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I. Introduction

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

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

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

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

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

A. MISSION STATEMENT OF THE TEACHER EDUCATION PROGRAM
The mission of Wartburg’s Teacher Education Program is to “develop the talents and abilities of students to become effective and reflective teachers in lives of professional service and leadership as an expression of their faith and learning.” A primary purpose of teaching is to be of service to the students and families in the schools and community.

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

The Iowa Core Curriculum, a state-wide effort to improve teaching and learning to ensure that all Iowa students engage in a rigorous and relevant curriculum, is integrated throughout education core courses (see Curriculum Map, Appendix B). 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 current literature (Borich, 2011; Darling-Hammond, 1997; Eby & Kujawa, 2001; Gardner, 2000; Schön, 1987; Zeichner & Liston, 1987) and on current trends at national and state levels, i.e., The Interstate New Teacher Assessment and Support Consortium (INTASC) and Iowa Teaching Standards.

B. WARTBURG COLLEGE EDUCATION DEPARTMENT
The Teacher Education Program at Wartburg College is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE). NCATE grants accreditation only to top-quality programs that meet rigorous national standards. Soon NCATE will become the Council for the Accreditation of Education Preparation (CAEP), the nation’s newest specialized accrediting body. Wartburg will seek accreditation through CAEP.

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

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

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

Specifically, a teacher candidate at Wartburg College uses
1. appropriate verbal, nonverbal, and written communication,
2. theories, concepts, and principles related to student learning,
3. differentiation of instruction and classroom context with regard for learner diversity,
4. content and context, lesson design, and curriculum goals for instructional planning,
5. varied teaching techniques and instructional strategies for the development of academic skills,
6. management, motivation, and discipline techniques in the learning environment,
7. a variety of purposes, evaluations, and procedures for assessment,
8. appropriate reflection and professional development as a foundation for positive dispositions,
9. professional collaboration and ethical behavior in professional relationships, and
10. the tools of technology for teaching and professional practice.

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

<table>
<thead>
<tr>
<th>Wartburg Knowledge Base (Developed from the Conceptual Framework)</th>
<th>IA DE Student Teacher Evaluation</th>
<th>InTASC Standards</th>
<th>IA Teaching Standards</th>
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<tbody>
<tr>
<td>0. Content</td>
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<td>#4 &amp; #5</td>
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<tr>
<td>I. Communication</td>
<td>#5</td>
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<td>II. Student Learning</td>
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<td>III. Diverse Learners</td>
<td>#3</td>
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<td>IV. Instructional Planning</td>
<td>#1 &amp; #6</td>
<td>#7</td>
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<td>V. Instructional Strategies</td>
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<td>VI. Learning Environment</td>
<td>#4</td>
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<td>VIII. Reflection/Professional Development</td>
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<td>IX. Collaboration/Ethics/Relationships</td>
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<td>X. Technology</td>
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<td>#3 &amp; #4</td>
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D. DISPOSITIONS OF EFFECTIVE-REFLECTIVE TEACHERS
The Wartburg College Education Department defines dispositions according to the National Council for the Accreditation of Teacher Education (2002): Dispositions are “the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth (58).” With this definition in mind the following dispositions are evaluated throughout the Teacher Education Program as well as during student teaching:

1. Values
   • elicits a positive response*
     o projects pleasant image
     o participates willingly
     o respects all opinions
   • believes that all children can learn
- encourages participation from all
- shows commitment to all
- writes and adapts lessons to all

- values multiple aspects of diversity
  - accepts all diversity
  - challenges biased opinions
  - incorporates cultural learning

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

3. Professional Ethics
- exhibits professional qualities in dress and behavior*
  - dresses appropriately for the experience
  - uses appropriate language
  - maintains teacher/student boundaries
- balances professional demands with personal needs
  - balances classroom work and personal life
  - acts responsibly in and out of the classroom
  - manages time to complete required tasks
- begins to establish professional advocacy
  - participates in a professional education organization
  - learns from experts in the field
  - shows an awareness of legislative issues

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

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

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

E. Student Teacher Admission Requirements
Students apply for student teaching approval at a formal meeting held during the fall term in the year prior to student teaching. Written application is made to the Education Department and due no later than the second Friday of January. Instructions and forms for the application process are
found on the Education Department website: [http://www.wartburg.edu/education/steachers.aspx](http://www.wartburg.edu/education/steachers.aspx). Approval is necessary before student teaching. Approval for student teaching is dependent upon the following:

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

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

F. EXIT REQUIREMENTS NECESSARY FOR GRADUATION AND LICENSURE
Graduation from the Teacher Education Program requires successful completion of the following components:

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

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

**Initial License:**

Valid for 2 years

Renewable under prescribed conditions

1. baccalaureate degree from a regionally accredited institution
2. completion of an approved teacher preparation program
3. completion of an approved human relations component
4. completion of requirements for a teaching endorsement
5. completion of the mandated tests in the state in which the applicant is currently licensed (graduates before January 1, 2013), or, completion of the Iowa mandated tests (graduates after January 1, 2013)
6. meets the recency requirement of 6 college credits or teaching experience – either within the last 5 years

**Standard License:**

Valid for 5 years

Renewable under prescribed conditions

1. completion of requirements 1-6 for the initial license
2. evidence of two years successful teaching experience in a public school in Iowa or three years in any combination of public, private, or out-of-state
Substitute License:
Valid for 5 years
Renewable under prescribed conditions
1. has been the holder of, or presently holds a valid, regular license in Iowa or some other state and has successfully completed all requirements for an approved teacher preparation program or is eligible for the initial license

Denial of Licensure: Iowa law states that an applicant for teacher licensure may be disqualified for any of the following reasons:
1. The applicant failed to tell the truth.
2. The applicant’s criminal history was serious enough to warrant a denial.
3. The applicant failed to provide the Board with additional information required by the Board.
4. The applicant provided a fraudulent license, transcript, or other official document.
5. The applicant’s license, certification, or authorization from another state is suspended or revoked.

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

Steps to Licensure: Students will receive information about licensure procedures during a special meeting held during fall term. Several steps are required for licensure and are completed during the licensure meeting:
1. Complete and hand in the licensure application which will be provided at the meeting and used to submit student data electronically to the Iowa Board of Educational Examiners (IBOEE). After the electronic submission, the Education Office will notify the student of a folder number which is needed at the fingerprinting session. When completing the licensure application, it is important to use a black pen and complete all sections.
2. Complete a waiver form and fingerprint scanning information sheet prior to the fingerprinting session. These forms will also be provided at the meeting. Be intentional about providing all background information requested on the waiver form.
3. Attend the fingerprinting session held on campus by the IBOEE. Fingerprinting will take approximately 10 minutes and a reservation must be made in advance through the Education Office. The items required for the fingerprint session are
   a. a check or money order payable to the Board of Educational Examiners,
   b. licensure folder number,
   c. completed waiver form and fingerprint scanning information sheet, and
   d. driver’s license.
4. Recommendation for licensure will be submitted to the Iowa Board of Educational Examiners after the Education Office receives the transcript from the Registrar’s office verifying graduation requirements have been met (approximately three weeks after graduation.)

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

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

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

Register online at the ETS test site by following the link to the Praxis II® tests, then the link to Registering for a Test. Designate Wartburg College as a receiving institution so the college gets official notification of the results. Sample test questions can be viewed on this site under Tests at a Glance. The website includes information regarding the fees, testing dates, and additional services offered by ETS. The Wartburg College Pathways Center also offers Praxis II® study books that are available for check-out.

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

III. Roles and Responsibilities

A. Cooperating Teacher

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

1. Familiarize and integrate the student teacher with and into the classroom, school, school policies, district environment, and professional organizations. (See Appendix E).
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 F).
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. 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 for at least two full weeks. This responsibility is assumed after weeks of communication and confidence building.
7. Work diligently and cooperatively to improve the student teacher’s skills in classroom management. Try not to "take away" the control and direction of the class when a student teacher is in the full-time teaching role, except in an emergency.
8. Observe the ability of the student teacher to work with other people in the school. Development of this ability to follow professional procedures and to get along well with people is nearly as important for the student teacher as is the development of skill in classroom teaching.
9. Involve the student teacher in professional development opportunities, parent-teacher conferences, problem-solving meetings, and other school-related duties during the student teaching experience.
10. Contact the college supervisor if any concerns arise.

B. STUDENT TEACHER
The student teacher is placed in a field site for the purpose of becoming familiar with curriculum, understanding techniques, and observing the interactions at school. Content knowledge, teaching skills, professional dispositions, and understanding the impact teaching can have on student learning becomes strengthened throughout the student teaching experience. It is expected that all student teachers will treat confidential information they may have access to during their placement according to the Confidentiality Statement (see Appendix G). All student teachers want a rewarding experience. This happens when the student teachers meet the following responsibilities:
1. Adhere to the rules, regulations and philosophy of the cooperating school district to which the student teacher is assigned. Failure to do so is sufficient reason for removal from the assignment.
2. Recognize that the student teacher is a guest in the assigned school. Observe and learn from the cooperating teacher.
3. Dress, act, and look professional. The student teacher is now a member of a teaching staff and should maintain a professional demeanor in terms of attire, actions, 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 H).
5. Follow the calendar of the cooperating school, not the Wartburg calendar. The student teacher is expected to participate in any duty assigned to the cooperating teacher, as well as to mirror arrival and departure times of the cooperating teacher.
6. Be prompt, courteous, and dependable. Without exception, notify the cooperating teacher and college supervisor prior to the start of the school day if an absence from the school site is unavoidable. Check the school handbook for necessary procedures. Lesson plans must be given to the cooperating teacher even if the student teacher is ill.
7. Plan adequately for monthly, weekly, and daily lessons and develop detailed lesson plans to be approved by the cooperating teacher and reviewed by the college supervisor.
8. Teach objectively and do not impose personal bias into the cooperating teacher's classroom.
9. Ask questions when clarification is needed and admit mistakes as they arise. Seek appropriate assistance to rectify the situation.
10. Recognize that student teaching requires a considerable amount of energy, effort, and time. Commit the necessary time to the student teaching role throughout the student teaching experience to become as effective as possible. Refrain from additional outside activities while student teaching, as these activities may negatively impact this experience.
11. Develop skills in reflective self-assessment through written journal entries, conversations with the cooperating teacher and college supervisor, and by actively participating in seminars and other professional opportunities provided by the district and/or college.
12. Complete all placement and course requirements. (See Appendix I).

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

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

D. SCHOOL PARTNERSHIPS COORDINATOR/EDUCATION OFFICE COORDINATOR
The Wartburg School Partnership Coordinator and Education Office Coordinator work closely with cooperating schools, administrators, and teachers. The following are the responsibilities of the School Partnership Coordinator and Education Office Coordinator:

1. Send contracts to local school districts that have agreed to be partners in providing student teaching experiences at their sites.
2. Screen all preservice teacher records to assure eligibility for admission to student teaching.
3. Provide student teacher with major and endorsement assignments necessary to meet licensure requirements.
4. Arrange student teaching placements through local administrators' recommendations for cooperating teachers.
5. Make verbal arrangements for student teacher placements with suggested cooperating teachers.
6. Send contracts to cooperating teachers; send stipends to cooperating teachers at the end of fall and winter terms.
7. Maintain communication with building administrators.
8. Address issues and concerns involving placements.

E. Administrators

School district principals or designees are important in the student teaching process. The following responsibilities are suggested:
1. Recommend cooperating teachers.
2. Welcome the student teacher to the building.
3. Participate in mock interviews.
4. Observe the student teacher, if requested to do so.
5. Support the developing relationship between the cooperating teacher and the student teacher.

IV. Student Teaching Policies/Procedures

A. Placement Procedures

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

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

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

Students may choose to student teach in Denver, CO, through the Wartburg West Program. Student teaching supervisors are hired in the Denver, CO, area to supervise these placements.
Changes in placements will not be made unless extenuating circumstances develop. Such changes will be initiated by the School Partnership Coordinator working with the partner school district.

B. HOUSING NEEDS WHEN COLLEGE IS NOT IN SESSION
Oftentimes, the Wartburg College calendar may not coincide with the school district’s calendar. In such cases, student teachers with a room plan must notify the Wartburg Education Office Coordinator of their fall early return date before leaving for the summer prior to student teaching. The office coordinator will make arrangements with Residential Life for the early return one to two days prior to the start of the cooperating teacher’s fall workshop. The college will cover the housing costs for any student teacher with a room plan. There is no guarantee that early housing will be in the same residence hall room that is assigned for the entire year.

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

C. MEALS PRIOR TO OFFICIAL OPENING OF THE COLLEGE AND DURING COLLEGE BREAKS
The college assumes the costs of meal arrangements for any student teacher returning to campus prior to the official opening of the college and who has a meal plan with Wartburg College. A student teacher may obtain a sack lunch for the noon meal. Notify Wartburg Food Service if a sack lunch is needed.

When dining services are not available over breaks, meal/food receipts may be turned in for reimbursement based on the student teacher’s meal plan. Contact the Education Office Coordinator with any questions.

D. CALENDAR
Student teachers follow the calendar of the school district in which they are placed. Each student teacher is expected to participate in all preservice and inservice workshops and activities, evening events, and other required duties while working at the school site. The student teacher’s experiences should mirror those of the cooperating teacher as closely as possible. Seminars, mock interviews, and job interviews are the only acceptable reason for not participating in such school-related activities.

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

1. A student teacher may have opportunities to attend professional meetings, but only with the prior approval and encouragement of the cooperating teacher and college supervisor.
2. A student teacher will attend a variety of seminars and workshops sponsored by the school district and the college. A calendar detailing the dates and times of all college-sponsored seminars will be provided to the student and cooperating teacher.
3. Absences or tardiness may result in the student teacher being required to successfully complete additional experiences. *Excessive absences during a placement will result in additional days or weeks in the placement.*
4. If it is determined by the supervisor, cooperating teacher, or administrator that excessive absences cause inadequate performance and/or inability of the student teacher to cope with assigned responsibilities, the student teacher may be removed from the placement. Considerations will be made at this time whether an incomplete, failing grade, or additional placement(s) may be needed.

5. In every absence, the student teacher will notify the cooperating teacher and college supervisor prior to the start of the school day. The student teacher will provide copies of the assignments and plans for each day’s classes to the cooperating teacher if an absence occurs. Failure to follow this procedure will affect the student teacher’s overall evaluation. Prolonged hospitalization or illness will automatically result in additional placement dates.

