



Student Teaching Handbook

**Northwestern College
Orange City, Iowa**

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**Northwestern College Education Department
101 7th Street SW
Orange City, IA 51041**

<https://www.nwciowa.edu/education/>

712-707-7002

Faculty Members:

Dr. Derek Brower
Department Chair, Professor
dbrower@nwciowa.edu

Mary Beth Breen
Professor
marybeth.breen@nwciowa.edu

Dr. Heather Fitzpatrick
Professor
heather.fitzpatrick@nwciowa.edu

Dr. Angila Moffitt
Professor, BAEC Coordinator
angila.moffitt@nwciowa.edu

Dr. Chris Nonhof
Professor
christopher.nonhof@nwciowa.edu

Dr. Lila Sybesma
Professor
lila@nwciowa.edu

Dr. Carrie Thonstad
Licensure Official, Professor
carrie.thonstad@nwciowa.edu

Heidi Vasher
Professor
heidi.vasher@nwciowa.edu

Office Staff:

Leanne Bonnecroy
Placement Coordinator
leanne.bonnecroy@nwciowa.edu

Julie Hummel
Education Office Assistant
edoffice@nwciowa.edu

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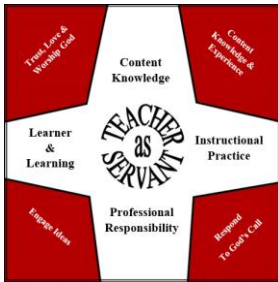
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WELCOME

Welcome to the Northwestern College professional semester. The purpose of this handbook is to serve as a guide for cooperating teachers, supervisors, and student teachers (also referred to as “teacher candidates” in this handbook). The mission of the teacher education program at Northwestern College is “Teacher as Servant”. We wish to equip future educators to serve students and the greater society through teaching.

It is the goal of the Northwestern College Education Department to model that service attitude as well. Contact any of us if you have any question or concerns about the student teaching experience, the education program or our department.

Additional information on the Northwestern College Education Department can also be found at: <http://www.nwciowa.edu/education>



TEACHER EDUCATION PROGRAM MODEL

The Teacher Education Program at Northwestern College is committed to the Christ-centered development of teachers called to serve God and society in diverse classroom settings. Central to the model for the program is the theme “Teacher as Servant.” This theme corresponds with Northwestern’s Vision for Learning (2007), whereby “students, staff and faculty take up the task of loving, understanding and serving the world whose Savior and Lord is Jesus Christ.”

In order to serve effectively as teachers, Northwestern College teacher candidates receive an educational experience rich in content knowledge, which includes classroom experience. The teacher education program relies heavily on the liberal arts program provided by the college experience. The model of the Teacher Education Program has been crafted to align with the mission/vision of the college, with specific focus and emphasis in the four goals contained within the Vision for Learning, which are as follows:

- ◆ Trust, Love & Worship God
- ◆ Engage Ideas
- ◆ Connect Knowledge & Experience
- ◆ Respond to God’s Call

Northwestern’s Commitment to Diversity

Northwestern is committed to pursuing God’s redeeming work in the world by courageously and faithfully engaging the fullness of our similarities and differences in our learning and living together. Professors and students seek to live out our Vision for Diversity. Based upon this vision, we ask that everyone in our classes contribute to an open and respectful environment. An environment that allows every student the opportunity to learn and to support the learning of other members in the class. Students’ learning benefits from deep and rich engagement of our diversity in the classroom. An inclusive learning environment engages diverse ideas in the pursuit of truth and academic excellence.

InTASC

The four domains (The Learner & Learning, Content Knowledge, Instructional Practice, and Professional Responsibility) have provided an overarching framework for the types of knowledge and skills we expect our teacher candidates to develop.

The Learner and Learning

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

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

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

Content Knowledge

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

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

Instructional Practice

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

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

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

Professional Responsibility

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

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

THE STUDENT TEACHING PROGRAM

Course Description –Northwestern College’s student teaching experience provides an opportunity for the student teacher to complete the requirements for an initial teaching license. The student teacher will be assigned with professional educators for a minimum of 14 weeks or 70 days. Student teachers will work cooperatively with qualified and experienced teachers who are working in Christian or public schools. These 14 weeks can be completed in one or multiple settings.

Course Requirements for student teacher:

1. **Prepare and present your introduction to your students for each experience.**
2. **Participate in the entire school program for a total of at least 14 weeks.**
 - a. All missed days must be made up at the end of the experience.
 - b. Generally, when counting number of days in an experience, if the cooperating teacher/school can count the day as one in the school term, the candidate can as well (including in-service and parent teacher conferences). HOWEVER, PRIOR to the beginning of a school year the candidate may only count ½ of a day for each in-service day that they attend.
 - c. The candidate will notify the cooperating teacher and supervisor if a day must be missed due to illness, or school closure.
 - d. Absences and tardiness are STRONGLY discouraged. If a candidate is going to be absent or tardy, it must be reported to the college supervisor and the cooperating teacher by the candidate.
 - e. At the minimum, the candidate should arrive and leave school at the same time stipulated for all the regular teachers.
3. **Assume full responsibility for student/classroom control, daily planning and teaching for approximately one-fourth of the experience.**
 - a. The State of Iowa requires the candidate to assume full responsibility for students/classroom control, daily planning, and classroom teaching for one-fourth of the experience. This full-time experience typically occurs late in the student teaching experience. (See Appendix A, for a suggested teaching schedule.)
 - b. At the very end of the experience, when the teacher candidate has completed their time as the lead teacher and the full classroom responsibilities, the teacher candidate is encouraged to observe a few other classrooms.
4. **Complete lesson plans for each lesson taught.**
 - a. Lesson plans are to be prepared for **ALL** lessons taught. (Unless notified otherwise, a minimum of three lesson plans are to be included with the weekly reports.) Various formats are available on MyNorthwestern and in Appendix A. Sometimes the school or teacher has a preferred lesson plan form which should then be used.
 - b. Cooperating teachers are asked to help the teacher candidate reflect on candidate performance as they teach.
 - c. Candidates will document reflections on all lessons taught. Specifics may be written on lesson plans and summarized in the submitted weekly reflections.

6. **Student teaching** will include completing your electronic portfolio (website) and attending an EXIT interview with an education professor.
 - a. Preparation for the portfolio will include preparing, teaching and reflection on a learning segment. The portfolio (website) will include evidence of
 1. Completed context for learning
 2. Detailed lesson plans for the learning segment
 3. Video clip from one lesson (15-20 min.)
 4. Reflections on your teaching
 5. Uses of assessment in your teaching
 - b. EXIT interview will include sharing the portfolio and responding to questions about your student teaching experience.

7. **Complete a weekly report and submit lesson plans each week.**
 - a. Candidates will complete a weekly report providing an overview of each day's reflections, events, or observations from the previous week. Candidates will submit a weekly report and lesson plans for the upcoming week to the college supervisor by Monday at 8:00 am.

8. **Administer a student teacher evaluation assessment to students.**
 - a. Students will evaluate the teacher candidate.
 - b. Results of the assessment need to be summarized with candidate's feedback in a one-page document. This summary will be submitted to the supervisor.
 - c. Samples can be found on MyNorthwestern's student teacher group.

9. **Complete the Iowa Standards Mock Evaluation with the cooperating teacher.**
 - a. Iowa law requires all teacher candidates to be familiar with the eight Iowa Teaching Standards and to participate in a mock evaluation involving those standards during the student teaching experience (See Appendix A). While the specific set of standards may differ from state to state, it is likely that future teaching in other states will be evaluated on the basis of a similar set of standards.
 - b. The candidate's cooperating teacher will observe the teacher candidate during their primary student teaching experience and provide feedback for each of the Iowa Teaching Standards. The signed form and feedback sheet (See Appendix A: pg.24), are to be submitted to the candidate's college supervisor.
 - c. The candidate will summarize the feedback and complete a one-page summary which is to be turned in to the candidate's College supervisor. (See Appendix A)

10. **Complete an EXIT Interview with an assigned faculty member.**

11. **Complete all additional endorsement requirements as outlined in specific endorsement syllabus found at the back of this handbook. (applies to those seeking an endorsement only)**

12. **Complete the Record of Student Teaching form and submit to the Education Office with all appropriate signatures.**

13. Complete the Principal Interview. (Interview the school principal about the hiring and interview process.)

- a. A one-page summary of this interview is to be turned in to the candidate's College supervisor. (See Appendix A)

14. Attend Required Student Teacher Seminars

Candidates are required to attend the scheduled student teaching seminars at Northwestern during the student teaching semester unless they are off campus. In the event that your student teaching is a considerable distance off campus, we will provide an online opportunity. You will be "invited" to "join" the seminar session with an online tool, with both video and audio. Instructions will be provided via email, when the best option is determined for the current semester. The objective of these seminars is to provide a forum for the exchange of information, clarification, and general assistance in problems pertaining to the student teaching experience. One seminar deals with licensure processes. Some of the seminars are required; others are optional. The Student Teaching Coordinator and the Education Department are responsible for planning these seminars.

Guidelines for Candidates

1. Earn the respect of and get involved with the faculty and the administration.
2. Earn the respect of your students. Learn their names right away. Recognize each student as a distinct individual of worth. Avoid undue friendliness with students, yet be warm, interested, and communicative. Take into consideration individual abilities, interests, and capabilities for learning.
3. Treat all information regarding student performance and family life as **strictly confidential**. Do not use students' names when sharing information. The Federal Rights and Privacy Act of the United States require the confidentiality of student records. Candidates violate federal law if they share student data with others who have no connection to the child's education.
4. Convey confidence to the students. Have a thorough understanding of the content. Be fully prepared to teach. Expect to supplement lessons with materials and activities. Be organized and punctual with all planning, grading, and paperwork.
5. Be interested and ready to assist in classroom and school activities as if the class and school were your own. Always be on time for all class work, faculty and staff meetings, and conferences. Become acquainted with local resource holdings in the school, the A.E.A., and the local public library.
6. Provide adequate assessment. Assessment should be an integral part of the experience. Assess students so that appropriate modifications can be made in lessons, so that curriculum can be revised to match student's needs, and so candidates can see what kind of impact is made on student learning.
7. Be firm in classroom management, especially at the beginning. Be impartial in dealing with the students. Strive to be fair and consistent.
8. Don't be afraid to admit mistakes and ask for suggestions.

Dress and Appearance

Personal appearance does make a difference. Consequently, one should carefully consider personal grooming and appropriate attire. Styles in hair, dress, jewelry, make-up, and shoes should be carefully selected as to their appropriateness in the context of one's school. Candidates should check with the cooperating teacher for the particulars of the professional dress code requirements in the school.

Participation in Extra-Curricular Activities

The candidate becomes a member of the school staff and of the community in which he/she is working and living. It is expected that each candidate will participate in community and extra-curricular activities as well as teaching experiences. Out-of-school employment and other college activities are not to interfere with the student teaching experience. If candidates participate in co- or extra-curricular campus activities, they need to carefully plan when their student teaching will occur in order to minimize any possible interference with their student teaching.

Unethical or Criminal Behavior Policy

If a candidate is found guilty of or suspected to be guilty of unethical or criminal behavior during student teaching, the student teaching experience will be suspended pending a decision by the college supervisor, student teaching coordinator, and Education Department chairperson. These individuals may ask for input from the cooperating teacher, school principal, Dean of Students, Academic Dean, college President, and law enforcement officials. The decision made will likely include one or more of the following:

- Resume and complete student teaching in the same location.
- Resume and complete student teaching in a new location.
- Dismissal from the Teacher Education Program.
- Dismissal from Northwestern College.

Student Teacher Substitute Use

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, he/she is no longer student teaching, but is serving as a substitute. In this case, the student teacher no longer is counting the substitute day as a student teaching day. Additionally, the student teacher 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.

To protect the integrity of the student teacher placement and experience of all parties, substitute teaching should be limited for Northwestern College student teachers. Limits should be fair and reasonable, and still allow flexibility for short-term emergency subbing situations in the participating school district. No more than 2 ½ days should be used for subbing within any given full week of student teaching. No more than 1/4th of the student teaching placement should be used for emergency subbing.

Student Teacher Expectations

1. Apply and receive the Substitute Authorization license from Iowa BOEE in order to be the “Teacher of Record” and receive payment from the school district.
2. Notify the college supervisor when asked to substitute teach for their cooperating teacher.
3. Notify the college for assistance for communication with the school district when needed.
4. Notify the college when required for emergency substitute teaching by the school district.
5. Keep track of # of subbing days in addition to student teaching days.

Cooperating Teacher Expectations

1. Communicate with the student teacher what to consider as the Teacher of Record, which may require additional responsibilities beyond that of the student teaching experience.

College Supervisor Expectations

1. Communicate with the student teacher about individual concerns related to substitute teaching.
2. Communicate with the faculty advisor or dept. chair about individual concerns related to substitute teaching.
3. Advocate for the student teacher when necessary or notify the college for assistance to communicate with the school district when needed.

School District Expectations

1. Review the student teacher substitute license authorization from Iowa BOEE prior to requesting the student teacher to substitute in emergency situations.
2. Provide substitute pay for days when student teachers substitute as the Teacher of Record.

Final Grades - The final grade for student teaching is determined through a negotiation process between the cooperating teacher, college supervisor, and the Director of Student Teaching. This may also involve consultation with the Teacher Education Committee. The Director of Student Teaching will make the final decision and submit the grade to the Registrar. The Northwestern College grading system is as follows: P-Pass; NP-No Pass.

Remediation - During student teaching, the performance of the candidate will continually be reviewed. The candidate will be counseled in each area as determined by the cooperating teacher and the college supervisor. If either the cooperating teacher or the college supervisor believes the candidate has not met one of the requirements, he/she may recommend one of the following actions:

1. Continue assignment as is. Academic credit will be given for the experience but no recommendation for professional license will be given.
2. Extend the student teaching period for X number of days or weeks.
3. Transfer the candidate to a different school/grade /subject /cooperating teacher.
4. Immediately terminate student teaching, with no-credit given.

***A passing grade for student teaching does not guarantee an institutional recommendation for Iowa licensure.** Northwestern College expects excellence from those candidates recommended for licensure and reserves the right to protect the profession from those who are seen as marginally competent. Candidates who do not receive institutional recommendation for licensure may still be allowed to graduate with credit received for the student teaching experience.

It is possible for a candidate to have acceptable classroom and practicum experiences prior to student teaching, yet fail the student teaching experience. During student teaching, it is possible that candidates may not have a successful experience due to multiple factors (e.g. personal investment in planning, issues with professionalism, large class sizes, long hours, heavy preparation loads, and greater responsibilities). Another issue that has surfaced for student teachers is the notion of teachability. We strongly suggest that you both seek and humbly receive feedback/suggestions for improving your practice and make every effort to address areas of concern.

The final decision for licensure recommendation will be made by the Director of Student Teaching after consultation with the cooperating teacher, college supervisor, candidate, and Teacher Education Committee.

Student Teaching Appeals - Students who wish to appeal student teaching decisions or the decisions of a faculty member or placement coordinator must submit a written appeal of the decision to the Teacher Education Committee (TEC) within 30 days following their notification of the decision. TEC will provide a written acknowledgment of the appeal within seven days. TEC will investigate the appeal and provide a decision which will be communicated in writing to the student within 15 days of this acknowledgment. This decision will be final.

Applying for and Receiving an Iowa License - Upon completion of the student teaching experience, candidates can apply for an Iowa license. The candidate must complete or have on file the following requirements in order to qualify for an Iowa license:

- A successful student teaching experience that is a minimum of 70 days/14 wks.
- The cooperating teacher recommendation.
- The college supervisor recommendation.
- A completed EXIT interview.
- An Iowa Criminal Background check. Please watch for updates as to when and where fingerprinting will take place.
- Vote of approval by the Teacher Education Committee.

Summary of Forms and Paperwork due by Teacher Candidate		
Assignment:	Due Date:	Turn in assignment to:
Record of student teaching "Pink Sheet"	End of all experiences	Education office or Supervisor

Principal interview – 1-page summary See Appendix A	End of experiences	Education office or Supervisor
Lesson plans	Each Monday at 8:00 am	Supervisor
Weekly report	Each Monday at 8:00 am	Supervisor
Iowa Standards Mock evaluation (signed and dated) with summary of responses. See Appendix A.	End of primary experience	Education office or Supervisor
Additional endorsement requirements per syllabus (i.e. Reading, Early Childhood, ECIS, Special Ed)	As detailed in syllabus	Supervisor
Encourage cooperating teacher to complete the online links, checklist, letter of recommendation and submit to education office	End of experience	
Summary of student evaluations of the student teacher in one experience, with the candidate's feedback. (<u>a one-page document</u>)	End of experience	Education office or Supervisor

THE COOPERATING TEACHER

Student teaching is a valuable experience for helping the candidate bridge the gap between theory and practice; for aiding in the development of wholesome professional attitudes toward the teaching profession; for becoming resourceful and creative in planning, developing, and evaluating effective learning experiences for and with pupils; and becoming a teacher who is a servant of God, children, and society.

The cooperating teacher holds a significant position among teacher educators. Tomorrow's teachers will tend to teach using principles they observe during student teaching. Each day the cooperating teacher

makes a vital contribution to the future teaching practices and attitudes of the candidate as well as to the teaching profession. For these reasons, Northwestern College values the cooperating teacher as a **crucial** member of teacher educators.

Selection of the Cooperating Teacher – Since the cooperating teacher plays such an important role in the student teaching program, he/she is selected with considerable care. The cooperating teacher should meet the following criteria:

1. Possess personal qualities which are essential to good supervision, such as deep understanding of interpersonal relationships and of class structure.
2. Hold a Bachelor's degree as a minimum requirement (preferably a master's degree).
3. Have three successful years of experience with a minimum of one year in the present system and assignment.

Cooperating teachers who do not qualify under (2) and (3) may work with candidates upon the recommendation of the administration of the school.

Stipend - Cooperating Teachers will receive a modest stipend. Stipends for assignments are:

\$ 100	4 weeks	\$ 100	6 weeks
\$ 150	7-8 weeks	\$ 200	10-12 weeks
\$300 14-16 weeks			

When assignments are split between two teachers, each will receive their portion of the designated amount. This stipend will be given **after** the completion of all forms and recommendation letter.

Cooperating teachers in the area will also receive an athletic family pass to one event and four theatre passes, in appreciation for their participation in the student teaching program.

Phases of Student Teaching Experience - Student teaching experiences involve three phases:

1. **Observation:** defined as giving careful attention to certain or all professional activities of the cooperating teacher.
2. **Participation:** includes those experiences in which the candidate is assisting and working with the regular classroom teacher in teaching activities. This is interpreted as any activity in which the candidate is doing more than merely observing but in which he/she is working under the supervision of the cooperating teacher.
3. **Teaching:** includes all activities in which the candidate is working with students either individually, in small groups, or as a whole class.

The candidate will assume full responsibility for student/classroom control, daily planning, and classroom teaching for **one-fourth of the experience**. (This is a requirement from the state of Iowa.) This full time typically occurs late in the student teaching period, after which it would be desirable for the candidate to do some observing of classes again. This second observation period will give the candidate a new focus for the observations. There is a suggested teaching schedule located in this document. (See Appendix A)

Expectations of the Cooperating Teacher

- Establish the candidate's status as a teacher with the class and faculty before arrival of the candidate.
- Provide a work area for the candidate within the room and an area for storage of materials and supplies which the candidate will bring into the room.
- Familiarize the candidate with the policies of the school and of the classroom.
- **Conference daily** with the candidate, giving specific help in planning, selecting materials and teaching media, and in evaluating the learning process.

- Complete **bi-weekly** scheduled **conferences** between the cooperating teacher and the candidate. Conferences may serve as an integral part of becoming acquainted, planning learning experiences, discussing what is observed, and evaluating the experience.
- Provide teaching responsibilities during the first days of school. Candidates have experienced many opportunities in peer teaching, practicums, and teacher aiding; therefore, they are ready to begin teaching early in the assignment. Observation periods should be interspersed with teaching experiences throughout the student teaching period.
- Encourage experimentation and creativity.
- Allow candidate periods of time when the cooperating teacher is out of the room, if school administration permits. This provides opportunity for the candidate to assume full responsibility for classroom management and discipline.
- **Complete** required forms and reports, including the cooperating teacher information form, the midterm evaluation, the final evaluation and the recommendation checklist and SIGNED recommendation letter by the end of student teacher departure.
- **Communicate** with the candidate's supervisor and the Northwestern College Education department. If there are any difficulties with online evaluations, paperwork, or the candidate's performance, the <https://my.nwciowa.edu/ICS/faculty> at Northwestern can provide assistance.

Expectations of the Candidate

- Respect for cooperating teacher as the professional in charge of the classroom.
- Promptness at all times and in all things.
- Assistance in planning and implementing school excursions and extra-curricular activities.
- Thorough preparation before teaching the class.
- Responsibility for maintenance of constructive discipline.
- Discretion in use of records and pupil data, show professional confidentiality.
- Careful and appropriate use of available equipment.
- Refrain from texting, internet-surfing or distracting uses of technology

Cooperating Teacher Evaluation Requirements

Lesson Plans

Candidates are required to design a lesson plan for **every** lesson taught. Candidates may use the sample outline (See Appendix A) or a lesson plan form from the cooperating teacher. Lesson plan evaluations give the cooperating teacher an opportunity to provide immediate feedback for the candidate. It models reflective practice by giving the candidate an opportunity to reflect on his/her own teaching. Typically, the supervisor likes to see 3-5 lesson evaluations each week. In most cases, the cooperating teacher writes evaluative comments right on the lesson plan.

Midterm Progress Report (not completed on 20 day/4 wk. experiences)

Half way through the student teaching experience the cooperating teacher should complete the midterm evaluation form online. The cooperating teacher will receive a link by email, and will submit the form electronically. This should be reviewed with the candidate and a copy should be printed for the college supervisor. Before submitting, please consider printing a copy for the supervisor and for your student teacher. The evaluation will **not** be a part of the candidate's credential file, rather, just a progress report on the work of the candidate.

Final Evaluation

The scoring rubric (See Appendix D) should be used as a reference tool when completing the final evaluation, which is due **within one week** of the conclusion of the student teaching experience. The cooperating teacher will receive online links by email, and will submit the form electronically. Before submitting, please consider printing a copy for the supervisor and for your student teacher.

Final Checklist Form

This is an **extremely important** recommendation as interested school officials are very concerned about the quality of the student teaching experience. Please take the necessary time to thoroughly evaluate the candidate. The checklist form is part of the Cooperating Teacher packet sent by the Northwestern College Education Department. Please send it to Northwestern College in the return envelope provided or as a scanned, signed email attachment to edoffice@nwcsiowa.edu. (See Appendix B)

Recommendation Letter

The Cooperating Teacher recommendation letter serves the following two functions:

1. A final written narrative evaluation for the student teaching experience.
2. A letter of recommendation for the candidate's credential file.

Please submit the letter to Northwestern College Education Office **within one week** of the completion of the student teaching experience. Submit the letter on **school letterhead**, and **sign in ink**. (See suggestions and sample letters – Appendix B)

Summary of Forms and Paperwork for Cooperating Teacher

Item:	Due Date:	Submit to:
Cooperating teacher information form*	First week of experience	Online
Midterm progress report* (not completed on 20 day/4 wk. experiences)	At halfway point of student teaching experience	Online
Final evaluation*	Within one week of experience being completed	Online
Cooperating teacher recommendation checklist (attached to the cooperating teacher's email)	Within one week of experience being completed	College supervisor or education office
Cooperating teacher's letter of recommendation <i>on school letterhead</i> - PLEASE SIGN in ink.	Within one week of experience being completed	College supervisor or education office
Cooperating teacher form reviewing the Northwestern College supervisor*	Within one week of experience being completed	Online

***Online - emailed to cooperating teacher at the beginning of each student teaching experience.**

*** Before submitting, it is suggested and helpful to print the evaluation and to meet with the student teacher to review the midterm progress report.**

THE COLLEGE SUPERVISOR

Selection of the College Supervisor

The college supervisor is selected from a pool of qualified applicants with teaching experience in the areas Northwestern student teachers are being placed. Supervisors are required to have a current resume on file with the business office as well as have officially applied to the college with a general application. Applicants are not guaranteed a supervisor position.

Stipend – College Supervisors will receive a modest stipend. Stipends for assignments are:

\$ 300	3 – 5 weeks
\$ 400	6 – 9 weeks
\$ 500	10 – 13 weeks
\$ 600	14 – 16 weeks

Responsibility of the College Supervisor

The college supervisor serves as a liaison between the college and the cooperating schools, interpreting the college program to the cooperating teacher and communicating general information of the college to the cooperating schools. The college supervisor serves as a role model of Teacher as Servant in all liaison activities.

The college supervisor assumes the responsibility for the following:

- Providing advice and assistance in selecting cooperating school centers.
- Meeting with candidate to discuss the handbook.
- Arranging for the candidate to meet with the cooperating teacher **prior** to the beginning of the student teaching experience. In instances where the second and third assignments are in the same building as the first, the candidate will arrange this contact.
- Providing guidance to each candidate through careful **bi-weekly** observation of the candidate's teaching and through individual conferences with the candidate.
- Providing **weekly** communication with the cooperating teacher through individual conferences and email correspondence.
- **Reminding** cooperating teachers to submit forms electronically.
- Completing classroom observation forms, the final recommendation checklist form, letter of recommendation and the online final evaluation form.
- Submitting student teacher, cooperating teacher, and supervisor paper work to the Education Department administrative assistant.
- Making the decision for the final grade for the student teaching to the Student Teaching Coordinator following a conference with the cooperating teacher.

Supervisor Evaluation

Supervisors are evaluated on an annual basis by the college through the following review process completed by the Student Teacher Coordinator.

Items reviewed:

- -NWC Application
- -Resume (annually updated)
- -40 hr. Classroom hrs. Form (must maintain 40 hrs./5 years every year)
- -Cooperating Teacher Supervisor Survey results
- -Student Teacher Supervisor Survey results
- -Checklist of Roles/Responsibilities of Supervisor (1 per student teacher)
- -Supervisor Review Summary

Supervisors will be provided with their review summary at the end of each current school year. Use of the Supervisor for the following school year will be determined by the annual review and approval from the Teacher Education Committee. Supervisors who do not meet expectations will be provided with an Exit Interview to discuss the Review Summary with the Student Teacher Director.

Visitation Guidelines

1. The Iowa State Department of Education requires a pre-student teaching visit with the cooperating teacher, the candidate, and the college supervisor. During this visit, the student teaching handbook should be reviewed with emphasis centering on the specific expectations of the cooperating teacher, the candidate and the supervisor. The cooperating teacher, candidate, and the college supervisor should be made aware of evaluation instruments used during student teaching. (See Appendix A for the Pre-Student Teaching Meeting Checklist).
2. On-site visits are required on a **bi-weekly** basis, regardless of the length of the student teaching experience. Occasionally electronic visits are allowed if pre-approved by the Student Teacher Program Director. Supervisors may wish to have additional visits.
3. The "ideal" visit would be as follows:
 - a. Notify the school office of your presence (school policy).
 - b. Meet briefly with the cooperating teacher to see how the candidate is doing.
 - c. Observe the candidate for one class period.
 - d. Confer with the candidate about the observation.
 - e. Confer with the cooperating teacher about the observation.

Evaluations and Observation Forms

Evaluation of the Classroom Observations: The observation forms should be completed and shared with the candidate either after class or at a convenient time. The observation forms should be turned in to the Education Office with the completed packet at the end of the student teaching experience. This is a three-part form: white copy goes to student; pink copy goes to cooperating teacher; yellow copy goes to education office.

Optional: Online evaluation forms are available and when completed, these can be emailed to the candidate, the cooperating teacher, and the education office assistant.

Midterm and Final Evaluation: These are completed by the cooperating teacher online. It is suggested that cooperating teachers also confer with the supervisor and the candidates about the evaluation. See Appendix D for evaluation rubrics.

Recommendation Checklist: Please return this with the letter of recommendation to the administrative assistant in the education department. See Appendix B for checklist. See Appendix D for evaluation rubrics.

Final Recommendation Letter: Please give this evaluation considerable thought as it becomes a part of the candidate's credentials. See suggestions in Appendix B.

Online Final Evaluation: This is an online link the supervisor will receive via email. This should be completed once per student at the conclusion of the student teaching experience. (If the supervisor is working with the same student teacher during multiple experiences, complete the form following the primary student teaching experience only.)

Student Teaching Evaluation Criteria:

1. The NWC student will receive a grade of Pass (P) or No Pass (NP) at the end of the eight week practicum.
2. The NWC student will be involved in forty (40) days of experience either with the students or in staff development that the assigned school sponsors.
3. The NWC student will abide by the rules established by the host school for its teaching staff. This includes but is not limited to minimum hours, meetings, usage of materials, etc.
4. The NWC student will attend NWC Education Department-sponsored student teacher meetings.
5. The NWC student will show growth and development as a potential teacher during the eight-week period.
6. The NWC student will meet the aforementioned objectives.
7. The NWC student will submit to the college supervising teacher the following items in a timely manner:
 - a. Weekly report – by Monday, 8:00 a.m.
 - b. A minimum of three lesson plans per week that have been evaluated by the cooperating teacher.
 - c. Sampling of assessments completed by the student to include methods for monitoring progress via data collected.
 - d. Sampling of evaluations completed by students.
 - e. Pink sheet with appropriate signatures only after completion of student teaching.
 - f. Unit plan where applicable or possible.

Checklist of Roles/Responsibilities for Supervisor

Responsibilities:	Completed:	Review Date/Reviewer
Initial Meeting with Student Teacher/Cooperating Teacher/Supervisor		
Bi-weekly observations w/conferencing Classroom observation forms-1 per visit		
Supervisor's Final checklist form		
Supervisor's online subject-area evaluation form		
Supervisor's signed, letter of recommendation		
Supervisor's mileage expense form (1 form for all supervision duties)		
Supervisor's visit form for each teacher candidate		
*Encourage cooperating teacher to complete the online links, checklist and a letter of recommendation. (determined by cooperating teacher items turned in)		
Student Teacher Review of Weekly reports & Lesson Plans (determined by Faculty Contact)		
40 hrs. of Classroom Instruction completed within a 5 year time period (form signed by principals in schools where instruction was provided)		

APPENDIX A – Student teaching forms

Pre-Student Teacher Meeting Checklist Student Teacher, Cooperating Teacher, Supervisor

- Introductions
- E-mail and phone number exchange
- Calendar review
- How many days are assigned to this experience?
- What are the start and end dates?
- Suggested phases of student teaching (page 19-20)
- Any changes need to be reported to the NW College Education Department
- School Pre-requisites?
- Blood borne pathogens test?
- Mandatory Child Abuse Reporter Training?
- Does the cooperating school cover these costs?
- Adverse weather/school closings
- Phone call or radio?
- Travel problems, car problems, etc.?
- Illness
- Who should be contacted if the student teacher is sick?
- Reminder: All sick days must be made up.
- Parking – where do faculty park?
- Rest room – what restroom do faculty use?
- Hours expected at school
- Extra-Curricular Activities
- Classroom Policy –
 - school rules
 - grading procedures
 - dress code for teachers
 - Recess Duty or Hallway Supervision
- Recess rules – Hallway Supervision details
- Lesson plans
- Review supervisor lesson plan requirements.
- When are lesson plans submitted?
- Where and how are lesson plans submitted?
- What student teacher reflections are required?
- What does the teacher or the school require for lesson plans?
- Unit requirement
- See EXIT portfolio details
- Curriculum and Technology requirements?
- Classroom and school tour
- Materials Cooperating Teacher may provide to student teacher:
 - Class List
 - Class Picture
 - School Calendar
 - Grade level Standards
 - Textbooks

Suggested Student Teaching Schedule

Prior to the experience, read the student teaching handbook.

Weeks 1 and 2:

1. Learn about building:
 - a. Prepare and present your introduction to your student for each experience
 - b. Meet building administrator(s).
 - c. Tour the building.
 - d. Read school handbook on building policy and regulations.
 - e. Visit the media center and note materials available for instruction.
 - f. Learn procedures for copying papers, film orders, field trips, tornado/fire drills, illness, playground/recess duty, secretarial services, noon lunches, discipline, and classroom responsibility.
 - g. Become acquainted with building teachers and staff members; (Title I Reading, special education, art, PE, and music teachers; secretaries; custodians; and school nurses.)

2. Become involved in classroom activities:
 - a. Establish a workspace in the classroom.
 - b. Learn student names.
 - c. Interact with students throughout the day.
 - d. Observe classroom instruction, noting teaching styles, individual differences in students, curriculum materials, and rules/regulations.
 - e. Offer assistance with correcting papers, making worksheets, and developing other materials.
 - f. Offer to work with small groups and individuals; read stories to students.
 - g. Teach at least one subject, beginning the 2nd week. Add subjects weekly or biweekly.
 - h. Assist in playground (elementary), lunchroom, and hall (secondary) duty normally done by cooperating teacher.
 - i. Conference with cooperating teacher frequently.
 - j. Note where things are kept within the classroom and building.
 - k. Complete the Context for Learning for EXIT portfolio

3. Plan for teaching:
 - a. Study the curriculum for each subject to be taught.
 - b. Set up a schedule for teaching.
 - c. Plan for daily lessons as well as upcoming subjects/units to be taught.
 - d. Learn to operate audio-visual equipment.
 - e. Construct materials for teaching; i.e., transparencies, worksheets, PowerPoint Presentations, and games.
 - f. Order materials needed in future weeks.
 - g. Put student teaching seminars on the calendar, and start submitting weekly plan to supervisor.
 - h. Determine the learning segment for EXIT portfolio
 - i. Review all EXIT portfolio pages – sample at <https://sites.google.com/view/browerdemoportfolio/about-derek-brower>

Weeks 3 and 4:

- a. Continue doing the previously stated activities.
- b. Teach one additional subject each week. (Secondary students, no more than 2 preps at this point)
- c. Interview the building administrator/principal.
- d. Become acquainted with student records (cumulative folders, report cards, and parent reports)
- e. Hold a midterm evaluation conference with cooperating teacher at the end of the fourth week.
Make sure the cooperating teacher fills out midterm report online, and shows the candidate before submitting.
- f. Determine assessment (formative and summative) for EXIT portfolio

Weeks 5, 6, and 7:

- a. Work on areas needing improvement, as indicated in the midterm evaluation.
- b. Assume full classroom responsibilities/lead teacher for one-fourth of the experience.

4 wk. experiences -	5 days as lead teacher
6 wk. experiences -	8 days as lead teacher
7 or 8 wk. experiences -	10 days as lead teacher
10-12 wk. experiences -	15 days as lead teacher
14-16 wk. experiences -	20 days as lead teacher
- c. Attend and/or participate in parent conferences, in-service meetings, PTA meetings, faculty meetings, student plays, ball games, and other extra-curricular activities.
- d. Lesson plans for learning segment in EXIT portfolio
- e. Videotape lessons in learning segment for EXIT portfolio
- f. Scan student assignments with feedback

Week 8:

- a. Ease out of teaching role, returning class to cooperating teacher.
- b. Observe 2-3 half days in other classrooms.
- c. Hold final evaluation conference with cooperating teacher.
- d. Fill in pink sheet, making sure it is signed by cooperating teacher and submit to college supervisor.
- e. Return all borrowed materials.
- f. Contact EXIT portfolio reviewer from education faculty to set up EXIT interview

RECORD OF STUDENT TEACHING

Student Teacher Name _____

A) Period of Student Teaching _____ / _____

Inclusive Dates

Total # of Days

1st Semester

2nd Semester

Summer

(Check appropriately)

Grade Level / Subject Area _____

Name of School/District _____

Cooperating Teacher(s) _____

College Supervisor _____

Signatures:

Student Teacher _____

Cooperating Teacher _____

College Supervisor _____

Date Verified by Supervisor _____

B) Period of Student Teaching _____ / _____

Inclusive Dates

Total # of Days

1st Semester

2nd Semester

Summer

(Check appropriately)

Grade Level / Subject Area _____

Name of School/District _____

Cooperating Teacher(s) _____

College Supervisor _____

Signatures:

Student Teacher _____

Cooperating Teacher _____

College Supervisor _____

Date Verified by Supervisor _____

HUNTER LESSON PLAN

Name _____ Date _____

Topic of Lesson _____ Standards _____ Grade _____

Instructional Obj. _____

Or Goal: _____

Objective: _____

Anticipatory _____

Set: _____

Input: _____

Modeling: _____

Checking for

Understanding: _____

Guided

Practice: _____

Independent _____

Practice/ _____

Assessment: _____

Closure: _____

Page number of teaching idea: _____

* This form is merely suggested. It is hoped that the candidate will devise something similar to fit his/her particular and unique needs.

Subject Lesson Plan Grade Level _____

Name _____

Unit Topic:

Standards:

Goal(s): (broad)

Objectives: (measurable)

Vocabulary to Teach:

Resources/Materials:

Lesson sequence (with time allotted for each step):

Closure:

Assessment of student learning:

Particular Concerns for the lesson or students:

* This form is merely suggested. It is hoped that the candidate will devise something similar to fit his/her particular and unique needs.

Northwestern College Education Department

Mock Evaluation of Student Teachers using the Iowa Teaching Standards

For each of the following standards, your cooperating teacher will provide feedback to how you address or implement each of the standards within one of your teaching lessons. Please inquire about suggestions on how a beginning teacher would address these standards. Write a summary of comments made during the interview to submit along with this form, to your supervising teacher.

Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district student achievement goals.

Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.

Standard 3: Demonstrates competence in planning and preparing for instruction.

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

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

Standard 6: Demonstrates competence in classroom management.

Standard 7: Engages in professional growth.

Standard 8: Fulfills professional responsibilities established by the school district.

Cooperating Teacher's Signature _____

Student Teacher's Signature _____

Date _____

Sample questions for student teacher to use for the "Principal Interview"

Make an appointment with the superintendent, principal, or director of personnel. Secure information on the following suggested topics. Feel free to also ask the principal any other questions you might have.

You must complete a 1-page summary of the interview and submit to your supervisor.

- I. Making the application
 - A. When should a teacher with no teaching experience start securing a position?
 - B. What is the most professional way to secure information?
 - C. What are the most ethical ways of approaching a superintendent for a listed position?
 - D. What value do you place on letters of application?
 1. Telephone calls of inquiry?
 2. "Drop-in" or unannounced personal visits or calls?
- II. Judging personal qualifications
 - A. What do you look for in:
 1. Dress - male, female?
 2. Grooming?
 3. General personal appearance?
 4. Personality?
 - B. Professional preparation?
 - C. Informational inquiry?
- III. How do I Secure Information
 - A. For openings?
 - B. Co-curricular activities?
 - C. The community?
 - D. Living facilities?
 - E. Religious opportunities?
 - F. Others?
- IV. Salary
- V. Miscellaneous: Your administrator has been "interviewed" by many candidates in the past, so use your own initiative to vary some of the above questions to suit your own case or other situations you feel that would be interesting to visit about.

Licensing of Iowa's Educators

- INITIAL (2 YEARS)
- STANDARD (5 YEARS)
- MASTER EDUCATOR (5 YEARS)

Options for First License

- Substitute License
 - Can be renewed several times
- Initial License
 - Can be renewed the first time for a fee
 - The second renewal must show proof of employment
 - Complete mandatory reporter training
- Get something! Candidates are best off getting the license of the state from which they graduate. It is the foundation for all other licenses for which candidates may apply.
- Teacher candidates cannot be granted a teaching license in the state of Iowa until the candidate has turned 21.

Applying for the Iowa License

- Application and payment to Board of Educational Examiners, (licensure fee and background check fee) is completed online.
- Fingerprint cards, worksheet and waiver forms must be submitted to NWC licensure official or mailed to Iowa BOEE.
- All requirements must be completed including coursework. Northwestern College licensure official must recommend the candidate for licensure.
- Candidates will NOT be considered program completers without earning Iowa licensure.

Requirements for a Standard License

- Evidence of two years of successful valid teaching experience
- Complete a mentoring and induction program
- Complete a comprehensive evaluation
- Meet the Iowa teaching standards

Class B License

- If a person is the holder of a valid Iowa teaching license and is seeking to obtain a new endorsement, a class B (conditional) license may be issued if requested by an employer and if the individual seeking this endorsement has completed at least two-thirds (half in shortage areas) of the requirements leading to completion of all requirements for that endorsement. **The applicant is expected to complete all requirements for this endorsement within the term of this license. Upon completion of the requirements, the applicant must complete application materials, and be recommended by the recommending official of the institution at which the requirements have been completed. NOTE: the Class B (conditional) license is valid only if you maintain your regular teaching license!**

How do I add an endorsement to my license?

- Complete a college's approved program.
- Or complete state minimum requirements.
- Then ask the college to make the recommendation.

Teacher Shortage Areas

- **K-8 & 5-12 Multi-categorical Resource (Instructional Strategist I)**
- **Instructional Strategist II BD/LD and ID**
- **5-12 Family and Consumer Sciences**
- **5-12 Business – all**
- **5-12 Mathematics**
- **PK-K Early Childhood**
- **7-12 Science (all)**
- **Earth Science**
- **5-12 Physics**
- **All Social Studies**
- **K-8, 5-12 Professional School Counselor**
- **K-8, 5-12, k-12 Teacher Librarian**
- **All Levels Foreign Language**
- IA College Aid Commission (800) 383.4222 or csac@max.state.ia.us

Model Code of Ethics for Educators

Principle 1: Responsibility to the Profession

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

Principle 2: Responsibility for Professional Competence The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

Principle 3: Responsibility to Students The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

Principle 4: Responsibility to the School Community The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

Principle 5: Responsible and Ethical Use of Technology The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

Reminders:

- It is your responsibility to only teach in your endorsed areas.
- It is your responsibility to abide by the rules of the Board of Educational Examiners.
- It is your responsibility to keep your license current.
- All information provided to the BOEE must be truthful and correct. (Fraud)

Professional Practices/Ethics

One may receive a sanction or lose a license for any of the following violations of Board rules (among others):

- Breaking written contracts
- Conviction of certain crimes
- Sexual and other immoral conduct with or toward students
- Alcohol or drug abuse
- Physical abuse
- Founded child abuse report

What the board must consider when reviewing criminal history:

- Nature and seriousness of the crime
- Time elapsed
- Degree of rehabilitation
- Likelihood of reoccurrence
- Number of abuses

Contact Information

- Teacher-info-line - 800.778.7856
- Local Teacher-info-line - 515.281.6792
- www.state.ia.us/boee
- Questions about processing time and status of initial applications should be handled through the college's Department of Education

APPENDIX B – Cooperating Teachers and Supervisors Forms and Information

Suggestions for Writing Letters of Recommendation:

1. Begin by introducing the candidate and yourself.
2. Briefly describe the setting of the assignment--grade, subject, school, term.
3. If the candidate was strong, indicate that early in the letter.
4. Add any **unusual facts about the teaching situation**, which greatly affected the work of the candidate.
5. Discuss overall strengths and weaknesses of the candidate as well as any special talents or accomplishments.
 - Identify the candidate's strongest characteristics and cite specific examples that will support your viewpoint.
 - If there are definite weaknesses that a potential employer should know about, mention them *and* any progress that has been made during student teaching.
6. Include statements regarding the candidate's potential for employment substantiating your prediction with evidence of past performance.
7. When referring to the candidate it is appropriate to use whole names or titles such as Ms. Smith or Mr. Brown. Avoid information that would indicate the individual's race, religion, nationality, age, marital status, or disability.
8. Include a phone number or e-mail address if you would feel comfortable adding more to your recommendation in person. You can include a statement such as, "If you would like additional positive information about this candidate, please feel free to contact me."
9. Remember the intent of the recommendation is to indicate the potential of the individual as a teacher not just to evaluate their strengths and weaknesses.
10. Identify the type of situation in which the candidate has most possibilities for success-endorsements, other special certification, special strategies where the candidate shows strength, etc.
11. Remember that the candidate has worked hard to earn this recommendation. The letter should be limited to one page, but make sure it is long enough to highlight the important aspects of the student teaching experience.

Sample # 1

Recommendation for a strong performing candidate.

LETTER OF RECOMMENDATION FOR (NAME)

It is with great pleasure that I recommend (name) for an elementary teaching position.

(Name) demonstrated exceptional teaching skill as he completed eight weeks of student teaching in my second grade class at (School, City, State). The second grade class is a unique heterogeneous group of kids. There are 22 children in the class. They have a wide range of developmental levels including visual and hearing impairments. There is a child with a hearing impairment in the class and several with unique behavioral needs as well. (Name) contributed positively to the teaching team. He developed a supportive professional relationship with the students in my class.

(Name) did super work with the units he created. He used modified Hunter lesson plans. He created measurable objectives and instruments for measuring student achievement. His plans included modifications for students in my class who need further challenge or remediation.

(Name's) particular strength lie in the area of reading instruction. Because of the wide ability range in my class, we currently have 5 groups for guided reading instruction. (Name) was able to handle not only the planning for each group, but also the planning necessary for the other children to manage and complete meaningful independent work.

(Name) is a joy to work with. He has wonderful social skills, and interacts with others in a positive manner. He is easy to mentor because he is constantly seeking improvement. He self-evaluates so effectively, he often does not need my suggestions for improvement. (Name) has a wonderful cooperative spirit. He will be a great colleague as well as a teacher. I highly recommend (name) for a teaching position.

Name

School e-mail

phone

Sample # 2

Recommendation for an effective performing candidate.

LETTER OF RECOMMENDATION FOR (NAME)

I teach at (Elementary School, City, State). This semester I worked with (name), who student taught for eight weeks in my third grade classroom. I am pleased to recommend (name) as a beginning elementary teacher. It would be a pleasure to have (name) as a colleague.

I had a wonderful class to share with (name). The class consists of 20 third grade students. We have several students who have learned English as a second language. (Name's) Spanish skills were especially useful to our class as she communicated with these students. (Name) found it easy to communicate with elementary students. She has a pleasant manner and style and it is evident that she has a passion for working with children.

(Name) has a wonderful personality. She is warm and has a great sense of humor. My students immediately took to her and enjoyed having her as a teacher. She was relaxed and comfortable in front of the students. She especially excelled and engaged the students in discussions about particular topics.

(Name) developed many skills through her experience. Initially, she was reticent to jump in and plan using her own ingenuity. However, through the mentoring and through discussions with her college supervisor, she became much more confident. By the end of the experience, she was quite comfortable with the curriculum and goals in third grade.

(Name) views herself as a teacher and a learner. She will be receptive to suggestions from her mentor teacher and her principal. I am pleased to recommend (name) for a teaching position.

Name

School E-mail

Phone

Sample # 3

Recommendation for a weak performing candidate.

LETTER OF RECOMMENDATION FOR (NAME)

(Name) completed eight weeks of student teaching at (School, City, State). (Name) worked in a self-contained first grade classroom from (date to date). The class consisted of 18 students ranging in ability from a mainstreamed special needs student to talented and gifted students.

It was difficult for (name) to become comfortable with my students and classroom routine. We found out early that it was better if we team taught rather than having her take full responsibility for the class. (Name) tends to be very cautious and shy. It was difficult for her to warm up to my class. She is developing the ability to recognize and adjust for a variety of learning styles within a classroom, but it was difficult for her to foster student interaction. Although, she was aware of the need to use manipulatives and hands on activities when teaching to this age, the lessons she planned mainly consisted of lectures and worksheets. It was especially challenging for her to plan for the various subjects and have all the materials for her lessons ready. With help, she was able to put together a unit on presidents for social studies.

It was difficult for (name) to consistently implement a positive learning environment for all learners. She didn't build a strong rapport with my students. She had a difficult time relating to this age level. Her vocabulary and lessons were often too advanced for the students to understand. This caused her to sometimes struggle to gain control of the classroom.

If (name) chooses to pursue a career as a teacher, she will need a strong mentor. She is bright. If she decides to make a commitment to the field of education, I have confidence that she can contribute. Please call or contact me if you would like further information on her first grade student teaching experience.

Name

School E-mail

Phone

Cooperating Teacher's Final Checklist

Northwestern College Orange City, IA 51041

Candidate Name _____

Grade Level/Subject Taught _____

School/District _____

Dates of student teaching _____, 20____

1-Insufficient; 2-Emergent/Needs Improvement; 3-Target Proficient; 4-Outstanding Performance	1	2	3	4
Domain 1: The Learner and Learning				
INTASC 1 - Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.				
INTASC 2 - Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.				
INTASC 3 - Learning Environments: : The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.				
Domain 2: Content Knowledge				
INTASC 4 - Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.				
INTASC 5 - Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.				
Domain 3: Instructional Practice				
INTASC 6 - Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.				
INTASC 7 - Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.				
INTASC 8 - Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.				
Domain 4: Professional Responsibility				
INTASC 9 - Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.				
INTASC 10 - Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.				

Please remember to include a signed letter of recommendation using your school's letterhead.

Return both to the Education Office

Cooperating Teacher Signature _____

Date _____

[All credential files are regarded as open files.]



Supervisor's Final Checklist

Northwestern College Orange City, IA 51041

Candidate Name _____

Grade Level/Subject Taught _____

School/District _____

Dates of student teaching _____, 20____

1-Insufficient; 2-Emergent/Needs Improvement; 3-Target Proficient; 4-Outstanding Performance

	1	2	3	4
Domain 1: The Learner and Learning				
INTASC 1 - Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.				
INTASC 2 - Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.				
INTASC 3 - Learning Environments: : The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.				
Domain 2: Content Knowledge				
INTASC 4 - Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.				
INTASC 5 - Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.				
Domain 3: Instructional Practice				
INTASC 6 - Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.				
INTASC 7 - Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.				
INTASC 8 - Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.				
Domain 4: Professional Responsibility				
INTASC 9 - Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.				
INTASC 10 - Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.				

Please remember to include a signed letter of recommendation using your school's letterhead.

Return both to the Education Office

Supervisor Signature _____

Date _____

[All credential files are regarded as open files]



APPENDIX C – Endorsement Syllabi

EDU 406 - READING/TITLE I PRACTICUM (4 CREDITS)

This course consists of four weeks (or the equivalent of) Student Teaching with a focus on reading and language arts. The student will be prepared to teach reading either in a Title I or remedial program as well as in the general education classroom.

COURSE OBJECTIVES:

OBJECTIVE A: The teacher candidate will participate and teach in a reading/language arts classroom for 20 full days or the equivalent.

OBJECTIVE B: The teacher candidate will plan and carry out instructional activities for all of the experience and will assume the role of lead teacher for 1/4 of the time.

OBJECTIVE C: The teacher candidate will work with one individual for at least 15 sessions (a session should be approximately 20-30 minutes in length). The candidate will prepare a case study that includes assessment and remediation for reading skills with that student. (Case studies were introduced to you in EDU 326 and were designed by you in EDU 343)

The written case study report will include the following sections:

- Background information on the student (one page in length) o include strengths, weaknesses, affinities (things that student enjoys), work habits, attitude toward reading and writing, and any predominant reading strategies currently used by that student.
- Assessment data (provided by the cooperating teacher or that you obtain utilizing any of the tools you utilized in EDU 243 or 345)*
- Recommendations for instruction:
 - Specific goals, activities, instructional strategies, and instructional materials (approximately 3 pages in length) that would assist with any deficiencies in vocabulary, phonics, reading comprehension, or fluency. Consideration should be given to a student’s strengths and affinities in the design of these activities.

***Note:** FERPA rules govern use of assessment data. Please see the cooperating teacher or school office for permission to complete test and use data for the purpose of the case study.

ADDITIONAL REQUIREMENTS:

Schedule a visit with the cooperating teacher prior to beginning the experience.

Set up a schedule for completion of a 20 full day experience.

Keep a log book (3-ring binder works well) to include:

- Weekly reports
- Lesson plans and activities
- Case study
- A 2 page ending reflection on your progress as a reading teacher
- Record of Student Teaching (Pink Sheet)

COURSE EVALUATION:

The cooperating teacher will conference with the student teacher midway through experience.

The cooperating teacher will complete a recommendation for the student teachers’ credential file.

The student teacher will be observed a minimum of 2 times by the college supervisor.

The college supervisor will review the log book and case study; returning them to the student teacher.

The college supervisor will complete a recommendation for the credential file.

EDU 407 - EARLY CHILDHOOD PRACTICUM (4 CREDITS)

This course is four weeks of Student Teaching in an early childhood setting. It will include the preparation of materials, learning centers, bulletin boards, parent newsletter, and case study. It will include working with individuals, small groups, and in large group settings.

Course Goals and Objectives:

The purpose of the Early Childhood Student Teaching is to allow the candidate to explore numerous ways of meeting the needs of young children and their families. Through planning, implementing, and evaluating curriculum, the candidate will develop competence in guiding young children. Finally, the candidate will be encouraged to become part of a team approach within the early childhood setting.

Course Requirements:

In order to receive four semester hours of credit, it is expected that the candidate will report for 40 half-day sessions, or 20 full day sessions in an early childhood setting, and complete the requirements as indicated below for the cooperating teacher and the college supervisor.

The candidate will be accountable to the cooperating teacher for:

1. The preparation of materials (ex: games, cut-outs, visual aids, technology etc. as appropriate.)
2. The preparation and use of four learning center activities (not pre-prepared centers like blocks, housekeeping, or sand and water table)
3. The preparation of a parent newsletter which could be sent to parents of children in the program.
4. Direct experience with children:
5. Plan and implement specific activities throughout the experience.
 - a. Assume the role of head teacher for approximately 1/4 of the session. If a para-educator or volunteer is present in the classroom, the candidate will make plans for that para.

The candidate will be accountable to the college supervisor for:

1. A report of the week past and a schedule for the next week, to be turned in weekly. Due Monday morning, 8:00 a.m.
2. A study of one child in the early childhood setting which includes:
 - a. At least two observations for a total of 40 minutes.
 - b. A formal evaluation/developmental checklist of the child, using an instrument received during course work or one that the cooperating teacher uses. (The teacher candidate can refer to materials from EDU 229 or the book "Six Simple Ways to Assess Young Children" by Sue Y. Gober, available on reserve at Ramaker Library.) See Dr. Lila Sybesma with any questions.
 - c. An interpretive summary of the observations and formal evaluation which identifies the child's strengths, affinities (what he/she enjoys), areas in need of improvement, the plan to utilize the strengths and affinities in future instruction, and accommodations needed for that child.
 - d. A plan for addressing the needs of the child which includes objectives and learning activities to implement the objectives.
 - e. This paper should be two pages in length

Course Evaluation:

The candidate will be evaluated informally by the cooperating teacher throughout the experience through conversations, conferencing, or journaling) A formal final evaluation will be completed at the conclusion of the student teaching experience and sent to the college supervisor. In addition to the final evaluation, the cooperating teacher will also complete a recommendation for the candidate's credential file.

The candidate will be observed at least two times by the college supervisor. Ideally, this observation will take place during the time when the candidate is assuming the role of head teacher. A written evaluation will be shared with the candidate after each observation. The college supervisor will also complete a recommendation which will become part of the candidate's credential file.

EDU 410 - TESL PRACTICUM (4 CREDITS)

This course is a 4-week Student Teaching experience in an ESL classroom. The student teacher may be in an elementary or secondary classroom based on the endorsement sought.

Course Goals and Objectives:

The purpose of this course is for the student teacher to have an intensive, real-life classroom experience in an ESL classroom. The student teacher will observe lessons, plan, evaluate curriculum and teach lessons in the classroom. The classroom cooperating teacher will work cooperatively with the student to help the student develop competency in working with students who do not have English as their first language.

Course Requirements:

In order to receive four semester hours of credit, the student teacher will be expected to be in an ESL classroom for **20 full** days or **40 half** days. The student teacher will be responsible for:

- Observing the classroom teacher for a couple of days/keeping notes on what he/she is observing/learning
- Preparation of materials needed for the cooperating teacher's lessons per request
- Preparation of his/her own teaching materials for lessons
- Weekly lesson plans/reflective comments added to the lesson plans after teaching the lesson
- Direct experience teaching the ESL students based on the agreement with the cooperating teacher about scheduling
- Regular meetings with the cooperating teacher to talk about strengths and areas for growth

Course Evaluation:

The student teacher will be evaluated at least two times by the supervising teacher. The supervising teacher will visit with the student teacher after the observation. A written evaluation will be put in the student's file, and the supervisor will write a letter of recommendation at the end of the experience.

The cooperating teacher will evaluate the student teacher informally almost daily and formally at the end of the experience. The cooperating teacher should give written feedback on at least five of the student teacher's lesson plans. The cooperating teacher will also complete a letter of recommendation for the student teacher at the end of the experience. This letter will become part of the student's credential file.

EDU 411 - MIDDLE SCHOOL PRACTICUM (4 CREDITS)

This course is a 4-week Student Teaching experience in a middle school classroom. This experience could be part of a longer secondary experience (i.e. you are student teaching in a 7th grade classroom for the whole semester which could be considered middle school or general secondary) or done separately.

Course Goals and Objectives:

The purpose of this course is for the student teacher to have an intensive, real-life classroom experience in a middle school classroom. The student teacher will observe lessons, plan, evaluate curriculum and teach lessons in the classroom. The classroom cooperating teacher will work with the student to help the student develop competency in working with middle school students. Students will learn to plan their lessons around what they know about middle school students physically, cognitively, socially and emotionally.

Course Requirements:

In order to receive four semester hours of credit, the student teacher will be expected to be in a middle school classroom for **20 full days** or **40 half days**. The student teacher will be responsible for:

- Observing the classroom teacher for a couple of days/keeping notes on what he/she is observing/learning
- Preparation of materials needed for the cooperating teacher's lessons per request
- Preparation of his/her own teaching materials for lessons
- Weekly lesson plans/reflective comments added to the lesson plans after teaching the lesson
- Direct experience teaching the middle school students based on the agreement with the cooperating teacher about scheduling
- Regular meetings with the cooperating teacher to talk about strengths and areas for growth

Course Evaluation:

The student teacher will be evaluated at least two times by the supervising teacher. The supervising teacher will visit with the student teacher after the observation. A written evaluation will be put in the student's file, and the supervisor will write a letter of recommendation at the end of the experience.

EDU 426 - LEARNING STRATEGIST I (K-8) PRACTICUM (4-8 CREDITS)

This course is 4-8 weeks of Student Teaching in a program for students with mild and moderate disabilities. It equips the NWC student to receive an endorsement as Learning Strategist I in an elementary program. The practicum attempts to prepare the student to schedule, to evaluate, to collaborate, to write IEP's, and to develop strategies to address needs of assigned students.

COURSE GOALS AND OBJECTIVES:

OBJECTIVE A: The NWC student will have opportunity to use informal assessment instruments and where possible, formal assessment instruments to evaluate prospective students and students already in the program. These assessment results may be used in determining the present levels of educational performance on an IEP. Assessment results will be shared with the cooperating teacher and when appropriate, with the assessment team. The NWC student will, when possible, use probes and progress monitoring. The NWC student will learn how to effectively evaluate IEP objectives.

OBJECTIVE B: The NWC student will practice collaborative skills with cooperating teacher, the general education teachers of the assigned students, parents of students, support personnel such as speech/language pathologist, school psychologist, school guidance counselor, school, nurse, and possibly administration.

OBJECTIVE C: The NWC student will have opportunity to write a mock IEP for a student who will be having an IEP meeting during the practicum period. The NWC student will read cumulative files and past IEP's, observe the student, work with the student and collaborate with other personnel, including parents, prior to writing the IEP. Where feasible, the NWC student's IEP may be used by the cooperating teacher.

It is also appropriate for the student to attend several IEP meetings if they are scheduled during the practicum period. The role played by the NWC student will vary according to desires of cooperating teacher and the school district.

OBJECTIVE D: The NWC student, after becoming familiar with the assigned students, will develop learning and behavioral strategies that are appropriate for the student.

OBJECTIVE E:

1. The NWC student will observe and support assigned students in general education classes and in special classes (art, music, P.E.)
2. The NWC student (where possible) will observe other special education programs within the assigned school system.
3. Copy of completed IEP. Name of student is deleted.

EDU 428 - LEARNING STRATEGIST I (5-12) PRACTICUM (4-8 CREDITS)

This course is 4-8 weeks of Student Teaching in a program for students with mild and moderate disabilities. It equips the NWC student to receive an endorsement as Learning Strategist in a secondary education program. The practicum attempts to prepare the student to schedule, to evaluate, to collaborate, to write IEP's, and to develop strategies to address needs of assigned students.

COURSE GOALS AND OBJECTIVES:

OBJECTIVE A: The NWC student will have opportunity to use informal assessment instruments and where possible, formal assessment instruments to evaluate prospective students and students already in the program. These assessment results may be used in determining the present levels of educational performance on an IEP. Assessment results will be shared with the cooperating teacher and when appropriate, with the assessment team. The NWC student will, when possible, use probes and progress monitoring. The NWC student will learn how to effectively evaluate IEP objectives.

OBJECTIVE B: The NWC student will practice collaborative skills with cooperating teacher, the general education teachers of the assigned students, parents of students, support personnel such as speech/language pathologist, school psychologist, school guidance counselor, school nurse, and possibly administration.

OBJECTIVE C: The NWC student will have opportunity to write a mock IEP with transition plan for a student who will be having an IEP meeting during the practicum period. The NWC student will read cumulative files and past IEP's, observe the student, work with the student and collaborate with other personnel, including parents, prior to writing the IEP.

Where feasible, the NWC student's IEP may be used by the cooperating teacher.

It is also appropriate for the student to attend several IEP meetings if they are scheduled during the practicum period. The role played by the NWC student will vary according to desires of cooperating teacher and the school district.

OBJECTIVE D: The NWC student, after becoming familiar with the assigned students, will develop learning and behavioral strategies that are appropriate for the student and be familiar with opportunities for students after high school graduation.

OBJECTIVE E:

1. The NWC student will observe and support assigned students in general education classes and in special classes (art, music, p.e.).
2. The NWC student (where possible) will observe other special education programs within the assigned school system.
3. Copy of completed IEP. Name of student is deleted.

EDU 429 – BIRTH THROUGH GRADE THREE INCLUSIVE SETTINGS PRACTICUM (4-8 CREDITS)

This course is 4-8 weeks of Student Teaching. This practicum endorses the student teacher to become a teacher in an elementary multi-categorical resource program for children from birth to third grade by preparing the student to schedule, evaluate, collaborate, write IEPs and IFSPs, and to develop strategies to address special needs of children.

STUDENT TEACHING OBJECTIVES:

Performance Indicator: Participate as an effective member of a team with other professionals and families to develop and implement learning plans and environments for young children.

Performance Indicator: Use communication, problem-solving and help-giving skills in collaboration with families and other professionals to support the development, learning and well-being of young children.

1. The student teacher will collaborate with the cooperating teacher on a daily basis.

Performance Indicator: Assist families in identifying resources, priorities, and concerns in relation to the child's development.

Performance Indicator: Participate as an effective member of a team with other professionals and families to develop and implement learning plans and environments for young children.

Performance Indicator: Use communication, problem-solving and help-giving skills in collaboration with families and other professionals to support the development, learning and well-being of young children.

2. The student teacher will have contact with the parents/caretakers of the children in the program through written and personal methods.

Performance Indicator: Participate as an effective member of a team with other professionals and families to develop and implement learning plans and environments for young children.

Performance Indicator: Use communication, problem-solving and help-giving skills in collaboration with families and other professionals to support the development, learning and well-being of young children.

3. The student teacher will be involved in teaming and collaborating with speech/language pathologists, occupational therapists, physical therapists, social workers, psychologists, audiologists, and know the function of each position.

Performance Indicator: Use communication, problem-solving and help-giving skills in collaboration with families and other professionals to support the development, learning and well-being of young children.

4. The student teacher will interview a support staff member on their role in working with young children with special needs.

Performance Indicator: Adhere to professional and ethical codes

Performance Indicator: Establish learning environments with social support, from the teacher and from other students, for all children to meet their optimal potential, with a climate characterized by mutual respect, encouraging and valuing the efforts of all regardless of proficiency.

Performance Indicator: Appropriately use informal and formal assessment to monitor development of children and to plan and evaluate curriculum and teaching practices to meet individual needs of children and families.

Performance Indicator: Plan, implement, and continuously evaluate developmentally and individually appropriate curriculum goals, content, and teaching practices for infants, toddlers, preprimary and primary children based on the needs and interests of individual children, their families and community

Performance Indicator: Use both child-initiated and teacher- directed instructional methods, including strategies such as small and large group projects, unstructured and structured play, systematic instruction, group discussion and cooperative decision making.

Performance Indicator: Develop and implement learning experiences for infants, toddlers, preprimary, and primary children with a focus on language, mathematics, science, social studies, visual and expressive arts, social skills, higher-thinking skills, and developmentally appropriate methodology.

5. The student teacher will develop lesson plans for all lessons taught. At least two per week are to be critiqued by the cooperating teacher and sent to the supervisor. The student teacher is to develop his/her own form that best fits the needs of classroom and student teacher. There should be a demonstration of knowledge of developmental levels in areas of language/speech, cognition, social behavior, gross and fine motor evidenced in these plans.

Performance Indicator: Plan, implement, and continuously evaluate developmentally and individually appropriate curriculum goals, content, and teaching practices for infants, toddlers, preprimary and primary children based on the needs and interests of individual children, their families and community.

Performance Indicator: Understand individual differences in development and learning including risk factors, development variations, and development patterns of specific disabilities and special abilities.

Performance Indicator: Link families, based on identified needs, priorities and concerns, with a variety of resources.

6. The student teacher will read the IEPs of each of the children in the program and will familiarize him/herself with the goals established for each child and be aware of how they are implemented. The student teacher will be involved in planning and attending IEP meetings, and if possible be involved in writing an IEP for one of the children.

Performance Indicator: Appropriately use informal and formal assessment to monitor development of children and to plan and evaluate curriculum and teaching practices to meet individual needs of children and families.

Performance Indicator: Plan, implement, and continuously evaluate developmentally and individually appropriate curriculum goals, content, and teaching practices for infants, toddlers, preprimary and primary children based on the needs and interests of individual children, their families and community.

7. The student teacher will be familiar with and use formal and informal assessment instruments appropriate for the child.

Performance Indicator: Understand legislation and public policy that affect all young children, with and without disabilities, and their families.

8. The student teacher will be aware of cooperating agencies such as DHS, DPH, Headstart, day care centers, medical facilities and know how they can be used by the Early Childhood Special Education program.

Performance Indicator: Adhere to professional and ethical codes.

9. The student teacher will be familiar with documentation required of teachers of young children with special needs.

Performance Indicator: Engage in reflective inquiry and demonstration of professional self- knowledge.

Performance Indicator: Adhere to professional and ethical codes.

Performance Indicator: Student teaching. Complete a supervised student teaching experience with children with and without disabilities.

10. The student teacher will maintain a daily log of activities engaged in during student teaching.

APPENDIX D – Rubrics for Assessment of Student Teacher

Northwestern College

Rubrics for Evaluation of Student Teaching

To be used as a reference when completing student teacher evaluations.

Learner and Learning

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

	Insufficient	Emergent/Needs Improvement	Target Proficiency	Outstanding Performance
Demonstrating knowledge of students	Candidate displays little or no knowledge of students' skills, knowledge, language proficiency, interests or special learning	Candidate recognizes the value of understanding students' skills, knowledge, language proficiency, interests and special learning for the class as a whole.	Candidate recognizes the value of understanding students' skills, knowledge, language proficiency, interests and special learning or medical needs	Candidate displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.

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

	Insufficient	Emergent/Needs Improvement	Target Proficiency	Outstanding Performance
Establishing a culture for learning	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.

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

	Insufficient	Emergent/Needs Improvement	Target Proficiency	Outstanding Performance
Creating an environment of respect and rapport	Candidate Interaction with at least some students is negative, demeaning, sarcastic or inappropriate to the age or culture of the students.	Candidate-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.	Candidate-student interactions are friendly and demonstrate general warmth, caring, and respect.	Candidate demonstrates genuine caring and respect for individual students. Students exhibit respect for candidate as an individual, beyond that for the role.
Managing classroom procedures	Time is wasted on noninstructional matters, students must wait for teacher's attention, instructional groups are off task, materials are not at hand, and transitions are confused.	Systems for performing noninstructional duties are only fairly efficient,	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Instructional groups are used effectively, directions are clearly explained Materials and supplies are well managed. Teachers make highly effective use of time with students assuming considerable responsibility for efficient operation.
Managing Student Behavior	-No standards of conduct appear to have been established, or students are confused as to what the standards are. -Teacher is unaware of what the students are doing.	-Teacher is generally aware of student behavior but may miss the activities of some students. -Teacher attempts to respond to student misbehavior but with uneven results.	-Standards of conduct are clear to all students. -Teacher is alert to student behavior at all times. -Teacher response to misbehavior is appropriate.	-Standards of conduct are clear to all students -Monitoring by teacher is subtle and preventative. -Teacher response to misbehavior is highly effective and sensitive to students' individual needs.

Content Knowledge

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

	Insufficient	Emergent/Needs Improvement	Target Proficiency	Outstanding Performance
Demonstrating knowledge of resources	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Thoughtful choices are made with instructional materials and resources.

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

	Insufficient	Emergent/Needs Improvement	Target Proficiency	Outstanding Performance
Communicating with students	Candidate's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar, syntax, or vocabulary.	Candidate's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is limited or is not appropriate to students' age or backgrounds.	Candidate's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to students' age and interests.	Candidates spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Candidate finds opportunities to extend students' vocabularies.

Instructional Practice

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

	Insufficient	Emergent/Needs Improvement	Target Proficiency	Outstanding Performance
Designing student assessments	Teacher has no plans to incorporate assessment in the lesson or unit.	Approach to the use of assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using assessment and has designed particular approaches to be used.	Approach to using assessment is well designed and includes student as well as teacher use of the assessment information.
Using assessment in instruction.	Little/no effort to assess student learning. Students receive little/no feedback	Understanding is monitored through a single method. Feedback to students is vague	Elicits evidence of student understanding. Feedback includes specific and timely guidance	Constantly "taking the pulse" of the class. High-quality feedback; specific and focused on improvement.

Instructional Practice

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

	Insufficient	Emergent/Needs Improvement	Target Proficiency	Outstanding Performance
Demonstrating knowledge of content and pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher’s plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
Setting instructional outcomes	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Designing coherent instruction	Learning activities are not suitable to students or instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.

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

	Insufficient	Emergent/Needs Improvement	Target Proficiency	Outstanding Performance
Using questioning and discussion techniques	-Teacher’s questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession,	-Teacher’s questions are a combination of low and high quality. -Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	-Most of the teacher’s questions are of high quality. Adequate time is provided for students to respond. -Teacher creates a genuine discussion among students	-Teacher’s questions are high quality, with adequate time for students to respond. -Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Engaging students in learning	Activities and assignments are inappropriate for students' age or background. Students are not engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.

Professional Responsibility

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

	Insufficient	Emergent/Needs Improvement	Target Proficiency	Outstanding Performance
Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
Communicating with Families	Candidate's relationships with community and families are negative or self-serving.	Candidate maintains cordial relationships with community and families	Relationships with school, community and professionals are characterized by mutual support and cooperation.	Relationships with families and community are characterized by mutual support and cooperation. Candidate takes initiative in communication.

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

	Insufficient	Emergent/Needs Improvement	Target Proficiency	Outstanding Performance
Growing and developing professionally	Candidate makes no effort to assume professional responsibilities.	Candidate finds limited ways to participate in profession development.	Candidate actively participates in professional development.	Candidate initiates activities that contribute to the profession.
Showing professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.