STUDENT TEACHING HANDBOOK

FOR

Instructional Strategist II

TEAC 492 Professional Seminar III: Student Teaching – Significant Support Needs, Cognitive (K-12)

TEAC 493 Professional Seminar III: Student Teaching – Significant Support Needs, Behavioral (K-12)

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 website at http://www.bvu.edu/bv/teachered/.

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, 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 CEC Standards and High Leverage Practices in Special Education
The Council for Exceptional Children (CEC) has defined professional preparations standards based on 10 initial roles of special educators including foundations, development and characteristics of learners, individual learning differences, instructional strategies, learning environments and social interactions, language, instructional planning, assessments, professional and ethical practice, and collaboration. Within each standard, expectations are delineated into knowledge and skills an entry level special educator should demonstrate. Students will be evaluated based on CEC standards, recognizing that these standards are directly aligned to InTASC Principles as follows:

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Figure 4.1 From “What Every Special Educator Must Know”, CEC (2009), page 26
Standard #1 Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Standard #2: Development and Characteristics of Learners

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs. Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual’s with exceptional learning needs. Special educators understand how the experiences of individuals with exceptional learning needs can impact families, as well as the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.

Standard 3: Individual Learning Differences

Special educators understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs.

Standard 4: Instructional Strategies

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to appropriately modify learning environments for individuals with exceptional learning needs. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with exceptional learning needs, and increase their self-
awareness, self-management, self-control, self-reliance, and self-esteem. 

Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

Standard #5: Learning Environments and Social Interactions

Special educators actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptional learning needs. Special educators help their general education colleagues integrate individuals with exceptional learning needs in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with exceptional learning needs in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Standard #6: Communication

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with exceptional learning needs. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English.

Standard #7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual’s learning progress. Moreover, special educators
facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

Standard #8: Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with exceptional learning needs. Special educators use assessment information to identify supports and adaptations required for individuals with exceptional learning needs to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with exceptional learning needs in general and special curricula. Special educators use appropriate technologies to support their assessments.

Standard #9: Professional and Ethical Practice

Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with exceptional learning needs and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.
Standard #10: Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with exceptional learning needs are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with exceptional learning needs. Special educators promote and advocate the learning and well being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with exceptional learning needs. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with exceptional learning needs. Special educators use collaboration to facilitate the successful transitions of individuals with exceptional learning needs across settings and services.

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 as they relate to the CEC standards.

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

*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

Reflective Planning

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.

Reflective Evaluation

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

The Reflection Cycle

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

Analyses new data and information

Considers alternative strategies

Puts plan into action; monitors effects on classroom event or student behavior
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 reassert 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 (http://www.isea.org/home/233.htm) 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 sheet is completed by the University Supervisor.

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>
<thead>
<tr>
<th>PILLAR 1</th>
<th>May look like (descriptors)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displays cultural competence</td>
<td>Understands and knows the culture and climate of the students, families, building and community Diversity based on knowledge of students and the community is planned and implemented in lessons P1 A1 Openly expresses cultural diversity dynamics during lessons and their impact Considers diversity when communicating with families and students P1 A2</td>
</tr>
<tr>
<td>Recognize family and community context</td>
<td>Plans multiple methods of instruction based on knowledge of students and the community P1 B1 References cultures to engage students &amp; help them make connections to new learning in school and beyond P1 B2 Creates learning experiences that make the subject matter meaningful for students based on students’ background, prior knowledge, culture, etc. Promotes positive interactions among students of all cultures Treats all students and colleagues with kindness, fairness, patience, dignity, and respect</td>
</tr>
<tr>
<td>Understand learner differences</td>
<td>Understands how students learn and develop in order to provide learning opportunities that support their cognitive,</td>
</tr>
</tbody>
</table>

PILLAR 1 RESPECT FOR DIVERSE LEARNERS AND LEARNING as evidenced through Promoting a Positive Learning Environment

- **P1 A1** Teacher Candidate considers diversity when planning learning.
- **P1 A2** Teacher Candidate considers diversity when communicating.
- **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.
- **P1 B2** Teacher Candidate gives students the opportunity to apply their learning to a personal context beyond school and almost all students are engaged.
understanding which are aligned to students’ needs and preferences.

**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>
<thead>
<tr>
<th>Take responsibility for a supportive and safe learning environment</th>
<th>Classroom rules are displayed and followed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P1 D1</strong> Because of Teacher Candidate’s planning and actions, all students consistently show respect for peers by appreciating differences.</td>
<td>Demonstrates effective classroom management</td>
</tr>
<tr>
<td><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>Establishes routines</td>
</tr>
<tr>
<td>Interactions are encouraging and respectful from teacher to student and from students to each other based on teacher’s planning and actions <strong>P1 D1</strong></td>
<td>Environment reflects mutual respect and rapport for students and families</td>
</tr>
<tr>
<td>Treats all students fairly and consistently</td>
<td>Students treat each other as equal collaboration partners and learners <strong>P1 D2</strong></td>
</tr>
<tr>
<td>Order is maintained so learning can occur</td>
<td>Effectively uses space, resources, materials, and time</td>
</tr>
<tr>
<td>Environment reflects mutual respect and rapport for students and families</td>
<td>Nurtures a collaborative, on-task, and engaging atmosphere</td>
</tr>
<tr>
<td>Students treat each other as equal collaboration partners and learners <strong>P1 D2</strong></td>
<td>Considers management and/or safety issues at all times</td>
</tr>
<tr>
<td>Effectively uses space, resources, materials, and time</td>
<td><strong>PILLAR 2</strong> CONTENT EXPERTISE as evidenced through Planning for Instruction &amp; Assessment and Engaging Students in Learning</td>
</tr>
<tr>
<td>Nurtures a collaborative, on-task, and engaging atmosphere</td>
<td>Teaches to all student levels and learning styles</td>
</tr>
<tr>
<td>Considers management and/or safety issues at all times</td>
<td>Enriches high, medium and low learners to maximize student learning</td>
</tr>
<tr>
<td><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.</td>
<td>Commits to learners from all backgrounds and ability levels</td>
</tr>
<tr>
<td><strong>P1 E2</strong> Teacher Candidate provides multiple opportunities for students to explore, discover, and express their learning using various cross-disciplinary skills.</td>
<td>Meets all students’ needs</td>
</tr>
<tr>
<td><strong>P1 E3</strong> Teacher Candidate takes responsibility to plan and implement learning opportunities to maximize achievement for all students.</td>
<td>Builds self-concept in student</td>
</tr>
<tr>
<td>Includes multiple perspectives based on students’ diversity to deepen learning <strong>P1 E1</strong></td>
<td>Includes multiple perspectives based on students’ diversity to deepen learning <strong>P1 E1</strong></td>
</tr>
<tr>
<td>Encourages students to be self-motivated</td>
<td>Demonstrates commitment to all students to maximize their learning <strong>P1 E3</strong></td>
</tr>
<tr>
<td>Demonstrates commitment to all students to maximize their learning <strong>P1 E3</strong></td>
<td>Provides multiple opportunities for students to explore, discover and expand their learning using various instructional strategies and cross-disciplinary skills <strong>P1 E2</strong></td>
</tr>
</tbody>
</table>

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

<p>| Pillar 2 | May look like (descriptors) |</p>
<table>
<thead>
<tr>
<th>Understands concepts &amp; structures of disciplines</th>
<th>Demonstrates depth of content knowledge P2 A1</th>
<th>Uses inquiry in a way that supports the concepts and structures of the discipline P2 A1</th>
</tr>
</thead>
<tbody>
<tr>
<td>P2 A1 Teacher Candidate demonstrates competence in the knowledge of central concepts, tools of inquiry, technology resources, and structures of the discipline.</td>
<td>Matches technology and resources to content learning/discipline P2 A1</td>
<td>Academic language is included in lesson plans and instruction related to content</td>
</tr>
<tr>
<td>P2 A2 Teacher Candidate consistently anticipates the misconceptions of learners within the discipline.</td>
<td>Misconceptions are addressed in planning and teaching P2 A2</td>
<td></td>
</tr>
<tr>
<td>P2 A3 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>Addresses big ideas and essential questions to drive learning segment</td>
<td></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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>P2 B1 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>
<td></td>
</tr>
<tr>
<td>P2 B2 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>
<td></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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>P2 C1 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>
<td></td>
</tr>
<tr>
<td>P2 C2 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>
<td></td>
</tr>
<tr>
<td>P2 C2 Teacher Candidate has all students highly engaged in focused work appropriate to the discipline.</td>
<td>Instruction builds on previous learning on the topic</td>
<td></td>
</tr>
<tr>
<td>P2 C2 Teacher Candidate has all students highly engaged in focused work appropriate to the discipline.</td>
<td>Students are focused on work appropriate to the discipline</td>
<td></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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>P2 D1 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>
<td></td>
</tr>
<tr>
<td>P2 D2 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>
<td></td>
</tr>
<tr>
<td>P2 D3 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>
<td></td>
</tr>
<tr>
<td>P2 D3 Teacher Candidate plans and implements learning progressions with success to meet the learning goals.</td>
<td>Learning progression connects to students’ prior knowledge, language development, social and emotional development, family, and interests</td>
<td></td>
</tr>
<tr>
<td>P2 D3 Teacher Candidate plans and implements learning progressions with success to meet the learning goals.</td>
<td>Students understand expectations and responsibilities to self, group and class within the learning progression</td>
<td></td>
</tr>
<tr>
<td>P2 D3 Teacher Candidate plans and implements learning progressions with success to meet the learning goals.</td>
<td>Extension and remedial activities are planned and implemented as appropriate</td>
<td></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.  
   1. Lesson Unit/Lesson Plan include all elements of a complete lesson plan  
   2. Instruction and assessment are planned according to subject matter, Iowa Core and student characteristics & needs  
   3. Evidence of Common Core, district standards and curriculum goals through learning segments  
   4. Evidence of planning strategies, procedures and transitions  
   5. Evidence of planning how the concept, skill or task will be introduced in a way that gains students’ attention and gets them involved  
   6. Evidence of assessments for formative and summative purposes matched to learning objective(s)  
   7. Evidence that teaching strategies, experiences and assessments are planned to require higher order thinking appropriate to content and learners  
   8. Instruction is driven by assessment data  
   9. 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.  
   1. Mixes instructional strategies that include technology and other materials and resources  
   2. Technology is matched to meet essential learning goals to maximize student learning  
   3. 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  
   4. Teacher knows how to operate technology  
   5. 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.  
   1. Teacher uses inquiry-based experiences requiring students to address a question, exploration, issue or problem  
   2. Students have opportunities to develop critical thinking and problem solving skills  
   3. Evidence of planning questions to promote higher order thinking  
   4. Students are allowed to take risks and practice problem solving  
   5. Students are allowed to manipulate materials to enhance own purposes  
   6. Instructional activities address multiple learning styles  
   7. Planning has considered what both the teacher and students will be doing  
   8. Ongoing assessment is woven into inquiry-based experiences in learning activities. |
| **Teach for Transfer**            | **P3 D1** Teacher Candidate establishes transfer goals in units and goals are aligned with Iowa Core.  
   **P3 D2** May use Quadrant D lessons  
   1. Establishes transfer goals aligned with Common Core or standards of the content discipline.  
   2. Teacher facilitates “thinking” habits of mind when students are baffled; gives them tools to work out solutions. |
<table>
<thead>
<tr>
<th>P3 D2</th>
<th>Teacher Candidate provides opportunities for students to develop habits of mind.</th>
<th>Lesson planning considers the transfer goal when developing learning activities and assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Apply evidence-based instructional strategies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P3 E1</td>
<td>Teacher Candidate selects and applies evidence-based instructional strategies appropriate to the discipline.</td>
<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>
</tr>
<tr>
<td><strong>Facilitate authentic learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P3 F1</td>
<td>Teacher Candidate integrates 21st century skills and content throughout classroom instruction and assessment.</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>
<tr>
<td>P3 F2</td>
<td>Teacher Candidate develops units that require students to engage in authentic tasks</td>
<td>Synthesizes research to guide instructional 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</td>
</tr>
<tr>
<td><strong>Synthesizes research to guide instructional decisions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P3 G1</td>
<td>Teacher Candidate synthesizes research to guide instructional and assessment decisions.</td>
<td>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</td>
</tr>
<tr>
<td>P3 G2</td>
<td>Teacher Candidate takes responsibility to plan and implement learning opportunities to maximize achievement for all students.</td>
<td><strong>PILLAR 4</strong> DATA-BASED REFLECTION as evidenced by Assessing Student Learning</td>
</tr>
<tr>
<td><strong>May look like (descriptors)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Uses data to support learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P4 A1</td>
<td>Teacher Candidate uses multiple instances of assessment for learning to identify learning needs and modify immediate or future instruction.</td>
<td>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</td>
</tr>
<tr>
<td>P4 A2</td>
<td>Teacher Candidate analyzes data and resources both independently and collaboratively to meet students’ needs</td>
<td><strong>Aligns assessment to learning goals</strong></td>
</tr>
<tr>
<td>P4 A3</td>
<td>Teacher Candidate provides meaningful feedback for all students</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</td>
</tr>
<tr>
<td><strong>Aligns assessment to learning goals</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P4 B1</td>
<td>Teacher Candidate plans and implements assessments that are aligned with learning goals</td>
<td></td>
</tr>
<tr>
<td>P4 B2</td>
<td>Teacher Candidate is successful communicating assessment criteria to student including modeling examples of high and low quality work</td>
<td></td>
</tr>
</tbody>
</table>
| Uses multiple types of assessment processes | A variety of assessment types/procedures, including authentic assessments and questioning techniques are used throughout the unit to assess student learning P4 C1
Uses formative and summative assessments appropriately
Modifies assessments as needed for diverse learners, student preferences and interests
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
Uses technology to support assessment of student learning P4 C3 |
|---|---|
| P4 C1 Teacher Candidate uses multiple assessment types throughout the unit. P4 C2 Teacher Candidate uses multiple assessment types to reflect on and modify own professional practice. P4 C3 Teacher Candidate uses technology to support assessment of student learning. | Teacher encourages, models and sets up tasks for self-assessment for students and for self. P4 D1
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 |
| Engages students in self-assessment | P4 D1 Teacher Candidate models and structures tasks to engage learners in examining their own thinking, learning, and/or learning environment. P4 D2 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. P4 D1
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 |
| P4 D1 Teacher Candidate models and structures tasks to engage learners in examining their own thinking, learning, and/or learning environment. P4 D2 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. P4 D1
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>Pillar</th>
<th>May look like (descriptors)</th>
</tr>
</thead>
</table>
| Demonstrate ethical decision-making | Looks for a variety of ideas from multiple perspectives when confronting challenging issues P5 A1
Is willing to try new approaches
Understands and is ethical in modeling, teaching and using information, technology and documentation (including confidentiality, copyrights, sources) P5 A2
Employs high ethical standards
Seeks and accepts input and constructive criticism from others when dealing with challenging issues |
| P5 A1 Teacher Candidate seeks and considers input from multiple perspectives when faced with challenging issues. P5 A2 Teacher Candidate understands, models and teaches appropriate use of information, technology and documentation (including confidentiality, copyrights, sources) for self and others. | Looks for a variety of ideas from multiple perspectives when confronting challenging issues P5 A1
Is willing to try new approaches
Understands and is ethical in modeling, teaching and using information, technology and documentation (including confidentiality, copyrights, sources) P5 A2
Employs high ethical standards
Seeks and accepts input and constructive criticism from others when dealing with challenging issues |
| Reflect and learns individually and collaboratively | Seeks interactions with colleagues, families and community resources to benefit student learning as well as accepts same initiation by others. P5 B1
Knows school and community resources to benefit student learning
Works well with and collaboratively with colleagues, families and community resources P5 B2
Can communicate/collaborate well face-to-face and via technology (phone, email, blog, etc)
Is able to build rapport face-to-face and electronically.
Is welcoming to and is welcomed by others |
| P5 B1 Teacher Candidate initiates interactions with colleagues and other resources within and outside of the school. P5 B2 Teacher Candidate works well with other adults and organizations both face-to-face and virtually to benefit student learning. | Seeks interactions with colleagues, families and community resources to benefit student learning as well as accepts same initiation by others. P5 B1
Knows school and community resources to benefit student learning
Works well with and collaboratively with colleagues, families and community resources P5 B2
Can communicate/collaborate well face-to-face and via technology (phone, email, blog, etc)
Is able to build rapport face-to-face and electronically.
Is welcoming to and is welcomed by others |
| Commit to Professional Growth | Is an active participant and contributes to professional development aligned with own needs or the district. P5 C1
Is reflective about performance
Knows own needs and seeks to strengthen those areas
Seeks out professional literature and research on teaching to incorporate into own practice
Reflects on lessons, assignments and student voice to identify changes and general instructional implications |
| P5 C1 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 | Is an active participant and contributes to professional development aligned with own needs or the district. P5 C1
Is reflective about performance
Knows own needs and seeks to strengthen those areas
Seeks out professional literature and research on teaching to incorporate into own practice
Reflects on lessons, assignments and student voice to identify changes and general instructional implications |
Understands and works within the district/building

P5 D1 Teacher Candidate knows, understands and models all professional standards, code of 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

Knows, understands and models ethical conduct professionally and personally in and outside of school workday P5 D1
Supports policies of school and district/building by actions
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

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
P5 E2 Teacher Candidate knows and uses available resources, both within and outside of school, to advocate for all students

Knows, understands and follows IEPs, 504 plans, BIPs, Health Plans, etc as evidence of advocating for students P5 E1
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 appropriated 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 responsible 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/.

• 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 inservices, 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 2; 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.

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**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.

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**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](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.
Buena Vista University  
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>
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</thead>
<tbody>
<tr>
<td><strong>Orientation Experiences</strong></td>
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<tr>
<td>Meet building personnel</td>
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<tr>
<td>• Principal</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>
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<tr>
<td>• Support Staff (Cooks, Custodians, Nurse, Counselor, Aides)</td>
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<td><strong>Toured Building/Materials</strong></td>
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<td>Access</td>
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<tr>
<td><strong>Tour Library/Media Center</strong></td>
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<tr>
<td>Meet Media Specialist</td>
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<tr>
<td><strong>Review regulations regarding parking, faculty restroom, lunch, space for personal items.</strong></td>
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<tr>
<td><strong>Discuss other supervisory duties</strong></td>
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<tr>
<td>• Hall Area</td>
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<td>• Playground Area</td>
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<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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<tr>
<td><strong>Introduction to class</strong></td>
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<tr>
<td>Share preferred contact information for questions or concerns</td>
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<tr>
<td><strong>Expectations if/when student teacher may be tardy or absent</strong></td>
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<tr>
<td><strong>Review School Policies (District, Building, &amp; Classroom)</strong></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><strong>Review daily schedule and transitions</strong></td>
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<tr>
<td>Fire, disaster, and other drill procedures</td>
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<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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<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>
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<thead>
<tr>
<th>Instructional Strategies and Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share expectations for instructional design, planning, classroom management, record keeping, and evaluation</td>
</tr>
<tr>
<td>Provide guidance and expectation for testing practices</td>
</tr>
<tr>
<td>Identify student teacher responsibilities and develop a timeline</td>
</tr>
<tr>
<td>Acquaint student teacher with special education program philosophy and available instructional materials</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Active Participation/Evaluation Strategies</th>
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</thead>
<tbody>
<tr>
<td>Attend Professional Meeting or Inservice</td>
</tr>
<tr>
<td>Visit Area Resource Center</td>
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<tr>
<td>School Community resources</td>
</tr>
<tr>
<td>Arranged for parental/guardian contact and/or involvement</td>
</tr>
</tbody>
</table>

**Conduct a mini-FBA**

**Develop a student’s IEP**

<table>
<thead>
<tr>
<th>Conducted a staffing for student(s) with IEP</th>
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</thead>
<tbody>
<tr>
<td>Attended an open house, school assembly, or other extra curricular activity</td>
</tr>
<tr>
<td>Observed/Participated in Parent-Teacher Conferences</td>
</tr>
<tr>
<td>Attended a faculty meeting before or after school</td>
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</tbody>
</table>
Student Teacher Reflective Writing Report
Week 1: InTASC 1 and 2 Learner Development and Learner Differences
CEC Standard 2 and 3 – Development and Characteristics of Learners and Individual Learning 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: _____
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. Areas you will be teaching: __________________
3. Number of co-taught periods: _____ Resource/pullout sessions: _____
4. Number of students on IEP’s who you will be serving _____ males _____ females _____
5. 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. Briefly describe these while maintaining respect for confidentiality.

TEAC 492/493 Student Teaching Handbook 35
Student Teacher Reflective Writing Report
Week 2: InTASC 3 Learning Environment
CEC Standard 5 Learning Environments and Social Interations

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.

High Leverage Practices:
7. Establishing a consistent, organized, and respectful learning environment.

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.

5. Discuss specific theories and/or research that will inform your decisions about classroom management.
Student Teacher Reflective Writing Report
Week 3: InTASC 4 Content Knowledge
CEC Standard 4 Instructional Strategies and 7 Instructional Planning

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.

High Leverage Practices
9. Teach social behaviors.
11. Identify and prioritize long- and short-term learning goals.
12. Systematically design instruction toward a specific learning goal.
13. Adapt curriculum tasks and materials for specific learning goals.
15. Scaffold instruction.

Theme: Social/Behavioral/Functional Skills Instruction
Consider a social/behavioral/or functional skill need demonstrated by one or more students in the level 2 setting. Design a lesson that teaches the skill or a portion of the skill using gradual release (model, group practice, independent practice) or chaining. Keep in mind that your students need to understand the knowledge and skills that allow them to apply their understanding and generalize it to other areas.

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

2. Conduct a Task Analysis of the standard in order to describe how the content materials or instruction were differentiated for students’ learning needs, focusing on accommodations and modifications that improve access to learning according to grade level standards.

3. How did you effectively link disciplinary concepts that capture essential understandings, big ideas or generalization to students’ prior understanding?

4. What are possible misconceptions about this concept?

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

6. How does this learning segment:
   a. Fit within school or social contexts (meaning making in social interactions)
   b. Fit into the overall learning progression/concept development of the discipline (meaning making in academic interactions)?
   c. Support IEP(s) or student learning (informed by data)
Student Teacher Reflective Writing Report  
Week 4: InTASC 5 Application of Content  
CEC Standards 1 and 3

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.

High Leverage Practices
11. Identify and prioritize long- and short-term learning goals.
12. Systematically design instruction toward a specific learning goal.
14. Use and explicitly teach strategies to support learning and independence.
15. Scaffold instruction.
16. Use explicit instruction.
18. Use strategies to promote active student engagement.
20. Teach students to maintain and generalize new learning across time and settings.
22. Analyze instruction for the purpose of improving it.

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 a targeted learning experience/activity, based on an individual or small group need identified in student 
IEP(s), for a learning segment you will teach (or use one you have taught). Target generalization of a skills to 
authentic applications (ie. Real world connections).  Afterward, respond to the guiding questions for your weekly 
reflection.

Guiding Questions:

1. Describe the targeted learning experience.
2. Briefly, describe how the targeted and generalizable learning experience
   a. Puts the essential understandings/big ideas/generalizations into a meaningful context for each student
   b. Differentiates for students’ learning needs targeting those specifically identified as deficits in the IEP
   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
CEC Standard 8

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.

High Leverage Practices
5. Communicate assessment information with stakeholders to collaboratively design educational programs.
6. Use assessment continuously to design, evaluation, and adjust instruction that is responsive to students’ needs.

Theme: MONITORING STUDENT LEARNING
Select a student who is near to a new IEP meeting so there is sufficient progress monitoring data in place. Identify an assessment you used to evaluate your students’ progress toward an IEP goal.
1. Conduct the weekly assessment
2. Add it to the existing data set under the guidance of the special educator
3. Review it in context of the overall data to evaluate and describe student progress
4. Discuss your findings with your cooperating teacher

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 is aligned with the IEP goal.
   a. What were the assessment criteria?
   b. How aware was the student of the purpose/goal of the weekly assessment?
   c. Describe and discuss the student self-assessment tool or document

2. Provide a chart of student progress monitoring data along with an explanation of the data as you might prepare it for a parent when describing student progress. Describe how you will support the student toward mastery of the goal based on existing data.

3. How did/will you use evidence of what students know and are able to do to plan next steps in instruction or to develop new IEP goals after mastery?

4. What other data sources might confirm or provide further data on student mastery of the goal?

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

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
CEC Standard 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.

High Leverage Practices
11. Identify and prioritize long- and short-term learning goals.
12. Systematically design instruction toward a specific learning goal.
13. Adapt curriculum tasks and materials for specific learning goals.

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.
10. Incorporates theory and research-based practices (justify your responses throughout based on theory and/or research)
Student Teacher Reflective Writing Report
Week 7: InTASC 8 Instructional Strategies

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 seventh week of your student teaching experience.

High Leverage Practices
7. Establish a consistent, organized, and respectful learning environment.
8. Provide appropriate rates of positive and constructive feedback to guide students’ learning and behavior.
12. Systematically design instruction toward a specific learning goal.
13. Adapt curriculum tasks and materials for specific learning goals.
14. Use and explicitly teach strategies to support learning and independence.
22. Analyze instruction for the purpose of improving it.

Theme: DEEPENING STUDENT LEARNING DURING INSTRUCTION
- Identify a lesson plan and use it to answer this week’s questions.
- Anecdotal narratives may be used to support your responses
- Supporting documents (student products [with permission], lesson plan, etc.) may be used to support your responses for this assignment and will not count toward the 2-4 page limit.

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?

3. Be sure to support your responses with theoretical or research-based foundations that guided your instructional decisions.
### Student Teacher Reflective Writing Report
#### Week 8: InTASC 9 & 10 Professional Learning, Ethical Practice, Leadership & Collaboration
CEC Standards 9 & 10 Professional and Ethical Practice, 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.

## High Leverage Practices
1. Collaborate with professionals to increase student success within the general education curriculum.
2. Collaborate with families to support student learning and secure needed services.
3. Analyze instruction for the purpose of improving it.

### 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.
Conducting a Mini Functional Behavior Assessment

Purpose:
An important role of the special education teacher in meeting the needs of learners with moderate to severe needs is understanding social and behavioral barriers to success. A functional behavior assessment is conducted when a student’s behaviors interfere with academic or functional skills to such a degree that the student cannot be successful without intervention. The purpose of this assignment is to hone behavioral observation and intervention planning under the guidance of a cooperating teacher through the completion of an abbreviated functional behavior assessment.

Task:
With your cooperating teacher, identify a student demonstrating behavioral concerns. For the purpose of this assignment, it can already be a student identified and on a behavioral intervention plan. This may allow you to reflect on the accuracy of your observations by comparing data with existing documentation.

1) Gather informal data through interviewing teachers, paras, and other staff who have viewed the student behavior.
   a) What does the behavior look like?
   b) What does the student do/say?
   c) When does he/she tend to perform the behavior?
   d) Are there times when the behavior is noticeably absent?
   e) Are there any hypotheses regarding reason for the behavior?

2) Generate an observable definition of the target behavior.

3) Gather interval, frequency, or duration data on behavioral occurrences over at least 2 class periods.

4) Conduct an ABC analysis of the behavior.

5) Generate a hypothesis regarding the behavior.

6) Complete the Iowa FBA form found in Appendix A and submit it to your supervising professor before the end of this placement.
Developing the IEP

Purpose: Special educators are responsible for gathering data and collaborating with members of the IEP team including parents, general educators, administrators, and other specialists in order to develop meaningful Individualized Education Programs. The purpose of this assignment is to partner with your cooperating teacher to move through the progress of data-gathering, team collaboration, and IEP authoring, in order to better understand the process of developing and implementing an effective IEP.

Task:
In order to develop a meaningful IEP you will partner with your cooperating teacher to:

- Gather assessment data in order to establish academic and/or behavioral baselines and present levels of performance.
- Gather parent and teacher feedback to address concerns and successful strategies in meeting the target student’s needs.
- Collaborate to develop a comprehensive present level of performance based on identified strengths, preferences, interests, and needs.
- Collaborate to develop goals, objectives, accommodations, and/or modifications designed to meet the identified needs of the learner.
- Complete a legally compliant IEP

1. Submit the complete IEP with the names and other identifying factors removed or blocked out of the document.
2. Submit a 1-2 page reflection on the process of developing an effective IEP including the roles, benefits, and difficulties experienced during the process, how professionalism and ethical practices impact the process, and how you will use this activity to inform future practice.
### Stage 1 Desired Results
**What will students understand?**

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

#### Knowledge, Vocabulary & Skills
- Knowledge:
- Vocabulary:
- Skills:

**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?**

<table>
<thead>
<tr>
<th>PreTest for Prior Knowledge (formal/informal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check for Understanding /Formative Assessment</td>
</tr>
<tr>
<td>Summative Assessment for the Lesson - List the Facet(s) of Understanding</td>
</tr>
<tr>
<td>Final Summative Assessment (From Unit Plan)</td>
</tr>
</tbody>
</table>
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:

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

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 Allotted
• 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?
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>
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</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 (hard copy, turned into BVU office)

Be sure to share the completed forms with the student teacher. Discuss how the student is performing in the various areas.
- Complete the Mock Evaluation using the Iowa Teaching Standards and document completion within Canvas. A mock evaluation will be completed at each student teaching placement.
- 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 Two-Week Evaluation, Mid-Term Evaluation, and Final Evaluation in Canvas; as well as, the Final Evaluation of Student Teacher Grade Sheet (hardcopy in the handbook). 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>Use the following scale to critique the Student Teachers' dispositions:</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enthusiasm</td>
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<tr>
<td>2. Punctuality and a sense of responsibility</td>
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<tr>
<td>3. Academic preparation</td>
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<tr>
<td>4. Ability to design instruction</td>
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<tr>
<td>5. Rapport with professional empathy for students</td>
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<tr>
<td>6. Poise and flexibility in the educational setting</td>
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<tr>
<td>7. Communication with Cooperating Teacher(s)</td>
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<tr>
<td>8. Relationships with professionals, support staff, and parents</td>
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<tr>
<td>9. Initiative in assisting with classroom/other tasks</td>
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</tbody>
</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: ____________________________

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

<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>RESPECT FOR DIVERSE LEARNERS AND LEARNING -- The Student Teacher:</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>P1 A <em>Displays cultural competence:</em> Identifies and strategically uses cultural diversity in his/her students, families, building and community contexts in the classroom.</td>
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<td>P1 B <em>Recognizes the family and community context:</em> 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>P1 C <em>Understands learner differences:</em> 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>P1 D <em>Takes responsibility for a supportive &amp; safe learning environment:</em> 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>P1 E <em>Demonstrates responsibility for student learning:</em> 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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<td><strong>CONTENT EXPERTISE -- The Student Teacher:</strong></td>
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<tr>
<td>P2 A <em>Understands concepts &amp; structures of disciplines:</em> 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>P2 B <em>Recognizes different perspectives related to a discipline:</em> Encourages learners to consider contemporary global and diverse perspectives to deepen understanding of content.</td>
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<tr>
<td>P2 C <em>Uses instructional strategies appropriate to the discipline:</em> 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>P2 D <em>Establishes clear learning goals:</em> 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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<tr>
<td><strong>INNOVATIVE APPLICATIONS OF CONTENT -- The Student Teacher:</strong></td>
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<tr>
<td>P3 A <em>Plans for instruction:</em> 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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<td>P3 B <em>Uses technology as a learning tool:</em> Purposefully and thoughtfully matches technology appropriately to instructional strategies for content and student learning activities.</td>
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<tr>
<td><strong>P3 C</strong></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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<tr>
<td><strong>P3 D</strong></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><strong>P3 E</strong></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><strong>P3 F</strong></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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<td><strong>P3 G</strong></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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</tbody>
</table>

**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.*
Buena Vista University
Final Evaluation of Student Teaching
Cooperating Teacher
(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

Performance Criteria

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

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.

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

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

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

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.

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.

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.


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

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.

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

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.

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)
Final Evaluation of Student Teacher Grade Sheet
(Hard copy, turned into BVU office)

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: _____
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.

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:
  - 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.
  - The university supervisor will observe an entire lesson from start to finish for each formal observation.
  - 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, 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 ____________________________________________________

**Visitation & Observation Dates**

<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>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>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>Complete <strong>Final Grade Sheet</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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<tr>
<td></td>
<td>Review <strong>Final Evaluation</strong></td>
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*At completion of placement, submit all lesson observation forms, lesson plans, and final grade sheet to the BVU Office.*

**Reflective Writing Reports**

<table>
<thead>
<tr>
<th>Weekly Writing #1</th>
<th>Date</th>
<th>Weekly Writing #5</th>
<th>Date</th>
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<tbody>
<tr>
<td>Weekly Writing #2</td>
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<td>Weekly Writing #6</td>
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<tr>
<td>Weekly Writing #3</td>
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<td>Weekly Writing #7</td>
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<tr>
<td>Weekly Writing #4</td>
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<td>Weekly Writing #8</td>
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**Notes:**

**Final Grade Assigned by University Supervisor:** ________
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 ____________________________ Benchmark(s) ___________________________

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

Comments:

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:

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

Performance Criteria

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

<table>
<thead>
<tr>
<th></th>
<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>P1 A</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>P1 B</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>P1 C</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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<tr>
<td>P1 D</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>P1 E</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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CONTENT EXPERTISE -- The Student Teacher:

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<th>Performance Criteria</th>
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<tbody>
<tr>
<td>P2 A</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>P2 B</td>
<td>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>P2 C</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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<tr>
<td>P2 D</td>
<td>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:

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<th>Performance Criteria</th>
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<th>P</th>
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<th>NO</th>
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<tbody>
<tr>
<td>P3 A</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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<td>P3 B</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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<tr>
<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. |

**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)

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:

________________________________  __________________________________
BVU Student’s Signature   Date   Evaluator’s Signature   Date

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:___________

________________________________  __________________________________
BVU Student’s Signature   Date   Evaluator’s Signature   Date

Signatures imply that information has been discussed, not necessarily reflecting agreement.
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/Subject 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: ___________________________
Appendix A: Iowa Functional Behavior Assessment Form

**Functional Behavioral Assessment Summary**

Assessment Date: _______________  □ New  □ Revision  □ Review without change

Student: ___________________________________________ Birthdate: __/__/____

__________________________________________ Gender: ___ Grade: ___

Relationship________________________________________ Student lives at this address ______

Name________________________________________ Email____________________

________________________________________ Address____________________

Home______________ Cell

________________________ Work_______________

City, ST Zip _________________________________

Relationship________________________________________ Student lives at this address ______

Name________________________________________ Email____________________

________________________________________ Address____________________

Home______________ Cell

________________________ Work_______________

City, ST Zip _________________________________

**Individuals** completing this Functional Behavior Assessment:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Contact person** for this summary:

Name ________________________________ Phone ___________________________ E-mail __________________________
A Functional Behavioral Assessment (FBA) must be completed when required to appropriately address a student’s needs, or when required due to a disciplinary action. The disciplinary requirement is:

If the AEA, the LEA, the parent, and relevant members of the IEP team make the determination that a code of conduct violation that would result in a change of placement was a manifestation of the child’s disability, the IEP team must conduct a functional behavioral assessment, unless the AEA or LEA had conducted a functional behavioral assessment before the behavior occurred, and implement a behavioral intervention plan.

*See the Procedure Manual and 281—41.530 for detailed information.*

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**Assessment Date.** Document the date the FBA was completed.

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**FBA type.** Indicate whether this is a new FBA, a revision of an existing FBA or a review of an existing FBA without any changes being made. A review without change indicates that the information contained in the FBA is accurate, sufficiently current and valid as a basis for planning and decision-making.

---

**Individuals completing this Functional Behavior Assessment.** List the individuals who contributed to the writing of this report. Do not list those who contributed information but did not actually assist in the writing. Where it is important to note the sources of information, do so in relevant parts of the report (e.g., “Based on parent interviews” “John’s third grade teacher reported that …”)

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**Contact person for this summary.** Identify and provide contact information for the individual who would best be able to respond to any questions regarding this assessment.

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**Behavior(s) of concern.** State a clear, measurable, and observable description of the behavior(s) of concern.

...........................................................................................................................................................................................................................................................................................................................................................................................................................................
Strengths. What student strengths may provide a foundation for decreasing the behavior(s) of concern and increasing replacement behaviors?

Descriptive Summary: Document existing and newly acquired data. Include information from a variety of approaches and/or data sources: record review, interviews, observations, tests, and/or graphic displays such as scatter plots, ABC analysis, etc. The extent of data collection should reflect the complexity of the behavior(s) of concern.

Student Skills:
Are there skill deficits related to the behavior of concern?
Yes  No
If yes, identify or describe:

Does the student display appropriate skills instead of the behavior of concern?
Yes  No
If yes, identify or describe:

Problem Analysis: Based on the Descriptive Summary, respond to the following questions.

1. What about the behavior is concerning? Consider the behavioral dimensions of frequency (how often), intensity (to what degree), duration (how long), and latency (time between prompt and desired behavior).

2. What is the expected or desired performance? What standard was utilized to make the comparison? (e.g., standard, benchmarks, peer comparison, school norms)

3. What is the student’s current level of performance?

4. What is the discrepancy between the student’s expected and current performance?

Behavior(s) of concern. State a clear, measurable, and observable description of the behavior(s) of concern. Be specific. There are many ways to be aggressive, inattentive, disruptive, etc. The
definition should allow someone who is unfamiliar with the student to be able to recognize when the behavior is and is not occurring.

**Strengths.** Describe student strengths that may support the development of interventions. Be specific. For example, the student has high language comprehension ability; the student is able to use picture cues/prompts; the student has good peer relationships; the student has strong math skills, with performance at or above his/her peers.

**Descriptive summary.** Based on a variety of information sources, summarize what is known about the behavior of concern and the conditions related to it. Include identification of resources. Identify outside information sources, if any. You may attach relevant documents (in the Web IEP “Associated Files” are uploaded).

**Student skills – skill deficits.** If “Yes” describe the skill deficit of concern. Is it that the student can’t use appropriate behavior instead of the behavior of concern (skill deficit) OR is it that the student won’t use appropriate behavior instead of the behavior of concern (performance deficit)? For example, the student is nonverbal and is expected to ask for help but does not do so (skill deficit) versus the child is verbal and is expected to ask for help but does not do so (performance deficit)

**Student skills – display of appropriate skills.** If “Yes” describe if the student possesses appropriate replacement behaviors. The purpose of this item is to help determine if new skills need to be taught or if existing skills need to be encouraged and reinforced. Has the student used appropriate behavior instead of the behavior of concern in the situations documented in the descriptive summary? For example, sometimes the student requests help verbally, sometimes the student uses a picture cue to request help, and then sometimes the student tantrums (commensurate with a performance deficit)

**Problem analysis.**

- **What about the behavior is concerning?** Describe the aspects of the student’s behavior that make it a concern (frequency, intensity, etc.). For example, the frequency of aggressive behavior – specifically hitting peers.
- **What is the expected or desired performance?** For some behaviors (stealing, throwing rocks at others, etc.) desired performance is zero occurrences of the behavior of concern. For other behaviors (e.g., work completion) the reasonable expectation is the typical performance of others in the classroom. For example, peers engage in hitting 0 times per day.
- **What is the student’s current level of performance?** State the student’s current performance. Use positive phrasing whenever possible (James completes 80% of his homework assignments). For example, Johnny hits his peers 5 times per day.
- **What is the discrepancy between the student’s expected and current performance?** State the difference in objective measurable terms. For example, the discrepancy between the student’s expected performance (0 hits) and the current performance (5 hits) is 5.

**Environmental conditions**
Antecedents
What are the events immediately before the behavior(s) of concern, or events that trigger the behavior(s) of concern?
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................

Consequences
• What is the observed common response(s) of the teacher to the behavior(s) of concern?
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................

• What is the observed common response(s) of peers to the behavior(s) of concern?
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Hypothesized function (purpose) of the behavior. Based on a convergence of data reflected in the Descriptive Summary and Problem Analysis, what is the function of the behavior(s) of concern? Is the student attempting to gain something or avoid something?
...........................................................................................................................................................
...........................................................................................................................................................
...........................................................................................................................................................

Additional Notes. Document any additional notes or reflections here.
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Next Steps. An FBA is an on-going process which is directly tied to the development and implementation of a Behavior Intervention Plan (BIP). Please select the appropriate box below:

☐ This FBA led to the development of a BIP
☐ This FBA did not lead to the development of a BIP. Any needed alternative actions will be addressed in a separate plan (504 plan or intervention plan).
**Environmental conditions: Antecedents.** What conditions make the behavior more or less likely to occur? Using the Descriptive Summary data above, determine the common antecedents to the behaviors of concern. For example: “25/30 times that the student hit, the antecedent was independent play with no teacher or peer attention”. It is important to note the conditions must be what are actually observed, not what was believed to have happened.

Describe:
- the conditions that make the behavior more likely to occur, but do not directly or immediately trigger the behavior (e.g., time of day, certain classes, particular adults or peers present, etc.); and
- The events that directly and immediately trigger the behavior (e.g., teasing, specific classroom demands, etc.)

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**Environmental conditions: Consequences.** Consequences are the actions and events that follow occurrences of the behavior(s) of concern. Using the Descriptive Summary data above, determine the common consequences to the behaviors of concern. For example, “28/30 times the student hit, the consequence was followed by an adult reprimand”. It is important to note the conditions must be what are actually observed, not what was believed to have happened – for example, adults may indicate the behavior of concern is immediately followed by time out, however observation might show the behavior of concern is followed by time out with adult reprimand during time out.

Positive consequences (actions and events that follow the occurrences of the behavior(s) of concern and appear to reinforce that behavior – “positive” means potentially reinforcing and not necessarily desirable in the general view of others). Negative consequences: (actions and events that follow the occurrences of the behavior(s) of concern and appear to discourage that behavior – “negative” means potentially punishing in the behavioral sense and not necessarily undesirable in the general view of others).

- Describe the response of teachers/parents/caregivers to the behavior of concern
- Describe the response of peers to the behavior of concern

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**Hypothesized function (purpose) of the behavior.** State clearly and succinctly the conclusion related to the behavior’s function. Behavior generally falls into one of two functions: Gaining or Avoiding. What the student is trying to gain or avoid will differ based on the situation (e.g. gain attention; avoid a task; gain preferred object). Most commonly, students are attempting to escape or avoid an undesirable task or gain attention from peers or adults.

A very small number of behaviors are automatic (i.e., not readily modifiable through strictly behavioral approaches). Consideration may also need to be given to outside factors that may inform intervention strategies such as gang affiliation, and relevant internal cognitive variables and beliefs. Gain and/or Escape functions should be ruled out before an automatic function can be determined.

---

**Next steps.** An FBA is typically completed only when there is a behavior of concern that is significant enough to require a systematically applied approach to dealing with the behavior (i.e., a plan). Indicate whether the behavior of concern will be addressed through a Behavior Intervention Plan (BIP), or through some other means.