STUDENT TEACHING HANDBOOK

FOR

Elementary Education
TEAC 403, 404

Elementary Exercise Science, Vocal Music, Instrumental Music, and Art
TEAC 412, 416, 417, 418

Secondary Licensure
TEAC 410, 411, 413, 414, 415, 419
TEAC 420, 421, 423, 424, 425, 429

Elementary Exercise Science, Vocal Music, Instrumental Music, and Art
TEAC 422, 426, 427, 428

Teaching English as a Second Language
TEAC 440, 450

July 2019
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General Information for Student Teachers, Cooperating Teachers, and University Supervisors

Student Teaching Handbook Overview
This handbook is designed to serve as a guide for Buena Vista University student teachers seeking Iowa licensure in elementary (PK-6) or secondary (7-12) education, cooperating teachers and university supervisors. It provides an overview of the student teaching experience; information on the roles, responsibilities, and expectations of those involved; competencies to be met by the student teachers; and information on the evaluation process.

For information and forms, visit the teacher education web site at http://www.bvu.edu/bv/teached/.

Introduction
Student teaching is the capstone to the Teacher Education Program at Buena Vista University. It offers students the opportunity to implement many of the strategies and techniques learned in their professional course work.

Student teaching generally consists of two placements:

- Elementary education majors: kindergarten through third grade and fourth through sixth grade.
- Elementary education majors adding one of the Exceptional Student Services and Instruction (special education) endorsements will student teach in a special education setting that corresponds to their endorsement for one of their placements.
- For those elementary education majors seeking Pre-kindergarten/Kindergarten certification there are three placements: kindergarten through third, fourth through sixth, and preschool. The preschool placement must be completed last.
- Elementary education majors seeking K-12 certification in art, music or physical education will have one placement in kindergarten through sixth grade and one in seventh through twelfth grade.
- Secondary majors will student teach at the middle school level (6-8/7-8) and at the high school level (9-12) when possible.
- All candidates will student teach in two different buildings and, if possible, two different districts.

In anticipation of completing the Checkpoint III requirements, teacher candidates submit an application for student teaching. Students can refer to the catalog of their program for more information about Checkpoint III requirements.

The local Teacher Education Committee will review each candidate’s application and, based on that review, will accept or deny admission to the student teaching semester. Students denied have the right to appeal.
Program Foundational Components
Buena Vista University is dedicated to Education for service. Through its academic programs, BVU prepares students for leadership and service in an information-driven, global society. Our programs focus on integration of theory and practice with the goal of developing the student to be a leader, citizen and lifelong learner. There are provisions for learning experiences designed to develop communication and problem solving skills and to refine decision-making capabilities.

Buena Vista University’s Teacher Education Program is based on the Interstate New Teacher Assessment and Support Consortium (InTASC) Principles, which emphasize becoming a reflective practitioner. The ten principles developed by InTASC serve as a resource for dialogue and establishing expectations for beginning teachers.

The Role of InTASC Principles in Student Teaching
Woven from the knowledge, dispositions and performance descriptors of the InTASC Principles, the three processes of Reflective Learner, Reflective Instructor and Reflective Professional will be incorporated in the assessment and evaluation of student teachers’ performances in the classroom. The feedback gained from formal observations made by university supervisors as well as cooperating teachers will be based on these components.

In addition, student teachers will write reflectively about their experiences in the student teaching classroom. These writings will be based on InTASC Principles and experiences throughout development in the classroom as a reflective practitioner.

InTASC Alignment
“The Interstate Teacher Assessment and Support Consortium (InTASC), a program of the Council of Chief State School Officers (CCSSO), was established in 1987. InTASC's mission is to provide a forum for the states to learn about and collaborate on the development of programs to enhance the preparation and the professional development of teachers. InTASC's work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with pedagogical understanding to assure that all students learn and perform at high levels.

In 1992, InTASC articulated a set of core standards that define the knowledge, dispositions, and performances that are essential for all beginning teachers. They were revised in 2011. The core standards are now broadly recognized as providing a useful framework for reforming many aspects of teacher education, licensing, and professional development.” These core standards are reflected in the design of both graduate and undergraduate courses at Buena Vista University.

InTASC Core Teaching Standards
The standards have been grouped into four general categories to help users organize their thinking about the standards.
The Learner and Learning
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.

Iowa Teaching Standards
Teachers in every state are now required to meet standards developed by that state. Since students are being trained in Iowa, those standards will be the ones referenced during the student teaching experience. If a student chooses to become licensed in another state, knowledge of the existence of teaching standards and experience with a mock evaluation using those standards will only be of benefit.

Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals.
Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.
Standard 3: Demonstrates competence in planning and preparing for instruction.
Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.
Standard 5: Uses a variety of methods to monitor student learning.
Standard 6: Demonstrates competence in classroom management.
Standard 7: Engages in professional growth.
Standard 8: Fulfills professional responsibility established by school district.

The Candidate as a Reflective Practitioner
The Teacher Education Department of Buena Vista University has adopted the philosophy of “The Candidate as a Reflective Practitioner,” identifiable in three distinct phases of the program: Reflective Learner, Reflective Instructor and Reflective Professional. In this philosophy, a reflective practitioner is seen as a person who makes rational, ethical, data-based choices about what and how to teach, and who assumes the responsibility for those choices. Reflective professionals continually ask themselves questions, such as:

- “What am I teaching and why?”
- “How am I teaching and why?”
- “Are my students learning; why or why not?”
- “How can I improve my teaching?”

Reflective teaching is accomplished via a continuous cycle involving: identifying the goals and planning the methods of instruction; implementing the instructional plan; observing and collecting information on the results of instruction; making judgments regarding success/failure and/or intended/unintended results; identifying the goals and planning the methods of instruction for the next lesson, etc.
Buena Vista University
A Model of Reflective Teaching

Reflective Teaching

The teacher observes a classroom event or student behavior

Puts plan into action; monitors effects on classroom event or student behavior

Asks questions, e.g. “What needs changing?” “What is going well?” “How can I improve...?”

Selects strategy that best fits the classroom event or student behavior; plans how to implement it

Gathers objective data and subjective information by listening to students, reading attending conferences, etc.

Considers alternative strategies

Analyzes new data and information

Makes a judgment based on moral principles, e.g., “I want the child to succeed” “Give honest, usable feedback” “Consider the child’s feelings”

The Reflection Cycle

Reflective Planning

Reflective Evaluation

The teacher observes a classroom event or student behavior

Puts plan into action; monitors effects on classroom event or student behavior

Asks questions, e.g. “What needs changing?” “What is going well?” “How can I improve...?”

Selects strategy that best fits the classroom event or student behavior; plans how to implement it

Gathers objective data and subjective information by listening to students, reading attending conferences, etc.

Considers alternative strategies

Analyzes new data and information

Makes a judgment based on moral principles, e.g., “I want the child to succeed” “Give honest, usable feedback” “Consider the child’s feelings”
**Student Teaching Partnership**
The student teaching partnership consists of the university supervisor, cooperating teacher, and the student teacher. The basic role of the partnership is to work as a collaborative team through constant communication to support, enhance, and prepare the student teacher to become a reflective professional. In the following paragraphs, the responsibilities of each member are outlined.

The university supervisor is a vital part of the student teaching process. This person serves as a guide for expectations and a touch point for the student teacher to verify what was learned in the classroom with what is observed/experienced in the student teaching placements. The university supervisor is responsible for articulating the expectations and policies of Buena Vista University for the student teaching experience. Finally, this person serves as a vital member of the supervisory team, facilitating communication with both the student teacher and cooperating teacher(s), as the student teacher makes the transition from student to reflective practitioner and professional.

The cooperating teacher serves in a transitioning role during the student teaching placement. Initially the teacher takes on the role of guide and direct instructor. As the placement progresses, the cooperating teacher releases primary implementation responsibility for instruction and assumes the role of mentor and evaluator. During the final phase of the placement, the cooperating teacher begins to reassume instructional responsibility while introducing the student teacher to other aspects of professional development. It is vital to note the important role of the cooperating teacher as a contributor to a student teacher’s professional growth.

The student teacher is the final component of the student teaching partnership. This individual has a responsibility to enter the student teaching placement with a full determination to utilize all of the skills and knowledge acquired during the formal preparation portion of his/her experience at Buena Vista University. The student teacher has an obligation to complete all assignments associated with the student teaching experience and maintain open lines of communication with the other members of the partnership. Communication is expected to be demonstrated both in verbal and written formats. Throughout the placement, the highest levels of professionalism are expected to be demonstrated.

**Student Teaching Overview**
The student teaching experience is organized into five curricular components. A brief overview of each component follows.

**Student Teaching Placement**
The student teaching experience may take place in a public or accredited private school setting and will be under the supervision of a licensed teacher. The student teacher will be asked to gradually assume full responsibility for classroom management, lesson design, and presentation. Throughout the student teaching experience, the student teacher will use a variety of teaching strategies and approaches to meet the learning needs of the pupils. It is
encouraged that the student teacher assumes full responsibility in the assigned classroom for a minimum of two weeks.

Supervisory Conferences
Two-way and/or three-way conferences provide opportunities for the student teacher, the cooperating teacher and university supervisor to share, discuss, and critique the student teaching experience. Supervisory conferences are recommended to follow any formal observational visit. During these conferences, university supervisors have an opportunity to provide specific feedback related to the formal observation. They will provide suggestions for improvement and encourage growth. Formal evaluation forms are shared and discussed with the student teacher during this formal conference.

Weekly Reflective Writing
A written reflective report is completed each week throughout the student teaching experience. These reports consist of a reflection based on various guiding standards such as the BVU Teacher Education Program Pillars, InTASC standards, and the Iowa Teaching Standards. Each reflection has a set of guiding questions based on that week’s theme. Each report will be uploaded to Canvas.

Student Teaching Seminars
Student teachers are required to return to campus for seminars throughout the student teaching semester. The Student Professional Experiences Coordinator and/or the Education Coordinator/Advisor will direct the seminars.

Student Teacher Checklist
In addition to the responsibilities of teaching, the student teacher, along with the cooperating teacher, is required to complete the Buena Vista University Student Teaching Experience Checklist. This checklist includes the following: an orientation to the building and personnel; a discussion on school and classroom policy; and a record of attendance to and observation of professional/parental meetings and conferences. Many of these requirements are considered important components of any teaching job, and it is the responsibility of the cooperating teacher to take the student teacher through these components. The student teacher should make this checklist available to the university supervisor upon request so he/she can verify progress and provide feedback on meeting these requirements. Upon completion of the checklist, student will submit the completed form to Canvas (See weekly writing submission for instructions on how to upload).

Legal Status of the Student Teacher
• The legal status of student teachers is controlled by Iowa Code Sections 272.27 and 670.8.
• Section 272.27 titled “Student Teaching and Other Educational Experiences” provides that student teachers placed in accredited school districts under the terms under a written contract are “entitled to the same protection, under Section 670.8, as is afforded by that section to officers and employees of the school district, during such time as they are so assigned.”
• Section 670.8 titled “Officers and Employees Defended” provides that the “governing body (the school district) shall defend its officers and employees (which includes student teachers) ... against any tort claim or demand, whether groundless or otherwise arising out of an alleged act or omission occurring within the scope of their employment or duties. However, the duty to save harmless and indemnify shall not imply to awards for punitive damages.”
• Student teachers are bound by the district’s policies, rules and regulations and are legally protected through the agreement with Buena Vista University and the host school(s). Specific components include but are not limited to:
  • The student teacher’s ability to take over full-time responsibility for the classroom to which he/she is assigned.
  • Student teachers may not substitute for any classroom teacher in the building because they are not yet licensed teachers with the state. If student teachers are put in substituting situations, they are asked to contact their university supervisor immediately.
  • Student teachers are not allowed to drive for field trips or other off-campus activities sponsored by the school.
  • Student teachers wishing to seek liability insurance coverage during the student teaching semester are encouraged to join either ISEA (https://isea.org/) or Professional Educators of Iowa (http://www.peiowa.org/) for insurance and other membership benefits while student teaching.

Seven/Eight Week Student Teaching Assignment Timeline

**Week 1**
The majority of the student teacher’s time is spent in observation, orientation, learning student names, getting acquainted with curriculum materials, learning the rules and procedures of the classroom and the school, helping students individually or in small groups, and possibly teaching short lessons or assuming opening activities.

**Week 2**
The student teacher begins assuming the responsibility for one or two classes, subjects, activities or duties. The Two Week Progress Report should be completed and shared.

**Week 3 & 4**
The student teacher gradually assumes additional responsibilities for teaching, classroom management and teacher duties. The Mid-Term Evaluation Form is completed within Canvas during the fourth week.

**Week 5 & 6**
The student teacher assumes full-time responsibility for the classroom along with many of the additional duties of the cooperating teacher. “Full-time” responsibility is defined as a teaching load equivalent to that of a full-time teacher. The student teacher should have a daily planning period. This is a minimum guideline. Students may assume full responsibility for a longer period of time.
Week 7 & 8  As the student teacher completes units, projects, etc., the cooperating teacher takes back those responsibilities, and the student teacher gradually phases out of full-time teaching. The student teacher should also spend time observing other classrooms and programs. The Final Evaluation of the Student Teacher is completed by both the cooperating teacher and university supervisor during the last week of the assignments within Canvas. A final grade form is completed within Canvas by the cooperating teacher, with the university supervisor providing additional comments if needed.

Students completing placements outside of the typical 7-8 week timeframe should consult the Student Professional Experiences Coordinator or Education Coordinator/Advisor for a timeline that fits their placement.

Practitioner Candidate Evaluation Descriptors

The evaluation descriptors below are the basis of both the midterm and final student teaching evaluation forms. These evaluation descriptors are central to the philosophy that the Buena Vista University Teacher Education Program has adopted: “The Candidate as a Reflective Practitioner.” The Candidate as a Reflective Practitioner is identifiable in three distinct phases of the program: Reflective Learner, Reflective Instructor and Reflective Professional.

Distinguished:
- Demonstrates excellence in all areas and ranks high among the student teachers with whom I have worked in the past
- Demonstrates mastery in nearly all areas of the standards and has the potential to become an excellent teacher
- Demonstrates nearly all the descriptors consistently, accurately, and efficiently
- Exemplary student teacher

Proficient:
- Demonstrates average to above average performance in all areas and ranks well among the student teachers with whom I have worked in the past
- Demonstrates mastery in most areas of the standards and has the potential to become an effective teacher
- Demonstrates most of the descriptors consistently and without significant error
- Very good student teacher

Satisfactory:
- Demonstrates average performance in all areas and ranks average among the student teachers with whom I have worked in the past
- Demonstrates mastery in some areas of the standards and has the potential to become a developing teacher
• Demonstrates many of the descriptors with minimal proficiency and/or the application of many of the descriptors reflects some inconsistency or error
• Good student teacher

Unsatisfactory:
• Does not demonstrate the behaviors consistent with successful teaching
• Does not display mastery of teaching standards
• Fails to demonstrate most of the descriptors and/or the application of most of the descriptors often reflects significant error
• Unacceptable student teacher

Failure to obtain Satisfactory or above in the Midterm Evaluation will result in a growth plan. Any unsatisfactory scores from the midterm must be shared with Student Professional Experiences Coordinator or the site Education Coordinator/Advisor and University Supervisor as soon as possible.

Failure to obtain Satisfactory or above in the Final Evaluations from the cooperating teacher and university supervisor will result in a failing grade in the student teaching experience. If it is anticipated that a student will receive an unsatisfactory score on a final evaluation, or if a student does receive an unsatisfactory score on a final evaluation, that information must be shared with Student Professional Experiences Coordinator or the site Education Coordinator/Advisor and University Supervisor as soon as possible.

Resource for Mid-Term and Final Evaluations in Student Teaching

The following is a resource that describes in detail the rationale and standards used for the mid-term and final evaluations. Because student teaching is the capstone of the Teacher Education Program (TEP), student teachers are evaluated based on the TEP goals and rubrics.

The following is a brief description of our Pillars (Learning Goals), why we evaluate teacher candidates using Pillar Rubrics and what it might look like when the Pillars are evidenced in classroom activities.

Teacher candidates may want to review the next few pages to refresh themselves with the Pillar Rubrics and what they look like in action prior to and during their student teaching experience.

Cooperating Teachers and University Supervisors will want to review the next few pages to learn of BVU’s expectations of our student teachers. The descriptors can assist when completing the mid-term and final evaluations of student teachers. As well, they can be beneficial in identifying areas of growth for the student teacher.
What are Pillars? All BVU teacher education program learning objectives for our teacher candidates are based on 5 Pillars. Each course contains knowledge, skills and/or understandings from each Pillar in varying degrees. The Pillars are:

1. Respect for diverse learners and learning
2. Content expertise
3. Innovative applications of content
4. Data-based reflection
5. Professional initiative

Why are the student teacher evaluations based on Pillars? The evaluations reflect the learning objectives believed to be necessary for our teacher candidates to become effective teachers. By aligning the evaluation with the Teacher Education Program Pillar Rubrics, BVU can determine if certain knowledge, skills and understandings need to be revised in our courses as we evaluate the program.

What characteristics, behaviors and dispositions (descriptors) must be evidenced for each Pillar in the Mid-term and Final Evaluations? The column “May look like” in the following worksheet gives descriptors for each Pillar domain on the mid-term and final evaluations. The student teachers do not have to demonstrate each descriptor in each section but their teaching should reflect the essence of the domain.

<table>
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<th>PILLAR 1</th>
<th>RESPECT FOR DIVERSE LEARNERS AND LEARNING as evidenced through Promoting a Positive Learning Environment</th>
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<td><strong>May look like (descriptors)</strong></td>
<td><strong>Displays cultural competence</strong>&lt;br&gt;P1 A1 Teacher Candidate considers diversity when planning learning.&lt;br&gt;P1 A2 Teacher Candidate considers diversity when communicating.&lt;br&gt;&lt;br&gt;Understands and knows the culture and climate of the students, families, building and community&lt;br&gt;Diversity based on knowledge of students and the community is planned and implemented in lessons P1 A1&lt;br&gt;Openly expresses cultural diversity dynamics during lessons and their impact&lt;br&gt;Considers diversity when communicating with families and students P1 A2</td>
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<td><strong>Recognize family and community context</strong>&lt;br&gt;P1 B1 Teacher Candidate engages all students in using personal and community contexts to make connections between background knowledge, authentic experiences, and the new learning.&lt;br&gt;P1 B2 Teacher Candidate gives students the opportunity to apply their learning to a personal context beyond school and almost all students are engaged.&lt;br&gt;&lt;br&gt;Plans multiple methods of instruction based on knowledge of students and the community P1 B1&lt;br&gt;References cultures to engage students &amp; help them make connections to new learning in school and beyond P1 B2&lt;br&gt;Creates learning experiences that make the subject matter meaningful for students based on students’ background, prior knowledge, culture, etc.&lt;br&gt;Promotes positive interactions among students of all cultures&lt;br&gt;Treats all students and colleagues with kindness, fairness, patience, dignity, and respect</td>
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### P1 C2 Teacher Candidate scaffolds instruction so that all students have access to higher order learning opportunities that close learning gaps and provide extension opportunities.

**P1 C3** Throughout the lesson the Teacher Candidate provides students with opportunities to demonstrate learning in different ways, and student choice is included when appropriate.

**P1 C4** Teacher Candidate provides options of instructional material to meet student needs and preferences.

<table>
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<tr>
<th>P1 C2</th>
<th>Ensures all students gain access to curriculum and higher levels of learning; teaches to all student levels P1 C2 Provides options of instructional materials to meet students’ needs P1 C4 Allows for student choice in demonstrating learning P1 C3 Gets to know students on an individual basis in order to help them learn Communication in all modalities is clearly understood by all students Directions and procedures are clearly conveyed Identifies learner differences in his/her students (cognitively, socially, physically, emotionally, and linguistically) to align instructional methods and preferences P1 C1 Differentiates instruction P1 C1</th>
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<td>Take responsibility for a supportive and safe learning environment <strong>P1 D1</strong> Because of Teacher Candidate’s planning and actions, all students consistently show respect for peers by appreciating differences. <strong>P1 D2</strong> Because of Teacher Candidate’s planning and actions, all students consistently demonstrate classroom norms for collaboration as equal learners.</td>
<td>Classroom rules are displayed and followed Demonstrates effective classroom management Establishes routines Interactions are encouraging and respectful from teacher to student and from students to each other based on teacher’s planning and actions P1 D1 Treats all students fairly and consistently Order is maintained so learning can occur Environment reflects mutual respect and rapport for students and families Students treat each other as equal collaboration partners and learners P1 D2 Effectively uses space, resources, materials, and time Nurtures a collaborative, on-task, and engaging atmosphere Considers management and/or safety issues at all times</td>
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<tr>
<td><strong>Demonstrates responsibility for student learning</strong> <strong>P1 E1</strong> Teacher Candidate includes multiple perspectives by integrating students’ personal, family and community experiences in order to deepen learning experiences and learning for all students. <strong>P1 E2</strong> Teacher Candidate provides multiple opportunities for students to explore, discover, and express their learning using various cross-disciplinary skills. <strong>P1 E3</strong> Teacher Candidate takes responsibility to plan and implement learning opportunities to maximize achievement for all students.</td>
<td>Teaches to all student levels and learning styles Enriches high, medium and low learners to maximize student learning Commits to learners from all backgrounds and ability levels Meets all students’ needs Builds self-concept in student Includes multiple perspectives based on students’ diversity to deepen learning P1 E1 Encourages students to be self-motivated Demonstrates commitment to all students to maximize their learning P1 E3 Provides multiple opportunities for students to explore, discover and expand their learning using various instructional strategies and cross-disciplinary skills P1 E2</td>
</tr>
</tbody>
</table>

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**PILLAR 2** CONTENT EXPERTISE as evidenced through Planning for Instruction & Assessment and Engaging Students in Learning

<table>
<thead>
<tr>
<th>Pillar 2</th>
<th>May look like (descriptors)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands concepts &amp; structures of disciplines</td>
<td>Demonstrates depth of content knowledge P2 A1</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td><strong>P2 A1</strong> Teacher Candidate demonstrates competence in the knowledge of central concepts, tools of inquiry, technology resources, and structures of the discipline.</td>
<td>Uses inquiry in a way that supports the concepts and structures of the discipline P2 A1</td>
</tr>
<tr>
<td><strong>P2 A2</strong> Teacher Candidate consistently anticipates the misconceptions of learners within the discipline.</td>
<td>Matches technology and resources to content learning/discipline P2 A1</td>
</tr>
<tr>
<td><strong>P2 A3</strong> Teacher Candidate’s use of content is consistently accurate and focus of the content is congruent with the big ideas or structure of the discipline.</td>
<td>Academic language is included in lesson plans and instruction related to content</td>
</tr>
<tr>
<td></td>
<td>Misconceptions are addressed in planning and teaching P2 A2</td>
</tr>
<tr>
<td></td>
<td>Addresses big ideas and essential questions to drive learning segment</td>
</tr>
<tr>
<td></td>
<td>Big ideas and structure of the discipline are emphasized over memorization P2 A3</td>
</tr>
<tr>
<td></td>
<td>Knows structure of discipline</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recognizes different perspectives related to a discipline</th>
<th>Effectively uses multiple perspectives and viewpoints of disciplinary concepts to capture key idea and deepen student learning P2 B1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P2 B1</strong> Teacher Candidate develops lesson/unit plans consistently demonstrating evidence of various perspectives of a discipline</td>
<td>Content is authentic and accurate with current opinions and research on the topic</td>
</tr>
<tr>
<td><strong>P2 B2</strong> Teacher Candidate’s use of content is consistent within the current historical, cultural, political, and social contexts.</td>
<td>Historical, political, cultural, and societal viewpoints are considered</td>
</tr>
<tr>
<td></td>
<td>Effectively uses multiple perspectives and viewpoints of disciplinary concepts to capture key idea and deepen student learning P2 B1</td>
</tr>
<tr>
<td></td>
<td>Content is authentic and accurate with current opinions and research on the topic</td>
</tr>
<tr>
<td></td>
<td>Historical, political, cultural, and societal viewpoints are considered</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uses instructional strategies appropriate to the discipline</th>
<th>Identifies, plans and designs appropriate instruction to all students’ stages of development, learning styles, strengths and needs for content learning P2 C1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P2 C1</strong> Teacher Candidate consistently draws on developmental knowledge to create learning experiences that leads to competence in the discipline for all students.</td>
<td>Provides multiple instructional approaches to connect content to students’ experiences/culture/interests</td>
</tr>
<tr>
<td><strong>P2 C2</strong> Teacher Candidate has all students highly engaged in focused work appropriate to the discipline.</td>
<td>Instructional strategies match scaffolding intentions for content learning</td>
</tr>
<tr>
<td></td>
<td>Instruction builds on previous learning on the topic</td>
</tr>
<tr>
<td></td>
<td>Students are focused on work appropriate to the discipline P2 C2</td>
</tr>
<tr>
<td></td>
<td>Learning opportunities are creative and engaging</td>
</tr>
<tr>
<td></td>
<td>Provides appropriate accommodations and modifications as necessary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Establishes clear learning goals</th>
<th>Clear, measurable learning goals are closely aligned with state and national standards P2 D1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P2 D1</strong> Teacher Candidate designs lessons/units with clear, measurable learning goals closely aligned with state and national standards.</td>
<td>Clearly plans and communicates what the student will know and be able to do as a result of the lesson P2 D2</td>
</tr>
<tr>
<td><strong>P2 D2</strong> Teacher Candidate always plans and communicates a clearly defined learning goal.</td>
<td>Students know what they are learning, why and how they will be assessed P2 D2</td>
</tr>
<tr>
<td><strong>P2 D3</strong> Teacher Candidate plans and implements learning progressions with success to meet the learning goals.</td>
<td>Learning progression is well planned and appropriate to the content learning objective and discipline P2 D3</td>
</tr>
<tr>
<td></td>
<td>Learning progression connects to students’ prior knowledge, language development, social and emotional development, family, and interests</td>
</tr>
<tr>
<td></td>
<td>Students understand expectations and responsibilities to self, group and class within the learning progression</td>
</tr>
<tr>
<td></td>
<td>Extension and remedial activities are planned and implemented as appropriate</td>
</tr>
</tbody>
</table>

**PILLAR 3** INNOVATIVE APPLICATIONS OF CONTENT as evidenced through Planning for Instruction and Assessment & Engaging Students in Learning
<table>
<thead>
<tr>
<th>Pillar 3</th>
<th>May look like (descriptors)</th>
</tr>
</thead>
</table>
| **Plan for Instruction**  
P3 A1 Teacher Candidate plans instruction and evaluations based on knowledge of subject matter, characteristics and needs of students, and Iowa Core.  
P3 A2 Teacher Candidate develops strategies, experiences, and assessments that require higher order thinking and are appropriate to the content and learner.  
P3 A3 Teacher Candidate designs instruction based on assessment data. | Lesson Unit/Lesson Plan include all elements of a complete lesson plan  
Instruction and assessment are planned according to subject matter, Iowa Core and student characteristics & needs P3 A1  
Evidence of Common Core, district standards and curriculum goals through learning segments  
Evidence of planning strategies, procedures and transitions  
Evidence of planning how the concept, skill or task will be introduced in a way that gains students’ attention and gets them involved  
Evidence of assessments for formative and summative purposes matched to learning objective(s)  
Evidence that teaching strategies, experiences and assessments are planned to require higher order thinking appropriate to content and learners P3 A2  
Instruction is driven by assessment data P3 A3  
Instruction is planned to differentiate and accommodate individual student’s anticipated learning needs, interests, preferences and/or cultural heritage |
| **Use technology as a learning tool**  
P3 B1 Teacher Candidate integrates technology matched to instruction resulting in maximum impact on students’ learning.  
P3 B2 Teacher Candidate understands when technology is essential to meet the learning goals. | Mixes instructional strategies that include technology and other materials and resources  
Technology is matched to meet essential learning goals to maximize student learning P3 B1  
Teacher purposefully uses technology to meet learning goals; knows when it is useful and does not use technology just for the sake of using technology P3 B2  
Teacher knows how to operate technology  
Teacher models ethical and responsible use of technology and all learning materials/resources |
| **Facilitates inquiry-based experiences**  
P3 C1 Teacher Candidate implements inquiry-based experiences that require all students to address a question, exploration, issue or problem.  
P3 C2 Teacher Candidate implements ongoing assessment woven into the design of the inquiry experience. | Teacher uses inquiry-based experiences requiring students to address a question, exploration, issue or problem P3 C1  
Students have opportunities to develop critical thinking and problem solving skills  
Evidence of planning questions to promote higher order thinking  
Students are allowed to take risks and practice problem solving  
Students are allowed to manipulate materials to enhance own purposes  
Instructional activities address multiple learning styles  
Planning has considered what both the teacher and students will be doing  
Ongoing assessment is woven into inquiry-based experiences in learning activities. P3 C2 |
| **Teach for Transfer**  
P3 D1 Teacher Candidate establishes transfer goals in units and goals are aligned with Iowa Core.  
P3 D2 Teacher Candidate provides opportunities for students to develop habits of mind. | Establishes transfer goals aligned with Common Core or standards of the content discipline. P3 D1  
Teacher facilitates “thinking” habits of mind when students are baffled; gives them tools to work out solutions. P3 D2  
May use Quadrant D lessons  
Lesson planning considers the transfer goal when developing learning activities and assessments |
<table>
<thead>
<tr>
<th><strong>Apply evidence-based instructional strategies</strong></th>
<th><strong>Facilitate authentic learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P3 E1</strong> Teacher Candidate selects and applies evidence-based instructional strategies appropriate to the discipline.</td>
<td><strong>P3 F1</strong> Teacher Candidate integrates 21st century skills and content throughout classroom instruction and assessment. <strong>P3 F2</strong> Teacher Candidate develops units that require students to engage in authentic tasks.</td>
</tr>
<tr>
<td>Teacher selects and uses evidence-based strategies appropriate to discipline P3 E1 Instructional strategies are adapted for diverse learners so that the content/learning objective is meaningful to all students.</td>
<td>21st century skills are integrated with content in learning opportunities and assessment P3 F1 Authentic learning and assessment opportunities are planned and utilized P3 F2 Demonstrates how learning goals are relevant to students’ lives “Real world” experiences are part of the learning experience/activities and assessments Internships or learning experiences with community partners are possible Learning tasks are designed to allow students to extend their learning with the content and demonstrate understanding outside the classroom setting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Synthesizes research to guide instructional decisions</strong></th>
<th><strong>PILLAR 4 DATA-BASED REFLECTION as evidenced by Assessing Student Learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P3 G1</strong> Teacher Candidate synthesizes research to guide instructional and assessment decisions. <strong>P3 G2</strong> Teacher Candidate provides meaningful feedback for all students.</td>
<td><strong>Pillar</strong> <strong>May look like (descriptors)</strong></td>
</tr>
</tbody>
</table>
| Teacher utilizes research to guide instruction and assessment decisions. P3 G1 Teacher seeks out research and outside resources to enhance teaching/learning Teacher and students use best data available to support learning and conclusions Teacher takes responsibility to maximize achievement for all students as evidenced by planning instruction appropriate for individual and groups of students P3 G2 | **Uses data to support learning**
**P4 A1** Teacher Candidate uses multiple instances of assessment for learning to identify learning needs and modify immediate or future instruction. **P4 A2** Teacher Candidate analyzes data and resources both independently and collaboratively to meet students’ needs **P4 A3** Teacher Candidate provides meaningful feedback for all students Uses multiple assessments to identify learning needs and guide instruction. P4 A1 “Uses both formal and informal assessments Data from assessments is used to modify immediate instruction and/or inform future instruction P4 A1 Thinks on his/her feet” and can alter instruction when needed based on immediate data Reviews data independently and collaboratively to meet students needs. P4 A2 Feedback is meaningful and creates pathways to more learning P4 A3 Specific feedback is given after both formative and summative assessments |

<table>
<thead>
<tr>
<th><strong>Aligns assessment to learning goals</strong></th>
<th><strong>Uses multiple types of assessment processes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P4 B1</strong> Teacher Candidate plans and implements assessments that are aligned with learning goals <strong>P4 B2</strong> Teacher Candidate is successful communicating assessment criteria to student including modeling examples of high and low quality work</td>
<td>Assessments are planned and implemented to align with learning goals. P4 B1 Students understand the assessment criteria P4 B2 Students have examples of high and low quality work. P4 B2 Mastery is defined for students <strong>P4 C1</strong> Teacher Candidate uses multiple assessment types throughout the unit. A variety of assessment types/procedures, including authentic assessments and questioning techniques are used throughout the unit to assess student learning P4 C1</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>P4 C2</td>
<td>Teacher Candidate uses multiple assessment types to reflect on and modify own professional practice.</td>
</tr>
<tr>
<td>P4 C3</td>
<td>Teacher Candidate uses technology to support assessment of student learning.</td>
</tr>
<tr>
<td><strong>Uses formative and summative assessments appropriately</strong></td>
<td>Teacher models a variety of ways to examine one’s own thinking and learning in order to modify one’s own practice/learning P4 C2</td>
</tr>
<tr>
<td><strong>Modifies assessments as needed for diverse learners, student preferences and interests</strong></td>
<td>Uses technology to support assessment of student learning P4 C3</td>
</tr>
</tbody>
</table>

| **Engages students in self-assessment** | **Teacher Candidate models and structures tasks to engage learners in examining their own thinking, learning, and/or learning environment.** |
| P4 D1 | Teacher Candidate expects students to make improvements based on self-assessment and feedback from others. |
| **Teacher encourages, models and sets up tasks for self-assessment for students and for self.** | Students are provided time for reflection |
| **Students share what they have learned in a lesson** | Teacher sets the expectation that students self-assess and use feedback from others to improve learning. P4 D2 |

### PILLAR 5  PROFESSIONAL INITIATIVE as evidenced by Professional Responsibilities

<table>
<thead>
<tr>
<th><strong>Pillar</strong></th>
<th><strong>May look like (descriptors)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrate ethical decision-making</strong></td>
<td>Looks for a variety of ideas from multiple perspectives when confronting challenging issues P5 A1</td>
</tr>
<tr>
<td>P5 A1</td>
<td>Is willing to try new approaches</td>
</tr>
<tr>
<td><strong>Teacher Candidate seeks and considers input from multiple perspectives when faced with challenging issues.</strong></td>
<td>Understands and is ethical in modeling, teaching and using information, technology and documentation (including confidentiality, copyrights, sources) P5 A2</td>
</tr>
<tr>
<td><strong>Teacher Candidate understands, models and teaches appropriate use of information, technology and documentation (including confidentiality, copyrights, sources) for self and others.</strong></td>
<td>Employs high ethical standards</td>
</tr>
<tr>
<td><strong>Looks for a variety of ideas from multiple perspectives when confronting challenging issues</strong></td>
<td>Seeks and accepts input and constructive criticism from others when dealing with challenging issues</td>
</tr>
<tr>
<td><strong>Reflect and learns individually and collaboratively</strong></td>
<td>Seeks interactions with colleagues, families and community resources to benefit student learning as well as accepts same initiation by others. P5 B1</td>
</tr>
<tr>
<td>P5 B1</td>
<td>Knows school and community resources to benefit student learning</td>
</tr>
<tr>
<td><strong>Teacher Candidate initiates interactions with colleagues and other resources within and outside of the school.</strong></td>
<td>Works well with and collaboratively with colleagues, families and community resources P5 B2</td>
</tr>
<tr>
<td><strong>Teacher Candidate works well with other adults and organizations both face-to-face and virtually to benefit student learning.</strong></td>
<td>Can communicate/collaborate well face-to-face and via technology (phone, email, blog, etc)</td>
</tr>
<tr>
<td><strong>Is able to build rapport face-to-face and electronically.</strong></td>
<td>Is welcoming to and is welcomed by others</td>
</tr>
<tr>
<td><strong>Commit to Professional Growth</strong></td>
<td>Is an active participant and contributes to professional development aligned with own needs or the district. P5 C1</td>
</tr>
<tr>
<td>P5 C1</td>
<td>Is reflective about performance</td>
</tr>
<tr>
<td><strong>Teacher Candidate initiates and/or is a participant and contributor in professional development aligned with own needs and/or district/building’s curriculum and learning goals</strong></td>
<td>Knows own needs and seeks to strengthen those areas</td>
</tr>
<tr>
<td><strong>Seeks out professional literature and research on teaching to incorporate into own practice</strong></td>
<td>Reflects on lessons, assignments and student voice to identify changes and general instructional implications</td>
</tr>
<tr>
<td><strong>Understands and works within the district/building</strong></td>
<td>Knows, understands and models ethical conduct professionally and personally in and outside of school work day P5 D1</td>
</tr>
<tr>
<td>P5 D1</td>
<td>Supports policies of school and district/building by actions</td>
</tr>
<tr>
<td><strong>Teacher Candidate knows, understands and models all professional standards, code of</strong></td>
<td><strong>Knows, understands and models ethical conduct professionally and personally in and outside of school work day P5 D1</strong></td>
</tr>
<tr>
<td><strong>Supports policies of school and district/building by actions</strong></td>
<td><strong>Supports policies of school and district/building by actions</strong></td>
</tr>
</tbody>
</table>
ethics, laws and policies of the state and of the local district/building.  
**P5 D2** Teacher Candidate respects all students, families, colleagues and the community and makes them feel they are valued by asking them to partner in student learning and well-being  
Works well with administrators, colleagues and staff within the building and district (school community)  
Is respectful of others (students, parents, colleagues, community) and makes them feel valued as education partners P5 D2  
Fosters healthy relationships with school colleagues, parents and agencies  
Gets along with others and “fits in” with the local community.

| Advocates for student well being | Knocks, understands and follows IEPs, 504 plans, BIPs, Health Plans, etc as evidence of advocating for students P5 E1  
**P5 E1** Teacher Candidate knows, understands and follows all laws related to learners’ rights and teacher responsibilities (e.g., IEPs, 504 Plans, Health Plans, confidentiality, privacy, reporting in situations related to possible child abuse, etc) and advocates for all students  
Knows how to look for and report abuse/neglect appropriately  
Maintains confidentiality appropriately at all times  
Knows and uses available resources within the school and the community to advocate for all students’ learning needs, safety, etc P5 E2  
Provides information to parents/guardians as appropriate about instructional program and progress of students (both positive and negative progress) in order to advocate for students  
Advocates for all students  

**Grading Student Teachers**  
Buena Vista University is responsible for assigning student teacher grades. The university supervisor solicits input from the cooperating teacher and bases the evaluation on the student teacher’s demonstrated abilities at the end of the student teaching assignment. While the cooperating teacher is asked to recommend a grade, the final decision rests with the Buena Vista University supervisor. Final grades will be entered by the University Supervisor into Beavernet.

During visits to the classroom, the university supervisor will review daily journals, reflective writings, lesson and unit plans and other documentation that reflect the student teacher’s involvement in the teaching situation. The supervisor will also obtain critical information and feedback from the cooperating teacher, the building level administrator and/or other personnel who have direct knowledge of the student teacher’s performance. Student teachers receive a separate grade for each student teaching experience.

The grading scale is based on the University grading scale:

- **A/A-**: Above Average / Excellent  
- **B+/B/B-**: Average to Above Average / Strong  
- **C+/C/C-**: Average / Fair  
- **D/F-**: Unacceptable / Unsatisfactory  
- **W** (Withdraw)  
- **IP** (In Progress)
Every student teacher should be viewed as a *beginning* teacher. Consequently, the student teacher should be evaluated using standards appropriate for *beginning* teachers, *NOT* those appropriate for *experienced* teachers.

**Grade: A (EXCELLENT)**

The student teacher is performing exceptionally. He/she exhibits initiative, imagination, and creativity beyond what is normally expected of a beginning teacher. He/she consistently improves his/her performance and that of the students. The student teacher is responsive to suggestions, and he/she conscientiously seeks to overcome weaknesses. He/she is well prepared for class and has provided the cooperating teacher and university supervisor with copies of his/her lesson plans. The student teacher can effectively manage the behavior and instruction of his/her classroom. He/she uses excellent communication skills, both oral and written. He/she is punctual and personable with staff and students alike. The student teacher has also successfully completed the university requirements, as designated by the Dean of Education, education coordinators, and university supervisors.

**Grade: B (STRONG)**

The student teacher is a responsible and frequently imaginative, creative teacher. He/she is aware of most of his/her weaknesses and works to overcome them. The student teacher is responsive to suggestions, although there may be some performance objectives which he/she may not be able to meet. He/she is generally well prepared and has provided the cooperating teacher and university supervisor with copies of his/her lesson plans. The student teacher can manage the behavior and instruction of his/her classroom, but he/she may occasionally have difficulties. His/her communication skills, both oral and written, are good. He/she is punctual and personable with staff and students alike. The student teacher has completed the university requirements, as designated by the Dean of Education, education coordinators, and university supervisors.

**Grade: C (FAIR)**

The student teacher is generally succeeding but not without considerable difficulties. He/she may not take much initiative in understanding and improving his/her weaknesses. The student teacher may be minimally responsive to suggestions, and there are several performance objectives which he/she cannot meet. He/she may not show evidence of preparation for class and may not provide the cooperating teacher and university supervisor with copies of his/her lesson plans. The student teacher may have considerable difficulty with classroom management. His/her communication skills, both oral and written, are fair. He/she may not always be punctual but is generally personable with staff and students alike. The student teacher has completed some but not all of the university requirements, as designated by the Dean of Education, education coordinators, and university supervisors.
If the grade is less than a C-, there is no credit for student teaching and the student must ask the TEC to be allowed to student teach again.

The TEC makes a decision as to when, or if at all (depending upon the reason for the failing grade), the student may be allowed to student teach again. The student may appeal the decision to the Dean of the School of Education.

The TEC has these options:
1. If the student teacher failed the student teaching Term 1/Semester 1; the student may student teach again Terms 2 and 3, Terms 3 and 4 or Semester 2; depending on securing a placement. If the student failed Term 2, the student may be allowed to student teach again Terms 3 and 4.
2. If the student teacher failed Term 3, 4 or Second Semester, the student may student teach again Terms 1 and 2 and First Semester of the following fall. The site student also has the option of student teaching Terms 2 and 3, depending upon placement.
3. The TEC can determine that the student wait to student teach for up to 1 year.
4. The TEC can determine that the student cannot student teach.

Options 1, 2, and 3 allow for 16 consecutive weeks of successful student teaching. The third option allows the student to seek assistance, become better prepared, and fulfill legal obligations, etc. before student teaching again so that a successful student teaching experience is more likely to happen. The fourth option allows BVU to exclude a student from student teaching based on illegal, immoral or unethical behavior for which the student received a failing grade.
**Student Teacher Section**

**Expectations Prior to Student Teaching**
- Make student teaching the number one priority.
- Visit the assigned school(s) and attend placement meetings as scheduled.
- Begin planning for grade level materials and/or instructional aids centered on grade levels assigned based on discussions with the cooperating teacher(s).
- Discuss potential unit plans with the cooperating teacher(s).
- Read through the materials, requirements, and expectations of the student teaching experience.

**Early in the Student Teaching Experience**
- Refer to the materials and suggested checklists on a regular basis in order to keep on schedule.
- Learn student names and review student records in order to become familiar with students’ abilities, modifications or other related concerns.
- Get actively involved in the daily routines of the classroom.
- Take the initiative of seeking advice and suggestions from the cooperating teacher.
- Become an active member of the life of the school by participating in before/after school activities, meetings and/or other assigned responsibilities.

**On-going during the Student Teaching Experience**
- Remember the proper protocol of being a guest in the host school.
- Conduct yourself professionally.
- Welcome constructive criticism and take advice seriously from both the cooperating teacher and university supervisor.
- Assume instructional and supervisory opportunities as they become available with the cooperating teacher.

Additional protocol includes but is not limited to the following:

**Attendance & Absences**
- You are expected to **arrive at school the same time as the cooperating teachers and are to remain the entire school day**. Student teaching is to be considered a full-time experience and should be treated as a full-time job.
- Student teachers will follow the district calendar for each placement. This means they will be following the Thanksgiving, Christmas, and spring breaks of the host schools, not those of the University. Your student teaching schedule may be different from the typical semester or term dates to accommodate the district’s calendar. For example, if the school district takes a week off for a spring break or there are an excessive number of snow day closings, then the placement will need to align with the district’s in-school days and the student teacher may need to remain in the placement longer. If the student teacher lives in the residence halls, they will need to make arrangements with Student Services to remain in the residence halls during Buena Vista University breaks.
• Student attendance at seminars is a requirement of student teaching. If a candidate is going to be absent from a Seminar III session due to personal illness or emergency, the student teacher must contact the SPEC or EC/A prior to the seminar session. The student teacher must schedule a make-up session (which could include an assignment). Failure to schedule a make-up session may include:
  • Failing the student teaching experience
  • Being placed on a Growth Plan for professionalism
  • Student graduation could be placed on hold until after the Seminar III requirements are completed

• Excessive absences or tardiness will not be allowed and may result in termination of the student teaching assignment. **No more than three (3) excused absences are permitted during the entire student teaching period.** Such excused absences may include but are not limited to illness, emergency situations, interviews or other professional activities. These three days are not personal days to be used at the discretion of the student teacher. They are days designed to allow some flexibility in the student teacher’s schedule which will allow the option of not having to make up days because of illness or an emergency.

• When absences exceed 3 days, the student teacher may need to extend a student teaching placement to meet requirements. Each situation will be handled on an individual basis. Student teachers will need to immediately notify their cooperating teacher, university supervisor, and the Student Professional Experiences Coordinator or Education Coordinator/Advisor when absences occur. The university supervisor, the cooperating teacher and the Student Professional Experiences Coordinator or Education Coordinator/Advisor must be in agreement with the number of days to be made up.

• In accordance with state guidelines regarding the need for consecutive placements, three absences or more in a row may result in removal from a placement. Students in this situation must contact their Education Coordinator/Advisor or Student Professional Experiences Coordinator and their University Supervisor as soon as possible.

• If weather conditions do not permit safe travel, cancellations of any scheduled seminars or field trips will be announced via local radio stations. You are expected to follow the schedule of your assigned school in case of inclement weather.

**Professional Responsibilities and Dispositions**

• You will need to have access to the Internet and your Canvas account. Evaluations, Student Teaching Experience Checklists, and Weekly Reflections will be uploaded or completed within Canvas. If you experience problems with your account, you can contact the BVU Assessment Manager at 712.749.2156. Additional information about Canvas can be found on our BVU Teacher Education Program website at [http://www.bvu.edu/bv/teachered/](http://www.bvu.edu/bv/teachered/).

• You represent Buena Vista University and you are expected to conduct yourself as a professional. The decorum/dress should be discussed with the cooperating teacher prior to the student teaching experience, and it should be based on the accepted mores, norms, and culture of the building in which you will be working.

• You must respect the confidentiality of all students, parents and fellow teachers. A confidentiality statement must be on file in the appropriate teacher education office prior to the student teaching placement.
• You are expected to attend and/or participate in out-of-class activities sponsored by the cooperating school. PTA/PTO meetings, faculty and/or professional workshops or in-services, IEP meetings, parent conferences and class field trips are examples of out-of-class activities.

• You do not have voting rights in the participating school. You are to refrain from becoming involved in the internal politics or conflicts that may exist between teachers, administrators and/or district policies/organizations (i.e., labor or contract disputes).

• You cannot be used as substitute teachers for cooperating teachers or any other teacher in the building/district and cannot be paid for student teaching. The Code of Iowa, Chapter 260, does not allow student teachers the authority to teach or assume teaching responsibilities in unsupervised situations.

• Focus on the dispositions of self-reliance, initiative, enthusiasm and outstanding professionalism.

• You are expected to keep lines of communication open with university supervisors when faced with problems, progress, scheduling conflicts or other related issues.

• You are expected to read the host school’s policy manual to become familiar with district policies and procedures in order to comply with all building/district regulations.

• When considering termination of your student teaching experience due to protocol issues, the performance level at the time of the decision is taken into consideration. In the event the student teaching experience is recommended for termination, the Student Professional Experiences Coordinator and/or Education Coordinator/Advisor will have the final say based on shared information from the university supervisor, cooperating teacher(s), and/or building level administrator. You will have due process rights and have avenues for appeal according to the Teacher Education Program Handbook.

Lesson Planning

• Lesson planning is required at each placement, and resources to assist in planning can be found in this handbook.

• Other planning forms may be used that are more specific to subject areas and grade levels.

• You are expected to provide lesson plans to your cooperating teachers in advance of presenting the lesson. This allows time for the cooperating teacher to review those plans and make suggestions for improvements. Providing lesson plans beforehand is important because cooperating teachers are ultimately accountable for their classrooms.

• You and the cooperating teacher should work together to determine a schedule as to when lesson plans are due. The policy of having teachers submit lesson plans weekly to building level administrators varies from district to district. A policy for cooperating teachers does not apply to you. Lesson planning is a critical component of the preparation process and should be taken seriously. The student is expected to engage in lesson planning on a daily basis as well as during formal observations.

• Failure to satisfactorily plan for lessons and teaching will result in a growth plan and possible withdrawal from student teaching.
Student Teaching Experience Checklist
The Student Teaching Experience Checklist provides guiding questions and topics to assist with orienting the student teacher to the classroom, building, and district they are placed in. This checklist is to be completed with the cooperating teacher. Once completed, the form will be uploaded to Canvas. See section “Uploading to Canvas” for specific instructions.

Weekly Reflective Writings
A written reflective report is completed each week throughout the student teaching experience. These reports consist of a reflection based on various guiding standards such as the BVU Teacher Education Program Pillars, InTASC standards, and the Iowa Teaching Standards. Each reflection has a set of guiding questions based on that week’s theme.

Weekly Reflective Writing Guidelines

1. Weekly Reflections are to be uploaded into Canvas (see section Uploading to Canvas).
2. Weekly Reflections are to be uploaded into Canvas according to the following schedule:
   a. Storm Lake Students- Reflections are to be uploaded no later than midnight Saturday.
   b. OSG Students- Reflections 1-7 are to be uploaded no later than midnight Saturday, and Reflection 8 is to be uploaded no later than midnight Friday.
3. The first weekly reflection is due the Saturday after your first week of student teaching.
   a. 4 week placement = complete Weekly Reflections 1-4
   b. 7 week placement = combine weeks 1 & 2 for Week 1 and then finish on the same schedule as the 8-week.
   c. 8 week placement = complete Weekly Reflection each week
   d. 14 week placement = Complete week 1 during week 1; week 2 during week 2; then submit the Reflections every other week on weeks 4,6,8,10,12 and 14.
   e. 16 week placement = submit a Reflection every other week.
4. Each Weekly Reflection should use the following writing style:
   a. APA 6th edition style
   b. 1 inch margins
   c. size 12 point Times New Roman font
   d. 2-4 pages total for each Weekly Reflection; additional documents may be uploaded for some assignments as noted in the Weekly Reflection assignments and will not count toward the 2-4 pages.
5. You will need to write concisely due to the limited number of pages required for the Weekly Reflection.
6. It will be helpful to review each Weekly Reflection assignment prior to the week.
7. Some Weekly Reflections ask if you have considered or if you did something specific in your lesson plan or instruction. You may not have done each item and this is acceptable for your Reflection. If you did not, say you didn’t. If you didn’t and wish you had, say so and tell why.
8. Some Weekly Reflections are about a Learning Segment and others about a Learning Task. Here is the difference:
a. A Learning Segment = a set of lessons (typically 3-6) that build upon one another toward a key concept (essential understandings/big ideas/generalizations). A segment has a clearly defined beginning and end. A learning segment is like a mini-unit; a subset or chunk of lessons within a unit.

b. Daily Learning Task/Plan includes activities, discussion or other means of participation that engage students to develop, practice and apply skills and knowledge related to a specific learning goal. Learning Tasks may be scaffolded to connect prior knowledge to new knowledge and often include formative assessment. They comprise a learning segment.

Iowa Core or District Standard

Unit Plan = designed to teach a key conceptual understanding (essential understandings/big ideas/generalizations) with its accompanying skills/facts/procedures

Learning Segment = a series of lesson plans within the unit, usually 3-5 lessons; purposefully grouped together as a sub-unit within the unit

Lesson Plans = what your students are learning and how you are teaching today (see lesson plan template in the following section of this handbook)

Note: if your Supervisor allows audio or video recordings to be uploaded in lieu of and/or in addition to a written Weekly Reflection, please check with your Supervisor for instructions. Be sure that your audio or video files include all of the required information. Further, be sure to indicate what the audio or video file is representing in your assignment.

Uploading to Canvas
Throughout student teaching, the Weekly Reflective Writings and the Student Teaching Experiences Checklist will need to be uploaded to Canvas. Be sure to save your documents with a title that reflects the particular assignment (for example: WeeklyWriting1 Smith.doc). The following steps will assist you in uploading your assignments.

1) Once you have logged in to Canvas (https://bvu.instructure.com/login/ldap), select your student teaching course and click the “Assignments” tab.
2) Choose the assignment that matches the specific week you are submitting, then click “Submit Assignment” on the far right hand side.
3) Browse for the file you want to submit and click “Submit Assignment.”

*Note: even though your evaluations are listed as assignments, you are not required to submit anything for these.

**Student Evaluation of Field Experience**
Throughout the Teacher Education Program, students are asked to complete an evaluation of their field experience. The purpose of this evaluation is to determine if the placement met the goals of the field experience. The online survey is to be completed at the end of the experience and can be located in the Canvas course for the student teaching placement.
Student Teaching Experience Checklist

Student Teacher’s Name: ______________________________________________________
Placement Location: _________________________________________________________
Cooperating Teacher: _________________________________________________________
Grade Level/Subject Area: ____________________________________________________

<table>
<thead>
<tr>
<th>Experience</th>
<th>Date</th>
<th>Cooperating Teacher Initials</th>
<th>Student Teacher Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Experiences</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Meet building personnel</td>
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<td></td>
<td></td>
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<tr>
<td>• Principal</td>
<td></td>
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<tr>
<td>• Secretary/Office Staff</td>
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<tr>
<td>• Team/Partner Teachers</td>
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<tr>
<td>• Other/Special Area</td>
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<tr>
<td>• Teachers</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Support Staff (Cooks, Custodians, Nurse, Counselor, Aides)</td>
<td></td>
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<tr>
<td>Toured Building/Materials</td>
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<tr>
<td>Access</td>
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<td></td>
<td></td>
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<tr>
<td>Tour Library/Media Center</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Meet Media Specialist</td>
<td></td>
<td></td>
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<tr>
<td>Review regulations regarding parking, faculty restroom, lunch, space for personal items.</td>
<td></td>
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<tr>
<td>Discuss other supervisory duties</td>
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<tr>
<td>• Hall Area</td>
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<tr>
<td>• Playground Area</td>
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<tr>
<td>• Study Hall Area</td>
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<tr>
<td>• Lunchroom Area</td>
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<tr>
<td>• Before/After School</td>
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<td></td>
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<tr>
<td>Introduction to class</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Share preferred contact information for questions or concerns</td>
<td></td>
<td></td>
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<tr>
<td>Expectations if/when student teacher may be tardy or absent</td>
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<tr>
<td>Review School Policies (District, Building, &amp; Classroom)</td>
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<tr>
<td>Review standard operating procedures of building and classroom</td>
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<tr>
<td>Provide school handbook with information for new teachers</td>
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<tr>
<td>Review room policies regarding discipline, illness, injuries, absences, student referrals</td>
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<tr>
<td>Review procedures for enter &amp; exiting the building, using library, assemblies, lockers, visiting the nurse</td>
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<tr>
<td>Review daily schedule and transitions</td>
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<tr>
<td>Fire, disaster, and other drill procedures</td>
<td></td>
<td></td>
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<tr>
<td>General housekeeping procedures to include student absences, record keeping, cumulative records</td>
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<tr>
<td>Share regulations for visitors in the building/classroom</td>
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<tr>
<td>Procedures for visiting other classrooms or buildings</td>
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<tr>
<td>Share special regulations concerning who may pick up a student from school</td>
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<tr>
<td>Share necessary information regarding student needs, medications, and health concerns</td>
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<tr>
<td>Procedures involving obtaining textbooks, supplies, audio/visual aids, copying, library/media materials, AEA services.</td>
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<tr>
<td>Procedures involving field trips/guest speakers</td>
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<tr>
<td>Policies concerning school closings (late start, early out, cancelation) due to inclement weather or other special circumstances.</td>
<td></td>
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</tr>
</tbody>
</table>

### Instructional Strategies and Considerations

| Share expectations for instructional design, planning, classroom management, record keeping, and evaluation |
| Provide guidance and expectation for testing practices |
| Identify student teacher responsibilities and develop a timeline |
| Acquaint student teacher with special education program philosophy and available instructional materials |

### Active Participation/Evaluation Strategies

| Attend Professional Meeting or Inservice |
| Visit Area Resource Center |
| School Community resources |
| Arranged for parental/guardian contact and/or involvement |
| Attended a staffing for student(s) with IEP |
| Attended an open house, school assembly, or other extra curricular activity |
| Observed/Participated in Parent-Teacher Conferences |
| Attended a faculty meeting before or after school |
Student Teacher Reflective Writing Report
Week 1: InTASC 1 and 2 Learner Development and Learner Differences

Student Teacher’s Name ____________________________________________________________

Placement Location ___________________ Grade Level/Subject Area ________________________

Week of _______________ through _______________

This report must be completed and uploaded to Canvas no later than Saturday midnight of the first week of your student teaching experience.

Theme: SUPPORTING STUDENT LEARNING
The majority of your time should be spent in observation, orientation, learning student names, getting acquainted with curriculum materials, learning the rules and procedures of the classroom and the school, helping students individually or in small groups, and possibly teaching short lessons or assuming opening activities.

Having a good grasp of the culture and climate of the community and building in which you teach is as important as knowing your students’ learning needs as you begin working with your class.

Please respond to the following questions for your Weekly Reflection.

*Note: if you are teaching more than one grade, section, subject or group of students, please select one of them to use as your “class” for this and the remainder of the weekly reflections.

About the School Where You Are Teaching
1. In what type of school do you teach? What is the grade level of the building?
   Elementary school:______ Middle school:______ High:________
   Urban:______ Suburban:______ Rural:______ Public:______ Non-Public:______
2. What is the length of time scheduled for teaching subjects? Is there a block schedule (75 or 90 minutes, traditional schedule (45 minutes) or other scheduling format?
3. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching.
4. Briefly, describe the cultural composition of the community and of the students in your classroom.

About the Students in the Class
1. Grade level(s): ________________________________
2. If Secondary, the name of this course:__________________________
3. Number of students in the class _____ males _____ females _____
4. Summarize required or needed supports, accommodations or modifications for students in the class that will affect instruction. Consult with your cooperating teacher to learn of the needs of students you will be teaching. Consider students with IEPs, English Language Learners, struggling readers, underperforming students or those with knowledge gaps and TAG students.
Student Teacher Reflective Writing Report
Week 2: InTASC 3 Learning Environment

Student Teacher’s Name ____________________________________________________________
Placement Location _______________ Grade Level/Subject Area ___________________________

Week of _______________ through _______________

This report must be completed and uploaded to Canvas no later than Saturday midnight of the second week of your student teaching experience.

Theme: PROMOTING A POSITIVE LEARNING ENVIRONMENT
At this point you are gradually assuming additional responsibilities for teaching, classroom management and teacher duties. Now is the time to start thinking of what you know about your students’ everyday experiences, cultural backgrounds and practices, and interests and how that can help you keep students motivated and your classroom as a positive learning environment. You should also note what educational technologies are being used and identify possible areas of improvement. The aim is to identify and intentionally infuse educational technology throughout the learning process.

1. What are the classroom procedures and rules that need to be followed? How do the students know what they are? How did the classroom teacher establish this environment?

2. What evidence is there that this classroom is a safe and purposeful learning environment?

3. How do the teacher and the students demonstrate respect for each other?

4. What are some of your initial ideas or thoughts about how you will use what you know about your students for classroom management to create a positive learning environment? Consider how do/will you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning.
Student Teacher Reflective Writing Report  
Week 3: InTASC 4 Content Knowledge

Student Teacher’s Name ________________________________________________

Placement Location ________________________ Grade Level/Subject Area ________________________________

Week of ______________ through ______________

This report must be completed and uploaded to Canvas no later than Saturday midnight of the third week of your student teaching experience.

**Theme: CONCEPTUAL UNDERSTANDING WITHIN A CONTENT AREA**

Consider the essential understandings, big ideas or generalizations you want your students to learn in a content area you teach. Then, with your cooperating teacher, identify 1 essential understandings, big ideas or generalizations along with the transfer goals in a learning segment. Keep in mind that your students need to understand the knowledge and skills that allow them to apply their understanding of the essential understandings/big ideas/generalizations.

1. Describe how your learning segment reflected Iowa Core/district standards and/or nationally recognized discipline standards (such as ISTE, NGSS, etc).

2. How did you effectively link disciplinary concepts that capture essential understandings, big ideas or generalizations to students' prior understanding?

3. What are possible misconceptions about this concept?

4. What academic language (specialized vocabulary and language processes) was necessary in this learning segment and how were the students made aware of it?

5. How does this learning segment:
   a. Fit within the unit?
   b. Fit into the overall learning progression/concept development of the discipline (content)?

6. If it was, how was the content differentiated for students’ learning needs?
Student Teacher Reflective Writing Report  
Week 4: InTASC 5 Application of Content

Student Teacher’s Name _____________________________________________________________

Placement Location ______________________ Grade Level/Subject Area ______________________

Week of ____________ through ____________

This report must be completed and uploaded to Canvas no later than Saturday midnight of the fourth week of your student teaching experience.

Theme: ENGAGING STUDENTS IN LEARNING BY CREATING A CONTEXT FOR LEARNING

Authentic learning experiences characteristically use real-world problems and their solutions, using role-playing exercises, problem-based activities, case studies, and participation in real or virtual communities of practice. (Lombardi, 2007).

Devise an authentic learning experience/activity in a learning segment you will teach (or use one you have taught). Afterward, respond to the guiding questions for your weekly reflection.

Guiding Questions:

1. Describe the authentic learning experience.

2. Briefly, describe how an authentic learning experience
   a. Puts the essential understandings/big ideas/generalizations into a meaningful context for each student
   b. Differentiates for students’ learning needs
   c. Motivates students to learn
   d. Incorporates 21st Century skills from Iowa Core
   e. Connects the big ideas/essential understandings/generalizations to different and/or global perspectives
   f. Integrates theory and practice (Support your explanation with your understanding of student learning and principles from theory and/or research as appropriate)
Student Teacher Reflective Writing Report
Week 5: InTASC 6 Assessment

Student Teacher’s Name

Placement Location ___________________________ Grade Level/Subject Area __________________________

Week of ___________ through ___________

This report must be completed and uploaded to Canvas no later than Saturday midnight of the fifth week of your student teaching experience.

Theme: MONITORING STUDENT LEARNING

Identify an assessment you used to evaluate your students’ developing knowledge and skills. It should be an assessment to be completed by the entire class.

Use the assessment and results to respond to the following questions in your weekly reflection. Supporting documents uploaded into Canvas will not count toward the 2-4 page limit.

1. Describe the assessment and tell how the assessment aligned with the transfer goals.
   a. What were the assessment criteria and how were students made aware of them?
   b. Describe and discuss the student self-assessment tool or document
   c. Provide a graphic (table or chart) or narrative summary of student learning for your whole class. Be sure to summarize student learning for all assessment criteria described above.

2. Give an example of how you gave meaningful feedback to one of your students. Describe how you will support the student to apply the feedback to guide improvement.

3. How did/will you use evidence of what students know and are able to do to plan next steps in instruction?

4. If appropriate, describe how the assessment was modified to accommodate students’ needs and, if so, preferences and interests.

5. Briefly tell what other, if any, assessment evidence supports your conclusions about the class’s understanding of this essential understandings/big ideas/generalizations.

6. With whom did you review these results and did the discussion change your conclusion? If so, how did your conclusion change?
Student Teacher Reflective Writing Report
Week 6: InTASC 7 Planning for Instruction

Student Teacher’s Name

Placement Location __________________________ Grade Level/Subject Area __________________________

Week of ______________ through ______________

This report must be completed and uploaded to Canvas no later than Saturday midnight of the sixth week of your student teaching experience.

Theme: PLANNING FOR STUDENT LEARNING AND SUPPORT

Please consider a recent learning segment for one class to answer the guiding questions for this weekly reflection. For this week’s reflection, you

• Must use a lesson plan from the learning segment
• Will need to upload the lesson plan you used for this weekly reflection and use it to answer this week’s guiding questions.
• May annotate your lesson plan to answer the questions, write a narrative for each question, or a combination of both methods to complete this assignment.

Briefly explain how and/or identify where in your planning that the lesson plan (please keep in mind that not every daily lesson plan contains all of these elements):

1. Aligns with Iowa Core/district Standards or nationally recognized discipline standards.
2.Uses prior academic learning and prerequisite skills related to the essential questions/big ideas/generalizations (What do students know, what can they do, and what are they learning to do?) and how this guided your choice of learning tasks and materials.
3. That the lesson plan aligns with the unit transfer goal.
4. Fits into the learning progression of the unit.
5. Identifies common misconceptions and how they will be addressed.
6. Allows for use of academic language by you and the students.
7. Includes instructional strategies and/or learning tasks (including what you and the students will be doing) that support diverse student needs.
8. Identifies instructional technology, resources and materials used to engage students in learning.
9. Allows for informal or formal assessments to monitor student learning, including what is being assessed and how it was done.
Theme: DEEPENING STUDENT LEARNING DURING INSTRUCTION

1. Give specific examples of how (if so) your instructional strategies and planned supports:
   a. Set the stage for the learning environment you wanted to develop in order to establish respect and rapport, and to support students’ engagement in learning
   b. How is the room physically arranged for the lesson? (You may include a narrative, sketch or picture as an additional attachment. Labels should indicate general seating arrangements, teacher desk, TA desk and any other important particulars).
   c. Stimulated interest or curiosity at the start of the day’s learning
   d. Connected the content to your students’ prior academic learning and personal, cultural, or community background
   e. Included modeling, guided practice, group practice and independent practice
   f. Elicited responses from all students to promote higher order thinking
   g. Allowed students to apply the essential understanding/big ideas/generalizations in a meaningful context
   h. Were appropriate for all students’ stages of development (Differentiated on the basis of need, interests and preferences)
   i. Incorporated content appropriate technology, resources and/or materials to enhance student learning/performance; including modeling their ethical use
   j. Gave closure to the lesson

2. Did you make any changes in your plan while actually teaching the lesson? If so, what changes and why did you make them? If not, why not?
Student Teacher Reflective Writing Report
Week 8: InTASC 9 and 10 Professional Learning & Ethical Practice
and Leadership and Collaboration

Student Teacher's Name ________________________________________________________
Placement Location ______________________ Grade Level/Subject Area ________________
Week of __________________ through ________________

This report must be completed and uploaded to Canvas no later than Friday midnight of the eighth week of your student teaching experience.

Theme: ANALYZING TEACHING AND PROFESSIONAL RESPONSIBILITIES

Briefly Answer the following questions:

1. Analyzing Teaching
Refer to the lesson plan used in the last weekly reflection to analyze your teaching. At minimum, briefly describe:
   a. Your method for analyzing your instruction
   b. How did your instruction support learning for the whole class and students who need greater support or challenge?
   c. What changes would you make to your instruction to better support student learning of the essential understandings/big ideas/generalizations?
   d. Why do you think these changes would improve student learning?

2. Professional Learning
Based on this student teaching experience, what is an area of professional development you would like to pursue to enhance your knowledge and/or skills, and why?

3. Collaboration and Relationships
   a. What did your collaborative partners do to make the collaboration process work well?
   b. What characteristics of a teacher leader did you notice in your colleagues?
   c. During this student teaching experience, how did you establish relationships with:
      a. Colleagues and Staff
      b. Students
      c. Administrators
      d. Parents
      e. Community Partners

4. Ethical Practice
Describe how you displayed high professional standards and ethics during this student teaching experience.
# Understanding by Design Lesson Plan

## Design Format

### Stage 1 Desired Results

**What will students understand?**

<table>
<thead>
<tr>
<th>Subject/Grade Level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Connection to IA/Common Core (National Standards)</td>
<td></td>
</tr>
<tr>
<td>Transfer Goals (From Unit Plan)</td>
<td></td>
</tr>
<tr>
<td>Big Idea(s) (From Unit Plan)</td>
<td></td>
</tr>
<tr>
<td>Essential and Topical Question(s) (From Unit Plan)</td>
<td></td>
</tr>
<tr>
<td>Knowledge, Vocabulary &amp; Skills (From Unit Plan)</td>
<td>Knowledge:</td>
</tr>
</tbody>
</table>

- **Lesson Purpose/Objective**
  - List the Facet(s) of Understanding
- **Possible Misconceptions or Probable Difficulties**
- **Safety Considerations**

### Stage 2 Evidence of Understanding

**How will we know students understand?**

- PreTest for Prior Knowledge (formal/informal)
- Check for Understanding /Formative Assessment
- Summative Assessment for the Lesson - List the Facet(s) of Understanding
- Final Summative Assessment (From Unit Plan)
Stage 3 Learning Plan
What experiences do students need to have to meet the lesson objectives as they move towards the unit transfer goals?

Resources & Technology:

| Activating Prior Knowledge (Anticipatory Set/ Hook) | Teacher Actions | Student Actions (Highlight Assessment for Learning) | Differentiation |
| Modeling/ Introduction of New knowledge, information, & skill | | | |
| Guided Practice | | | |
| Independent Practice | | | |
| Wrap Up (connect to purpose, big idea, & future learning) | | | |
| Possible Misunderstandings or Misperceptions | What will be difficult for the students? | | |

Notes and Reflections:

This Lesson:

What did you do that helped or did not help the students reach the desired results?

What surprised you?

What was difficult for the students and what misunderstandings were uncovered?

Next Lesson:

What are the students ready to learn based on this lesson?
Lesson Planning Questions

(These questions may be used to help frame lessons)

Lesson Objectives
• What do you want the students to accomplish as a result of this lesson?
• How does this lesson relate to the Standards/Benchmarks of the district?
• What modifications will need to be made for identified students?

Method of Evaluating Student Achievement
• How are you going to measure whether or not the students have accomplished your objective(s) through this lesson presentation?
• What evidence will you collect that will demonstrate student progress?
• What are your plans if students do not demonstrate adequate levels of understanding after the lesson presentation?

Materials Needed and Time Allocated
• What materials will be needed in teaching this lesson?
• How long will the lesson take?
• What modifications (if any) need to be considered?

Prerequisite Student Skills Needed
• What special skills do the students need to possess in order to participate?
• What special skills do the students need to complete the lesson?
• How will the prerequisites be identified?

Evaluation of the Lesson/Planning for Next Lesson
• After the lesson presentation, how will you know if the students “got it”?
• What will you want to remember for the next time you teach it?
• How did you assure accountability for this lesson?
Professional Seminar III: Student Teaching
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
4 = met or exceeded expectations—almost all of the time—definitely
3 = met most expectations—most of the time—yes
2 = met some expectations—some of the time—probably
1 = met very few expectations—in frequently—no

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:
Cooperating Teacher Section

Your role as the cooperating teacher is vital in providing guidance, coaching, supervision, and evaluation of the student teacher’s work. While remaining accountable, you give increasing responsibility to the student teacher for the class so the student teacher is eventually experiencing a full-time teaching load. We trust you will assist your student teacher in the following ways:

- Prepare the class(es) for the student teacher’s arrival.
- Orient the student teacher to the school, faculty, staff, class materials, policies, procedures, resources, schedules, etc. Complete the Student Teaching Experiences Checklist with the student teacher. Clearly discuss the expectations for the student teacher and work together to develop an appropriate time line for turning over responsibilities.
- Keep lines of communication open with the university supervisor regarding the student teacher.
- Arrange for regular conference times with the student teacher to discuss planning, suggestions, progress and the completion of all required assignments and/or papers related to this experience.
- Provide guidance in the management of and expectations for student behavior.
- Arrange, as much as possible, for three-way conferences during the university supervisor visits/formal observations. In order to avoid any surprises, all feedback shared with the university supervisor should also be shared with the student teacher prior to any conferences taking place.
- Familiarize yourself with Canvas, BVU’s web based assessment system. Your login information and instructions regarding completing the evaluations within Canvas will be sent to your school district email address. If you do not receive these instructions, contact the BVU Assessment Manager at 712.749.2156. Additional information can be found on our BVU Teacher Education Program website at http://www.bvu.edu/bv/teachered/.
- Complete the required evaluations
  - Two-Week Student Teacher Progress report (completed within Canvas)
  - Mid-Term Evaluation of Student Teaching Form (completed within Canvas)
  - Final Evaluation of Student Teaching Form (completed within Canvas)
  - Final Evaluation of Student Teacher Grade Sheet (completed within Canvas)
- Provide opportunities for learning by doing and being actively engaged with individual students. The expectation should be transitioning from small group instruction to gradually assuming the responsibility for the entire class.
- Assist in the coordination and integration of materials so as to develop instructional skills and knowledge and to enhance the presentation of subject matter, facts and details.
• Provide guidance in the preparation of tests and various methods of instruction and assessment.
• Arrange for a daily planning period for the student teacher.
• Provide specific suggestions for developing working relationships with colleagues, administrators, associates and members of the staff.
• Assist in lesson planning and the establishment of short and long-range goals for upcoming units, themes or specific topics that are to be covered during the student teaching placement.
• Acquaint the student teacher with audio-visual/computer equipment available in the school and the procedures for securing or making requests for checkout. Give necessary help to ensure effective use. Acquaint the student teacher with materials available from the Area Education Agency.
• Provide the student teacher with personal workspace and a place to store personal belongings.
• Establish protocol and guidelines for conferencing with parents/guardians and students. Set expectations for the student teacher for working with different constituents (aides, associates, support personnel) within the classroom setting.
• Recommend a grade for the placement, although the final grade is the responsibility of the university supervisor.

Evaluations
On the following pages you will find the documents you need to complete as a cooperating teacher. Please complete them in a timely manner. You will need to fill out the Mid-Term Evaluation, Final Evaluation of Student Teacher Grade Sheet, and Final Evaluation in Canvas. Instructions regarding completing the evaluations within Canvas will be sent to your school district email address. If you do not receive these instructions, contact the BVU Assessment Manager at 712.749.2156. Additional information can be found on our BVU Teacher Education Program website at http://www.bvu.edu/bv/teachered/. These are minimum evaluation requirements, so please feel free to give additional written and verbal feedback as needed to both the student and the university supervisor.

Mock Evaluation Requirement
A licensure requirement is that the cooperating teacher conducts a mock evaluation using the Iowa Teaching Standards to prepare students for the types of evaluations currently being used. Administrators may help cooperating teachers with this requirement if needed. A mock evaluation will be completed at each student teaching placement.

The following are the Iowa Teaching Standards:

Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals.
Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.
Standard 3: Demonstrates competence in planning and preparing for instruction.

Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.

Standard 5: Uses a variety of methods to monitor student learning.

Standard 6: Demonstrates competence in classroom management.

Standard 7: Engages in professional growth.

Standard 8: Fulfills professional responsibility established by school district.

The Mock Evaluation must be completed and documentation of its completion must be submitted to Canvas. A mock evaluation will be completed at each student teaching placement.
Buena Vista University
Two-Week Student Teacher Progress Report
(Complete within Canvas)

Student Teacher: ____________________________________________________________

Cooperating Teacher: Complete this form in Canvas and share with the Student Teacher and the University Supervisor at the end of the second week of the student teaching experience.

<table>
<thead>
<tr>
<th></th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Enthusiasm</strong></td>
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<td><strong>2. Punctuality and a sense of responsibility</strong></td>
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<td><strong>3. Academic preparation</strong></td>
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<td><strong>4. Ability to design instruction</strong></td>
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<td><strong>5. Rapport with professional empathy for students</strong></td>
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<td><strong>6. Poise and flexibility in the educational setting</strong></td>
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<td><strong>7. Communication with Cooperating Teacher(s)</strong></td>
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<tr>
<td><strong>8. Relationships with professionals, support staff, and parents</strong></td>
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<tr>
<td><strong>9. Initiative in assisting with classroom/other tasks</strong></td>
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</table>

The overall outlook on the student teaching experience up to this point has been:

_____ Positive
_____ Some Concerns, Needs Improvement
_____ Serious Concerns, Should be counseled at this time (Please submit narrative explaining specific areas of concern)

Please make any additional comments on the back of this sheet.

Submitted by: ___________________________ Date: ___________________________

*Signatures are only necessary when Canvas is unavailable and hard copies are submitted.*
## Buena Vista University
### Mid-Term Evaluation of Student Teaching
**Cooperating Teacher**
*Complete within Canvas*

**Student Teacher:**

**Placement Location:** __________________________________________       ______________________

**Cooperating Teacher:**___________________________________________________________

<table>
<thead>
<tr>
<th>Evaluation Scale</th>
<th>D = Distinguished</th>
<th>P = Proficient</th>
<th>S = Satisfactory</th>
<th>U = Unsatisfactory</th>
<th>NO = Not Observed</th>
</tr>
</thead>
</table>

### RESPECT FOR DIVERSE LEARNERS AND LEARNING -- The Student Teacher:

| P1 A | **Displays cultural competence:** Identifies and strategically uses cultural diversity in his/her students, families, building and community contexts in the classroom. |
| P1 B | **Recognizes the family and community context:** Engages students by recognizing and placing value on diverse cultural, familial and community contexts influencing learners. Makes connections with them in classroom learning activities and by allowing students to apply learning beyond the school context. |
| P1 C | **Understands learner differences:** Identifies learner differences in his/her students (cognitively, socially, physically, emotionally, and linguistically) and differentiates instruction, communication and learning goals appropriately in order to teach effectively. |
| P1 D | **Takes responsibility for a supportive & safe learning environment:** Has a good grasp on classroom management and makes sure the classroom is a safe and productive learning environment cognitively, emotionally and culturally. |
| P1 E | **Demonstrates responsibility for student learning:** Demonstrates responsibility for all students to learn and express their knowledge through unit/lesson planning, multiple instructional strategies and perspectives, cross-disciplinary opportunities and assessments. |

### CONTENT EXPERTISE -- The Student Teacher:

| P2 A | **Understands concepts & structures of disciplines:** Demonstrates content competency of the concepts and structures of the discipline being taught, their misconceptions and the resources need to teach the big ideas of the discipline. |
| P2 B | **Recognizes different perspectives related to a discipline:** Encourages learners to consider contemporary global and diverse perspectives to deepen understanding of content. |
| P2 C | **Uses instructional strategies appropriate to the discipline:** Sets instructional goals and uses instructional strategies and materials appropriate to the discipline and students’ needs in order to ensure engagement and learning. |
| P2 D | **Establishes clear learning goals:** Establishes and communicates clear and appropriate learning goals in an appropriate progression for the content being taught. Students know what they are learning and why. |

### INNOVATIVE APPLICATIONS OF CONTENT -- The Student Teacher:

| P3 A | **Plans for instruction:** Considers student needs, Iowa Core, assessment data and student needs when planning instruction and evaluations. Planning purposefully aims for HOTS |
### P3 B  Uses technology as a learning tool: Purposefully and thoughtfully matches technology appropriately to instructional strategies for content and student learning activities.

### P3 C  Facilitates inquiry-based experiences: Applies inquiry-based experiences to ensure deep understanding of content and develop transfer of content learning.

### P3 D  Teach for transfer: develops transfer goals aligned with Common Core and discipline standards. Creates opportunities for students to develop thinking skills and attitudes that promote transfer of their content learning.

### P3 E  Applies evidence-based instructional strategies: Applies evidence-based instructional strategies appropriate to discipline and students to ensure deep understanding of content.

### P3 F  Facilitates authentic learning: Integrates 21st century skills and content into authentic learning and assessment tasks that engage all students.

### P3 G  Synthesizes research to guide instructional decisions: Incorporates contemporary research into instruction to maximize learning for all students.

### DATA-BASED REFLECTION -- The Student Teacher:

#### P4 A  Uses data to support learning: Analyzes and uses data from multiple formative and summative assessments to guide instructions and give meaningful feedback to students. Student Teacher can make changes quickly when necessary.

#### P4 B  Aligns assessment to learning goals: Aligns and matches assessments and assessment types to the learning goals. Students are aware of assessment criteria and mastery expectations.

#### P4 C  Uses multiple types of assessment processes: Employs multiple and varied types of assessments (based on student needs and preferences) throughout the unit being taught. Technology is utilized in assessments and assessment analysis.


### PROFESSIONAL INITIATIVE -- The Student Teacher:

#### P5 A  Demonstrates ethical decision-making: Exhibits ethical decisions in daily routines and problem solving. Seeks and considers multiple perspectives when faced with challenges.

#### P5 B  Reflects and learns individually and collaboratively: Is committed to professional performance as evidenced through appropriate independent and collaborative efforts with administration, colleagues, families, and community members.

#### P5 C  Commits to professional growth: Participates in building and district professional development. Identifies own needs and seeks to improve own professional practice.

#### P5 D  Understands and works within the district/building: Understands the local norms and works well with others in the building, district and community partners to comply with policies and responsibilities.

#### P5 E  Advocates for student well being: Understands and follows laws dealing with student advocacy. Can identify and work with resources (in school and community) to advocate for all students

**Comments:** (Please add any additional comments on a separate page)

Cooperating Teacher Signature: ___________________________  Date: ________________

Student Teacher Signature: ___________________________  Date: ________________

*Signatures are only necessary when Canvas is unavailable and hard copies are submitted.*
Buena Vista University
Final Evaluation of Student Teaching
Cooperating Teacher
(Complete within Canvas)

Student Teacher: ________________________________________________________________

Placement Location: ____________________________

Cooperating Teacher: _____________________________________________________________

Evaluation Scale:  
D = Distinguished  P = Proficient  S = Satisfactory  U = Unsatisfactory  NO = Not Observed

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>RESPECT FOR DIVERSE LEARNERS AND LEARNING -- The Student Teacher:</th>
<th>D</th>
<th>P</th>
<th>S</th>
<th>U</th>
<th>NO</th>
</tr>
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<tbody>
<tr>
<td><strong>P1 A</strong></td>
<td>Displays cultural competence: Identifies and strategically uses cultural diversity in his/her students, families, building and community contexts in the classroom.</td>
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<td><strong>P1 B</strong></td>
<td>Recognizes the family and community context: Engages students by recognizing and placing value on diverse cultural, familial and community contexts influencing learners. Makes connections with them in classroom learning activities and by allowing students to apply learning beyond the school context.</td>
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<tr>
<td><strong>P1 C</strong></td>
<td>Understands learner differences: Identifies learner differences in his/her students (cognitively, socially, physically, emotionally, and linguistically) and differentiates instruction, communication and learning goals appropriately in order to teach effectively.</td>
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<td><strong>P1 D</strong></td>
<td>Takes responsibility for a supportive &amp; safe learning environment: Has a good grasp on classroom management and makes sure the classroom is a safe and productive learning environment cognitively, emotionally and culturally.</td>
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<td><strong>P1 E</strong></td>
<td>Demonstrates responsibility for student learning: Demonstrates responsibility for all students to learn and express their knowledge through unit/lesson planning, multiple instructional strategies and perspectives, cross-disciplinary opportunities and assessments.</td>
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<th>P</th>
<th>S</th>
<th>U</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P2 A</strong></td>
<td>Understands concepts &amp; structures of disciplines: Demonstrates content competency of the concepts and structures of the discipline being taught, their misconceptions and the resources need to teach the big ideas of the discipline.</td>
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<td><strong>P2 C</strong></td>
<td>Uses instructional strategies appropriate to the discipline: Sets instructional goals and uses instructional strategies and materials appropriate to the discipline and students’ needs in order to ensure engagement and learning.</td>
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<th>D</th>
<th>P</th>
<th>S</th>
<th>U</th>
<th>NO</th>
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<tbody>
<tr>
<td><strong>P3 A</strong></td>
<td>Plans for instruction: Considers student needs, Iowa Core, assessment data and student needs when planning instruction and evaluations. Planning purposefully aims for HOTS</td>
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<tr>
<td><strong>P3 B</strong></td>
<td>Uses technology as a learning tool: Purposefully and thoughtfully matches technology appropriately to instructional strategies for content and student learning activities.</td>
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<td>P3 C</td>
<td><strong>Facilitates inquiry-based experiences:</strong> Applies inquiry-based experiences to ensure deep understanding of content and develop transfer of content learning.</td>
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<td>P3 D</td>
<td><strong>Teach for transfer:</strong> develops transfer goals aligned with Common Core and discipline standards. Creates opportunities for students to develop thinking skills and attitudes that promote transfer of their content learning.</td>
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<tr>
<td>P3 E</td>
<td><strong>Applies evidence-based instructional strategies:</strong> Applies evidence-based instructional strategies appropriate to discipline and students to ensure deep understanding of content.</td>
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<tr>
<td>P3 F</td>
<td><strong>Facilitates authentic learning:</strong> Integrates 21st century skills and content into authentic learning and assessment tasks that engage all students.</td>
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<tr>
<td>P3 G</td>
<td><strong>Synthesizes research to guide instructional decisions:</strong> Incorporates contemporary research into instruction to maximize learning for all students.</td>
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**DATA-BASED REFLECTION -- The Student Teacher:**

| P4 A | **Uses data to support learning:** Analyzes and uses data from multiple formative and summative assessments to guide instructions and give meaningful feedback to students. Student Teacher can make changes quickly when necessary. |
| P4 B | **Aligns assessment to learning goals:** Aligns and matches assessments and assessment types to the learning goals. Students are aware of assessment criteria and mastery expectations. |
| P4 C | **Uses multiple types of assessment processes:** Employs multiple and varied types of assessments (based on student needs and preferences) throughout the unit being taught. Technology is utilized in assessments and assessment analysis. |
| P4 D | **Engages students in self-assessment:** Models and encourages self-reflection about learning for students to engage in self-assessment for learning. Learning is shared. |

**PROFESSIONAL INITIATIVE -- The Student Teacher:**

| P5 A | **Demonstrates ethical decision-making:** Exhibits ethical decisions in daily routines and problem solving. Seeks and considers multiple perspectives when faced with challenges. |
| P5 B | **Reflects and learns individually and collaboratively:** Is committed to professional performance as evidenced through appropriate independent and collaborative efforts with administration, colleagues, families, and community members. |
| P5 C | **Commits to professional growth:** Participates in building and district professional development. Identifies own needs and seeks to improve own professional practice. |
| P5 D | **Understands and works within the district/building:** Understands the local norms and works well with others in the building, district and community partners to comply with policies and responsibilities. |
| P5 E | **Advocates for student well being:** Understands and follows laws dealing with student advocacy. Can identify and work with resources (in school and community) to advocate for all students. |

**Comments:** (Please add any additional comments on a separate page)

Cooperating Teacher Signature: ___________________________ Date: ____________

Student Teacher Signature: ___________________________ Date: ____________

*Signatures are only necessary when Canvas is unavailable and hard copies are submitted.*
Final Evaluation of Student Teacher Grade Sheet
(Completed within Canvas)

Final Summary and Comments:

Recommended Letter Grade from Cooperating Teacher: _____

Cooperating Teacher’s Signature ____________________________ Date __________

University Supervisor’s Signature __________________________ Date __________

Final Grade assigned by University Supervisor: ______

Signatures are only necessary when Canvas is unavailable and hard copies are submitted.
Mock Evaluation of Student Teachers on the Iowa Teaching Standards
Documentation Form

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. A mock evaluation will be completed at each student teaching placement.

Student Teacher: ___________________________ Date: __________________

Grade Level(s): ___________________________ Subject(s): ___________________________

Sponsoring Institution: Buena Vista University School District: ___________________________

Cooperating Teacher: ___________________________ School Building: ___________________________

This form was completed by:

___ Student Teacher  ___Cooperating Teacher/Designee  ___Other:____________________

I VERIFY that I have conducted the Mock Evaluation of:

____________________________________________________
(Student Teacher)

on ________________________________
(Date)

Cooperating Teacher or Designee Signature: ___________________________

Please submit this document within Canvas upon completion.
Students may not be licensed without this verification.
**Directions:**
The student teacher and cooperating teacher (or designee) should review the 8 Iowa Teaching Standards and 42 Criteria. During the evaluation, discussion should focus on appropriate artifacts and reflections to submit as the body evidence that the standards and criteria are being met. The documentation form should be completed prior to the end of the student teaching placement and documented in Canvas. A mock evaluation will be completed at each student teaching placement.

I. **DEMONSTRATE ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL DISTRICT’S STUDENT ACHIEVEMENT GOALS.**
The teacher:
   a. Provides evidence of student learning to students, families, and staff.
   b. Implements strategies supporting student, building, and district goals.
   c. Uses student performance data as a guide for decision making.
   d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
   e. Creates an environment of mutual respect, rapport, and fairness.
   f. Participates in and contributes to a school culture that focuses on improved student learning.
   g. Communicates with students, families, colleagues, and communities effectively and accurately.

Strengths:

Areas for Improvement:

II. **DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION.**
The teacher:
   a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
   b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
   c. Relates ideas and information within and across content areas.
   d. Understands and uses instructional strategies that are appropriate to the content area.

Strengths:

Areas for Improvement:
III. **DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.**

The teacher:

a. Uses student achievement data, local standards and the district curriculum in planning for instruction.

b. Sets and communicates high expectations for social, behavioral, and academic success of all students.

c. Uses student developmental needs, background, and interests in planning for instruction.

d. Selects strategies to engage all students in learning.

e. Uses available resources, including technologies, in the development and sequencing of instruction.

Strengths:

Areas for Improvement:

IV. **USES STRATEGIES TO DELIVER INSTRUCTION THAT MEETS THE MULTIPLE NEEDS OF STUDENTS.**

The teacher:

a. Aligns classroom instruction with local standards and district curriculum.

b. Uses research-based instructional strategies that address the full range of cognitive levels.

c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.

d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.

e. Connects students’ prior knowledge, life experiences, and interests in the instructional process.

f. Uses available resources, including technologies, in the delivery of instruction.

Strengths:

Areas for Improvement:

V. **USES A VARIETY OF METHODS TO MONITOR STUDENT LEARNING.**

The teacher:

a. Aligns classroom assessment with instruction.

b. Communicates assessment criteria and standards to all students and parents.

c. Understands and uses the results of multiple assessments to guide planning and instruction.

d. Guides students in goal setting and assessing their own learning.

e. Provides substantive, timely, and constructive feedback to students and parents.

f. Works with other staff and building and district leadership in analysis of student's progress.

Strengths:

Areas for Improvement:
VI. **DEMONSTRATES COMPETENCE IN CLASSROOM MANAGEMENT.**
The teacher:
   a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
   b. Establishes, communicates, models and maintains standards of responsible student behavior.
   c. Develops and implements classroom procedures and routines that support high expectations for learning.
   d. Uses instructional time effectively to maximize student achievement.
   e. Creates a safe and purposeful learning environment.

   **Strengths:**

   **Areas for Improvement:**

VII. **ENGAGES IN PROFESSIONAL GROWTH.**
The teacher:
   a. Demonstrates habits and skills of continuous inquiry and learning.
   b. Works collaboratively to improve professional practice and student learning.
   c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
   d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

   **Strengths:**

   **Areas for Improvement:**

VIII. **FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT.**
The teacher:
   a. Adheres to board policies, district procedures, and contractual obligations.
   b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
   c. Contributes to efforts to achieve district and building goals.
   d. Demonstrates an understanding of and respect for all learners and staff.
   e. Collaborates with students, families, colleagues, and communities to enhance student learning.

   **Strengths:**

   **Areas for Improvement:**
University Supervisor Section

The role of the university supervisor is the key player in maintaining the connection between the student and the university throughout a student teaching placement. The University Supervisor will provide guidance, coaching, supervision, and evaluation of the student teacher’s work.

- The state of Iowa requires the following, “Involvement of the college or university supervisor in the formative evaluation of practitioner candidates through a minimum of biweekly observations and consultations.” Therefore the number of visits you will complete will depend on the length of the student teaching placement. The University Supervisor will make a minimum of biweekly visits/formal observations for each placement. The primary purpose of these visits/observations is to provide specific feedback relating to the student teacher’s progress. The university supervisor will give assistance, guidance and suggestions relating to the student’s professional and personal development. Visitation reports will be put on file in the BVU office at the completion of each formal visit. Depending on the circumstances relating to the experience, additional visits may be required.
- Your initial visit/consultation is conducted with the student and cooperating teacher during the first week of student teaching. At this consultation, review the student teaching handbook and complete the Initial Visit/Consultation Form. Subsequent visits may be scheduled at that time.
- Formal observations should include the following activities:
  o At the beginning of the scheduled observation, the student teacher should provide a completed lesson design outlining what lesson topic to be presented along with any supplemental materials that will be used during the lesson.
  o The university supervisor will observe an entire lesson from start to finish for each formal observation.
  o Following the observation period, the university supervisor will complete the post-conference and appropriate evaluative paperwork and submit it to the BVU office in a timely manner.
- If an area of deficiency is evident during the post-conference discussion, you will identify the area(s) that need immediate attention. The Growth Plan form may be used for this purpose.
- You are the liaison between the school and the university and are responsible for maintaining good school-university working relationships and expected to do the following:
  - Meet with the student teacher prior to the student teaching placement to discuss the expectations, requirements and guidelines for student teaching if time permits.
  - Be available for frequent and open communication from the student teacher and the cooperating teacher.
  - Inform the cooperating teacher of any university expectations, due dates for any reports, conferences and/or evaluations.
  - Discuss the two week, midterm and final evaluations of the student teacher preferably in a three-way conference with the student teacher and the cooperating teacher. Review and assist in the completion of the Student Teaching Experience Checklist during each visit.
• Be available to handle any special problems, which may arise and inform the Student Professional Experiences Coordinator or Education Coordinator/Advisor.

• Submit the final grade for the student teacher to the Buena Vista University on time. This is done at the end of the placement after all materials have been received from the student teacher and cooperating teacher. The University Supervisor will solicit input from the cooperating teacher. While the cooperating teacher is asked to recommend a grade, the final decision rests with the Buena Vista University supervisor.

Initial Visit/Consultation Form
The initial visit/consultation of the university supervisor with the cooperating teacher and student teacher is to review the requirements of student teaching. This is a time to discuss expectations of the placement from the viewpoints of student teacher, cooperating teacher, and university supervisor. It is important to provide an understanding of how each person plays an important role in a successful placement. The initial visit/consultation form is to be reviewed and completed as a part of the first visit.

Observations of Student Teachers
Throughout student teaching, University Supervisors are required by the state to provide biweekly observations and consultations. An initial visit/consultation is completed during the first week of the placement. Remaining visits are completed on a biweekly basis.

During these visits, University Supervisors should observe a lesson from start to finish. The student teacher will provide the University Supervisor with a copy of the lesson plan. After the lesson, the university supervisor should conduct either a two way or three way conference to discuss the lesson and the student teacher’s performance overall.

The documentation from all consultations and observations will be submitted to the student teacher’s file at the BVU office. This can include but not limited to: Initial Visit/Consultation Form, Lesson Observation Forms and Reports from each Formal Observation, and Lesson Plans.

Growth Plan
The growth plan is a tool to help students be successful if the cooperating teacher or the university supervisor believes there is a need for a specific plan for improvement. The growth plan can be completed after the identification of a need for improvement with input from the Cooperating Teacher, Student Teacher, and the Student Professional Experiences Coordinator or Education Coordinator/Advisor.

Withdrawing a Student Teacher from the Student Teaching Experience
When there is an apparent problem with the classroom performance and/or professional performance including excessive absence of a student teacher, the student teacher is notified by the university supervisor of the need for improvement. A conference may be held to discuss the situation, improvement opportunities and timeframe. The conference would be attended by the university supervisor, the cooperating teacher, student teacher and, if necessary, the Student Professional Experiences Coordinator or Education Coordinator/Advisor. Suggestions
for improvement will be put in writing and signed by all parties. The Growth Plan mentioned previously may be used as the instrument for recording improvement suggestions.

During the agreed upon timeframe for demonstration of classroom or professional improvement by the student teacher, the university supervisor and/or Student Professional Experiences Coordinator or Education Coordinator/Advisor will evaluate the performance of the student teacher at least one full period each week. If improvement has not been demonstrated, an agreement will be made between the cooperating teacher and the university supervisor for the withdrawal of the student teacher.

In the event that a student teacher withdraws from student teaching or that his/her performance and/or behavior warrants being withdrawn from student teaching, the procedures below will be followed:

- A student who seeks to withdraw from the placement may do so during the first two-thirds of the semester or an equivalent period for other terms. The academic record will reflect the term’s enrollment. A grade of “W” will be recorded for the placement. Failing grades will be recorded for students who withdraw after the deadline. Students who do not wish to receive a failing grade for withdrawing after the deadline may complete an academic action for permission to withdraw after the deadline.
- All due process rights and privileges afforded the student according to Buena Vista University policy will be followed and enforced.
- The student teacher may choose to continue student teaching, even though he/she may be advised by the cooperating teacher, university supervisor, and/or building principal to “withdraw” from the student teaching experience. If the student teacher is permitted to continue, he/she must be made aware of the potential grade he/she may earn, based on the demonstrated performance. If the student decides to continue, he/she will not be permitted to withdraw at a later date.

Reapplication Process:

- The applicant who received a “W” in student teaching must reapply under the application guidelines for entering the student teaching semester. The application will be presented before the local Teacher Education Committee for consideration. The university supervisor must submit a letter of rationale for the “W” given to the student teacher.
- The local Teacher Education Committee shall, if deemed necessary, hold a personal conference with the student prior to any final decision being made regarding reinstatement/placement.
- Any student teacher forced to withdraw from student teaching for reasons and/or circumstances beyond his/her control shall be eligible for a student teaching assignment in a subsequent semester/term by making application through the proper protocol required by the Teacher Education Program guidelines. (See the following page for Withdrawal Form).
Student Professional Experiences Coordinator or Education Coordinator/Advisor will make the recommendation to the local Teacher Education Committee after consultation with the cooperating teacher, university supervisor, student teacher, and building administrator. The student teacher may appeal this decision to the School of Education Cabinet on the Storm Lake campus.
Buena Vista University
University Supervisor Initial Visit/Consultation Form

Date______________________
Student Teacher ___________________________ Cooperating Teacher___________________________

School ________________________ Grade level __________ Class subject ______________________

☐ Student Teacher Handbook
  o General Guidelines
  o Responsibilities of Student Teacher, Cooperating Teacher, University Supervisor

☐ Student Teacher Weekly Writings

☐ Lesson Plans
  o Buena Vista University Lesson Plans
  o Cooperating Teacher Requirements

☐ Weekly Schedule

☐ Student Teaching Experience Checklist
  o Orientation of student teacher

☐ University Supervisor Observations
  o Biweekly observations

☐ Dates of Student Teaching Placement

☐ Evaluations
  o Two Week Evaluation
    ▪ Share with student and complete within Canvas
  o Mid Term Evaluation
    ▪ Share with student and complete within Canvas
  o Final Evaluation
    ▪ Share with student and complete within Canvas

☐ Mock Evaluation requirement
  o Document completion within Canvas

☐ Canvas Access

☐ Final Grade
  o Guidelines for determining grade
  o Cooperating Teacher recommends grade within Canvas, University Supervisor responsible for submitting grade to Buena Vista University

☐ References
  o Cooperating Teacher
  o University Supervisor

☐ Application for licensure

Additional Comments:

Student Teacher Signature: __________________________________________

Cooperating Teacher Signature: ______________________________________

University Supervisor Signature:______________________________________
Buena Vista University
University Supervisor Student Teacher Checklist
7-8 Week Placement

Name ________________________________________________________________

Student Teaching Dates/Term ____________________________________________

School __________________________________________________________________

Teacher/Grade __________________________________________________________________

<table>
<thead>
<tr>
<th>Visit</th>
<th>Topics</th>
<th>Date Completed</th>
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<tbody>
<tr>
<td>Initial Visit/Consultation</td>
<td>Review Handbook, Evaluations, Weekly Writings, Canvas Access</td>
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<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Visit</td>
<td>Observe lesson, complete lesson observation form</td>
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<td></td>
<td>Review <strong>Two Week Progress Report</strong></td>
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<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Visit</td>
<td>Observe lesson, complete lesson observation form</td>
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<td></td>
<td>Review <strong>Mid-Term Evaluation</strong></td>
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<tr>
<td>Final Visit</td>
<td>Observe lesson, complete lesson observation form</td>
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<td></td>
<td>Discuss <strong>Final Grade Form in Canvas</strong> with cooperating teacher</td>
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<td></td>
<td>Confirm <strong>Mock Evaluation</strong> completed and documented within Canvas</td>
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<td></td>
<td>Review <strong>Final Evaluation</strong></td>
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<tr>
<th>Reflective Writing Reports</th>
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<tr>
<td>Weekly Writing #1</td>
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<td>Weekly Writing #5</td>
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<tr>
<td>Weekly Writing #2</td>
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<td>Weekly Writing #3</td>
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<td>Weekly Writing #7</td>
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<tr>
<td>Weekly Writing #4</td>
<td></td>
<td>Weekly Writing #8</td>
</tr>
</tbody>
</table>

**Notes:**

**Final Grade Assigned by University Supervisor:** ________

Student Teaching Handbook
Buena Vista University
Observation Report

Student Teacher:________________________________________________________

Date: ________________________________________________________________

COMMENTS:

University Supervisor:_________________________________________________
Buena Vista University
Lesson Observation

Date ___________________ Observation Report Number ___________

Student Teacher __________________ Cooperating Teacher __________________

School ___________________ Grade level __________ Class subject __________________________

Content Standard ____________________ Benchmark(s) ____________________

Lesson Topic/Segment ____________________________

Supervisor: Please enter a code in the blank for each section of the lesson you observe

Code: 4 = Definite Strength, 3 = Acceptable Range, 2 = Needs Additional Work, 1 = Not Acceptable, X = Not Observed
(P= Pillar referenced in mid-term and final evaluations InTASC = InTASC Standard referenced ITS = Iowa Teaching Standards)

Checklist requirements listed in bold must be observed during each classroom lesson

__________ Lesson Planning (P 1,3 InTASC 1,2,3,7 ITS 3)
• Teacher is aware of students’ abilities, needs, interests, preferences and culture and plans lessons accordingly
• Lesson Unit or Segment or Daily lesson plan used includes all elements

__________ Instructional Practice Lesson Opening (P 1,2 InTASC 5,8 ITS 4)
• Focus activity used
• Relationship to prior/current lessons made clear
• Relevance to students’ lives clearly explained and understood

__________ Instructional Practice Content (P 1,2,3 InTASC 4,8 ITS 2)
• Instruction is Core Curriculum or national content standards based
• Content is connected meaningfully to students based on students’ experiences/culture/background/interests/prior knowledge
• Content is authentic and accurate, and taught in appropriate progression reflecting teachers’ knowledge of discipline structure
• Essential knowledge and skills are effectively taught and learned in learning objectives

__________ Strategies and Learning Opportunities (P 2,3 InTASC 5,8 ITS 4)
• Strategies and learning activities are differentiated for students and connected to students’ abilities, interests, preferences, experiences and/or culture
• Students are engaged and focused on learning objectives/tasks
• Students are grouped appropriately for instruction
• Academic language is modeled and taught
• Questions promote HOTS, critical thinking and problem-solving skills for all students
• Appropriate wait time for student responses is used
• Learning activities used to deepen understanding and transfer of content are (may be one, none or combination):
  ____ Inquiry-based  ____ Authentic  ____ 21st century skills
• Multiple and global perspectives are introduced or discovered to deepen understanding
• Appropriate closure provided allowing students to reflect on their learning

Comments:

Student Teaching Handbook

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Comments:

Technology and Resources (P 3 InTASC 8 ITS 4)
- Technology and learning resources purposefully match instructional strategies and learning objectives
- Technology and all resources are modeled and used ethically
- Teacher and/or students utilize up-to-date research

Presentation (P 1,4 InTASC 8 ITS 4)
- Class time is used effectively and efficiently
- Teacher is flexible and thinks on his/her feet when changes need to be made during the lesson
- Transitions are effective and implemented smoothly
- Voice quality, rate and volume are modulated appropriately

Assessment (Formative and Summative) (P 4 InTASC 6 ITS 5)
- Ongoing formal and/or informal assessment
- Evidence that ongoing formative assessments are used to guide instruction
- Multiple strategies, types and tools used to monitor learning (including authentic assessment)
- Assessments aligned to learning goals
- Assessment criteria communicated to students
- Assessments modified as necessary & appropriate
- Specific feedback is given and followed up on by teacher
- Students communicate relevance and transfer of learning beyond the classroom
- Students can self-assess & are aware of their own progress
- Evidence that data from past assessments guided instruction

Learning Environment (P 1 InTASC 3,9 ITS 1,6)
- Classroom climate is safe, respectful and enhances learning for and among all students
- Teacher models appropriate behavior and demeanor
- Behavior management is fair, consistent and equitable
- Inappropriate behaviors are managed well
- Students receive specific praise and motivation
- Students in individual, small group and/or large group work are monitored and supervised well

Communication (P 1,5 InTASC 2,9,10 ITS 1,8)
- Teacher exhibits strong oral and written communication skills
- Instructions are clearly communicated in terms students understand

Professional Qualities (P 5 InTASC 9,10)
- Lesson Plan complete and submitted to University Supervisor on time
- Teacher displays sound and ethical decision-making in professional and personal routines, dress and behavior
- Teacher aggressively seeks appropriate resources for own and student learning
- IEP, 504 or Health Plan accommodations and modifications are implemented as well as district policies and regulations
- Teacher has professional rapport with students and colleagues
- Teacher is collaborative, takes advice/criticism and strives to improve practice; is a reflective practitioner

University Supervisor_________________________ Student Teacher_________________________
1. Conversation Prompts to Gain Input for Lesson Observation and Student Teaching Experiences. Not all of the items on the Lesson Observation form can be observed during the lesson. These prompts are intended as a guide for discovering information that will fill in blanks not observable.

Lesson Planning
- How did you use the students’ abilities, interests, preferences and culture when planning the Lesson Unit, Segment or Daily lesson?

Technology and Resources
- How did you decide which technology devices, websites, etc. to match the learning strategies and learning objectives in your Lesson Unit, Segment or Daily lesson?

Assessment (Formative and Summative)
- How was formative or summative assessment data used in planning your Lesson Unit, Segment or Daily lesson?

Communication
- What communication methods and experiences have you had with parents? Colleagues? Community?
- How have you made sure that you are sensitive to all cultures and demographics (race, sexual orientation, religion, etc) in your communications with your cooperating teacher, colleagues, community, parents and students?

Professional Qualities
- How did you and your Coop revise your original Lesson Unit, Segment or Daily lesson?
- How have IEPs, 504 Plans and Health Plans guide you as modify (as appropriate) assessments, content, instructions?

2. Clarification of terms used in the Lesson Observation form and Evaluations:

What is meant by Inquiry-Based Instruction:
- http://edis.ifas.ufl.edu/wc075
- http://teachinquiry.com/index/Introduction.html

What is meant by Authentic Instruction:
- http://www.ernweb.com/educational-research-articles/the-four-characteristics-of-authentic-learning/

What is meant by 21st Century Skills Instruction:
Buena Vista University
Final Evaluation of Student Teaching
University Supervisor
(Complete within Canvas)

Student Teacher: ______________________________________________________________ 

Placement Location: _____________________________________ Building/District Name
Grade Level/Subject

Cooperating Teacher ____________________________________________________________

Evaluation Scale: D = Distinguished    P = Proficient    S = Satisfactory
U = Unsatisfactory    NO = Not Observed

### RESPECT FOR DIVERSE LEARNERS AND LEARNING -- The Student Teacher:

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>D</th>
<th>P</th>
<th>S</th>
<th>U</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P1 A</strong> Displays cultural competence: Identifies and strategically uses cultural diversity in his/her students, families, building and community contexts in the classroom.</td>
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<tr>
<td><strong>P1 B</strong> Recognizes the family and community context: Engages students by recognizing and placing value on diverse cultural, familial and community contexts influencing learners. Makes connections with them in classroom learning activities and by allowing students to apply learning beyond the school context.</td>
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<tr>
<td><strong>P1 C</strong> Understands learner differences: Identifies learner differences in his/her students (cognitively, socially, physically, emotionally, and linguistically) and differentiates instruction, communication and learning goals appropriately in order to teach effectively.</td>
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<tr>
<td><strong>P1 D</strong> Takes responsibility for a supportive &amp; safe learning environment: Has a good grasp on classroom management and makes sure the classroom is a safe and productive learning environment cognitively, emotionally and culturally.</td>
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<td><strong>P1 E</strong> Demonstrates responsibility for student learning: Demonstrates responsibility for all students to learn and express their knowledge through unit/lesson planning, multiple instructional strategies and perspectives, cross-disciplinary opportunities and assessments.</td>
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### CONTENT EXPERTISE -- The Student Teacher:

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<tr>
<th>Performance Criteria</th>
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<th>NO</th>
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</thead>
<tbody>
<tr>
<td><strong>P2 A</strong> Understands concepts &amp; structures of disciplines: Demonstrates content competency of the concepts and structures of the discipline being taught, their misconceptions and the resources need to teach the big ideas of the discipline.</td>
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<tr>
<td><strong>P2 B</strong> Recognizes different perspectives related to a discipline: Encourages learners to consider contemporary global and diverse perspectives to deepen understanding of content.</td>
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<tr>
<td><strong>P2 C</strong> Uses instructional strategies appropriate to the discipline: Sets instructional goals and uses instructional strategies and materials appropriate to the discipline and students’ needs in order to ensure engagement and learning.</td>
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<tr>
<td><strong>P2 D</strong> Establishes clear learning goals: Establishes and communicates clear and appropriate learning goals in an appropriate progression for the content being taught. Students know what they are learning and why.</td>
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### INNOVATIVE APPLICATIONS OF CONTENT -- The Student Teacher:

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>D</th>
<th>P</th>
<th>S</th>
<th>U</th>
<th>NO</th>
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<tbody>
<tr>
<td><strong>P3 A</strong> Plans for instruction: Considers student needs, Iowa Core, assessment data and student needs when planning instruction and evaluations. Planning purposefully aims for HOTS</td>
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<tr>
<td><strong>P3 B</strong> Uses technology as a learning tool: Purposefully and thoughtfully matches technology appropriately to instructional strategies for content and student learning activities.</td>
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</tbody>
</table>
P3 C  **Facilitates inquiry-based experiences:** Applies inquiry-based experiences to ensure deep understanding of content and develop transfer of content learning.

P3 D  **Teach for transfer:** develops transfer goals aligned with Common Core and discipline standards. Creates opportunities for students to develop thinking skills and attitudes that promote transfer of their content learning.

P3 E  **Applies evidence-based instructional strategies:** Applies evidence-based instructional strategies appropriate to discipline and students to ensure deep understanding of content.

P3 F  **Facilitates authentic learning:** Integrates 21st century skills and content into authentic learning and assessment tasks that engage all students.

P3 G  **Synthesizes research to guide instructional decisions:** Incorporates contemporary research into instruction to maximize learning for all students.

**DATA-BASED REFLECTION -- The Student Teacher:**

P4 A  **Uses data to support learning:** Analyzes and uses data from multiple formative and summative assessments to guide instructions and give meaningful feedback to students. Student Teacher can make changes quickly when necessary.

P4 B  **Aligns assessment to learning goals:** Aligns and matches assessments and assessment types to the learning goals. Students are aware of assessment criteria and mastery expectations.

P4 C  **Uses multiple types of assessment processes:** Employs multiple and varied types of assessments (based on student needs and preferences) throughout the unit being taught. Technology is utilized in assessments and assessment analysis.

P4 D  **Engages students in self-assessment:** Models and encourages self-reflection about learning for students to engage in self-assessment for learning. Learning is shared.

**PROFESSIONAL INITIATIVE -- The Student Teacher:**

P5 A  **Demonstrates ethical decision-making:** Exhibits ethical decisions in daily routines and problem solving. Seeks and considers multiple perspectives when faced with challenges.

P5 B  **Reflects and Learn individually and collaboratively:** Is committed to professional performance as evidenced through appropriate independent and collaborative efforts with administration, colleagues, families, and community members.

P5 C  **Commits to professional growth:** Participates in building and district professional development. Identifies own needs and seeks to improve own professional practice.

P5 D  **Understands and works within the district/building:** Understands the local norms and works well with others in the building, district and community partners to comply with policies and responsibilities.

P5 E  **Advocates for student well being:** Understands and follows laws dealing with student advocacy. Can identify and work with resources (in school and community) to advocate for all students.

**Comments:** (Please add any additional comments on a separate page)

University Supervisor Signature: ___________________________ Date: ______________

Student Teacher Signature: ___________________________ Date: ______________

*Signatures are only necessary when Canvas is unavailable and hard copies are submitted.*
Buena Vista University

Growth Plan

Student Name_________________________  Evaluator Name____________________________

Area of Concern:

Rationale for Growth Plan: (include information from all sources regarding concern and, when possible, dates)

Criteria for Success: (what the student needs to do, how it will be measured, what does success mean, and duration)

Supports for Student: (how will progress be monitored, by whom, and what, if any, provisions will be given to student)

BVU Student’s Comments:

Evaluator’s Comments:

______________________________________________________________________________

Evidence to support Growth Plan is or is not being followed: (include results of progress monitoring with dates)

Conclusion:
Criteria Was Achieved:_______________  Criteria Was Not Achieved:_______________

______________________________________________________________________________

Signatures imply that information has been discussed, not necessarily reflecting agreement.

Student Teaching Handbook
Buena Vista University
Guidance For Writing Growth Plans

**Area of Concern** (one growth plan should be used for each area of concern):
Use multiple forms if needed. It’s cleaner to use one Growth Plan for each area of concern
Examples of areas of concern could be (and not limited to) Communication or Professionalism

**Rationale for Growth Plan**
Tell why there is a need for a growth plan. This should be a brief summary of information obtained from instructors, cooperating teachers, feedback forms, conduct violations, etc.
Include dates of concerns when possible.

**Criteria for Success** (what the student needs to do, how it will be measured, what does success mean, and duration)
What do we want the student to do? This should be tied directly to the area of concern
How will we know the student is really doing it—how will it be measured? Criteria could be percentages, emails sent and received, etc.
What rate of compliance means success—100%, at least 90% of the time, all of time, etc.
For how long does the student have to do it—until the end of the semester/term, for the next 6 weeks, etc.

**Supports for Student** (how will progress be monitored, by whom, and what, if any, provisions will be given to student)
How will progress be monitored, by whom—name who is going to check on this and how it is to be done.
Provisions will be given to student—what other help can BVU give to support the student

**BVU Student’s Comments**
Student may write comments about the plan.

**Evaluator’s Comments**
Evaluator may write comments about the plan.

**Evidence to support Growth Plan is or is not being followed** (include results of progress monitoring with dates)
Results of progress monitoring with dates—this is a brief summary of what the evaluator found when checking on the progress of the student and relates to the Support for Student section.
The results will determine the conclusion of whether or not the student met the criteria for the Growth Plan or not.

**Conclusion:**
Criteria Was Achieved: ______________ Criteria Was Not Achieved: ______________
Determine whether the criteria was achieved.

**Next Steps:**
If the plan was met, no further Growth Plan or monitoring is necessary.
If the plan was not met, either another Growth Plan is written, the student is counseled regarding commitment to remain and finish the Teacher Education Program, and stopped in the TEP until the student concern is resolved.
Buena Vista University
Withdrawal of Student from Student Teaching

Student Teacher’s Name _________________________________________

Student Teacher’s Assignment (Grade/Subj ect Area) ________________

Cooperating Teacher’s Name ______________________________________

School Building _________________________________________________

School District _________________________________________________

Assignment Dates/Semester/Term ________________________________

Please list or attach any/all supporting information that can be used to describe the reasons/rationale for withdrawing the student from student teaching. Reasons/rationale statements need to be very specific and cited examples should be included.

Comments – Cooperating Teacher:

Signed: ____________________________ Date: __________________________

Comments – University Supervisor

Signed: ____________________________ Date: __________________________

Comments – Student Professional Experiences Coordinator or Education Coordinator/Advisor

Signed: ____________________________ Date: __________________________