BUENA VISTA UNIVERSITY

EDCO 290/291
Professional Seminar II & Field Experience: Human Relations
HANDBOOK

We prepare teacher leaders for a changing world.

August 2017
# EDCO 290/291 Professional Seminar II and Field Experience: Human Relations

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Introduction

EDCO 290 gives Buena Vista University teacher candidates the opportunity to demonstrate practical applications of educational theory in the elementary or secondary classroom. Candidates enrolling in EDCO 290 will complete a minimum of 80 participation hours.

EDCO 291 is designed for teacher candidates who have completed a minimum of 60 hours in an appropriate classroom in an aiding capacity and can provide documentation of those hours. Candidates enrolling in EDCO 291 will complete a minimum of 40 participation hours.

The focus of the seminar is on understanding and applying knowledge of learners and the teaching and learning process along with implementation of a variety of instructional strategies, individual and group motivational factors, as well as the characteristics of effective instruction. In addition, diversity within the classroom is explored by examining the culture and climate of the school and building. This clarifies for teacher candidates the importance of understanding the classroom culture in order to be an effective educator. Teacher behaviors and classroom management specific to the diversity in the classroom setting are also examined. EDCO 290/EDCO 291 in conjunction with EDUC 280 and EDCO 300 fulfills the Iowa Department of Education human relations coursework requirements.

Teacher candidates have the opportunity to continue to develop skills as a reflective practitioner. The Teacher Education Program of Buena Vista University has adopted “The Reflective Practitioner” model as its guiding framework. Reflective practitioners are teaching professionals who continually make observations regarding the effectiveness of their instruction and the results of their educational decisions to improve the learning of their students. They utilize various instructional theories and approaches, adapting them to their particular students. The experience gained in EDCO 290/291 permits the teacher candidate to watch competent professionals in action in everyday settings putting theory into practice as well as being involved in the reflective process with the cooperating teacher.

EDCO 290/291 is the second in a series of field experiences designed to help the teacher candidate develop into a distinguished teacher. After completion of EDCO 255/256, which is an observational experience, EDCO 290/291 provides a structured setting for more “hands-on” experiences. Students are required to observe the cooperating teacher during instruction, converse with the teacher about his/her practices, collaborate on lesson planning, and teach a series of lessons which contain assessment based on those conversations and collaboration.

Additional experiences (EDUC 393: Elementary Math Methods & Field Experience, EDUC 443: Literacy Field Experience, Secondary Methods and Field Experience, TEAC Professional Seminar III: Student Teaching) will provide further opportunities for students to put theory into practice. Student teaching is the capstone experience of the teacher education program. Candidates begin to implement the theories and skills they have learned under the tutelage of a seasoned professional.
Course Goals

At the completion of the activities and structured observational experiences of EDCO 290/291, the student will:

**Know:**
- How the teaching and learning environments are impacted by diversity
- Various groups of a pluralistic society and their differing needs
- How diversity affects effective communication
- The attributes and implications of Student-Centered Classrooms, Teaching for Understanding, Assessment for Learning, Rigorous and Relevant, and Teaching for Learner Differences as they apply to learning content

**Be able to:**
- Apply Student-Centered Classrooms, Teaching for Understanding, Assessment for Learning, Rigorous and Relevant, and Teaching for Learner Differences to facilitate student learning
- Manage the learning environment to actively and equitably engage learners and effectively deliver content
- Reflect on lesson delivery and make decisions based on the data collected during the assessment cycle
- Vary his/her role in the instructional process based on the content, purpose, of instruction, and needs of learners

**Understand that:**
- Safe and supportive environments facilitate student achievement
- Flexible learning environments that include exploration, discovery, and expression across content areas to enhance student learning
- Teachers must regularly and systematically engage in critical reflection upon their own practice in order to ensure student growth
- Ethical analysis of varied and multiple assessment data and other student data is needed to provide instructional opportunities for diverse learners
- Teaching is enhanced by collaboration

**InTASC Principles and Course Alignment**

Buena Vista University’s Teacher Education Program is based on the Interstate New Teacher Assessment and Support Consortium (InTASC) Principles, and the practitioner candidate developing as a reflective practitioner. The development of the student teacher is based on these foundational areas. The series of principles developed by InTASC serve as a resource for dialogue and establishing expectations for beginning teachers. Within the content of EDCO 290/291 are indicators from InTASC Principles 1-10. The final written assignment is particular to InTASC Principles 2, 3 and 9.
The standards have been grouped into four general categories to help users organize their thinking about the standards.

**Learner Development**

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

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

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

**Content**

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

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

**Instructional Practice**

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

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

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

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

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

Requirements of the Course

- Students enrolled in EDCO 290 are required to complete a minimum of 80 hours in an arranged classroom and all of the seminar activities.
- Students enrolled in EDCO 291 are required to complete a minimum of 40 hours in an arranged classroom and all of the seminar activities.
- Students must complete a validation assignment during week one.
- Students must complete all four Modules in Canvas.
- Students must observe 1-2 lessons and complete the Observation Log.
- Students will analyze the teaching and learning they observe as well as converse with the cooperating teacher about it.
- Students will apply understanding of teaching and learning to teach or co-teach a series of lessons with assessment co-planned by the teacher candidate and the cooperating teacher.
- Students must complete and submit a signed Time Log.
- Students must submit the Cooperating Teacher Feedback Form.
- Students must submit the Cooperating Teacher Lesson Feedback Form.
- Students must complete Steps 1, 2, and 3 of the Observation and Discussion Log.
- Students should complete the Self-Assessment of Professional Dispositions.
- Students must complete the Student Evaluation of Field Experience online survey.
- Students must participate in a reflective discussion.

Grading

The grading procedure for EDCO 290/291 follows a Pass/Fail system.

- In order to earn a Pass, students must satisfactorily complete the following:
  1. Complete a validation assignment in Canvas within the first week of the term/semester.
2. Submit completed Observation / Discussion Log (Steps 1, 2, and 3), as well as, lesson plans.
3. Submit the Time Log of Observation Hours signed by both the student and cooperating teacher to verify that a minimum of 80 hours (EDCO 290) or 40 hours (EDCO 291) in the classroom was fulfilled. The form will be submitted by the BVU student within Canvas and to the BVU office.
4. Receive a favorable evaluation from the cooperating teacher(s) using the Cooperating Teacher Lesson Feedback form and Cooperating Teacher Feedback form. These forms will be submitted by the BVU student within Canvas and to the BVU office.
5. Successfully participate in the reflective discussion.
6. Complete Student Evaluation of Field Experience online survey.
7. Score “Satisfactory” or above on all domains of the Final Assignment Rubric.
   • If a student fails to meet any requirements of the Field Experience, the student will fail the course.

Placement

The Student Professional Experiences Coordinator, Student Professional Experiences Assistant, the Education Coordinator, or Field Experiences Director will make the placement choosing appropriate cooperating teachers in consultation with individual school principals or designated officials. Students are not to place themselves in any classroom setting.

Responsibilities of Professional Seminar II and Field Experience Facilitators

The Facilitator assumes the following responsibilities:
1. Monitor the progress of teacher candidate during the field experience
2. Provide feedback to teacher candidate on the Classroom Observation Checklists
3. Collect and evaluate all written materials relevant to the completion of this field experience:
   a. Signed Time Log
   b. Module Assignments
   c. Cooperating Teacher Lesson Feedback. This form will be submitted within Canvas. The cooperating teacher must be supportive of the student’s continuation in the program in order to pass the field experience.
   d. Cooperating Teacher Feedback. This form will be submitted within Canvas. The cooperating teacher must be supportive of the student’s continuation in the program in order to pass the field experience.
4. Conduct a reflective discussion (either face-to-face or electronically) during Module 4.
5. Answer procedural or clarification questions from the teacher candidates or cooperating teachers that may arise
6. Assign grades at the completion of this experience.
7. Inform the Student Professional Experiences Coordinator, Education Coordinator or Field Experience Director of any teacher candidate/cooperating teacher concerns that may arise.
8. If decided in collaboration with the Student Professional Experiences Coordinator or the Education Coordinator, address teacher candidate/cooperating teacher concerns in a prompt, professional manner.

Responsibilities of Cooperating Teachers

Cooperating teachers have been selected from a pool of individuals recommended by individual school principals or designated officials for their exemplary teaching practices and willingness to work with pre-service teachers. In agreeing to work with teacher candidates during 40-80 hour field experience, they have the following responsibilities:

1. Read through the EDCO 290/291 Handbook and be aware of the goals of this field experience
2. Provide the teacher candidate with the following:
   • observation time
   • discussion of lesson planning, instruction, and assessment
   • collaboration on series of lesson plans that teacher candidate will teach or co-teach
   • reflection on instruction
3. Assist Buena Vista University in helping students confirm their career decisions
4. Verify that the teacher candidate completed the 40-80 hour requirement by signing the Time Log Sheet. Please return this form to the BVU student. The BVU student will be responsible for submitting the form within Canvas and to the BVU office.
5. Provide general feedback on the teacher candidate to the university and teacher candidate by completing and returning the Cooperating Teacher Feedback Form. NOTE: This feedback is formative and needs to be frank so that the student becomes aware of the areas that need attention. Please return this form to the BVU student. The BVU student will be responsible for submitting the form within Canvas and to the BVU office.
6. Provide lesson feedback on the teacher candidate to the university and teacher candidate by completing and returning the Cooperating Teacher Lesson Feedback Form. Please return this form to the BVU student. The BVU student will be responsible for submitting the form within Canvas and to the BVU office.
7. Notify BVU Seminar Facilitator of any concerns regarding the teacher candidate’s performance during the field experience
8. Because this field experience is designed so that teacher candidates can gain practical knowledge of learning and motivation through observing teachers in classrooms and age-appropriate settings, as well as, actually teaching or co-teaching two to three lessons, clerical tasks such as correcting papers, running copies, or making bulletin boards are not to be included. BVU teacher candidate should interact with students to begin putting educational theory into practice.
Responsibilities of Students

Students enrolled in this course have the following responsibilities:

1. Teacher candidates will complete a validation assignment (Contact your cooperating teacher) in Canvas within the first week of the term/semester. This assignment will ask them to complete a short introduction including the following information: Name, Major, and Placement information (EDCO 290 students will list placement specifics for the 80 hour experience, while EDCO 291 students will list where previous experience was completed as well as placement specifics for the 40 hour experience).

2. Soon after (one week or sooner) obtaining classroom placements for this seminar, teacher candidates are to contact, in person, the classroom teacher with whom they will be working. At this time, the teacher candidates are to introduce themselves, provide the classroom teacher with copy of the EDCO 290/291 handbook, and work with the teacher in deciding the best time to complete his/her classroom observations. The Student Professional Experiences Coordinator, Education Coordinator or Field Experience Director will determine all classroom placements.

3. Complete Modules 1 - 3 prior to observing in the classroom. This will give you the content that you will be expected to apply during your time in the classroom.

4. Complete the minimum observation hours (80 hours for EDCO 290 and 40 hours for EDCO 291) in the arranged elementary or secondary classroom. Be prepared to teach/co-teach a series of lessons with your cooperating teacher.

5. Complete and submit the Observation/Discussion Log, as well as, lesson plans.

6. Submit the signed Time Log of hours within Canvas and to the BVU office at the completion of the field experience.

7. Submit the signed Cooperating Teacher Feedback Form within Canvas and to the BVU office at the completion of the field experience.

8. Submit the signed Cooperating Teacher Lesson Feedback within Canvas and to the BVU office at the completion of the field experience.

9. Complete the Self-Assessment of Professional Dispositions. Share any questions or concerns with the cooperating teacher, Seminar Facilitator or Education Coordinator. This self-assessment will assist as you complete the final assignment paper. This survey does not need to be submitted to BVU.

10. Participate in the reflective discussion with classmates in Module Four. This may be either electronic or face-to-face. The Seminar Facilitator will notify students of the format.

11. Complete Student Evaluation of Field Experience survey online within the Canvas course.
General Expectations of Field Experience Students in Educational Settings

1. Each time a teacher candidate attends a school, he/she is to look, dress, behave, and speak in a professional manner. All clothing should be neat, clean, and professional. Grammar used should be correct with a minimum of slang. The teacher candidate’s behavior should reflect responsibility and maturity.

2. The administration and teachers of schools in which the teacher candidate will be observing take this project and teacher candidates’ commitment seriously. Punctuality, cooperation, assistance, maturity, enthusiasm, responsibility, and initiative from all teacher candidates are expected as the norm.

3. Tardiness and absenteeism are not acceptable. If extenuating circumstances prevent a teacher candidate from attending the classroom, he/she is to phone the cooperating teacher and Seminar Facilitator or Education Coordinator/Field Experience Director as soon as possible and prior to the absence. Except in case of emergencies, a minimum of 24 hours notice must be given to the teacher when a teacher candidate is unable to be present in the classroom at the agreed upon time.

4. Failure to adhere to these general expectations could result in a referral of teacher candidate to the Teacher Education Committee for a hearing per the Good Conduct Policy.

Assignment Overview

During this field experience, students must complete the following assignments.

1. **Validation Assignment (Contact your cooperating teacher).** Teacher candidates are to contact their cooperating teachers as soon as the placement details have been shared. Complete a short introduction that includes your name, major, and placement information. During this contact, please fine-tune the days and times you will be visiting your classroom. You will be required to share proof of that contact with your course facilitator in the form of a CC of the email that you send to the cooperating teacher. **That email message must be submitted as your assignment in Canvas.**

2. **Observation/Discussion Log and Lesson Plans.** All teacher candidates are expected to participate in observation of the cooperating teacher and discuss with the cooperating teacher what they observe specifically as it relates to the prompts on the Observation and Discussion Log. The activities should be completed in the order in which they appear on the Observation/Discussion Log, eventually resulting in the teacher candidate co-planning and teaching or co-teaching a series of lessons with the assistance of the cooperating teacher.

3. **Time Log.** All teacher candidates are required to keep an accurate log of the dates and times visited during the experience. Upon completion of the observation experience, the cooperating teacher must sign and date the form. The BVU student will be responsible for submitting the completed form within Canvas and to the BVU office.
4. **Modules 1-4.** The seminar includes 4 Modules. Modules contain articles, documents, presentations and videos on the seminar topics. All students must complete the modules in order to gain the most out of the seminar experience and be able to complete the Observation/Discussion Log. The Modules are in Canvas.

5. **Cooperating Teacher Feedback.** All cooperating teachers will complete an evaluation form. This culminating evaluation of the BVU teacher candidate’s performance during the assigned field experience must be submitted before a final grade can be assigned. The BVU student will be responsible for submitting the completed form within Canvas and to the BVU office.

6. **Cooperating Teacher Lesson Feedback.** All cooperating teachers will complete a lesson feedback form. The lesson feedback must be submitted before a final grade can be assigned. The BVU student will be responsible for submitting the completed form within Canvas and to the BVU office.

7. **Reflective Discussion.** All teacher candidates are expected to actively participate in the reflective discussion in Module 4. The Seminar Facilitator will determine and inform teacher candidates if the discussion will be face-to-face or electronic, as well as, when the discussion will occur. The discussion will be based on the tasks submitted by each teacher candidate participating in the seminar.

8. **Self-Assessment of Professional Dispositions.** All teacher candidates are to complete the professional disposition survey. The survey will enable the teacher candidate to reflect on his/her progress and make improvements as needed. Please be sure to discuss any questions or concerns with your cooperating teacher, seminar facilitator or Student Professional Experiences Coordinator, Education Coordinator or Field Experience Director. This survey does not need to be submitted to BVU.

9. **Demonstration of Appreciation.** All BVU teacher candidates are encouraged to write thank you notes to each cooperating teacher at the end of the experience.

12. **Student Evaluation of Field Experience.** All teacher candidates will complete the Student Evaluation of Field Experience online within the Canvas course.

Failure to submit the required items will result in a failing grade for this EDCO 290/291 experience.

The cooperating teacher evaluation will be kept in the Student Professional Experiences Coordinator or Education Coordinator/Advisor’s office.
**EDCO 290/291 Professional Seminar II and Field Experience: Human Relations**

**Assignment Checklist**

This form is to help you keep track of the assignments for this course.

**Student Name** ________________________________

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Completed (indicated by check)</th>
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</thead>
<tbody>
<tr>
<td>Complete Validation Assignment (prior to end of Week 1)</td>
<td>_____</td>
</tr>
<tr>
<td>Complete Modules #1-3 (before classroom visits)</td>
<td>_____</td>
</tr>
<tr>
<td>Meet your Cooperating Teacher</td>
<td>_____</td>
</tr>
<tr>
<td>Complete 80 hours in the classroom (EDCO 290 students)</td>
<td>_____</td>
</tr>
<tr>
<td>Complete 40 hours in the classroom (EDCO 291 students)</td>
<td>_____</td>
</tr>
<tr>
<td>_____ Time Log <em>submitted within Canvas and to BVU Office</em></td>
<td></td>
</tr>
<tr>
<td>_____ Observation / Discussion Log to Canvas</td>
<td></td>
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<tr>
<td>_____ Lesson Design Format</td>
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<tr>
<td>_____ Reflective Discussion</td>
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<tr>
<td>Complete Self-Assessment of Professional Dispositions</td>
<td>_____</td>
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<tr>
<td><strong>Cooperating Teacher Feedback</strong></td>
<td>_____</td>
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<tr>
<td> Submitted within Canvas and to BVU Office</td>
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</tr>
<tr>
<td><strong>Cooperating Teacher Lesson Feedback</strong></td>
<td>_____</td>
</tr>
<tr>
<td> Submitted within Canvas and to BVU Office</td>
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<tr>
<td>Appreciation to Cooperating Teacher</td>
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<tr>
<td>Student Evaluation of the Field Experience (online survey in Canvas)</td>
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EDCO 290/291 Professional Seminar II and Field Experience: Human Relations

Time Log

| BVU Candidate: ___________________________ | Date: ___________________________
| Cooperatoring Teacher: ___________________ | School: ___________________________
| Grade/Subject: __________________________________________________________________________ |

Thank you for agreeing to help with our Teacher Candidate’s professional field experience.

Students taking this course are required to collaborate in discussion and planning as well as observe their cooperating teachers a minimum of contact hours, 80 hours for EDCO 290 and 40 hours for EDCO 291. One of the BVU Teacher Educational Department instructors or designated facilitators will be assigned to oversee the progress being made by the student during this period. Please note below any tardiness and/or absences of the student during this placement.

Signatures below verify that the above-mentioned Buena Vista University student has completed his/her contact hour requirements.

Student’s Signature: ____________________________________________________________

Classroom Teacher’s Signature: ___________________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Beginning Time</th>
<th>Ending Time</th>
<th>Hours</th>
<th>Running Total</th>
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<tr>
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Field Experience hours completed for this placement may not count towards another field experience.

This form is to be submitted by the BVU student within Canvas and to the BVU office.
EDCO 290/291 Professional Seminar II and Field Experience: Human Relations
Observation and Discussion Log

During this semester/term you will be spending a minimum of 40 - 80 hours in an elementary or secondary classroom. While observing and collaborating with the classroom teacher, you will see examples of many of the concepts you have learned during through the learning modules for EDCO 290/291. You will also have the opportunity to interview your cooperating teacher as well as take part in reflective discussions and lesson planning. The purpose of this time in the classroom is to allow you to make connections between factors (such as characteristics of effective instruction, human relations, ethics, and teacher dispositions) that can affect a positive learning environment as well as give you opportunities to develop reflective skills in within the classroom to improve your professional development.

Complete the following chart according to the instructions in each section. This is your complete assignment compilation for this field experience, be thorough in your responses.

| Step 1 | A) Discuss your coop teacher’s SPECIFIC human relations skills/professional dispositions/ethics as well as the impact on student learning (from Module 1). |
|        | B) Discuss your coop teacher’s collaboration and communication style as well as the impact on student learning (from Module 2). |
C) Look for evidence of all five components of CEI in your coop’s classroom and discuss its impact on student learning (from Module 3).
Step 2
Visit with your cooperating teacher to discuss instructional planning components/considerations listed to the right. Watch as they create a series of lessons. Ask questions to understand what they are doing and considering as they plan.

As your cooperating teacher is teaching the above planned lessons, observe the process.

Record your observations related to each of the planning considerations you discussed.

Reflect on the evidence of how the various components are carried out in the lesson.

A)

W—WHERE is the unit headed and WHY
H—HOOK students/HOLD their attention
E—EQUIP students with required knowledge, tools, experiences, etc.

Your observations:

R—Provide students opportunities to RETHINK big ideas, REFLECT on progress, REVISE their work
E—Include opportunities for students to EVALUATE progress/self-assess
T—TAILOR the instruction to meet the needs of ALL the students
O—Organize for deep understanding

Observations:

Reflections:
**Step 3**
Use what you have learned from Step 2 to **prepare** (with assistance) and **teach** two to three lessons with at least one planned assessment of learning goal(s). (Attach them here.) The lessons do not have to be sequential, and they can be co-taught with your cooperating teacher.

Dissect your lesson using the above acronym (WHERETO) and explain how you APPLIED the WHERETO features during instruction.
-the results of your planned learning goals assessment and how it helped to guide instruction
-the results of your self-assessment and how it helped guide your decisions for lesson plans, assessments, and instruction
EDCO 290/291 Professional Seminar II and Field Experience: Human Relations
Rubric for Observations, Log, and Lesson Design Format
InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

The following is the scoring rubric for your seminar experience. Scores of “Unsatisfactory” on any section are unacceptable and will require revision and resubmission.

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Proficient</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Conveyed a clear understanding of human relations in the learning environment.</td>
<td>Conveyed a general understanding of human relations in the learning environment.</td>
<td>Conveyed an adequate understanding of human relations in the learning environment.</td>
<td>Did not convey an understanding of human relations in the learning environment.</td>
</tr>
<tr>
<td>Conveyed a clear understanding of the role of professional dispositions in the learning environment.</td>
<td>Conveyed a general understanding of the role of professional dispositions in the learning environment.</td>
<td>Conveyed an adequate understanding of the role of professional dispositions in the learning environment.</td>
<td>Did not convey an understanding of the role of professional dispositions in the learning environment.</td>
</tr>
<tr>
<td>Conveyed a clear understanding of ethical practices in the learning environment.</td>
<td>Conveyed a general understanding of ethical practices in the learning environment.</td>
<td>Conveyed an adequate understanding of ethical practices in the learning environment.</td>
<td>Did not convey an understanding of ethical practices in the learning environment.</td>
</tr>
<tr>
<td>Clearly and accurately described the cooperating teacher’s collaboration and communication style and its impact on student learning.</td>
<td>Generally described the cooperating teacher’s collaboration and communication style and its impact on student learning.</td>
<td>Adequately described the cooperating teacher’s collaboration and communication style and its impact on student learning.</td>
<td>Inadequately described the cooperating teacher’s collaboration and communication style and its impact on student learning.</td>
</tr>
<tr>
<td>Clearly and accurately identified how all five components of CEI contribute to a positive, social, and interactive learning environment.</td>
<td>Generally identified how all five components of CEI contribute to a positive, social, and interactive learning environment.</td>
<td>Adequately identified how all five components of CEI contribute to a positive, social, and interactive learning environment.</td>
<td>Inadequately identified how all five components of CEI contribute to a positive, social, and interactive learning environment.</td>
</tr>
</tbody>
</table>

**STEP 2—Observation and reflection**

| Clearly and thoroughly conveys an understanding of lesson planning components and reflects on their impact on student learning. | Generally, conveys an understanding of lesson planning components and reflects on their impact on student learning. | Adequately conveys an understanding of lesson planning components and reflects on their impact on student learning. | Did not convey an understanding of lesson planning components or reflect on their impact on student learning. |

**STEP 3—Constructing and teaching**

| Clearly and thoroughly conveys an understanding of lesson planning components and reflects on their impact on student learning. | Generally, conveys an understanding of lesson planning components and reflects on their impact on student learning. | Adequately conveys an understanding of lesson planning components and reflects on their impact on student learning. | Did not convey an understanding of lesson planning components or reflect on their impact on student learning. |
Rate the performance of this teacher education candidate at the conclusion of the last lesson taught on each of the elements below using the level of performance descriptors shown for proficient (P), satisfactory (S), or unsatisfactory (U) as your guide. Please note that experienced teachers typically and consistently perform at the proficient level. However, this level of performance may not be true of the pre-service or novice teacher. Because this form is designed as a feedback tool, in contrast to an evaluation instrument, please be candid and frank in your assessment. Add comments as appropriate.

### LESSON PLANNING

<table>
<thead>
<tr>
<th>Element</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Proficient</td>
</tr>
<tr>
<td>Inclusion of diversity</td>
<td>Candidate was aware of and addresses students’ abilities, needs, interests, preferences and culture and gave appropriate ideas while co-planning lessons to address diversity</td>
</tr>
</tbody>
</table>
| Lesson Planning          | -Candidate showed initiative in co-planning the lesson plans with the cooperating teacher  
                          -Candidate gathered and organized resources for instruction. | -Candidate co-planned the lesson plans with the cooperating teacher taking the lead.  
                          -Candidate assisted cooperating teacher in gathering and organizing resources for instruction | -Candidate did not allow enough time to adequately co-plan the lesson plans prior with the cooperating  
                          -Candidate did not assist in gathering or organizing resources for instruction |  |

### LESSON PRESENTATION

<table>
<thead>
<tr>
<th>Element</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Proficient</td>
</tr>
</tbody>
</table>
| Presentation | -Began with focus activity  
                          -Lesson objective was written or stated for students  
                          -Voice quality, rate and volume were modulated appropriately | -Began with focus activity  
                          -Lesson objective was vaguely written or stated for students  
                          -Voice quality, rate and volume were mostly modulated appropriately | -Omitted focus activity  
                          -Lesson objective was not written or stated for students  
                          -Was difficult to hear or understand |  |
### Instruction

- Candidate presented content appropriately
- Candidate gave clear directions or procedures
- Candidate was able to come up with good examples or clarification “on the spot” (if needed)
- Candidate presented content appropriately with some assistance
- Candidate sometimes gave unclear directions or procedures
- Candidate needed assistance to provide good examples or clarification “on the spot” (if needed)
- Candidate could not present content appropriately
- Candidate’s directions or procedures were unclear or incomplete
- Candidate was unable to come up with good examples “on the spot” as needed

### Student Engagement

<table>
<thead>
<tr>
<th>Level of Performance</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td></td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Rating: (P, S, or U)</td>
<td></td>
</tr>
</tbody>
</table>

#### Classroom management

- Candidate modeled appropriate behavior and demeanor
- Inappropriate behaviors were managed well
- Students received specific praise and motivation
- Candidate modeled appropriate behavior and demeanor
- Inappropriate behaviors were managed adequately or sometimes with help from the cooperating teacher
- Students received praise and motivation
- Candidate did not model appropriate behavior and demeanor
- Inappropriate behaviors were not managed adequately and candidate needed assistance constantly
- Students rarely received praise and motivation

### LESSON ASSESSMENT

<table>
<thead>
<tr>
<th>Element</th>
<th>Level of Performance</th>
</tr>
</thead>
</table>
| Informal assessment | Candidate took the lead in co-planning focused formative assessment with the cooperating teacher
- Candidate conducted assessment in one or more of the first lessons in the series
- Focused formative assessment was co-planned with the cooperating teacher
- Candidate conducted assessment with assistance in one or more of the first lessons in the series
- Formative assessment was not conducted or was conducted inappropriately |

| Assessment data used to drive instruction | Candidate showed insight about results of data assessment and was able to give ideas on how to adjust lesson to meet student needs based on assessment information
| Candidate interpreted assessment data and adjusted lesson to meet student needs based on assessment with assistance from cooperating teacher
| Candidate did not understand assessment results and/or was unable to give any ideas on adjusting lesson to meet student needs based on assessment information |

**COMMENTS:** (Use the back of this form if necessary.)

Cooperating Teacher’s Signature: ____________________________ Date: ______________

*Please return this form to BVU Student.*

*The BVU Student is responsible for submitting a copy within Canvas and to the BVU Office.*
EDCO 290/291 Professional Seminar II and Field Experience: Human Relations

Cooperating Teacher Feedback

BVU Candidate: ___________________________  Date: ___________________________

Cooperating Teacher _____________________  School: ___________________________

Grade/Subject ______________________________________________________________

Total number of hours student spent at field experience _________________________

Please complete this brief evaluation of the BVU School of Education student and submit to the BVU office. Because we are interested in monitoring the development of our pre-service teachers and in providing appropriate feedback and support, we ask you to be candid in your assessment. A grade will not be recorded for this student without your evaluation. A record of the evaluation is kept as part of each student’s cumulative file in the office of the Student Professional Experiences Coordinator or the Education Coordinator/Advisor.

Please check the corresponding box for each professional quality.

<table>
<thead>
<tr>
<th>Student Professional Qualities:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respectful</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culturally Competent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexible</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resourceful</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Reflection to guide decision making</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflective Practitioner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsible</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Additional comments:

Based on your interactions with this candidate, what is your recommendation regarding this person’s continuation in the teacher education program?

_____ fully support
_____ support with reservation
_____ do not support

Cooperating Teacher Signature: ________________________________  Date: ________________

Please return this form to BVU Student.
The BVU Student is responsible for submitting a copy within Canvas and to the BVU Office.
Self-Assessment of Dispositional Professional Qualities in the Teacher Education Program Candidate

This form is used to evaluate dispositions you display during class and field experiences. It is used to document professional progress and alert you when improvement is necessary. All students are to complete the professional disposition survey. The survey is for the student to reflect on their progress and make improvements as needed. This survey does not need to be submitted to BVU.

<table>
<thead>
<tr>
<th>Not Applicable or Not Observed</th>
<th>Serious Concerns</th>
<th>Needs Improvement</th>
<th>Emerging</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>Behavior displayed is contrary to expectations for this disposition.</td>
<td>Behavior is displayed occasionally.</td>
<td>Behaviors is displayed frequently</td>
<td>Behavior is displayed frequently and consistently</td>
</tr>
</tbody>
</table>

Caring: Candidates with this set of dispositions value and appreciate all aspects of other persons’ well being—cognitive, emotional, and physical—thereby enhancing opportunities for meeting the learning needs of students. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of caring dispositions:

1.1 **Empathy:** identifies with and see things from the perspective of others. | NA | 0 | 1 | 2 | 3 |
1.2 **Compassion:** sympathizes, often with a desire to understand and help improve conditions of students’ lives. | NA | 0 | 1 | 2 | 3 |
1.3 **Rapport:** develops appropriate relationships with peers and other stakeholders. | NA | 0 | 1 | 2 | 3 |
1.4 **Respect:** shows appropriate regard for the needs, ideas, and experiences of others. | NA | 0 | 1 | 2 | 3 |
1.5 **Passion:** demonstrates excitement, enthusiasm and optimism for the people, content, and context of the teaching/learning process. | NA | 0 | 1 | 2 | 3 |
1.6 **Cultural Competence:** appreciates and capitalizes upon diversity; is aware of and acts to reduce one’s own biases; employs culturally sensitive pedagogy. | NA | 0 | 1 | 2 | 3 |

Comments:

Communicative: Candidates with this set of dispositions are sensitive to and skillful in the various aspects of human activity. They have effective interpersonal relationship skills and attitudes that foster collaborative enterprises useful in enhancing the teaching-learning process. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of communicative dispositions:

2.1 **Presence:** has keen with-it-ness and engagement in human interactions and other’s needs. | NA | 0 | 1 | 2 | 3 |
2.2 **Responsiveness:** attends to others’ needs; the ability and inclination to act as best meets the needs, subtle as well as obvious, of others and their circumstances. | NA | 0 | 1 | 2 | 3 |
2.3 **Attentiveness:** concentrates on others’ communication; takes others’ communication into account. | NA | 0 | 1 | 2 | 3 |
2.4 **Authenticity:** fosters and enhances the teaching and learning process while exercising judgment about personal and professional boundaries; display genuineness | NA | 0 | 1 | 2 | 3 |
2.5 **Collaborative:** involves and works with others in planning, problem solving and implementation of effective practices. | NA | 0 | 1 | 2 | 3 |
2.6 **Voice:** is willing to openly engage and respond to peers, faculty, teachers, administrators, parents, and community as need arises. | NA | 0 | 1 | 2 | 3 |

Comments:
**Creative:** Candidates with this set of dispositions display the capacity to envision and craft things in novel and meaningful ways to meet the needs of students. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of creative dispositions:

<table>
<thead>
<tr>
<th>3.1 <strong>Flexibility:</strong></th>
<th>adapts, adjusts, and modifies practices to meet the needs of students and peers; thinks on one’s feet; is comfortable with change.</th>
<th>NA</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 <strong>Inventiveness:</strong></td>
<td>uses the needs and interests of students to approach curricular and strategic decisions; visualizes and implements novel ideas and practices.</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3.3 <strong>Resourcefulness:</strong></td>
<td>uses resources in effective ways; adapts practices to unforeseen challenges.</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3.4 <strong>Resilience:</strong></td>
<td>endures stress and maintains stability in the face of disruption and/or chaos; recovers poise or spirit that enables moving forward in an effective manner.</td>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Comments:

**Critical:** Candidates with this set of dispositions have the ability to examine closely, to critique, and to ask questions. They do not accept the status quo at face value but employ higher level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize candidates with this set of dispositions. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of critical dispositions:

| 4.1 **Reflectiveness:** | takes time consistently to evaluate effectiveness of instruction and behavior in terms of the larger goals of education; nurtures reflectivity in students and peers; reflects on own growth and accountability. | NA | 0 | 1 | 2 | 3 |
| 4.2 **Initiative:** | exhibits a willingness to pursue solutions to problems or questions; gathers relevant data and persistently seeks to improve situations or areas of need. | NA | 0 | 1 | 2 | 3 |
| 4.3 **Open-mindedness:** | exhibits an ability to look at different sides of an issue; recognizes the possibility of error in one’s own beliefs and practices; does not display or act upon prejudices against people or ideas. | NA | 0 | 1 | 2 | 3 |
| 4.4 **Efficacy:** | nurtures high expectations, demonstrates self-direction and confidence, and empowers students and peers. | NA | 0 | 1 | 2 | 3 |
| 4.5 **Humility:** | places the needs of the learner and/or learning task above one’s own ego; reflects on own growth and accountability. | NA | 0 | 1 | 2 | 3 |

Comments:

**Contextual:** Additional qualities defined by and consistent with your institutional mission/conceptual framework.

| 5.1 Reflective **Practitioner:** | reflects as a learner, instructor, and professional. | NA | 0 | 1 | 2 | 3 |
| 5.2 Innovative and **Imaginative:** | finds original and creative approaches to curriculum, instruction, assessment, and problem solving. | NA | 0 | 1 | 2 | 3 |
| 5.3 Global **Society:** | develops skills for becoming informed and engaged citizen. | NA | 0 | 1 | 2 | 3 |

Comments:

**Professional Requirements:** These are qualities and practices that teacher candidates must exhibit in order to be recommended for licensure, some of which are explicit in the Iowa Code of Ethics and Code of Responsibilities. The candidates will display all of the following qualities and/or behaviors that characterize this set of professional requirements.

| 6.1 **Professionalism:** | endeavors to meet the standards expected of a teacher such as appropriateness of dress, grooming, demeanor, punctuality, tact, discretion, courtesy, etc. | NA | 0 | 1 | 2 | 3 |
| 6.2 Personal and **Professional Ethics and Integrity:** | adheres strongly to high moral principles and ethical standards as expressed in the Iowa Code; evidences integrity. | NA | 0 | 1 | 2 | 3 |
| 6.3 **Work Ethic/Responsibility:** | attends to school policy for teacher attendance; completes teaching related tasks in a thorough and efficient manner. | NA | 0 | 1 | 2 | 3 |
| 6.4 **Confidentiality:** | complies with federal, state, and school policies relating to confidentiality. | NA | 0 | 1 | 2 | 3 |

Comments:
EDCO 290/291 Professional Seminar II and Field Experience: Human Relations
Student Evaluation of Field Experience

The following survey will be completed online via a link within the student’s Canvas Course.

Please rate this field experience on each of the elements below using the descriptors shown for as your guide. Please be thoughtful and candid as you record your responses. You are invited to add comments as appropriate.

Descriptors and Scoring Legend

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>met or exceeded expectations---almost all of the time---definitely</td>
</tr>
<tr>
<td>3</td>
<td>met most expectations--- most of the time---yes</td>
</tr>
<tr>
<td>2</td>
<td>met some expectations---some of the time--probably</td>
</tr>
<tr>
<td>1</td>
<td>met very few expectations---infrequently---no</td>
</tr>
</tbody>
</table>

DIVERSITY
I observed the following diversity in the classroom: (X the box under each you observed)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Ethnicity</th>
<th>Cultural</th>
<th>Racial</th>
<th>Socio-economic status (SES)</th>
<th>Cognitive</th>
<th>Behavioral</th>
<th>Physical</th>
</tr>
</thead>
</table>

DURING THE FIELD EXPERIENCE

1. I saw how my cooperating teacher differentiated to meet the diverse needs of all of the students.

2. I was able/allowed to complete the required activities of this field experience.

3. I was able to make connections between my coursework and this field experience.

4. I engaged in discussion and reflection on clinical practice.

5. I received meaningful feedback from my cooperating teacher.

6. I have a greater awareness of what it means to be a classrooms teacher because of this experience.

COMMENTS: