LUTHER COLLEGE

Student Teaching Handbook

➢ *Student Teachers*
➢ *Partners*
   ○ *Cooperating Teachers*
   ○ *Luther Supervisors*

Syllabus for:
EDUC 486 Student Teaching (for Elementary majors and Secondary Edu minors)
MUED 486 Student Teaching (for Music Edu majors)
EDUC 483 Practicum (for Reading Endorsement)
(Last updated August 2023)

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Introduction

This handbook is a reference for student teachers, cooperating teachers, and Luther supervisors. 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. The Luther College TEP program strives to maintain compliance with State of Iowa Code for teacher education preparation programs' to include 79.14 (256) Teacher preparation clinical practice standard. Details can be found here: https://www.legis.iowa.gov/docs/iac/rule/12-10-2014.281.79.14.pdf

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.

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.

Luther College Education Department Statement of Inclusion

The faculty 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, 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. (Generated Spring of 2018 with emerging teachers, staff, and faculty.)

Roles and Responsibilities of the *Student Teacher*

Student teachers should be active members of the profession, the school, and the community. 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 (bus duty, recess duty, etc.) under the supervision and direction of the cooperating teacher.

Student teaching responsibilities and tasks are outlined in the EDUC/MUED 486 Quick Guide to Student Teacher Assignments (see the last pages of the appendix). Student teachers will write lesson plans, prepare instructional materials, write weekly reflections, participate in teaching observations, and complete all assessments. The culminating piece is the careful completion of the Advanced Portfolio as the final step in approval for licensure.

Student teaching is a full time job. Teacher candidates will be working full time hours alongside the cooperating teacher. Teacher candidates are expected to be in school the full contract day, every day. Candidates are expected to devote their full attention to their assigned school, classroom, and students. They should follow the same schedule as their cooperating teacher regarding classroom teaching responsibilities. Teacher candidates 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. All professional development/ inservice/ workshop days are particularly beneficial for teacher candidates to attend with their cooperating teacher(s). For fall student teaching, arrangements are to be made to attend fall workshop/in-service days.

Student teachers find that the pace and demands of the semester are rigorous. Teacher candidates that endeavor to be employed during this semester often find themselves falling behind or sacrificing their health and quality of performance in the classroom for their students. **If employment is an absolute necessity, please consult with your supervisor, the Assessment Coordinator, or the Department head before taking on work outside of student teaching.**

Enrollment

All student teachers must be registered for either EDUC 486 or MUED 486 Student 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/reading 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.

Attendance & Participation

Attendance is required as part of professional development for teaching and for licensure. For the entirety of each student teaching placement, student teachers must be in school all day, every day according to the school district's calendar for its full time faculty – including the cooperating teacher's before and after school responsibilities as pertain to the teaching assignment. [*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 (for illness or emergency). In the case of a necessary absence (illness/ emergency), the student teacher must make heroic efforts to notify the cooperating teacher/principal at least an hour before report time to the classroom; no exceptions! In addition to the cooperating teacher, absences must also be reported to the Luther supervisor and the Education Department's

Assessment Coordinator within 12 hours. 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. Scheduling medical appointments in advance is encouraged so there is more opportunity to be scheduled outside of school hours or on a day 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 through Anthology for verification of the required weekly attendance. Cooperating teachers will need to approve the time log. Cooperating teachers will receive notification from the Anthology system and 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/Licensure officer will assist the department chair to facilitate these determinations using the Iowa Administrative Code 281 Chapter 70.14 as guidance.

Student teachers are expected to be fully engaged and present in the classroom each day. School hours are to be actively and solely used for work intended for the students of the classroom and NOT for Anthology assignments (evaluations, reflections, or Advanced Portfolio requirements).

Student Teaching Seminars & Retreat Day

Student teachers are expected to attend *all* seminars during their student teaching semester like a typical college class session. The days and times will be shared prior to the beginning of the semester. Seminars will take place outside of the school day except for the on-campus Student Teacher Day held all-day on a Friday in mid-October for fall semester and in mid-March for the spring semester. (Student teachers in a placement beyond an adjoining state to Iowa or beyond an evening's driving distance are expected to join the all-day, on campus seminar via Zoom.) All teacher candidates need to ensure they will have Internet, camera, and audio available to participate in Zoom-attended seminars/days. *Student teachers will be required to complete alternative assignments for any absence that does occur to fulfill content objectives of the missed seminar of this 400-level course.*

Licensure

The Licensure Officer is the contact person for all questions regarding Iowa licensure and for seeking guidance and consultation on licensure in other states. Guidance and necessary forms for Iowa licensure will be provided in advance of the Student Teacher Retreat Day. On that day, teacher candidates will meet with the Licensure Officer for information and direction regarding the licensure process. Teacher candidates should be prepared to submit paperwork and ask questions pertaining to their individual licensing needs. Students should contact state departments in all states, other than Iowa and Minnesota, to request fingerprint cards in advance of the Retreat Day. Teacher candidates will submit their "internal licensing forms" for the Education Department on the Retreat day. See the last three pages of the Appendix for these forms. They will also have the opportunity to fill out and submit paperwork for state license applications, if their finances allow, on that day as well. *Paper fingerprint cards cannot be submitted digitally; they must be physically handed-in OR post-office mailed to the Licensure Officer.* For this initial/first teaching license, licensure applications for all states must be submitted through the Licensure Office of the Luther College Education Department; do NOT submit an application for initial licensure directly to the state as it will just get sent back to Luther, which will delay licensing. Renewals for all subsequent licenses will be handled directly through the respective state licensing department.

Teacher candidates should be prepared for the cost of fingerprinting and license application fees. These fees vary from state to state. Iowa licensing information can be found at https://boee.iowa.gov/licenses/apply-license.

Letters of Recommendation

The student teacher is responsible for asking cooperating teachers, professors, and/or Luther supervisors for any letters of recommendation they may need. Ideally, these letters should be requested *at least a month in advance*.

Roles and Responsibilities of the *Cooperating Teacher*

The cooperating teacher is the acting classroom host, guide, and supporter of the student teacher. The Education Department deeply appreciates the partnership of cooperating teachers. A cooperating teacher partnership is established by the field placement officer contacting the principal of the school (or other personnel assigned) to facilitate setting up field placements. The field placement officer or assessment coordinator, from the Education Department, 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. Further information regarding the timeline of the cooperating teacher's responsibilities is articulated on the CT Calendar linked here.

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. The cooperating teacher will approve the student's daily time log in Anthology. An *Orientation Checklist* (see appendix) is available to assist with topics that help student teachers acclimate to the particular school environment.

Additional details on the role and responsibilities of the cooperating teacher are found in the Assignments and Anthology Portfolio section of this handbook. As each assignment of the student teacher is delineated, the correlating responsibility with the cooperating teacher is also described. This pertains to lesson plans, observations, teaching observation feedback, and evaluations. The appendix of this handbook also includes several items of interest and guidance for the cooperating teacher. Please note the Student Teaching Checklist, which outlines the responsibilities for the student teacher, the Luther supervisor, and the cooperating teacher.

Per State of Iowa Code, the Education Department annually offers one or more workshops for cooperating teachers to define the objectives of the student teaching experience, review the responsibilities of the cooperating teacher, and provide the cooperating teacher other information and assistance the unit deems necessary. The duration of the workshop shall be equivalent to one day. In 2023-24, Zooom workshops will be offered in August, October, January, and March. Additionally, cooperating teachers are welcome to attend relevant Student Teacher Seminars of their choosing. The schedule of seminars is posted at the start of each semester. Zoom invitations will be sent in advance.

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 receive a honorarium (as allowed by the district) 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.

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, which includes three triad conferences (among the cooperating teacher(s), student teacher, and supervisor). 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 assessment coordinator or field placement officer, who will then forward concerns to the Education Department head.

Several main components of the Luther supervisor's role are described here. Additional details on the role and responsibilities of the supervisor are found in the Assignments and Anthology Portfolio section of this handbook. As each assignment of the student teacher is delineated, the correlating responsibility with the supervisor is also described. This pertains to lesson plans,

conferences, observations, teaching observation feedback, and evaluations. The appendix of this handbook also includes several items of interest and guidance for the supervisor. Please note the Student Teaching Checklist, which outlines the responsibilities for the student teacher, the Luther supervisor, and the cooperating teacher.

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 triad conference 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). Iowa Code states supervisors are to perform biweekly teaching observations. 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 (it can be on paper or digital). Shared Google documents may aid this process. The Education Department requires that observation feedback for two observations be entered in the Anthology system 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.

*Since COVID-19, 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 journal reflections to the Luther supervisor, via one shared Google doc, for an update of increased responsibilities, observations, experiences, challenges, and growth that occur each week. The weekly reflections (submitted via shared Google Doc) 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 (within the document) that supports on-going communication with the student teacher throughout the placement and offers recommendations or suggestions when appropriate. (More details are on page 20 under the section *Assignments and Anthology Portfolio*.)

Collaboration Requirement (for Luther/site Supervisors only)

Supervisors are viewed as adjunct faculty. 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 activities of PK-12 students over a five-year period. It may**

include solo teaching, co-teaching with a colleague, or substitute teaching to include planning and delivering instruction for whole class, remediation, or enrichment activities with PK-12 students. It is recommended that supervisors complete an average of 8 hours of teaching per year. The Assessment Coordinator will document your hours for accreditation purposes via a Google form shared with you directly. If you have questions about this requirement, please contact the Assessment Coordinator in the Education Department.

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 and Assessment Coordinator.

Memorandums of Understanding (MOU)

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 all student teacher evaluations and observation notes are received. The MOU also outlines background check requirements. ***Cooperating teachers and Luther supervisors are asked to complete all tasks in the Anthology system, within 1 week of the placement end date, so grades can be reported to the Registrar's Office in a timely manner.***

School Protocols

Student teachers shall follow the same protocols as the host school's faculty. At the onset of the placement, each student teacher should ask their cooperating teacher to explain school-wide protocols, processes, and classroom management procedures. Additionally, student teachers should request and review a copy of the school handbook that describes such policies if it's available. The student teacher could also search the school website for related information prior to the beginning of the placement experience.

Payment

Paid hours cannot be used to fulfill the requirements of student teaching. *Student teachers may not be contracted for ANY paid position in a district while they are student teaching;* this includes being paid to serve as an athletic coach, director, activity sponsor, or substitute teacher for any teacher in the district –including the cooperating teacher(s).

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 be supervised and 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.

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.

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)*

Professionalism

Dress and grooming are expected to be professional and consistent with that of the cooperating teacher, school standards, and student dress code. 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. Student teachers are expected to maintain the professional dispositions they have been held accountable to throughout the Teacher Education Program at Luther College along with practicing the principles of the Model Code of Ethics for Educators (see Appendix). The Field Placement Officer and Assessment Coordinator are also resources to consult to help navigate situations should they arise.

Model the behavior that is expected of PK-12 educators. Teachers are community figures and are viewed as such in their personal and professional lives. Be prepared, courteous, reliable, and on time. *Respond to all communication (oral and written) promptly and with your best writing and speaking skills.* Your writing will be a model for students, no matter what subject you teach! Show initiative; strive to do *more* than what is expected.

Technology resources and internet use in the district should be school appropriate and utilized for responsibilities associated with student teaching. Reference the Model Code of Ethics for Educators; maintain professional boundaries in social networking with students and guardians. Set privacy restrictions to only friends and family, and avoid friending/following with PK-12 students and parents. Limit personal communication on devices to times when not working with colleagues or in front of students. Work on "Luther homework" should be done outside of school hours. *(This includes work on the Advanced Portfolio.)*

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

Confidentiality

Confidentiality should be respected at all times *in all places*. Be aware 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 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*). Teacher candidates are expected to be familiar with the principles of the Model Code of Ethics and practice them accordingly.

Assignments and Anthology Portfolio

Anthology Portfolio is the Education Department's online management system for record keeping and processing assessments for the teacher education preparation program. (This system is commonly referred to as Anthology and was formerly known as Chalk and Wire.) For the Education Department, Anthology houses evidence required by Iowa Code for teacher education preparation and licensure. Student teachers, cooperating teachers, and supervisors are required to complete tasks in Anthology. Course credit cannot be issued if there is any missing student component in Anthology.

Student teachers, cooperating teachers and supervisors already have an Anthology account at the onset of the student teaching term, which has been preloaded with all of the placement data. *No one will need to create an account.* Email notifications will be sent directly from Anthology. (Watch spam folders as occasionally notices get caught there.) These email notices include a unique link as each supervisor and cooperating teacher has a unique link to Anthology; using this link, the individual can log-in and gain access to the required tasks with just their email address.

Teaching observations, evaluations, reflections, feedback surveys, attendance hours, and the Advanced Portfolio are to be completed during the student teaching semester and documented in Anthology. Additional information on these tasks are provided in this handbook, workshops, seminars, and correspondence from the Education Department. Questions regarding *content* in Anthology should be directed to the Assessment Coordinator, and questions regarding account management should be directed to the Education Department's Administrative Assistant.

1. Meet and Greet Triad Conference

A meet and greet conference, which is the first of three triad conferences, must occur within the first few days after the placement begins. The Luther supervisor will facilitate the triad conferences, which is a synchronous meeting of the cooperating teacher(s), student teacher, and Luther supervisor. The other two triad conferences occur in the middle and end of the placement and correlate with the mid-placement evaluation (in placements over four weeks) and the final-placement evaluation.

Introductions are a main proponent of this initial conference; individuals get to know one another, but the first conference also allows the Luther supervisor to get a better understanding of the school and classroom climate. This includes classroom procedures, setup, equipment, and the student teacher's forthcoming teaching responsibilities. 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. Often at this conference, the Luther supervisor will also want to establish future visit/observations and discuss the initial plans for the Gradual Release of Responsibility by referencing the *Student Teaching Pacing Guides* (see the appendix). The pacing guides can be used to assist in dialogue and setting goals in how the student teacher can transition into assuming more responsibility in the classroom.

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 are 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.

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.

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.

2. Observation Requirements

Per Iowa Code requirements, the student teacher is to be observed teaching at least biweekly by the assigned Luther supervisor throughout the duration of each placement. The cooperating teacher should also observe the student teacher actively teaching. While oral commentary and feedback is ongoing, and likely occurs throughout the school day, at least two instances of written feedback should be provided to the student teacher. The cooperating teacher and Luther supervisor have two, assigned Teaching Observation Feedback tasks in Anthology. Iowa Code details that the student teacher should receive oral and written feedback from the cooperating teacher and Luther supervisor over the course of the placement to help the student teacher reflect on their progress over time. Of the two Teaching Observation Feedback tasks assigned in Anthology, one should be completed before mid-placement and the other is assigned for after mid-placement.

Assessments and Feedback

Assessment during student teaching is a collaborative process involving the student teacher, cooperating teacher(s), and Luther supervisor. Both formative and summative assessments are utilized during a student teaching placement. Formative assessments include Teaching Observation Feedback and the Mid-Placement evaluation. Summative assessments include 1) the Final Student Teaching Evaluation with Narrative, which is submitted by both the cooperating teacher and the Luther supervisor and 2) the Advanced Portfolio, which is evaluated by Education Department faculty members.

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; this could be a running commentary in a shared Google Doc or notes made on lesson plans. Cooperating teachers and Luther Supervisors are asked to document two instances of their written feedback by completing the "Teaching Observation Feedback" tasks in Anthology (see image below). Each of these formal observations should refer to at least two InTASC Standards. 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. These progress goals should be noted on the Teaching Observation Feedback submission (see image below).

Example of Teaching Observation Feedback (submitted via Anthology)
*the form for the "before mid-placement" and "after mid-placement" are identical

Mid-Placement and Final Student Teaching Evaluations

The cooperating teacher and Luther supervisor will both complete two evaluations in Anthology. While the online format will look different due to the digital formatting, evaluators are using the same rating scale and criterion. (Examples of the digital format is shown under the Final Placement Triad Conference and Student Teacher Evaluation.) At the mid-term of ½ semester placement, complete the *Mid-Placement Student Teaching Evaluation*. (It only includes Part I shown here.) At the end of the experience, complete the Final Student Teaching Evaluation with Narrative. (It includes Part I and Part II with the short-answer questions regarding details of the school context, the student teacher's strengths, and areas for improvement.

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

InTASC Standards align with Iowa Code: 79.15(5) Each teacher candidate demonstrates competency in all of the following professional core curricula:					
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 student teacher integrates current and emerging technology in instruction to encourage student creativity, problem solving, collaboration, and digital literacy. Student teacher practices and advocates safe, legal, and responsible use of information and technology. *The teacher effectively integrates technology into instruction to support student learning. [IA 79.15(5)k]					
12 Methods of Teaching - Evidence for the standards above, shall include Methods of teaching; the teacher candidate understands and uses methods of teaching that have an emphasis on the subject and grade-level endorsement desired.					

Part II – Narrative–include in Overall Comments section of Final Evaluation.

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

Comments:

_____

3. Weekly Reflections

Student teachers will submit weekly journal reflections to the Luther supervisor, via one shared Google doc, for an update of increased responsibilities, observations, experiences, challenges, and growth that occur each week. The weekly reflections (submitted via shared Google Doc) 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 (within the document) that supports on-going communication with the student teacher throughout the placement and offers recommendations or suggestions when appropriate. (This is also previously noted under the *Roles & Responsibilities of the Luther Supervisor.*)

The Luther supervisor will assign the day journal reflections are to be completed and is to respond to the student's reflections within the same document. Reflection topics will repeat during the successive placements. Luther supervisors may identify specific topics/prompts expected in the weekly reflection. See the Appendix for the *Weekly Reflection Prompts.* The student teacher is to upload the corresponding Weekly Reflection document (as a pdf) to Anthology **at the end of each placement.**

Daily reflection is encouraged and is a good habit of the most effective teachers. Teacher candidates are encouraged to list possible topics for reflection, to have ideas recorded when there is time to write out the full reflection. The content of these reflections and correspondence with the supervisor are the most important elements. Careful contemplation, deep thoughts, and details should be evident.

While the writing in these reflections will not be graded on mechanics, usage, and grammar, be aware of the demonstration of written language skills; teacher candidates should also take professional interest in this element. Written language skills will have a bearing on the communication within the classroom and to outside audiences – parents/guardians. The ability to write

well will directly support or hinder the ability to communicate clearly. Teacher writing is also a model for student, no matter what the subject area, and teacher candidates should be mindful to practice the writing skills expected by students and their adults. Guidance can be provided if a candidate has consistent errors in writing. This applies to all of the teacher candidate's written work throughout student teaching.

4. Advanced Portfolio Completion & Presentation

The Advanced Portfolio is one of the Teacher Education Preparation Program's completion and assessment requirements. As a final checkpoint assessment for mastery of the InTASC Standards and TEP Program completion, the Advanced Portfolio must be submitted in compliance with our TEP Program protocols established to meet Iowa Code requirements of teacher education preparation programs in Iowa. **Credit for EDUC/MUED 486 WILL NOT be issued without the full completion of the Advanced Portfolio, including any revisions requested by the evaluating faculty members, by the end of the academic term in which the teacher candidate is enrolled in EDUC/MUED 486.**

The Advanced Portfolio is submitted in Anthology and is the student teacher's biggest assessment for completion of EDUC/MUED 486 and the TEP Program. The Advanced Portfolio requirements, for teacher candidates, are detailed in the table of contents within Anthology. **Work on the Advanced Portfolio should begin as early as possible in the semester and be completed as the semester unfolds.** A rough draft of the Advanced Portfolio is due at the beginning of the Student Teacher Retreat Day; for submission, the Advanced Portfolio web link should be emailed to the Assessment Coordinator (newhre01@luther.edu) and Department Head (johnel12@luther.edu). *The completed* Advanced Portfolio is **due by 5pm on the first Monday in November for fall student teachers OR the first Monday in April for spring student teachers.** The Assessment Coordinator is the contact person for any questions regarding the Advanced Portfolio and other TEP program completion requirements.

Elementary education majors are required to present their Advanced Portfolios to faculty and peers during the last week of campus classes of the student teaching semester as it is part of their Senior Project. For elementary majors, the academic advisor of each teacher candidate is the contact person for any questions regarding the senior project.

5. Lesson Planning

The challenge of engaging students and meeting their needs will more likely be met if thorough, thoughtful, and consistent plans are made. As a beginning step to making daily lesson plans, it is beneficial to first prepare a weekly outline in order to help focus on the relationship between and among standards, objectives, prior knowledge, and scope and sequence. All student teachers are required to write lesson plans using a format recommended by the school district or cooperating teacher; this may include weekly outlines and daily lesson plans. All lesson plans must be well-written with clear and direct articulation. Luther College does not subscribe to a particular lesson plan design, but there are required components that must be present in any design utilized. See the *Minimum Requirements for Lesson Plans* in the appendix; this document was reviewed by Education Department faculty for all education majors/minors on 8/23/2022.

Lesson plans are required for each day of the duration of the student teacher's active teaching stint--the time in which they have fully taken over the class and for any other direct instruction they take on before/after that period. All lesson plans should be sub ready-- as in they could be handed to any other teacher/sub that walks in the door, and that person would have everything they need to conduct class. **If a student teacher is absent on a day of teaching responsibility, lesson plans are expected to be prepared by the student teacher as would be expected of a licensed, practicing teacher.**

The cooperating teacher should review and approve all lesson plans; this may include a weekly plan/outline and daily lesson plans. A student teacher is to share them far enough in advance **(at least 24 hours)** for the cooperating teacher to be able to provide feedback and to allow revisions to be made and reviewed prior to teaching. Lesson plans are to be shared with the Luther supervisor prior to observation visits and at any time upon request; a shared Google Folder for all lesson plans is ideal. Supervisors will be reviewing lesson plans and providing feedback based on these Minimum Requirements. Also note that detailed and error-free writing in your plans will aid the execution and effectiveness of your instruction.

6. Mid-Placement Triad Conference and Student Teacher Evaluation

About half-way through each placement, cooperating teacher(s) and the Luther supervisor are to conference altogether with the student teacher regarding the student teacher's progress and development towards pertinent skills and mastery of the InTASC Standards. The student teacher, cooperating teacher, and Luther supervisor should meet to not only review feedback but also to set goals. For placements over 4-weeks, these individuals also complete the *Mid-Placement Evaluation* (see appendix). While the student teacher is to complete their own mid-placement evaluation in Anthology before the Triad Conference, it is suggested that the cooperating teacher and Luther supervisor submit the Mid-Placement evaluation on Anthology after the Triad Conference. *Please note 4-week placements do not require a mid-placement evaluation, but the conference is still essential to discuss goals and promote progress.*

Throughout the student teaching experience, the student teacher is encouraged to formally reflect on his or her progress and set goals, which are shared and further addressed in the Weekly Reflections. The student teacher will receive a notification from Anthology to complete the Mid-Placement Self-Evaluation; the student teacher should address their goals and progress accordingly on this self-evaluation. **The student teacher is asked to provide a copy (hard copy or digital) to the CT & LS *before* the conference.** As mentioned above, progress on goals should be part of the discussion with the cooperating teacher and Luther Supervisor during the triad conference.

Example format of Mid-placement Evaluation (completed by CT & LS)

Example format of Mid-placement Self-Evaluation (completed by ST)

*Please note that the student teacher's self-evaluation includes the professional dispositions. These professional teaching dispositions are a welcome part of all triad conferences.

7. *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 the State of Iowa. 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 1) pre-observation/planning conference, 2) formal classroom observation, and 3) a reflective post conference.

The student teacher will complete an entry in their Anthology time log, noted as Mock Eval, and submit the entry to the cooperating teacher for verification of completion. The cooperating teacher should provide feedback to the student teacher via the *Mock Evaluation Observation Form* (see appendix). The Mock Evaluation forms should be uploaded with the Weekly Reflection in Anthology for the one placement when the Mock Evaluation occurred. The Mock Evaluation should be completed by December 1 of the fall semester OR May 1 of the spring semester.

Background and Directions for the Mock Evaluation

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.

1) **Pre-observation/Planning Conference of the Mock Evaluation**

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.**

2) **Formal Observation/ the Mock Evaluation**

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.

3) **Reflective Conference of the Mock Evaluation**

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. Submission details are noted on the form.

8. Final Placement Triad Conference and Student Teacher Evaluation

During the final week of the placement the cooperating teacher and Luther supervisor will meet, again altogether, with the student teacher to review the *Final Student Teaching Evaluation with Narrative (see image below)* in the final triad conference. Student teachers will access copies of their final evaluations through their Anthology account. The final scores, between the two evaluators, do not need to match, but if good communication has taken place throughout the placement, great variances in scores are unlikely. All evaluation assessments can be found in Anthology from the Dashboard. Look under the "Assessments" tab. After completion, this written evaluation form is saved as part of the teacher candidate's permanent record per State of Iowa guidelines.

Evaluation rubrics are completed for each placement by both the cooperating teacher and Luther supervisor. After the Final Evaluation Triad 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 questions answered, within 1 week of the placement end date so grades can be reported to the Registrar's Office in a timely manner.

Example format of Final Student Teaching Evaluation with Narrative (EDUC/MUED 486)

EDUC 483 Literacy Practicum for the reading endorsement

Students enrolled in the EDUC 483 Literacy Practicum should note that the final evaluation for this placement is different from the others. The criterion are related to literacy standards and not the InTASC Standards. Details pertaining to ¼ semester (or 4-week) placements, are relevant to the Literacy Practicum.

Example format of Literacy Practicum Final Evaluation (EDUC 483)

9. Feedback Survey Regarding Cooperating Teacher & Luther Supervisor

Student teachers are asked to provide feedback regarding their experiences with each cooperating teacher and Luther supervisor. Feedback is submitted through Anthology under the "Surveys" tab, which can be located on the dashboard in Anthology.

Feedback Regarding the Luther Supervisor

Cooperating teachers and student teachers are asked to provide feedback regarding their experiences in working with the Luther supervisor. The feedback survey is completed in Anthology.

FORM | Feedback About Luther Supervisor - Completed by CT

REQUIRED

Luther Supervisor's Name

[   ]

REQUIRED

Please provide feedback on your experiences with the student teaching supervisor..

		Supervisor performance could be improved.	Supervisor met expectations & requirements.	Supervisor went above and beyond.	I did not have opportunity to interact/observe this enough to provide a rating.
1	The supervisor visited at least every 10 school days, observed the teacher candidate's teaching, and provided feedback.	○	○	○	○
2	The supervisor's observations were made at appropriate times to observe full lessons, variety of content, transitions, etc.	○	○	○	○
3	The supervisor's suggestions were helpful and appropriate to the lessons and classroom time observed.	○	○	○	○
4	The supervisor fostered conversation and opportunities to express my ideas and questions.	○	○	○	○
5	The supervisor enhanced the student teaching experience.	○	○	○	○
6	The supervisor was professional and reliable.	○	○	○	○
7	The supervisor facilitated an understanding of college requirements and resources.	○	○	○	○

Would you recommend that Luther College continue utilizing this supervisor in student teaching experiences?

○ Yes
○ No

Please provide commentary to justify your ratings.

[   ]

Feedback Regarding the Cooperating Teacher

The Luther Supervisor and the student teacher are asked to provide feedback regarding the cooperating teacher. The feedback survey is completed in Anthology.

FORM Feedback About CT - Completed by Luther Supervisor

REQUIRED
Cooperating Teacher's Name

REQUIRED
Please provide feedback on your experiences with the cooperating teacher.

		CT performance could be improved.	CT met expectations & requirements.	CT went above and beyond.	I did not have opportunity to interact/observe this enough to provide a rating.
1	The cooperating teacher oriented the teacher candidate to the building, routines, and procedures.	○	○	○	○
2	The cooperating teacher communicated and provided classroom resources in a timely manner, e.g. curriculum, class list, individualized needs for students, schedule.	○	○	○	○
3	The cooperating teacher met with the teacher candidate and planned for a gradual increase of responsibilities that lead up to full teaching responsibilities (Pacing Guide Template in Student Teacher Handbook or Advanced Methods guide).	○	○	○	○
4	The cooperating teacher observed the teacher candidate's instruction and provided oral & written feedback on a weekly or more frequent basis.	○	○	○	○
5	The cooperating teacher provided constructive feedback to lesson plans prior to them being implemented.	○	○	○	○
6	The cooperating teacher provided recommendations and strategies specific to students and the teacher candidate.	○	○	○	○
7	The cooperating teacher modeled and supported the teacher candidate's implementation of classroom management and strategies for addressing individual student behavior needs.	○	○	○	○
8	The cooperating teacher included the teacher candidate in opportunities for family communication (emails, newsletters, conferences, etc.)	○	○	○	○
9	The cooperating teacher included the teacher candidate in collaboration and professional development.	○	○	○	○
10	The CT answered email communications in a timely and informative nature.	○	○	○	○
11	The CT was easily available for communications either in person or via video call (Zoom).	○	○	○	○
12	The CT allowed the teacher candidate to develop their own lesson plans to the level allowed by the school.	○	○	○	○
13	The CT models best practices in classroom management as evidenced by the behavior of the room before the teacher candidate begins to take over the classroom.	○	○	○	○
14	The CT shares their evaluation of the teacher candidate's performance with the supervisor in the final meeting..	○	○	○	○

Would you recommend that Luther College continue placing students with this cooperating teacher?
○ Yes
○ No

Please provide commentary to justify your ratings.

Health & Wellness

Luther College faculty strongly encourage you to make your well-being a priority. Investing time in thinking well about yourself will help you engage more fully in your academic experience, especially during this complicated time. Remember that beyond being a student, you are a human being with your own experiences, thoughts, emotions, and identities. It is important to acknowledge any stressors you may be facing; these can be emotional, physical, cultural, financial, etc., and can affect your academic experience. I encourage you to remember that you have a body with needs. It is important to eat when you are hungry, drink water, use the restroom, and step out of (or away from) class if you are upset or need some air. Please do what is necessary so long as it does not interfere with your or others' ability to be present in the course. Outside of the classroom, strategies to support your well-being include eating and sleeping well, moving your body, and connecting with others. If you are having difficulties, please don't hesitate to contact me and/or find support from other resources, including those offered by Student Health Services, Counseling Services, and Student Wellness.

Services for Students with Disabilities and/or Medical concerns

Any student needing classroom or exam accommodations due to the impact of a disability or medical condition is welcome to register for services with the Disability Services Office in the Center for Academic Enrichment (CAE). The office will work with the student to arrange appropriate accommodations and write an Accommodation Letter which is distributed to applicable instructors. Students who use accommodations are welcome to contact the instructor privately and in a timely manner to discuss the most effective methods to implement the approved accommodations. If the student is uncomfortable contacting the professor about their accommodations, the professor may contact Disability Services for guidance. The CAE office is located in Preus Library, Room 108, and can be reached at 387-1270.

Mental Health Services Statement

(adapted from the University of Minnesota)

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Luther College Counseling Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus, and at a distance, via the Counseling Service website at http://www.luther.edu/student-life/counseling/index.html

Sexual Harassment and Title IX Statement

Luther College is committed to creating and maintaining a safe and healthy environment where all members of the community—students, faculty, staff, and visitors—are treated with respect and dignity. Therefore, the college will not tolerate sexual harassment in any form. Sexual harassment is not only an act against an individual; it is also an act that affects the entire college community. Acts of sexual harassment, stalking, relationship violence, and sexual assault are inconsistent with our educational mission.

 One of instructors' duties is to help create a safe learning environment on our campus. Instructors will seek to keep the information you share private and can in situations that involve classroom discussions, writing assignments, or events such as "Take Back the Night." However, if you disclose to an instructor during office hours, advising sessions, or through email to explain why you need an excused absence or extension, or just to let the instructor know there is a recent trauma, they are **required to consult** with the Title IX Coordinator without revealing your personally identifiable information. This is called a "required referral." If it is determined in the consultation there is no compelling threat to health or safety to you or others, your name would not be shared. Instructors would work as an extension of the Title IX office and share with you an electronic packet of support and options. In situations where the Title IX Coordinator believes there is an immediate threat to you or the larger community, the instructor would be required to share the names and information known. Luther College supports the choices students make—whether or not to report, and to whom to report — and recognize that these choices are particularly difficult in some cases. Specifically, the college wants to give agency, voice, and choice to the complainant. Your well-being, safety, and ability to thrive at Luther are of utmost importance to us.

To learn more about the expectations the college has of you with respect to sexual harassment, you can find the full policy here: https://www.luther.edu/titleix/assets/Luther_College_Interim_Sexual_Harassment_Policy

If you would rather not disclose to an instructor, please note three confidential resources on campus: Luther College Counseling Service, Luther College Health Service, and Luther College Campus Ministries. These three offices fall outside the guidelines of reporting responsibilities, and can, therefore, maintain your confidentiality. For more information on resources of support please look at the Title IX Get Help Now page.

COVID-19

Since the onset of the pandemic, it has been established that COVID-19 could impact the structure in which school districts provide instruction during the academic school year. The purposes of student teaching are shared on page 6 of this handbook. Student teachers, whom are enrolled in EDUC 486 or MUED 486, need to be prepared to make the commitment of following the instructional format of their cooperating teachers and the district in which they are placed if a change arises.

Return to Learn Plans

School districts across the country have prepared plans for fluid instruction for students. It is anticipated that instruction formats may 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 the district sets for the cooperating teacher(s).

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 that they were 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's cooperating teacher, Luther supervisor, and the Education Department Chair 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.

Appendix

Student Teaching Contract of Understanding - Fall 2023 semester

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.

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 an enrollee of EDUC/MUED 486, I may not enroll in other courses other than EDUC 483 (for reading endorsement).

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, my Luther Supervisor, and the Assessment Coordinator 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. I will read and respond to all correspondence from the Education Department.

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 & to exchange contact information. My assignment starts when the teacher inservice/professional development days begin.

10. I must complete all assignments related to student teaching in a timely manner in order to graduate. These include the time log, weekly reflections, evaluations, bi-weekly supervisor visits, and the Advanced Portfolio. Additionally, I must complete the mock interview and verify it through the time log with your CT. Additional items may be required by my cooperating teacher or Luther supervisor.

11. 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.

12. I will read and reference the Student Teaching Handbook.

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 *Student Teaching Handbook*.

_____   _____
Student Teacher Signature   Field Placement Officer Signature

_____   _____
Date   Date

Student Teaching Checklist

EDUC 486, 483 or MUED 486 (Reviewed 8/23/2022.)

Student Teacher: **Grade(s) & Subject(s):**

Cooperating Teacher(s):   **Luther Supervisor:**

Student Teacher Responsibilities
- ☐ Meet & Greet Triad Conference with CT & LS.
- ☐ Orientation checklist and Student Teacher Handbook fully reviewed with CT.
- ☐ Student teaching made the priority for the entirety of the semester with top-notch professionalism & *prompt* communication.
- ☐ Pacing guide is established with CT & shared with Luther supervisor for further guidance
- ☐ Well written, weekly reflections submitted to Luther supervisor & Assessment Coordinator via *one* shared Google Doc (due date set by supervisor).
- ☐ Attend ALL student teacher meetings & seminars.
- ☐ Detailed, full lesson plans **at least 24 hrs in advance of teaching them** via shared Google folder to CT & LS.
- ☐ Advanced Portfolio via Anthology due 5pm on the first Monday in November
- ☐ Mid-placement Self-Evaluation completed in Anthology *before* the Mid-Placement Triad Conference
- ☐ Mid-placement Triad Conference with CT and LS
- ☐ Mock evaluation completed with CT in 1 placement.
- ☐ Mock eval time log entry sent to CT for verification!
- ☐ Final Evaluation Triad Conference with CT and LS
- ☐ LS feedback survey completed in Anthology.
- ☐ CT feedback survey completed in Anthology.

Luther Supervisor Responsibilities
- ☐ Facilitate Meet and Greet Triad Conference.
- ☐ 2-4 Biweekly teaching observations - no less than every 10 school days with timely oral & written feedback provided to ST. Typically weeks 2, 4, 6 + based on length of placement and needs of student teacher.
- ☐ Feedback to student teacher on weekly reflections via the ST's shared Google Doc.
- ☐ Mid-Placement Evaluation completed in Anthology (for placements over 4 wks).
- ☐ Facilitate Mid-Placement Triad Conference with CT and ST (for all placements).
- ☐ Facilitate final evaluation review conference with CT and ST.
- ☐ Final evaluation submitted in Anthology (after Triad Conference).
- ☐ CT feedback survey completed in Anthology when prompted.
- ☐ Confirm attendance with CT and student teacher during final evaluation Triad Conference.

Cooperating Teacher Responsibilities
- ☐ Sign-off to verify hours in time log via Anthology
- ☐ Review lesson plans & provide feedback (oral & written). Shared Google Folder for all plans is recommended.
- ☐ Teaching observations with written feedback 2-3 times per week during the active teaching period.
- ☐ Teaching observation form completed in Anthology for 2 "formal" observations.
- ☐ Mid-placement *evaluation* completed in Anthology after Triad Conference (for placements over 4 wks)
- ☐ Mid-Placement Triad Conference (all placements)
- ☐ Mock evaluation completed with student teacher (only required for 1 of the student teacher's placements), & verified via Anthology time log entry.
- ☐ Final evaluation evaluation completed in Anthology
- ☐ Final Evaluation Triad Conference with LS & ST
- ☐ LS feedback survey completed in Anthology.

ST Absences

Date/ Reason /Advance notice provided

_____/_____/_____

_____/_____/_____

_____/_____/_____

Orientation Checklist – Getting Acclimated

School Directory and Calendar
o Directory
o Calendar

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

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

School Policies Relating to the Faculty
o Arrival and departure times
o Assigned responsibilities
o Appropriate dress
o Right of privacy information
o Distribution of medication
o Technology usage
o Faculty identification

School Policies
o Forms
o Grades
o Attendance
o Accident reports
o Field trip request
o Special services request
o Discipline referral
o Equipment request

Schedule of Classes
o Teacher schedule
o Student schedule

General Community Information
o Population
o Diversity
o Business district
o Major employers
o City map

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

Specific Information about Students
o Student records
o Personality characteristics
o Special needs and accommodations
o Class roster
o Seating chart
o IEPs, 504 Plans

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

Service Facilities
o Procedure for reproducing materials
o Media resources
o Technology for instructors
o Technology for students
o Classroom supplies

Extracurricular Programs
o List of programs
o Types of duties
o Schedule of events
o 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 time[1].

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 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.

[1] http://www.merriam-webster.com/dictionary/culture
[2] http://learningforward.org/standards/learning-communities#.VTVerkv7Q3Y
[3] http://edglossary.org/school-community/

Example Supervisor Observation Sheet (optional)

LUTHER COLLEGE
SUPERVISOR OBSERVATION SHEET

Student Name: _____ Day/Time of Observation: _____

Subject/Grade: _____ Supervisor: _____

Suggested topics for observation	
*Alert to learner development; Uses developmentally appropriate practice	
*Responds to student differences: cultural; learning differences; ELLs;	
*Plans instruction aligned with standards & supportive of every student	
*Creates/maintains supportive learning environment; purposefully engages all students	
*Understands the central concepts, tools of inquiry, and structures of the discipline in order to make the discipline accessible & meaningful to the students	
*Engages students in critical thinking & uses different perspectives to engage students in critical thinking & problem solving	
*Provides students opportunities for learning related to authentic local & global issues	
*Understands & uses multiple methods of assessment to guide teacher's & learner's decision-making	
*Understands & uses a variety of instructional strategies to develop deep understanding	
*Uses technology appropriately & purposefully	
*Continually evaluates his/her practice & seeks opportunities for professional growth	
*Collaborates regularly & purposeful with cooperating teaching & other appropriate faculty	

LUTHER COLLEGE

(Faculty reviewed 8/23/2022.)

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. As a beginning step to making daily lesson plans, it is beneficial to first prepare a weekly outline in order to help focus on the relationship between and among standards, objectives, prior knowledge, and scope and sequence. 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. All lesson plans must be well-written with clear and direct articulation.

The cooperating teacher should review and approve all lesson plans; this may include a weekly plan/outline and daily lesson plans. A student teacher is to share them far enough in advance **(at least 24 hours)** for the cooperating teacher to be able to provide feedback and to allow revisions to be made and reviewed prior to teaching. Lesson plans are to be shared with the Luther supervisor prior to observation visits and at any time upon request; a shared Google Folder for all lesson plans is ideal. **If a student teacher is absent on a day of teaching responsibility, lesson plans are expected to be prepared by the student teacher. All daily lesson plans must have, *at a minimum,* the following:**

Standard(s)
Align the lesson with state and/or national standards used by the school district.

Knowledge & Skill Objectives
State what the student(s) will be able to demonstrate following the lesson. Employ key verbs from Bloom's Taxonomy to establish the proper level of rigor. (The learner(s) will … ; The learner(s) will demonstrate…) Objectives need to be observable and measurable. Did you note essential prior knowledge? Consider how these objectives and this lesson fit into the scope and sequence.

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

Procedure with Time Breakdown (Launch/Instruction sequence/Closure)
Outline specific steps in teaching the lesson –the questioning, prompting, and sequencing of the instruction– with the use of numbers or bullet points. Identify transitions, time frame, direct/indirect instruction, differentiation, and conclusion. What will you do or say to engage or hook the learners? How do you activate prior knowledge? What are you (the educator) doing during the lesson? What are the learners doing during the lesson? How will you redirect learners who are off-task or struggling in some way? What will you do and say to bring your lesson to a close? Do you have something planned for the "fast finishers" or those who work slower? What do you have planned for learners who need a greater challenge?

UDL/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). Remember the objectives have to be observable and measurable. How are you going to record/document the growth/progress of the student?

Post-teaching reflection (required of all lesson plans during student teaching & of plans utilized as a portfolio artifact)
Summarize the effectiveness of the lesson, related to the lesson's objective(s) and other meaningful observations and make a plan going forward. How much time did you spend planning for this lesson? How much time did you spend learning the content for a deeper understanding? Did students make progress towards achieving the objective(s) and how do you know? Do you need to reteach something?

LUTHER COLLEGE

ST Name: **Observation Date:**

Minimum Requirements of Lesson Planning Checklist

Were the plans given to the Luther Supervisor at least 24 hours in advance?	Yes… No…
Standard(s) Is the lesson aligned with state and/or national standards used by the school district?	
Knowledge & Skill Objectives Is the objective stating what the student(s) will be able to demonstrate following the lesson? (The learner(s) will ... ; The learner(s) will demonstrate...) **Is the objectives observable and measurable?** Did you note essential prior knowledge? Consider how these objectives and this lesson fit into the scope & sequence.	
Materials Are all the supplies, resources, equipment, and technology to be used in the lesson listed?	
Procedure with Time Breakdown Outline **specific steps** in teaching the lesson –the questioning, prompting, and sequencing of the instruction– with the use of numbers or bullet points. ****Is the launch/opening included and explained?** Did you include in your plans how you will engage or hook the learners? How did you activate prior knowledge? ****Is the instruction sequence included?** What are you (the educator) doing during the lesson? What are the learners doing during the lesson? How will you redirect learners who are off-task or struggling in some way? ****Is the lesson closure included?** What will you do and say to bring your lesson to a close? Do you have something planned for the "fast finishers" or those who work slower? What do you have planned for learners who need a greater challenge? **DID YOU INCLUDE A TIME BREAKDOWN OF EACH SECTION OF THE LESSON?**	
UDL/Differentiation/Accommodations Do you have any students in your class with IEPs? Did you include a brief description of their goals/accommodation?	
Assessment Did you include a formative and/or summative assessment in your lesson? Did your lesson assessment include data? How will you know if students made progress on the desired objective? How will you record/document the progress your students are making?	
Post-teaching reflection Summarize the effectiveness of the lesson, related to the lesson's objective(s) and other meaningful observations and make a plan going forward. How much time did you spend planning for this lesson? How much time did you spend learning the content for a deeper understanding? Did students make progress towards achieving the objective(s) and how do you know? Do you need to reteach something? **Was it completed within 2 days of the observation?**	

Student Teaching Pacing Guide (½ semester placement)

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	● 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	● 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 based on the length of the placement	

Other notes:

Student Teaching Pacing Guide (¼ semester placement)

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	● 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	● 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	

Other notes:

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.

Technology - The student teacher integrates current and emerging technology in instruction to encourage student creativity, problem solving, collaboration, and digital literacy. Student teacher practices and advocates safe, legal, and responsible use of information and technology. *The teacher effectively integrates technology into instruction to support student learning. [IA 79.15(5)k]

Methods of Teaching - Evidence for the standards above, shall include Methods of teaching; the teacher candidate understands and uses methods of teaching that have an emphasis on the subject and grade-level endorsement desired.

LUTHER COLLEGE

Mock Evaluation Planning Form

Regarding Iowa Teaching Standards
(To be completed by the student teacher before the Pre-conference)

Submit in Anthology: 1) Attach pdf of this document with Weekly Reflection, and 2) enter completion date in Time Log)

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

LUTHER COLLEGE

Mock Evaluation Observation Form

Regarding Iowa Teaching Standards

<mark>**(Submit in Anthology: 1) Attach pdf of this document with Weekly Reflection, and 2) enter completion date in Time Log)**</mark>

During one of the student teaching placements, student teachers and their cooperating teachers are 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: _____

IOWA TEACHING STANDARD & CRITERIA	COMMENTS
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.	
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.	
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.	
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.	
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.	
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.	
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.	
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.	

Additional feedback:

Weekly Reflection Prompts

(All student teachers –aside from those placed via the Chicago Center– will use and repeat these for each placement)

Daily reflection is encouraged and is a good habit of the most effective teachers. List possible topics for reflection, so you have ideas recorded when you write out your full reflection. The quality of reflective content of these reflections and open correspondence with your supervisor are the most important elements. Be sure to think deeply and provide details.

While your writing in these reflections will not be graded on mechanics, usage, and grammar, we will be aware of your written language skills, and you should also take professional interest in this element. Written language skills will have a bearing on your communication within your classroom and to outside audiences – parents/guardians. Your ability to write *well* will directly support or hinder your ability to communicate clearly. Your writing will also be a model for students very soon, no matter what your subject area, and you should be mindful to practice the writing skills expected by students and their adults. We will provide guidance if you have consistent errors in your writing. This applies to all of your written work throughout student teaching.

Week 1 Reflection
Describe your placement school and classroom. What stands out to you? Why? Share your responsibilities/ role for this week and any new responsibilities that you will take on next week. Do you have any questions or concerns so far? If so, what are they?

Week 2 Reflection
Reflect upon your learning this week and what occurred to make it happen. Explain relevant aspects of the school context (teacher, learners, colleagues, supervisor, environment, curriculum, etc.) and note your questions. Connect your learning to the InTASC Standards, your learning in the teacher education program, and other relevant experiences. How does this learning potentially influence your future practice?

Week 3+ Reflection
1) Update your supervisor on your experiences this week (increased responsibilities, observations, experiences, challenges, and successes). Consider integrating *one or more* of the following reflective questions (from https://leadershipfreak.blog/) through this update: How did you receive help this week? What's one thing you did this week that you want to stop? What three things are you thankful that you did this week? What's one thing you want to do next week? How are you addressing content area literacy? How are you actively participating in the planning, instruction, and assessment of students? How are you engaging in communication with parents/guardians and the community?
2) Address the prompt that your supervisor provides. If they leave this open for your choosing, please reflect on your learning/growth this week & the stimulus for that learning. Address one of the topics listed below that is relevant to this week's experience. Include commentary on your new experiences/observations and *note how it ties to the InTASC Standards* (this will be revisited in the Advanced Portfolio):

- Professional Learning & Collaboration: Professional Learning Communities, committees, colleague collaboration
- UDL: Differentiating & accommodating for needs of students (IEP-504-TAG- ESL)
- Curriculum
- Grading: systems, policies, providing feedback
- Assessment: District-wide assessments, progress monitoring, MTSS
- Classroom management

- Technology integration/TPACK; authentic learning (SAMR); digital citizenship
- Observation: of students in your classroom and observing in other classrooms
- Family communication

Final Week of Placement
1) What were your strengths in this placement (regarding the InTASC Standards AND Professional Dispositions)?
2) What areas are in need of growth (regarding the InTASC Standards AND Professional Dispositions)?
3) Please share any additional information or notable comments about this placement experience.

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

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 Rebecca Newhouse at newhre01@luther.edu or fax it to (563) 387-1107

Quick Guide to Student Teacher Assignments

PERFORMANCE TASK	NOTES	SUBMIT TO OR PERFORMED WITH	DUE DATE
Triad Conferences (may occur via Zoom)	-<u>Meet & Greet Triad Conference</u> within first few days of placement (<u>Orientation checklist,</u> <u>Pacing guide 8 weeks (½ semester)</u> / <u>Pacing guide 4 weeks/ ¼ semester</u> , <u>Student Teaching Checklist</u> (task breakdown for CT/LS/ST), ST personal workspace, make a plan for observations) -<u>Mid-placement Triad Conference</u> (review mid-placement evaluation for placements over 4 wks, discuss progress; set goals; celebrate successes). -<u>Final evaluation Triad conference</u> (review final evaluation/progress; set goals; celebrate successes) -*Note, the mid and final triad conferences typically coincide with a teaching observation.*	With LS & CT	Beginning, middle, & end of *each* placement
Weekly Reflections	-LS establishes due date -ST to share with **LS & AC** via a shared Google Doc (with **EDIT** access) -LS can assign additional prompt -Respond to prompt(s) and integrate <u>InTASC Standards+Tech.</u> -Quality writing is essential! - Write all weekly reflections for each placement on one shared document. Each placement will have its own separate document and will be submitted on Anthology.	Share to LS & AC. Document submitted via Anthology at end of each placement	Weekly
Time log/ Attendance entries	-In the case of a necessary absence (illness/ emergency), the ST must make heroic efforts to notify the **CT/principal** at least an hour before report time to the classroom; no exceptions! -ST should also promptly inform the **LS & AC** within 12 hours of absence.	Time log entries sent to CT via Anthology Report absence as directed.	Time log due Every Friday afternoon
ST Seminars	-ST attendance is mandatory (that means cameras on for the duration of the meeting). <u>Make-up assignments will be required in case of absence for extenuating circumstances.</u> -STs must be available 7-8:30pm for the Wednesday dates each month & all-day for the Student Teacher Day on campus mid semester. -STs must follow Zoom etiquette (face camera, be aware of background, no eating on camera, have proper *front* lighting so your face is lit, dress for class, be *present,* engage in discussion respectfully, be open to new ideas, foster an inclusive environment) as we will have numerous guest speakers. -Seminars will *typically be* the 1st & 3rd Wednesdays each month in the semester. -Note <u>the schedule of topics/guest speakers & Zoom links</u> (access will be allowed once schedule is confirmed)	AC & DC	**On Zoom** Dates & time to be announced before the start of the term–see link to schedule at left **On campus Retreat Day:** 9am-4pm CST on Friday, 10/20 for fall term and on Friday, 03/15 for spring.
Lesson plans	**-Lesson plans must be shared with CT, LS, & AC with *commenting* access.** -Put all lesson plans in a <u>shared</u> Google folder (titled like: Smith, J. ST Lesson plans F23)	AC, CT & LS	At least 24 hours in advance of all solo teaching and/or as

	-Note the new version of Minimum Reqs of Lesson Plans updated 8/23/22. Post teaching reflections are required on all lesson plans.		requested by CT/ LS
Mid-placement Self-evaluation	-Performance ratings according to InTASC Standards+Tech & Professional Dispositions with space for comments -Provide a copy or screen shots embedded in a shared doc for both CT & LS *before* the Mid-placement Triad Conference -Mid-placement eval by CT & LS is only in placements over 4 weeks.	-Completed & submitted in Anthology for Edu Dept. & copy provided to CT & LS	*-Before* mid-placement triad conference
Teaching Observations (& follow up discussion)	-The ST should expect 2-4 *teaching* observations for each placement (typically weeks 2, 4, 6, 8 for a ½ semester placement). -CT & LS to provide oral & written feedback regarding observations over the course of the placement. -Address at least 2-3 InTASC Standards for your focus with each observation; decide on these with your CT & LS -In each placement CT & LS must enter observation notes for just 2 of the observations into Anthology (1 before & 1 after mid-placement)	CT & LS	Biweekly throughout placement
Mock evaluation according to 8 Iowa Educator Standards	-Directions & planning materials in ST Handbook -Includes 1) pre-planning conference, 2) teaching observation, & 3) follow up conference -This is only completed once during the *semester* with 1 CT. -Verify completion by 1) uploading pdf of forms with your Weekly Reflection doc in Anthology, & 2) by making an entry in the time log & flagging entry as mock eval; this entry is sent to CT for signoff like the other entries.	Anthology	Fall: December 1 Spring: May 1
Advanced Portfolio & Program Completion Checkpoint	-Assessment Coordinator will review expectations for this final TEP Program Checkpoint at one of the initial seminars. -Heed the requirements and submission/evaluation process! -*Full faculty review* will begin immediately following the due date/time! -A full rough draft of the Advanced Portfolio is due at the beginning of the Student Teacher Retreat Day. -All teacher candidates will present/share their Advanced Portfolio in the final seminar in December/May. -If an Advanced Portfolio does not meet *mastery* requirements or other items for Program Completion are missing/incomplete, the student will have 10 days to readdress said items & resubmit by the last day of the semester. If mastery & completion are still not met, the student will receive an Incomplete as a course grade for EDUC/MUED 486. *After successful completion of this TEP Program Checkpoint, teacher candidates who have already graduated, still need to allow <u>at least 1-2 months</u> for your licensure application to process through the Education Dept and the Registrar of Luther College. Then, the application goes on for processing at the BOEE of Iowa.	Anthology link emailed to Assessment Coordinator with *all* sections under Table of Contents in Anthology fulfilled.	==THIS IS A HARD DEADLINE!== **Fall: By 5pm on November 6 (first Monday in Nov.)** **Spring: By 5pm on April 1 (first Monday in Apr.)** *All* TEP Program Checkpoint components are due on this date.
Feedback surveys	-Completed in Anthology for each LS & CT -Look under "Surveys" tab	Complete & submit in Anthology for Edu Dept.	Last day of each placement
	Note: Each CT & LS will evaluate the ST according to the InTASC Standards+Tech on the Mid-Placement Eval (for placements over ¼ semester) and Final Evaluations.		

LS (Luther Supervisor) = as assigned   CT (Cooperating Teacher) = as assigned

AC (Assessment Coordinator) = Rebecca Newhouse   DC (Department Chair) = Elliott Johnson

Letter of Verification

You may submit applications for employment as a teacher before you graduate. Most applications request a copy of your teaching license. <u>This poses a problem as teacher candidates</u> will not have a license until *after* graduation and completion of a teacher education program. This Letter of Verification may be submitted in place of the teaching license as you submit job applications to schools. It states that Luther College recognizes you are in the final stages of graduating and completing the teacher education program and once that is successfully done, you will be eligible for licensure in the State of Iowa.] The Letter of Verification lends authenticity and credibility to your application.

Please note:
- The Education Department does not guarantee this will be a successful substitution for each school.
- Teacher candidates need to accurately spell names and information about the school.
- Teacher candidates must allow at least one week for the Licensure Office to complete these letters.
- Once the letter is completed, it will be sent to the teacher candidate as an email attachment.
- Once the teacher candidate receive(s) the final signed letter(s), they are free to upload each respective letter to the respective application.
- The Education Department can only list the State of Iowa even if you are applying for a position in another state.
- We suggest that you request a letter for each school to which you apply.

<u>Request for Letter(s) of Verification from Luther College</u>

Please note: These are produced as a courtesy for you by the licensure office staff. Please print neatly and answer all questions. We request at least one week's advance notice before you need the completed letters. Please ensure that you include a name and address for each request. You will receive the completed letters via email and are responsible for passing them on to the intended recipients. You can list many addresses on one request form.

Student's Name		**Date Submitted**	
Cell Phone #		**Email**	
Luther ID #			
Graduation Date *(mm/dd/yyyy)*		**Student Teaching Completion Date** *(mm/dd/yyyy)*	
Major		**Certification and Endorsements (State of IA)**	
Education Minor?		**Academic Minor?**	
License Filed?		**What state?**	

Address Letters To:

Signature:_____   **Date:**_____

Student Teaching Practicum Worksheet for Licensure

This is a record of all your student teaching and practicum placements during your time at Luther College. This is helpful for filling out job applications and licensure applications. It would be a good idea to keep a Copy of this document with your teaching documents.

Practicum Worksheet												
Name & Luther ID:					**Major:**		**Email Address:**					
Endorsement	**Course**	**F= Face-to- Face V= Virtual H = Hybrid**	**Cooperating Teacher**	**Seme ster**	**Year**	**Start & End Dates**	**Total Hours**	**District**	**School**	**Subject**	**Grades**	**Supervisor**
All Endorsements	EDUC 185/215 January Practicum											
	EDUC 483 Literacy Practicum											
	EDUC 486/ MUED 486 ST											
	EDUC 486/ MUED 486 ST											
	EDUC 486/ MUED 486 ST											
Elementary	EDUC 321/322 Literacy and Math Practicum											
ESL	EDUC 323 Teaching Methods for English Language Learners											
Early Childhood (Pre K-K)	EDUC 230 Infant and Toddler Practicum											
	EDUC 330, Pre-School Practicum											
Middle School	EDUC 332, 333 Middle School Learner and Methods											
Secondary	EDUC 366 Secondary Practicum											

Music	MUED 361/366 Music Practicum											
	MUED 371 Elementary General Music Practicum											
	MUED 384 MS and HS Marching Band Methods											
Reading	EDUC 382 Reading Practicum											
	EDUC 483 Reading Practicum											
LD/BD	EDUC 344 LB/BD Methods											

Conversation with Jennifer (for Preparation of Teaching License Application)

This form is to give me all the relevant details needed to process your license. **<u>Please complete the following notes:</u>**

- Mailing date or date I handed this document to Jennifer:
- The cover sheet is covering license application(s) to IA___ **MN**___ WI___ Other State(s) _____
- Luther College Graduation date:
- Date I completed student teaching:
- I am a 9th semester student teacher ___ YES ___ NO
- Completer date: _____ [latest date of graduation or end of student teaching]

Last Name	First Name	Middle Name	Maiden Name	Wedding Date
Home Phone	**Cell Phone**	**Work Phone**	**Luther ID #**	**Soc. Sec. #**
Home Address	**Address Expires**	**Current Address**	**Address Expires**	**Working Email (non Luther)**

Area(s) of Licensure	Student Signature	

TRANSCRIPT SITUATION:

	I have delivered my transcript request in hard copy to the Registrar. I requested ___ hard copies and ___ digital transcripts for the following states: _____
	I have ordered transcripts via the Internet to be sent directly to you. I requested ___ hard copies and ___ digital transcripts for the following states: _____ Iowa.
	I asked for this to be done when my degree is posted or this final semester (ST) is posted.
	I have some financial details to be worked out and will contact you when they are finished.

FINGERPRINT CARDS:

	I completed this at the student teaching seminar and handed them to you. I have done fingerprints for __IA, __MN, Other_____
	Digital Fingerprints - I have taken care of getting my fingerprints for WI at a WI location
	I filled in the important details as per your instructions.

TESTING (Not required for Iowa):

	I have emailed you all required testing for states that I am filing for licensure. List tests emailed: _____

FEES/ MONEY:

	I have paid my MN fee online..
	I have paid my IA fee online.
	I have paid my WI fee online.
	I do not have funds available now to pay for my licensure application and will contact you as soon as that situation changes. [Please do NOT send me a license application UNLESS you have the funds taken care of or include a check for the MN $]

I have the following petitions that apply to my license application: