Teaching in another term.)
- Provide a new placement with a different hosting Cooperating Teacher. (Only under unique circumstances determined by the Education Department.)
- Change career path.

In addition to unsatisfactory performance, some actions by a Student Teacher may lead to immediate removal of the candidate from their placement and failure of Student Teaching.

- Failure to uphold the Iowa Board of Education Examiner's Code of Professional Conduct and Ethics. (**Appendix I**, page 39.)
- Breach of professional conduct as determined by the Cooperating District
- Breach of professional conduct as determined by the Wartburg Education Department.

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

Licensure Procedures

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

Basic Requirements for Obtaining a Teaching License. (Taken from the BoEE website: <https://boee.iowa.gov/licenses/license-and-authorization-information>)

To be eligible for an Iowa teaching license, applicants must meet these 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.

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 the 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 for that state as early as possible. It is highly recommended that all students obtain Iowa licensure upon the completion of their program at Wartburg College.

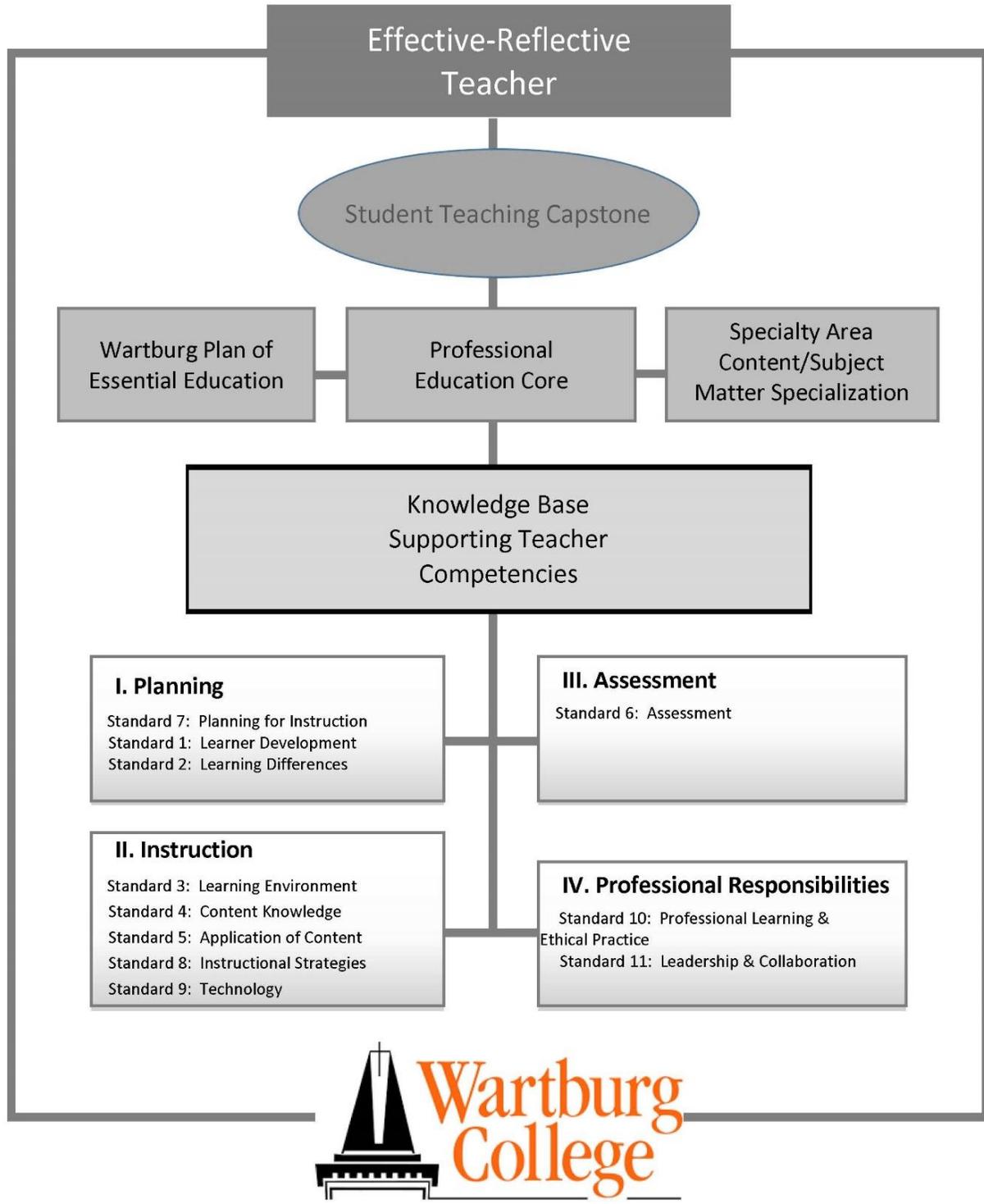
Online Licensure: Students receive information about licensure at a meeting held in the winter term. The Iowa BoEE uses an online Applitrack system for Iowa licensure found at:

https://www.applitrack.com/iowalicensure/onlineapp/_application.aspx?posjobcodes=105

References

- Borich, G. D. (2011). *Effective teaching methods* (7th ed.). Englewood Cliffs, NJ: Prentice Hall.
- Briefing papers commissioned by NCATE for the Blue Ribbon Panel: available on the NCATE website www.ncate.org (Search for Blue Ribbon Panel Report). Berry, B. (2010) *Teacher education for tomorrow*. Elliott, E. (2010) *Assessment as a critical element in clinical experiences for teacher preparation*. Levine, M. (2010). *Developing principles for clinically rich teacher preparation programs*.
- CCSSO (2010). *The INTASC standards*. Retrieved March 21, 2011, from http://www.ccsso.org/Documents/2010/Model_Core_Teaching_Standards_DRAFT_FOR_PUBLIC_COMMENT_2010.pdf
- Cochran-Smith, M., & Lytle, S. L. (2009). *Inquiry as stance: Practitioner research for the next generation*. New York: Teachers College Press.
- Darling-Hammond, L. (1997). *Doing what matters most: Investing in quality teaching*. New York: The National Commission on Teaching and America's Future.
- Darling-Hammond, L. (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco: Jossey-Bass.
- Darling-Hammond, L. (2006). Assessing teacher education: The usefulness of multiple measures for assessing program outcomes. *Journal of Teacher Education*, 57(2), 120-138.
- Eby, J. W., & Kujawa, E. (2001). *Reflective planning, teaching and evaluation: K-12* (3rd ed.). New York: Macmillan.
- Gardner, H. (2000). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.
- Goethals, M., & Howard, R. (2000). *Student teaching: A process approach to reflective practice*. Upper Saddle River, NJ: Prentice Hall.
- Iowa State Board of Education (2002). *Iowa teaching standards and model criteria*. Retrieved March 14, 2014, from <https://www.educateiowa.gov/documents/educator-quality/2013/04/iowa-teaching-standards-and-criteria>
- National Council for Accreditation of Teacher Education (2010). *The road less traveled: How the developmental sciences can prepare educators to improve student achievement: Policy recommendations* Washington, D.C. <http://www.ncate.org/LinkClick.aspx?fileticket=gY3FtiptMSo%3D&tabid=706> .
- The National Research Council (2010). *Preparing teachers: Building evidence for sound policy*. Washington, D.C.
- Pelletier, C. (2004). *Strategies for successful student teaching*. Needham Heights, MA: Allyn & Bacon.
- Schön, D. A. (1987). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.
- Wartburg College. (2016-2017). *Academic catalog*. Waverly, IA: Wartburg College.
- Zeichner, K., & Liston, D. (1987). Teaching student teachers to reflect. *Harvard Educational Review*, 57(1), 23-48.
- Zessoules, R., & Gardner, H. (1991). Authentic assessment: Beyond the buzzword and into the classroom. In V. Perrone (Ed.), *Expanding Student Assessment*. (p. 58). Alexandria, VA: Association for Supervision and Curriculum Development.

Wartburg Teacher Education Model



Appendix B – Student Learning Outcomes

While still based upon the InTASC and Iowa Teacher Preparation Standards, the alignment of these student learning outcomes was restructured in 2023.

Planning

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. Adjusts as needed to long- and short-term goals.
- D. Plans instruction that acknowledges and addresses learners' unique experiences and community contexts.

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 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.

Instruction

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.

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.

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 #9: 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.

Assessment

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.

Professional Responsibility

Standard #10: 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 #11: 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.

Appendix C – Assessment at a Glance

ASSESSMENT AT A GLANCE

WARTBURG COOPERATING
TEACHER

Thank you for sharing your classroom with a Wartburg College Student Teacher. The **ST Handbook** plus all Evaluation Assessments forms can be found using this link:

<https://www.wartburg.edu/education#coop>

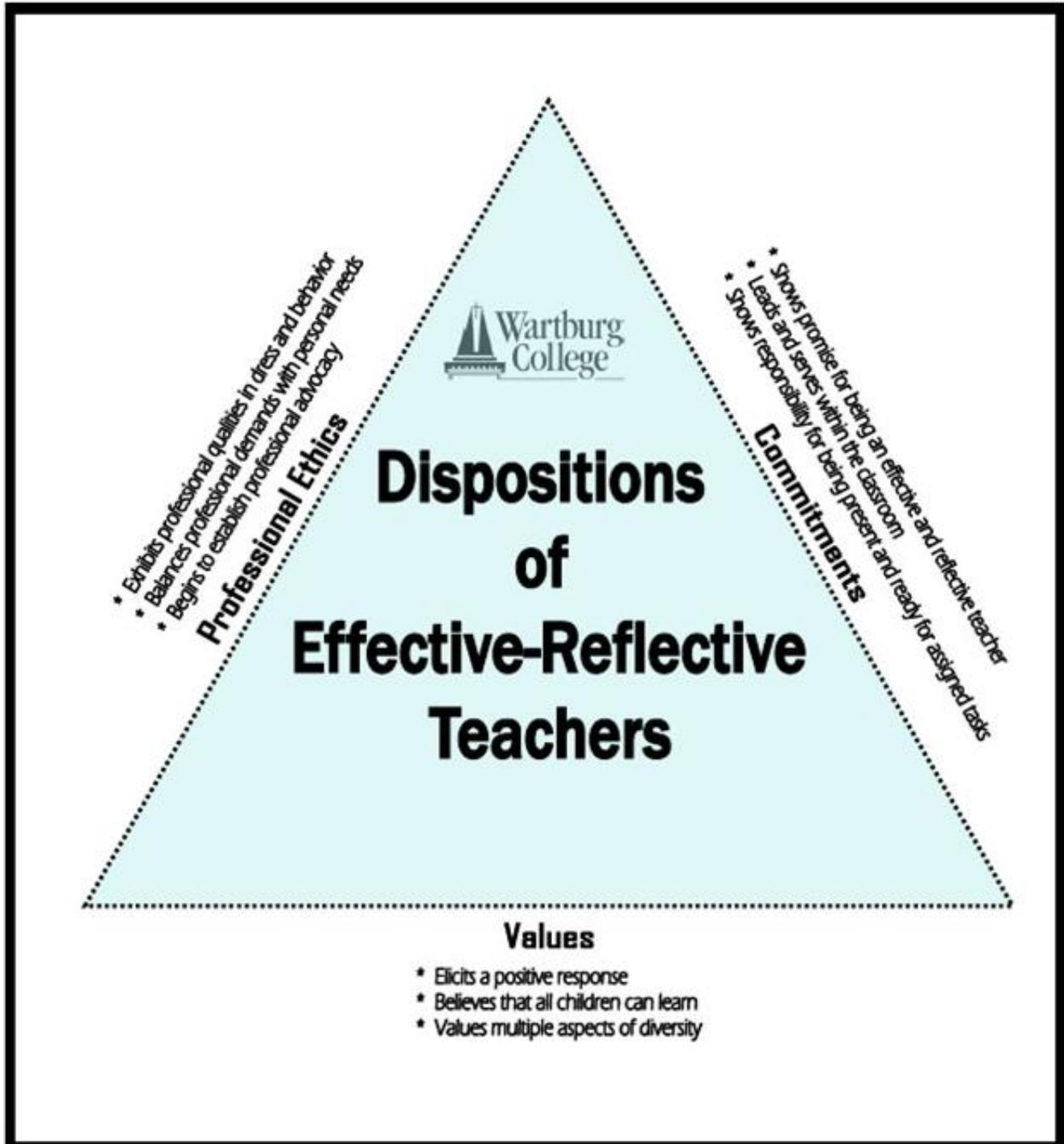
If you would like us to mail you a hard copy of the **Student Teaching Handbook**, please email your request to:

leana.place@wartburg.edu

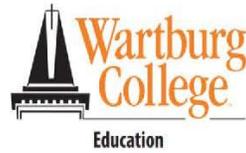
- **The required forms for your student teacher are:**
- *Progress Report* – Complete 2-times per each 7-week placement. (2nd & 5th Week.)
- *Disposition Form* – Complete twice during each 7-week placement (Midway & End)
- *Cooperating Teacher Final Evaluation* - completed at the end of each 7-week placement.
-

Appendix D – Effective/Reflective Teachers

REFLECTIVE PRACTICES FOR POSITIVE DISPOSITIONS



Appendix E – Student Teacher Contract



STUDENT TEACHING CONTRACT 2023 - 2024

- Once you receive your student teaching placements, determine the address and phone number of your school(s). Go to your assigned school districts website to get exact addresses for your placements.
 - Contact your cooperating teacher(s) to schedule a meeting during the month of May, before leaving for summer break and before their Academic Year ends. Exchange contact information, determine start date, and leave the orange folder with them. There are two copies of this form included. Make sure to keep one for yourself as reference and leave one to review with your assigned supervisor and/or host teacher.

- Complete the Student Teacher Information Form online as soon as possible using the link below:
<https://www.emailmeform.com/builder/form/2QSeezK6l7NRr>
 - Fall term Student Teachers: Confirm the fall workshop dates at your first placement/school district. Include this date when you complete the Student Teacher Information Form using the link above. What date you will begin.
 - **Winter term student teachers:** Determine if your placement(s) have a Spring Break and if so, get the dates. This information is needed when completing the Student Teacher Information Form with the above link.
 - **Exact Student Teaching dates regardless of term, need to be shared with Education Office for Licensure.** Email: leana.place@wartburg.edu

- The Wartburg 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 website and/or using this link:

<https://info.wartburg.edu/Portals/0/Education/edhandbook.pdf>

- Conduct yourself in a **professional** manner:
 - Attire, actions, and language
 - Relationships with students
 - **Honesty** with supervisors and cooperating teachers
 - The Education Office Coordinator will inform you of your assigned faculty supervisor via email as soon as the information is decided
 - Keep your faculty supervisor up to date with all communications

- Attend all seminars **and** submit assignments on time through CANVAS. Student Teaching is a “course” and must be registered as such when signing up for classes.

- Attend all contractual activities of your teacher(s) before, during, and after school, including meetings, in-service programs, and parent-teacher conferences **even if you are told this is not 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 days requires notification to your faculty supervisor and your cooperating teacher.

Appendix F – General Activities Checklist for Wartburg 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
- 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

Appendix G – 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 during 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>
	<i>What provisions were made for individual differences?</i>
Area 7:	1. Small-group work
	2. Individualized assignments
	3. Differentiated materials
	4. Other (specify)
	<i>What classroom management strategies did the teacher use?</i>
Area 8:	
	Be specific:
	<i>How did the teacher's personal qualities help advance the lesson?</i>
Area 9:	
	1. Dressed appropriately so the apparel did not distract from subject matter
	2. Displayed no distracting mannerisms
	3. Used correct grammar
Area 10:	4. Used appropriate voice volume and pitch
	<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)
	<i>What evaluation techniques did the teacher use during the lesson?</i>
Area 11:	
	1. Formative
	2. Summative
Area 12:	<i>Reflection</i>
	1. What strategies do you feel were effective?
	2. How would you improve the lesson?

Appendix H – Confidentiality Statement



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

Appendix I – Education Code of Ethics

Iowa Board of Educational Examiners Code of Professional Conduct and Ethics Adopted from Website: <http://www.boee.iowa.gov>

CHAPTER 25 CODE OF PROFESSIONAL CONDUCT AND ETHICS

282 - 25.1 (272) **Scope of standards.** This code of professional conduct and ethics constitutes mandatory minimum standards of practice for all licensed practitioners as defined in Iowa Code chapter 272. Adherence to certain professional and ethical standards is essential to maintaining the integrity of the education profession.

282 - 25.2 (272) **Definitions.** Except where otherwise specifically defined by law:

“Administrative and supervisory personnel” means any licensed employee such as superintendent, assistant superintendent, associate superintendent, principal, assistant principal, associate principal, or other person who does not have as a primary duty the instruction of pupils in the schools.

“Board” means the Iowa board of educational examiners.

“Discipline” means the process of sanctioning a license, certificate or authorization issued by the Board.

“Ethics” means a set of principles governing the conduct of all persons governed by these rules.

“Fraud” means knowingly providing false information or representations on an application for licensure or employment, or knowingly providing false information or representations made in connection with the discharge of duties.

“License” means any license, certificate, or authorization granted by the Board.

“Licensee” means any person holding a license, certificate or authorization granted by the Board.

“Practitioner” means an administrator, teacher, or other licensed professional who does not hold or receive a license from a professional licensing board other than the board of educational examiners and who provides educational assistance to students.

“Responsibility” means a duty for which a person is accountable by virtue of licensure.

“Right” means a power, privilege, or immunity secured to a person by law.

“Student” means a person, regardless of age, enrolled in a prekindergarten through grade 12 school, who is receiving direct or indirect assistance from a person licensed by the Board.

“Teacher” means any person engaged in the instructional program for prekindergarten through grade 12 children, including a person engaged in teaching, administration, and supervision, and who is required by law to be licensed for the position held.

282 - 25.3 (272) **Standards of professional conduct and ethics.** Licensees are required to abide by all federal, state, and local laws applicable to the fulfillment of professional obligations. Violation of federal, state, or local laws in the fulfillment of professional obligations constitutes unprofessional and unethical conduct which can result in disciplinary action by the board. In addition, it is hereby deemed unprofessional and unethical for any licensee to violate any of the following standards of professional conduct and ethics:

25.3 (1) Standard I—*conviction of crimes, sexual or other immoral conduct with or toward a student, and child and dependent adult abuse.* Violation of this standard includes:

a. *Fraud.* Fraud means the same as defined in rule 282-25.2(272).

b. *Criminal Convictions.* The commission of or conviction for a criminal offense as defined by Iowa law provided that the offense is relevant to or affects teaching or administrative performance.

(1) Disqualifying criminal convictions. The board shall deny an application for licensure and shall revoke a previously issued license if the applicant or licensee has, on or after July 1, 2002, been convicted of, has pled guilty to, or has been found guilty of the following criminal offenses, regardless of whether the judgment of conviction or sentence was deferred:

1. Any of the following forcible felonies included in Iowa Code section 702.11: Child endangerment, assault, murder, sexual abuse, or kidnapping;
2. Any of the following criminal sexual offenses, as provided in Iowa Code chapter 709, involving a child:
 - First, second or third-degree sexual abuse committed on or with a person who is under the age of 18;
 - Lascivious acts with a child;
 - Assault with intent to commit sexual abuse;
 - Indecent contact with a child;
 - Sexual exploitation by a counselor;
 - Lascivious conduct with a minor;
 - Sexual exploitation by the school employee;
 - Enticing a minor under Iowa Code Section 710.10; or
 - Human trafficking under Iowa Code section 710A.2;
3. Incest involving a child as prohibited by Iowa Code section 726.2;
4. Dissemination and exhibition of obscene material to minors as prohibited by Iowa Code section 728.2;
5. Telephone dissemination of obscene material to minors as prohibited by Iowa Code section 728.15;
6. Any offense specified in the laws of another jurisdiction, or any offense that may be prosecuted in a federal, military, or foreign court, that is comparable to an offense listed in subparagraph 25.3(1) “b”(1); or
7. Any offense under prior laws of this state or another jurisdiction, or any offense under prior law that was prosecuted in a federal, military, or foreign court, that is comparable to an offense listed in subparagraph 25.3(1) “b”(1).

(2) Other criminal convictions and founded child abuse. In determining whether a person should be denied a license or whether a licensee should be disciplined based upon any other criminal conviction, including a conviction for an offense listed in 25.3(1)“b”(1) which occurred before July 1, 2002, or a founded report of abuse of a child, the board shall consider:

1. The nature and seriousness of the crime or founded abuse in relation to the position sought;

2. The time elapsed since the crime or founded abuse was committed;
 3. The degree of rehabilitation which has taken place since the crime or founded abuse was committed;
 4. The likelihood that the person will commit the same crime or abuse again;
 5. The number of criminal convictions or founded abuses committed; and
 6. Such additional factors as may in a particular case demonstrate mitigating circumstances or heightened risk to public safety.
- c. *Sexual involvement or indecent contact with a student.* Sexual involvement includes, but is not limited to, the following acts, whether consensual or nonconsensual: fondling or touching the inner thigh, groin, buttocks, anus, or breasts of a student; permitting or causing to fondle or touch the practitioner's inner thigh, groin, buttocks, anus, or breasts; or the commission of any sex act as defined in Iowa Code section 702.17.
- d. *Sexual exploitation of a minor.* The commission of or any conviction for an offense prohibited by Iowa Code section 728.12, Iowa Code Chapter 709 or 18 U.S.C section 2252A(a)(5)(B).
- e. *Student Abuse.* Licensees shall maintain professional relationships with all students, both in and outside the classroom. The following acts or behavior constitutes unethical conduct without regard to the existence of a criminal charge or conviction:
- (1) Committing any act of physical abuse of a student;
 - (2) Committing any act of dependent adult abuse on a dependent adult student;
 - (3) Committing or soliciting any sexual or otherwise indecent act with a student or any minor;
 - (4) Soliciting, encouraging, or consummating a romantic or otherwise inappropriate relationship with a student;
 - (5) Furnishing alcohol or illegal or unauthorized drug or paraphernalia to any student or knowingly allowing a student to consume alcohol or illegal or unauthorized drugs in the presence of the licensee;
 - (6) Failing to report any suspected act of child or dependent adult abuse as required by state law; or
 - (7) Committing or soliciting any sexual conduct as defined in Iowa Code section 709.15(3)"b" or soliciting, encouraging, or consummating a romantic relationship with any person who was a student within 90 days prior to any conduct alleged in the complaint, if that person was taught by the practitioner or was supervised by the practitioner in any school activity when that person was a student.
- 25.3 (2) Standard II—*alcohol or drug abuse.* Violation of this standard includes:
- a. Being on school premises or at a school-sponsored activity involving students while under the influence of, possessing, using, or consuming illegal or unauthorized drugs or abusing legal drugs.
 - b. Being on school premises or at a school-sponsored activity involving students while under the influence of, possessing, using, or consuming alcohol.
- 25.3 (3) Standard III—*misrepresentation, falsification of information.* Violation of this standard includes:
- a. Falsifying or deliberately misrepresenting, or omitting material information regarding professional qualifications, criminal history, college credit, staff development credit, degrees, academic award, or employment history when applying for employment or licensure.
 - b. Falsifying or deliberately misrepresenting or omitting information regarding compliance reports submitted to federal, state, and other governmental agencies.
 - c. Falsifying or deliberately misrepresenting or omitting material information submitted in the course of an official inquiry or investigation.
 - d. Falsifying any records or information submitted to the Board in compliance with the license renewal requirements imposed under 282—Chapter 17.
 - e. Falsifying or deliberately misrepresenting or omitting material information regarding the evaluation of students or personnel, including improper administration of any standardized tests, including, but not limited to, changing test answers, providing test answers, copying or teaching identified test items, or using inappropriate accommodations or modifications for such tests.
- 25.3 (4) Standard IV—*misuse of public funds and property.* Violation of this standard includes:
- a. Failing to account properly for funds collected that were entrusted to the practitioner in an educational context.
 - b. Converting public property or funds to the personal use of the practitioner.
 - c. Submitting fraudulent requests for reimbursement of expenses or for pay.
 - d. Combining public or school-related funds with personal funds.
 - e. Failing to use time or funds granted for the purpose for which they were intended.
- 25.3 (5) Standard V—*violations of contractual obligations.*
- a. Violation of this standard includes:
- (1) Asking a practitioner to sign a written professional employment contract before the practitioner has been unconditionally released from a current contract, unless the practitioner provided notice to the practitioner's employing board as set forth in subparagraph 25.3(5)"b"(2).
 - (2) Abandoning a written professional employment contract without prior unconditional release by the employer.
 - (3) As an employer, executing a written professional employment contract with a practitioner which requires the performance of duties that the practitioner is not legally qualified to perform.
 - (4) As a practitioner, executing a written professional employment contract which requires the performance of duties that the practitioner is not legally qualified to perform.
- b. In addressing complaints based upon contractual obligations, the board shall consider factors beyond the practitioner's control. For purposes of enforcement of this standard, a practitioner will not be found to have abandoned an existing contract if:
- (1) The practitioner obtained a release from the employing board before discontinuing services under the contract; or
 - (2) The practitioner provided notice to the employing board no later than the latest of the following dates:
 1. The practitioner's last work day of the school year;
 2. The date set for return of the contract as specified in statute; or
 3. June 30.
- 25.3 (6) Standard VI—*unethical practice toward other members of the profession, parents, students, and the community.* Violation of this standard includes:
- a. Denying the student, without just cause, access to varying points of view.
 - b. Deliberately suppressing or distorting subject matter for which the educator bears responsibility.
 - c. Failing to make reasonable effort to protect the health and safety of the student or creating conditions harmful to student learning.
 - d. Conducting professional business in such a way that the practitioner repeatedly exposes students or other practitioners to unnecessary embarrassment or disparagement.
 - e. Engaging in any act of illegal discrimination, or otherwise denying a student or practitioner participation in the benefits of any program on the grounds of race, creed, color, religion, age, sex, sexual orientation, gender identity, disability, marital status, or national origin.
 - f. Soliciting students or parents of students to purchase equipment, supplies, or services from the practitioner for the practitioner's personal advantage.
 - g. Accepting gifts from vendors or potential vendors where there may be the appearance of or an actual conflict of interest.

- h. Intentionally disclosing confidential information including, but not limited to, unauthorized sharing of information concerning student academic or disciplinary records, health and medical information, assessment or testing results, or family income. Licensees shall comply with state and federal laws and local school board policies relating to the confidentiality of student records, unless disclosure is required or permitted by law.
- i. Refusing to participate in a professional inquiry when requested by the board.
- j. Aiding, assisting or abetting an unlicensed person in the completion of acts for which licensure is required.
- k. Failure to self-report to the Board, within 60 days any founded child abuse report, or any conviction for a criminal offense listed in 25.3(1) "b"(1) which requires revocation of the practitioner's license.
- l. Delegating tasks to unqualified personnel.
- m. Failing to comply with federal, state, and local laws applicable to the fulfillment of professional obligations.
- n. Allowing another person to use one's practitioner license for any purpose.
- o. Performing services beyond the authorized scope of practice for which the individual is licensed or prepared or performing services without holding a valid license.
- p. Falsifying, forging, or altering a license issued by the board.
- q. Failure of the practitioner holding a contract under Iowa Code section 279.13 to disclose to the school official responsible for determining assignments a teaching assignment for which the practitioner is not properly licensed.
- r. Failure of a school official responsible for assigning licensed practitioners holding contracts under Iowa Code 279.13 to adjust an assignment if the practitioner discloses to the official that the practitioner is not properly licensed for an assignment.
- s. Failure of an administrator to protect the safety of staff and students.
- t. Failure of an administrator to meet mandatory reporter obligations.
- u. Refusal of the practitioner to implement provisions of an individualized education program or behavioral intervention plan.
- v. Habitual nonparticipation in professional development by the practitioner.

25.3 (7) Standard VII—*compliance with state law governing obligations to state or local governments, child support obligations, and board orders.* Violation of this standard includes:

- a. Failing to comply with 282—Chapter 8 concerning payment of debts to state or local governments.
- b. . Failing to comply with 282—Chapter 10 concerning child support obligations.
- c. Failing to comply with a board order.

25.3 (8) Standard VIII—*incompetence.* Violation of this standard includes, but is not limited to:

- a. Willfully or repeatedly departing from or failing to conform to the minimum standards of acceptable and prevailing educational practice in the state of Iowa.
- b. Willfully or repeatedly failing to practice with reasonable skill and safety. These rules are intended to implement Iowa Code section 272.2(1) "a."

CHAPTER 26 CODE OF RIGHTS AND RESPONSIBILITIES

282–26.1 (272) **Purpose.** The code of professional conduct and ethics in 282–Chapter 25* defines unprofessional and unethical conduct justifying disciplinary sanction. The board acknowledges that the discharge of professional obligations should occur in recognition of certain fundamental rights and responsibilities. Accordingly, the board recognizes the following rights and responsibilities of all educators licensed under Iowa Code chapter 272 and agrees that the exercise of these rights and responsibilities may present mitigating facts and circumstances in the board's evaluation of allegations of unprofessional or unethical conduct.

282–26.2(272) **Rights.** Educators licensed under Iowa Code chapter 272 have the following rights:

- (1) The educator has a right to be licensed and endorsed under professional standards established and enforced by the board.
- (2) The educator has a right to refuse assignments for which the educator is not legally authorized, in terms of holding a valid Iowa license with the appropriate endorsement(s) or approval(s).
- (3) The educator has a right, subject to board and administrator authority, to exercise professional judgment in the evaluation, selection, and use of teaching methods and instructional materials appropriate to the needs, abilities, and background of each student.

282–26.3(272) **Responsibilities.** Educators licensed under Iowa Code chapter 272 have the following responsibilities:

- 1. The educator has a responsibility to maintain and improve the educator's professional competence.
- 2. The educator has a responsibility to accept only those assignments for which the educator is legally authorized.
- 3. The educator has a responsibility to provide conditions that are conducive to teaching and student learning.
- 4. The educator shall protect students from conditions harmful to learning or to health or safety.
- 5. The educator shall not, without just cause, restrain a student from independent action in the pursuit of learning and shall not, without just cause, deny a student access to varying points of view.
- 6. The educator shall not use professional relationships with students for private advantage.
- 7. The educator shall not discriminate against any student on the grounds of race, color, religion, age, sex, sexual orientation, gender identity, disability, marital status, or national origin.
- 8. The educator shall accord just and equitable treatment to all members of the profession.
- 9. The educator shall keep in confidence personally identifiable information regarding a student or the student's family members that has been obtained in the course of professional service, unless disclosure is required by law or is necessary for the personal safety of the student or others.
- 10. The educator who has reasonable basis to believe that a student has been abused, as defined by law, shall make all reports required by law and the Iowa Administrative Code and which are necessary to ensure the safety and well-being of the student.
- 11. In the administration of discipline, the educator shall treat all students with respect and in compliance with all policies of the school district served by the educator.
- 12. The educator shall provide accurate, truthful, and complete information to the board and to the local education system concerning all licensure transactions.
- 13. The educator shall not refuse to participate in a professional inquiry, when requested by the board.
- 14. The educator shall not require or direct another educator to violate any provisions of the code of professional conduct and ethics or any rights of a student, parent, educator or citizen.
- 15. The educator shall not delegate tasks to unqualified personnel. These rules are intended to implement Iowa Code section 272.2(1) "a."

Appendix J – Lesson Plan Model/Template

Lesson Plan # ____ : _____

Name: _____

School:	Grade Level:	# of Ss:
---------	--------------	----------

Iowa Core/Standard:
Objective(s): (condition) (audience) (behavior verb) (degree)
I Can Statement (student focused instructional purpose):

Topic of Lesson:	
Reading	modeled, shared, interactive, guided, or independent
Instructional Purpose (I Can Statement, Essential Question, Content & Language Objective, etc.):	I can... (display I can statement on board, paper, anchor chart, etc...)
Teaching Point	Today, I will teach you...
Skill (What are you teaching?)	
Strategy	
HOTS (higher order thinking skills utilized in this lesson)	

Anticipatory Set:

Connect: State connection to relevant prior learning, shared experiences, familiar texts, or “real world” experiences Teaching Point: Insert from planning section above Instructional Purpose: Insert from planning section above	<i>Yesterday/last week/remember when we were working on...</i> <i>Today I will teach you...</i> <i>Let’s look at our [instructional purpose/I can statement] for today (displayed for students) ...</i>
---	---

Instruction/Modeling (I can):

Focused Instruction: Utilize carefully selected, short excerpts of high-quality, familiar mentor texts Explicitly model the skill and strategy (think aloud, talk aloud, compose aloud) What supplies need to be modeled?	<i>Watch me as I / Let’s look at this text together...</i>
---	--

Is there an anchor chart?	
Check for understanding-	

Instruction/Guided Practice (We can):

Collaborative Learning- We do it (Active engagement and exploration): Provide students a brief opportunity to engage in application of the teaching point. Higher-order thinking opportunities (create, evaluate, analyze).	<i>Now it's your turn...</i>
Check for understanding-	
Reteach (if needed)-	

Independent Practice (You can):

Authentic literacy tasks – You do it Repeat instructional purpose and teaching point. Give clear directions and expectations. Authentic literacy tasks connected to previous or current skill/strategy	<i>Today and every day when you read/write ...</i> <i>Today I taught you ...</i> <i>Next, you can...</i>
--	--

Closure:

In future tasks or assignments, you will use this skill...

Assessment:

Formative/summative/informal/formal:

Differentiation/Enrichment/Extension/Modification:

Content:
Product:
Process:
Environment:
Rate:

Materials:

Appendix K – Tips for Letter of Recommendation

TIPS FOR WRITING A LETTER OF RECOMMENDATION

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 and/or Supervising Faculty immediately.

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

- a.) How long you have known or worked with the candidate
- b.) The capacity you collaborated with this pre-service teacher-candidate
- c.) Leadership skills (flexibility, knowledge of content area)
- d.) Communication Skills (writing, speaking, listening, and electronic)
- e.) Thinking Skills (analytical and creative)
- f.) Technical Skills
- g.) Dependability
- h.) People Skills (team and 1:1)

Wartburg students are now self-credentialing. This means they manage and mail their own credentials to perspective employers as they deem appropriate when applying and/or interviewing for jobs. When writing your recommendations/references, please attempt to restrict your comments to a single page. We suggest that you run the final copy on official school letterhead. Be sure you sign and date the recommendation and include all your relevant contact information if the employer would like more information on the teacher candidate. You may return a paper copy of the letter directly to your student teacher and email a copy to the Office Coordinator.

If you have further questions, please feel free to contact the Education Department at (319) 352-8226 or email: leana.place@wartburg.edu

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 getting hired or being rejected. The job hunter/teacher has little control over letters of recommendation, so the following are 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 their 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 distinct aspects of the student. 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 recommendation letter is a reflection on you, the school, and the candidate. It can be the determining factor on whether the resume/application 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) An elevated level of commitment
- (e) The ability to be an “initiative-taker”
- (f) A high energy level
- (g) The recognition that excellence is a journey, not a destination
- (h) The potential ability to lead.
 - Do not 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 everyday conversation but carry positive or negative connotations to a prospective employer.
 - Avoid bland words such as: nice, good, fairly, reasonable, decent, and satisfactory.
 - Powerful words that are appropriate to use: articulate, effective, sophisticated, intelligent, observant, significant, expressive, creative, efficient, cooperative, imaginative, assertive, dependable, mature, and innovative.

The following attributes are often used by employers as tools on which they base eventual position selections. These attributes are excellent points to address in your letter. (Source: Job Outlook, 2021 Spring *National Association of Colleges and Employers*, NACE) is often used by employers as tools on which to base eventual selection.

https://louisville.edu/career/images/nace-resume-attributes-2021/image_view_fullscreen

These attributes are excellent points to address in the letter:

- 1.) Ability to work in a team
- 2.) Problem-solving skills
- 3.) Analytical/quantitative skills
- 4.) Verbal and Written Communication skills
- 5.) Initiative, Leadership
- 6.) Technical skills
- 7.) Flexibility/adaptability
- 8.) Strong work ethic
- 9.) Computer skills
- 10.) People skills
- 11.) Meticulous
- 12.) Organizational ability
- 13.) Creativity\,
- 14.) Strategic Planning skills
- 15.) Friendly/Outgoing personality
- 16.) Tactfulness

Appendix L – Faculty Supervisor Student Teacher Observation Form



Wartburg College Student Teaching Observation Form

Student Teacher: _____ Cooperating Teacher: _____

School: _____ Subject: _____

Observer: _____ Observation: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ 9 _

Student Number: _____ Grade: _____ Date: _____ Time: _____

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

3 = Proficient: satisfactory performance level; shows some attributes of accomplished practice

2 = Evolving: limited level; satisfactory implementation seldom achieved

1 = Unsatisfactory: struggling to meet many of the expectations

NA - Not observed as a part of this lesson

I. Planning

Standard 7: Planning for Instruction Curricular-based and relevant; long- and short-term goals; dev. & culturally appropriate	1	2	3	4	NA
Standard 1: Learner Development Identify and address learners' needs; modifies based on dev. needs; collaborates w/ family, comm	1	2	3	4	NA
Standard 2: Learning Differences Addresses learners' needs; builds on prior knowledge to meet high expectations; language demands	1	2	3	4	NA
Talking points:					

II. Instruction

Standard 3: Learning Environment Communicates clearly and effectively; interacts w/ learners in ways that engage & challenge	1	2	3	4	NA
Standard 4: Content Knowledge Understands central concepts; uses tools inquiry and structure of the discipline	1	2	3	4	NA
Standard 5: Application of Content Uses subject and grade-level endorsement methods; cross-curricular connections; critical thinking, creativity & collaboration	1	2	3	4	NA
Standard 8: Instructional Strategies Adapts to ind. & group needs; decisions based on learner needs, content and purpose; HOTS	1	2	3	4	NA
Standard 9: Technology Digital-age learner experiences; digital citizenship; tool to support & manage learning	1	2	3	4	NA
Talking points:					

III. Assessment

Standard 6: Assessment	1	2	3	4	NA
Formative & summative; aligned w/ with objectives; descriptive feedback to guide learners					
Talking points:					

IV. Professional Responsibilities

Standard 10: Professional Learning and Ethical Practice	1	2	3	4	NA
Continuous PD to meet learner needs; reflection & evidence-based decisions; ethical practice					
Standard 11: Leadership and Collaboration	1	2	3	4	NA
Collaborates w/ all constituents; culture of high expectations; instructional leader					
Talking points:					

- 4 = Exemplary:** consistently high performance level; already shows many attributes of accomplished practice; highly motivated, engaged
- 3 = Proficient:** satisfactory performance level; shows some attributes of accomplished practice
- 2 = Evolving:** limited level; satisfactory implementation seldom achieved
- 1 = Unsatisfactory:** struggling to meet many of the expectations
- NA – Not observed as a part of this lesson**

Appendix M – Student Teacher Compilation Sheet from Faculty Supervisor

Student Teacher: _____ Identification Number: _____ Term: _____
 School #1: _____ School #2: _____
 Coop Teacher #1: _____ Coop Teacher #2: _____
 Subject #1: _____ Grade #1: _____ Subject #2: _____ Grade #2: _____
 Coop Teacher #1: _____ Coop Teacher #2: _____
 Exact Dates: _____ Exact Dates: _____
 Absences: _____ Absences: _____

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

Rating Definitions for Application of KNOWLEDGE BASE COMPONENTS

- 4 = Exemplary:** consistently high-performance level; already shows many attributes of accomplished practice; highly motivated, engaged
- 3 = Proficient:** satisfactory performance level; shows some attributes of accomplished practice
- 2 = Developing:** limited level; satisfactory implementation seldom achieved
- 1 = Recommend Intervention:** struggling to meet many of the expectations

Appendix N – Iowa Teaching Standards & Criteria

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

Appendix O – Mock Evaluation



Mock Evaluation of Student Teachers on the Iowa Teaching Standards.

The Mock Evaluation is intended for you to gain insight into how your cooperating teacher is evaluated by their district. For this assignment, discuss the school district's protocols for evaluation based on the Iowa Teaching Standards (Appendix N – Iowa Teaching Standards).

As part of this assignment, you should:

- 1) View your cooperating teacher's portfolio (if they are required to have one).
- 2) Discuss some of the artifacts provided for evidence.
- 3) Discuss resources provided by the District to assist teachers with their evaluation process

You may also use this exercise to have your cooperating teacher provide feedback on the artifacts and format you are using for your Student Teaching portfolio due at the end of the semester.

I VERIFY that I have conducted the Mock Evaluation of

_____ (Student Teacher's Name)

On _____ (Date)

Cooperating Teacher or Designee's Name: _____

School: _____

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.

Please return to the Wartburg College Education Department:

- Scan and Email: leana.place@wartburg.edu
- Print and give to Student Teacher to deliver.

This is a required State form, needed to obtain licensure.

Appendix P - Journaling

Journaling and Questions Reflective Teachers Ask Themselves

Journaling is a reflective practice for beginning and veteran teachers alike. During student teaching, candidates are required to submit weekly reflections that highlight one or more instructional or professional issues from their experience. Since supervising faculty provide feedback for these journals, student teachers should confirm expectations for journaling with their respective supervising faculty.

Possible Topics for Journaling

1. Beginning the school year/ semester
2. District professional development
3. Classroom management
4. Daily or long-term planning
5. Interactions with parents
6. Differentiation – working with various student groups

Other Questions/ Issues for Journaling Considerations

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

Appendix Q – School Context Paper

A. District, Building & Classroom Data

1. Description of School District* Available from:
<https://www.iaschoolperformance.gov/ECP/Home/Index>
 - 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 vs. Building Compare/Contrast: In two or three sentences, make a comparison between the district and your building.

3. Description of your 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:

1. What tests and assessments are utilized by the school district at your grade level?
2. Where would you find the discipline policy for students in your school?
3. What are some of the characteristics of this class that make them distinct from other student groups with which they have worked?

C. Reflection:

Write at least a half-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.*

Appendix R – Sample Elementary Family Correspondence Letter

SAMPLE:

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 is 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 might want to know a little bit about me! I am originally from *Hometown, IA*, where I have grown up and lived all 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 led 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 cannot 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 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 for all of my favorite teams!

During my time at *W-SR Middle School*, in addition to getting to know your students, 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 instruct your child, but I am looking forward to learning all that I can from him/her, as well as *Mrs. Jones*, to prepare myself to be the best teacher I can be!

Sincerely,

John Smith

John Smith

Appendix S – Reflective Analysis of Student Teacher Video Lesson

(MAY USE A SEPARATE PIECE OF PAPER FOR YOUR ANSWERS IF NECESSARY)

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, and response 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: