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Student Teaching Handbook

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Student Teaching Handbook

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Mission and Vision

The Department of Education Foundations and Professional Experiences at the University of Northern Iowa prepares reflective, equity-focused educators using community partnerships in P-12 classrooms with experienced faculty supervision connecting theory to practice.

Goals:

1. Advance educators who recognize and advocate for equity in the schools and communities
2. Develop and amplify reflective practitioners who continually strive to grow
3. Promote and strengthen mutually beneficial partnerships
4. Establish and support the connection of theory into practice

Responsibilities of the Student Teacher

Professionalism

1. Demonstrate professionalism to the teaching profession.
2. Follows Code of Professional Conduct and Ethics as written by Chapter 25, Iowa Board of Educational Examiners
3. Retain the confidentiality of students, staff, and other school personnel.
4. Actively participate in professional development activities (PLC meetings, planning meetings, intervention meetings, workshops, IEP/504 meetings, etc)
5. Maintain a professional appearance.
6. Become familiar with essential information in the school district student and employee handbook.
7. Be punctual and prepared for all assumed tasks and responsibilities.
8. Purchase and present documentation of liability insurance (this is only required when student teaching in specific districts).
9. Maintain a professional relationship with others, while demonstrating respect for beliefs and cultural differences.

Communication and Collaboration

1. Effectively communicate with coordinator, cooperating teacher, and all stakeholders in the placement.
2. Develop a relationship and work collaboratively with the cooperating teacher and other school personnel.
3. Collaborate with the cooperating teacher regarding lesson structure and preparation. Solicit lesson plan suggestions assigned by the cooperating teacher.
4. Reach out to the university coordinator and/or cooperating teacher to advocate for themselves, including but not limited to the following: ask questions, seek help, communicate any disabilities that require needs or accommodations, etc.
5. Take initiative to build rapport with students during non teaching times such as transitions, before/after class, recess, lunch, etc.
6. Interact with all school personnel (paraeducators, nurses, cafeteria staff, custodians, and administrative assistants, guidance counselors, etc.)
7. Contact the cooperating teacher and university coordinator and/or supervisor prior to any absence. Submit any documentation required by the coordinator and/or cooperating teacher.
8. Student teachers must use GoReact to record, upload, and review teaching sessions for virtual observations, ensuring compliance with all privacy regulations, submission timelines, and professional standards.
9. Student teachers must participate in scheduled Zoom coaching conversations, actively reflecting on feedback to support their development.

Performance

1. Respecting and completing assigned tasks aligned with the teaching profession as directed by the cooperating teacher.
2. Take initiative in assuming responsibilities and roles of the cooperating teacher.
3. Develop lesson plans including essential elements needed to deliver effective instruction.
4. Submit lesson plans as required by the cooperating teacher and university supervisor/coordinator.
5. Differentiate instruction for all students including students with IEPs and 504s.
6. Assume non-teaching expectations assigned to the cooperating teacher such as recess duty, hallway monitor, cafeteria, before and after school duties (bus and door), etc.
7. Follow the schedule of the cooperating teacher, including contract time, parent teacher conferences, professional development, IEP/504 meetings, PLC meetings, workshops, etc.
8. Assume full teaching responsibilities for a minimum of 4 weeks during the student teaching semester.

Disposition

1. Take action to prioritize the student teaching experience above other schedules/events. Alter work/coaching schedule if it interferes with student teaching performance.
2. Demonstrate self reflection, accept feedback, and solicit suggestions from cooperating teacher and/or UNI supervisor in all teaching performance areas including disposition.

Attendance

Students are expected to follow the district's schedule of the teachers' school day (including but not limited to IEP meetings, professional development activities, content-related meetings, parent-teacher conferences, etc.) Student teachers will follow the district's calendar for all holidays, non-contract days, and make up days during the placement period.

Excessive absence (excused or unexcused) may result in the termination of the student teacher assignment. The length of the student teaching period shall be a factor in the decision to terminate. Reasons for absences may include illness, emergency situations, interviews, or other professional reasons.

Student teachers who are registered for twelve (12) hours of credit, fulfilling the student teaching requirement in the same cooperating center, and who are absent from student teaching resulting in not meeting the required number of hours may be withdrawn from the student teaching assignment. A "NC" (no credit) will be recorded if the student is withdrawn after the last day to drop without penalty.

The decision to terminate a student teaching assignment due to absence from duty is the responsibility of the university coordinator of student teaching acting in consort with the cooperating teacher, building principal, supervisor, and the Coordinator of Student Teaching. The student teacher, however, may be permitted to make up the days missed by extending the student teaching period in extenuating circumstances. Consideration should be given to this option instead of termination, provided the performance level of the student teacher indicates potential for completion of the experience with a "competent" or higher evaluation.

In the event termination from student teaching is determined to be the best course of action, the student teacher shall have avenues for appeal and due process, as accorded by university policy.

Seminar Attendance

Attendance and participation in seminar is expected. Any absence should be communicated clearly to your Student Teaching Coordinator and a plan created to make up for missed content. To earn the full credit students must be in attendance, participate in class discussions and follow the Zoom expectations outlined below. Multiple absences or limited attendance reflect poorly on your professionalism and will factor into our evaluation of your professionalism, leadership, collaboration, and dispositions (InTASC standards 9 and 10).

Zoom Expectations:

- Seminar is a class, just like every other class you've taken at UNI.
- Enter the room a few minutes early to resolve any technical issues.
- Mute your microphone unless you are speaking
- Your camera should be on and focused on you during class discussion.
- Zoom is still a class setting, be mindful of your surroundings and background that may be inappropriate for class (not lying in bed, at a sporting event, cooking dinner, on a walk)
- Participate in break out room discussions.

Active participation in seminars and staying on top of your assignments is an important part of being a professional educator. To help you stay successful, here is how the late submission policy works:

If you demonstrate a pattern of missing deadlines, repeated absences, lack of timely communication or failing to demonstrate professionalism during seminar, a Teacher Education Referral may be filed with an action plan to improve.. This is a serious step designed to make sure you're meeting all the requirements needed to successfully complete student teaching and move forward in your teaching career.. The TER must be successfully resolved in order to earn credit for student teaching and to be recommended for licensure.

Additional University Expectations

1. Become familiar with the student teaching observation rubric and assessment forms.
2. Complete all assignments as directed by the university coordinator by the assigned deadlines.
3. All students will be responsible for completing a Signature Video Assignment.

   Purpose:

   - To provide you the opportunity to observe and reflect on your teaching using video.
   - To assist you in developing meaningful professional growth goal(s) to enhance your teaching practice.
   - To engage you in collegial conversations with peer(s) about your teaching.
4. Attend and actively participate in all growth conferences held by the cooperating teacher and/or university supervisor/coordinator.
5. Attend and actively participate in <u>all</u> student teaching seminars.
6. Record completed student teaching hours in Anthology on a weekly basis

7. If a higher level of concern needs to be addressed, the student teacher must follow all policies as defined by the Teacher Education Referral System.
8. Unless it has been approved by the University Department Head, student teachers may not be actively enrolled in additional UNI courses outside of student teaching.

Evaluation Methods

Student teaching is graded either “credit” or “no credit. To earn credit, you must consistently demonstrate all roles and responsibilities outlined in the Student Teaching Handbook.

Determination of Receiving Credit:

A preponderance of evidence will be collected to monitor your progress towards earning credit. The following items will be taken into account:

- Professional Disposition
- Assessments in Anthology
- Implementation of Feedback
- Adequate Professional Growth
- Accurate Documentation of Attendance
- Consistent Seminar Attendance and Professional Participation
- Timely Assignment Completion
- No Unresolved Teacher Education Referrals

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Absence Request Form

Student Teacher: _____ Date _____

Cooperating Teacher: _____ Grade/Content Area _____

Reason for absence:

Who will assume your duties and/or teach your lesson plans? How will you communicate the directions for these duties?

Student Teacher Signature: _____ Date _____

Cooperating Teacher Signature: _____ Date _____

Responsibilities of the Cooperating Teacher

Communicating with your UNI Coordinator/Supervisor

1. In the event that the cooperating teacher is absent for an extended period of time, the absence needs to be communicated with the UNI Coordinator.
2. If the cooperating teacher has concerns regarding the student teacher's performance, they should contact the UNI Supervisor immediately, who will determine the need for a meeting to discuss performance via Zoom or in person.
3. Complete all necessary forms from the university to receive compensation for serving as a cooperating teacher. In a standard placement, this includes the Two-Week Progress Check, Week 4 and Week 8 Performance Assessment.
4. Respond to any requests for informal feedback from your UNI supervisor or UNI Student Teaching Coordinator.
5. Cooperating teachers are eligible to receive 0.5 licensure renewal credit for an 8 week placement. If interested in receiving this credit, cooperating teachers need to request a form from the UNI Coordinator. Refer to the Q and A sections for more information.

Preparing Your Student Teacher

1. Provide the student teacher with a class roster.
2. Provide the student teacher with a workstation and a place for their personal belongings.
3. Communicate necessary information regarding individual student needs, including 504 and/or IEP accommodations.
4. Provide expectations of school staff such as contract hours, dress code, non teaching duties, etc.
5. Explain emergency procedures (i.e. fire drill, tornado drill, lock down, etc.)
6. Provide necessary tools and coaching needed for the student teacher to navigate and utilize the school curriculum.
7. Provide access to technology needed for instructional delivery (i.e. access to wireless internet, electronic curriculum resources, and other learning management systems).
8. Orientate the student teacher to the school building, including the teacher workroom, faculty restrooms, etc.
9. Support the student teacher in establishing good rapport with school personnel.

Supporting Your Student Teacher

1. Discuss current classroom management plan and philosophy, including building wide expectations.

2. Involve the student teacher in the lesson planning process. Provide the student teacher with lesson-planning templates and instructional materials, along with training on how to use them effectively.
3. Engage a collaborative relationship with the student teacher.
4. Provide an adequate amount of time for the student teacher to serve as the full time teacher. (Minimum: at least two weeks during an 8 week experience)
5. Collaborate with the student teacher to create a plan for gradually releasing full responsibilities to the student teacher.
6. The cooperating teacher is legally responsible for the students in the classroom. The cooperating teacher should be reachable at ***all*** times.
7. Gradually allow the student teacher to take on more responsibility. Refer to the Co-teaching models or Six Co-Teaching Strategies
8. Encourage the student teacher to be an active participant in meetings (i.e, professional development, PLC, planning, etc.).

Providing Feedback

1. Provide feedback on lesson plans the student teacher has developed.
2. Complete the two-week progress report, and the mid term and final assessments.
3. Observe and provide feedback on a regular basis. Include areas of strengths and needed growth.
4. Discuss the student teacher's performance based on the Iowa Teaching Standards.

Cooperating Teacher Orientation Support and Videos

At the beginning of the placement the UNI Supervisor will provide a cooperating teacher orientation. This workshop provides an overview of the objectives of the student teaching experience and reviews the responsibilities of the mentor teacher. The student teaching handbook will be distributed at this time. At the end of this workshop cooperating teachers will preview the options for a video series: ***Developing Your Understanding as a Cooperating Teacher***. All videos will be available to the cooperating teacher for "just-in-time" guidance through the student teaching experience. Note: The videos below use the term "mentor teacher" in place of "cooperating teacher."

1. Overview of Teacher Preparation at UNI
2. Teacher Tour of Anthology
3. Student Teaching Handbook Overview
4. Welcoming Your Student Teacher
5. Involving Students Outside of the Classroom
6. Releasing Responsibility to Your Student Teacher
7. CoTeaching Strategies and Gradual Release of Responsibility
8. Lesson Planning Support
9. Giving Effective Feedback
10. Evaluating the Student Teacher
11. Helping Student Teachers Connect with Families
12. Common Challenges
13. Supporting Struggling Students
14. Video Observation Guidance

Each cooperating teacher meets individually with their UNI Supervisor to discuss the responsibilities of the cooperating teacher in their individual context, questions over the handbook and additional information and assistance specific to the needs of the cooperating teacher and the student teacher. At the end of the student teaching placement cooperating teachers will complete a form asking them which videos they utilized and if they have recommendations for future videos or workshops to support the work of cooperating teachers.

Cooperating Teacher Assessment Guide

Our pre-service teachers are assessed in the ten InTASC standards, plus an additional area of critical dispositions. The headings for the InTASC standards are:

InTASC 1: Learner Development
InTASC 2: Learning Differences
InTASC 3: Learning Environments
InTASC 4: Content Knowledge
InTASC 5: Application of Content
InTASC 6: Assessment
InTASC 7: Planning for Instruction

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InTASC 8: Instructional Strategies
InTASC 9: Professional learning and Ethical Practice
InTASC 10: Leadership and Collaboration
All InTASC: Critical Dispositions

Because these standards are utilized throughout the pre-service teacher's time at the University of Northern Iowa, you may find different descriptors/bullet points under the headings of minimal evidence, developing, meets standard, and commendable depending on if the student is engaging in internship I, II or student teaching. These bullet point descriptors are **intended to give you guidance for the performance expectation of the candidate based on where they are at in their professional development.** When determining which level of achievement for your pre-service teacher candidate, consider if the student is **meeting the preponderance of evidence for the standard along with your professional judgement**. *This might mean that the student is meeting most to all of the bullet points under the heading of the rating you are considering.*

Below is an example of one standard and the descriptors for Internship I. (note: the descriptors for Internship II and ST will reflect different points of emphasis)

1 Start here to become familiar with the standard being assessed.

2 After reading the standard, start at this column to determine if pre-service teacher is meeting the standard

	1.0	2.0	3.0	4.0
Learner Development (Std 1) Understands how learners develop, recognizing patterns of learning and development vary individually within and across the various areas, and designs and implements developmentally appropriate, challenging learning experiences 1.0	1.0 Minimal Evidence • Seldom recognizes or considers student development to design and modify instruction • Does not effectively utilize this information to plan instruction that is developmentally appropriate or challenging • Does not display a sense of ownership for promoting learners' growth • Does not collaborate with families and other professionals and/or does not utilize contributions to support individual learner development	2.0 Emerging • Considers knowledge of student development, but inconsistently applies it to design, modify, and scaffold instruction. • Attempts to use this information to make instruction developmentally appropriate and challenging • Relies heavily on support from mentor teacher to promote learners' growth • Collaborates with families and other professionals, but inconsistently utilizes contributions to support individual learner development	3.0 Meets Standard • Uses knowledge of student development to design, modify, and scaffold instruction • Instructions is consistently developmentally appropriate and challenging • Displays a sense of ownership for promoting learners' growth • Effectively collaborates and utilizes contributions of families and other professionals to support individual learn development.	4.0 Commendable Meets standards with additional skill as outlined in the comments section

3 If a pre-service teacher is not meeting standard, then read descriptors in these columns to determine if they are a better fit.

The following assessment process is recommended (and outlined in the graphic):

- Step 1: Start by **reading the standard in the far left column** to become familiar with the overall standard.
- Step 2: **Read through the descriptors in the "meet standard"** column.
    - If a student is demonstrating a preponderance of evidence in that area, you would assess at the 3 (meets standard) level.
        - If a student is meeting nearly all areas of the standard but is slightly lacking in an area, feel free to rate at the **3, but use the comments area** to provide information on the recommended growth area.
        - Feel free to comment with any additional strength or growth areas.

- If the student is excelling in those areas, you could rate at a **4 and should then provide examples or rationale in the comments area**.

- Step 3 (if needed): If the student is **not meeting the expectations outlined** in the "Meets standard" column, **read through the "Developing" column** to determine if those descriptors better describe the student.
    - Follow the same process as above - adding comments to share areas for growth as well as any areas of strength.
- Step 4 (if needed): If the student is not meeting the expectations in the "Developing" column, read through the "Minimal evidence" and follow the same process as above.

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Example Recommendation Letters

Recommendation letters are not required. However, the student teacher may request a letter of recommendation. If you are willing and feel included, the examples below may support you in writing a letter of recommendation.

To Whom It May Concern:

X has successfully completed her second half of student teaching at XX Elementary School in the XX Community School District. X has a variety of socio-economic backgrounds with 58% of the students qualifying free and reduced lunch status. Ms. X interacted with English Language Learners (ELL), Prime Time students (gifted program), Professional Learning Communities (PLC), and Grade Level Team (GLT) meetings. She also helped proctor the Iowa Core Assessment.

Ms. X taught in a third grade classroom where students' abilities ranged from kindergarten level work to sixth grade level work; the class had two students with IEPs for speech, seven students with an RTI for math and or reading, one student integrated from our behavior focus program, and five students who qualified for Prime Time.

Ms. X possesses a number of special skills, with two of the biggest being flexibility and reflection. These skills have been evident throughout her placement. Ms. X is quick to reflect accurately on every aspect of her day with the students. She is intuitively able to make changes to her teaching and classroom management as needed. She always went the extra mile to learn about each child and made sure to have a positive note on multiple student desks each morning. Ms. X is also very strong in planning and using formative and summative assessments to guide her instruction. She has learned and effectively used the "target talk" of Positive Behavior Intervention (PBIS) and mindfulness to create a positive learning environment.

Ms. X has an effective classroom management style. She gives very clear expectations and directions with each activity and sets the tone for learning before activities began. This proactive approach helps lessen the need for behavioral interventions. When a need arises for her to correct a behavior, she does so in a respectful way. Throughout all of her teaching she kept a calm, friendly, yet firm, demeanor that was quickly respected by the students.

Ms. X works overtime at home to plan engaging and standard-based lessons. She is quick to help wherever her help is needed. She is a caring, personable, enthusiastic teacher who relates well to the students and staff. I have received several positive comments about her from other staff members who are all impressed with her character and management of the classroom.

I know Ms. X has a bright future as a teacher! She is met a challenging placement with confidence and success! Her professionalism will enable her to have a successful teaching career and I wish her all the best!

Sincerely,

Teacher Name

XXX Elementary School

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To Whom It May Concern:

The purpose of this letter is to recommend Ms. X for any teaching position for which she is qualified. I had the privilege of hosting X as a student teacher in my 7th grade mathematics classroom from January 8-March 3. During this time I observed several outstanding qualities that I feel make her an excellent classroom teacher.

X is a caring young woman that values children as diverse learners. Her willingness to adapt lessons to fit individual needs of students was evident in her planning. She demonstrated initiative when planning lessons, using multiple resources including interactive whiteboard technology and the Iowa Common Core as her guide. Her ability to differentiate instruction utilizing data to drive her instruction, kept students challenged and engaged in their learning.

The moment she stepped in the classroom, she started building relationships with her students knowing this would facilitate a good learning environment. X worked proactively to ensure success for each child and worked well beyond her expected time to provide help when needed and make certain there was timely feedback for students.

While working with X, I observed a confident young woman who was a reflective teacher and willing to learn from others to make herself the best teacher possible. If my child were in her class, I am confident they would get an outstanding education from a teacher that cared about them as a person as well as a learner.

To summarize all the outstanding qualities that X brings to the classroom is a daunting task that certainly can not be accomplished in one letter. If you desire further elaboration about this highly qualified educator, I can be reached at XXXX.

Sincerely,

Mathematics Instructor
School Name
School District

Responsibilities of University Personnel

University Coordinator:

The Student Teaching Coordinator oversees and supports teacher candidates during their student teaching experience.

1. Coordinate placements with schools.
2. Communicate with cooperating teachers about their duties and responsibilities.
3. Communicate and provide the roles and responsibilities of the student teacher during their placements.
4. Monitoring student teacher progress.
5. Facilitating communication between candidates, Cooperating Teachers, and university faculty.
6. Ensuring program requirements and educational standards are met.
7. Collaborates with On-Site Supervisor.
8. The coordinator will provide resources when necessary to the cooperating teacher, student teacher and the district personnel.
9. Provide guidance on completing student teacher assessments.
10. Communicate with student teacher, cooperating teacher concerning student teacher performance.
11. Provides professional development to student teachers through Seminar and assignments.

On-Site Supervisor:

In some areas around the state of Iowa, as well as some out of state placements, an On-Site Supervisor may be hired by the University to supervise the student teacher. The On-SiteSupervisor supports and evaluates teacher candidates during their student teaching experience. Serving as a liaison between the teacher preparation program and partnering schools, the Field Supervisor provides mentorship, conducts classroom observations, offers constructive feedback, and ensures that student teachers meet program expectations and professional teaching standards.

1. Conduct regular classroom observations of student teachers and document performance.
2. Provide timely, constructive feedback and coaching to support professional growth.
3. Collaborate with cooperating teachers, school administrators, and university personnel to monitor candidate progress.
4. Facilitate communication between all stakeholders regarding student teaching requirements and expectations.
5. Evaluate student teacher performance using established assessment tools and program standards.
6. Conduct professional growth conferences.
7. Assist student teachers in developing instructional strategies, classroom management skills, and reflective practices.
8. Identify and address concerns related to student teacher performance and recommend appropriate interventions when needed.

*Depending on program needs and placement circumstances, the University Coordinator may also fulfill the role of On-Site Supervisor.

4 Week Placement Overview

The following is a suggested integration model. The cooperating teacher and UNI supervisor will have the discretion to modify this model as needed.

Gradual Release	
Week 1	Building Relationships Getting to know your environment **Active** observation Jump in when you can One:One, Individual Students, Small groups, Transitions, Routines, Assist with individual assessments or grading of assignments/formative assessments
Week 2	Co-Teaching, Shadow Teaching (CT models first few class periods, ST echos the last few class periods) ST/CT Co-Teach, transition to full time lead teaching for at least ½ day towards the end of the week
Week 3	ST/CT Co-Teach, adding more lead teaching, full time lead teaching most of the day towards the end of the week.
Week 4	Full Time Lead Teaching assuming all roles and responsibilities of the Cooperating Teacher.

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8 Week Placement Overview

The following is a suggested integration model. The cooperating teacher and UNI supervisor will have the discretion to modify this model as needed.

Gradual Release (most commonly used)		Modified Release	
Week 1	Building Relationships Getting to know your environment **Active** observation Jump in when you can	**Week 1**	Building Relationships Getting to know your environment **Active** observation Jump in when you can
Week 2	Lead some large group routines/lessons Teach Small groups Work one on one with students Lead Transitions Assist with assessments or grading	**Week 2**	Lead some large group routines/lessons Teach Small groups Work one on one with students Lead Transitions Assist with assessments or grading
Week 3	Increase responsibilities from Week 2, building towards full time teaching.	**Week 3**	Increase responsibilities from Week 2, building towards full time teaching.
Week 4-5	Increase responsibilities from previous weeks, and begin full days of lead teaching.	**Week 4**	Increase responsibilities from previous weeks, and begin full days of lead teaching.
Week 6-7	Full Time Lead Teaching assuming all roles and responsibilities of the Cooperating Teacher.	**Week 5**	Full Time Lead Teaching assuming all roles and responsibilities of the Cooperating Teacher.
Week 8	Maintain some teaching responsibilities, slowly releasing responsibilities back to the CT. Observe other classrooms.	**Week 6**	Observing other teachers in the same content/grade level area and other areas such as special education, other grade levels, art, music, PE, ELL, Intervention, etc.
		Week 7	Full Time Lead Teaching assuming all roles and responsibilities of the Cooperating Teacher.
		Week 8	Maintain some teaching responsibilities, slowly releasing responsibilities back to the CT. Observe other classrooms.

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16 Week Placement Overview

The following is a suggested integration model. The cooperating teacher and UNI supervisor will have the discretion to modify this model as needed.

Gradual Release		Modified Release	
Week 1	Building Relationships Getting to know your environment **Active** observation Jump in when you can	**Week 1**	Building Relationships Getting to know your environment **Active** observation Jump in when you can
Week 2-3	Lead some large group routines/lessons Teach Small groups Work one on one with students Lead Transitions Assist with assessments or grading	**Week 2**	Lead some large group routines/lessons Teach Small groups Work one on one with students Lead Transitions Assist with assessments or grading
Week 4-5	Increase responsibilities from Week 2, building towards full time teaching.	**Week 3-4**	Increase responsibilities from Week 2, building towards full time teaching.
Week 6-7	Increase responsibilities from previous weeks, and begin full days of lead teaching.	**Week 5-7**	Increase responsibilities from previous weeks, and begin full days of lead teaching.
Week 8-9	Increase responsibilities from previous weeks, and begin full days of lead teaching.	**Week 8-9**	Full Time Lead Teaching assuming all roles and responsibilities of the Cooperating Teacher.
Week 10-14	Full Time Lead Teaching assuming all roles and responsibilities of the Cooperating Teacher.	**Week 10**	Observing other teachers in the same content/grade level area and other areas such as special education, other grade levels, art, music, PE, ELL, Intervention, etc.
Week 15 and 16	Maintain some teaching responsibilities, slowly releasing responsibilities back to the CT. Observe other classrooms.	**Week 11-12**	Increase responsibilities from previous weeks, and begin full days of lead teaching.
		Week 13-15	Full Time Lead Teaching assuming all roles and responsibilities of the Cooperating Teacher.
		Week 16	Maintain some teaching

Gradual Release		Modified Release	
			responsibilities, slowly releasing responsibilities back to the CT. Observe other classrooms.

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Co-Teaching Strategies

These strategies can be used in any order and/or combined to best meet the needs of the students in the classroom.

Strategy	Definition/Example
One Teach, One Observe (suggested for week 1)	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation — where the teacher doing the observation is observing specific behaviors. *Example:* One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist (suggested for Week 2)	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. *Example:* While one teacher has the instructional lead, the person assisting can be the "voice" for students when they don't understand or are having difficulties
Station Teaching (Weeks 3,4,5)	The co-teaching pair divides the instructional content into parts — Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at such station — often an independent station will be used along with the teacher led stations. *Example:* One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
Parallel Teaching (Weeks 3,4,5)	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. *Example:* Both teachers are leading a question-and-answer discussion on specific current events and the impact they have on the environment.
Supplemental Teaching (Weeks 2,3,4,5)	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. *Example:* One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative (Differentiated) (Weeks 3,4,5)	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. *Example:* One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
Team Teaching (Weeks 3,4,5)	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is a clearly defined leader — as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. *Example:* Both instructors can share the reading of a story or text so that the students are hearing two voices.

Solo teaching - The student teacher is responsible for all lesson planning, teaching, assessment and grading (minimum two weeks - Weeks 6-8)

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Teacher Actions During Co-Teaching

If one teacher	**The other can be...**
Leading instruction	Observing: ● Student understanding and/or questions ● Specific types of questions asked by the instructing teacher ● Specific student interactions and behaviors ● Teacher movement ● Specific teacher behaviors
	Charting: ● Where questions are directed within the classroom ● Gender of responders ● On-task/off-task behavior ● Teacher wait time ● Specific teacher behaviors or movements ● Specific student or group behaviors
	Circulating: ● Checking on comprehension ● Using proximity control for behavior management ● Providing one-to-one support as needed
	Other: ● Reviewing directions; modeling first problem of the assignment ● Writing instructions on the board ● Facilitating a silent activity ● Asking clarifying questions
Reading a test aloud to a group of students	Proctoring a test
Providing enriching or extending activities	Re-teaching or reviewing a concept with students who didn't understand.
Facilitating SSR	Reading aloud quietly to a small group
Lecturing	Modeling note taking on the board
Facilitating a station or group	Facilitating another station or group

The co-teaching strategies defined and explained are strategies for the cooperating teacher and student teacher to use as the student teacher proceeds through his/her/their placement. In the beginning, the cooperating teacher would have the primary instructional lead, but as the placement proceeds the student teacher should take more of the instruction lead such that at the 6th or 7th week of the placement the student teacher is ready to take on full instruction of the class. In the *One Teach One Observe* co-teaching, the cooperating teacher would be the observer, providing feedback to the student teacher after the instruction, but allowing the student teacher to plan and implement instruction.

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Student Teacher Performance Assessment Overview

All aspects of the assessment process will be completed using an online system called Anthology. Specific login information and directions will be provided to you from the Department of Education Foundations and Professional Experiences via email. The rubrics will encompass the assessment criteria that is also included in Anthology.

4-Week Performance Assessment Process

Timeline	Assessment	Purpose	Process
Week 2	Two-Week Progress Report	This assessment indicates how the student teacher (ST) is adjusting to the placement, initiative being demonstrated, and progress being made in developing positive relationships with students and colleagues. It is important to share any concerns early in order to provide the ST adequate time to improve.	CT completes the corresponding assessment found in Anthology.
Week 4	Week 4 Performance Assessment	This is a summative assessment of the student teacher's overall performance during the placement.	CT completes the final assessment found in Anthology. CT is welcome to write comments and/or attach a letter of recommendation in Anthology to support the final assessment.

8-Week Performance Assessment Process

Timeline	Assessment	Purpose	Process
Week 2	Two-Week Progress Report	This assessment indicates how the student teacher (ST) is adjusting to the placement, initiative being demonstrated, and progress being made in developing positive relationships with students and colleagues. It is important to share any concerns early in order to provide the ST adequate time to improve.	CT completes the corresponding assessment found in Anthology.
Week 4 or 5	Week 4 Performance Assessment	This formative assessment is a collaborative opportunity for the ST, CT, and UNI Coordinator/Supervisor to share feedback related to the ST's progress in the placement. A goal setting conference is recommended to help identify a student teacher's strengths and develop goals to support the ST's growth moving forward.	CT completes the corresponding assessment found in Anthology. ST completes a self-assessment found in Anthology. A triad conference may be scheduled for the ST, CT, and UNI Coordinator/Supervisor to establish ST goals and corresponding action steps for growth.
Week 8	Week 8 Performance	This is a summative assessment of the student teacher's overall performance during the placement.	CT completes the final assessment found in Anthology.

	Assessment		CT is welcome to write comments and/or attach a letter of recommendation in Anthology to support the final assessment.

16-Week Performance Assessment Process

Timeline	Assessment	Purpose	Process
Week 2	Two-Week Progress Report	This assessment indicates how the student teacher (ST) is adjusting to the placement, initiative being demonstrated, and progress being made in developing positive relationships with students and colleagues. It is important to share any concerns early in order to provide the ST adequate time to improve..	CT completes the corresponding assessment found in Anthology.
Week 4, 8, and again at week 12	Performance Assessment	This formative assessment is a collaborative opportunity for the ST, CT, and UNI Coordinator/Supervisor to share feedback related to the ST's progress in the placement. A goal setting conference is recommended to help identify a student teacher's strengths and develop goals to support the ST's growth moving forward.	CT completes the corresponding assessment found in Anthology. ST completes a self-assessment found in Anthology. A triad conference may be scheduled for the ST, CT, and UNI Coordinator/Supervisor to establish ST goals and corresponding action steps for growth.
Week 16	Week 16 Performance Assessment	This is a summative assessment of the student teacher's overall performance during the placement.	CT completes the final assessment found in Anthology. CT is welcome to write comments and/or attach a letter of recommendation in Anthology to support the final assessment.

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Student Teacher Week Two Progress Report

During the second week of the placement (or as deemed necessary by the coordinator), the cooperating teacher reflects on the student teacher's performance *thus far in the placement*. *The report will be completed via Anthology*. Cooperating teachers will be asked to indicate the performance level of each descriptor based on the following scale.

Professional Disposition	Minimal Evidence (1)	Meets Expectations (2)
Professionalism	Teacher candidate is not displaying the behaviors/ responsibilities as expected. Please elaborate in comments section to identify where the teacher candidate is not meeting expectations	Teacher candidate consistently meets all expectations: ● Punctual - Arrives on time at the beginning of each day and during transitions throughout the day, and stays until contracted time ● Attendance - Reliable, dependable, and present ● Meets the dress code of the school
Appropriate communication and collaboration	Teacher candidate is not displaying the behaviors/ responsibilities as expected. Please elaborate in comments section to identify where the teacher candidate is not meeting expectations	Teacher candidate consistently meets all expectations: ● Professional written and verbal communication ● The ability to work well with cooperating teacher and others, respecting ideas and beliefs that differ from their own ● Engages in active listening ● Introduces themselves and engages in conversations with other faculty, administration, and staff
Engaged and Attentive	Teacher candidate is not displaying the behaviors/ responsibilities as expected. Please elaborate in comments section to identify where the teacher candidate is not meeting expectations	Teacher candidate consistently meets all expectations: ● Prioritizes learning student names and using them in interactions ● Initiates conversations with a variety of students during transition times. ● Teacher-student interactions demonstrate caring and respect for one another.
Reflective Practice	Teacher candidate is not displaying the behaviors/ responsibilities as expected. Please elaborate in comments section to identify where the teacher candidate is not meeting expectations	Teacher candidate consistently meets all expectations: ● Asks for, accepts and applies feedback from cooperating teacher ● Engages in self-reflection ● Demonstrates commitment to the placement ● Maintains a positive attitude and a growth mindset ● Displays enthusiasm

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Student Teacher Performance Assessment Criteria (Mid Term and Final)

The Mid Term and Final Performance Assessment will be completed via Anthology. Student teachers' performance will be documented using the following criteria.

Learner and Learning Environment				
Standards	*Minimal Evidence (1)*	*Emerging (2)*	*Meets Standard (3)*	*Commendable (4)*
Standard 1: Learner Development (Iowa Teaching Standards: 4, 5) 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.	Seldom recognizes or considers student development to design and modify instruction. Does not effectively utilize this information to plan instruction that is developmentally appropriate or challenging. Does not display a sense of ownership for promoting learners' growth. Does not collaborate with families and other professionals **and/or** does not utilize contributions to support individual learner development.	Considers knowledge of student development, but inconsistently applies it to design, modify, and scaffold instruction. Attempts to use this information to make instruction developmentally appropriate and challenging. Relies heavily on support from cooperating teacher to promote learners' growth. Collaborates with families and other professionals, but inconsistently utilizes contributions to support individual learner development. .	Uses knowledge of student development to design, modify, and scaffold instruction. Instruction is consistently developmentally appropriate and challenging. Displays a sense of ownership for promoting learners' growth. Effectively collaborates and utilizes contributions of families and other professionals to support individual learner development.	Meets standards with additional skill as outlined in the comments section
Standards	*Minimal Evidence*	*Emerging*	*Meets Standard*	*Commendable (4)*
Standard 2: Learning Differences (Iowa Teaching Standards: 4) Uses and uses understanding of individual difference and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Seldom initiates conversations with students to learn more about their interests, culture, background, talents, needs, and language. Does not adapt instruction to reach identified target students. Demonstrates minimal understanding of differences among	Periodically seeks information about student interests, culture, background, talents, needs, and language. Attempts to adapt instruction to reach identified target student(s) in the class. Understands and identifies differences among learners and periodically includes	Consistently initiates conversation and knows meaningful information about their interests, culture, background, talents, needs, and language. Uses knowledge of the student(s) to help design, deliver, and support large group and individual student academic and behavior needs.	Meets standards with additional skill as outlined in the comments section

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Learner and Learning Environment				
Standards	*Minimal Evidence (1)*	*Emerging (2)*	*Meets Standard (3)*	*Commendable (4)*
	learners and does not include differentiation to support students performing above and/or below the core instruction. Has not sought out information related to student 504's, IEP's, and BIP's, etc. Sometimes lowers expectations for students that are capable of achieving.	differentiation to support students performing above and/or below the core instruction. Has read and with cooperating teacher guidance and support works to follow 504's, IEP's, and BIP's, etc. for students. Sets high expectations and works to support growth for most learners to achieve at high levels.	Understands and identifies differences among learners and includes differentiation to support students performing above or below the core instruction. Has read and independently follows accommodations from student 504's, IEP's, BIP's, etc. Sets high expectations and works to support growth for all learners to achieve at high levels.	
Standards	*Minimal Evidence*	*Emerging*	*Meets Standard*	*Commendable (4)*
Standard 3: Learning Environments (Iowa Teaching Standards: 3, 6) Works with others to create environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation.	Knows a few students' names. Lessons do not effectively engage learners; provides for limited learner collaborations and interactions. Does not display awareness of all students' behaviors. Does not communicate expectations and/or does not always follow through. Does not provide positive redirection. Ineffective pacing and transitions.	Learns most students by name, if possible. Learners are engaged in some collaboration during lessons. Inconsistently displays awareness and applies appropriate strategies to all students' behaviors. Communicates expectations but does not always maintain or follow through. Provides inconsistent positive redirection. Attempts to maintain effective pacing and transitions.	Knows all students by name. Is able to effectively engage, motivate, and manage active, collaborative learning. Displays awareness and applies appropriate strategies to all students' behaviors. Communicates and teaches appropriate behaviors and maintains high and consistent expectations. Consistently provides positive redirection that is fair, consistent and equitable. Utilizes effective pacing and transitions.	Meets standards with additional skill as outlined in the comments section

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Learner and Learning Environment				
Standards	*Minimal Evidence (1)*	*Emerging (2)*	*Meets Standard (3)*	*Commendable (4)*
	Limited or no circulation to monitor student progress. Interactions are not conducive to creating a safe, respectful, caring environment to enhance learning. Provides little to no opportunities for student choice.	Circulates to monitor student progress with limited purpose. Attempts to create a safe, respectful, caring environment to enhance learning. Provides some opportunities for student choice.	Consistently circulates with purpose to monitor student progress and provide support. Effectively creates a safe, respectful, caring environment to enhance learning. Provides multiple opportunities for students' choice.	

Content				
Standards	*Minimal Evidence*	*Emerging*	*Meets Standard*	*Commendable (4)*
Standard 4: Content Knowledge (Iowa Teaching Standards: 2) Understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Basic content knowledge is inaccurate or incomplete with limited understanding of the central concepts of the discipline(s), demonstrates little or no effort to expand knowledge. Use of academic language is inaccurate, disconnected, and/or seldomly used. Does not make connections to prior knowledge.	Demonstrates basic content knowledge and understanding of the central concepts of the discipline(s). Intermittently uses and models accurate academic language associated with the discipline(s). The teacher makes connections to prior knowledge, links new concepts to familiar concepts, and/or makes relevant connections to learners' experiences.	Has extensive content knowledge and understanding of the central concepts of the discipline(s). Consistently uses and models accurate academic language associated with the discipline(s). Students are guided to make connections to prior knowledge, links new concepts to familiar concepts, and/or make relevant connections to learners' experiences. Anticipates and recognizes learner misconceptions and works to build accurate understanding.	Meets standards with additional skill as outlined in the comments section

	Needs guidance in order to help recognize student misconceptions.	Recognizes learner misconceptions and works to build accurate understanding.		
Standards	*Minimal Evidence*	*Emerging*	*Meets Standard*	*Commendable (4)*
Standard 5: Application of Content (Iowa Teaching Standards: 2) 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.	Lessons rarely promote creativity, critical thinking, and/or problem solving. Does not communicate lesson goals or the goals are not tied to the learning. Directions are not thought out in advance and/or clearly communicated. Direction giving often results in confusion for students. Relies on using the same few instructional strategies. Technology does not enhance learning and/or available technology is not used.	Lessons promote creativity, critical thinking, **and/or** problem solving. States lesson goals, but loosely ties it to the learning. Provides some directions that may be unclear, are too wordy, and/or are ineffective. Includes variety in the instructional strategies use. When applicable, available technology is integrated, but does not enhance the learning.	Lessons include meaningful links to authentic issues **and** promotes creativity, critical thinking, and/or problem solving. Clearly communicates lesson goals to help focus and guide instruction. Provides clear, concise, and effective directions that are planned in advance. Uses a wide variety of instructional strategies and seeks opportunities and resources to continue to learn more. When applicable, integrates technology as a tool to enhance learning.	Meets standards with additional skill as outlined in the comments section

Instructional Practices				
Standards	*Minimal Evidence*	*Emerging*	*Meets Standard*	*Commendable (4)*
Standard 6: Assessment (Iowa Teaching Standards: 5)	Rarely plans and implements more than one method of assessment and/or	Occasionally plans and implements more than one method of formative and	Consistently plans and implements multiple methods of formative and summative assessments that	Meets standards with additional skill as outlined in the comments section

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.	there is no evidence of assessment used. Moves on to the next step of instruction with no assessment or feedback to learners. Students are not provided opportunities to self-assess **and/or** apply feedback in order to enhance their learning. Limited questioning is used.	summative assessments aligned to learning goals to monitor learning progress. Uses assessment data to provide feedback to learners and to guide instructional decisions. Students are provided opportunities to self-assess **and/or** apply feedback in order to enhance their learning. Questioning strategies used do not promote a deeper understanding of the content.	authentically measure learning progress and outcomes. Effectively uses assessment data to provide timely, descriptive feedback to learners and to guide instructional decisions. Students are provided opportunities to self-assess **and** apply feedback in order to enhance their learning. Questioning is purposeful **and** leads students to a deeper understanding of the content.	
Standards	*Minimal Evidence*	*Emerging*	*Meets Standard*	*Commendable (4)*
Standard 7: Planning for Instruction (Iowa Teaching Standards: 1, 3) 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.	Has difficulty writing an organized, sequential, developmentally appropriate lesson plan even with substantial guidance and support. (When relevant, is not able to contribute to team planning in a meaningful way.) Lesson plans are not prepared in advance. Lesson plans are developed without the consideration of assessment data, prior learning, and learner interests. Learning goals are not included in lesson plans.	With little guidance, is able to write an organized, sequential, developmentally appropriate lesson plan. (When relevant, makes some contributions to team planning.) Lesson plans are inconsistently prepared in advance. Lesson plans are developed based on some consideration of assessment data, prior learning, **and/or** learner interests. Learning goals are inconsistently	Is able to independently write an organized, sequential lesson, developmentally appropriate lesson plan. (When relevant, is able to make meaningful contributions to team planning and/or offers new ideas/strategies.) Lesson plans are consistently prepared in advance. Lesson plans are developed based on consideration of assessment data, prior learning, **and** learner interests. Learning goals are consistently included in lesson plans. Learning goals are measurable, and tightly	Meets standards with additional skill as outlined in the comments section

	Learning goals are not aligned or are loosely aligned to standards, learning activities, or assessments.	included in lesson plans. Learning goals may not be measurable or aligned to standards, learning activities, and assessments.	aligned to standards, curriculum, learning activities, and valid assessments.	
Standards	*Minimal Evidence*	*Emerging*	*Meets Standard*	*Commendable (4)*
Standard 8: Instructional Strategies (Iowa Teaching Standards: 3, 4) 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.	Has significant difficulty implementing instructional strategies, or limits lesson delivery to one method or mode and this limited strategy is not effective in meeting learning goals. Depth of knowledge and higher order thinking skills are not evident in instruction. Instruction does not include strategies that promote creativity, critical thinking **or** collaboration.	Implements some instructional strategies to support learning goals. Depth of knowledge and higher-order thinking skills are evident in some of the following: learning goals, learning activities, and assessments. Varies instruction to include strategies that promote creativity, critical thinking, **and/or** collaboration.	Implements a variety of instructional strategies to build meaningful understanding of learning goals for diverse learners. Depth of knowledge and higher-order thinking skills are evident in all of the following: learning goals, learning activities, and assessments. Varies instruction to include strategies that promote creativity, critical thinking, **and** collaboration.	Meets standards with additional skill as outlined in the comments section

Professional Responsibilities				
Standards	*Minimal Evidence*	*Emerging*	*Meets Standard*	*Commendable (4)*
Standard 9: Professional Learning and Ethical Practice (Iowa Teaching Standards: 7) Engages in ongoing professional	With guidance, reflections continue to be incomplete and includes little analysis. Does not welcome and/or solicit feedback. May be	With guidance and prompting, takes responsibility for reflection, self-assessment of practice, and ongoing professional learning and growth.	Independently takes responsibility for reflection, self-assessment of practice, and ongoing professional learning and growth. Collaborates with mentor teacher, UNI coordinator,	Meets standards with additional skill as outlined in the comments section

learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on learners and others (families, other professionals, and the community), and adapts practice to meet the needs of each learner.	defensive, argumentative, or make excuses about feedback on their own teaching or unfair or unprofessional in their feedback to peers. Demonstrates unprofessional behavior (e.g., poor attendance, timeliness, inappropriate attire, unprofessional demeanor or interactions with students or other professionals).	Attempts to be professional when giving and receiving feedback. Attempts to use feedback to improve performance. Inconsistently demonstrates **and/or** may need prompting to display professional behavior (e.g., punctual, appropriate professional dress, demeanor and interactions with others.)	and peers to give, receive, and analyze feedback. Applies feedback to improve practice. Consistently demonstrates professional behavior (e.g., punctual, appropriate professional dress, demeanor and interactions with others.)	
Standards	*Minimal Evidence*	*Emerging*	*Meets Standard*	*Commendable (4)*
Standard 10: Leadership and Collaboration (Iowa Teaching Standards: 1, 8) Takes initiative, seeks appropriate leadership roles, is a role model for students. Collaborates with professional educators and peers to make a positive difference in the classroom and to advance the profession.	Not present for, disengaged during, or avoids collaboration or leadership opportunities. Does not initiate interactions in and out the classroom with students, families, and school professionals, and/or interactions may be negative. Does not ask questions and needs regular prompts to be involved in the classroom.	Participates in collaboration opportunities and is able to work effectively with professional educators and peers. Relies on cooperating teachers for opportunities to interact in and out the classroom with students, families, and school professionals. Occasionally asks relevant questions and provides appropriate responses.	Regularly takes initiative to seek opportunities for collaboration and leadership in and out of the classroom. Initiates positive interactions in and out the classroom with students, families, and school professionals. Consistently asks relevant questions and provides appropriate responses.	Meets standards with additional skill as outlined in the comments section

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Candidate Dispositions Form

Teacher Candidate Dispositions	NA Not able to evaluate the behavior	Minimal Rarely displays the desired behavior	Emerging Behaviors are displayed but inconsistently	Meets Behaviors are consistently displayed
Caring and Passion for Teaching: Candidates with a caring disposition value and appreciate all aspects of other persons' well being. (IInTASC Standard 1)				
Demonstrates warmth, empathy, compassion & advocacy for children	☐	☐	☐	☐
Displays enthusiasm for teaching and the subject matter	☐	☐	☐	☐
Addressing Learner Differences: Candidates with dispositions valuing learner differences are both committed and able to recognize and act on the uniqueness of each learner and celebrate those differences while meeting the individual needs of each and every learner. Individual learner needs transcend academic needs encompassing the social and emotional needs of each learner. (InTASC Standard 2)				
Makes learners feel valued and helps them learn to value each other.	☐	☐	☐	☐
Seeks to address the varied learning needs of students in his/her classroom, especially for learners with disabilities and language learning needs	☐	☐	☐	☐
Uses knowledge of student differences to enhance student interactions.	☐	☐	☐	☐
Demonstrates respect to learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests	☐	☐	☐	☐
Learning Environments - Embracing Diversity and Social Justice: Candidates with dispositions valuing diversity and social justice embrace the individuality of students and find ways to celebrate student differences and to give students a voice while meeting the needs of the individual learner. (InTASC Standard 3)				
Displays understanding of and sensitivity to ethnically, linguistically, cognitively, physically, and socially diverse groups and individuals	☐	☐	☐	☐
Demonstrates thoughtful and responsive listening and observing	☐	☐	☐	☐
Fosters respectful communication among all members of the learning community	☐	☐	☐	☐

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Teacher Candidate Dispositions	NA Not able to evaluate the behavior	Minimal Rarely displays the desired behavior	Emerging Behaviors are displayed but inconsistently	Meets Behaviors are consistently displayed
Reflects to Improve practice: Candidates with this disposition have the motivation and skills to think deeply about teaching and learning, have a strong desire to improve their practice and can effectively self-evaluate their teaching skills by reflecting on what is occurring in their classroom/school. (InTASC Standard 5)				
Consistently and skillfully reflects upon and accurately evaluates the effectiveness of all aspects of their instruction				
Exhibit flexible thinking by looking at different sides of issues, recognizing the possibility of errors in one's beliefs and practices				
Values ongoing assessment as essential to the instructional process				
Displays Professionalism and Ethical Practice: Candidates displaying professionalism have the ability to communicate respectfully through writing, listening and behavior. This includes modeling those behaviors as well as promoting professional communication skills and behaviors among students, colleagues and community members. (InTASC Standard 9)				
Is punctual, reliable, and meets or exceeds time commitment in field experience. Timely in completion of work, uses correct writing and speaking, and seeks help as needed				
Communicates effectively in written and oral contexts				
Displays professionalism online and in the classroom/school/community.				
Demonstrates self-confidence through body language, voice tone, eye contact, preparedness				
Holds him/herself responsible for ethical conduct, uses the Model Code of Ethics to make decisions and understands the Code of Ethics (BOEE)				
Leadership and Collaboration -The candidate 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. (InTASC Standard 10)				
Respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.				

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Teacher Candidate Dispositions	NA	Minimal	Emerging	Meets
	Not able to evaluate the behavior	Rarely displays the desired behavior	Behaviors are displayed but inconsistently	Behaviors are consistently displayed
Takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning				

Teaching Observations

A **Teaching Observation** is defined as any interaction between the UNI Coordinator/Supervisor that supports the growth of an individual student teacher. Observations take place approximately every two weeks and may be completed in-person or virtually.

- The UNI Coordinator/Supervisor assessing and providing feedback on the student teacher's instruction in the classroom.
- Reflective conversations among the student teacher, cooperating teacher, and UNI Coordinator/Supervisor.

Mock Evaluation Information

Chapter 79: Standards for Practitioner and Administrator Preparation Programs states in 79.14(6)e that teacher preparation programs in the State of Iowa *requires the teacher candidate to become knowledgeable about the Iowa teaching standards and to experience a mock evaluation, which shall not be used as an assessment tool by the unit, performed by the cooperating teacher or a person who holds an Iowa evaluator license.*

The goal of the mock evaluation is to provide student teachers with an insight into their own skills relative to the new teaching standards. Cooperating Teachers or building administrators , will discuss the student teacher's performance based on the Iowa Teaching Standards.

The UNI Student Teachers will complete the mock assignment assigned by their UNI Coordinator. Verification of completion of the Mock Evaluation will be recorded in Anthology by the UNI Coordinator.

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UNI Videotaping Permission Form for Educational Purposes

As part of my student teaching semester, I am required to videotape myself teaching. The primary purpose of this assignment is to reflect on my teaching practices and set goals for improvement. The video will be shared with instructors and peers at the University of Northern Iowa.

Although the video recordings involve both the teacher and various students, the primary focus of this assignment is on the teacher's instruction, not on the students in the class. However, in the course of videotaping students in the class will appear on the video recordings.

No student name will appear on any materials that are submitted. Only the University of Northern Iowa and potential employing school districts will view the content. The video(s) will not be made public.

As such, I am requesting that you complete the following form:

_____ (UNI student teacher's name) has permission to video the

students in the following class(es)_____

at _____ school/district.

***Please list the names of any students who are not to be in a video below. Thank you.*

_____ _____

Administrator Date

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Individual Student Video Release Form

(to be completed either by the parents/legal guardians of minor students involved in this project, or by students who are 18 or more years of age that are involved in this project)

Dear Parent/Guardian:

I am a student teacher from the University of Northern Iowa working and learning in your child's classroom this semester. As a part of my student teaching experience, I am required to video record myself leading the learning in your child's classroom. The primary purpose of this video is to help me reflect on and improve upon my professional practice.

This project includes submissions of short video recordings of lessons taught in your child's class. Although the video recordings involve both the teacher and various students, the primary focus is on the teacher's instruction, not on the students in the class. In the course of recording, your child may appear on the video recordings. The video will be shared with instructors and others at the University of Northern Iowa for educational purposes.

No student's last name will appear on any materials that are submitted. The form below will be used to document your permission for this activity.

Sincerely,

_____

(Teacher Candidate Signature)

PERMISSION SLIP

Student Name: _____School/Teacher:_____

Your Address: _____

I am the parent/legal guardian of the child named above. I have received and read your letter regarding a student teaching project being conducted by the University of Northern Iowa, and agree to the following:
(Please check the appropriate box below.)

☐ I DO give permission to you to include my child's image on video recordings as he or she participates in a class

conducted at_____ by _____

☐ I DO NOT give permission to video record my child or tas part of classroom activities.

Signature of Parent or Guardian: _____ Date: _____

I am the student named above and am more than 18 years of age. I have read and understand the project description given above. I understand that my performance is not being evaluated by this project.

☐ I DO give permission to you to include my image on video recordings as I participate in this class

☐ I DO NOT give permission to video record me as part of classroom activities.

Signature of Student: _____Date: _____

Date of Birth: _____/_____/____
MM DD YY

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Virtual Observation: Video Guidance Document

Purpose: To help guide student teachers and cooperating teachers in effectively recording video footage and/or placing electronic devices for virtual observations.

Preparing for virtual observations/video recording

- Student teacher is expected to plan and arrange logistics to prepare for the recording/live virtual observations
    - The format for each recorded or live virtual observation will be arranged prior to the observation between the student teacher and the UNI supervisor
    - The date and time of virtual observations will be determined by the student teacher and the UNI supervisor
    - The UNI Supervisor will share the focus of each virtual observation with the student teacher prior to the observation to help the cooperating teacher and student coordinate device placement and movement during the virtual observation
- Student teacher should discuss with cooperating teacher potential recording devices school districts might have available for virtual observations (i.e. Swivel camera, Microphone, etc.)
- If possible, use any available audio equipment to assist in recording/virtual observations

Capturing virtual observations/video recordings

- Specific video capturing and sharing instructions will be provided to UNI student teacher from the UNI Student Teaching Coordinator. (**Please note that camera placement is very important during virtual observations. Please consult the chart on the next page.**)
    - Go React will be used for recording virtual observations. Student teachers have access to this program through UNI elearning and a specific course link shared from their UNI Student Teaching Coordinator.
    - ZOOM, or a similar video conferencing platform, will be used for virtual observations coaching conversations.
- The minimum time requirement for both virtual observations and video recording observations is a segment of ten unedited consecutive minutes

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Quick Reference Guide to Virtual Observations

Focus of Observation	Work to Capture	Suggested Camera Placement, if in-person learning is taking place	Misc. Things to Consider
Classroom Presence	Student teacher's… ● Voice tone and volume ● Expression and enthusiasm ● Body language ● Interaction with students	Focus device on student teacher	Work to provide balance in capturing the student teacher instructing as well as the student teacher interacting with students
Content Knowledge	Student teacher's ● Delivery of content ● Dialogue with students providing feedback/posing questions	Focus device on student teacher Adjust and/or move device to capture 1:1 dialogue or group discussions * Clear audio will be very important for this virtual observation	It is essential the student teacher shares all lesson materials, visual-aids, handouts, etc with UNI Supervisor in advance
Learner and Learning Environment	Student Teacher's ● Use of differentiation within the lesson ● Awareness of student behaviors ● Response to student choices/behaviors ● Pacing and transitions	Focus device on whole classroom scanning from teacher to students when possible	Depending on lesson structure, work to capture the various tasks/activities students are engaged in (i.e. centers, stations, differentiated materials, etc.)
Instructional Practices	Student teacher's ● Use of formative assessment strategies ● Dialogue with students providing feedback/posing questions ● When applicable, collaborative conversations had by the students	Circulate the classroom with device	Depending on lesson structure, work to capture the various tasks/activities students are engaged in (i.e. centers, stations, use of differentiated materials, etc.) When applicable, capture technology integration

Student Teaching Performance Issues

It is important to regularly let student teachers know where they stand in their level of competency in the classroom. This is done through regular communication between the cooperating teacher, the student teacher and the UNI faculty member in charge of student teaching with student teacher performance checks. This is to ensure there are no "surprises" along the student teaching path or at the final evaluation of the student teaching placement.

Refer to this video for additional guidance: Supporting Struggling Students

Cooperating teachers: Sharing Concerns

As soon as you are aware your student teacher is struggling in any of the expectations of the classroom contact the field experience coordinator/supervisor for student teaching. Develop specific remediation strategies to help the student teacher to overcome their struggles.

These could include but are not limited to:

- Struggles with Professionalism
  - Excessive tardiness
  - Struggle developing relationships with students
  - Inability to self-evaluate
- Issues with Lesson planning
  - Ineffectual lessons
    - Inability to move student learning forward
    - Inadequate transitions
    - Struggles teaching & planning independently
- Inability to manage a classroom independently
- Struggles with Communication
  - Struggles collaborating with the cooperating teacher
  - Inability to take and use constructive criticism
  - Inappropriate language used

Teacher Education Referral System

A Teacher Education Referral would be created by the UNI Coordinator to document and help the student teacher understand consistent performance concerns and what needs to be done to improve their performance.

The student teacher will receive an email alert of electronically filed referral, affording due process for the student teacher. The student teacher must respond to the referral and would need to take the initiative to

correct the problems. A referral is created so the student can/will remediate the problem(s) and then the referral would be resolved positively. Problems not remediated would result in an NC (no credit) resolution. Each referral is associated only with an 8 -week placement.

Removal of a student teacher from a placement
A student may be removed from the student teaching placement if:

- at any time, the cooperating teacher, building administrator, or UNI Coordinator requests a student teacher be removed from a placement, the student teacher would be immediately removed.
- the student endangers a student or presents an unsafe environment for students.
- the student displays lack of progress based upon observations, student teacher performance, cooperating teacher feedback, dispositions and/or evaluations.

If problems result in the removal of the student teacher from the classroom, the student will receive No Credit for this placement. The student will need to reapply for permission for the opportunity to continue in the Educator Preparation Program.

The letter of reapplication is to be addressed to Becky Hawbaker, Schindler Education Center. (See Letter Components to Request Another Student Teaching Placement).

If the student is provided the opportunity to continue in the program, the timeline for continuing student teaching and the student teaching center assignment will be determined by the Director of Educator Preparation. This means the student could be assigned to a different center and/or have to wait to continue the program in a semester determined by the Director of the Educator Preparation Program. This could allow time for the student to remediate the skills and/or dispositions that are necessary for successful completion.

Any student who is removed from the placement will have an exit interview and be given the reasons for the removal, suggestions for improvement, and discussion for next steps. The information from this exit interview will be included in the Teacher Education Referral

If a student teacher receives NC (no credit) from two 8-week student teaching placements teacher licensure will not be recommended from the University of Northern Iowa.

Teacher Education Referrals and Student Appeal Process

Withdrawal

Student teaching is a university class. Student teachers can withdraw voluntarily from student teaching prior to the drop date designated by the Registrar's office and will receive a "W" (withdrawn). A Teacher Education Referral will be created to document the reason for the withdrawal. A student who withdraws after the drop date will receive a "NC" (no credit.) If the student withdraws from student teaching they will need to reapply for permission to continue with a new placement in a different center. This letter of reapplication is to be addressed to Becky Hawbaker, Schindler Education Center. (See Letter Components to Request Another Student Teaching Placement.)

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Letter Requirements for Requesting an Additional Student Teaching Placement

Since you were not successful in one of your previous student teaching placements and you wish to have an additional placement you must write a letter requesting this third placement.

- Address the letter to the Director of Educator Preparation, Becky Hawbaker, Schindler Education Center.
- Introduce yourself
- Identify the student teaching center and the specific placement details (content area and grade span) of the unsuccessful placement.
- Explain why you were unsuccessful in this placement. (Be specific.)
- Explain your plan of action (i.e. what are you going to work on or change that would allow you to be successful in a new student teaching placement.) Provide documentation supporting your plan of actions
- In the last paragraph identify
    - What type of placement you will need (content area and grade span).
    - How long a placement you are requesting.
    - During what semester/year you hope to be placed
    - In what center you wish to be placed. (You must select a different student teaching center than the one in which you were unsuccessful. This is to give you a fresh start.)

Becky Hawbaker will inform you if your request has been approved or denied. If you are approved for a(n) placement(s), Becky Hawbaker will contact the Head of the Department of Education Foundations and Professional Experiences. You will then work with theDepartment of Education Foundations and Professional Experiences (273-2202) and they will work with the UNI faculty in charge of the center to get you a placement. Be advised if the timeline is short, a placement may not be possible for the semester requested. However, know the Department of Education Foundations and Professional Experiences will make every effort to obtain a student teaching placement as close to the timeline as possible. Also, please note you will have to pay for the additional student teaching placement credit hours and all associated fees.

It is critical for you to pass this placement opportunity. Students who receive NO Credit (NC) for two student teaching placements will not be recommended for licensure by UNI. If you receive no credit for this third placement you could graduate with a B.A. non-teaching, provided you have enough credits.

Substitution and Student Teaching

Under Iowa Code and Iowa Administrative Code, programs can make decisions about allowing student teachers to substitute, but programs cannot make a decision to allow substitute teaching to count as student teaching. Chapter 79 does not allow substitute teaching to take the place of student teaching. Additionally, the preservice substitute authorization does not authorize long-term substitute teaching.

79.14(1) and 79.14 (7)b requires student teaching to be supervised by and take place in the classroom of a cooperating teacher. If a student teacher holds a substitute authorization, the student teacher could serve as a substitute teacher but only for his/her/their assigned cooperating teacher and only in the assigned classroom.

Substitute Payment

Student teachers with a substitute authorization can substitute only for their assigned cooperating teacher, in their assigned classroom. Substitution must be on a short term emergency basis . When a student teacher serves as the teacher of record, she/he/they is no longer student teaching but serving as a substitute. In this case, the person must be paid as a substitute. This payment guidance also applies if the cooperating teacher is pulled to substitute in another classroom requiring the student teacher to substitute for the cooperating teacher.

Limits on Substitution

Students may substitute teach no more than ten days in their sixteen weeks of student teaching, if there are no student teacher absences. Any days spent substituting must be communicated and approved by the UNI Coordinator. In some individual, pre-approved cases, student teachers may be scheduled for less than 16 weeks of student teaching (i.e. only 15 or 14 weeks), in this case, the student teacher should not substitute until the student teaching is completed successfully. This is to ensure the student teacher has adequate time and supervision to matriculate to a high quality teacher educator.

Link for information to apply for a substitute license or a Regular Teaching License (BOEE FAQ)

Legal Status of a Student Teacher

The following excerpts from Chapters 262, 272, and 670 of the Code of Iowa describe the legal status of the student teacher.

Section 262.30 ... CONTRACTS FOR TRAINING TEACHERS provides:
The board of directors of any school district in the state of Iowa may enter into contract with the state board of regents for furnishing instruction to pupils of such school district, and for training teachers for the schools of the state in such particular lines of demonstration and instruction as are deemed necessary for the efficiency of the University of Northern Iowa ... as training schools for teachers.

Section 272.27 ... STUDENT TEACHING provides:
If the rules adopted by the board of educational examiners for issuance of any type or class of license require an applicant to complete work in student teaching, an accredited college or university located within the state of low and states conterminous with Iowa may offer a program or programs of teacher education approved by the director of the department of education or the appropriate authority in states conterminous with Iowa by entering into a written contract with any accredited school district or private school, under terms and conditions as agreed upon by the contracting parties. Students actually teaching in a school district under the terms of such a 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 the time they are so assigned.

Section 670.8 ... Officers and employees defended.
The governing body shall defend its officers and employees, whether elected or appointed and shall save harmless and indemnify the officers and employees 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 does not apply to awards for punitive damages. The exception for punitive damages does not prohibit a governing body from purchasing insurance to protect its officers and employees from punitive damages. The duty to save harmless and indemnify does not apply and the municipality is entitled to restitution by an officer or employee if, in an action commenced by the municipality against the officer or employee, it is determined that the conduct of the officer or employee upon which the tort claim or demand was based constituted a willful and wanton act or omission. Any independent or autonomous board or commission of a municipality having authority to disburse funds for a particular municipal function without approval of the governing body shall similarly defend, save harmless and indemnify its officers and employees against tort claims or demands.
The duties to defend and to save harmless and indemnify shall apply whether or not the municipality is a party to the action and shall include but not be limited to cases arising under title 42 United States Code section 1983.

In the event the officer or employee fails to cooperate in the defense against the claim or demand, the municipality shall have a right of indemnification against that officer or employee.

References

State Code of Iowa (1997). Contracts for Training Teachers, Vol. II - Chap. 262, p. 2267.
State Code of Iowa (1997). Student Teaching, Vol. Il - Chap. 272, p. 2313.
State Code of Iowa (1997). Officers and Employees Defended, Vol. Il - Chap. 670, p. 5763.

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Student Teaching Accountability

Overview:

The following outlines the expectations and accountability for the student teaching semester.

Expectations

The student teacher will transition into the lead teacher through the following series of gradual steps:

- Observing for a short period of time
- Providing assistance to the cooperating teacher
- Instructing individual or small groups of students
- Co-planning and team teaching with the cooperating teacher
- Serving as the lead teacher for a class/subject area.Gradually you will add a class/subject area until you are leading and planning for the entire day.
- Serving as the lead teacher for a minimum of two weeks in an 8-week placement.

The student teacher will receive professional growth feedback from the cooperating teacher, UNI coordinator/supervisor, and other school personnel. The expectation is the student teacher welcomes constructive feedback and is intentional about applying it to enhance student learning.

Accountability

If there is little evidence of application of feedback or professional growth, aTeacher Education Referral will be written by the UNI coordinator. When the student teacher demonstrates adequate growth the referral will be resolved.

If the student teacher does not demonstrate adequate growth, the student teacher will receive No Credit (NC) and the UNI coordinator may remove the student teacher from the placement. If at any time, the school district personnel request the student teacher be
removed from the placement the student teacher will receive, No Credit (NC).

If the student teacher receives No Credit (NC) for an 8-week placement, they will need to request a(n) additional placement(s) by submitting a written application to the Director of Educator Preparation. In the event that the student teacher is approved for an additional placement(s), the student teacher will communicate with the Department of Education Foundations and Professional Experiences to initiate the placement process. Student teacher is responsible to pay tuition for the additional placement(s) (6 credits/8-week placement).

In order to be recommended for an Iowa initial teaching license, student teachers are required to successfully complete at least 16 weeks of student teaching. If a student teacher receives NC (no credit) from more than one placement thee University of Northern Iowa will not recommend the student teacher for Iowa licensure.

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Acknowledgement

I understand Student Teaching Accountability described above. I have read the Student Teaching Pledge and the Iowa Code(282.25.3) of Professional Conduct and Ethics. I know adhering to all the tenets in these documents are critical for my success in student teaching. I will be committed to professional growth throughout my student teaching experiences and demonstrating excellence in these tenets.

_____ _____

UNI Student ID Printed Name

_____ _____

Date Signature

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Teacher Candidate Pledge

As a teacher candidate & student teacher at the University of Northern Iowa, I pledge that I shall exhibit the following dispositions:

Caring -values and appreciate all aspects of other peoples' well being

- ☐ Empathy - identify with and see things from the perspective of others
- ☐ Respect - show regard for the needs, ideas and experiences of others
- ☐ Passion - demonstrate excitement, enthusiasm for people, content and teaching
- ☐ Cultural competence - is aware of and acts to reduce my own biases & appreciates and capitalizes on the diversity in the classroom

Communication -effective interpersonal skills & attitudes to foster collaborative relationships to enhance the teaching-learning process

- ☐ Presence - takes on the role of the teacher readily with a commitment to compassion
- ☐ Responsiveness - respond positively to constructive feedback and use it to learn and improve
- ☐ Mindfulness - purposely bringing one's attention to opportunities and experiences in the classroom
- ☐ Collaborative - develops a collaborative relationship with your cooperating teacher and other professionals to foster the learning process

Creative - display the capacity to envision and craft lessons in novel and meaningful ways to meet the needs of students

- ☐ Flexibility - adapts, adjust and modifies practices to meet the needs of students & thinks on one's feet
- ☐ Inventiveness - ability to transform content knowledge into educational activities that engage all students and advance their learning
- ☐ Resourcefulness - utilizes resources (technology, professional colleagues & other resources) in effective ways to advance learning.
- ☐ Resilience - In the face of adversity recovers poise, spirit and good humor quickly

Critical - understand the content and have the ability to examine closely, critique and ask questions in order to evaluate, analyze, evaluate and reflect for self-improvement

- ☐ Content Knowledge - demonstrates a firm understanding of the content to be able to adapt it to the student needs
- ☐ Initiative - exhibits a willingness to pursue solutions to problems or questions and take an active role in the classroom. Asks questions and seeks help or clarification when needed.
- ☐ Open-mindedness - exhibits an ability to look at different perspectives and recognizes the possibility of an error in one's own beliefs and practices. Does not display or act on prejudices or stereotypes.

- ☐ Efficacy - nurtures high expectations, demonstrates self direction and confidence & empowers students
- ☐ Humility - places the needs of the learner or learning tasks above one's own ego
- ☐ Reflectiveness - takes time to consistently evaluate effectiveness of instruction & behavior in view of the larger goals of the classroom/education.

Professionalism

- ☐ Standards of demeanor - maintain a professional appearance, punctuality, tact, discretion and courtesy
- ☐ Ethics and Integrity - adheres to high moral principles,ethics, honesty, and thoughtfulness
- ☐ Work Ethic/Responsibility - attends to school policy on attendance and other responsibilities and completes teaching related tasks in a thorough and efficient manner.
- ☐ Confidentiality - complies with federal, state and school policies relating to confidentiality

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Frequently Asked Questions for Cooperating Teachers

1. For what length of time should the student teacher assume all or most of the teaching responsibility?

It is suggested that student teachers assume full responsibility for the classroom for a minimum of two weeks within an eight week placement. This includes but not limited to lesson plans, teaching, assessment and grading. Allowing a gradual takeover of instructional responsibilities should result in greater initiative on the student teacher's part. See Co-teaching Strategies

2. Is the student teacher required to turn in lesson plans?

Lesson plans are considered to be a "given." Lesson plan design and functionality is the responsibility of the cooperating teacher. As to the format, the cooperating teacher may wish to have the student teacher follow the same format she/he follows.

3. Does UNI require a lesson plan format?

UNI Does not have a required lesson plan format for student teaching. We believe that strong lesson plans include the following, but not limited to: content and Iowa/district standards, outcomes/objectives, assessment, differentiation for the whole group and specific learning needs for individual students, introduction/hook, gradual release instructional model, materials, and closure. A student teacher may be asked to use a planning template provided by the cooperating teacher or have created one to tailor their instructional needs. Student Teachers may consult the Student Teaching Coordinators for resources. If additional support is needed, the UNI Supervisor may require the student teacher to utilize a specific planning template.

4. Is it necessary that the student teacher attend the seminar?

Yes. The seminars are considered to be an integral part of the student teaching experience.

5. Can the cooperating teacher require certain activities of the student teacher?

Yes. Cooperating teachers have asked student teachers to organize field trips, start activity files, keep a diary of experiences, visit with parents, help with bus duties, help with playground supervision, help with hall duty, help with lunchroom supervision, etc. These types of experiences are a part of education and/or the normal school day and should be required of the student teacher.

6. How important is the role of the Cooperating teacher?

You play an important role in refining, reinforcing, and shaping the competencies of the student teacher via your modeling and mentoring.

7. If the student teacher has some areas of concern, what does the cooperating teacher do?

Address these areas of concern with the student teacher and inform the UNI coordinator. Work with the UNI Coordinator to outline the specific remedial action needed to support and advance the practice of the student teacher.

8. Can student teachers be used as a substitute teacher if the cooperating teacher is absent from the classroom?

Yes, if the student teacher has a substitute authorization they may substitute in the classroom to which they are assigned to student teach on an EMERGENCY basis. If they substitute the days they substitute cannot be counted as student teaching days. If at any time the student teacher acts as a substitute they must inform the UNI coordinator prior to substituting so it can be documented to ensure the student teacher has met the Chapter 79 requirements of complete student teaching. No student teacher should substitute until they are confident and ready to take over in the classroom.

9. What do student teachers do when they must be absent from the classroom? How many times may they miss before they are considered unable to fulfill their obligations for student teaching?

Student teachers may miss school days due to any number of reasons just as a regular classroom teacher. If a student teacher misses more than six days for sickness, personal injury, bereavement, interviews, etc., they may be withdrawn by the UNI coordinator or given an incomplete for the experience. A “NC” will be recorded if the student is withdrawn after the last day to drop without penalty.

The student teacher, however, may be permitted to make up the days missed by extending the student teaching period. Consideration should be given to this option provided the performance level of the student teacher indicates potential for completion of the experience with satisfactory evaluation.

In such cases of unplanned absences, the student teacher must notify their cooperating teacher and university coordinator or supervisor by phone before 7:30 a.m. When absence occurs during the time, the student teacher is responsible for all of the teaching - the lesson plans for all presentations must be available and sufficiently detailed so the cooperating teacher or a substitute teacher can teach the curriculum.

A planned absence must be requested a minimum of 48 hours in advance. While requests are usually approved, they may be denied. If previous absences total six or more, planned absences should be of the utmost importance.

10. How will the student teacher be evaluated?

Evaluation is a continuous process, and as the student teacher grows, she/he/they will develop skills of self-evaluation. In the meantime, ongoing evaluation is achieved through the use of the two-week progress report, observations, the midterm performance assessment, and the final performance assessment.

11. **Are student teachers allowed to coach while completing their student teaching experience?**

He/she/they must let the UNI coordinator know of his/her/their desire to coach. Any coaching cannot interfere with the student teacher's classroom performance or duties (i.e. The student should not leave his/her/their classroom duties early or arrive late due to coaching responsibilities.)

Frequently Asked Questions for Student Teachers

1. When should I assume all or most of the teaching responsibility?

It is suggested that student teachers assume full responsibility for the classroom for a minimum of two weeks with their lesson plans, teaching, assessment and grading. Allowing a gradual takeover of instructional responsibilities should be your role. See Co-teaching Strategies

2. Am I required to turn in lesson plans?

Yes. Lesson plans are considered to be a "given." Your cooperating teacher should help with lesson plan design initially. You should use the format suggested/required by your cooperating teacher. You should be transitioning to take more and more responsibility for planning as your placement progresses.

3. Does UNI require a lesson plan format?

UNI Does not have a required lesson plan format for student teaching. We believe that strong lesson plans include the following but not limited to: content and Iowa/district standards, outcomes/objectives, assessment, differentiation for the whole group and specific learning needs for individual students, introduction/hook, gradual release instructional model, materials, and closure. You may be asked to use a planning template provided by the cooperating teacher or create one to tailor your instructional needs. You may consult the Student Teaching Coordinators for resources. If additional support is needed, the UNI Supervisor may require you to utilize a specific planning template.

4. Is it necessary that I attend the seminar?

Yes. The seminars are considered to be an integral part of the student teaching experience.

5. Can the cooperating teacher require me to do certain activities?

Yes. Cooperating teachers have asked student teachers to organize field trips, start activity files, keep a diary of experiences, visit with parents, help with bus duties, help with playground supervision, help with hall duty, help with lunchroom supervision, etc. Your job as a student teacher is to understand and fulfill all the responsibilities of a teacher.

6. Can I substitute if my cooperating teacher is absent from the classroom?

YES, if you have a substitute license you may substitute in the classroom to which you are assigned to student teach on an EMERGENCY basis. If you substitute, the days you substitute cannot be counted as student teaching days. If at any time you are going to act as the substitute you must inform the UNI coordinator prior to substituting so it can be documented to ensure you meet the Chapter 79 requirements to be certified and licensed. YOU are NOT allowed to substitute until you & your UNI coordinator are confident you are ready to

take over in the classroom and you may NOT substitute cannot prior to the sixth week of your placement. See Substitution and Student Teaching

7. **What do I do when I must be absent from the classroom? How many times may I miss before I would be considered unable to fulfill my obligations for student teaching?**

With the exception of extenuating circumstances, you are expected to have 100% attendance at your placement(s). Any missed hours for personal reasons (illness, emergencies, interviews, etc.) will not count towards your required student teaching hours.

In such cases of unplanned absences, the student teacher must notify their cooperating teacher and university coordinator or supervisor by phone before 7:00 a.m. When absence occurs during the time, the student teacher is responsible for all of the teaching - the lesson plans for all presentations must be available and sufficiently detailed so the cooperating teacher or a substitute teacher can teach the curriculum.

A planned absence must be requested a minimum of 48 hours in advance. While requests are usually approved, they may be denied.

If you will not meet the required number of hours as a result of sickness, personal injury, bereavement, interviews, etc., you may be withdrawn by the UNI coordinator or given an incomplete for the experience. A "NC" will be recorded if you are withdrawn after the last day to drop without penalty. You may, however, may be permitted to make up the days missed by extending the student teaching period.

8. **Am I allowed to coach while completing my student teaching experience?**

You must let the UNI coordinator know of your desire to coach. Any coaching cannot interfere with your classroom performance or duties (i.e. You should not leave his/her/their classroom duties early or arrive late due to coaching responsibilities.)

9. **What happens if I am injured while serving as a student teacher and ensue medical costs?**

According to the contracts held between cooperating school districts and UNI, the school district through workers' compensation should handle that process for student teachers.

10. **Do I need health insurance to student teach?**
    1. International students are required to have health insurance.
    2. The university does not require health insurance for students placed within the United States.
        a. The university offers health insurance options for students.

Important URLS

1. School Spring

2. Iowa Works

3. Board of Educational Examiners for Iowa

4. General listing for teacher education

5. UNI Career Center

6. University policy relating to personal conduct

7. General listing for the College of Education