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

G. PLANNING DOCUMENTATION
Student teachers must create lesson/unit plans throughout their placement(s). An example below is a suggested organizational method for this purpose. Unit or lesson plans should be submitted to the cooperating teacher 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 that includes a weekly schedule that shows the lessons and daily routines conducted. Other responsibilities (lunch duty, recess duty, etc.) of the student teacher should also be recorded in the notebook. The college supervisor will review these plans upon each visit, in addition to expecting a detailed daily lesson plan for the observation (see Appendix J). No student teacher should be permitted to teach without such preplanning with the cooperating teacher.

Lesson plans may follow a variety of formats from district to district, but they should include the following parts that are accepted in the literature as necessary to enhance and consequently impact student learning:
   1. observable objectives
   2. anticipatory set
   3. instruction/input, check for understanding
   4. practice
   5. evaluation/closure
   6. list of materials/resources
   7. time estimate
   8. reflection

H. SUBSTITUTE TEACHING
Until receiving a baccalaureate degree and obtaining licensure, a student teacher is not qualified or allowed to serve as a substitute teacher. Therefore, the health, safety, and general well-being of the P-12 students are at all times the legal responsibility of the cooperating teacher and school district. Student teachers should not assume the role of a substitute teacher.
I. COMPLETION OF CREDENTIAL FILE AND LETTERS OF RECOMMENDATION
It is the responsibility of student teachers to establish a credential file, known as self-credentialing. Peer counselors are available to help education students, and the Associate Director of Pathways Center for Career Services will be involved with these endeavors as well. Student teachers are responsible for asking their cooperating teacher to write a letter of recommendation. A signed letter, written on school letterhead, should be given or mailed to the student teachers. Suggested techniques for writing such a recommendation are located in the appendix (see Appendix K).

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

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

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

Second Week
- Participate in opening activities.
- Plan and present a literature experience that is developmentally appropriate for that particular age.
- Teach content area targeted in the first week.
- Early childhood student teachers will specifically focus on emergent literacy by developing meaningful language and literacy experiences, listening and reading stories and poems, dictating stories, seeing print used in the room, participating in dramatic play, and other experiences requiring communication, experimenting with writing by drawing, copying, and inventive spelling.
- Target a second content area for in-depth observation and prepare to teach the following week (in addition to the first content area).
• Collect resources for development of the unit.
• Discuss evaluation procedures with the cooperating teacher. At least two formative evaluations will be conducted and submitted electronically by the cooperating teacher on the Student Teaching Progress Report form with the final evaluation completed on the Iowa Department of Education Student Teacher Evaluation form (IDESTE). One evaluation assessing the student’s knowledge and skills in the specialized professional association (SPA) must be completed at the end of each placement (see p. 19). A final and mid-term Disposition Evaluation form will also be completed electronically by the cooperating teacher.

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

**Fourth Week (weeks four to six – practice and feedback are critical during this stage)**
- Teach content areas targeted in the first, second, and third weeks.
- Develop and begin implementation of bulletin boards, learning centers, and/or extension activities to supplement the areas being taught.
- Finalize plans for teaching a unit.
- Prepare to assume all major teaching responsibilities of the classroom.
- Complete Mock Evaluation of Student Teachers on the Iowa Teaching Standards (required at one placement only).

**Fifth Week**
- Assume all major teaching responsibilities of the classroom.
- Videotape a lesson.
- Complete second student teacher Progress Report online for the Wartburg Education Department.

**Sixth Week**
- Assume all major teaching responsibilities of the classroom.

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

MIDDLE SCHOOL/HIGH SCHOOL – SEVEN WEEK EXPERIENCE
Due to breaks, inclement weather, illnesses and various other factors, the actual student teaching placement can run anywhere between seven to eight weeks.

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

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

Third to Sixth Weeks (practice and feedback are critical during this stage)
• Assume full responsibility for all sections. Plan to have a full load of teaching for a minimum of two weeks.
• Videotape 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.
• Complete one to two more official Progress Reports online for the Wartburg Education Department.
• Complete the midterm Disposition Evaluation form and send electronically to the Wartburg Education Department at the end of the third week.
• Develop timeline for returning responsibility to the cooperating teacher.
• Videotape a lesson during the sixth week and write a reflective entry in your journal, focusing on growth from the first videotaped lesson.
• Complete Mock Evaluation of Student Teachers on the Iowa Teaching Standards (required at one placement only).
Final Week (phasing in/out)

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

SECONDARY – FOURTEEN WEEK EXPERIENCE

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

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

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

Second Week

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

Third Week

- Discuss evaluation procedures with the cooperating teacher.
- The first official Progress Report is due by end of week three. Review with cooperating teacher before electronic submission to the Wartburg Education Department. Repeat this every two weeks.
- The midterm Disposition Evaluation form and the SPA Progress Report (see p. 18) should be sent electronically to the Wartburg Education Department at the end of this week.
- Videotape 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.
- Continue official Progress Reports every two weeks and submit electronically to the Wartburg Education Department.
- Complete mid-term evaluation on Iowa Department of Education Student Teacher Evaluation form (IDESTE). Send to the Wartburg Education Department.
- Videotape session and critique for growth as a reflection in your journal.
- Complete Mock Evaluation of Student Teachers on the Iowa Teaching Standards.

Twelfth and Thirteenth Week (phasing in/out)

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

Final Week (completion of phasing in/out)

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

V. Student Teaching Evaluation

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

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

A. ASSESSMENT SYSTEM DESCRIPTION

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

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

The general explanation of the various categories (see pp. 19-21) will serve as a guide for interpreting the student teacher’s progress and performance and are aligned with the Wartburg College Teacher Education Conceptual Framework. These categories are identified as characteristics needed for effective teaching. The evaluation information will be part of the student teacher’s permanent file in the Wartburg Education Department.

B. ASSESSMENT PROCEDURES
1. The Student Teacher’s Progress Report should be completed online, discussed with the student teacher, and submitted electronically to the Wartburg Education Department. This procedure should occur at least two times during the student teaching experience, approximately every other week. Though some of the ten components may not be appropriately assessed in the first two weeks, the initial evaluation form should be submitted by the middle of the third week for all experiences. The Student Teacher’s Progress Report electronic forms may be found and submitted from http://www.emailmeform.com/builder/form/O2b73A2eoYEcNHZj.

2. Cooperating teachers are responsible for completing a separate summative evaluation of the student teacher’s performance on the Iowa Department of Education’s Evaluation for Student Teaching form (see Appendix L for sample page of the IDESTE which can be found at http://www.wartburg.edu/education/coop.aspx). The evaluation can be sent to the Wartburg Education Department or given to the student teacher or college supervisor.

3. Cooperating teachers will also complete one evaluation form assessing the student teacher’s knowledge and skills in the specialized professional association (SPA). The following SPA reports based on the student teacher’s major should be completed online: ACEI (Association for Childhood Education International), NASPE (National Association for Sport and Physical Education), NCSS (National Council for the Social Studies), NCTE (National Council of Teachers of English), NCTM (National Council of Teachers of Mathematics), and NSTA (National Science Teachers Association). The electronic link for the SPA will be sent to the cooperating teacher at the beginning of the placement.

4. A final narrative (recommendation) can be used for the student teacher’s self-credential files when such a request is made by the student teacher. A signed letter written on school letterhead replaces past credential forms. Guidelines for writing this recommendation are provided (see Appendix K). Please deliver or mail this recommendation directly to the student teacher when it is completed.

5. In addition to the formative and summative assessment systems in place, conversing frequently and openly with the student teacher assures an effective team. This communication nurtures the candidate’s desire to become an effective-reflective teacher. A successful student teaching experience should prepare a candidate to perform at a level that is consistent with professional standards for a beginning teacher. The cooperating teacher will be responsible for assisting in the achievement of the level of proficiency that will qualify the teacher candidate for entrance into the teaching profession.
6. The college supervisor also observes the student teacher at least seven times (three or four at each site) throughout the student teaching assignments. These observations will be noted on a form called Student Teaching Report (see Appendix M). In addition, the student teacher may request a summative report, in the form of a recommendation, from the college supervisor.

7. To record that all components of the Wartburg College Teacher Education Program Knowledge Base are being met with satisfaction in the student teaching assignment(s), a form called the Student Teaching Knowledge Base Performance Record will be completed by the college supervisor. This is a cumulative rating that will indicate level of performance at the conclusion of the student teaching period (see Appendix N).

8. Cooperating teachers are also responsible for completing the Disposition Evaluation mid-term and final forms online to document that Wartburg Teaching candidates display the necessary values, commitments, and professional ethics to become qualified teachers. The Disposition Evaluation forms are found online at http://www.emailmeform.com/builder/form/P53fi7jc0m8r8.

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

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

- **Exemplary**: demonstrates application of Knowledge Base components at a consistently high performance level; already shows many attributes of accomplished practice; highly motivated and engaged.
- **Proficient**: demonstrates application of Knowledge Base components at a high performance level; shows some attributes of accomplished practice.
- **Adequate**: demonstrates satisfactory application of Knowledge Base components; implementation generally achieved.
- **Unsatisfactory**: demonstrates limited application of Knowledge Base components; satisfactory implementation seldom achieved.
- **Recommend Intervention**: demonstrates disregard of Knowledge Base components; implementation generally deficient.
THE TEN KNOWLEDGE BASE COMPONENTS INCLUDE:

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<thead>
<tr>
<th>I. Communication</th>
<th>VI. Learning Environment</th>
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<tr>
<td>II. Student Learning</td>
<td>VII. Assessment</td>
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<tr>
<td>III. Diverse Learners</td>
<td>VIII. Reflection and Professional Development</td>
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<td>IV. Instructional Planning</td>
<td>IX. Collaboration, Ethics, and Relationships</td>
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<td>V. Instructional Strategies</td>
<td>X. Technology</td>
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EXPLANATION OF THE COMPONENT CRITERIA

I. **Communication**: uses volume, pacing, and vocal expression and expressive participation; utilizes eye contact, facial expressions, and body language/presence appropriately when engaging students; understands when and how to use written communication appropriately and assesses the content, mechanics, and format of own work and when evaluating assignments.

II. **Student Learning**: uses behavioral, cognitive and constructivist theories, in addition to personal, social, and emotional theories, to support student learning; utilizes the concepts of schema, comprehension, and metacognition to impact student learning; holds these basic principles: believes that all children can learn, checks for and develops readiness of students to learn concepts, and implements interesting and active lessons to engage students in their own learning endeavors.

III. **Diverse Learners**: recognizes the diversity of learners and learning styles in any classroom by being aware of culture, ethnicity, gender, language, and exceptionalities; uses differentiation of instruction in delivery of content and appropriate processes, and considers multiple products; respects the individual, recognizes equitable opportunities for a safe, supportive setting in every classroom context.

IV. **Instructional Planning**: uses knowledge of content, context, pedagogy, and learner prerequisites to select appropriate corresponding instructional materials; utilizes a lesson design that has an introductory set, effective instructional/input design, and allows for practice and review; considers developmental and appropriately sequenced curriculum goals that meet district standards and benchmarks as well as national and professional standards.

V. **Instructional Strategies**: uses varied teaching techniques for the planning and delivery of lessons and units; implements effective strategies for reading, writing, and discussion in all subject areas; impacts academic learning of all students by supporting diverse perspectives, expecting basic comprehension of content knowledge and promoting higher order thinking skill development; shows promise for the profession by utilizing effective instructional strategies.

VI. **Learning Environment**: uses classroom management techniques of time, materials, and space effectively to impact the learning activities of students and the overall learning community; implements techniques that apply intrinsic, extrinsic, and other motivational theories; understands and utilizes appropriate application of preventive, supportive, and corrective discipline techniques in classroom settings.

VII. **Assessment**: understands purposes of assessment including feedback to stakeholders and students and for information analysis to shape instruction; implements various evaluation systems by utilizing multiple instruments that take into consideration the student’s status, program and curriculum expectations; selects assessment procedures that align with content and instruction, constructs and administers assessments and completes the procedural cycle of collecting, analyzing, and responding appropriately to the data.
VIII. **Reflection and Professional Development**: reflects in various ways on personal effective teaching behaviors, professional strengths, and necessary changes targeted for growth in the profession; engages in professional development that focuses on improving teacher effectiveness based on reflection and feedback throughout the program and supported by various professional development resources; continually understands the importance to elicit a positive response from others, knows how to balance professional demands with personal needs, and recognizes opportunities for leadership and service within the school environments that support healthy personal and professional dispositions.

IX. **Collaboration, Ethics, and Relationships**: engages in collaboration with students, families, colleagues, and communities through shared vision, interdependent inquiry, and problem solving; uses ethical behavior in legal and confidential matters while still promoting professional advocacy; develops professional relationships through respectful, responsive, and productive means.

X. **Technology**: integrates technology as a tool in the classroom by using appropriate hardware, software, and informational aspects to create a more dynamic classroom setting; uses technology as part of effective teaching practices for instruction, presentation, assessment, evaluation, management, and extension of student learning; utilizes technology for evaluation of information and instructional materials for the classroom, as an extension of the professional community, and as a means to access research of teaching practices that impact student learning.

**Overall Content Knowledge**: acquiring appropriate content knowledge to become effective-reflective teachers within a specialty or generalist field is a foundational expectation of the Wartburg Teacher Education Program. Through the components of the Wartburg Plan of Essential Education and the Professional Education Core the preservice teacher should be adequately prepared to teach any content or subject matter specialization that the teacher candidate will hold upon licensure approval.

E. **UNSATISFACTORY PERFORMANCE**

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

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

1. Be sure the teacher candidate understands the performance expectations of the student teaching experience.
2. Keep accurate records of specific times of difficulties and discuss with teacher candidate.
3. Identify the problems and discuss them with the teacher candidate and college supervisor in a three-way conference. Keep the college supervisor involved in the ongoing documentation and monitoring of the teacher candidate’s performance.
4. Identify areas for growth and create an action plan to rectify the problem.
5. Adapt the induction model (suggested on pp. 13-17) if necessary to accommodate the situation. Reduce the teaching load if necessary so the candidate can focus on problem area(s).

6. Arrange a micro-teaching lesson to be observed and then have the teacher candidate teach the same lesson to another small group.

7. Increase observation of teacher candidate and provide continuous written and verbal feedback that makes specific recommendations for change.

8. Provide multiple opportunities for the teacher candidate to reflect on instruction and assess own performance. Assist the candidate in video- or audio-taping many lessons.

9. Identify candidate’s strengths and have the student teach in areas of strength to enhance the possibility of success.

10. Arrange for the principal to observe the teacher candidate and provide feedback in addition to the cooperating teacher’s feedback.

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

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

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

G. ADDITIONAL REQUIREMENTS FOR STUDENT TEACHERS

Student teachers will

1. attend all seminars,

2. maintain a reflective journal on a daily basis (see Appendix Q),

3. write context paper of your school setting at each site (see Appendix R),

4. informally observe your cooperating teacher at each site (see Appendix F),

5. *elementary only* – send letter of introduction home to families; complete first week at each site (see Appendix S),

6. design long and short term lesson schedule,

7. write daily lesson plans; a full lesson plan needs to be available for formal observations (see Appendix J),

8. create a professional teaching standards portfolio (see Appendix O),

9. videotape lessons at each site, one peer-reviewed, one analyzed in writing (see Appendix T),

10. document and evaluate the impact on P-12 student learning by utilizing instruments to collect, analyze, and evaluate classroom performance data as part of a unit; administer a pretest (of some form) and a post test at the conclusion of the unit,

11. write a final reflection of the student teaching experience.
References


Appendix A

WARTBURG TEACHER EDUCATION MODEL

EFFECTIVE-REFLECTIVE TEACHER

Student Teaching and Capstone

Wartburg Plan of Essential Education

Professional Education Core

Specialty Area Content/Subject Matter Specialization

I. Communication
   A. Verbal
   B. Nonverbal
   C. Written

II. Student Learning
    A. Theories
    B. Concepts
    C. Principles

III. Diverse Learners
     A. Learner Diversity
     B. Differentiation of Instruction
     C. Classroom Context

IV. Instructional Planning
    A. Content and Context
    B. Lesson Design
    C. Curriculum Goals

V. Instructional Strategies
   A. Teaching
   B. Strategies
   C. Academic Skills

VI. Learning Environment
    A. Management
    B. Motivation
    C. Discipline

VII. Assessment
    A. Purposes
    B. Evaluations
    C. Procedures

VIII. Reflection and Professional Development
     A. Reflection
     B. Professional Development
     C. Dispositions

IX. Collaboration, Ethics, and Relationships
    A. Collaboration
    B. Ethical Behavior
    C. Professional Relationships

X. Technology
   A. Tools
   B. Teaching Practice
   C. Professional Practice

Knowledge Base Supporting Teacher Competencies
Appendix A

WARTBURG COLLEGE TEACHER EDUCATION PROGRAM KNOWLEDGE BASE

I. COMMUNICATION … Candidate uses appropriate verbal, nonverbal, and written communication

A. Verbal
  1. Volume
  2. Pace
  3. Vocal expression/expressive participation

B. Nonverbal
  1. Eye contact
  2. Facial expressions
  3. Body language/presence

C. Written
  1. Content
  2. Mechanics
  3. Format

II. STUDENT LEARNING … Candidate uses theories, concepts, and principles related to student learning

A. Theories
  1. Behavioral
  2. Cognitive, constructivist
  3. Personal, social, emotional

B. Concepts
  1. Schema
  2. Comprehension
  3. Metacognition

C. Principles
  1. Belief that all children can learn
  2. Readiness
  3. Engagement

III. DIVERSE LEARNERS … Candidate uses differentiation of instruction and classroom context with regard for learner diversity

A. Learner Diversity
  1. Culture, ethnicity, gender, language
  2. Learning styles
  3. Exceptionalities

B. Differentiation of Instruction
  1. Content
  2. Process
  3. Product

C. Classroom Context
  1. Respectful of the individual
  2. Equitable
  3. Safe, supportive

IV. INSTRUCTIONAL PLANNING … Candidate uses content and context, lesson design, and curriculum goals for instructional planning

A. Content and Context
  1. Content knowledge and pedagogy
  2. Instructional materials
  3. Learner prerequisites

B. Lesson Design
  1. Set
  2. Instruction/Input
  3. Practice

C. Curriculum Goals
  1. Standards, benchmarks
  2. Developmental, sequenced curriculum

3. Wartburg College Teacher Education Knowledge Base

V. INSTRUCTIONAL STRATEGIES … Candidate uses varied teaching techniques and strategies for the development of academic skills

A. Teaching
  1. Planning
  2. Delivery
  3. Promise for the profession

B. Strategies
  1. Reading
  2. Writing
  3. Discussion

C. Academic Skills
  1. Knowledge level
  2. Higher order thinking
  3. Diverse perspectives

VI. LEARNING ENVIRONMENT … Candidate uses management, motivation, and discipline techniques in the learning environment

A. Management
  1. Time, materials, space
  2. Learning activities

B. Motivation
  1. Intrinsic
  2. Extrinsic

C. Discipline
  1. Preventive
  2. Supportive
  3. Corrective

VII. ASSESSMENT … Candidate uses a variety of purposes, evaluations, and procedures for assessment

A. Purposes
  1. Stakeholder feedback
  2. Information analysis
  3. Student feedback

B. Evaluations
  1. Instruments
  2. Student status
  3. Program, curriculum

C. Procedures
  1. Selection, alignment
  2. Construction, administration
  3. Collection, response to data

VIII. REFLECTION AND PROFESSIONAL DEVELOPMENT … Candidate engages in reflection and professional development as a foundation for positive dispositions

A. Reflection
  1. Effective teaching behaviors
  2. Professional strengths
  3. Targeted changes

B. Professional Development
  1. Reflects on teaching strengths and weaknesses
  2. Improves based on reflection and program feedback

C. Dispositions
  1. Elicits a positive response from others
  2. Balances professional demands with personal needs
  3. Demonstrates leadership and service

IX. COLLABORATION, ETHICS, AND RELATIONSHIPS … Candidate engages in collaboration, ethical behavior, and professional relationships with students, families, colleagues, and communities

A. Collaboration
  1. Shared vision
  2. Interdependent inquiry
  3. Shared problem solving

B. Ethical Behavior
  1. Legal
  2. Confidential
  3. Professional advocacy

C. Professional Relationships
  1. Respectful
  2. Responsive
  3. Productive

X. TECHNOLOGY … Candidate uses the tools of technology for teaching and professional practice

A. Tools
  1. Hardware
  2. Software
  3. Information technology

B. Teaching Practice
  1. Instruction, presentation
  2. Assessment, evaluation, management
  3. Extension of student learning

C. Professional Practice
  1. Evaluation of information and instructional materials
  2. Extension of the professional community
  3. Access to research

8-1-09
## Appendix B

### Core Curriculum Mapping 1/2014

<table>
<thead>
<tr>
<th>Course</th>
<th>Overview</th>
<th>21st Century Skills</th>
<th>Effective Learning</th>
<th>Thinking Model</th>
<th>Formative Assessment</th>
<th>Rigor and Relevance</th>
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Appendix C

Reflective Practices for Positive Dispositions

Dispositions of Effective-Reflective Teachers

Values
- Elicits a positive response
- Believes that all children can learn
- Values multiple aspects of diversity
Appendix D
Student Teaching Contract 2015-2016

- Once you receive your student teaching placements, determine the address and phone number of your school(s). Go to http://www.wartburg.edu/cce/school.aspx for school information.
  - Contact your cooperating teacher(s) before the end of May term to set up an appointment to meet and deliver the cooperating teacher folder.

- Complete the Student Teacher Information form at http://www.emailmeform.com/builder/form/yf611rkLT6vw6b8 before the end of May term.
  - Fall term students teachers: confirm the fall workshop date at your first placement. Include this date when you complete the Student Teacher Information form.
  - Winter term student teachers: determine if your placement schedules a spring break. Include these dates, or if no break indicate accordingly, when you complete the Student Teacher Information form.

- The Student Teaching Handbook is a valuable resource for your placement. Please familiarize yourself with the information provided in the handbook so you are prepared for your placement.
  - The Student Teaching Handbook may be found at http://www.wartburg.edu/education/forms/sthandbook.pdf

- Qualifying Praxis II scores in Content and Pedagogy must be received by June 30 for Fall Term student teachers or by November 30 for Winter Term student teachers.

- Conduct yourself in a professional manner:
  - Attire, actions, and language
  - Relationships with students
  - Honesty with supervising and cooperating teachers

- Attend all seminars and submit assignments on time.

- Attend all contractual activities of your teacher(s) before, during, and after school, including meetings, inservice programs, and parent-teacher conferences even if you are told this isn’t necessary by your cooperating teacher. You must follow the full contract day of the school district.

- When the college supervisor visits be sure to have these items ready:
  - A journal for the college supervisor to read when he/she visits. This should include daily entries with reflective thoughts about lessons (what worked, what should be changed), experiences, new understandings.
  - A complete lesson plan for the supervisor. Follow the lesson plan model suggested in your Wartburg Student Teaching Handbook. Copies of worksheets, textbooks, and other materials should also be provided for the supervisor.

- If you are sick during your placement follow the expected procedures:
  - Call cooperating teacher IMMEDIATELY; be sure to obtain your cooperating teacher’s home telephone number for any such matters. Find out what procedures you should follow.
  - Deliver your plans to the teacher; make sure you have a friend who can do this for you if you are too ill and the plans are not already at school.
  - Call your Wartburg supervisor. Be sure to call your supervisor early and at home if he/she is planning to visit you that day.

- Because of the importance of student teaching, outside work and extracurricular activities should be limited. Please indicate employment or extracurricular activities you anticipate participation in:
  - Employment/Extracurricular ___________________________
  - Schedule ______________________________________________________________________

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

________________________________________  __________________________________  __________
Student Teacher (Please Print)                      Student Teacher Signature

Date
Appendix E

GENERAL ACTIVITIES CHECKLIST FOR STUDENT TEACHERS

A. GENERAL ORIENTATION EXPERIENCES

Meet Building Personnel
- principal
- secretary
- unit teachers
- other teachers
- special teachers
- custodian
- other personnel (media, etc.)

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 drill
- injuries/illness
- absence
- rules
- faculty meetings
- parking
- school calendar
- use of media center
- use of copy machines, etc.

Unit or Room Policy
- classroom rules
- curriculum
- teacher manuals
- basic routine
- management techniques
- students with special needs
- record keeping
- grouping
- available resources
- multicultural issues

C. OBSERVATION OF THE COOPERATING TEACHER’S PROCEDURES

Lecture
- Use of textbook
- Discussion
- Time management
- Whole class work
- Small group work
- Cooperative learning
- Groups work simultaneously
- Individualization
- Students with disabilities
- Gifted children
- Response to disruptions
- ESL children
- Response to individual students
- Communication
- Pacing
- Lesson plans

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

**STUDENT TEACHER’S OBSERVATION FORM OF COOPERATING TEACHER’S LESSON**

<table>
<thead>
<tr>
<th>Area 1: How did the teacher:</th>
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<tbody>
<tr>
<td>1. Start the lesson?</td>
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<td>2. Tie it to previous learning?</td>
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<td>3. Arouse students’ interest?</td>
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<thead>
<tr>
<th>Area 2: How did the teacher make the purpose and relevance of the lesson apparent?</th>
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<tr>
<td>1. By making direct statements</td>
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<td>2. By eliciting reactions from students</td>
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<td>3. Other (Specify)</td>
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<thead>
<tr>
<th>Area 3: What procedures were incorporated into the body of the lesson?</th>
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<tbody>
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<td>1. Lecture</td>
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<td>2. Discussion</td>
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<td>3. Audiovisual presentation</td>
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<td>4. Demonstration</td>
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<td>5. Student activities</td>
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<tr>
<th>Area 4: What materials were used in the course of the lesson?</th>
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<th>Area 5: What was the teacher’s style of teaching?</th>
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<td>1. Direct</td>
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<td>2. Indirect</td>
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### Area 6: Did the teacher show a broad knowledge of the subject areas?

- Did the teacher stick to the textbook or bring in information from other sources as well?
- Did the teacher relate the subject matter to other content the students had studied, to current events, or to students’ personal interest?
- If so, how was this accomplished?

### Area 7: What provisions were made for individual differences?

1. Small-group work
2. Individualized assignments
3. Differentiated reading materials
4. Other (specify)

### Area 8: What disciplinary techniques did the teacher use?

1. Flipping the light switch
2. Penalty points
3. Deprivation of privileges
4. Reward system
5. Time-out
6. Other (specify)

### Area 9: How did the teacher’s personal qualities help advance the lesson?

1. Dressed appropriately so the apparel did not distract from subject matter
2. Displayed no distracting mannerisms
3. Used correct grammar
4. Used appropriate voice volume and pitch

### Area 10: How did the teacher end the lesson?

1. Summarized the day’s learning
2. Assigned homework (if so, specify the kind of assignment)
3. Other (specify)

### Area 11: What evaluation techniques did the teacher use in the course of the lesson?

1. Oral questions
2. Written questions
3. Observation of students’ verbal responses
4. Observation of students’ application skills
5. Other (specify)
Appendix G

Teacher Education Program Confidentiality Statement

Throughout the Teacher Education Program at Wartburg College, I, ________________________________,
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

3-7-13
Appendix H

CODE OF ETHICS OF THE EDUCATION PROFESSION

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

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

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

PRINCIPLE I
COMMITMENT TO THE STUDENT

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

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

PRINCIPLE II
COMMITMENT TO THE PROFESSION

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

In fulfillment of the obligation to the profession, the educator

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

Adopted by the NEA 1975 Representative Assembly
# Appendix I

## STUDENT TEACHING REQUIREMENTS

### FIRST PLACEMENT

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Appendix/Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mock Eval. of IA Teaching Standards (1 placement only)</td>
<td>Appendix P</td>
</tr>
<tr>
<td>Letter to Family</td>
<td>Appendix S</td>
</tr>
<tr>
<td>School Context Paper</td>
<td>Appendix R</td>
</tr>
<tr>
<td>Observation of Teacher</td>
<td>Appendix F</td>
</tr>
<tr>
<td>Begin Teaching Portfolio</td>
<td>Appendix O</td>
</tr>
<tr>
<td>Videotape: Peer Review</td>
<td>Appendix T</td>
</tr>
<tr>
<td>Impact on Student Learning (at 1 placement only)</td>
<td>Appendix U</td>
</tr>
<tr>
<td>Midterm Dispositions</td>
<td>Online Document</td>
</tr>
<tr>
<td>Final Dispositions</td>
<td>Online Document</td>
</tr>
<tr>
<td>IDESTE</td>
<td>Appendix L</td>
</tr>
<tr>
<td>Final Reflection on Student Teaching Experience</td>
<td>#11 p. 23</td>
</tr>
<tr>
<td>SPA Evaluation</td>
<td>Online Document</td>
</tr>
<tr>
<td>Daily Reflective Journal</td>
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<tr>
<td>Daily Lesson Plans</td>
<td>Appendix J</td>
</tr>
</tbody>
</table>

### SECOND PLACEMENT

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Appendix/Note</th>
</tr>
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<tbody>
<tr>
<td>Mock Eval. of IA Teaching Standards (1 placement only)</td>
<td>Appendix P</td>
</tr>
<tr>
<td>Letter to Family</td>
<td>Appendix S</td>
</tr>
<tr>
<td>School Context Paper</td>
<td>Appendix R</td>
</tr>
<tr>
<td>Observation of Teacher</td>
<td>Appendix F</td>
</tr>
<tr>
<td>Finalize and Present Teaching Portfolio</td>
<td>Appendix O</td>
</tr>
<tr>
<td>Videotape: Written evaluation</td>
<td>Appendix T</td>
</tr>
<tr>
<td>Impact on Student Learning (at 1 placement only)</td>
<td>Appendix U</td>
</tr>
<tr>
<td>Midterm Dispositions</td>
<td>Online Document</td>
</tr>
<tr>
<td>Final Dispositions</td>
<td>Online Document</td>
</tr>
<tr>
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</tr>
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</tr>
<tr>
<td>SPA Evaluation</td>
<td>Online Document</td>
</tr>
<tr>
<td>Daily Reflective Journal</td>
<td></td>
</tr>
<tr>
<td>Daily Lesson Plans</td>
<td>Appendix J</td>
</tr>
</tbody>
</table>
Appendix J

LESSON PLAN MODEL

**TOPIC:**

**TIME:**
(approximate lesson length)

**OBJECTIVES:**
(some behavioral, some general)

**SCHOOL DISTRICT BENCHMARK/STANDARD:**

**MATERIALS:**

**Introduction to Lesson**
1. **Anticipatory Set:**
   (focus pupils, establish transfer)
2. **Purpose:**
   (state purpose and/or objectives)

**Major Instructional Sequence**
3. **Instruction:**
   (provide information, explain concepts, state definitions, etc.)
4. **Modeling:**
   (provide examples)
5. **Checking for Understanding:**
   (pose key questions; ask pupils to generate examples and explain concepts, definitions, and attributes in own words)

**Concluding Sequence**
6. **Guided Practice:**
   (initiate practice activities which are under direct teacher supervision, elicit overt responses that demonstrate behavior, circulate and provide close monitoring, provide feedback of results)
7. **Independent Practice**
   (have pupils continue to practice on their own and provide them with knowledge of results)

**Evaluation/Closure**
   (final assessment to determine if pupils have met objectives)

**Reflect**
   (what went well? any changes?)

*Differentiation for diverse learners should be listed throughout lesson. Indicate with asterisk.*
Appendix K

TIPS FOR WRITING A LETTER OF RECOMMENDATION

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

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

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

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

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

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

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

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

Don’t reference characteristics that can be the basis of discrimination, such as race, color, nationality, gender, religion, age, appearance, and handicapping condition, marital or parental status, or political point of view!

Beware of the power of words! Some words seem harmless in every day conversation but carry positive or negative connotations to a prospective employer.

Avoid bland words such as: nice, good, fairly, reasonable, decent, satisfactory.

Powerful words which are appropriate to use include: articulate, effective, sophisticated, intelligent, observant, significant, expressive, creative, efficient, cooperative, imaginative, assertive, dependable, mature, innovative.

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

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

Source: National Association of Colleges and Employers
To the Reference:
Thank you for agreeing to serve as a reference for this candidate from Wartburg College. If you have any reservations about providing a *positive* recommendation, please notify the candidate immediately.

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

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

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

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

(IDESTE Sample p. 1 only)

Found online at http://www.wartburg.edu/education/coop.aspx

### Iowa Department of Education Student Teacher Evaluation

<table>
<thead>
<tr>
<th>College or University:</th>
<th>Student Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level:</td>
<td>Endorsement Area(s):</td>
</tr>
<tr>
<td>Placement Length:</td>
<td>Beginning Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standards</th>
<th>Rate the candidate on each of the 10 standards by marking the appropriate box on the 1-5 scale.</th>
<th>Not met/Unacceptable</th>
<th>Met/Acceptable</th>
<th>Met with Strength/Exemplary</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content Knowledge</td>
<td>Elementary/Early Childhood K-6 Special Education</td>
<td></td>
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<tr>
<td></td>
<td>INTASC Principle 1: Knowledge of Subject Matter</td>
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</tr>
<tr>
<td></td>
<td>a. Understands subject matter</td>
<td></td>
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<td></td>
<td>b. Creates learning experiences that make subject matter meaningful to students.</td>
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<tr>
<td></td>
<td>Iowa Teaching Standard #1</td>
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<tr>
<td></td>
<td>a. Demonstrates competence in content knowledge appropriate to the teaching position.</td>
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<td></td>
<td>Possible Sources of Evidence</td>
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<tr>
<td></td>
<td>Lesson plans</td>
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</tr>
<tr>
<td></td>
<td>Class observations</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Class observations of student work</td>
<td></td>
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<td></td>
<td>Teacher materials (handouts, tests, etc.)</td>
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<td></td>
<td>Conferences with candidate and/or internal observers</td>
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</tr>
</tbody>
</table>

#### Indicators for Consideration

**Reading/Literacy/Language Arts**

- The candidate knows, understands, and uses concepts from reading, language, and 1:1 block development to teach reading, writing, speaking, viewing, listening, thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.

**Math**

- The candidate knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics in the areas of operation and number sense, geometry, measurement, data analysis, and probability and algebra. Candidate understands conceptual understanding and uses of patterns, quantities, spatial relationships, and problem-solving.

**Science**

- The candidate knows, understands, and uses fundamental knowledge in the areas of physical, life, and earth sciences, as determined by the learning standards. Candidate engages students in the science inquiry process, which develops abilities to understand science and technology, and helps students understand the natural world.

**Social Studies**

- The candidate knows, understands, and uses the major concepts, processes, and applications of the social studies. The candidate integrates age-appropriate studies of history, geography, the social sciences, and related areas to promote the development of students' abilities to make informed decisions as future citizens of a culturally diverse, democratic society and interdependent world.

#### Notes

- **Reading/Literacy/Language Arts**
  - 

- **Math**
  - 

- **Science**
  - 

- **Social Studies**
  - 

### Comments
Appendix M

STUDENT TEACHING REPORT

The Wartburg College supervisor will complete this report for each visit made to a student teacher in the classroom. One copy will be given to the student, and one copy will be retained by the supervisor to be filed in the student's file in the Education Office.

Student Teacher ________________________________ Date ________________________________

School/District ____________________________________________ Visit #1 2 3 4 5 6 7

Cooperating Teacher ________________________________ Class Observed ______________________

<table>
<thead>
<tr>
<th>Observation</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>General Comments</th>
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<tr>
<td></td>
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</tbody>
</table>

Supervisor's Signature __________________________________________ Student Teacher's Initials ______
# Appendix N

## STUDENT TEACHING KNOWLEDGE BASE PERFORMANCE RECORD

Name ____________________________________ Student ID #__________ School ____________________________

Coop Teacher __________________________________ Faculty Supervisor ________________________ Term ____________

<table>
<thead>
<tr>
<th>Visit 1</th>
<th>Visit 2</th>
<th>Visit 3</th>
<th>Visit 4</th>
<th>Visit 5</th>
<th>Visit 6</th>
<th>Visit 7</th>
<th>Composite</th>
<th>Comments</th>
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</tbody>
</table>

0. **CONTENT**

I. **COMMUNICATION**

II. **STUDENT LEARNING**

III. **DIVERSE LEARNERS**

IV. **INSTRUCTIONAL PLANNING**

V. **INSTRUCTIONAL STRATEGIES**

VI. **LEARNING ENVIRONMENT**

VII. **ASSESSMENT**

VIII. **REFLECTION AND PROFESSIONAL DEVELOPMENT**

IX. **COLLABORATION, ETHICS, AND RELATIONSHIPS**

X. **TECHNOLOGY**

---

5 = Exemplary  4 = Proficient  3 = Adequate  2 = Unsatisfactory  1 = Recommend Intervention

White Copy-Student
Yellow Copy-Student File

2-24-10
Appendix O

IOWA TEACHING STANDARDS & CRITERIA

<table>
<thead>
<tr>
<th>1</th>
<th>STANDARD: Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals.</th>
<th>5</th>
<th>STANDARD: Uses a variety of methods to monitor student learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model Criteria-The Teacher:</td>
<td>Model Criteria-The Teacher:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Provides evidence of student learning to students, families, and staff.</td>
<td>a. Aligns classroom assessment with instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Implements strategies supporting student, building, and district goals.</td>
<td>b. Communicates assessment criteria and standards to all students and parents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Uses student performance data as a guide for decision making.</td>
<td>c. Understands and uses the results of multiple assessments to guide planning and instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.</td>
<td>d. Guides students in goal setting and assessing their own learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Creates an environment of mutual respect, rapport, and fairness.</td>
<td>e. Provides substantive, timely and constructive feedback to students and parents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Participates in and contributes to a school culture that focuses on improved student learning.</td>
<td>f. Works with other staff and building and district leadership in analysis of student progress.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Communicates with students, families, colleagues, and communities effectively and accurately.</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>STANDARD: Demonstrates competence in content knowledge appropriate to the teaching position.</th>
<th>6</th>
<th>STANDARD: Demonstrates competence in classroom management.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model Criteria – The Teacher:</td>
<td>Model Criteria-The Teacher:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.</td>
<td>a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.</td>
<td>b. Establishes, communicates, models, and maintains standards of responsible student behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Relates ideas and information within and across content areas.</td>
<td>c. Develops and implements classroom procedures and routines that support high expectations for student learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Understands and uses instructional strategies that are appropriate to the content area.</td>
<td>d. Uses instructional time effectively to maximize student achievement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Communicates with students, families, colleagues, and communities effectively and accurately.</td>
<td>e. Creates a safe and purposeful learning environment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>STANDARD: Demonstrates competence in planning and preparing for instruction.</th>
<th>7</th>
<th>STANDARD: Engages in professional growth.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model Criteria-The Teacher:</td>
<td>Model Criteria-The Teacher:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Uses student achievement data, local standards, and the district curriculum in planning for instruction.</td>
<td>a. Demonstrates habits and skills of continuous inquiry and learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Sets and communicates high expectations for social, behavioral, and academic success of all students.</td>
<td>b. Works collaboratively to improve professional practice and student learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Uses student’s developmental needs, backgrounds, and interests in planning for instruction.</td>
<td>c. Applies research, knowledge, and skills from professional development opportunities to improve practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Selects strategies to engage all students in learning.</td>
<td>d. Establishes and implements professional development plans based upon the teacher’s needs aligned to the Iowa teaching standards and district/building student achievement goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Uses available resources including technologies, in the development and sequencing of instruction.</td>
<td>g. Communicates with students, families, colleagues, and communities to enhance student learning.</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>STANDARD: Uses strategies to deliver instruction that meets the multiple learning needs of students.</th>
<th>8</th>
<th>STANDARD: Fulfills professional responsibilities established by the school district.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model Criteria-The Teacher:</td>
<td>Model Criteria-The Teacher:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Aligns classroom instruction with local standards and district curriculum.</td>
<td>a. Adheres to board policies, district procedures, and contractual obligations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Uses research-based instructional strategies that address the full range of cognitive levels.</td>
<td>b. Demonstrates professional and ethical conduct as defined by state law and district policy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.</td>
<td>c. Contributes to efforts to achieve district and building goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.</td>
<td>d. Demonstrates an understanding of and respect for all learners and staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Connects students’ prior knowledge, life experiences, and interests in the instructional process.</td>
<td>e. Collaborates with students, families, colleagues, and communities to enhance student learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Uses available resources, including technologies, in the delivery of instruction.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>STANDARD: Uses a variety of methods to monitor student learning.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Model Criteria-The Teacher:</td>
<td>Model Criteria-The Teacher:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Communicates assessment criteria and standards to all students and parents.</td>
<td>b. Works collaboratively to improve professional practice and student learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Understands and uses the results of multiple assessments to guide planning and instruction.</td>
<td>c. Applies research, knowledge, and skills from professional development opportunities to improve practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Guides students in goal setting and assessing their own learning.</td>
<td>d. Establishes and implements professional development plans based upon the teacher’s needs aligned to the Iowa teaching standards and district/building student achievement goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Provides substantive, timely and constructive feedback to students and parents.</td>
<td>e. Creates a safe and purposeful learning environment.</td>
<td></td>
<td></td>
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<tr>
<td>f. Works with other staff and building and district leadership in analysis of student progress.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th>STANDARD: Demonstrates competence in classroom management.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Model Criteria-The Teacher:</td>
<td>Model Criteria-The Teacher:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.</td>
<td>a. Demonstrates habits and skills of continuous inquiry and learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Develops and implements classroom procedures and routines that support high expectations for student learning.</td>
<td>c. Applies research, knowledge, and skills from professional development opportunities to improve practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Uses instructional time effectively to maximize student achievement.</td>
<td>d. Establishes and implements professional development plans based upon the teacher’s needs aligned to the Iowa teaching standards and district/building student achievement goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Creates a safe and purposeful learning environment.</td>
<td>e. Collaborates with students, families, colleagues, and communities to enhance student learning.</td>
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</tbody>
</table>
Appendix P

Department of Education

Mock Evaluation of Student Teachers on the Iowa Teaching Standards

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

I VERIFY that I have conducted the Mock Evaluation of

____________________________________________________(Student Teacher)

on _____________________________(Date)

Cooperating Teacher or Designee: ______________________________

School:____________________________________________________

Please return to the Wartburg College Education Department.

Students may not be licensed without this verification.
Appendix Q

QUESTIONS THAT REFLECTIVE TEACHERS ASK THEMSELVES

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

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

CONTEXT OF SCHOOL ENVIRONMENT PAPER

Use the following criteria to prepare this paper the first week you are in each placement:

1. Description of School District
   a. Town/location
   b. Number of students
   c. Race of students
   d. Exceptionalities
   e. SES
   f. Gender
   g. English Language Learners

2. Tests and assessments utilized by the school district at what grade level

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

4. District policy for discipline as stated in the student handbook

5. Is there anything unique about this placement that will impact the learning of the students in your classroom?

6. If you are in a parochial school, describe the parochial system within the context of the town/district.
Appendix S

SAMPLE CORRESPONDENCE

Date

Dear Family,

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

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

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

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

Sincerely,

John Smith
# Appendix T

## Student Teacher Reflective Analysis of Videotaped Lesson

<table>
<thead>
<tr>
<th>Student Teacher:</th>
<th>Recording Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Topic:</td>
<td></td>
</tr>
</tbody>
</table>

### Self-Analysis of My Teaching

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

Other Comments: