Student Teaching Handbook

Music Education
Music 417R/Music 417S

Fall 2023 – Spring 2024
Bookmark Links

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# Important Contact Information

## Teacher Education Services

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<thead>
<tr>
<th>Program Coordinator</th>
<th>Address</th>
<th>Phone</th>
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<tbody>
<tr>
<td>1720 LAGOMARCINO HALL</td>
<td>515-296-8837</td>
<td></td>
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</tbody>
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## Leadership

### Director of Educator Preparation

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## Career Services Contact Information

### CHS Career Services ([Website](http://www.iastate.edu/))

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**Note:** Career Services can provide information on resumes, cover letters, interviewing workshops, mock-interviews, on-campus interviews and job openings via CyHire.
Introduction

Welcome
Handbook Introduction
Professional Life
Conceptual Framework
Roles and Responsibilities
The Student Teaching Experience Welcome

Teacher Candidates:

Welcome to Student Teaching, the culminating event in your educator preparation program! This semester will be an exciting and an intense experience. You will have the opportunity to experience the life of a professional educator, applying all you have learned in your coursework and field experiences as you grow and develop independence in your educational approach.

This is your opportunity to truly prepare yourself for your first year of teaching and your own classroom. The experiences you will participate in as part of student teaching will prepare you for the experiences you will have as a first-year teacher.

As a former teacher who supported new teachers, I would like to share a few pieces of advice I would encourage you to keep in mind:

- You have the amazing opportunity to work with a strong mentor and an experienced coach – your cooperating teacher and your supervisor. Take advantage of this! Listen. Ask questions. Request feedback. And apply the coaching and feedback you receive.
- Switch your lens – view this experience and the accompanying expectations as a professional educator rather than as a student.
- Take advantage of all of the opportunities with which you are presented – there is learning in every experience.
- Treat this experience as your top priority – you owe this to the students and the educators with whom you are working.

And please remember, the Iowa State University faculty and staff are here to support you. Our goal is to support your development into a quality educator scholar!

I hope you have a strong, meaningful experience that supports your continued professional growth!

Sincerely,

Lawrence R Bice, Ed.D
Director of Educator Preparation
Introduction to this Handbook

Student teaching is the culminating experience in the teacher preparation program at Iowa State University. This semester signifies the transition from a student role to a professional educator role. You will be able to integrate theoretical information in a practical, applied setting in order to prepare for a career in education. You will have the opportunity to become an integral part of your host school system under the direction of an expert cooperating teacher and a supervisor.

Research shows that the classroom cooperating teacher is the most important contributor to an emerging educator’s professional growth and development. The professional expertise provided and the time and effort devoted are crucial to the success of the student teacher. The supervisor is also important in the professional growth and development of the student. The supervisor makes frequent visits to the classroom and gives feedback to help ensure the experience is successful. All Iowa State University faculty and staff involved will do their best to make student teaching a rewarding experience for all.

The Iowa State University Educator Preparation Program is indebted to the cooperating public, parochial, and private schools who host our teacher candidates. Our program is honored to partner with schools in Iowa, nationally, and internationally to provide a quality student teaching experience for our candidates. This cooperative effort is imperative for our educator preparation program to be strong and flourish.

The purpose of this manual is to serve as a guide for Iowa State University student teachers, cooperating teachers, and supervisors during the student teaching experience. Its contents are based on expectations, policies, and university standards designed to ensure the successful completion of this field experience. The assignments represent a blend of the State of Iowa Teaching Standards and the ISU Teacher Education Preparation (InTASC) standards.

Your assigned cooperating teacher, supervisor, and student teaching coordinator will be your support system through this experience. Now is the time to apply the knowledge and strategies you’ve gained at ISU to a real world educational setting. You are representing yourself and the university, and we are confident that your professionalism and preparedness will shine through.
Stepping into your Professional Life

In any profession, those who conduct themselves as a responsible, accomplished professional develop practices and manners that reflect their personal integrity and the ownership they feel to push themselves to excel, develop their professional expertise and bring a spirit of service to their workplace, colleagues and greater community.

Prior to your student teaching semester, you have been living the role of a teacher candidate. One of the greatest challenges of a teacher candidate is that you are learning to use the lens of a professional educator while still filling the role of a student. This now needs to change. This semester, you are transitioning into your professional life. And while educators are life-long learners, you need to stop viewing yourself and your experiences through the lens of a student and view them through the lens of a professional educator scholar, albeit a novice professional educator. The intent for this semester is for you to develop into a professional – the practices and principles that represent a professional educator, the belief that a justice stance is essential to your work, the expertise of the profession, the personal and professional ethics that will guide your decision-making, a strong-sense of personal integrity, and the ownership of your professionalism.

What does this mean in the larger perspective? As a professional, you will:

- continue to develop an inquiry stance to teaching, learning, and content matter.
- take advantage of opportunities to become part of the profession and a participant in the community of practice.
- continue to develop practices that support discipline-specific learning outcomes, asset-based views of students, and on-going teacher learning.
- respond to students’ lived experiences in the context of deep disciplinary learning to support all students in seeing themselves as learners.
- work not only with your classroom but within the context in which your classroom exists (the school, district, and community) to advocate equity for yourselves, your students, and all people.
- provide equitable learning opportunities to all students and support them in developing a more socially just understanding of the world.
- continue to develop as a scholar and as a collegial.

So what does this mean from a more logistical perspective?

- You are going to be asked to complete a number of tasks, projects, and activities. A student may view these as assignments to be completed for a grade, to be “checked off,” or to be completed for a teacher/evaluator. A professional would view these as necessary expectations in order to be a quality educator who continues to grow professionally and meets the needs of students.
- You are going to have the opportunity to work with both a mentor and a coach. A student may be motivated by “pleasing” these individuals and getting “good reviews/feedback.” A professional would view these collaborative relationships as opportunities for continued professional growth – asking for feedback around areas that are not relative strengths, asking for ideas and advice, observing to learn, and the like.
- You are going to have the opportunity to participate in numerous “out-of-the classroom” experiences (staff meetings, staff professional development, professional learning communities, data teams, parent-teacher conferences, open houses, and the like.) A student may view these activities as “extra-time requirements” or may be motivated to participate in these to “make a good impression”. A professional would view these experiences as exciting opportunities to grow professionally, build
• You are going to have the opportunity to critically reflect on your practices. A student may view these as assignments to complete or a diary entry to share. A student may feel the need to frame everything in a positive, successful light. A professional would “dig deep” to analyze the situation, identify learnings, synthesize these learnings with other knowledge, and then reframe beliefs, principles, and practices.

During this semester, we are going to treat you as professional educators, as colleagues. We are going to frame our sessions together as professional development sessions, not coursework. We will provide experiences and opportunities to support your learning and growth. We will be available to answer questions, support you, coach you, and scaffold you. We will expect you to come prepared to our learning sessions. We will expect you to actively engage and not passively await learning. We will expect you to push your learning and leave your comfort zone. We expect you to be responsible and independent in completing expectations by provided deadlines. (A principal is not going to “chase you down” to turn in requirements and neither will we.) We will expect you to seek out support or assistance if you need it. We will expect you to be professional in your behavior, attitude, and practices.
Vision: 
The educator preparation program at Iowa State University aspires to provide a premier pathway of rigorous research-based academic experiences complemented by exceptional quality and diverse field experiences leading to the skillful preparation of highly effective teachers and school leaders.

Mission: 
The mission of the ISU educator preparation program is to prepare teachers and administrators as continuous learners, collaborators, and transformational leaders through the application of rigorous research-based content and advanced pedagogy integrated with rich field experiences and fundamentally grounded in the land-grant mission of community access and opportunity.

Belief Statements: 
At Iowa State University, our educator preparation community of professional educators and students believe:

- **Belief #1:** Formal education does not occur in isolation. It exists in synergy with the education provided by families and communities and will enrich and be enriched by those connections.
- **Belief #2:** Education provides learners with equitable opportunities to acquire the knowledge, skills, and dispositions to achieve cognitive, affective, social, physical and economic well-being.
- **Belief #3:** Education prepares learners to positively influence people’s lives by successfully engaging in our democratic society and in the broader global community.
- **Belief #4:** The educational process is intentional and learner-centered. It requires the application of rigorous research-based content and pedagogical knowledge that is supported with the innovation of technologies.
- **Belief #5:** Transformational educators engage in a continual cycle of learning, practice, and reflection that informs their curricular, instructional, evaluative, and interactional decisions. Transformative educators have an ethical responsibility to expand human potential and improve people’s lives.
- **Belief #6:** High quality educator preparation includes collaborative field-based experiences that promote on-site learning opportunities that are varied, developmentally appropriate, and linked closely with academic preparation.
- **Belief #7:** Ongoing, multi-dimensional assessment is a critical tool of educators leading towards a better understanding and improvement of student learning.
Roles and Responsibilities

Student Teacher:
The primary responsibility of the student teacher is to transition from teacher candidate to professional educator. This is done by developing independence through initiative and growth on the part of the student teacher and scaffolded support on the part of the cooperating teacher and supervisor. The student teacher is truly a teacher candidate – no longer the student in the classroom but the educator supporting the learning of themselves and others. The student teacher’s goal is to ensure that the “student lens” has shifted to a professional lens – while still focusing on continued professional growth.

As this transition is occurring, it is important for the student teacher to remember that they are now viewed as a professional educator in all contexts and at all times. How one behaves, the choices one makes, how one represents themselves – regardless of the setting – will influence how others view the student teacher as a professional. It will influence the level of respect other educators, parents, students, community members, and other stakeholders have for you.

The student teacher is expected to display professional ethics, especially in regards to decision-making and communication. Professional ethics is more than following the law, rules, or guidelines. Professional ethics reflect one’s basic beliefs about education – i.e. what grounds an individual in the profession, what are the basis of an individual’s philosophical stances, and the like. Every decision an educator makes is a test and reflection of professional ethics. Why is this decision being made? What is the grounding? What beliefs/stances are guiding the decision? How will it affect students?

In addition, a student teacher is expected to display professional ethics in regards to communication. The student teacher should maintain strict confidentiality in regards to all school, staff, and student issues. Matters that occur at school need to be kept at school, not discussed with family or friends. A student teacher may share information with their supervisor or the student teacher coordinator if support/help/coaching is needed. Anything the cooperating teacher shares with the student teacher in regard to students and/or their families must to be kept in the strictest of confidence.

The student teacher is expected to meet all of the expectations of professional educators in the school and district. The student teacher will follow all contractual expectations and guidelines, including but not limited to daily start times and end times, contract days, professional appearance, and all other professional obligations. The student teacher is expected not only to attend, but to actively engage in, all staff meetings, team meetings, parent-teacher conferences, and professional development opportunities at the team, school, and district levels.

The student teacher is expected to embed themselves in the culture and community of the school, district, and community. The student teacher needs to actively participate in both formal and informal staff gatherings and become acquainted with a variety of staff members. The student teacher needs to participate in “outside of school” activities that allow them to interact and build relationships with families and community members. The student teacher needs to actively support the vision and mission of the school and district.

The student teacher is expected to own the responsibility of completing all expectations, projects, activities, and associated tasks. The student teacher needs to organize, manage, and monitor their completion of
projects, activities, and associated tasks. It is not the responsibility nor the obligation of the supervisor or cooperating teacher to provide reminders of due dates, of tasks that need to be completed, and the like. It is not the responsibility nor the obligation of the supervisor or cooperating teacher to pursue the student teacher to submit expectations, projects, activities, or tasks. *This is a transition point for the student teacher.* Student teaching is not like other courses during which instructors want to ensure completion of all learning opportunities. *It is a professional setting where it is the sole responsibility of the educator to complete requirements (with requested support when needed).*

The student teacher is expected **to own responsibility for continued personal and professional learning and growth.** The student teacher needs to identify areas for continued growth and independently seek out opportunities for learning. The student teacher is responsible for observing, asking questions, asking for feedback, and seeking out the knowledge, coaching, and support of the supervisor and cooperating teacher. As a professional, the student teacher must monitor their own learning and ensure their continued growth.

The student teacher is expected **to collaborate with their mentor (cooperating teacher) and coach (supervisor).** These individuals are critical resources to a new educator and are there to support the new educator’s transition to independence and being a professional. The student teacher needs to be responsive to coaching and use the feedback provided to continue to grow, learn, and strengthen their practices.

The student teacher is expected **to own responsibility for the students’ learning.** Quality instructional cycles, including monitoring of student learning, need to be a priority as a professional educator.

The student teacher is expected **to implement professional practices,** including but not limited to the following:

- Demonstrating a positive attitude
- Demonstrating professional growth
- Demonstrating responsibility
- Demonstrating preparedness
- Demonstrating collaboration

**The student teaching experience is the teacher candidate’s career and profession. It is a full time job. It is the top priority. It is an opportunity to fill the role of a professional educator scholar.**
Cooperating Teacher:
The primary responsibility of the cooperating teacher is to support the teacher candidate in transitioning from student teacher to professional educator scholar by serving as a mentor. By the following semester, the student teacher will be a professional colleague and needs to exit the student teaching experience prepared for this role. The student teacher doesn’t enter this experience ready for this role. The student teacher will need support, practice, and coaching to learn and grow.

Part of this transition is navigating the challenges of being a professional educator. The cooperating teacher can acknowledge these challenges and provide support, encouragement, and coaching through these challenges. The cooperating teacher can also support the student teacher’s development of strategies to balance work, family, and other obligations while being a professional educator. Ideas, suggestions, and modeling can be extremely helpful.

In addition, this transition needs to include the student teacher owning the responsibility for student learning. The cooperating teacher needs to expect this ownership and provide mentoring in how to develop this ownership successfully and effectively.

The cooperating teacher needs to expect the student teacher to behave professionally, implement professional practices, and display professional ethics. The student teacher needs to view this experience through the lens of a professional and not a student. This is a new transition and the individual may need support in being held accountable for this. If the student teacher is not behaving in professional ways, the cooperating teacher needs to have crucial conversations with the student teacher to identify the concerns and establish clear expectations.

The cooperating teacher needs to support and expect the student teacher’s growth towards independence. The cooperating teacher needs to collaborate with the student teacher and support the co-planning process. The cooperating teacher needs to provide quality cognitive coaching and scaffolded support for the growth and development of the student teacher.

The cooperating teacher needs to expect the student teacher to own responsibility for continued personal and professional learning and growth. The student teacher is responsible for observing, asking questions, asking for feedback, and seeking out the knowledge, coaching, and support of the supervisor and cooperating teacher. As a professional, the student teacher must monitor their own learning and ensure their continued growth. At the same time, the cooperating teacher can support this process by giving suggestions, providing feedback, helping to identify areas for growth, and sharing resources.

The cooperating teacher needs to provide opportunities for the student teacher to complete expected projects, activities, and tasks. It is important, though, that the cooperating teacher expects the student teacher to own their learning. It is not the responsibility nor the obligation of the supervisor or cooperating teacher to pursue the student teacher to submit expectations, projects, activities, or tasks. This is a transition point for the student teacher. Student teaching is not like other courses during which instructors want to ensure completion of all learning opportunities. It is a professional setting where it is the sole responsibility of the educator to complete requirements (with requested support when needed).

It is important that the cooperating teacher honor and respect the student teacher as a professional. The student teacher will have their own ideas, opinions, and professional stances. While the classroom belongs to
The cooperating teacher, providing an opportunity for the student teacher to express and negotiate their own thinking is important.

The cooperating teacher needs to support the student teacher in meeting the expectations for professional educators in the school district. Inviting the student teacher to staff meetings, team meetings, parent-teacher conferences, and professional development opportunities at the team, school, and district levels will help the student teacher engage as a professional.

The cooperating teacher needs to support the student teacher in becoming embedded in the culture and community of the school, district, and community. The student teacher needs to actively participate in both formal and informal staff gatherings and become acquainted with a variety of staff members. The cooperating teacher can support this by facilitating introductions and making invitations to the student teacher. The student teacher needs to participate in “outside of school” activities that allow them to interact and build relationships with families and community members. Again, invitations from and introductions by the cooperating teacher can facilitate these relationships.

**The cooperating teacher is a critical component of the student teaching experience. The cooperating teacher is responsible for mentoring a teacher candidate into the profession of education.**
Supervisor:
The primary responsibility of the supervisor is to support the student teacher in transitioning from teacher candidate to professional educator scholar by serving as a coach. By the following semester, the student teacher will be a professional colleague and needs to exit the student teaching experience prepared for this role. They do not enter this experience ready for this role. They will need support, practice, and coaching with quality feedback to learn and grow. The supervisor’s role is to serve as an instructional coach using cognitive coaching methods.

Part of this transition is navigating the challenges of being a professional educator. The supervisor can acknowledge these challenges and provide support, encouragement, and coaching. The supervisor can also support the student teacher’s development of strategies to balance work, family, and other obligations while being a professional educator. Ideas, suggestions, and modeling can be extremely helpful. In addition, this transition needs to include the student teacher owning the responsibility for student learning. The supervisor needs to expect this ownership and provide coaching in how to address this ownership successfully and effectively.

The supervisor needs to expect the student teacher to behave professionally, implement professional practices, and display professional ethics. The student teacher needs to view this experience through the lens of a professional and not a student. This is a new transition and the individual may need support in being held accountable for this. If they are not behaving in professional ways, the supervisor needs to have crucial conversations with the student teacher to identify the concerns and establish clear expectations.

The supervisor needs to support and expect the student teacher’s growth towards independence. The supervisor needs to provide quality cognitive coaching, including quality feedback and scaffolded support for the growth and development of the student teacher.

The supervisor needs to expect the student teacher to own responsibility for continued personal and professional learning and growth. The student teacher is responsible for observing, asking questions, asking for feedback, and seeking out the knowledge, coaching, and support of the supervisor and cooperating teacher. As a professional, they must monitor their own learning and ensure their continued growth. At the same time, the supervisor can support this process by giving suggestions, providing feedback, helping to identify areas for growth, and sharing resources.

The supervisor needs to ensure student teachers understand requirements of expected projects, activities, and tasks and answer questions about the requirements and expectations. It is important, though, that the supervisor expects the student teacher to own their learning. It is not the responsibility nor the obligation of the supervisor or cooperating teacher to pursue the student teacher to submit expectations, projects, activities, or tasks. This is a transition point for the student teacher. Student teaching is not like other courses during which instructors want to ensure completion of all learning opportunities. It is a professional setting where it is the sole responsibility of the educator to complete requirements (with requested support when needed).

It is important that the supervisor honor and respect the student teacher as a professional. The student teacher will have their own ideas, opinions, and professional stances. The supervisor providing an opportunity for the student teacher to express and negotiate their own thinking is important.

The supervisor is a critical component of the student teaching experience. The supervisor is the coach that is responsible for supporting the teacher candidate in transitioning into a professional educator scholar.
Policies and Procedures

Iowa State University Educator Preparation Policies
Iowa State University Policies
Additional Statements
Student Teaching Course Requirements and Expectations
Iowa State University Educator Preparation Policies

The following Iowa State University Educator Preparation Policies may be applicable as part of the student teaching process:

- Teacher education decision making guide for criminal background check results
- Self-reporting requirements
- Appeal process for teacher candidates
- Substitute Teaching during the Student Teaching Experience

Student Teachers may act as a substitute teacher within their assigned student teaching classroom for their cooperating teacher. In order to serve as a substitute teacher, you must obtain a Substitute Authorization from the Iowa Board of Educational Examiners.

  - The BOEE does charge a fee for this authorization. To learn more about the authorization, click here: https://boee.iowa.gov/license-authorization/substitute-authorization
  - If you have any questions about the Substitute Authorization, please contact Teresa Kahler at takahler@iastate.edu. As our Licensure Coordinator, she will be able to support you through this process.

Student teachers always have the right to decline an opportunity to substitute teach. Iowa State fully supports any decisions made in regards to not substitute teaching.

- Decision point 2: requirements candidates must meet prior to student teaching
- Cancellation of Student Teaching After Decision Point 2 Meetings and Prior to Start of Student Teaching
- Field experience placements in districts with previous relationships
- Length of student teaching experience
- Trainings Required Prior to Student Teaching
- Violent Incident Response Training
- Teacher candidate requirements to purchase liability insurance
- Unsatisfactory Practicum or Student Teaching Performance for Teacher Candidates Pursuing a License
- Decision point 3: Recommendation for licensure

As an educator, using materials appropriately is a required professional skill and expectation. As a student teacher, you will be held accountable to the Misuse of Course Materials in the Educator Preparation Program statement.
Iowa State University Policies and Statements

- **Free Expression**
  Iowa State University supports and upholds the First Amendment protection of *freedom of speech* and the principle of *academic freedom* in order to foster a learning environment where open inquiry and the vigorous debate of a diversity of ideas are encouraged. Students will not be penalized for the content or viewpoints of their speech as long as student expression in a class context is germane to the subject matter of the class and conveyed in an appropriate manner.

- **Non-Discrimination and Anti-Harassment**
- **Academic Dishonesty**
- **Accessibility Statement**
- **Discrimination and Harassment**
- **Religious Accommodation**

**Contact Information for Academic Issues**
If you are experiencing, or have experienced, a problem with any of the above issues, email academicissues@iastate.edu

**Iowa State University Additional Statements**

- **Candidate’s name, gender identity, and/or gender expression**
- **Supporting student health and wellness**
- **Mutual respect and professionalism**
- **Additional Information about ISU Inclusive Language Policy**
- **Usability, disability and design**
**Iowa State University’s Principles of Community**

Student Teachers are responsible for living the tenets established in ISU’s Principles of Community: Respect, Purpose, Cooperation, Richness of Diversity, Freedom from discrimination, and the Honest and respectful expression of ideas.

<table>
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<th>Description</th>
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<tr>
<td><strong>Respect</strong></td>
<td>We seek to foster an open-minded understanding among individuals, organizations and groups. We support this understanding through outreach, increasing opportunities for collaboration, formal education programs and strategies for resolving disagreement.</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>We are encouraged to be engaged in the university community. Thus, we strive to build a genuine community that promotes the advancement of knowledge, cooperation and leadership.</td>
</tr>
<tr>
<td><strong>Cooperation</strong></td>
<td>We recognize that the mission of the university is enhanced when we work together to achieve the goals of the university. Therefore, we value each member of the Iowa State University community for their insights and efforts, collective and individual, to enhance the quality of campus life.</td>
</tr>
<tr>
<td><strong>Richness of diversity</strong></td>
<td>We recognize and cherish the richness of diversity in our university experience. Furthermore, we strive to increase the diversity of ideas, cultures and experiences throughout the university community.</td>
</tr>
<tr>
<td><strong>Freedom from discrimination</strong></td>
<td>We recognize that we must strive to overcome historical and divisive biases in our society. Therefore, we commit ourselves to create and maintain a community in which all students, staff, faculty and administrators can work together in an atmosphere free from discrimination, and to respond appropriately to all acts of discrimination.</td>
</tr>
<tr>
<td><strong>Honest and respectful expression of ideas</strong></td>
<td>We affirm the right to and the importance of a free exchange of ideas at Iowa State University within the bounds of courtesy, sensitivity and respect. We work together to promote awareness of various ideas through education and constructive strategies to consider and engage in honest disagreements.</td>
</tr>
</tbody>
</table>

Visit ISU’s Principles of Community website ([https://www.diversity.iastate.edu/connect/principles](https://www.diversity.iastate.edu/connect/principles))
Student Teaching Course Requirements and Expectations

Expectations:
The student teaching program at Iowa State University places priority on developing student teachers into reflective practitioners. As a required field experience for teacher education students, the program provides time for learning, experimentation, critical analysis and practice.

Communication and Professional Relationships
- Contact cooperating teachers and arrange to visit prior to student teaching.
- You are expected to respond to all student teaching related emails within 24 hours. This includes communications from your cooperating teacher, school administrators, parents/guardians of students, university supervisors, licensure coordinator, and clinical experience coordinators.
- With guidance from your cooperating teacher, you are encouraged to be creative in planning and delivering your lessons.
- Work cooperatively with school personnel. Accept and implement suggestions from your cooperating teacher and supervisor.
- Help with classroom and after-school duties. Assume instructional supervision responsibilities with cooperating teachers (e.g. parent conferences, recess/hall duty, lunch/study hall duty, etc.).
- Build contingency plans for emergencies (e.g. child care for sick and well children, transportation problems, military obligations, etc.).

Confidentiality and Anonymity
- In order to conform to Federal law, all spoken, written, and digital communication [i.e. email messages, email attachments, webpages, blog entries, etc.] must respect the confidentiality and rights to anonymity that students, parents, faculty-staff, and administrators have under the Family Educational Rights and Privacy Act [FERPA].

Attendance
- Student teachers do not have vacation days or personal days to use through the semester.
- The student teacher will inform the cooperating teacher and supervisor of any absences related to illness or emergency circumstances.
- If absent, substitute-quality lesson plans must be provided to the cooperating teacher prior to the beginning of the school day.
- Two or more days of absences in a half-semester session placement must be reported to your student teaching coordinator. Three or more days of absences in a full-semester session placement must be reported to your student teaching coordinator.
- Any extenuating circumstances requiring an absence must be negotiated with the student teaching coordinator, cooperating teacher and supervisor.
- The student teaching experience may be terminated or extended due to absences.
- Student teachers are to follow the calendars of their respective schools. This means students will take the Thanksgiving and Spring breaks of the host schools, not those of the university.
- Attend ALL teacher meetings and professional development offered by the school district and your supervisor.
- When scheduling job interviews, student teachers must consider their classroom responsibilities and seek prior approval from their cooperating teacher and supervisor. Student teachers are allowed two excused interview days during their student teaching semester and must have scheduled interviews or job fairs for the excused absence.
Working While Student Teaching

- Employment during student teaching is discouraged because student teaching is considered to be a full-time responsibility. If a student teacher is employed prior to student teaching they are encouraged to discontinue or cut back hours of employment. Priorities or focus on activities outside the student teaching experience can, and often do, adversely affect daily, midterm, and final evaluations. Student teachers will not be released early to arrive at a job or coaching position. If a student chooses to work, they must complete the “Disclosure of Employment, Extracurricular Activities, and Coursework” form and upload it to Tk20. The form is linked here: Disclosure of Employment, Extracurricular Activities, and Coursework

Professional Dress

- Professional dress is necessary so as not to disrupt the learning environment. Follow district and building policies.
- Dress, grooming, piercings, tattoos, etc. should not disrupt the learning environment – if in question seek the approval of the building principal.

Professional Ethics

- The student teacher’s personal disposition should comprise character, skills, and traits appropriate for the teaching profession. Moreover, the student teacher is expected to model exemplary ethical and legal behaviors at all times (both on and off the school grounds). Any breach of these standards may result in dismissal from the student teaching placement and/or the Iowa State Educator Preparation Program.
- Display behavior that is prompt, courteous, and dependable.
- Treat students fairly and with dignity.
- Adhere to the policies and philosophies of the cooperating school and district where assigned.
- Be prepared on a daily basis with lesson plans and materials.
- Be reflective in your experience, looking for ways to grow and strengthen your teaching.
- The use of electronics for personal reasons should be limited to personal time and not in the presence of students.
- Take the initiative in seeking help and feedback from your cooperating teacher(s). Welcome constructive criticism.

Licensure

- For information on the licensing process contact: Teresa Kahler, 1720B Lagomarcino Hall, 515-294-7004 or email takahler@iastate.edu.
- The licensing process starts at the beginning of the graduation semester, but applicants will not receive their license until all official grades are posted to transcripts and verification of graduation is completed (approximately three weeks following graduation). It is recommended to apply for an Iowa license at the time the teaching program is completed regardless of future plans. Program requirements can become dated and further coursework could be required if licensure is not completed upon student teaching and graduation.
- To successfully complete student teaching and be recommended for licensure, the student must earn a C or above.
- To be recommended for licensure as a program completer, candidates must meet the requirements in POLICY Decision Point 3: Recommendation for Licensure.

Iowa State Educator Preparation Program
Standards

Iowa State University Teacher Education Standards
Iowa State Educational Professional Attributes
Important Education Standards
Iowa State University Teacher Education InTASC Standards

The student teaching semester is a transitional time for teacher candidates preparing for initial licensure. They must show competency in the Iowa State University Teacher Education Standards through their student teaching experience. In addition, they also need to become familiar with the eight State of Iowa Teaching Standards. Beginning teachers will be expected to start gathering evidence of their competency in each area to share with their principals and administrators. Our final evaluation form reflects this transition, and is designed to help students begin to see these connections.

The Learner and Learning

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

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

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

Content

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

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

Instructional Practices

**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.
Standard #8A: Technology. The teacher integrates current and emerging technology in instruction to encourage student creativity, problem solving, collaboration, and digital literacy. Teachers practice and advocate safe, legal, and responsible use of information and technology.

Professional Responsibility

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

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

Iowa State Educator Preparation Professional Attributes

The Iowa State Educator Preparation Program has identified key professional attributes aligned to becoming a successful educator. You are expected to demonstrate these attributes during your student teaching experience.

Professionalism
- Regular and punctual attendance
- Completes assignments, projects and other work in a timely manner
- Responds positively to constructive feedback
- Proactively communicates with instructor/supervisor to address concerns / problems
- Takes responsibility for own learning
- Accepts responsibility for errors or failures and seeks to rectify
- Demonstrates good time management skills
- Expresses an opportunity (vs problem) approach to challenges
- Focused on quality of work produced not simply completing a requirement
- Embraces demanding work when purpose is relevant and/or important

Flexibility
- Adapts to change
- Deals appropriately with less than ideal situations when necessary

Interpersonal and Communication Skills
- Effectively expresses ideas in oral communication
- Effectively expresses ideas in written communication with appropriate attention to stylistic and compositional elements
- Encourages others to participate and share their thoughts

Iowa State Educator Preparation Program
Respectfully and actively listens to others
Uses diplomacy and respectful language when addressing others
Can disagree in a positive and constructive way
Provides effective feedback to others

**Collaboration and Teamwork**
Willingly contributes to group or team project work
Willing to assume leadership role
Effectively communicates with team members
Assumes personal responsibility for quality of final project product

**Inclusiveness**
Demonstrates inclusive attitudes and behaviors
Promotes the sharing of different perspectives and experiences
Does not express or effect bias based on demographics such as gender, race, religion, ethnicity or sexual orientation
Demonstrates a belief that all students can learn

**Important Education Standards**

**The Iowa Teaching Standards**
The Iowa Teaching Standards and Criteria

**Iowa Academic Standards**

**Iowa Fine Arts Standards**

**National Association for Music Education Standards**

**International Society for Technology in Education**
ISTE Standards for Educators
ISTE Standards for Students
Schedule and Requirements

Schedule, Requirements, and Stages of Student Teaching

Important Student Teaching Dates
Schedule and Requirements

Summary of Semester and Key Events

Below is a graphic summary of the key events of student teaching organized by week. Note: The Summary of Semester and Key Events diagrams are general guidelines. Not every placement will be exactly eight or sixteen weeks, and not every week will be a full week of teaching. Use the diagrams below for guidance but not as a prescription of exactly when tasks will be completed.

Table 1. Summary of Semester and Key Events – Two Half-Semester Session Placements

<table>
<thead>
<tr>
<th>Weekly Timeline</th>
<th>Pre-Semester</th>
<th>1 Seminar 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9 Seminar 2</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stages</td>
<td>Prep</td>
<td>Integration</td>
<td>Full Time Teaching (minimum of 2 weeks)</td>
<td>Phase Out</td>
<td>Integration</td>
<td>Full Time Teaching (minimum of 2 weeks)</td>
<td>Phase Out</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor</td>
<td>Meet and Greet</td>
<td>Observation 1</td>
<td>Observation 2</td>
<td>Midterm Evaluation 1</td>
<td>Observation 3</td>
<td>Observation 4</td>
<td>Midterm Evaluation 1</td>
<td>Observation 5</td>
<td>Observation 6</td>
<td>Midterm Evaluation 2</td>
<td>Observation 7</td>
<td>Observation 8</td>
<td>Final Evaluation 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2. Summary of Semester and Key Events – Full-Semester Session Placement

<table>
<thead>
<tr>
<th>Weekly Timeline</th>
<th>Pre-Semester</th>
<th>1 Seminar 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9 Seminar 2</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stages</td>
<td>Prep</td>
<td>Integration</td>
<td>Full Time Teaching (minimum of 4 weeks)</td>
<td>Phase Out</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor</td>
<td>Meet and Greet</td>
<td>Observation 1</td>
<td>Observation 2</td>
<td>Observation 3</td>
<td>Observation 4</td>
<td>Midterm Evaluation 1</td>
<td>Observation 5</td>
<td>Observation 6</td>
<td>Observation 7</td>
<td>Observation 8</td>
<td>Final Evaluation 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Stages of Student Teaching

Integration Stage
- The student teacher should be getting to know the students, the school, and cooperating teacher’s methods. The student teacher and the cooperating teacher should be determining the schedule for the student teaching experience. The student teacher gradually takes on more and more responsibility for developing and presenting lessons until they have more or less assumed all of the teaching responsibilities.

Full Time Teaching Stage
- Student teachers are required to full time (bell-to-bell) teach a minimum of two weeks (10 days) for a half-semester session placement and a minimum of four weeks (20 days) for a full-semester session placement. Cooperating teachers are not required to be physically present in the classroom at all times. However, ultimately, the licensed teacher is responsible for the students in their classroom and should exercise judgment in determining the suitability of leaving the room considering the students involved, the lesson being presented, and capability of the student teacher.
Phase Out Stage

- The student teacher should gradually relinquish the teaching duties back to the cooperating teacher. This involves tapering off of responsibilities, increased reflective analysis, participation in different activities, and observation in other classrooms.

Important Student Teaching Dates

Please review the calendar of important dates and events. You are responsible for knowing and following these dates.

Fall 2023 Important Due Date Information
Spring 2024 Important Due Date Information
Assignments

Half-Semester Session Checklist

Assignments

- Assignment – Placement Context (2)
- Assignment – Weekly Reflections (16)
- Assignment – Supervised Observations (8)
- Assignment – Music Student Teacher Project (1)
- Assignment – Student Teaching Portfolio (2)
- Assignment – Midterm and Final Evaluation (2)
- Assignment – Iowa Teaching Standards Mock Evaluation (1)
- Assignment – Substitute Teaching Readiness Self-Reflection (1)
- Assignment – Reflection Paper (1)
Assignment #1: Placement Context

To ensure success in your student teaching placement, it will be essential to learn about your district, school, and students. In Assignment #1, you will gather data to become better prepared for your experience. You will complete Assignment #1 for each placement you have during your student teaching semester.

- **Cooperating Teacher Interview on Placement Context** - Facilitate a conversation with your cooperating teacher to learn about your planning/instruction, individual student needs, classroom culture, and data analysis. You are expected to find the information for all listed questions. Your completed questionnaire should be uploaded in Tk20 by the end of the first full week of your student teaching experience.

- **Site Policies and Procedures Questionnaire** - Using the document titled *Site Policies and Procedures Questionnaire*, facilitate a conversation with your cooperating teacher to learn about your district, building, and classroom safety practices. You are expected to find the information for all listed questions. Your completed questionnaire should be uploaded in Tk20 by the end of the first full week of your student teaching experience.

- **Start Date** - In Tk20 please indicate the first day you began at your placement. Your start date can include professional development and room set-up prior to the August or January beginning of your student teaching experience. Your information should be uploaded in Tk20 by the end of the first full week of your student teaching experience.

- **Disclosure of Employment, Extracurricular Activities, and Coursework** - If you are working, participating in any extracurricular activities, or completing any coursework, you will be required to upload documentation disclosing that information. Your disclosure should be uploaded by the end of the first full week of your student teaching experience.

To access the Cooperating Teacher Interview on Placement Context form, click here: Coordinating Teacher Interview on Placement Context - Student Teaching
To access the Site Policies and Procedures form, click here: Rules, Policies, and Procedures
To access the Disclosure of Employment, Extracurricular Activities, and Coursework form, click here: Disclosure of Employment, Extracurricular Activities, and Coursework
Assignment #2: Weekly Reflections

You are required to complete and submit weekly journals to reflect on the events of your student teaching placement as connected to the InTASC Standards. You will find eight required journal topics and prompts listed below. Your journals are expected to be a minimum of one typed page in length and scored based on the Written Reflection Rubric. You must identify which standard is discussed in your journal and all standards must be covered. Journals must be uploaded to Tk20. Weekly journals must be uploaded to Tk20 by 9:00AM on Wednesdays.

To access the written reflection rubric, which applies to these reflections, please click here: Written Reflection Rubric

Journal Topics for Designated Weeks – the even numbered weeks will be topic of your choice:

Weekly Reflection Week 1: Transitioning into Your Professional Life
Weekly Reflection Week 3: Planning for Instruction
Weekly Reflection Week 5: Learning Environment
Weekly Reflection Week 7: Assessment for Learning
Weekly Reflection Week 9: Parent and Family Communication
Weekly Reflection Week 11: Professional Development and Team Collaboration
Weekly Reflection Week 13: Integrating Technology into Learning and Teaching
Weekly Reflection Week 15: Launching Your Professional Career
Assignment #3: Supervised Observations

An assigned Iowa State supervisor will formally observe you teach and provide feedback during your student teaching experience. The state requires a minimum of “bi-weekly” observations, totaling 4 observations per half-semester session or 8 observations for a full-semester session. The number of formal observations may increase based on a student teacher’s need as determined by the supervisor.

Assignment #3 directly relates to those formal observations. For each formal observation, the student teacher must complete the following components and upload the formal lesson plan and written Supervisor Feedback Form to Tk20 within 24 hours of teaching each lesson:

- **Scheduling** - Determine the appropriate format for your observation and provide the necessary access for viewing (face-to-face or online). Formal observations can occur virtually or in-person, but must be in real time and not recorded. The teaching format, district visitor policy, and supervisor need will determine the observation format.

- **Formal Lesson Plan** – Using the Lesson Plan Rubric, write a detailed lesson plan and submit it to your supervisor (and cooperating teacher, if requested) prior to the beginning of your lesson. Your supervisor and/or cooperating teacher will determine how far in advance your lesson plan should be submitted. Any lesson plan format is acceptable as long as all lesson plan elements from the rubric are included. Upload a copy of your final lesson plan to Tk20.
  - At least one supervised observation per half-semester session (two for a full-semester session placement) must incorporate the use of advanced technology that is student interactive and engaging.
  - To access the Lesson Plan Rubric, please click here: Lesson Plan Rubric

- **Supervisor Observation Feedback Form and Post-Conference** - After each formal observation, your supervisor will conference with you and provide written feedback. Upload your supervisor’s written feedback to Tk20.
  - To access the Music Supervisor Feedback Form, please click here: Form
  - You are required to reflect and discuss your lesson with your supervisor after each observation. The following prompts may be used by your supervisor in guiding each conference conversation.
    1. What do you believe went well during your lesson? Explain.
    2. What improvements would you make to the lesson you taught?
    3. Do you believe your learning objectives were met? How did you assess your students?
    5. What are the next instructional steps regarding your lesson objectives?
    6. How did or might you use technology in the lesson? How did it impact instruction?
    7. How did you plan for and meet the needs of individual learners?
Assignment #4: Music Education Student Teacher Project

There are music education projects for each type of placement (band, choir, general music, orch). Please be sure to complete the correct assignment. If you are unsure, please contact Dr. Royston or your supervisor.

You will find the assignment linked here: https://iastate.box.com/s/plvkcxymg0fsw62b92ak15yqmhmgdked

Assignment #5: Student Teaching Portfolio

You are required to keep and organize a student teaching portfolio (digital and/or hardcopy) You should include all school information including handbooks, policies, emergency procedures, curriculum, etc. All unit plans, lesson plans, music, activities, and teaching materials for each full placement should be kept and organized.

Assignment #6: Midterm and Final Evaluations

You are required to complete evaluations to reflect on your progress throughout your student teaching experience as identified in the InTASC standards and the State of Iowa Teaching Standards. These evaluations will be completed at midterm and at the conclusion of your session(s).

- ISU Teacher Candidate Evaluation (Midterm and Final)
  At both the midterm and the final week of each student teaching session, you will be evaluated by both your supervisor and your cooperating teacher with the ISU Teacher Candidate Evaluation. You will also complete the midterm evaluation and the final evaluation as a self-reflection. Rate yourself and provide written comments as outlined. If you are in a full-semester session placement, you will only complete one midterm and one final evaluation self-reflection. If you are in two placements, you will complete a midterm and a final evaluation self-reflection for each placement. Your self-evaluation will be discussed at both your midterm and final triad meetings and must therefore be completed prior to those meetings. These self-evaluations are located on Tk20 in your field experience binder.

Assignment #7: Iowa Teaching Standards Mock Evaluation

Iowa Teaching Standards Mock Evaluation (once per student teaching semester)
Toward the end of the student teaching semester (the end of a full-semester session or at the end of the second session), each student teacher will participate in an Iowa Teaching Standards Mock Evaluation. This assignment will not be graded for content, but rather completion. It is designed as an opportunity for the student teacher to become familiar with the Iowa Teaching Standards.
**Prior to the evaluation:**
- Request an evaluation visit from your cooperating teacher or an individual who holds an Iowa evaluator license. This person could be an instructional coach, principal, dean of students, etc. *Note: if you are student teaching outside of the state of Iowa, your evaluator does not need to hold an Iowa evaluator license.*
- Determine the appropriate format for your observation and provide the necessary access for viewing.
- Provide a detailed lesson plan (following the requirements of the lesson plan rubric) and a copy of the Mock Evaluation Tool to your evaluator prior to your lesson being taught. The evaluator can choose to use their *district evaluation tool* or the Mock Evaluation Tool at [this link](#).

**After the observation:**
- Self-reflect and conference with the Mock Evaluator.
- Upload a copy of the completed evaluation form to Tk20.

To access the form, please click here: [Mock Evaluation Tool](#).

Note: If you are student teaching abroad during your second half-session, you must complete the mock evaluation assignment in your first half-session placement.

**Assignment #8: Substitute Teaching Readiness Self-Reflection**

**Substitute Teaching Readiness Self-Reflection**
As discussed earlier in this Handbook, student teachers may have the opportunity to substitute teach for their cooperating teacher if they have obtained their substitute authorization from the Iowa BOEE. Each student teacher, whether they have substitute authorization or not, will be asked to self-reflect on their readiness to substitute teach and complete a Tk20 form during the following weeks:
- 1st Session – week 6
- 2nd Session – weeks 2 and 6
- Full Session – weeks 4, 6, 10, 12, and 14

You will also be asked to self-reflect on your midterm evaluation.

**If you serve as a substitute teacher, please record this experience in the “Substitute Teaching Log” in Tk20.**

Note: While out-of-state student teachers do not have the ability to substitute teach, they do need to complete the substitute teaching readiness self-reflections like all other students.
Evaluation

Iowa State InTASC Standards and Indicators
Evaluation Criteria
Grading and Evaluation of Student Teachers
### Scoring Criteria for Evaluations

In an effort to be consistent with the state of Iowa evaluation process yet have enough information to determine letter grades for the student teaching experience, we have adopted a four-point system.

<table>
<thead>
<tr>
<th>Score</th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Distinguished</td>
<td>The candidate shows advanced depth of knowledge of the standard and enriches student learning. “Distinguished” performances are given to the infrequent but exceptional A+ student who is excellent and exemplary in their teaching skills.</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
<td>The candidate has a clear grasp of the standard and translates knowledge into effective practice. “Proficient” performances are reserved for those students who exhibit higher level skills, are independent, and have gone well beyond minimum expectations for licensure. These students would be earning grades in the A range.</td>
</tr>
<tr>
<td>2</td>
<td>Developing</td>
<td>The candidate’s knowledge or performance in this area is rudimentary and may perform satisfactory with support. “Developing” performances indicate limited skills, but reflect a passing grade such as those in the C range. Students who are making progress, but will need additional assistance to be successful are included in this category.</td>
</tr>
<tr>
<td>1</td>
<td>Unacceptable</td>
<td>The candidate does not have a grasp on the standard described. “Unacceptable” performances correlate with letter grades that indicate failure or need for remediation, such as D’s and F’s.</td>
</tr>
</tbody>
</table>
Grading and Evaluation of Student Teachers

Grades for the student teaching semester should indicate the competency of a person to be recommended for initial licensure. Competency should be assessed with reference to the student’s peers in the professional setting and as a developing novice teacher. The supervisor and the cooperating teacher will both recommend a grade at the end of the student teaching session. Iowa State University determines the final grade a student receives for student teaching based upon all of the data gathered.

It is hoped that the terminology used in the grading criteria below will assist not only in determining an appropriate grade for a student, but also in writing their recommendation or letter of reference. For elaboration of the grading criteria, please refer to the Final Evaluation Form for Student Teaching.

An individual who earns an A:
- Is capable of functioning effectively and independently as an entry level professional person.
- Has demonstrated outstanding knowledge, skills and attitudes relevant to a wide variety of professional responsibilities and relationships.
- Has demonstrated a high level of self-motivation, ability to learn and interest in their development.
- A person who receives an A can be recommended with no reservations.

An individual who earns a B:
- Will need occasional assistance in order to function as an entry-level professional person.
- Has demonstrated a good base of knowledge, skills and attitudes relevant to professional roles responsibilities and relationships.
- Showed an adequate level of self-motivation, ability to learn and interest in their development.
- A person who receives a B can be recommended with confidence for a position after noting strengths and weaknesses.

An individual who earns a C:
- Will need considerable assistance in order to function effectively as an entry-level professional person.
- Has demonstrated adequate knowledge, skill and attitudes in some relevant professional areas, and is making progress in developing a good base level in other relevant areas.
- Has demonstrated a need for more initiative and/or guidance in their learning and continued professional development.
- A person who receives a C can be recommended with reservations.

An individual who earns a D:
- May fall short of overall effectiveness as a professional person, even with extensive assistance.
- Demonstrated limited knowledge, skills and attitudes relevant to the field and has demonstrated little progress in developing an adequate level of functioning necessary to assuming professional responsibilities.
- Effectively showed characteristics that may preclude success in working with children and others.
- A person who receives a D cannot be recommended for licensure and will be counseled out of the program.

An individual who earns an F:
- Has inadequate knowledge, skills and attitudes to function as a professional person.
- Has not demonstrated sufficient knowledge, skills or attitudes for an entry level professional.
- Showed characteristics that could be detrimental to children and/or others.
- A person who receives an F cannot be recommended for licensure and will be counseled out of the program.
Tk20

Tk20 Introduction
Tk20 Quick Guides
Tk20: The Data Management System for Educator Preparation

The Iowa State University Educator Preparation Program uses Tk20 as its data management system.

As in practicums, Tk20 will be used to submit and store your student teaching tasks, projects, and activities. It will be a place to record your critical self-reflections. It will be a place to request and receive feedback. It will be a place to provide feedback to the teacher preparation program.

Your cooperating teacher and your supervisor will also be using Tk20 to provide feedback on your assignments and complete evaluations on your performance. You will be able to view the annotated feedback they provide on assignments and the forms they complete by clicking on the “Assessment” tab in your binder.

It is expected that student teachers will review Tk20 Quick Guide provided on the next two pages. Remember, it is your responsibility to ensure that tasks and/or the binder is submitted by the due date.

You may also need to support your cooperating teacher in using the system. Cooperating teachers log in to Tk20 for the first time by using their email address as both their Username and their Password. If a cooperating teacher has previously logged in and can’t remember their password, there is a place to “click” on the log-in page. If the cooperating teacher is still struggling to log in to Tk20, please have them contact Eduardo Boro directly.

Tk20 Teacher Candidate Log-In Information:
Website: https://iastate.tk20.com
Username: ISU NetID
Password: ISU Net ID Password

If you have questions about logging into Tk20, contact:
Eduardo Boro
515-294-7603
eboro@iastate.edu

If you have technical questions about Tk20, contact:
Tk20 by Watermark support@Tk20.com – Additional assistance 24 hours a day Monday through Friday and 11:30 AM-9:00 PM (Central) on Saturdays and Sundays. Please include your name, current institution, and Internet browser information
1-800-311-5656 - Monday through Thursday, 7 AM to 7 PM (Central), and Friday, 7AM to 6 PM (Central)

Tk20 Quick Guide for Field Experiences: Student Teaching
• Tk20 Quick Guide for Candidates - Student Teaching
• Tk20 Quick Guide for Cooperating Teachers - Student Teaching
• Tk20 Quick Guide for Supervisors - Student Teaching
Forms

Student Plan for Improvement
Feedback on Cooperating Teacher Forms
Feedback on Supervisor Forms
Student Plan for Improvement

If additional support is needed to support a student teacher’s success, a Student Plan for Improvement will be created.

To access the form, please click here: Student Plan for Improvement

Feedback on Cooperating Teacher Forms

The student teacher and the supervisor will both provide anonymous feedback on the cooperating teacher through Tk20.

To view these forms, please use the following links:

- Teacher Candidate Feedback on Cooperating Teacher
- Supervisor Feedback on Cooperating Teachers

Feedback on Supervisor Forms

The student teacher and the cooperating teacher will both provide anonymous feedback on the supervisor through Tk20.

To view these forms, please use the following links:

- Teacher Candidate Feedback on Supervisor
- Cooperating Teacher Feedback on Supervisor
Appendix A

COVID-19 Information

COVID-19 Related Policies:

COVID-19 Health and Safety Requirements in Partner Schools -
As with all policies, student teachers are expected and required to abide by and implement all host school policies, procedures, practices, and guidelines related to COVID-19.

Schools have the authority and the responsibility to deny student teachers who do not implement their policies, procedures, practices, and guidelines related to COVID-19 entry into their building and participation in their classrooms. Failure to abide by and implement host school policies, procedures, practices, and guidelines related to COVID-19 may result in dismissal from the student teaching experience. If this occurs, you will not be considered a program completer and will not be recommended for licensure.

COVID-19 Information and Policies at ISU -
For the most up-to-date information on Iowa State University’s COVID guidance, please visit https://web.iastate.edu/safety/updates/covid19