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LUTHER COLLEGE

Student Teaching Handbook

Education Department

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Introduction

This handbook is a reference for the student teacher, cooperating teacher, and Luther supervisor. Student teaching is one of the most significant parts of teacher preparation. The student teaching program at Luther College places a priority on developing the ability of the student teacher to become an effective, reflective teacher. It provides the opportunity for the student teacher to experience all the dimensions of teaching and to continue to apply what has been learned in coursework and practica. The success of the student teaching experience depends upon close cooperation, communication, and effective relationships among cooperating teachers, administrators, Luther supervisors, faculty, and each student teacher.

Luther College Education Department Diversity Statement

The faculty, staff, and emerging teachers in the Education Department at Luther College unequivocally denounce all forms of bias and hate. We strive to create an inclusive community where differences according to race, ethnicity, language, religion, national origin, gender identity, sexual orientation, socioeconomic status, age, and (dis)ability status are valued and affirmed. We are committed to challenging and eradicating racism, white privilege, xenophobia, heteronormativity, sexism, ableism, classism, and other unforeseen biases we bring into the classroom. Finally, we recognize our role and responsibility as teachers to create a more just and humane society so that all children may thrive.

Luther College Mission Statement

In the reforming spirit of Martin Luther, Luther College affirms the liberating power of faith and learning. As people of all backgrounds, we [embrace diversity](#) and challenge one another to learn in community, to discern our callings, and to serve with distinction for the common good.

As a [college of the church](#), Luther is rooted in an understanding of grace and freedom that emboldens us in worship, study, and service to seek truth, examine our faith, and care for all God's people.

As a [liberal arts college](#), Luther is committed to a way of learning that moves us beyond immediate interests and present knowledge into a larger world—an education that disciplines minds and develops whole persons equipped to understand and confront a changing society.

As a residential college, Luther is a place of intersection. Founded where river, woodland, and prairie meet, we practice [joyful stewardship](#) of the resources that surround us, and we strive to be a community where students, faculty, and staff are enlivened and transformed by encounters with one another, by the exchange of ideas, and by the life of faith and learning.

Conceptual Framework for Teacher Education

“Preparing Competent, Caring, and Inquisitive Teachers for Global Responsibility”

The Education Program at Luther College is founded on the principles that a command of theoretical knowledge about learning and human behavior, a foundation of knowledge in the subject matter to be taught, an understanding of how theory and subject matter shape pedagogy, and a repertoire of teaching competencies that facilitate teaching and learning are essential to the development of effective reflective beginning teachers. Informing all of these elements is a moral stance that grows out of the College’s roots and the discipline’s long commitment to further the education of successive generations.

Flowing from the Luther College Mission Statement, the conceptual framework guides the Education Department’s vision for preparing student teachers to work effectively in PK-12 schools and guides development of courses, teaching, candidate performance, service, and department accountability. The framework is continually assessed and revised, for it is based on the philosophical assumption of the teaching profession as a developmental process (*Goodlad & McMannon, 2004*). Therefore, reflection on one’s development and the framework are critical to the candidate’s success.

The education department faculty, as an academic community of Luther College, has formulated five strands providing the foundation on which candidates build both teaching competence and a sense of vocation.

Strand I: The Liberal Arts

Luther College teacher education candidates acquire knowledge grounded in the liberal arts, as they provide a foundation for educated adults.

Strand II: Knowledge, Skills, and Dispositions

Luther College teacher education candidates develop knowledge, skills, and dispositions necessary for quality teaching and learning.

Strand III: Accountability

Luther College teacher education candidates apply the knowledge, skills, and dispositions as measured by teacher standards and personal vocational choices.

Strand IV: Diversity

Luther College teacher education candidates develop as caring and culturally competent teachers for the 21st century as they interact with diverse populations.

Strand V: Reflection

Luther College teacher education candidates evolve as ethical, reflective, and critical thinkers, essential to life-long learning.

Embedded in each strand are the mechanisms designed to assess the continuous growth and progress toward articulated program outcomes. Candidates are active participants in this assessment process as they continue developing as teachers.

Purposes of Student Teaching

To provide opportunities to further apply the knowledge and skills acquired in the teacher education program, to demonstrate attitudes consistent with good teaching, and to perform those professional duties deemed important in each school setting.

To provide opportunities for the student teacher to further practice the role of the teacher in the school and to identify with that role.

To provide the student teacher with a structured and supervised internship that gives the candidate successively more demanding assignments under the daily guidance of the cooperating teacher in cooperation with college faculty and Luther supervisors.

To provide opportunities for the student teacher, Luther College faculty and Luther supervisors, and school personnel to assess the candidate's readiness to be a teacher.

Roles and Responsibilities of the *Student Teacher*

Student teachers are required to attend an informational meeting scheduled one year before they are going to student teach. At this meeting, the student teacher completes and signs the *Student Teaching Contract of Understanding* (see appendix).

A meet and greet must occur within the first few days after the placements begin. The *Student Teaching Checklist* (see the appendix) should be used to review subjects, grade level, placement dates and responsibilities. This is to ensure the accuracy of the Education Department's information. If the department's information in Anthology is not correct, please contact Renee Gunderson at gunderre@luther.edu.

The student teacher, cooperating teacher and Luther supervisor should all have copies of the checklist. In partnership with the cooperating teacher, the student teacher should communicate with their students and their students' parents regarding their student teaching placement.

Student teachers are expected to be in school the full day, devoting attention to their assigned school and following the same schedule as their cooperating teacher. They should participate in all activities that are a normal part of the school program. This includes, but is not limited to, before and after school activities, extra rehearsals, professional meetings, parent teacher conferences, and open house events. If student teaching during the fall semester, arrangements are to be made to attend fall workshop/in-service days. Student teachers should be active members of the profession, the school, and the community.

If employment is an absolute necessity, it should be kept to a minimum and confined to weekends. Along with assuming instructional responsibilities, it is expected that student teachers participate in school-sponsored programs, in-service, and other professional development activities. Student teachers are also expected to assume responsibility for routine procedures related to non-teaching duties under the supervision and direction of the cooperating teacher.

Preparation

Once placement details are learned, student teachers should send an email of introduction to the cooperating teacher and principal. This is to confirm the placement and to share contact information. Student teachers are advised to set up school visits the semester before placements begin. If an advance visit is not possible, a remote meeting or phone call is encouraged. Student teachers are to inquire about what topics, strategies, or resources they can familiarize themselves with prior to beginning their placements.

The *Orientation Checklist* (see appendix) provides suggested topics to assist the student teacher in getting acclimated to the placement and unique attributes of the particular school and classroom where they will be student teaching.

Background Checks

Student teachers will complete a background check no more than one year before their student teaching semester begins. Each school district determines if a background check will be completed by the college, district, or other agency. Student teachers are responsible for following through with the directed process in a timely manner. Districts may require background checks be completed more recently than within a year. In those circumstances, the school district's requirements will be followed. The field placement officer and the education department administrative assistant will assist with any questions.

Enrollment

Student teachers must be registered for either EDUC 486 or MUED 486, Teaching Practicum, prior to beginning a placement. In addition, elementary education majors are required to register for EDUC 490, Senior Project (Advanced Portfolio and Presentation). Secondary education minors and those earning K-12 endorsements may register for EDUC 382, Content Area Literacy Practicum, concurrently during student teaching. Those seeking a literacy endorsement must register for EDUC 483, Literacy Practicum as well.

Student teachers are not allowed to take any additional credits, other than the ones previously stated, while enrolled in EDUC 486 or MUED 486.

Anthology Portfolio (formerly known as Chalk & Wire)

Student teachers are required to complete the Advanced Portfolio during the student teaching semester. The process should begin as early as possible in the semester and be completed as the semester unfolds. The Advanced Portfolio requirements are detailed in the table of contents within Anthology, including the due date for satisfactory completion. Portfolio evaluators will be in contact with student teachers throughout the semester.

Attendance

Attendance is required as part of professional development for teaching. Student teachers must be in school all day, every day according to the school district's calendar, including the cooperating teacher's before and after school responsibilities, for the entire student teaching time frame. [*Iowa Administrative Code 281 Chapter 70.14(7a)*].

Student teachers should ask cooperating teachers how early they may be contacted and by what means, if an absence is necessary. In addition to the cooperating teacher, absences must be reported to the Luther supervisor. If an absence occurs the day of a Luther supervisor's visit, the student teacher must notify the Luther supervisor early enough to avoid unnecessary travel.

Personal activities are not to interfere with student teaching. Appointments that are not medically necessary should be scheduled on days when school is not in session.

Up to two absences are permitted for scheduled job interviews during the student teaching semester, although it is preferred that interviews be scheduled outside of regular school hours. Any absence that occurs on a day the student teacher is scheduled to teach, lesson plans and materials must be prepared for the cooperating teacher.

Student teachers will log their attendance daily in their placements through Anthology. Cooperating teachers will need to approve the time log. Directions for student teachers can be found on their KATIE site. Cooperating teachers will receive notification from the student teacher to approve time logs.

Missed days, whether prolonged or scattered throughout the student teaching experience, may require a student teacher to withdraw from student teaching and re-enroll at a later time. The field placement officer will facilitate these determinations using the *Iowa Administrative Code 281 Chapter 70.14* as guidance.

Student Teaching Seminars

Student teachers are required to attend weekly seminars during their student teaching semester. The days and times will be shared prior to the beginning of the semester. Seminars will take place outside of the school day. Student teachers need to ensure they will have the internet available to participate in the seminars.

Portfolio Presentation

Elementary education majors are required to present their Advanced Portfolios to faculty and peers during the student teaching semester. Typically, this is scheduled the Friday of "Christmas at Luther" and is considered an excused absence for the student teacher. The portfolio evaluator is the contact person for any questions regarding presentations.

Confidentiality

Confidentiality should be respected at all times. Some districts may require student teachers to sign a confidentiality agreement.

Ethics

In addition to utilizing the cooperating teacher and Luther supervisor to navigate ethical situations and challenges, *The Model Code of Ethics for Educators* (see appendix) serves as a resource or reference. The MCEE focuses on principles for ethical best practice, mindfulness, self-reflection, and decision-making, setting the groundwork for self-regulation and self-accountability. The focus of the MCEE is to honor the public trust and uphold the dignity of the teaching profession (*NASDTEC, 2015*).

Policies

Student teaching placements are coordinated through the Luther College field placement officer following each school district's protocols and *Iowa Administrative Code 79.14*. Any changes to a placement are to be consulted, coordinated, and approved by the field placement officer.

Student teachers should ask the cooperating teacher to explain school-wide and classroom management procedures at the very beginning of the experience. Additionally, student teachers should request and review a copy of the school handbook that describes such policies, if available.

Student teachers may not be contracted for any paid position in a district while they are student teaching.

Professionalism

Dress and grooming are expected to be professional and consistent with that of the cooperating teacher and school standards. Clothing selection should be appropriate for the school day or for any school sponsored events.

Student teachers should be prepared for outside supervision responsibilities even in the coldest temperatures. Tattoos and piercings can be a distraction and should not have attention drawn to them.

Being professional extends beyond professional dress. Student teachers are to have integrity in all interactions with students, staff, and parents. It is important that all parties are committed to collaborative communication. Student teachers should discuss problems or challenges with their cooperating teacher and/or Luther supervisor. The field placement officer is also a resource to navigate situations should they arise.

Model the behavior that is expected of PK-12 students. Be prepared, courteous, reliable, and on time. Technology resources and internet use in the district should be utilized for responsibilities associated with student teaching.

Maintain professional boundaries in social networking with students and guardians. Limit personal communication to times when not working with colleagues or in front of students.

Student teachers are expected to maintain the professional dispositions they have been held accountable to throughout the Teacher Education Program at Luther College.

Professional Dispositions

Attendance/Punctuality – Displays excellent attendance and punctuality

Self-Initiative/Independence/Reliability/Leadership Skills – Is resourceful and shows initiative

Student-Centered Focus – Establishes environment of respect that meets physical, emotional, and social needs of students

Respect of Diverse Perspectives – Demonstrates respect, interest, and enthusiasm for teaching all students with a positive attitude and expects all students to succeed.

High Personal Expectations – Continually seeks new and better ways of teaching to facilitate the learning of all students

Commitment to Ethical, Legal, and Moral Practices – Demonstrates and practices an understanding of the ethics of teaching, including honesty

Response to Feedback/Supervision – Solicits suggestions and feedback; is receptive to suggestions, asks questions, and adjusts performance accordingly

Professionalism – Presents self in a professional manner.

Knows and Follows School Policies – Has a clear understanding of and follows school policies

Communications/Demeanor – Communicates in a timely manner. Presents appropriate demeanor and interacts in a positive manner with others

Lesson Planning

The challenge of engaging students and meeting their needs will more likely be met if thorough, thoughtful, and consistent plans are made. All student teachers are required to write lesson plans using a format recommended by the school district or cooperating teacher. Luther College does not subscribe to a particular lesson plan design. See *Minimum Requirements for Lesson Plans* in the appendix.

Weekly Reflections

Student teachers will submit weekly journal reflections to update the Luther supervisor of increased responsibilities, observations, experiences, challenges, and growth that occur each week. The Luther supervisor will assign the day journal reflections are to be submitted. Journal topics will repeat during the successive placements. ***Please consider basing reflections on connections to INTASC Standards.*** In addition to the student teachers keeping the Luther supervisor up to date with the added responsibilities and experiences, they should include one of the following topics each week:

(For shorter placements, Luther supervisors may identify specific topics expected in the weekly reflection.):

- First Impressions/Getting Oriented
- Professional Learning Communities/Collaboration
- Differentiation and Accommodations Needs of Student (IEPs, 504s, MTSS, Gifted, ESL)
- Curriculum, District-wide Assessment, Progress Monitoring, Grading
- Classroom Management
- Technology Integration, Resources, Digital Citizenship
- Observations in Other Classrooms
- Family Communication

Student teachers will access the reflections in the Anthology Advanced Portfolio section via the table of contents. They will assign reflections to their Luther supervisor for evaluation.

Assessment and Observations

In addition to the weekly reflections, the student teacher should formally reflect on his or her experience and set goals. The student teacher will receive a notification from Anthology to complete the mid-placement self-reflection. After meeting with the cooperating teacher and Luther supervisor to review progress and set goals, the student teacher needs to submit the mid-placement evaluation in Anthology.

Mid-Placement Review Conference and On-line Self-evaluation

About half-way through each placement, cooperating teachers and Luther supervisors will receive a notification from Anthology to complete The *Mid-Placement Evaluation* (see appendix). The student teacher will receive notification from Anthology to complete a *Mid-Placement Evaluation* as a self-evaluation. The student teacher, cooperating teacher, and Luther supervisor should meet to review feedback and set goals before the mid-placement evaluation is completed in Anthology.

**Please note 4-week placements do not require a mid-placement conference.*

Feedback Regarding the Cooperating Teacher and Luther Supervisor

Student teachers are asked to provide feedback regarding experiences with each of their cooperating teachers and Luther supervisors. The online survey links will be released at the end of each placement through Anthology.

Mock Evaluation of Student Teachers on the Iowa Teaching Standards

During only one placement, the student teacher and the cooperating teacher/designee will be responsible for completing a mock evaluation, which is required by Iowa state law. The purpose is to familiarize the student teacher with the *Iowa Teaching Standards* and the teacher evaluation process. The student teacher should initiate planning for the mock evaluation, which includes a pre-observation/planning conference, formal classroom observation, and a reflective post conference. The student teacher will complete an entry in their Anthology time log and submit the entry to the cooperating teacher for verification of completion. The cooperating teacher gives feedback via the *Mock Evaluation Observation Form* (see appendix).

Roles and Responsibilities of the Cooperating Teacher

The field placement officer contacts the principal of the school to facilitate setting up field placements. The field placement officer will contact the cooperating teachers once the placement has been confirmed.

Upon receiving an introductory email from the student teacher, the cooperating teacher should exchange contact information and arrange an introductory meeting.

When the student teacher begins the placement, cooperating teachers should make introductions to staff and provide guidance in communicating with students' families. A desk or appropriate workspace for the student teacher should be provided, as this will assist in the student teacher feeling welcomed. Cooperating teachers should provide curriculum materials, schedules, school handbooks, emergency procedures, syllabi, as well as any additional resources to assist the student teacher in getting acclimated. Cooperating teachers should review and share student records as appropriate for the student teacher to support the students' needs. An *Orientation Checklist* (see appendix) is available to assist with topics that help student teachers acclimate to the particular school environment.

A meet and greet must occur within the first few days after the placement begins. The *Student Teaching Checklist* (see the appendix) should be used to review subjects, grade level, and responsibilities. The student teacher,

cooperating teacher and Luther supervisor should all have copies of the checklist. The cooperating teacher will approve the student's daily time log in Anthology.

Modeling and Guidance

It is understood that the cooperating teacher is the student teacher's primary teacher and mentor; however, while demonstrating a commitment to mentoring a student teacher, the well-being and academic-growth of the students in the classroom is the cooperating teacher's priority. The cooperating teacher is responsible for showing the student teacher how to connect theory with practice and how to implement effective instructional strategies. Cooperating teachers should share curriculum or behavior supports being implemented, methods that have been successful, and then discuss the progress or results. Cooperating teachers should meet daily with student teachers to reflect, answer questions, offer guidance, provide feedback, and include them in relevant school district experiences.

Gradual Release of Responsibility

As student teachers progress through student teaching, they will assume increasing responsibility for the well-being and academic growth of every student in the class. Taking ownership of planning, teaching, and assessing will make the student teaching experience as much like a real teaching position as possible.

The student teacher should begin by observing and assisting the cooperating teacher. This is an opportunity to learn student names, routines and procedures. As student teachers begin leading whole class instruction, the cooperating teacher may work with small groups of students for added support or individualized needs. Even when team teaching, the majority of lesson preparation should be placed on the student teacher during that time.

Cooperating teachers are encouraged to leave the room for brief periods while the student teacher is conducting class as they feel comfortable doing so. Even after the student teacher has assumed the full teaching load, the student teacher should be observed while teaching at least one full class per day.

The student teacher is required to assume primary responsibility for planning, instruction, and assessment within the classroom for a minimum of two weeks (ten school days). [*Iowa Administrative Code 79.14(7) g*]. If a student teacher is in a 4-week student teaching placement, one week of full responsibility is expected.

The *Student Teaching Pacing Guides* (see the appendix) can be used to assist in dialogue and setting goals in how the student teacher can transition into assuming more responsibility in the classroom.

Lesson Planning

The challenge of engaging students and meeting their needs will more likely be met if thorough, thoughtful, and consistent plans are made. All student teachers are required to write lesson plans using a format recommended by the school district or cooperating teacher. Luther College does not subscribe to a particular lesson plan design. See the *Minimum Requirements for Lesson Plans* in the appendix.

Assessment and Observations

Assessment during student teaching is a collaborative process involving the student teacher, cooperating teacher, and Luther supervisor. Both formative and summative assessments are utilized during a student teaching placement.

As student teachers take on more responsibility, cooperating teachers should be in the classroom at various points of the day to provide guidance, feedback, and encouragement. When student teachers are beginning to lead lessons, cooperating teachers are to provide written feedback 2-3 times a week. Cooperating teachers are asked to provide written feedback using the Student Teaching Observation form (see appendix). Each observation should refer to at least two InTASC Standards.

**Please note email notifications will be sent from Anthology as reminders to complete the observation form.*

The *InTASC Standards* (see appendix) are utilized as a framework for student teacher performance. As a student teacher takes on more instruction, the cooperating teacher, Luther supervisor and student teacher should select goal areas from these standards.

Mid-Placement Review Conference and On-line Evaluation

About half-way through each placement, cooperating teachers and Luther supervisors will receive a notification from Anthology to complete a *Mid-Placement Evaluation* (see appendix). The student teacher will receive notification from Anthology to complete a Mid-Placement Evaluation as a self-evaluation. The student teacher, cooperating teacher, and Luther supervisor should meet to review feedback and set goals before the mid-placement evaluation is completed in Anthology.

Final Placement Review Conference and On-line Evaluation

At the end of each placement, links are released through Anthology for the *Final Placement Evaluation* (see appendix). During the final week of the placement the cooperating teacher and Luther supervisor will meet with the student teacher to review the *Final Placement Evaluation* (see appendix). Student teachers will access copies of their final evaluations through their Anthology account. The final scores do not need to match, but, if good communication has taken place throughout the placement, great variances in scores are unlikely.

Evaluation rubrics are completed for each placement by both the cooperating teacher and Luther supervisor. The *Final Student Teaching Narrative* (see appendix) should be completed at the same time as the *Final Placement Evaluation* to personalize the feedback for the student teacher. The link for completing the online evaluation rubric and the narrative form will be forwarded through email from Anthology.

After the final evaluation conference, the cooperating teacher and Luther supervisor assign the credit/no credit grade for student teaching. Cooperating teachers and Luther supervisors are asked to submit final evaluations, with narrative information, within 1 week of the placement end date so grades can be reported to the Registrar's Office in a timely manner.

Feedback Regarding the Luther Supervisor

Cooperating teachers are asked to provide feedback regarding their experiences in working with the Luther supervisor. The feedback survey will be forwarded by email through the Anthology system.

Mock Evaluation of Student Teachers on the Iowa Teaching Standards

During only one placement, the student teacher and the cooperating teacher/designee will be responsible for completing a mock evaluation, which is required by Iowa state law. The purpose is to familiarize the student teacher with the *Iowa Teaching Standards* and the teacher evaluation process. The student teacher should initiate planning for the mock evaluation, which includes a pre-observation/planning conference, formal classroom observation, and a

reflective post conference. The student teacher will complete an entry in their Anthology time log and submit the entry to the cooperating teacher for verification of completion. The cooperating teacher gives feedback via the *Mock Evaluation Observation Form* (see appendix).

Background and Directions

House File 549 (Spring 2003) mandated that Iowa's teacher preparation programs provide a student teaching experience that includes opportunities for the student teacher to become knowledgeable about the *Iowa Teaching Standards* (see appendix), including a mock evaluation performed by the cooperating teacher or a person who holds an Iowa evaluator license.

The mock evaluation shall not be used as an assessment tool by the teacher preparation program. This mock evaluation does not require that the evaluator be state evaluator approved or that the student teacher provide documentation to support competence.

Pre-observation/Planning Conference

The student teacher and cooperating teacher will set a date for the formal observation to occur. Prior to the observation, they will meet to view the *Mock Evaluation Planning Form* (see appendix) that the student teacher has prepared to discuss the lesson plan and objectives of the upcoming observation. At this time, a formal lesson plan created by the student teacher should also be shared. **Student teachers and the CT/designee are responsible for referring to *Iowa Teaching Standards* (see appendix) even if they are student teaching in another state.**

Formal Observation

Cooperating teachers/designees will use the *Mock Evaluation Observation Form* (see appendix) as they observe the lesson to provide written feedback and post conference feedback.

Reflective Conference

The student teacher meets with the cooperating teacher/designee to review the completed *Mock Evaluation Observation Form* (see appendix) from the observation and discuss progress toward the *Iowa Teaching Standards* (see appendix) and criteria.

Letters of Recommendation

The student teacher is responsible for asking cooperating teachers and/or Luther supervisors for letters of recommendation.

Cooperating Teacher Absences and the Student Teacher as a Substitute

While it may be necessary for a cooperating teacher to be absent while hosting a student teacher, it is important to know that student teachers may not legally act as substitute teachers, even if student teaching in a state outside of Iowa where it is allowed. Student teachers may lead lessons in a cooperating teacher's absence, but must have a licensed teacher to report to in the teacher's absence.

Because the mentorship is essential for a positive experience, cooperating teachers are asked to host student teachers when prolonged absences are not anticipated. If the need for an unexpected prolonged absence arises, the cooperating teacher, building administrator, or Luther supervisor should contact the field placement officer to see if an alternative placement should be made.

Memorandums of Understanding

A MOU is held with each school district or partnership. The MOU outlines that a cooperating teacher must have a minimum of 3 years teaching experience and be approved by the district administrator or designee to host a student teacher or practicum student. School districts determine if stipends are to be paid by Luther College for mentoring student teachers. Additionally, school district policy dictates who receives the stipend, whether the cooperating teacher or the district. Stipends are disbursed once the appropriate payment forms and student teacher evaluations are received. The MOU also outlines background check requirements.

Cooperating teachers and Luther supervisors are asked to submit final evaluations, with narrative information, within 1 week of the placement end date so grades can be reported to the Registrar's Office in a timely manner.

Roles and Responsibilities of the Luther Supervisor

The Luther supervisor is the direct representative and link between Luther College and the school in which the student teacher is placed. The Luther supervisor also facilitates the relationship of the student teacher and cooperating teacher. If a cooperating teacher is new to working with a Luther student teacher, the Luther supervisor may need to clarify expectations and provide additional guidance.

If the Luther supervisor feels that there are concerns about the placement with the cooperating teacher that cannot be resolved, the Luther supervisor should bring this to the attention of the field placement officer, who will then forward concerns to the education department head.

After the final evaluation conference, the cooperating teacher and Luther supervisor assign the credit/no credit grade for student teaching.

Getting Started

Prior to the start of the student teacher's placement, the Luther supervisor communicates with the student teacher, the cooperating teacher, and the principal to initiate their work together. The involvement of the principal will differ from site to site, but communication with the principal is important. Observation and feedback that the principal shares can be an important source of professional reflection for the student teacher.

The Luther supervisor and the cooperating teacher work together as the student teacher takes on more responsibilities in the classroom and at the building site. The Luther supervisor maintains regular communication with the cooperating teacher to ensure the student teacher is receiving consistent feedback and is able to respond in a timely manner if concerns arise.

School Visits and Observations

A meet and greet must occur within the first few days after the placement begins. The *Student Teaching Checklist* (see the appendix) should be used to review subjects, grade level, and responsibilities. The student teacher, cooperating teacher and Luther supervisor should all have copies of the checklist.

The Luther supervisor visits the student teacher a minimum of once every two weeks (no less than every 10 school days). These visits are coordinated with the cooperating teacher and student teacher. Written feedback is important for student teachers to set goals and to reinforce positive elements of classroom management and instruction. This feedback is to be provided after each observation. Observations feedback is to be submitted in a timely manner using the Anthology *Student Teaching Observation Form* (see appendix).

Visits should be planned with the student teacher in advance. Unannounced visits have their purpose, but the Luther supervisor must be certain the cooperating teacher approves that such visits may occur.

Luther supervisors should follow the visiting school's sign in procedures. A driver's license or photo ID may be necessary when checking into the office. *

*During the 2021-2022 school year some supervision will be done remotely. Luther supervisors will work with the cooperating teacher and student teacher on an individual basis to determine how observations and follow up meetings will occur.

Weekly Reflection Feedback

Student teachers will submit weekly reflections to their Luther supervisor through Anthology. Once the student teacher has submitted their weekly reflection, the Luther supervisors will receive an email and be able to provide feedback within the Anthology system. The weekly reflections will assist the Luther supervisor in staying informed of the experiences each student teacher is having between observation visits. Luther supervisors are to provide feedback that supports on-going communication with the student teacher throughout the placement and offer recommendations or suggestions when appropriate.

Gradual Release of Responsibility

The cooperating teacher will facilitate increased teaching and supervision responsibilities with the student teacher. *Student Teaching Pacing Guides* (see appendix) provide guidance in planning for this increasing responsibility. The Luther supervisor is responsible for making sure this process is happening.

Lesson Planning

The challenge of engaging students and meeting their needs will more likely be met if thorough, thoughtful, and consistent plans are made. All student teachers are required to write lesson plans using a format recommended by the school district or cooperating teacher. Luther College does not subscribe to a particular lesson plan design. See *Minimum Requirements for Lesson Plans* in the appendix.

Assessment and Observations

Assessment during student teaching is a collaborative process involving the student teacher, cooperating teacher, and Luther supervisor. Both formative and summative assessments are utilized during a student teaching placement. As student teachers take on more responsibility, cooperating teachers should be in the classroom at various points of the day to provide guidance, feedback, and encouragement. When student teachers are beginning to lead lessons, cooperating teachers are to provide written feedback 2-3 times a week. Luther Supervisors are asked to provide written feedback using the Student Teaching Observation form (see appendix). Each observation should refer to at least two InTASC Standards.

**Please note email notifications will be sent from Anthology as reminders to complete the observation form.*

Luther supervisors will also provide written feedback in student teachers' weekly journal reflections in Anthology.

The *InTASC Standards* (see appendix) are utilized as a framework for student teacher performance. As a student teacher takes on more instruction, the cooperating teacher, Luther supervisor and student teacher should select goal areas from these standards.

Mid-Placement Review Conference and On-line Evaluation

About half-way through each placement, cooperating teachers and Luther supervisors will receive a notification from Anthology to complete a *Mid-Placement Evaluation* (see appendix). The student teacher will receive notification from Anthology to complete a Mid-Placement Evaluation as a self-evaluation. The student teacher, cooperating teacher, and Luther supervisor should meet to review feedback and set goals before the mid-placement evaluation is completed in Anthology.

Final Placement Review Conference and On-line Evaluation

At the end of each placement, links are released through Anthology for the *Final Placement Evaluation* (see appendix). During the final week of the placement the cooperating teacher and Luther supervisor will meet with the student teacher to review the *Final Placement Evaluation* (see appendix). Student teachers will access copies of their final evaluations through their Anthology account. The final scores do not need to match, but, if good communication has taken place throughout the placement, great variances in scores are unlikely.

Evaluation rubrics are completed for each placement by both the cooperating teacher and Luther supervisor. The *Final Student Teaching Narrative* (see appendix) should be completed at the same time as the *Final Placement Evaluation* to personalize the feedback for the student teacher. The link for completing the online evaluation rubric and the narrative form will be forwarded through email from Anthology.

After the final evaluation conference, the cooperating teacher and Luther supervisor assign the credit/no credit grade for student teaching. Cooperating teachers and Luther supervisors are asked to submit final evaluations, with narrative information, within 1 week of the placement end date so grades can be reported to the Registrar's Office in a timely manner.

Feedback Regarding the Cooperating Teacher

The Luther supervisor is asked to provide feedback regarding the cooperating teacher. The feedback survey is completed in Anthology.

Student Teacher Support Plans

The overall goal of student teaching is for the student teacher, cooperating teacher, and Luther supervisor to have a successful experience. In a few instances, significant issues may arise that must be addressed. In such cases student teachers may begin their student teaching semester with a support plan created by Luther faculty and the field placement officer for additional accountability and explicit individualized goals. These plans are shared with the Luther supervisor. In these situations, the field placement officer will check in regularly with the Luther supervisor to ensure the identified goals are being met.

If a student teacher does not have a support plan prior to the student teaching semester, but expected growth is not being demonstrated, the Luther supervisor or cooperating teacher will contact the field placement officer. The department head and previous methods instructors will be consulted and the student teacher may need to return to campus for a meeting. A support plan will be put in place at that time.

If a student teacher does not follow or demonstrate adequate growth as directed in the plan, the student teacher will be removed from student teaching.

Collaboration Requirement

Iowa Code 79.12 (5) mandates that faculty members, which by definition includes student teaching supervisors, collaborate with colleagues in PK-12 schools, agencies and/or learning settings. These activities shall include at least 40 hours of teaching i.e. co-teaching with a colleague, substitute teaching, planning and delivering instruction for remediation or enrichment activities with students, etc., over a five-year period. It is recommended that student teaching supervisors complete an average of 8 hours of teaching per year. You will document your hours via a Google form sent to you in September, January, and May.

Removal from Clinical Placement - College Policy Statement

A Luther College teacher candidate shall be removed from the clinical placement when the teacher candidate cannot make adequate growth. This may occur because of factors related to the cooperating teacher or the teacher candidate.

In the first instance, the cooperating teacher is unable or inadequately prepared to demonstrate interest or skill in mentoring the Luther College candidate. This may be demonstrated by a teacher who (1) gives little or inappropriate feedback/guidance to the student and/or (2) removes himself or herself in a supportive role, either physically or attitudinally, before the teacher candidate is prepared to assume the role of the teacher. In such instances, the field placement officer will obtain a different placement for the Luther candidate.

In the second instance, the teacher candidate is not demonstrating the required knowledge, skills, or dispositions. These are detailed below:

1. Through observation and discussion with the teacher candidate, the Luther supervisor, the cooperating teacher or building administrator document that a situation exists which prevents the teacher candidate from making continual progress during the clinical experience. Specifically, circumstances indicate that the teacher candidate is unable or unwilling to make critical changes or adaptations that would result in progress toward gaining professional skills.

2. It is determined that the Luther teacher candidate is substantially distracted from the clinical experience, demonstrates a lack of commitment to his or her learning or that of the classroom students, and is unable or unwilling to rectify the situation.
3. The Luther candidate interacts with classroom students in an inappropriate manner:
 - a. Violation of confidentiality
 - b. Discussion of highly personal topics with students
 - c. Physical, sexual, or verbal abuse of students
 - d. Impatience, humiliation, or harassment of students
 - e. Inappropriate out-of-school contacts which imply a friendship rather than a mentor relationship
 - f. Inappropriate language, jokes, innuendoes, or sharing of printed and/or media material with students
 - g. Leaving children unattended or in any situation that would subject them to danger
 - h. Inappropriate use of electronic mail and/or technology in the work setting
4. The Luther teacher candidate fails to comply with the conditions stated in the Contract of Understanding, fails to demonstrate a growing sense of the profession because of prolonged and unexcused absence and/or tardiness, or is found guilty of a felony crime during the clinical placement whether or not such is related to the school setting.

Prior to starting their experience, all teacher candidates have reviewed the policy with the field placement officer and then signed that they understand this policy.

Procedures for Removal

A cooperating teacher, building principal, or Luther supervisor may make a recommendation for removal from a placement to the field placement officer. The individual recommending the removal should provide written documentation regarding the area(s) of concern. The field placement officer will consider the nature of the concerns and share that information with the teacher candidate's academic advisor, methods instructor, and the education department head. The field placement officer will also confer with the teacher candidate, in person, by phone or by electronic means, to verify the information and gain an understanding of his or her knowledge and explanation related to the concerns. The department head and field placement officer will make their decision based on the best interest of the cooperating school faculty and students, taking into consideration the teacher candidate, to the extent possible.

The field placement officer will inform all parties of the date of termination and any other contingencies that must be addressed to ensure the ongoing program of instruction for the students in the classroom. The field placement officer will also inform the student life and registrar's offices at Luther College.

Procedures for Appeal

Teacher candidates who do not agree with the decision regarding removal from the clinical placement may appeal that decision, in writing, to the Vice President for Academic Affairs and Provost of the College. Such appeal should list the reasons why the student believes the removal unwarranted, under one of the three reasons given in the *Faculty Handbook policy 502: "lack of information, competence, or prejudice."* Such an appeal must be made prior to the end of the semester in which the removal occurred. The decision of the Vice President for Academic Affairs and Provost of the College is final. *(Revised January 2021)*

Renewal Units for Service in an Educator Preparation Program

For licensure renewal in Iowa, licensed teachers and administrators must earn renewal units as determined by their licensure type. Renewal units may be in the form of college credits (undergraduate or graduate) earned through a regionally-accredited institution, or units from an approved provider.

Renewal units may be completed in the form of documented professional activities that relate directly to the training/development of educators e.g. student teachers/practicum students.

Cooperating teachers, licensed in other states, must follow requirements specific to those licensing agencies. The field placement officer will provide evidence for hosting student teachers/practicum students if a cooperating teacher requests them to do so through a written letter. Luther College does not guarantee that mentoring a student teacher qualifies as licensure renewal in states outside of Iowa.

Educators who hold a standard license need to earn six renewal units every five years, and educators who hold the master educator license need to earn four renewal units every five years. Cooperating teachers may receive a **maximum of two** of the required units to be completed in the form of documented professional activities that relate directly to the training/development of educators.

Renewal units must be earned within the term of the license being renewed, or be no more than 5 years old if the license has expired. It should be noted that cooperating teachers will continue to be compensated monetarily for serving as a cooperating teacher for a student teacher (as directed by State code), and that renewal units would be applied for independently by those teachers wishing to receive them.

Documented participation in any of the following may be used toward the maximum of two renewal units:

- Serving as a cooperating teacher for a 14 week or more student teaching experience and completing requirements as defined by the higher education institution is worth **one renewal** unit.
- Serving as a cooperating teacher for a 7-13-week student teaching experience and completing requirements as defined by the higher education institution is worth **one-half renewal** unit.
- Serving as a cooperating teacher for **90 hours** of clinical experiences (pre-student teaching field experiences where the candidate is involved in the classroom beyond observation, e.g., methods, practicum or internship experiences) is worth **one-half renewal** unit and **180 hours** is worth **one renewal** unit.

Cooperating teachers will be expected to retain a record of their own professional activities for each renewal cycle. Each educational institution will continue to maintain their standard supervision records for verification of service. The forms that are to be used to document each professional activity are provided below.

At the time of licensure renewal, the cooperating teacher will submit a copy of the *Cooperating Teacher Worksheet Renewal Unit Calculation* (see appendix) to the appropriate institution(s) for a signed *Certificate of Professional Activities for Renewal Units* documenting the professional services completed. This form should be submitted by the individual seeking renewal, which documents each renewal unit, along with other licensure renewal materials to the Iowa Board of Educational Examiners.

Note - Should a student be removed from a student teaching or field experience placement, the cooperating teacher may maintain unit eligibility as determined by the IHE based on length of service and individual circumstances.

Appendix

Student Teaching Contract of Understanding

I, _____, understand and agree to the following prior to my student teaching semester

1. I must have a minimum cumulative grade point average of 2.75 and the grade point average required by my major in addition to having received satisfactory completion of my Developing Portfolio at the end of my advanced methods placement.
2. Student teaching is a full-time responsibility. It will involve more than eight hours a day. Employment may not occur with the district during my student teaching. Outside employment will not be an acceptable reason for having a lack of commitment to the Professional Semester and should be limited to weekends if necessary.
3. On campus co-curricular activities (i.e. intercollegiate athletics, sororities, fraternities, music organizations, drama/dance productions) will not be considered acceptable reasons for neglect of student teaching. Participation must have been approved by petition at the time of application for the student teaching semester.
4. As a student enrolled in Education 483, EDUC 486 or Music Education 486 (MUED 486), I may not enroll in courses other than those specified in the catalog as part of the professional semester.
5. Living off-campus will provide me with the environment conducive to successful student teaching. All exceptions for living on campus require an approved petition to the Education Department at the time of applying for student teaching.
6. I will notify my cooperating teacher and my Luther supervisor of any absence before the time communicated to me as the expectation. If I miss more than two days in my assignment, I will be required to make up days, whether it is for illness, interviewing, or weather-related cancellations. Personal days are not allowed.
7. Communication is an important key to success. If at some point I encounter difficulties, I should contact my Luther supervisor as soon as possible.
8. I may not legally act as a substitute teacher in the absence of the cooperating teacher or other certified personnel.
9. I am responsible for contacting the cooperating teacher before the end of the previous semester for introductions and to exchange contact information. If I student teach, my assignment starts when the teacher in-service begins.
10. I must complete all assignments related to student teaching in a timely manner and in order to graduate. These include the time log, weekly reflections, evaluations, and advanced portfolio in Chalk & Wire. Additionally, I must complete the mock interview and submit the verification page. Additional items may be required by my cooperating teacher or Luther supervisor.
11. I am responsible for initiating and maintaining communication with my portfolio evaluator.
12. If it is determined by the Luther supervisor, cooperating teacher, and/or principal that I demonstrate a lack of commitment, I may be removed from my placement.

I understand that I may be dismissed from the professional semester for unethical or unprofessional behavior. I have also reviewed and understand the *Removal from a Clinical Placement Policy Statement* in the *Student Teaching Handbook*.

Student Teacher Signature

Field Placement Officer Signature

Date

Date

Student Teaching Checklist EDUC 486, 483 or MUED 486

Student _____ Cooperating Teacher _____

Grade(s) & Subject _____ Luther Supervisor _____

<p>Student Teacher Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Orientation checklist <input type="checkbox"/> Pacing guide is shared with Luther supervisor <input type="checkbox"/> Weekly reflections submitted to Luther supervisor via Anthology portfolio. The # of weeks varies for each student teacher. Refer to the Student Teaching Handbook for topics. <input type="checkbox"/> Lesson plans <input type="checkbox"/> Advanced portfolio <input type="checkbox"/> Mid-placement self-evaluation completed in Anthology <input type="checkbox"/> Mid-placement review conference with CT and Luther supervisor <input type="checkbox"/> Mock evaluation completed with CT <input type="checkbox"/> Mock evaluation sign-off form submitted via KATIE. <input type="checkbox"/> Final evaluation review conference with CT and Luther supervisor <input type="checkbox"/> Luther supervisor feedback survey completed in Anthology <input type="checkbox"/> CT feedback survey completed in Anthology 	<p>Luther Supervisor Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meet and Greet date _____ <input type="checkbox"/> Bi-weekly observations - no less than every 10 school days with written feedback provided to the student teacher <input type="checkbox"/> Feedback to student teacher on their weekly reflections via Anthology <input type="checkbox"/> Mid-placement review conference with CT and student teacher <input type="checkbox"/> Mid-placement evaluation completed in Anthology when prompted. <input type="checkbox"/> Final evaluation review conference with CT and student teacher <input type="checkbox"/> Final evaluation including narrative completed in Anthology when prompted. <input type="checkbox"/> CT feedback survey completed in Anthology when prompted. <input type="checkbox"/> Confirm attendance with CT and student teacher during final evaluation conference 															
<p>Cooperating Teacher Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observations with written feedback 2-3 times per week. <input type="checkbox"/> Observation form completed in Anthology when prompted. <input type="checkbox"/> Sign-off to verify hours in time log via Anthology <input type="checkbox"/> Mid-placement review conference with Luther supervisor and student teacher <input type="checkbox"/> Mid-placement evaluation completed in Anthology when prompted. <input type="checkbox"/> Final evaluation review conference with Luther supervisor and student teacher <input type="checkbox"/> Final evaluation with narrative completed in Anthology. <input type="checkbox"/> Mock evaluation completed with student teacher <input type="checkbox"/> Luther Supervisor feedback survey completed in Anthology when prompted. 	<table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <thead> <tr style="background-color: #ADD8E6;"> <th colspan="3" style="text-align: center; padding: 5px;">Absences</th> </tr> <tr> <th style="width: 20%; padding: 5px;">Date</th> <th style="width: 50%; padding: 5px;">Reason</th> <th style="width: 30%; padding: 5px;">Forwarded to the field placement officer</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> </tbody> </table>	Absences			Date	Reason	Forwarded to the field placement officer									
Absences																
Date	Reason	Forwarded to the field placement officer														

Orientation Checklist – Getting Acclimated

School Directory and Calendar

- Directory
- Calendar

General School Information

- Mission statement
- Report cards
- School improvement plan
- Tour of the building and grounds
- School website/teacher site/LMS
- Handbooks
- Right of privacy information
- Distribution of medication
- Technology usage
- Lunch purchase
- Guest check-in procedure

Classroom Information

- Teacher manuals
- Instructional resources
- Technology resources and access
- Reporting procedures
- Grading policies
- Classroom website address
- Classroom layout
- Seating chart
- First Aid – nurse

School Policies Relating to the Faculty

- Arrival and departure times
- Assigned responsibilities
- Appropriate dress
- Right of privacy information
- Distribution of medication
- Technology usage
- Faculty identification

School Policies

- Forms
- Grades
- Attendance
- Accident reports
- Field trip request
- Special services request
- Discipline referral
- Equipment request

Schedule of Classes

- Teacher schedule
- Student schedule

General Community Information

- Population
- Diversity
- Business district
- Major employers
- City map

Emergency Procedures

- Fire
- Weather-related incidents
- Natural disaster drills
- Violence prevention and reporting
- Lock down procedure
- Conflict resolution

Specific Information about Students

- Student records
- Personality characteristics
- Special needs and accommodations
- Class roster
- Seating chart
- IEPs, 504 Plans

Location of Key Areas

- Grade levels or departments
- Main Office
- Nurse's Office
- Work room
- Cafeteria
- Teacher's lounge
- Library
- Media center
- Technology support
- Guidance office
- Health services
- Faculty parking lots

Service Facilities

- Procedure for reproducing materials
- Media resources
- Technology for instructors
- Technology for students
- Classroom supplies

Extracurricular Programs

- List of programs
- Types of duties
- Schedule of events
- Expectations



Model Code of Ethics for Educators (MCEE)

Principle I: Responsibility to the Profession

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

- A. *The professional educator demonstrates responsibility to oneself as an ethical professional by:*
1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;
 2. Knowing and upholding the procedures, policies, laws and regulations relevant to professional practice regardless of personal views;
 3. Holding oneself responsible for ethical conduct;
 4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
 5. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
 6. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety; and
 7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.
- B. *The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:*
1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
 2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
 3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;
 4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate; and
 5. Cooperating fully during ethics investigations and proceedings.
- C. *The professional educator promotes and advances the profession within and beyond the school community by:*
1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
 2. Engaging in respectful discourse regarding issues that impact the profession;
 3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;
 4. Actively participating in educational and professional organizations and associations; and
 5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

- A. *The professional educator demonstrates commitment to high standards of practice through:*
 - 1. Incorporating into one's practice state and national standards, including those specific to one's discipline;
 - 2. Using the *Model Code of Educator Ethics* and other ethics codes unique to one's discipline to guide and frame educational decision-making;
 - 3. Advocating for equitable educational opportunities for all students;
 - 4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one's position;
 - 5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and
 - 6. Committing to ongoing professional learning.

- B. *The professional educator demonstrates responsible use of data, materials, research and assessment by:*
 - 1. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
 - 2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
 - 3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
 - 4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
 - 5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws; and
 - 6. Using data, data sources, or findings accurately and reliably.

- C. *The professional educator acts in the best interest of all students by:*
 - 1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience.
 - 2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
 - 3. Protecting students from any practice that harms or has the potential to harm students.

Principle III: Responsibility to Students

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and wellbeing of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

- A. *The professional educator respects the rights and dignity of students by:*
 - 1. Respecting students by considering their age, gender, culture, setting and socioeconomic context;
 - 2. Interacting with students with transparency and in appropriate settings;
 - 3. Communicating with students in a clear, respectful, and culturally sensitive manner;
 - 4. Considering how appearance and dress can affect one's interactions and relationships with students;

6. Considering the implication of accepting gifts from or giving gifts to students;
7. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;
8. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;
9. Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and
10. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.

B. The professional educator demonstrates an ethic of care through:

1. Seeking to understand students' educational, academic, personal and social needs as well as students' values, beliefs, and cultural background;
2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and
3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

C. The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and
3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

Principle IV: Responsibility to the School Community

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

A. The professional educator promotes effective and appropriate relationships with parents/guardians by:

1. Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests;
2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

- B. The professional educator promotes effective and appropriate relationships with colleagues by:*
1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
 2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy;
 3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
 4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
 5. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;
 6. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other teacher leadership positions are prepared and supervised to assume these roles;
 7. Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and experience in order to maximize students' opportunities and achievement; and
 8. Working to ensure a workplace environment that is free from harassment.
- C. The professional educator promotes effective and appropriate relationships with the community and other stakeholders by:*
1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;
 2. Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration; and
 3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.
- D. The professional educator promotes effective and appropriate relationships with employers by:*
1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;
 2. Respecting intellectual property ownership rights (e.g. original lesson plans, district level curricula, syllabi, gradebooks, etc.) when sharing materials;
 3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and
 4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.
- E. The professional educator understands the problematic nature of multiple relationships by:*
1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness;
 2. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;
 3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and Luther supervisors; and
 4. Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

Principle V: Responsible and Ethical Use of Technology

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

A. The professional educator uses technology in a responsible manner by:

1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;
2. Staying abreast of current trends and uses of school technology;
3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;
4. Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;
5. Understanding and abiding by the district's policy on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and
7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

B. The professional educator ensures students' safety and well-being when using technology by:

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and
3. Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

C. The professional educator maintains confidentiality in the use of technology by:

1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;
2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and
3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

D. The professional educator promotes the appropriate use of technology in educational settings by:

1. Advocating for equal access to technology for all students, especially those historically underserved;
2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and
3. Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

MCEE - Glossary

Boundaries:

The verbal, physical, emotional and social distances that an educator must maintain in order to ensure structure, security, and predictability in an educational environment. Most often, the boundaries that are transgressed relate to role, time and place. By respecting contracted roles, appropriate working hours, and the location of the learning environment, secure boundaries are in place for all members of the schooling community.

District/School District:

This is often referred to as a “local education agency.” A “district” in this document is defined as a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. This can include charter schools, magnet schools, virtual magnet schools, regional educational school districts, or other entities falling under the definition above.

Culture:

The customary beliefs, social forms, and material traits of a racial, religious, or social group, including the characteristic features of everyday existence shared by people in a place or time¹.

Educator:

Educators are the target audience for the MCEE, and are defined as licensed educators. These include paraprofessionals, teachers, teacher leaders, student support personnel and administrators. However, others who interact with students who are not under the auspices of an education-related licensing organization such as coaches, school secretaries, custodians or other school staff are encouraged to adopt or adapt this *Model Code of Educator Ethics*. See a separate definition for “professional educator.”

Ethic of Care:

Responding with compassion to the needs of students

Ethical Decision-Making Model:

A framework utilized by educators to guide decision-making which includes professional dispositions; applicable laws, statutes, and policies; the *Model Code of Educator Ethics*; and other guidelines that have been adopted and endorsed by educational organizations.

Fiduciary Relationship:

A fiduciary relationship is one in which a person justifiably places confidence in another whose aid, advice, or protection is assumed. Inherent in such fiduciary relationships is an imbalance of power. Educators have a unique responsibility, as the relationship between student and teacher differs from other professional/client relationships (e.g., attorneys, physicians, clergy). Educators are entrusted with the safety and welfare of students during and after school hours and serve “in loco parentis.”

Implicit or Explicit Demands of an Organization:

Implicit demands are often subjective or implied and reflect the culture of the schooling environment. Explicit demands are clearly articulated through mandates, policies, or statutes.

Harm:

The impairment of learning or any potential action which may lead to physical, emotional, psychological, sexual, or intellectual damage to a student or a member of the school community.

Learning Community:

A group of educators who work with one another to achieve the shared goals of their school and engage in collaborative

¹ <http://www.merriam-webster.com/dictionary/culture>

professional learning to strengthen practice and increase student results.²

Multiple Relationships:

Multiple relationships occur when the educator is in a professional role with one or more members of the school community and also has a personal relationship with that person or a member of that person's family. Multiple relationships have the potential to impair objectivity, competence, or effectiveness in performing his or her functions as an educator.

New Educators:

New educators include individuals in an educator preparation program or newly employed in the education profession, including paraprofessionals, teachers, administrators, and student support personnel.

Professional Educator:

A licensed educator who demonstrates the highest standards of ethical and professionally competent practice and is committed to advancing the interests, achievement and well-being of students. The professional educator is also committed to supporting the school community and the education profession.

Proprietary Materials:

Materials that protected from unauthorized use by copyright or other forms of intellectual property rights.

Safe Environments/Safety and Well-Being:

A school setting which promotes the well-being of all members of the school community and is characterized by the absence of physical, psychological, sexual or emotional harm

School Community:

This term usually refers to those stakeholders invested in the welfare of a school and its community. A school community includes school administrators, teachers, school staff members, students, their parents and families, school board members and other community members.³

Sensitive Information:

This includes but is not limited to student information and educational records, including medical or counseling records.

Student:

A learner attending a P-12 school.

Technology:

Tools, systems, applications and processes that can include, but are not limited to, electronic communications networks such as the internet and electronic devices such as computers, laptops, phones and other hardware/software that deliver text, audio, images, animation, and streaming video.

Transparency:

Openness and accountability with respect to one's behaviors, actions and communications as an educator.

² <http://learningforward.org/standards/learning-communities#.VTVerkv7Q3Y>

³ <http://edglossary.org/school-community/>

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Minimum Requirements for Lesson Planning

The challenge of engaging students and meeting their needs will more likely be met if thorough, thoughtful, and consistent plans are made. All student teachers are required to write lesson plans using a format recommended by the school district or cooperating teacher. Luther College does not subscribe to a particular lesson plan design.

The cooperating teacher should review and approve all lesson plans. A student teacher is to share them far enough in advance for the cooperating teacher to be able to provide feedback and to allow revisions to be made and reviewed prior to teaching. All lesson plans must have, at a minimum, the following:

Standard

Align the lesson with state and/or national standards used by the school district.

Objectives

State what the student(s) will be able to demonstrate following the lesson.

Materials

Include a list of supplies, resources, equipment, and technology to be used in the lesson. Consider the purpose for and management of the selected materials.

Procedure

Outline specific steps in teaching the lesson, questioning, prompts, sequence of instruction, transitions, direct/indirect instruction, differentiation, and conclusion.

Differentiation/Accommodations

Address the needs of students in the classroom including, but not limited to, English Language Learners, gifted, those with instructional or behavioral needs, IEPs, and/or 504 Plans.

Assessment

A formative and/or summative assessment is included that will demonstrate the progress made by pupils in relation to the lesson objective(s).

Post-teaching reflection

Summarize the effectiveness of the lesson, related to the lesson's objective(s) and other meaningful observations and have a plan going forward.

Lesson plans are to be shared with the Luther supervisor prior to observation visits and at any time upon request. If a student teacher is absent on a day of teaching responsibility, lesson plans are expected to be prepared by the student teacher.

Mid-Placement and Final Student Teaching Evaluations

Anthology

The cooperating teacher and Luther supervisor will both complete these evaluations in Anthology. At the mid-term, 7- or 8-week placement, complete the *Mid-Placement Student Teaching Evaluation*, the rating of the standards and related comments. At the end of the experience, complete the *Final Student Teaching Evaluation* and the *Final Student Teaching Evaluation Narrative*, a narrative of the school context, and the student teacher's strengths and areas for improvement. The mid-placement evaluation, final evaluation, and narrative are three separate steps in Anthology.

Part I – Rating Scale

Rate the student teacher according to this scale:

0 - Unsatisfactory: The student teacher does not yet appear to understand the concepts underlying the component

1 - Basic: The student teacher appears to understand the concepts underlying the component and attempts to implement its elements

2 - Proficient: The student teacher clearly understands the concepts underlying the component and implements it well

3 - Distinguished: The student teacher plans and implements the concepts underlying the component and implements them independently

4 - Not Applicable or No Opportunity to observe given the student teaching context

<i>InTASC Standard</i>	0	1	2	3	4
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.					
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.					
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.					
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.					
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.					
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.					
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.					
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.					
9. Professional learning & Ethical Practice - 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.					
10. Leadership & 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					
11. Technology - The teacher effectively integrates technology into instruction to support student learning. [IA 79.15(5)k]					

Part II – Narrative

**Final Student Teaching Evaluation Narrative
Anthology**

1. Describe the school district and building of the placement e.g. classroom makeup, community, location and demographics.

2. What strengths did you observe in the student teacher?

3. In what areas does the student teacher need to improve?

4. Please share any additional information or notable comments about the student teacher’s performance.

5. Should the student teacher receive credit? ___ Yes ___ No

Student Teaching Pacing Guide

This guide is to assist in setting goals for transitioning more responsibility to the student teacher. It may be modified, but, keep in mind, a minimum of 2 weeks with full time responsibilities is expected.

Please share this plan with the Luther supervisor and review its progress throughout the placement.

Timeline	Responsibilities	Dates and Notes for Intended Plan
Full Placement	<ul style="list-style-type: none"> ● Weekly journal reflections submitted to Luther supervisor ● Attend all faculty meetings and professional development ● Participate in meetings with parents to address individual student needs 	
Week 1	<ul style="list-style-type: none"> ● Utilize the Orientation Checklist - Getting Acclimated ● Observe cooperating teacher ● Become familiar with daily routines, classroom management, building expectations ● Learn student names and seating chart, review individual student needs such as IEPs, health plans, accommodations, and specific family communication needs ● Become familiar with curriculum materials and technology resources ● Review and become familiar with district and school policies ● Get to know the building areas and interact with all staff ● Look for opportunities to interact with students 	
Week 2-3	<ul style="list-style-type: none"> ● Plan and implement lessons for one new subject/prep each week ● Begin by assisting and transition to team teaching ● Assume clerical responsibilities for the classroom 	
Week 4	<ul style="list-style-type: none"> ● Plan and implement lessons for at least 3 subjects/preps ● Begin full teaching responsibilities 	
Week 5-6	<ul style="list-style-type: none"> ● Full planning and teaching responsibilities ● Be involved with home communication/classroom or program updates 	
Week 7	<ul style="list-style-type: none"> ● Gradually phase out of teaching responsibilities ● Complete necessary student assessments ● Observe other building teachers with specific goal(s) in mind ● Complete all portfolio artifact preparations 	
Weeks 8-10	<ul style="list-style-type: none"> ● Adjust responsibilities based on the length of the placement 	

Student Teaching Pacing Guide – 4 Week

For shorter student teaching placements this guide may assist in setting goals for transitioning more responsibility to the student teacher. It may be modified, but keep in mind added responsibilities are expected. Please share this plan with the Luther supervisor and review its progress throughout the placement.

Timeline	Responsibilities	Dates and Notes for Intended Plan
Full Placement	<ul style="list-style-type: none"> ● Weekly journal reflections submitted to Luther supervisor ● Attend all faculty meetings and professional development ● Participate in meetings with parents and to address individual student needs 	
Week 1	<ul style="list-style-type: none"> ● Utilize the Orientation Checklist – Getting Acclimated ● Observe cooperating teacher ● Become familiar with daily routines, classroom management, building expectations ● Learn student names and seating chart, review individual student needs such as IEPs, health plans, accommodations, and specific family communication needs ● Become familiar with curriculum materials and technology resources ● Review and become familiar with district and school policies ● Get to know the building areas and interact with all staff ● Look for opportunities to interact with students 	
Week 2	<ul style="list-style-type: none"> ● Plan lessons for one new group/subject each day ● Teach or serve as team teacher for all lessons by the end of this week. ● Assume clerical responsibilities for the classroom 	
Week 3	<ul style="list-style-type: none"> ● Full time planning ● Full time teaching ● Prepare, develop and administer assessment instruments 	
Week 4	<ul style="list-style-type: none"> ● Begin phasing out of teaching ● Complete necessary student assessments ● Observe other building teachers with specific goal(s) in mind ● Complete all portfolio artifact preparations 	

Student Teaching Observation Form

Think of the candidate's performance as you read the standards. Comment on the candidate's strengths and make suggestions for growth. Over the student teaching experience, please provide the feedback regarding each standard.

		Strengths	Recommendations
The Learner and Learning			
1	Learner Development – The teacher understands how learners grow and develop. Recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. Designs and implements developmentally appropriate and challenging learning experiences.		
2	Learning Differences – The teacher uses understanding of individual differences and diverse cultures and communities. Ensures inclusive learning environments that enable each learner to meet high standards.		
3	Learning Environments – The teacher works with others to create environments. Supports individual and collaborative learning. Encourages positive social interaction, active engagement in learning and self-motivation.		
Content			
4	Content Area Knowledge – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. Creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.		
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			
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.		
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.		
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.		
9	Technology - The teacher effectively integrates technology into instruction to support student learning. [IA 79.15(5)k]		
Professional Responsibility			
10	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.		
11	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.		

InTASC Model Core Teaching Standards

The Learner and Learning

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

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

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

Content

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

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

Instructional Practice

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

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

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

Professional Responsibility

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

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

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Mock Evaluation Planning Form Iowa Teaching Standards

(To be completed by the student teacher before the Pre-conference)

Student Teacher: _____

Subject _____ Grade Level: _____

The student teacher should complete the following questions before meeting with the cooperating teacher to review what will be taking place during the observation in addition to sharing the formal lesson plan.

1. Briefly describe the students in the class, including those with special needs.
2. What are the goals for the lesson?
3. How do these goals support the common core content standards?
4. How do you plan to engage students in the content? What will you as the teacher do? What will the students do?
5. What difficulties do students typically experience with this content? How do you plan to anticipate and address these difficulties?
6. What instructional materials or resources will you be using?
7. How do you plan to assess student learning of the goals? Share any performance tasks, rubrics, scoring guides, tests, etc.
8. What Iowa Teaching Standards and Criteria will be demonstrated during the observation?
9. List any specific areas you'd like your CT to provide feedback on during the observation.

Questions adapted from The Iowa Model Educator Evaluation System User Guide 2019-2020
<https://educateiowa.gov/sites/files/ed/documents/IaMEES.pdf>. Accessed on 11/1/19

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Mock Evaluation Observation Form

Iowa Teaching Standards

During one of the student teaching placements, student teachers and their cooperating teachers will be responsible for setting up the mock evaluation assignment. The following observation elements are to be followed to ensure the Iowa Teaching Standards and Evaluation System guidelines are met:

- Pre-observation/Planning Conference
- Formal Observation
- Reflective Conference

Cooperating teachers are asked to respond to a variety of teaching standards and criteria, but not all. Newly licensed Iowa teachers are given two years to demonstrate all of the criteria from multiple observations, walk through, and the gathering of evidence while holding their initial license.

Student Teacher Name: _____

Cooperating Teacher Name: _____

Date of Pre-observation/Planning Conference: _____

Date of Formal Observation: _____

Date of Reflective Conference: _____

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

Criteria

The teacher:

- Provides multiple forms of evidence of student learning and growth to students, families, and staff. •
- Implements strategies supporting student, building, and district goals.
- Uses student performance data as a guide for decision making.
- Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- Creates an environment of mutual respect, rapport, and fairness.
- Participates in and contributes to a school culture that focuses on improved student learning
- Communicates with students, families, colleagues, and communities effectively and accurately.

Comments:

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

Criteria

The teacher:

- Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- Relates ideas and information within and across content areas.
- Understands and uses instructional strategies that are appropriate to the content area.

Comments:

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

Criteria

The teacher:

- Uses student achievement data, local standards, and the district curriculum in planning for instruction.
- Sets and communicates high expectations for social, behavioral, and academic success of all students.
- Uses student’s developmental needs, backgrounds, and interests in planning for instruction. Iowa Teaching Standards and Criteria Iowa Department of Education 2
- Selects strategies to engage all students in learning.
- Uses available resources, including technologies, in the development and sequencing of instruction.

Comments:

Standard 4 - Uses strategies to deliver instruction that meets the multiple learning needs of students.

Criteria

The teacher:

- Aligns classroom instruction with local standards and district curriculum.
- Uses research-based instructional strategies that address the full range of cognitive levels.
- Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- Connects students’ prior knowledge, life experiences, and interests in the instructional process.
- Uses available resources, including technologies, in the delivery of instruction.

Comments:

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

Criteria

The teacher:

- Aligns classroom assessment with instruction.
- Communicates assessment criteria and standards to all students and parents.
- Understands and uses the results of multiple assessments to guide planning and instruction.
- Guides students in goal setting and assessing their own learning.
- Provides substantive, timely, and constructive feedback to students and parents.
- Works with other staff and building and district leadership in analysis of student progress.

Comments:

Standard 6 - Demonstrates competence in classroom management.

Criteria

The teacher:

- Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- Establishes, communicates, models, and maintains standards of responsible student behavior.
- Develops and implements classroom procedures and routines that support high expectations for student learning.
- Uses instructional time effectively to maximize student achievement.
- Creates a safe and purposeful learning environment.

Comments:

Standard 7 - Engages in professional growth.

Criteria

The teacher:

- Demonstrates habits and skills of continuous inquiry and learning.
- Works collaboratively to improve professional practice and student learning.
- Applies research, knowledge, and skills from professional development opportunities to improve practice.
- Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.
- Provides an analysis of student learning and growth based on teacher created tests and authentic measures as well as any standardized and district-wide tests.

Comments:

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

Criteria

The teacher:

- Adheres to board policies, district procedures, and contractual obligations.
- Demonstrates professional and ethical conduct as defined by state law and district policy.
- Contributes to efforts to achieve district and building goals.
- Demonstrates an understanding of and respect for all learners and staff.
- Collaborates with students, families, colleagues, and communities to enhance student learning.

Comments:

Additional feedback:

Cooperating Teacher Worksheet Renewal Unit Calculation

To be completed by applicant for record keeping of service. This cannot be submitted directly to the BoEE for renewal.

Legal Name: Last, First Middle			Iowa License File Number
Mailing Address			Email Address
City	State	Zip	Telephone

This form is to be sent by the applicant to the higher education institution(s) to request a Certificate of Professional Activities for Renewal Unit at the beginning of the license renewal process. Educators may only submit experiences that total whole units for licensure renewal through this process. You may work with more than one Iowa college or university as a cooperating teacher to achieve whole units.

Documented participation in any of the following activities may be used toward the maximum of two renewal units. These experiences must be accrued during the term of the current license or be no more than 5 years old if the license is expired.

- Serving as a cooperating teacher for a 14 week or more student teaching experience and completing requirements as defined by the higher education institution is worth **one renewal** unit.
- Serving as a cooperating teacher for a 7-13-week student teaching experience and completing requirements as defined by the higher education institution is worth **one-half renewal** unit.
- Serving as a cooperating teacher for **90 hours** of clinical experiences (pre-student teaching field experiences where the candidate is involved in the classroom beyond observation, e.g., methods, practicum or internship experiences) is worth **one-half renewal** unit and **180 hours** is worth **one renewal** unit.

Student Teaching:

Semester	Candidate	Institution (IHE)	Placement Length (Weeks)
			7-13 (or) 14 or more
			7-13 (or) 14 or more
			7-13 (or) 14 or more
			7-13 (or) 14 or more

Clinical Supervision (Pre-student teaching):

Semester	Candidate	Institution (IHE)	IHE Course Name and Scheduled # of Hrs.

Forward this form to receive renewal credits through Luther College to Jennifer Olufsen at olufseje@luther.edu or fax it to (563) 387-1107

COVID-19

It is anticipated that COVID-19 will impact the structure in which school districts will provide instruction during the 2021-2022 school year. The purposes of student teaching are shared on page 8 of this handbook. Student teachers, that register for EDUC 486 or MUED 486, need to be prepared to make the commitment of following the instructional format of their cooperating teachers and the districts in which they are placed.

Return to Learn Plans

School districts across the country are preparing plans for fluid instruction for students. It is anticipated that instruction formats will vary from face-to-face, remote, and hybrid models during the student teaching semester. Student teachers are required to follow the expectations of their cooperating teachers and need to be prepared to make these transitions. Student teachers will be required to follow the protocols set forth by the districts in which they are placed.

In some instances, teachers will still be required to report to school if distance learning is taking place. If teachers are not reporting to school, student teachers need to be prepared to ensure they have quality internet access for instruction and collaboration. They, like their cooperating teachers, may need to go into the school building to ensure internet quality even if it is not required for them to report to school.

The same instructional planning and collaboration expectations exist whether schools are implementing distance, hybrid, or face-to-face models. Student teachers are to follow the protocols and expectations districts set for their cooperating teachers.

Distance Learning

Providing instruction from a site other than school requires educators to be particularly mindful of several aspects to maintain professionalism, ethics, and confidentiality.

When meeting remotely or providing screen casting instruction, the following should be followed:

- Meet in a location where distractions won't occur
- Create a backdrop and location that is professional
- Maintain professional appearance

COVID-19 Related Absences/Quarantine

In mid-July, 2020, the Department of Education shared they are reviewing *Iowa Administrative Code 281 Chapter 70.14* which requires consecutive weeks of student teaching. Positive COVID-19 cases or exposure may require individuals to quarantine. If additional guidance is provided by the Iowa Department of Education, the Luther College Education Department will communicate information to student teachers, cooperating teachers, and Luther supervisors. Until then, student teachers are to abide by the following protocols.

If student teachers experience any symptoms of illness, whether they be known as COVID-19 or otherwise or if they are advised to quarantine by a medical professional, they are to communicate this to their cooperating teacher for making lesson preparations. The student teacher's cooperating teacher, Luther supervisor and the Department Chair, Dr. Bohach, are to be notified by email within 24 hours regarding their medical professional's quarantine orders. Student teachers are to communicate in a timely manner. It may be necessary for a student teacher to provide documentation for their absences from a medical provider or to make up time in their placements.