

# **Cornell College Education Department Student Teaching Handbook**



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2012-2013 Education Department  
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## Responsibilities of the Mentor Teacher

- A. Conduct an orientation session for the student teacher. This orientation should include:
1. an exchange of personal and emergency phone numbers
  2. an introduction to faculty, principal and staff
  3. a tour of the school buildings and grounds
  4. a copy of school rules and regulations (handbook)
  5. a list of media resources available
  6. a copy of school schedules and calendars
  7. directions for requisitioning supplies
  8. a community background briefing
  9. the location of student records
  10. information on special needs students (LD, Chapter I, TAG, medical requirements, etc.)
  11. directions for classroom and emergency procedures
  12. expectations regarding proper dress
  13. policies and directions concerning copy and reproduction machines
- B. Daily communication with the student teacher is essential (written and oral). Maintain a notebook of suggestions and comments. Be an attentive listener and give constructive criticism.
- C. Make available to the student teacher grade level curriculum materials, school philosophies, resource materials, K-12 scope and sequence.
- D. Model teaching methods and techniques, appearance, attitude, work habits and professionalism.
- E. Acquaint the student teacher with student and faculty evaluation policies and procedures.
- F. Explain expectations and standards clearly. This includes anything not addressed in the Cornell College Teacher Education Handbook and may exceed the expectations of the Cornell College Education Department.
- G. Introduce the student teacher to professional and school organizations.
- H. Supervise the student teacher's development of an age appropriate teaching unit if desired.
- I. Discuss lesson plans before implementation of lessons.
- J. Foster independence and collaboration (assisting with teaching, solo teaching, and team teaching).
- K. Avoid intercession when the student teacher is teaching, unless:
- a potentially dangerous disciplinary situation is developing;
  - the student teacher has lost control;
  - the student teacher is seeking your help;
  - inaccurate information is being conveyed and extensive re-teaching would result
  - the student teacher has departed from the lesson with no apparent educational purpose.

- L. Help the student teacher become a creative teacher by encouraging the use of innovative approaches or techniques, newly researched concepts, and by encouraging professional interaction with other faculty members.
- M. Contact the college supervisor, Director of Teacher Education and/or Chair of the Department of Education if difficulties become apparent.
- N. If the student teaching experience has to be terminated for any reason other than successful completion of the assignment, the student, the college supervisor, the mentor teacher, and the building principal will meet and follow the guidelines for withdrawal outlined in this handbook. (See page 20)
- O. Suggested teaching schedule for the student teacher for 14 weeks:
- Observation and assistance (1-2 week)
  - Lesson development and individual lesson teaching (1-2 weeks)
  - Half-time to full-time teaching responsibility (10-11 weeks -- with a minimum of 10 consecutive days of full-time teaching)
  - Gradually reduce teaching time (1 week)
  - Allow time for student teacher to observe other classrooms
- The details of this schedule should be discussed with the college supervisor.
- P. Suggested teaching schedule for the student teacher who is student teaching in two 8 week assignments:
- Observation and assistance (1 week)
  - Beginning lessons
  - individual lesson teaching (2 weeks)
  - Half-time leading to full-time teaching responsibility (4-5 weeks with a minimum of 10 consecutive days of full-time teaching i.e. Halftime teaching mornings (1 week); Halftime teaching afternoons (1 week) full-time teaching (2 weeks)
  - Gradually reduce teaching time (last week of student teaching experience)
  - Allow time for student teacher to observe other classrooms
- The details of this schedule should be discussed with the college supervisor.
- Q. Conduct State of Iowa's required mock evaluation (see form on pages 4-7 of this Handbook) with the student teacher at the close of the student teaching experience. The purpose of this evaluation is to benefit the student as part of his/her professional development. Once this has been completed, please sign the form that was presented at the first 3-way conference.

## 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:

Student should complete this form, as a self assessment, during the end of the student teaching assignment. 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 COMPETENCE 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 COMPETENCE 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:

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Student Signature

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Date

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Cooperating teacher or Designee Signature

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Date

## Responsibilities of Student Teachers

- A. Fall Student Teaching: Student teachers will be assigned a mentor teacher during the spring of the junior year before student teaching as a senior. Each Cornell student must make an appointment with her/his mentor teacher before leaving for the summer, arrange for a time to observe class, ask for guidance about summer work to prepare for student teaching, and make additional contact with the mentor teacher during the summer.

Official student teaching responsibilities for the 14 consecutive weeks of student teaching begin the first day of teacher in-service in each specific district. Mentor teachers may request that a student begin work prior to teacher in-service days. Official student teaching responsibilities for January begin the first day of school after winter break of the host school. These dates differ among districts, so refer to your school's calendar and confirm that date with your mentor.

- B. Student teaching is the student's primary responsibility. All other college and personal activities will be secondary and never interfere with teaching responsibilities.
- C. Learn school rules (official and unofficial) concerning teacher behavior and dress. The Department expects all Cornell student teachers to dress and conduct themselves in a manner that reflects genuine respect for their students and the teaching profession.
- D. At the beginning of student teaching, all student teachers must write a letter to parents/guardians of students to introduce themselves. In the letter, provide necessary contact information, inform them of the beginning and ending dates of your time there, lay out general expectations you have for students, and explain that you are available to discuss issues of concern at any time. Letters may be sent via email with the permission of your mentor teacher.
- E. Ask your mentor teacher for responsibilities immediately. Make it clear that student teaching is your top priority. Plan to arrive at school early and stay late.
- F. Study the curriculum materials related to your teaching assignments. Take nothing for granted. Become as knowledgeable as possible.
- G. Prepare a detailed lesson plan for every lesson you will teach. Have a copy of each lesson plan for your mentor teacher. In addition, you must have a copy for your college supervisor when being observed as well as a pre-observation form. Keep all lesson plans, pre-observation forms and field notes in a 3 ring binder and accessible to your supervisor.

\*\* Remember, you are to use the lesson plan format in your methods classes. You are required to keep all of these plans and all other artifacts in order to create your Student Teaching Portfolio in EDU 483 (Senior Seminar). Staying current with your lesson plans is crucial.

- I. Keep regular field notes of your teaching observations, reactions, and questions. Refer to the field note assignment explanation on page 13.  
  
\*\* If an insufficient number of lesson plans or substantial field note responses are given to the college supervisor during any three week period, the Chair will consider your possible removal from student teaching and subsequent denial of licensure.
- J. Attendance is required for all bi-weekly student teaching seminars held in College Hall. Specific times, subjects, and readings will be announced during the first week of Term One. We believe that theory and practice go hand-in-hand to create a good teacher and a proper classroom atmosphere.
- K. Arrange a systematic plan for observation and evaluation of your teaching with your college supervisor. \*\*Be sure your supervising professor knows your mentor teacher's email and your email, the location of your classroom, your building principal's name, and has your classroom teaching schedule.
- L. Volunteer to assist your students in their before and after school activities. When help is needed for weekend school activities, be sure to offer your assistance.
- M. **At all times you are required to respect and follow your local school's calendar, not Cornell's.** Since student teaching is a full time fourteen week assignment, you must report before the term begins and teach through block breaks, including the final term in which you student teach. **Spring student teachers; you will take your school's spring break, not Cornell's.**
- N. You are required to attend all professional, administrative, and school-related meetings that are a part of your mentor teacher's duties.
- O. You are expected to accept constructive feedback and to engage in self-evaluation and reflection for your own professional improvement.
- P. You are expected to be present in your school each day it is in session during your student teaching. If you are ill, or there is a weather emergency, call or email your mentor teacher as soon as possible. In addition, call or email Cindy Postler, [cpostler@cornellcollege.edu](mailto:cpostler@cornellcollege.edu), 319-621-4015 and your supervising professor. You may be required to make-up days missed.
- Q. For your professional development, you will need to arrange to video a class period.
- R. Arrange with your mentor teacher to visit other teachers' classes.
- S. Should the student teaching experience have to be terminated for any reason other than successful completion of the assignment, the student, the mentor teacher, the college supervisor and/or the building principal will meet and follow the guidelines for withdrawal outlined in this handbook (page 20 of this handbook).
- T. Grades for student teaching (EDU 410, 420, 430, 440) are either CR or NC. You will receive on-going, specific evaluation of your performance during the course of your student teaching.

- U. You must be recommended by Cornell College in order to obtain a teaching license. Student teachers must meet all performance-based criteria before being recommended for licensure. This recommendation is determined in consultation with your cooperating teacher, the college supervisor, the Cornell College licensing official, and the Education Department meeting en banc. Completion of student teaching does not guarantee recommendation for a teaching license.
- V. Cornell students are reminded that they are bound by the Iowa Code of Ethics and Standards of Practice. (Go to <http://www.state.ia.us/boee/>. Go to the bottom of the page click on “Chapter 25 – Code of Professional Conduct and Ethics, then click on 282-25.doc in the upper left hand corner.)
- W. Always have back-up transportation arrangements to get to your student teaching location. Remember, Iowa winters can be cold enough to render your car useless. Call the Education Department when everything else fails.
- X. Complete the required Student Evaluation of College Supervisor form for each supervisor

## Student Teaching/Field Experience Screening Statement Cornell College

The *Iowa State Department of Education* requires all students to complete a full disclosure statement prior to any sustained placement in the public school setting. Consequently, this disclosure statement must be completed prior to each observation, practica placements and student teaching placement. Any relevant changes must be immediately reported to the Education Department.

This screening statement shall be collected on separate sheets of paper and kept on file in the Education Office. This protects the privacy of the Cornell College students and keeps the papers readily available in a central location.

### Disclosure Statement

With regard to Cornell College students working/observing in the public schools, it is the policy of the Cornell Education Department to make every reasonable effort to provide safe learning environments for the elementary, middle school and high school students in the public schools. Therefore, the Education Department requests the following information.

Have you ever been convicted of a crime other than parking or traffic violations? (This includes alcohol violations.)  Yes  No If yes, please explain. If necessary use additional paper.

Have you ever been convicted, or had an administrative finding of violating any law involving child abuse, sexual abuse, physical abuse, sexual harassment or exploitation, or any other crime related to children?  Yes  No

Do you have charges pending relating to any of the aforementioned?  Yes  No

Name \_\_\_\_\_

Box Number \_\_\_\_\_

Phone Number \_\_\_\_\_

Email address \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

A "YES" answer requires a meeting with the certification official in the Education Department.

*Disclaimer: In the event that a student willfully provides false or misleading information or refuses to disclose pertinent information, immediate removal from the observation/practicum/student teaching placement will follow; upon departmental review, removal from the Education Department might result as well.*



## Student Teaching Field Notes

Education Department, Cornell College

**INTASC #9; ITS #7; Credit/no Credit to be determined by your Student Teaching Supervisor based on the following guidelines (Rubric Competency IVb):**

In the past, student teachers wrote journal entries on a daily basis, but we are now asking you to keep field notes instead. This will enable you to have the necessary data you will need to complete the research project in your EDU 483 *Senior Seminar* course. Because this research project is qualitative in nature, it will require you to “produce knowledge” about the world; since our world is education, we will ask that you construct meaning about a particular educational phenomenon that piqued your interest while student teaching. You may have no idea what that phenomenon will be; however, it will likely relate to an academic problem or conflict, a social or political dynamic or even educational policy that affected your school and your classroom. Rest assured that you have plenty of time to determine your topic, and ample support will be provided along the way.

What is important at this juncture is for you to begin the process of data collection. The field notes written during student teaching will form the bulk of your data, so you’ll need to begin writing these notes immediately. The process begins with observation, which is a major means of collecting data in qualitative research as it offers a firsthand account of the situation you are studying. For this reason, you need to record your observations in a systematic way so that they can serve as data for the paper.

### **What exactly are field notes and how do they differ from traditional journal entries?**

Field notes are defined as anything that is written down or mechanically recorded from a period of observation. These notes can be continuous prose or sketchy recordings of words or phrases. Anything that is written down though is considered “raw data” that may be useful to you when writing your qualitative research paper (completed in EDU 483 Senior Seminar) In summary, the written account of the observations you complete while student teaching is considered your *field notes*.

### **The Task: What exactly do I need to do?**

We would like you to record field notes everyday while student teaching. However, we only expect three to four formalized entries per week. These entries should be typed and double-spaced and at least two pages in length.

Place all of your written field notes and typed entries in your student teaching binder; your supervisor will read them each time he/she visits for an observation. Since these notes are absolutely integral to the success of the qualitative research project you will complete in EDU 483, it is essential that you complete them and keep them organized.

### **Coding System**

**Field notes must be organized for later reference so begin each entry with the date, time, class period and subject matter.** Articulate any other useful information such as if you

are observing or teaching the class, useful information about the class or students, extenuating circumstances, etc.

**Observer Commentary: *How should I structure the entry?***

The first part of the entry will likely provide factual information. Here you describe the classroom culture, student profiles and any dynamics that might be unfolding. Of greater importance though is your commentary which will include your feelings, reactions, initial interpretations and possibly even a working hypothesis. These types of comments go far beyond factual descriptions, for they address the classroom culture, academic issues, and social and political dynamics that unfold during the school day. Your job is to raise questions about what you are observing and then speculate as to what it might all mean; in this way, you are engaging in preliminary data analysis. This combination of observation and subsequent analysis of data really defines qualitative research.

**Content of Field Notes: Descriptions, Direct Quotations and Observer Comments**

You may be wondering what exactly to include in your field notes. Many things may make their way into your field notes but the three mainstays include:

- ❖ Written descriptions of the classroom setting and culture, the students and the activities
- ❖ Either direct quotations or a general summary of what was said
- ❖ Your comments where you begin to make sense of what is going on

**As you write field notes, keep in mind the following tips:**

- ❖ When you're in the classroom, teaching or observing, jot down any thoughts or observations that seem interesting, unique or problematic. Write your written analysis in a formalized entry as soon as possible. If you wait too long, you'll forget and the analysis will be more difficult to write.
- ❖ Pay close attention to anything of interest
- ❖ Look for key words in people's remarks that might stand out later
- ❖ Concentrate on the first and last remarks in each conversation
- ❖ Revisit remarks, actions and dynamics that unfolded during the course of the observation
- ❖ Attend to both the academic and the social. For example, are certain students continually excluded during group work; do some students dominate the discussion while others fail to find voice; does lack of discipline deny certain students a sense of safety?

**Final Suggestion: SAVE EVERYTHING!!!** You will need your written notes recorded during class and your formal typed entries for EDU 483. All materials will extremely important to you for your senior portfolio and, most importantly, your qualitative research paper.

### ***A note on professional responsibilities and dispositions for education majors:***

*Professional responsibilities:* Because teaching carries immense ethical and moral responsibility, education majors must be held to a higher standard of behavior than other college students. Although you are technically not yet teachers, you should conduct yourselves *as though* you were already professional teachers for two reasons: First, now is the time to begin to develop the ethical mindset required of a teacher, who must conduct himself/herself as a model citizen within society. Second, your future employers – and the government – will look at what you have done within college and judge you by it. In particular, this second reason requires that you be especially careful in terms of the actions you take. For instance, you should be sure to be a law-abiding citizen (watch out especially for alcohol violations, which don't reflect well on you and can get you in trouble with the law). In addition, be especially careful about how you present yourself on the internet on sites such as Facebook; the Education Department advises that you *do not* have an internet website that portrays you in any kind of a questionable manner. We realize that many of your peers have web profiles that depict them drunk, scantily-clad, or doing other sorts of typical college activities, but as future teachers you do not have the option to present yourself in this way.

So be smart now and start conducting yourself as though you were already a teacher. Imagine the parent of one of your students conducting a Google search of your name, and make sure whatever comes up would be acceptable to that parent.

### **Exhibit G (revised April, 2013) Cornell College Dispositions of Pre-Service Teacher – Evaluation Instrument**

\_\_\_ Pre-Methods      \_\_\_ Pre-Student Teaching      \_\_\_ Student Teaching  
 (after all 200 level courses completed)      (After EDU 314 & EDU 328)      (EDU 410 – EDU 483)

1. Students (applying and admitted) in the Teacher Education Program will be evaluated on the Dispositions listed below.
2. Behaviors and dispositions that do not meet the expectations as evaluated by the Education Department faculty, staff, and other interested parties will be documented.
3. Students with a pattern of behaviors and dispositions that are not in line with those listed below will meet with the Chair of the department to develop a plan of action for remediation.
4. If remediation is not satisfactorily met within the agreed upon time frame, the student may be subject to removal from the program, as deemed appropriate by the Chair and Education Department members.
5. Due Process - Student may appeal by following the procedures outlined below:
  - a. Write a letter to the Chair outlining objections within five days of notification.
  - b. The student's letter will be transmitted to the Education Department faculty for review, discussion, and final decision. The Student may be present for the review.
6. Sources of assessment: observable behaviors (in class, on campus, within public/private schools, and in public); written correspondence (emails, etc.) and oral communication.

#### DISPOSITIONS

##### Professionalism:

- Demonstrate professional and ethical conduct with supervisors, students, parents, colleagues, and community
- Demonstrate a pattern of professional behavior such as promptness, task completion, maintenance of confidentiality, and honesty.
- Consistently honors the needs and best interests of learners.
- Exhibit poise and reflection in difficult situations, enduring stress and maintaining stability in the face of disruption/chaos.

##### Collaboration:

- Develop collaborative relationships that enhance the learning and teaching experience.
- Consistently interact with others in ways that communicate respect, courtesy, and understanding.

- Show appropriate regard for the needs, ideas, and experiences of others by engaging in open dialogue and effective action to accomplish goals as part of a larger group.
- Develop authentic and genuine relationships with students, administrators, parents, peers, and other in the community.
- Accept personal responsibility in achieving goals.
- Endeavor to instill democratic ideals and practices within the classroom and in the community.

#### Commitment to Learning:

- Demonstrate commitment to professional and intellectual development.
- Take advantage of learning opportunities.
- Demonstrate enthusiasm, commitment, and optimism for the learning/teaching process.
- Generate questions and actively engage in an intellectual and participatory manner with others.

#### Reflection and Adaptability:

- Adjust to new circumstances, flexible in the face of new realities, accommodate given the unforeseen.
- Exhibit an open-minded and positive attitude when receiving feedback from others.
- Exhibit keen with-it-ness and engagement in human interactions both inside and outside the classroom, being able to adapt, adjust, and modify practices to meet the needs of self and students.
- Use reflection to generate potential improvements, and apply outcomes of reflection to future interactions.
- Act to reduce personal biases while evaluating the effectiveness of instruction and behavior in terms of the larger goals of education.

#### Self-Direction:

- Actively demonstrate ability to foster extensions in learning and teaching.
- Exhibit a willingness to pursue solutions to problems or questions by gathering relevant data.
- Demonstrate self direction and confidence, consistently performing above minimum requirements, and seeking creative and expressive avenues for student, self and others.
- Consistently use available resources in the pursuit of academic and professional goals, while visualizing and implementing novel ideas and practices in the field of education.

#### Facilitation of Challenging Learning Environments:

- Use and model effective communication skills, thinking skills, and creative expression.
- Consistently model respect fo all people while providing opportunities for student to hear, consider, and discuss varying viewpoints.
- Incorporate practices in teaching that reflect appropriate voice, tone, posture, verbal and non-verbal communication.
- Challenge learners to think creatively about content and facilitate the extension of learning experiences beyond expectations.
- Demonstrate intellectual engagement with material and colleagues while nurturing high expectations in self, students, and others.

#### Learner Advocacy:

- Respect diversity of thought, background, and inherent abilities in an interdependent, global society.
- Interact with learners in ways that consider individual differences and life experiences.
- The written work, material selection, activity design, and other expressions reflects a consistent yet fluid understanding of the changing diversity in student populations.
- Promote awareness, understanding and acceptance of diversity in students and families both within and outside the classroom environment.

### **Responsibilities of the Cornell College Supervisor**

- A. The college supervisor will assure that each mentor teacher has a handbook and is aware of the procedures and responsibilities listed therein. The college supervisor will provide each mentor teacher with his/her email, home and college telephone numbers.
- B. The college supervisor will visit each Cornell student regularly during the student teaching experience. A specific schedule will be established at the beginning of student teaching; altered as needed during the weekly seminars.
- C. The college supervisor will read and respond in writing to students' weekly field log reflections.
- D. The college supervisor is responsible for providing frequent, constructive, and specific evaluation of student teachers' progress. This feedback is to take place as soon as possible after an observation.
- E. The college supervisor is responsible for scheduling midterm and final evaluation conferences. These conferences shall be three-way sessions with the supervisor, the mentor teacher and the Cornell student.
- F. The college supervisor is responsible for presenting weekly written or verbal reports to Cindy Postler, Director of Teacher Education, concerning student teacher progress.
- G. If the student teaching experience has to be terminated for any reason other than successful completion of the assignment, the college supervisor and the Chair of the Education Department must follow the due process appeal procedures outlined in this handbook. (See page 21)
- H. The college supervisor will discuss the strengths/weaknesses of the student teacher with the cooperating teacher and arrive at a formal recommendation to the Education Department regarding licensure for the student teacher.
- I. During the final block of student teaching, the current college supervisor will write a letter of recommendation for each Cornell student supervised. This letter will be included in the student's credential file.
- J. The college supervisor will evaluate all student teaching assignments; resume, videotape reflection.

The student teacher's file must be returned to Cindy Postler immediately following the completion of the student teaching experience. The file should include all of the observation notes, the completed midterm and final evaluations, and a letter of recommendation.

## Cornell College

Re: Recertification Credit

The Board of Educational Examiners recently adopted rules that allow a **maximum of one** of the required credits to be completed in the form of documented professional activities which relate directly to the training/development of teachers or administrators. The following describes the approved system in which *three points would be needed to earn one renewal credit*:

Renewal points must be earned within the terms of the license being renewed. *It should be noted that cooperating teachers will continue to be compensated monetarily for serving as a cooperating teacher for a student teacher (as directed by state code), and that renewal credit would be applied for independently by those teachers wishing to receive it.*

Documented participation in any of the following activities could be used toward the acquisition of **three points** which would convert into **one** renewal credit:

- Serving as a cooperating teacher for a *full semester* student teacher is worth **two** points\*
- Serving as a cooperating teacher for a *half-semester* student teacher is worth **one** point\*
- Serving as a cooperating teacher for a practicum or practicum students (early field experience) equivalent to *60 contact hours* is worth **one** point (hours may be accrued over several semesters)\*
- Attending (from start to finish) a “cooperating Teachers’ Workshop” *in conjunction with* serving as a cooperating teacher with a student teacher or practicum student is worth **one** point
- Serving as a *multi-year* member of a teacher education program’s advisory committee is worth **one** point

Educators will be expected to record their own professional activities for each five year period. Once the educator has earned the three points which can be converted into one renewal credit, the educator will document this by having a representative of the teacher education program (e.g., the supervising professor from the institution in which the student teacher attends) sign the verification form titled “Certificate of Professional Activities for Renewal Credit”; the teacher must submit this form which documents one renewal credit along with other licensure materials to the Iowa Board of Educational Examiners.

\*Should a student teacher be removed from a student teaching or practicum placement, the cooperating teacher would maintain point eligibility.

<http://www.boee.iowa.gov/forms/StudentTeacherCredit.pdf>

## The Developmental Process of Student Teaching

Student teaching is a developmental process. Each student teacher brings her/his personal strengths and weakness to the experience. It is the position of the Cornell College Teacher Preparation Program that a rating of “Distinguished” would be unlikely at the midterm evaluation; therefore it is **recommended that no rating of “Distinguished” be given at the midterm.** It has been our experience that the growth and development of skills by the final evaluation may provide the opportunity for the student teacher to receive some “Distinguished” ratings.

The letter of recommendation by the mentor teacher is the most important and public document in the student teacher’s credential file. Identifying specific areas in which your student teacher may be “Distinguished” will be very beneficial in the letter of recommendation.

As a department, we believe that student teaching should be evaluated in a holistic manner. For this reason, at Cornell College the student teaching experience does not receive a letter grade. Cornell students receive Credit or No Credit for student teaching.

### **Timeline and Requirements for Withdrawal from the Student Teaching Assignment**

If there is a concern that the student teacher will not successfully complete the student teacher assignment or be recommended for licensure, this needs to be addressed within two weeks prior to or after the **midterm** evaluation.

1. Adequate written documentation such as logs, written observations, etc. from the mentor teacher and the college supervisor indicating concerns have been shared with the student teacher and the student teacher understands what improvements need to be made. The midterm report; numerical assessment (1) and comments need to support the concerns.
2. Clear expectations are formulated by the mentor teacher, the college supervisor and the student teacher and conveyed through conferencing and written form to the student teacher.

If after four weeks following the midterm evaluation, there is no improvement then the procedures for removal from the student teaching assignment will begin. (Please see *Guidelines for Withdrawal from the Student Teaching Assignment Prior to Successful Completion.*)

#### **Guidelines for Withdrawal from the Student Teaching Assignment Prior to Successful Completion.**

When the Cornell student teacher, the college supervisor, the mentor teacher, and/or the principal request the removal of a Cornell student teacher from a student teaching assignment, the following procedures will be followed:

- A. The college supervisor will meet with the mentor teacher, the principal and student teacher to clearly articulate the reason(s) for seeking withdrawal prior to the conclusion of the assignment. These reasons must be in writing, written by the person requesting withdrawal, and available for all to consider. The purpose is to seek resolution, if possible, instead of the removal of the student teacher.
- B. If a resolution of the problem is not possible and the Cornell student teacher is withdrawn, the college supervisor will consult with the Chair of the Department of Education to determine if the Cornell student teacher should:
  1. be reassigned to another placement.
  2. be recommended for a withdrawal (W on transcript) which might allow student teaching at another time.
  3. be immediately removed from student teaching (NC on transcript) and NOT recommended for licensure. This action must be the result of one or more of the following:
    - Unsatisfactory ratings on the midterm Student Teaching Assessment Form or on weekly observation reports
    - a founded ethical and/or legal violation
    - a voluntary request for withdrawal.
- C. All final recommendations for withdrawal from student teaching are to be articulated in writing by the college supervisor with a rationale that is in accordance with the evaluation/assessment forms being used in student teaching. The Chair of the Education Department makes the final decision concerning withdrawal. A written statement from the

Chair of the Education Department confirming withdrawal and the reasons for it are sent to the following persons:

1. the student teacher
2. the mentor teacher and principal
3. the academic advisor of the student teacher
4. the Registrar of Cornell College

In every case, the Chair of the Education Department will include in the statement of withdrawal the student's right to appeal and the procedures to follow.

- D. If a Cornell student wishes to appeal the withdrawal decision, the Due Process Appeal Procedures must be followed. (see next page)

## Due Process Appeal Procedures

A Cornell student objecting to any decision made by the Cornell College Education Department, including:

- denial of admission to any phase of the Teacher Education Program
- denial of recommendation for licensure
- withdrawal from student teaching

A Cornell student may appeal the decision in the manner outlined below:

1. A letter from the student outlining the objection must be sent to the Chair of the Education Department within five class days of notification.
2. The letter is then transmitted to the Education Department faculty for review and decision. The student may be present for the review, make an oral and/or written statement to the Department and choose another faculty member to meet with the department in making the decision. The decision is then communicated by the Chair of the Education Department to the student, the student's academic advisor, the Registrar, and the Vice President for Academic Affairs who is also the Dean of the College.
3. If the student rejects the decision of the Education Department faculty, the student may, within five days, appeal in writing to the Vice President for Academic Affairs.

## INTASC and ITS Standards

Throughout the Education Department syllabi, are numerous references to the Interstate New Teacher Assessment Support Consortium Standards and the Iowa Teaching Standards. Here is a list of these standards and requirements for you to incorporate into your thinking and writing.

### INTASC (Interstate New Teacher Assessment Support Consortium) Standards

**Standard One – Knowledge of Subject Matter:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Standard Two – Knowledge of Human Development :** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

**Standard Three – Adapting Instruction for Individual Needs:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Standard Four – Multiple Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Standard Five – Classroom Motivation and Management Skills:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.

**Standard Six – Communication Skills:** The teacher uses knowledge of effective verbal, nonverbal, media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard Seven – Instructional Planning Skills:** The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

**Standard Eight – Assessment of Student Learning:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

**Standard Nine – Professional Commitment and Responsibility:** The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Standard Ten - Partnerships:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

## IOWA TEACHING STANDARDS AND CRITERIA

### **I. DEMONSTRATES 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

### **II. DEMONSTRATES COMPETENCE 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.

### **III. DEMONSTRATES COMPETENCE 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.

### **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.

#### **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

#### **VI. DEMONSTRATES COMPETENCE 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.

#### **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.

#### **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.

**Interstate New Teacher Assessment Support Consortium (INTASC)  
and the Iowa Teaching Standards (ITS)**

<b>Interstate New Teacher Assessment Support Consortium (INTASC)</b>	<b>Iowa Teaching Standards (ITS)</b>
#1 Knowledge of Subject Matter	#2 Demonstrates Competence in Content Knowledge appropriate to the Teaching position
#2 Knowledge of Human Development & Learning	#4 Uses Strategies to Deliver Instruction that Meets the Multiple Needs of Students
#3 Adapting Instruction for Individual Needs	#4 Uses Strategies to Deliver Instruction that Meets the Multiple Needs of Students
#4 Multiple Instructional Strategies	#4 Uses Strategies to Deliver Instruction that Meets the Multiple Needs of Students
#5 Classroom Motivation & Management Skills	#6 Demonstrates Competence in Classroom Management
#6 Communication Skills	#1 Demonstrates Ability to Enhance Academic Performance & Support for and Implementation of the School District's Student Achievement Goals
#7 Instructional Planning Skills	#3 Demonstrates Competence in Planning and Preparation for Instruction
#8 Assessment of Student Learning	#5 Uses a Variety of Methods to Monitor Student Learning
#9 Professional Commitment & Responsibility	#7 Engages in professional growth
#10 Partnerships	#8 Fulfills Professional Responsibilities Established by the School District

Please select appropriate field experience:

Elementary

Secondary

Content Area: \_\_\_\_\_

### Student Evaluation of College Supervisor

(to be completed by student prior to the final day of student teaching)

Name of College Supervisor: \_\_\_\_\_

Instructions: Please circle the number (1-4) corresponding to the description that most accurately describes your college supervisor. Feel free to comment on individual items where appropriate.

Scale: N=No opportunity 1=Poor 2=Satisfactory 3=Good 4=Excellent

The College Supervisor:

- |   |           |
|---|-----------|
| 1. Effectively communicated expectations  | N 1 2 3 4 |
| 2. Set a good example as a professional   | N 1 2 3 4 |
| 3. Encouraged me to be self-evaluative  | N 1 2 3 4 |
| 4. Provided relevant and useful feedback  | N 1 2 3 4 |
| 5. Supported me when professional or personal problems developed during my student teaching | N 1 2 3 4 |
| 6. Maintained an attitude of encouragement and showed interest in my progress               | N 1 2 3 4 |
| 7. Supported alignment of college and mentor teacher expectations outlined in handbook      | N 1 2 3 4 |
| 8. Encouraged on-going communication between my mentor teacher and me                       | N 1 2 3 4 |
| 9. Made himself/herself available when needed   | N 1 2 3 4 |

