



Student Teaching Handbook

**The mission of the Waldorf University Education Department is to
“prepare engaging teachers to serve a diverse community of
learners.”**

2022-2023

Waldorf Teacher Education Program
BALANCING LEARNING AND SERVICE



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Waldorf University Mission Statement

Waldorf University educates the entire person, equipping students for lives of fulfillment in communities where they live and serve.

Education Department Mission Statement

The mission of the Waldorf University Education Department is to “prepare engaging teachers to serve a diverse community of learners”.

Education Department Goals

The Waldorf University Education Program has adopted InTASC (Interstate New Teacher Assessment and Support Consortium) Model Core Teaching Standards & Learning Progressions for Teachers. The Education Program also endeavors to incorporate the CEC’s (The Council for Exceptional Children) mission to improve, through excellence and advocacy, the education and quality of life for children and youth with exceptionalities and to enhance the engagement of their families. Graduates of Waldorf University’s Teacher Education Program will demonstrate the following:

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.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning. (Performances)

1(e) The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs. (Essential Knowledge)

1(h) The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development. (Critical Dispositions)

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.

2(a) The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. (Performances)

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values. (Essential Knowledge)

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. (Critical Dispositions)

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.

3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. (Performances)

3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills. (Performances)

3(i) *The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. (Essential Knowledge)*

3(n) *The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments. (Critical Dispositions)*

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.

4(b) *The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. (Performances)*

4(j) *The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. (Essential Knowledge)*

4(o) *The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field. (Critical Dispositions)*

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.

5(a) *The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications). (Performances)*

5(i) *The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns. (Essential Knowledge)*

5(s) *The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas. (Critical Dispositions)*

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.

6(a) *The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning. (Performances)*

6(b) *The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. (Performances)*

6(j) *The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each. (Essential Knowledge)*

6(k) *The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias. (Essential Knowledge)*

6(v) *The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth. (Critical Dispositions)*

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.

7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards and are relevant to learners. (Performances)

7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs. (Essential Knowledge)

7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning. (Critical Dispositions)

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.

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. (Performances)

8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks. (Essential Knowledge)

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication. (Critical Dispositions)

Standard #9: Professional Learning & 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.

9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. (Performances)

9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. (Performances)

9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments. (Essential Knowledge)

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others. (Essential Knowledge)

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy. (Critical Dispositions)

Standard #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.

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning. (Performances)

10(g) *The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. (Performances)*

10(o) *The teacher knows how to contribute to a common culture that supports high expectations for student learning. (Essential Knowledge)*

10(p) *The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success. (Critical Dispositions)*

Terminology

Student Teaching - A period of directed teaching experiences under the guidance of a cooperating teacher in a school setting and a university supervisor.

Student Teacher - A university student who has been assigned to a cooperating school to acquire practical teaching experience under the direction of a cooperating teacher and a university supervisor.

Cooperating Teacher - The cooperating teacher is a fully licensed teacher in a public or private school, who directs the experience, assists with the supervision and evaluation of a student teacher.

Cooperating School - A public or private school that works jointly with the university to provide a site for the student teaching experience.

University Supervisor - A qualified member of the Education Department assigned to supervise and evaluate the progress of a student teacher.

Licensure Officer - An Education Department faculty member responsible for licensure recommendation.

Student Teacher Coordinator - A member of the Education Department assigned to be responsible for student teacher placements and seminars.

Policies

Placements

- a) All placements are made through the Student Teacher Coordinator.
- b) Only students accepted into student teaching will receive a student teaching placement.
- c) Students may make requests or file a list of preferences for placement but may not make their own placement. Placements outside of a 40-mile radius are contingent on availability of university supervision. Students requesting a teaching placement outside of a 40-mile radius of Waldorf University will be charged an extra fee of \$350. This additional charge covers the extra mileage costs incurred by the University Supervisors for their bi-weekly classroom visits.
- d) Student teaching placement may be in the same district but may not be in the same school in which a Waldorf University student teacher may have children, a spouse, or other immediate family members. Placement may not be in the district or schools in which the Waldorf University student teacher attended.
- e) After placement, a contract is sent to the district and the student's resume is sent to the cooperating teacher.
- f) Cooperating teachers and student teachers are invited to a workshop after placements are confirmed.
- g) Students will be charged a \$400 student teaching fee. This charge covers the stipends paid to the cooperating teachers and the mileage costs incurred by the University Supervisors for their bi-weekly classroom visits.

Attendance

- a) If a Waldorf University student teacher has any absences during their student teaching placement, the days must be made up. After three absences, the student teacher needs to make up five additional days. School cancellations due to weather do not need to be made up.
- b) Student teaching is split into two sessions, which are a minimum of seven weeks each.
- c) Attendance is also required for Student Teaching Seminars. If a student teacher must miss a seminar, a three-page paper on the seminar topic is required. Seminar dates are announced when placements are posted.

Transportation

Student teachers are responsible for their own transportation to and from placement school sites.

Dress Code

Student teachers must wear appropriate professional attire or their Waldorf University Education Department shirt during student teaching. Slacks may be worn for men and slacks or loose-fitting skirts for women. Jeans, mid-thigh skirts, shirts that reveal the waistline, spaghetti straps, flip-flops, high spikes or platform shoes, and hats are not appropriate attire. Personal grooming must be at a professional level. Additional restrictions on dress may apply if a student teaching placement school site has a more restrictive dress code for its teachers.

Confidentiality

Student teachers are expected to observe confidentiality concerning all aspects of clinical experiences. This means a student teacher must not talk about individual students to anyone other than the teachers and other professionals in a school. It also means that student teachers cannot talk about student interactions, student-teacher interactions, student progress, parents, etc. Violators will receive a written reprimand. A copy will be sent to the student teacher supervisor and advisor. Such violations may prevent a student from continuing student teaching.

Professional Behavior

Professional behavior is required. Student teachers must observe a code of professional ethics. Any behavior that reflects badly on the student teacher, and in turn Waldorf University, will result in failure of student teaching.

Extended Student Teaching

- a) A student teaching request for extended student teaching must be made at least one semester prior to the first student teaching session. The request should be directed to the Education Department Chairperson.
- b) Any extended student teaching request for reasons other than additional endorsement areas or out-of-state licensure requirements must be approved by the Education Department Chairperson.

Importance of Student Teaching

Student teaching is a full-time job and a Waldorf University education student's priority. It is an opportunity for you to develop the craft of teaching and reflect upon instructional practices. Completing your student teaching placement successfully will require an enormous amount of time and energy on your part. Student teachers will at times have expectations beyond the normal school day for Capstone seminar and school events such as parent-teacher conferences. Student teachers should minimize any additional commitments to give their full attention to their student teaching placement.

Extracurricular Activities While Student Teaching

Participating in an extracurricular activity is not compatible with full-time student teaching responsibilities. Therefore, **Waldorf University student teachers may not be engaged in an extracurricular activity (sports, theater, music, etc.)**. Education program students are encouraged to manage their schedules so that they will be student teaching in the semester opposite the season of their extracurricular activity when applicable. In the rare instances where extenuating circumstances have occurred, the student teaching candidate may make an appeal for an exemption from this extracurricular policy. The appeal process is outlined below.

Appeal Process

Education program students may appeal to the Waldorf Teacher Education Committee for an exemption from the extracurricular policy. Appeals will be considered on a case by case basis and must meet these minimal criteria to be considered:

- Meet the appeal deadline of April 1st for those student teaching in a Fall semester or meet the appeal deadline of November 1st for those student teaching in Spring semester.
- Provide documentation from a coach, instructor, advisor, or leader of the extracurricular activity in question. The coach, instructor, advisor, or leader must state that they understand student teaching is your top priority and that the student teacher will not miss any student teaching time for the extracurricular activity in question.
- Hold a Waldorf cumulative grade point average of 3.0 at the time of the appeal without any incomplete grades.

Education program students must work with their advisor when considering an appeal. This will ensure that all prerequisite criteria are met prior to the actual appeal being sent. Appeals must be in writing and include proof of the above criteria and rationale for how the student teacher candidate will work to manage their time during their student teaching placement. The appeal must be sent to the Education Department Chair, Dr. Patti Strukel (Patti.Strukel@waldorf.edu).

Role of Cooperating Teachers

The cooperating teacher exerts a primary influence on the development of the student teacher. Those serving in this role are responsible for guiding the student teachers through their professional experience. When cooperating teachers demonstrate model lessons, give suggestions in matters of discipline and evaluate student teachers' performances, they are using their expertise to mold new members of the teaching profession.

Specifically, cooperating teachers will be responsible to:

- Attend Waldorf University's Cooperating Teacher In-Service Workshop.
- Express a desire to work with the student teacher.
- Create an atmosphere of acceptance of the student teacher by introducing the student teacher to other faculty members and to students as a "second teacher" or a co-worker.
- Provide the student teacher with his/her own working space and a place to file classroom and university assignments.
- Provide a daily schedule and a school calendar.
- Provide information concerning school policies and regulations.
- Inform the student teacher of classroom policies and procedures.
- Provide seating charts or some means for the student teacher to learn student names.
- Provide class lists and necessary information about pupils, such as, IEP information.

- Guide the student teacher in planning, teaching and evaluation of lessons and/or units.
- Model various teaching strategies throughout the experience.
- Acquaint the student teacher with available instructional materials, supplies, and equipment.
- Schedule as early as possible with the student teacher the sequence of teaching experiences.
- Give the student teacher instructional responsibilities in the classroom.
- Provide continuous feedback evaluation of the student's teaching, including daily specific feedback and weekly planned conferences (documented with the weekly log).
- Include the student teacher in faculty/staff working relationships.
- Confer with the university supervisor about the student teacher's progress.
- After completing a written mid-placement evaluation and a final evaluation, meet with the university supervisor and student teacher to discuss the evaluation.
- Study, evaluate, and make recommendations for improving the student teaching experience.
- Conduct a mock evaluation on Iowa Teaching Standards and complete the form after Session II.

Role of University Supervisors from Waldorf University

University supervisors serve as resource persons for the principal of the cooperating school, the cooperating teacher, and the student teacher. University supervisors work with the cooperating teacher and the student teacher in evaluating the student teacher's performance.

Specifically, university supervisors will:

- Meet with the cooperating teacher and the student teacher by the end of the first full week of the student teacher's assignment in order to:
 - Describe the evaluation procedures.
 - Determine how the student teacher's time will be allocated and tentatively determine the timeline for assignments.
 - Discuss concerns and/or answer questions.
- Check with the building administrator periodically in order to maintain communication concerning progress and/or problems of the student teacher and/or cooperating teacher.
- Observe the student teacher every two weeks during each seven-week placement to:
 - Provide guidance to the student teacher.
 - Collaborate with the cooperating teacher on the progress of the student teacher and to formatively and summatively evaluate the student teacher, including conducting the following meetings with the student teacher present:
 - A non-binding, written mid-placement evaluation for each seven-week placement of the student teacher.
 - A final written evaluation of the student teacher for each seven-week placement.
- Observations of student teachers will be documented on every student teaching supervisor's evaluation forms. Each form will have the date and time that the observation took place. (See Appendix A for specific guidelines on observation reporting procedures.)
- Submit the mid-placement evaluations and final evaluations to the Student Teacher Coordinator within 24 hours after the evaluation meeting.
- Confer with the student teacher and the cooperating teacher after each observation when possible.
- Evaluate and provide feedback on all specific student teaching assignments.
- Help the student teacher and cooperating teacher resolve any problems affecting the student teaching situation.
- Offer praise, encouragement, and tactful but frank criticism/constructive recommendations.
- Maintain copies of the student teaching records.
- Provide all documentation and final evaluation grades to the Student Teacher Coordinator.
- Study, evaluate, and make recommendations for improving the student teaching experience.

Role of Principals

The principal of the cooperating school will work with the cooperating teacher and the university Student Teacher Coordinator to assure an effective experience for student teachers. The principal's responsibilities may include assisting in the orientation of the student teachers, observing the student teachers in their assigned classrooms, and acting as a resource person for the cooperating teacher and the student teacher.

Specifically, principals may:

- Meet with the student teachers during their first day of placement.
- Introduce the student teachers to the staff and acquaint the student teachers with the facilities and services of the school.
- Visit informally with the student teachers in the hallways, the lounge, and the lunchroom.
- When possible, observe student teachers in the assigned classroom.
- Talk with the student teachers about their work.
- Evaluate the student teaching experience with the university supervisor.
- If needed, conduct a mock evaluation on Iowa Teaching Standards and complete the form after Session II.

Role of the Waldorf University Student Teacher Coordinator

The Student Teacher Coordinator makes student teaching location assignments and facilitates starting and concluding procedures for this experience.

Specifically, the Student Teacher Coordinator will:

- Notify student teachers, university supervisors, and the Education Department Administrative Assistant of placement locations and dates.
- Conduct, with other university supervisors, Cooperating Teachers' In-Service Workshop.
- Conduct, with other university supervisors, Student Teaching Seminars.
- Verify documentation of written observation summaries submitted by university supervisors.
- Solicit, receive and collate feedback suggestions from cooperating teachers, principals, university supervisors, and student teachers regarding ways to strengthen the teacher preparation program.
- Coordinate payment of honoraria to cooperating teachers.
- Coordinate the fingerprinting and background check process as required by the Iowa Department of Education.
- Assist graduates, along with the Licensure Officer, in making application for teacher licensure.
- Conduct Capstone Seminar and collect and grade student portfolios and documentation.
- Provide final grades of student teachers to the Registrar's Office.
- Collect and organize all mid-term and final evaluation forms and other documentation by individual student and transmit to the Education Department Administrative Assistant for permanent student files.

Role of the Student Teacher

As exemplified by the title, the student teacher's role is twofold: they are both a professional teacher with a job to do and a student of the classroom learning to do that job well. When one begins student teaching, they should have an understanding of the skills needed to apply all InTASC Standards beginning on page 1.

Although student teaching is designed to be a learning experience, it is also a responsibility. The student teacher owes the classroom students their very best efforts in providing worthwhile learning experiences. Providing those experiences goes beyond merely presenting the content of a lesson.

Specifically, the student teacher will also:

- Attend student teaching seminars.
- Attend on-campus Capstone sessions.
- Establish positive relationships with the cooperating teacher and university supervisor.
- Provide background information about skills and abilities to the cooperating teacher.
- Observe students in the class carefully in order to plan for individual needs.
- Provide well in advance of the lesson for the materials and audio-visual aids to execute a lesson.
- Initiate ideas for classroom teaching and volunteer to do classroom tasks.
- Attend to the details of classroom routine as well as cheerfully assuming supervisory duties during lunch periods, recess, school activities, and before/after school.
- Listen carefully to the observations and coaching of the cooperating teacher and university supervisor in order to grow in a self-reflective manner.
- Follow classroom management procedures consistently and fairly.
- Maintain a professional manner with students while sharing concern and caring for their learning.
- Observe ethical considerations of confidentiality toward students, show respect for religious and cultural beliefs, be nondiscriminatory, and be aware of the effects of one's own behavior.
- Observe legal mandates concerning child abuse, students with special needs, and discipline.
- Take advantage of professional opportunities to observe other teachers and attend faculty in-service workshops, faculty meetings, school board meetings, and school organization meetings.
- Assume professional attitudes of dependability, promptness, and respect for school staff and administrators.
- Maintain professional dress and appearance.
- Adhere to the policies of the school and university without criticism or complaining.
- Maintain a file of all assignments and work completed.
- Adhere to the Code of Ethics of the Education Profession.

Specific Assignments for Each Student Teaching Placement

As soon as a student teaching placement is made, the student needs to arrange a one-day visit with each cooperating teacher for each session. A written report is then filed with the Waldorf University supervisor. Student teachers will complete two seven-week sessions. The specific assignments for each placement are listed below. **A Checklist for Student Teaching Assignments for both placements is found in Appendix A** and needs to be signed by the university supervisor as documentation of assignment completion.

- **Written report of Pre-Student Teaching visit with Cooperation Teacher (both placements).** It is important that you meet initially with your cooperating teacher prior starting your placement. Please provide a summary of topics discussed including when you will be starting, class schedules, a preliminary schedule of when you will begin teaching lessons, where your desk will be, method to learn student names, classroom rules and philosophy for developing classroom community, and any pertinent building expectations, rules, and information.
- **Write in a student teaching journal each day,** logging participation in activities, reflecting on strengths and areas to improve; also record intellectual and emotional reflections and attitude, as well as questions, concerning teaching. Be sure to include ideas you want to remember for future use - what was effective and what wasn't. Your journal should include at least one entry on each of the following topics:
 - Classroom rules and your philosophy for developing classroom community
 - Parent-teacher conference/meetings, or IEP meeting
 - Faculty meeting/in-service/professional development

- A co-curricular activity
 - Formal written communication to parents/guardians
 - Reflection on your weekly goal(s)
- **All lesson plans need to be written in detail.** Lesson plans need to be written for every activity done with students. Lesson plans need to be reviewed by the cooperating teacher prior to implementation. Plans also need to be available for the university supervisor during visits. Student teachers are given a lesson plan format that will be used for their unit and observations.
 - **Goal Setting Form (second placement only)** - This will include reflection upon your current strengths and two areas that you will look to improve upon during your second student teaching placement. (See form in Appendix A for instructions).
 - **Mock Evaluation (second placement only)** – This is a required part of the student teaching experience. You and the building principal need to complete this toward the end of your second placement. It is preferred that you complete this with the building principal, however if they are not available to work with you on this, you and your cooperating teacher may complete this together. (See attached form for instructions.)

Suggested Implementation Schedule

Below is a suggested implementation schedule (some student teachers will be ready to begin full time teaching before others ---- that transition is a joint decision between the cooperating teacher, the university supervisor and the student teacher).

Week One:

- Learn faculty and student names.
- Observe the cooperating teacher to learn classroom routines and strategies for teaching each subject area or class.
- Complete a written report of school/classroom rules.
- Assist the teacher and interact with students in classroom, hallway, etc.
- Conduct small group activities or portions of a class period using the cooperating teacher's plans and evaluate your skills.
- Conduct one whole class activity using the cooperating teacher's plan and evaluate your skills.
- Ask questions and discuss with the teacher why they do things as they do.

Week Two:

- Plan, conduct and evaluate two different small group activities or portions of a class period; share your written plans with the cooperating teacher prior to implementation.
- Plan, conduct and evaluate whole class activity; share your written plan with the cooperating teacher prior to implementation.
- Finalize plans for unit.
- Set aside time daily for feedback from the cooperating teacher.
- Add classes/subjects every few days until teaching half-days.

Week Three:

- Develop a learning center (classroom or virtual) and after the center has been utilized, evaluate its effectiveness in contributing to the achievement of the stated goals for the students and provide feedback for students on their performances; this activity should be completed by the fourth week.
- Continue lesson planning, teaching, observing, and conferring with the cooperating teacher.
- Begin discussing and planning evaluative techniques.

- Develop a plan for record keeping.
- Pick up additional classes/content areas. [**begin full-time teaching if appropriate**]

Week Four:

- When proficient at conducting group sessions, plan, implement, and evaluate lesson plans for half-day teaching responsibilities.
- Begin implementing unit.
- **Mid-session evaluation.**

Week Five:

- Full-time teaching.
- Ask for an observation by the principal.
- Schedule audio and video recording of a lesson; review and analyze the lesson.

Week Six:

- Full-time teaching.
- Phase out of full-time teaching by returning the class to the cooperating teacher gradually.

Week Seven:

- Final evaluation and three-way conference.
- Visit other classes/classrooms in second session.
- Mock- evaluation completed, signed, and turned in to the university supervisor.

Student Teaching Evaluation

Student teaching evaluations will take these forms:

- Written feedback by the university supervisor on observations.
- Checklist of assignments and activities by the university supervisor.
- Non-binding mid-placement evaluation by the university supervisor, cooperating teachers, and student teacher, which will be discussed at a conference during each seven-week placement.
- Final evaluation by the university supervisor, cooperating teachers, and student teacher, which will be discussed at a conference at the end of each seven-week placement. Each final evaluation and all documentation will be placed in the student's placement file.
- The university supervisor is responsible for assigning the grade for student teaching. This grade will appear on the student's transcript.

Unsatisfactory Performance

After the mid-placement evaluation, if it is determined jointly by the cooperating teacher and the university supervisor that the student's performance at that point is unsatisfactory, a plan of assistance will be developed detailing the areas that need significant improvement and suggesting steps to make that improvement. If there is not satisfactory improvement, they will need to repeat the student teaching placement in a subsequent semester, either with the same cooperating teacher or another cooperating teacher. The rationale and the plans for the subsequent student teaching experience will be shared with the student and placed in the student teacher's education file.

A final unsatisfactory grade for student teaching would not permit the student to be recommended for licensure. The final evaluation would include a rationale for the unsatisfactory grade. A copy would be transmitted to the student teacher, the Education academic advisor of the student teacher, and the Vice President for Academic Affairs. The student may appeal to the Teacher Education Committee.

Mock Evaluation of Student Teachers on the Iowa Teaching Standards

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, including a mock evaluation performed by the cooperating teacher. The mock evaluation shall not be used as an assessment tool by the practitioner 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.

Student Teacher: _____ Date: _____
 Grade Level(s) _____ Subject(s): _____
 Sponsoring Institution: _____ School District: _____
 Cooperating Teacher: _____ School: _____

This form was completed by: Student Teacher Cooperating Teacher/Designee
 Other: _____

Directions:

Students should complete this form, as a self-assessment, during the end of the student teaching semester. Cooperating teachers will complete the same form, and prior to the end of the semester the student teacher and cooperating teacher will compare and discuss their perceptions. This form is for the student teacher's use only. The sponsoring institution will not receive a copy.

I. DEMONSTRATE ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL DISTRICT'S STUDENT ACHIEVEMENT GOALS.

The teacher:

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

Strengths:

Areas for Improvement:

II. DEMONSTRATES COMPETENCY IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION.

The teacher:

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

Strengths:

Areas for Improvement:

III. **DEMONSTRATES COMPETENCY IN PLANNING AND PREPARING FOR INSTRUCTION.**

The teacher:

- a. Uses student achievement data, local standards and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student developmental needs, background, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

Strengths:

Areas for Improvement:

IV. **USES STRATEGIES TO DELIVER INSTRUCTION THAT MEETS THE MULTIPLE NEEDS OF STUDENTS.**

The teacher:

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

Strengths:

Areas for Improvement:

V. **USES A VARIETY OF METHODS TO MONITOR STUDENT LEARNING.**

The teacher:

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

Strengths:

Areas for Improvement:

VI. DEMONSTRATES COMPETENCY IN CLASSROOM MANAGEMENT.

The teacher:

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

Strengths:

Areas for Improvement:

VII. ENGAGES IN PROFESSIONAL GROWTH.

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

Strengths:

Areas for Improvement:

VIII. FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT.

The teacher:

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

Strengths:

Areas for Improvement:

Student Signature

Date

Cooperating Teacher or Designee Signature Date



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The Waldorf University Education
Department's Mission Statement:

*"Prepare engaging teachers to serve
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APPENDIX A

CHAPTER 79
STANDARDS FOR PRACTITIONER AND ADMINISTRATOR
PREPARATION PROGRAMS

Student Teacher Observation Requirements

79.13(9) Accountability for student teaching experiences is demonstrated through all of the following:

- a.* Involvement of the cooperating teacher in the continuous formative evaluation and support of practitioner candidates.
- b.* Involvement of the university or university supervisor in the formative evaluation of practitioner candidates through a minimum of biweekly observations and consultations.
- c.* Collaboration of the cooperating teacher and the university/university supervisor in determining areas for improvement, developing and implementing plans for improvement, and determining final evaluation of the student teacher.
- d.* Use of a written evaluation procedure, with the completed evaluation forms included in practitioner candidates' permanent institutional records.

79.13(10) The student teaching experience for initial licensure meets all of the following:

- a.* Includes full-time experience for a minimum of 14 consecutive weeks during the student's final year of the practitioner preparation program.
- b.* Takes place in the classroom of an appropriately licensed cooperating teacher in the subject area and grade level endorsement desired.
- c.* Consists of interactive experiences that involve the university or university personnel, the student teacher, and the cooperating teacher.
- d.* Includes prescribed minimum expectations and responsibilities, including ethical behavior, for the student teacher.
- e.* Includes prescribed minimum expectations and responsibilities for cooperating teachers, the school district or accredited nonpublic school, and higher education supervising faculty members.
- f.* Requires the student teacher to become knowledgeable about the Iowa teaching standards and to experience a mock evaluation performed by the cooperating teacher or a person who holds an Iowa evaluator license (see rule 282—20.51(272) and Iowa Code section 284.10), which shall not be used as an assessment tool by the program.
- g.* Requires the student teacher to bear primary responsibility for planning and instruction within the classroom for a minimum of two weeks (ten school days).
- h.* Involves the student teacher in professional meetings and other school-based activities directed toward the improvement of teaching and learning.
- i.* Involves the student teacher in communication and interaction with parents or guardians of students in the student teacher's classroom.

Checklist for Student Teaching Assignments

Placement 1: School	Teacher	Grade/Subject	Date of Placement			
Assignment	InTASC	ITS	Pass	"D"	Fail	Date
Written report of Pre-Student Teaching visit with Cooperating Teacher (1st placement)		3, 8				
Journal (1 st placement) <ul style="list-style-type: none"> • Include an entry pertinent to classroom rules and your behavior management philosophy 	3(i)	7				
<ul style="list-style-type: none"> • Include an entry pertinent to a parent-teacher conference or IEP meeting 	1(e)	7, 8				
<ul style="list-style-type: none"> • Include an entry pertinent to faculty staff meeting/in-service/professional development 	9(a); 9(g)	7, 8				
<ul style="list-style-type: none"> • Include an entry about a co-curricular activity 	3(n)	7, 8				
<ul style="list-style-type: none"> • Include an entry regarding a formal written communication to parents/guardians 	3(a); 3(i); 3(n)	8				
<ul style="list-style-type: none"> • Include an entry each week reflecting on your week's goal 	9(g)	7				
Goal Setting Forms	9(g)	7				
Seminar Attendance	9(a)					
Unit	1-8	2-5				
Mock Interview	1-8	1-8				

Signature of Student Teacher Supervisor: _____ **Date:** _____

Checklist for Student Teaching Assignments

Placement 2: School	Teacher	Grade/Subject	Date of Placement			
Assignment	InTASC	ITS	Pass	"D"	Fail	Date
Written report of Pre-Student Teaching visit with Cooperating Teacher (2nd placement)		3, 8				
Journal (2 nd placement) <ul style="list-style-type: none"> • Include an entry pertinent to classroom rules and your behavior management philosophy 	3(i)	7				
<ul style="list-style-type: none"> • Include an entry pertinent to a parent-teacher conference or IEP meeting 	1(e)	7, 8				
<ul style="list-style-type: none"> • Include an entry pertinent to faculty staff meeting/in-service/professional development 	9(a); 9(g)	7, 8				
<ul style="list-style-type: none"> • Include an entry about a co-curricular activity 	3(n)	7, 8				
<ul style="list-style-type: none"> • Include an entry regarding a formal written communication to parents/guardians 	3(a); 3(i); 3(n)	8				
<ul style="list-style-type: none"> • Include an entry each week reflecting on your week's goal 	9(g)	7				
Goal Setting Forms	9(g)	7				
Seminar Attendance	9(a)					
Unit	1-8	2-5				
Mock Interview	1-8	1-8				

Signature of Student Teacher Supervisor: _____ **Date:** _____



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Student Teaching Goal Sheet: 2nd Placement

This document is a reflective tool for student teachers to self-evaluate their 1st placement performance and identify goals for professional development during the 2nd placement experience. The Student Teaching Goal Sheet will be completed following the first student teaching placement.

Student Teacher's Name: _____ **Date:** _____

My strengths as a teacher are:

Areas I feel I need further growth as a teacher are:

Two areas of further growth I chose to work on during the second placement:	What I will know/be able to do after working on this goal:	What indicators provide evidence that you met this goal?
1.		
2.		