



**Student Teaching Handbook**

**Northwestern College  
Orange City, Iowa**

**Updated for Spring 2022**



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# TABLE OF CONTENTS

1. Introduction	
Welcome.....	1
Teacher Education Program Model.....	1
InTASC Standards for Teaching .....	2
2. The Student Teaching Program .....	3
Teacher Candidate Substitute Use .....	8
3. The Cooperating Teacher .....	10
4. The College Supervisor .....	14
5. Licensing of Iowa’s Educators .....	17

## APPENDICES

### Appendix A – Teacher candidate Forms and Information

Pre-Teacher candidate Meeting Checklist.....	19
Suggested Student Teaching Schedule .....	20-21
Record of Student Teaching .....	22
Daily Lesson Plan Samples .....	23-24
Iowa Teaching Standards Mock Evaluation Form .....	25
Suggestions for Principal Interview .....	26

### Appendix B – Cooperating Teacher and Supervisor Forms and Information

Recommendation Letter Guidelines & Samples.....	28-30
Cooperating Teacher Final Checklist Form .....	31
Supervisor Final Checklist Form.....	32

### Appendix C – Endorsement Syllabi

EDU 406 Reading/Title I.....	33
EDU 407 Early Childhood.....	34-35
EDU 410 TESL .....	35
EDU 411 Middle School .....	36
EDU 426 Learning Strategist K-8.....	37
EDU 428 Learning Strategist 5-12 .....	38
EDU 429 Birth through Grade Three Inclusive Settings .....	39-40

### Appendix D – Rubrics for Teacher candidate Evaluation

InTASC Rubric .....	41-42
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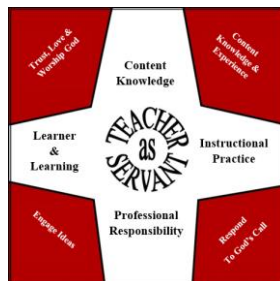
## WELCOME

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 (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

# 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 teacher candidate to complete the requirements for an initial teaching license. The teacher candidate will be assigned with professional educators for a minimum of 14 weeks or 70 days. Teacher candidates 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 teacher candidate:**

- 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 70 school days.**
  - 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 teacher candidate can as well (including in-service and parent teacher conferences). HOWEVER, PRIOR to the beginning of a school year the teacher candidate may only count ½ of a day for each in-service day that they attend.
  - c. The teacher candidate will notify the cooperating teacher and supervisor if a day must be missed due to illness.
  - d. Absences and tardiness are STRONGLY discouraged. If a teacher candidate is going to be absent or tardy, it must be reported to the college supervisor and the cooperating teacher by the teacher candidate.
  - e. At the minimum, the teacher 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 teacher 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 teacher candidate performance as they teach.
  - c. Teacher candidates will document reflections on all lessons taught. Specifics may be written on lesson plans and summarized in the submitted weekly reflections.



5. **Student teaching** will include completing an 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
    - i. Completed context for learning
    - ii. Detailed lesson plans for the learning segment
    - iii. Video clip from one lesson (15-20 min.)
    - iv. Reflections on teaching
    - v. Uses of assessment in teaching
  - b. EXIT interview will include sharing the portfolio and responding to questions about the student teaching experience.
  
6. **Complete a weekly report and submit lesson plans each week.**
  - a. Teacher candidates will complete a weekly report providing an overview of each day's reflections, events, or observations from the previous week. The weekly report and lesson plans are due to the college supervisor by Monday at 8:00 am.
  
7. **Administer a teacher candidate evaluation assessment to students.**
  - a. Students will evaluate the teacher candidate.
  - b. Results of the assessment need to be summarized with teacher candidate's feedback in a one-page document. This summary will be submitted to the supervisor.
  - c. Samples can be found on MyNorthwestern's teacher candidate group.
  
8. **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 teacher candidate's college supervisor or cooperating teacher will discuss the Iowa Teaching Standards with the teacher candidate during the primary student teaching experience. The teacher candidate will summarize the responses. The **signed form** and summary, found in the teacher candidate folder, are to be submitted to the teacher candidate's college supervisor and Ed Office.
  
9. **Complete an EXIT Interview with an assigned faculty member.**
  
10. **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)**
  
11. **Complete the Record of Student Teaching form and submit to the Education Office with all appropriate signatures.**

## **12. 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 teacher candidate's College supervisor. (See Appendix A)

## **13. Attend Required Teacher candidate Seminars**

- a. Teacher 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 (seminar on Iowa Ethics); others are optional. The Director of Student Teaching and the Education Department are responsible for planning these seminars.

### **Expectations of the Teacher 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

**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 teacher candidate will continually be reviewed. The teacher 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 teacher 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 teacher 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 teacher candidates recommended for licensure and reserves the right to protect the profession from those who are seen as marginally competent. Teacher 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 teacher 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 teacher 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 teacher candidates 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, teacher candidate, and Teacher Education Committee.

**Praxis II Content / PLT Testing** - The Iowa Department of Education requires every new teacher candidate completing a state approved teacher preparation program to pass one Praxis test in content knowledge and a PLT test (pedagogy).

- Elementary teacher candidates must take Content Knowledge Test and earn a passing score.
- Secondary teacher candidates must take the approved content test in their major and receive a passing score.
- All teacher candidates must take a PLT test and earn a passing score

See the [Education Checklist](#) for more information.

**Student Teaching Appeals** – Teacher candidates 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 teacher candidate 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, teacher candidates can apply for an Iowa license. The teacher 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.
- Praxis II content and PLT test with a passing score.

### **Guidelines for Teacher 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. Teacher 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 teacher 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. Teacher 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 teacher 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 teacher 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 teacher 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 teacher 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.

## Teacher Candidate Substitute Use

Teacher candidates 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 teacher candidate serves as the teacher of record, he/she is no longer student teaching, but is serving as a substitute. In this case, the teacher candidate no longer is counting the substitute day as a student teaching day. Additionally, the teacher candidate must be paid as a substitute. This payment guidance also applies if the cooperating teacher is pulled to substitute in another classroom requiring the teacher candidate to substitute for the cooperating teacher.

To protect the integrity of the teacher candidate placement and experience of all parties, substitute teaching should be limited for Northwestern College teacher candidates. 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 1/4<sup>th</sup> of the student teaching placement should be used for emergency subbing.

### Teacher candidate Expectations for Subbing

- \*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.
- \*Notify the college supervisor when asked to substitute teach for their cooperating teacher.
- \*Notify the college for assistance for communication with the school district when needed.
- \*Notify the college when required for emergency substitute teaching by the school district.
- \*Keep track of # of subbing days in addition to student teaching days.

### Cooperating Teacher Expectations for Subbing

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

### College Supervisor Expectations for Subbing

- \*Communicate with the teacher candidate about individual concerns related to substitute teaching.
- \*Communicate with the faculty advisor or dept. chair about individual concerns related to substitute teaching.
- \*Advocate for the teacher candidate when necessary or notify the college for assistance to communicate with the school district when needed.

### School District Expectations for Subbing

- \*Review the teacher candidate substitute license authorization from Iowa BOEE prior to requesting the teacher candidate to substitute in emergency situations.
- \*Provide substitute pay for days when teacher candidates substitute as the Teacher of Record.

## 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 or journal as designated by your college supervisor	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 teacher candidate in one experience, with the teacher 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 teacher 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 teacher 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 teacher candidates upon the recommendation of the administration of the school.

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

\$ 50	4 weeks	\$ 75	6 weeks
\$100	7-8 weeks	\$150	10-12 weeks
\$200 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 teacher candidate is assisting and working with the regular classroom teacher in teaching activities. This is interpreted as any activity in which the teacher 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 teacher candidate is working with students either individually, in small groups, or as a whole class.

The teacher 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 teacher candidate to do some observing of classes again. This second observation period will give the

teacher 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 teacher candidate's status as a teacher with the class and faculty before arrival of the teacher candidate.
- Provide a work area for the teacher candidate within the room and an area for storage of materials and supplies which the teacher candidate will bring into the room.
- Familiarize the teacher candidate with the policies of the school and of the classroom.
- **Conference daily** with the teacher 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 teacher 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. Teacher 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 teacher candidate periods of time when the cooperating teacher is out of the room, if school administration permits. This provides opportunity for the teacher 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 teacher candidate departure.
- **Communicate** with the teacher candidate's supervisor and the Northwestern College Education department. If there are any difficulties with online evaluations, paperwork, or the teacher candidate's performance, the <https://my.nwciowa.edu/ICS/faculty> at Northwestern can provide assistance.

### **Expectations of the Teacher 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**

Teacher candidates are required to design a lesson plan for **every** lesson taught. Teacher 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 teacher candidate. It models reflective practice by giving the teacher 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 from the Ed Office, and will submit the form electronically. This should be reviewed with the teacher candidate and a copy should be printed for the college supervisor. Before submitting, please consider printing a copy for the supervisor and for your teacher candidate. The evaluation will **not** be a part of the teacher candidate's credential file, rather, just a progress report on the work of the teacher 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 teacher candidate.

### **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 teacher 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@nwciova.edu](mailto:edoffice@nwciova.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 teacher 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 teacher candidate to review the midterm progress report.**

## THE COLLEGE SUPERVISOR

### 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 teacher candidate to discuss the handbook.
- Arranging for the teacher 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 teacher candidate will arrange this contact.
- Providing guidance to each teacher candidate through careful **bi-weekly** observation of the teacher candidate's teaching and through individual conferences with the teacher 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 teacher candidate, 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.

### Visitation Guidelines

1. The Iowa State Department of Education requires a pre-student teaching visit with the cooperating teacher, the teacher 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 teacher candidate and the supervisor. The cooperating teacher, 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. One electronic visit is allowed per experience. 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 teacher candidate is doing.
  - c. Observe the teacher candidate for one class period.
  - d. Confer with the teacher 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 teacher 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 teacher 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 teacher 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 teacher 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 teacher candidate during multiple experiences, complete the form following the primary student teaching experience only.)

## Summary of Forms and Paperwork for Supervisor

Assignment:	Due Date:	Return to:
Record of student teaching "Pink Sheet" with all appropriate signatures.	End of all experiences	Education office
Classroom observation forms	End of all experiences	Education office
Supervisor's checklist form	End of all experiences	Education office
Supervisor's online subject-area evaluation form	End of experience(s)	Submitted online
Supervisor's signed, letter of recommendation	End of all experiences	Education office
Supervisor's mileage expense form	End of experience	Education office
Supervisor's visit form for placement director (not necessary for FT Faculty)	End of experience	Placement director or education office
Encourage cooperating teacher to complete the online links, checklist and a letter of recommendation.	End of experience	The cooperating teacher can mail the recommendation letter and form or give them to the supervisor to submit to the Education office.
Iowa Standards mock evaluation form with summary of responses. (See Appendix A)	End of experience	Education office
Principal interview summary (See Appendix A)	End of experience	Education office
Summary of student evaluations of the teacher candidate in one experience, with the teacher candidate's feedback. ( <u>one-page document</u> )	End of experience	Education office
Weekly reports	Throughout experience	*

**\*Nothing to turn in to office – just provide verbal confirmation of completion.**

## 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! Teacher candidates are best off getting the license of the state from which they graduate. It is the foundation for all other licenses for which teacher candidates may apply.
- Teacher candidates cannot be granted a teaching license in the state of Iowa until the teacher 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.
- All requirements must be completed including coursework, Praxis II content and PLT passing scores. Northwestern College licensure official must recommend the teacher candidate for licensure.
- Teacher 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

### Converting an Initial License to a Standard License

- If teaching in a non-public or out-of-state K-12 setting, the teacher candidate must verify 3 years of successful teaching experience.

### 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 (as of November 2021)**

- K-6 & 6-12 Multi-categorical Resource (Instructional Strategist I)
- K-12 English as a Second Language
- 7-12 Mathematics
- PK-K Early Childhood Special Education
- 7-12 Science (all)
- 7-12 Foreign Language
- K-6 & 7-12 Music
- IA College Aid Commission (800) 383.4222 or [csac@max.state.ia.us](mailto:csac@max.state.ia.us)

### **Ethics**

- 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

### **Professional Practices**

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](http://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 A – Student teaching forms**

### **Pre-Teacher candidate Meeting Checklist Teacher Candidate, 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 teacher candidate 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 teacher candidate 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 teacher candidate:
  - Class List
  - Class Picture
  - School Calendar
  - Grade level Standards
  - Textbooks



## **Suggested Student Teaching Schedule for 8 Week Experience (modify for shorter or longer experiences)**

**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 teacher 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

Teacher candidate Name \_\_\_\_\_

A) Period of Student Teaching \_\_\_\_\_ / \_\_\_\_\_

1st Semester       2nd Semester       Summer      (Check appropriately)

Grade Level / Subject Area \_\_\_\_\_

Name of School/District \_\_\_\_\_

Cooperating Teacher(s) \_\_\_\_\_

College Supervisor \_\_\_\_\_

Date of Initial Meeting \_\_\_\_\_

**Signatures:**

Teacher candidate \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

College Supervisor \_\_\_\_\_

Date Verified by Supervisor \_\_\_\_\_

B) Period of Student Teaching \_\_\_\_\_ / \_\_\_\_\_

1st Semester       2nd Semester       Summer      (Check appropriately)

Grade Level / Subject Area \_\_\_\_\_

Name of School/District \_\_\_\_\_

Cooperating Teacher(s) \_\_\_\_\_

College Supervisor \_\_\_\_\_

Date of Initial Meeting \_\_\_\_\_

**Signatures:**

Teacher candidate \_\_\_\_\_

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 teacher 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 teacher candidate will devise something similar to fit his/her particular and unique needs.

**Northwestern College Education Department**  
**Interview for the Mock Evaluation of Teacher candidates using the Iowa Teaching Standards**

For each of the following standards, discuss how the teacher candidate addresses or implements each of the standards. Give suggestions for how the teacher candidate could extend their practice in each of these standards. Please write the responses here or on another sheet of paper.

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 name (please print) \_\_\_\_\_

Cooperating Teacher's Signature \_\_\_\_\_

Teacher candidate's name (please print) \_\_\_\_\_

Teacher candidate's Signature \_\_\_\_\_

Date \_\_\_\_\_

## Sample questions for teacher candidate 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:
  - 3. Dress - male, female?
  - 4. Grooming?
  - 5. General personal appearance?
  - 6. 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 teacher 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.

## **APPENDIX B – Cooperating Teachers and Supervisors Forms and Information**

### **Suggestions for Writing Letters of Recommendation:**

1. Begin by introducing the teacher candidate and yourself.
2. Briefly describe the setting of the assignment--grade, subject, school, term.
3. If the teacher 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 teacher candidate.
5. Discuss overall strengths and weaknesses of the teacher candidate as well as any special talents or accomplishments.
  - Identify the teacher 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 teacher candidate's potential for employment substantiating your prediction with evidence of past performance.
7. When referring to the teacher 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 teacher 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 teacher candidate has most possibilities for success--endorsements, other special certification, special strategies where the teacher candidate shows strength, etc.
11. Remember that the teacher 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 teacher 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 teacher 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 teacher 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.

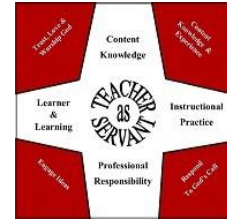
It was difficult for (name) to become comfortable with my students and classroom routine. We found out early that it was better if we team taught rather than having her take full responsibility for the class. (Name) tends to be very cautious and shy. It was difficult for her to warm up to my class. She 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

**Northwestern College  
Cooperating Teacher's Recommendation Checklist**



\_\_\_\_\_  
Candidate Name

[Return to the  
Education Office]

\_\_\_\_\_  
Grade Level/Subject Taught  
School/District \_\_\_\_\_

Dates of  
Experience \_\_\_\_\_

Please complete this on the computer, print it, sign it and return it to the education office.

Put a check mark in the box to  
assess this candidate on each  
criteria.

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

**The Learner and Learning**

1      2      3      4

**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.

**Content Knowledge**

1      2      3      4

**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..

**Instructional Practice**

1      2      3      4

**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.

**Professional Responsibility**

1      2      3      4

**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.

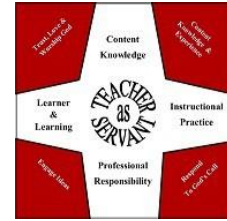
\_\_\_\_\_  
Cooperating Teacher's Signature

\_\_\_\_\_  
Today's date:

Please send a signed letter of recommendation also.

[All credential files are regarded as open files.]

# Northwestern College Supervisor's Recommendation Checklist



\_\_\_\_\_  
Candidate Name

[Return to the  
Education Office]

\_\_\_\_\_  
Grade Level/Subject Taught

School/District \_\_\_\_\_

Dates of  
Experience \_\_\_\_\_

Please complete this on the computer, print it, sign it and return it to the education office.

Put a check mark in the box to  
assess this candidate on each  
criteria.

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

### The Learner and Learning

1      2      3      4

**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.

### Content Knowledge

1      2      3      4

**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..

### Instructional Practice

1      2      3      4

**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.

### Professional Responsibility

1      2      3      4

**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.

\_\_\_\_\_  
Supervisor's Signature

37

\_\_\_\_\_  
Today's date

Please send a signed letter of recommendation also.

[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 teacher 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 343 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 teacher candidate midway through experience.

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

The teacher candidate 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 teacher candidate.

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 teacher candidate to explore numerous ways of meeting the needs of young children and their families. Through planning, implementing, and evaluating curriculum, the teacher candidate will develop competence in guiding young children. Finally, the teacher 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 teacher 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 teacher 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 teacher candidate will make plans for that para.

#### **The teacher 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 teacher 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 teacher candidate's credential file.

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

## **EDU 410 - TESL PRACTICUM (4 CREDITS)**

This course is a 4-week Student Teaching experience in an ESL classroom. The teacher candidate 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 teacher candidate to have an intensive, real-life classroom experience in an ESL classroom. The teacher candidate 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 teacher candidate will be expected to be in an ESL classroom for **20 full** days or **40 half** days. The teacher candidate 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 teacher candidate will be evaluated at least two times by the supervising teacher. The supervising teacher will visit with the teacher candidate 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 teacher candidate informally almost daily and formally at the end of the experience. The cooperating teacher should give written feedback on at least five of the teacher candidate's lesson plans. The cooperating teacher will also complete a letter of recommendation for the teacher candidate 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 7<sup>th</sup> 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 teacher candidate to have an intensive, real-life classroom experience in a middle school classroom. The teacher candidate 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 teacher candidate will be expected to be in a middle school classroom for **20 full days** or **40 half days**. The teacher candidate 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 teacher candidate will be evaluated at least two times by the supervising teacher. The supervising teacher will visit with the teacher candidate 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 teacher candidate 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 teacher candidate 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 teacher candidate 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 teacher candidate 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 teacher candidate 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.

*(Continued on next page)*

5. The teacher candidate 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 teacher candidate is to develop his/her own form that best fits the needs of classroom and teacher candidate. 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 teacher candidate 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 teacher candidate 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 teacher candidate 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 teacher candidate 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 teacher candidate 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 teacher candidate will maintain a daily log of activities engaged in during student teaching.

## APPENDIX D – Rubrics for Assessment of Teacher candidate

This is to be used as a reference when completing teacher candidate online evaluations and final checklist.

### THE LEARNER AND LEARNING

	Insufficient	Emergent/Needs Improvement	Target Proficiency	Outstanding Performance
<b>InTASC 1: Learner Development</b> Uses knowledge of students to meet needs	Lacks evidence of information collection and use related to students and their development.	Collects information about students and their development but does not adjust teaching.	Uses information about students and their development to adjust teaching.	Uses information about students and their development to adjust teaching and build on student strengths resulting in student learning.
<b>InTASC 2: Learner Differences:</b> Differentiates instruction to meet student needs	Does not identify student' needs for differentiation.	Identifies students' needs for differentiation.	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences.	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences to include bringing multiple perspectives and cultural resources to the discussion of content.
<b>InTASC 3: Learning Environments:</b> Promotes a positive classroom environment through clear expectations	Attempts to communicate and reinforces clear task and behavior expectations to students.	Communicates and reinforces clear task and behavior expectations to students	Communicates and reinforces clear task and behavior expectations to students and follows routines that support expectations for the learning environment.	Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations and minimizes the loss of instructional time.

### CONTENT KNOWLEDGE

<b>InTASC 4: Content Knowledge:</b> Uses accurate content and academic vocabulary	Communicates inaccurate content, academic vocabulary and/or provides irrelevant opportunities for students to demonstrate understanding.	Communicates content and uses academic vocabulary, yet does not consistently provide relevant opportunities for students to demonstrate understanding.	Communicates accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to demonstrate understanding.	Communicates accurate content, uses academic vocabulary correctly, provides relevant opportunities for students to demonstrate understanding and uses knowledge of common misconceptions to create accurate understanding in the content area.
<b>InTASC 5: Application of Content:</b> Engages students in critical thinking and collaborative problem solving.	Does not assist students in making connections in the discipline.	Links concepts to help students make connections in the discipline.	Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline.	Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline to engage learners in critical thinking.

**INSTRUCTIONAL PRACTICE**

	<b>Insufficient</b>	<b>Emergent/Needs Improvement</b>	<b>Target Proficiency</b>	<b>Outstanding Performance</b>
<b>InTASC 6a: Uses classroom assessment</b>	Uses classroom formative and summative assessments but may not match objectives and/or inform instructional decisions	Uses classroom formative and summative assessments that match objectives and inform instructional decisions.	Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies	Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies to include designing and/or adapting interventions as a result.
<b>InTASC 6b: Assesses for learning</b>	Does not use student performance data and/or knowledge of students to identify interventions that support students	Uses student performance data and knowledge of students to identify interventions that support students	Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning.	Uses student performance data and knowledge of students to identify interventions that support and/or advance learning through a series of differentiated assessment practices that positively impact learning.
<b>InTASC 7: Plans for instruction</b>	Provides little or no evidence of sequenced learning experiences and/or experiences are not linked to the learning objectives, performance tasks and/or assessments.	Sequencing learning experiences linked to the learning objectives, performance tasks and assessments	Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills.	Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills to include using data to adjust for recurring learning needs throughout planning.
<b>8a: Uses research-based instructional strategies</b>	Uses strategies and poses questions	Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking	Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills.	Uses a broad range of evidence-based strategies to support learning in the content area, poses questions that elicit student thinking about information and concepts to build critical thinking skills.
<b>8b: Uses engagement to enhance learning</b>	Attempts to manage the learning environment for student engagement.	Manages the learning environment for student engagement.	Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge.	Organizes and manages the learning environment for student engagement and personal accountability using strategies that provide opportunities for students to process and articulate new knowledge.

**PROFESSIONAL RESPONSIBILITY**

<b>9: Accepts critique and input regarding performance</b>	May resist constructive feedback or fail to implement goals to improve practice	Invites constructive feedback, responds positively, but inconsistently implements goals to improve practice.	Invites constructive feedback, responds positively, with support sets and implements goals to improve practice.	Invites constructive feedback, responds positively, independently sets and implements goals to improve practice.
<b>10: Conveys professional demeanor &amp; uses professional communication</b>	Conveys a lack of professional decorum when interacting. Demonstrates unprofessional oral, written and/or electronic communication and/or responds to people, problems and crises ineffectively.	Conveys professional decorum when interacting with learners, peers, colleagues and the community. Any minor lapses have been addressed. Demonstrates professional communication with additional assistance.	Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. Demonstrates professional oral, written and electronic communication, responds to people, problems and crises.	Conveys a confident professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations to include seeking out leadership opportunities in the school and/or community. Demonstrates professional oral, written, and electronic communication, responds to people, problems and crises effectively