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Introduction

This handbook is a reference for the student teacher, cooperating teacher, and visiting college 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 education student to become an effective, reflective teacher. It provides the opportunity for the teacher candidate to experience all the dimensions of teaching and to continue to apply what has been learned in coursework and practicums. The success of the student teaching experience depends upon close cooperation, communication, and effective relationships among classroom teachers, administrators, Luther College visiting supervisors, faculty, and each teacher candidate.

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 teacher candidates 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 candidates benefit from general education requirements that provide learning opportunities grounded in the assumption that the liberal arts provide a foundation for educated adults.

**Strand II: Knowledge, Skills, and Dispositions**

Luther College teacher candidates are presented with an array of opportunities and experiences leading to the development of the knowledge, skills, and dispositions necessary for quality teaching and learning.

**Strand III: Accountability**

Luther College teacher candidates are prepared to individually demonstrate the knowledge, skills, and dispositions as they relate to identified teacher competencies and to personal vocational choices.

**Strand IV: Diversity**

Luther College teacher candidates are provided with opportunities to engage in experiences with diverse populations to assist their development as caring, culturally competent teachers for the 21st century.

**Strand V: Reflection**

Luther College teacher candidates are encouraged to develop ethical, reflective, and critical thinking skills essential to life-long learning as a teaching professional.

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 teacher candidate to further practice the role of the teacher in the school and to identify with that role.

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

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

Roles & Responsibilities of the Student Teacher, Cooperating Teacher, & College Supervisor

Student Teacher
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 student teachers learn details of their placements, an email introduction should be sent to the cooperating teacher and principal. The placement should be confirmed and contact information should be shared. Students 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 on page 17 provides suggested topics that will assist the student teacher in getting acclimated to the placement and unique attributes of the particular school and classroom where they have been placed.
Background Checks
Student teachers will complete a background check that has been completed 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. Students 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 Office and Education Department Administrative Assistant will assist with any questions.

Enrollment
Student teachers must be registered for EDUC 486 or MUED 486 prior to beginning a student teaching placement. In addition, Elementary Education majors are required to register for EDUC 490 Senior Project. Secondary Education minors and those earning K-12 endorsements may register for EDUC 382 - Content Area Literacy Practicum concurrently during student teaching.

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

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

If a student teacher chooses to do an edTPA, it may substitute for the Advanced Portfolio only when the candidate’s submission is reviewed by the edTPA mentor. This needs to be done prior to the student teacher’s submission to Pearson for edTPA scoring.

Attendance
Attendance is a requirement 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)

Cooperating teachers should be asked 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 college supervisor. If an absence occurs the day of a supervisory visit, the student teacher must notify the Luther College 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 classroom teacher.
Supervisors will confirm attendance and forward absences to the field placement office. It may be necessary for student teachers to make up days for absences. 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 Office will facilitate these determinations using the Iowa Administrative Code 281 Chapter 70.14 as guidance.

**Student Teaching Seminar**
Student teachers are required to attend the Student Teaching Seminar during their student teaching semester. In most cases dates coincide with the transition between student teachers’ first and second placements.

**Portfolio Presentation**
Elementary Education Majors are required to present their advanced portfolios to faculty and peers on campus 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 supervisor to navigate ethical situations and challenges, The Model Code of Ethics for Educators serves as a resource or reference. The MCEE focusses 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). The MCEE can be referenced on pages 25-32.

**Policies**
Student teaching placements are coordinated through the Luther College Field Placement Office 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 Office.

Cooperating teachers should acquaint student teachers with school-wide and classroom management procedures at the very beginning of the experience. 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. Casual attire is not recommended. Clothing selection should be appropriate for the duties assigned and provide adequate coverage. 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 college supervisor. The field placement office is also a resource to navigate situations should they arise.

Model the behavior that is expected of 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**
Luther College Education Department

**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** – Presents appropriate demeanor and interacts in a positive manner with others

**Weekly Journal Reflections**
Student teachers will submit a reflective journal to update the college supervisor of increased responsibilities, observations, experiences, challenges, and growth that occur each week. The college supervisor will assign the day on which journal reflections are expected to be submitted. In addition to the student teacher keeping the supervisor up to date with their added responsibilities and experiences, they should include one of the following topics each week.
(for shorter placement supervisors may identify specific topics expected in the weekly reflection):
  o  First Impressions/Getting Oriented
  o  Professional Learning Communities/Collaboration
  o  Differentiation & Accommodations Needs of Student (IEPs, 504s, RtI, Gifted, ESL)
  o  Curriculum, District-wide Assessment, Progress Monitoring, Grading
  o  Classroom Management
  o  Technology Integration, Resources, Digital Citizenship
  o  Observations in other classrooms
  o  Family Communication

Feedback Regarding the Cooperating Teacher and Visiting Supervisor
Student teachers are asked to provide feedback regarding experiences with each of their cooperating teachers and college supervisors. The online survey links will be posted to the EDUC 486 Katie (Moodle) site.

Cooperating Teacher
The student teacher is to contact the cooperating teacher prior to the student teaching placement to exchange contact information and set up an introductory meeting.

When the student teacher visits and begins the placement, cooperating teachers should make introductions to staff and in communication with students’ families. A desk or appropriate workspace for the student teacher should be provided and 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. Review of student records that are appropriate for the student teacher and impact students’ needs should be shared.

An Orientation Checklist is available on page 17 to assist with topics that help student teachers acclimate to the particular school environment.

Modeling and Guidance
While student teaching, the cooperating teacher is the practicum student’s primary teacher and mentor. While demonstrating a commitment to mentoring a student teacher, it should be understood that 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 teacher candidate how to connect theory with practice and how to put into practice effective instructional strategies. Cooperating teachers are should share initiatives being implemented, methods that have been successful and 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 experiences.

Facilitate Gradual Increase of Responsibility
The cooperating teacher will facilitate increased teaching and supervision responsibilities to the student teacher. Refer to pages 15-16 for more guidance and pacing guides to assist in planning this transition.
Lesson Planning
Planning is a critical factor in effective teaching. The cooperating teacher should model and then support the student teacher in increasing responsibility for lesson preparation. Even if the cooperating teacher may use abbreviated versions of lesson plans, student teachers need to demonstrate more thorough planning. Cooperating teachers are to hold student teachers accountable for lesson plan expectations as referred to on pages 18.

Assessment
Observations
Even after the student teacher is taking 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 asked to provide written feedback 2-3 times a week. See page 19-22 for more guidance in providing student teachers with observation feedback.

Mid Placement Review Conference
Midway through the placement, the student teacher, cooperating teacher, and visiting supervisor are asked meet to review the final evaluation. The purpose of the conference is to provide feedback and set goals before the final evaluation is submitted. See page 19 for more information regarding the end of placement evaluation.

End of Placement Evaluation
Both the cooperating teacher and visiting supervisor submit end of placement evaluations of the student teacher. The final scores do not need to match, but if good communication has taken place throughout the placement great variances in scores are unlikely. A final conference should occur with cooperating teacher, student teacher, and supervisor to review the results and provide final feedback to the student teacher. See pages 19 for more information.

Narrative
The cooperating teacher will submit a narrative that serves as a venue for more individualized feedback on the student teacher’s placement and experiences. Elements to include as well as submission directions are located on pages 19-20.

Feedback Regarding the College Supervisor
Cooperating teachers are asked to provide feedback regarding their experiences in working with the visiting college supervisor. The feedback survey will be forwarded from the Field Placement Office.

Cooperating Teacher Absences
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 act as legal substitute teachers. This holds firm 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 of the cooperating teacher is essential for a positive experience, cooperating teachers are asked to host student teachers when prolonged absences are not anticipated. If an unexpected prolonged absence need arises, the cooperating teacher, building administrator, or college supervisor should contact the Field Placement Office to see if an alternative placement should be made.
Memorandums of Understanding
A Memorandum of Understanding 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 may be paid by Luther College for mentoring students and if so, what process is to be followed. Stipends are disbursed once the appropriate payment forms, student teacher evaluation, and narrative are received.

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

If the supervisor feels that there are concerns about the placement with the cooperating teacher that cannot be easily resolved, the supervisor should bring this to the attention of the Luther College Field Placement Office, who will then forward concerns to the Education Department Head.

After the final evaluation conference with the cooperating teacher and the student teacher, the supervisor determines the assignment of the “credit/no credit” grade for student teaching.

Getting Started
Prior to the start of the student teacher’s placement, the college 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 college supervisor and the cooperating teacher work together as the student teacher takes on more responsibilities in the classroom and at the building site. The 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 & Observations
A Meet & Greet (initial visit) must occur within the first few days the placement begins. A schedule and clarification on subjects/grade level/ responsibilities should be reviewed.

The 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 reinforce positive elements of classroom management and instruction. It is to be provided after each observation. See pages 19 and 21-22 for additional information.

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

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.
Weekly Journal Reflection Feedback
Student teachers are required to submit weekly reflective journals to their college supervisors. The weekly reflections will assist the supervisor in staying informed with the experiences student teachers are having in between observation visits. Supervisors are asked to provide feedback to support on-going communication with the student teacher throughout the placement and offer recommendations or suggestions when appropriate. For topics student teachers are asked to include see page 9-10.

Assessments
Mid Placement Review Conference
Midway through the placement, the student teacher, cooperating teacher, and visiting supervisor are asked to meet and review the final evaluation. The purpose of the conference is to provide feedback and set goals before the final evaluation is submitted. See page 19 for more information regarding the end of placement evaluation.

End of Placement Evaluation
Both the cooperating teacher and visiting supervisor submit end of placement evaluations on the student teacher. The final scores do not need to match, but if good communication has taken place throughout the placement, great variances in scores are unlikely. A final conference should occur to review the results with the student teacher and provide final feedback. See page 19 for more information.

Narrative
The visiting supervisor submits a narrative that serves as a venue for more individualized feedback on the student teacher’s placement and experiences. Elements to include in this narrative as well as submission directions are located on page 19-20.

Feedback Regarding the Cooperating Teacher
The visiting supervisor is asked to provide feedback regarding the cooperating teacher. The feedback survey will be forwarded from the Field Placement Office.

Gradual Increase 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, he or she should be observed while teaching at least one full class per day.
The teacher candidate is required to bear 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, 1 week of full responsibility is expected.

The pacing guides on pages 15-16 can be used to assist in dialogue and setting goals in how the student teacher can transition into more responsibility.
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 full time responsibilities is expected. Please share this plan with the supervisor and review its progress throughout the placement.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Responsibilities</th>
<th>Dates &amp; Notes for Intended Plan</th>
</tr>
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</table>
| Full Placement | • Weekly journal reflections submitted to college supervisor  
• Attend all faculty meetings & professional development  
• Participate in meetings with parents and to address individual student needs                                                                 |                                 |
| Week 1         | • 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       | • 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         | • Plan and implement lessons for at least 3 subjects/preps  
• Begin full teaching responsibilities |                                 |
| Week 5-6       | • Full planning and teaching responsibilities  
• Be involved with home communication/classroom or program updates |                                 |
| Week 7         | • 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     | • Adjust responsibilities accordingly 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 supervisor and review its progress throughout the placement.

<table>
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| **Full Placement** | • Weekly journal reflections submitted to college supervisor  
                          • Attend all faculty meetings & professional development  
                          • Participate in meetings with parents and to address individual student needs |                                  |
| **Week 1**     | • 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**     | • 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**     | • Full time planning  
                          • Full time teaching  
                          • Prepare, develop and administer assessment instruments |                                  |
| **Week 4**     | • Begin phasing out of teaching  
                          • Complete necessary student assessments  
                          • Observe other building teachers with specific goal(s) in mind  
                          • Complete all portfolio artifact preparations |                                  |
## Orientation Checklist – Getting Acclimated

### School Directory & 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
- Pupil 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
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.

**Objective**
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, including the 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 objectives.

**Post-teaching reflection**
Summarize the effectiveness of the lesson, related to the lesson's objective(s) and other meaningful observations.

Lesson plans are to be shared with the college 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.
Assessment during student teaching is a cooperative process involving the student teacher, cooperating teacher, and college supervisor. Both formative and summative assessment are utilized during a student teaching placement.

Observations
Cooperating teachers will provide feedback to student teachers frequently and are asked to provide written feedback 2-3 times a week. Supervisors will provide written feedback following observations and in student teachers’ weekly journal reflections.

The InTASC Standards, page 21, are utilized as a framework for student teacher performance. An observation sheet is provided on page 22. As a student teacher takes on more instruction, the cooperating teacher, supervisor and student teacher should select goal areas from these standards.

Mid-placement Conference
Midway through a placement, a conference between the student teacher, cooperating teacher, and supervisor should occur to review the final evaluation rubric. The conference should include feedback and goal setting for the remaining portion of the placement before the final evaluation is submitted. A PDF version of the evaluation rubric will be forwarded to the cooperating teacher and visiting supervisor from the Field Placement Office.

End of Placement Evaluation
The end of placement evaluation rubric aligns with both InTASC and Specialized Professional Association (SPA) Standards.

Placement evaluation rubrics are completed for each placement by both the cooperating teacher and college supervisor. Student teaching is graded credit/no credit, therefore the end of placement evaluation and narratives are important for student teachers when seeking positions. The link for completing the online evaluation rubric will be forwarded from the Field Placement Office.

During the final week of the placement the cooperating teacher and supervisor will meet with the student teacher to review the end of placement evaluation. Student teachers will receive copies of their final evaluation from the Education Department.

Narrative
Cooperating teachers and supervisors will both submit a narrative for each student teaching placement. The narrative is a venue for providing more individualized feedback on a student teacher’s placement and experiences. It should be submitted on school letterhead, limited to one page, and include the following:
Narratives should be forwarded to Renee Gunderson, Education Department Administrative Assistant by email, US Mail, or fax.

Email: gunderre@luther.edu

Fax: (563) 387-1107

Mailing Address: Luther College
700 College Drive
Koren 122
Decorah, IA 52101

Cooperating teachers and college supervisors are asked to submit final evaluation rubrics and narratives within 1 week of the placement end date so grades can be reported to the Registrar.
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.
**Student Teaching Observation**

Student Name: _____________________  Date____________________  Time __________________

Subject/Grade: _____________________  Observer: _____________________

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<th><strong>Suggested Topics for Observation</strong></th>
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Recommendations/Suggestions to Consider:

Additional Comments:
Student Teachers of Concern

The overall goal of student teaching is for the teacher candidate, cooperating teacher, and visiting supervisor to have a successful experience. In a few instances, however, significant issues may arise that must be addressed. In such cases teacher candidates may begin their student teaching semester with a Support/Improvement Plan for additional accountability and explicit individualized goals. These plans are shared with the cooperating teacher and college supervisor. In these situations, the Field Placement Office will check in regularly with the visiting supervisor and/or cooperating teacher to ensure the identified goals are being met.

If a student teacher does not have a Support/Improvement Plan prior to the student teaching semester, but expected growth is not being demonstrated, the supervisor or cooperating teacher will contact the Field Placement Office. The Department Chair and previous methods instructors will be consulted and the student teacher may need to return to campus for a meeting. An improvement plan may be put in place at that time.

If a student teacher does not adhere to the plan or demonstrate adequate growth that is outlined, they will be removed from student teaching or counseled into other career path options.

Removal from Student Teaching

If it is decided to remove a student teacher from a clinical placement, the Removal from Clinical Placement – College Policy Statement for such a removal will be followed, page 24. (All student teachers have signed off on reviewing this policy with the Field Placement Officer prior to student teaching.)
Removal from Clinical Placement - College Policy Statement

A Luther College student shall be removed from his/her clinical placement under the following conditions:

1. The cooperating teacher is inadequately prepared to demonstrate interest or skill in mentoring the Luther College student. This may be demonstrated by a teacher who 1) gives little or inappropriate feedback/guidance to the student and/or 2) removes him/herself physically or in a supporting role from the classroom before the Luther student is prepared to assume the role of the teacher. In such instances, the Director of Field Placement will obtain a different placement for the Luther student.

2. When/if it is determined by the college supervisor, the cooperating teacher or building administrator that a situation exists which prevents the student from making continual progress during the practicum experience. Specifically, circumstances indicate that the student is unable or unwilling to make critical changes or adaptations that would result in progress toward gaining professional skills.

3. It is determined that the Luther student is substantially distracted from the clinical experience, demonstrates a lack of commitment to his/her learning or that of the classroom students, and is unable/unwilling to rectify the situation.

4. The Luther student interacts with classroom students in an inappropriate manner:
   1. Violation of confidentiality
   2. Discussion of highly personal topics with students
   3. Physical, sexual, or verbal abuse of students
   4. Impatience, humiliation, or harassment of students
   5. Inappropriate out-of-school contacts which imply a friendship rather than a mentor relationship
   6. Inappropriate language, jokes, innuendoes, or sharing of printed and/or media material with students
   7. Leaving children unattended or in any situation that would subject them to danger
   8. Inappropriate use of electronic mail and/or technology in the work setting

5. The Luther student fails to comply with the conditions to 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.

Procedures for Removal:
A cooperating teacher, building principal, or Luther College supervisor may make a recommendation for removal from a placement to the Director of Field Placement. The individual recommending the removal should provide written documentation regarding the area(s) of concern. The Director of Field Placement will consider the nature of the concerns and share that information with the student teacher’s academic advisor, methods instructor, and the Education Department Head. The Director of Field Placement will also confer with the student teacher, in person, by phone or by electronic means, to verify the information and gain an understanding of his/her knowledge and explanation related to the concerns.

The Department Head and Director of Field Placement will make their decision based on the best interest of the cooperating school faculty and the students, taking into consideration the student teacher, to the extent possible.

The Director of Field Placement 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 Director of Field Placement will also inform the Student Life and Registrar’s offices at Luther College.

Procedures for Appeal:
Students 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 Dean 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 Dean of the College is final.

Revised 4/29/19
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 well being 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 taking into account 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. Taking into account how appearance and dress can affect one’s interactions and relationships with students;
5. Considering the implication of accepting gifts from or giving gifts to students;
6. 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;
7. 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;
8. Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and
9. 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 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.
**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 time.

**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:**

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A group of educators who work with one another to achieve the shared goals of their school and engage in collaborative 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/
Luther College Student Teaching – Contract of Understanding

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

(print name)

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.

2. I understand that 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 486 (EDU 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. I understand that 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 understand that if it is determined that I am substantially distracted from the teaching experience, or if it is determined by the Luther College Supervisor, cooperating teacher, and/or Principal that I demonstrate a lack of commitment, I may be removed from my placement.

7. I am to notify my cooperating teacher and my 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.

8. I understand that communication is an important key to success. If at some point I encounter difficulties, I should contact my college supervisor as soon as possible.

9. I understand that I may not legally act as a substitute teacher in the absence of the cooperating teacher or other certified personnel.

10. It is my responsibility to contact the cooperating teacher before the end of the previous semester for introductions and to exchange contact information. If I am a Fall semester student teacher, my assignment starts when teacher in-service begins.

I understand that I may be dismissed from the professional semester for unethical/unprofessional behavior. I have reviewed the Removal from a Clinical Placement Policy Statement in the Teacher Education and Student Teaching Department Handbooks.

________________________________________
Student Teacher / Signature

________________________________________
Director of Field Placement / Signature

________________________________________
Date

________________________________________
Date

Revised 4/29/19
**Student Teaching Checklist**

**Student** ________________________________  
**Cooperating Teacher** _______________________

**Grade(s) Content** ____________________________  
**Supervisor** ________________________________

**School District & Building** ______________________  
**Placement Dates** _____________________________

*The Student Teacher, Cooperating Teacher and College Supervisor are asked to use the checklist below to track their responsibilities.*

### Student Teacher Responsibilities
- [ ] Orientation Checklist
- [ ] Pacing Guide is shared with visiting supervisor
- [ ] Weekly Journals submitted to visiting supervisor. The # of weeks varies for each student teacher. Refer to the Student Teaching Handbook for topics.
  - [ ] Week 1  [ ] Week 2  [ ] Week 3  [ ] Week 4  [ ] Week 5  
  - [ ] Week 6  [ ] Week 7  [ ] Week 8  [ ] Week 9  [ ] Week 10
- [ ] Lesson Plans
- [ ] Advanced Portfolio
- [ ] Supervisor Feedback Survey Submitted – online
- [ ] Cooperating Teacher Feedback Survey – online

### College Supervisor Responsibilities
- [ ] Meet & Greet Date ____________
- [ ] Bi-weekly Observations - no less than every 10 school days with written feedback provided to the student teacher
- [ ] Feedback to student teacher on weekly reflections
- [ ] Mid-placement Evaluation Conference
- [ ] Final Evaluation including narrative feedback on evaluation
- [ ] Cooperating Teacher Feedback Survey – online
- [ ] Confirm attendance and any absences with CT and ST

### Cooperating Teacher Responsibilities
- [ ] Observations with written feedback 2-3 times per week
- [ ] Mid-placement Evaluation Conference
- [ ] Final Evaluation – online
- [ ] Narrative – forwarded to Luther College Education Department
- [ ] Supervisor Feedback Survey – online

### Absences

<table>
<thead>
<tr>
<th>Date</th>
<th>Reason</th>
<th>Forwarded to Field Placement Office</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

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34
Renewal Credit

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. See pages 35-37 for more information on how Iowa licensed teachers can earn renewal units for mentoring student teachers/practicum students.

Cooperating teachers licensed in others states must follow requirements specific to those licensing agencies. The Field Placement Office 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.
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.

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 Worksheet for Renewal Units 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.
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.

<table>
<thead>
<tr>
<th>Legal Name: Last, First Middle</th>
<th>Iowa License File Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mailing Address</td>
<td>Email Address</td>
</tr>
<tr>
<td>City</td>
<td>State</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Candidate</th>
<th>Institution (IHE)</th>
<th>Placement Length (Weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>7-13 (or) 14 or more</td>
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<td></td>
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<td>7-13 (or) 14 or more</td>
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<td></td>
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<td>7-13 (or) 14 or more</td>
</tr>
</tbody>
</table>

### Clinical Supervision (Pre-student teaching):

<table>
<thead>
<tr>
<th>Semester</th>
<th>Candidate</th>
<th>Institution (IHE)</th>
<th>IHE Course Name and Scheduled # of Hrs.</th>
</tr>
</thead>
</table>

*Forward this form to receive renewal credits through Luther College to Kristin Bigler at biglkr01@luther or fax it to (563) 387-1107*