

ENGLISH 4170E: STUDENT TEACHING IN ENGLISH – Fall 2025

Teacher Education website: <http://www.education.iastate.edu/>

Zoom link for all English Education student teaching seminars:

<https://iastate.zoom.us/j/99523063790?pwd=GamQjrWSjbDPT6bJPRD0eY46AbXHc9.1>

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ENGLISH EDUCATION SCHEDULE – August through December, 2025

Meet with your supervisor.		Discuss: Expectations, guidelines, syllabus, questions, parent letter and student survey (Appendix items D and E)
TES Student Teacher Seminar	August 12, 10 - 4	TES Student Teacher Seminar – All student teachers are required to attend.
Mya begins student teaching	8/14	Mya, your schedule is quite different from the rest of ours. You need to communicate with your CT about PD days and start when he starts.
Report to school	Week of August 19	Professional development begins at your designated school —dates vary by school. You report on the day that your cooperating teacher reports for in-service. Follow your school's calendar going forward. Get your "meet-n-greet" meeting with your CT and supervisor scheduled ASAP.
Trevor, Sammie, Lauren, Maddie begin student teaching	Monday, August 25	1st Day with students. 1st day of ISU classes.
<u>Seminar 1</u>	Mon., August 25 4:00-5:30 p.m.	Discuss: Highlights of the Syllabus; <i>Slices of Life</i> ; overview of planning – long-term, weekly, and daily; supervision schedule; and professionalism. Due: • Submit letter to parents and student survey questions to supervisor • Send your supervisor a copy of your cooperating teacher's daily schedule and other contact information. Use this format and include the following information. ✓ Name/s and grade/s of the classes you're teaching and room #s ✓ Start & finish times for all classes, <u>including lunch & planning period</u> ✓ Early release or late start days with period start and finish times ✓ Days off and other scheduling variables for school/district ✓ Phone numbers for you, your school, and your co-op; co-op email

London, Alex begin student teaching	Tuesday, August 26	1st Day with students.
Drew begins student teaching	Wednesday, August 27	1st Day with students.
Meet & Greet	Friday, 8/29	Meet and Greet completed no later than this date.
Labor Day - No seminar, but 2 assn due	September 1	Due: • Slice of Life #1 • send out survey and letters to families
<u>Seminar 2</u>	September 8 4:00 - 5:30	Discuss: Weekly lesson plans, Demographic Profile (due 9/29), Effective Classroom Management (part 1 of 2), discuss survey data Due: Draft LTP; survey data
Weekly Plans begin	Friday, Sept 12 and all Fridays.	Due: Upcoming week's lesson plans submitted to your supervisor by Friday, September 12, at 5 p.m.— and continuing all Fridays through November 25 (Tues).

<u>Seminar 3</u>	Sept. 15 4:00-5:30 p.m.	Discuss: Effective Classroom Management (part 2 of 2), resumés and cover letters (due 9/29). survey analysis (in groups), Due: • Slice of Life #2 • Long Term Plans due (1 of 2 or 1 of 1) • Survey data due. Be prepared to discussed your survey data analysis in seminar.
Weekly plans	Sept. 19	Due: Turn in your week's lesson plans for the following week.
<u>Seminar 4</u>	Mon., Sept. 22, 4:00-5:30 p.m	Discuss: Preparing to Interview Part 1 of 2 – responding to interview questions, preparing for job interviews, Zoom/phone interviews, work-life balance and TAO (Therapy Assistance Online)
Weekly plans	Sept. 26	Due: Turn in your week's lesson plans for the following week.
Midterm	Sept. 26	Drew ONLY completes her midterm by this date.
<u>Seminar 5</u>	Mon., Sept. 29, 4:00-5:30 p.m	Discuss: Preparing to Interview Part 2 of 2 – Composing interview questions, other interview tips, teaching presentations during interviews; mock interview procedure and schedule. Due: • Demographic profile • Resumé and cover letters due to supervisor
Weekly plans	Oct. 3	Due: • Turn in your week's lesson plans for the following week. • Polished resumé and cover letters due to interviewing supervisor

Seminar 6 (<i>you will get a new Zoom link</i>)	Mon., Oct. 6	Virtual mock Interviews with supervisors Due: • Slice of Life #3
Weekly plans	Oct. 10	Due: Turn in your week's lesson plans for the following week.
Midterm – full session students	Week of Oct. 13	Due: Midterm evaluation for full-session students (3-way conference) by student teacher (self-evaluation), CT, and supervisor. Complete and submit on TK-20. Final for Drew.
Weekly plans	Oct. 17	Due: Turn in your week's lesson plans for the following week. (Drew, London, and Lauren excused)
Session 1 ends	Oct. 17	Half session placements end. Full session placements continue.
TES Seminar: Career Fair + SOL due	Oct. 20	• Mandatory attendance required. • Slice of Life #4 Due
Session 2 begins	Oct. 21	Second session for half session placements begins.
Weekly plans	Oct. 24	Due: Turn in your week's lesson plans for the following week.
SOL Due	Oct. 27	Due: Slice of Life #5
Weekly plans	Oct. 31	Due: • LTP (2 of 2 due) • Turn in your week's lesson plans for the following week.
Weekly plans	Nov. 7	Due: Turn in your week's lesson plans for the following week.
SOL Due	Nov. 10	Due: Slice of Life #6
Weekly plans	Nov. 14	Due: Turn in your week's lesson plans for the following week.
Weekly plans	Nov. 21	Due: Turn in your week's lesson plans for the following week (the week of Thanksgiving).
SOL Due	Nov. 24	Due: Slice of Life #7
Weekly plans	Nov. 25 (this is a Tuesday)	Due: Turn in your week's lesson plans for the following week after Thanksgiving. (This is your last weekly plans submission.)
SOL Due	Dec. 1	Due: Slice of Life #8
Final Evaluation – Full session students	Week of Dec. 8	Due: Final evaluation (3-way conference) by student teacher, CT, and supervisor. Complete and submit on TK-20.
Seminar 7	Dec. 15 4:00-5:00 p.m	4:00-5:00 p.m. Final seminar—highlights of student teaching/future plans
Last day/ TK20 due date	Wed., Dec. 17	Last day student teachers are in schools (unless circumstances due to illness, etc.) Due: All items into Tk20. Click "Submit" when finished. Cooperating Teachers and supervisors have until 5/12 to submit on TK20.

Due Dates: We're serious about these deadlines and due dates; failure to meet them may result in suspension or removal from student teaching, or reduction of grade. However, we understand that there can be challenges beyond your control involved in completing the long-term plan on time. If you see problems developing that will affect your ability to meet any of these deadlines or due dates, please talk to your supervisor immediately.

Check with your supervisor regarding the best way to turn in assignments and then consistently turn your assignments in using that method. Some supervisors prefer email attachment, Google Docs, or Canvas submissions.

General Expectations

Your School Day: English 4170E, Student Teaching, is what your work in English education over the last few years has been aiming toward, and it is the last gate through which you must pass to earn what we call in Iowa an Initial Teaching License. During student teaching you should think of yourself as a full-time, fully functioning professional. That means that you should arrive at school when the teachers are expected to arrive and stay the entire contract day, participate whenever possible in extra-curricular activities, participate in required supervisions like hallway or cafeteria duty, and generally try to experience the fullest measure of what the teacher's work is like. (So, one of the very first things you should do prior to the semester is find out from your cooperating teacher the contract requirements and the full range of his or her responsibility.) You will follow your school's calendar and hours for the duration of student teaching.

Teaching Load: Chances are that early in the student teaching term your teaching load will be light, limited to only one class or one preparation. Later, you'll work up to assuming your cooperating teacher's full workload for at least a period of several weeks. (In our program, there are no maximum requirements; the guideline here is to teach as much as you can for as long as you can.) You should try to immerse yourself fully in the teacher's practice. But be careful. Sometimes there's only a fine line between immersion and drowning. Don't lose sight of the fact that student teaching is hard work!

Professional communication: You are entering a professional work environment. It is critical that you speak, write, and use nonverbal communication in a professional manner. Fair or not, you will be judged based on how professionally you present yourself. Teachers are held to a high standard and are expected to model professional behavior and speech for their students. English teachers are held to an even higher standard and are expected to use impeccable grammar in their writing and speech. Respond promptly to communication from your cooperating teacher, school administrators, parents / caretakers, students, student teaching supervisor, university staff, etc. Remember to proofread everything!

Unavoidable Complications: Many student teachers—if not all—find student teaching quite stressful, and it's not uncommon at all for them to become—literally—sick and tired from the effort they are making and the exposure they receive to the many strains of bacteria and viruses that thrive in schools. If you do get sick or find that you must miss all or part of any school day for any reason, you should immediately contact both your cooperating teacher by phone or text (depending on your C.T.'s preference) and your supervisor. Check with your supervisor about the best form of contact when you need to be unexpectedly away from school. If it's 5:00 a.m., so be it. You will need to discuss with your cooperating teacher your teaching plans for that day, so contact your cooperating teacher early. It's also possible that there will be weather-related delays or cancellations (heat in late summer, snow in winter), so find out right away how

information flows from the administration to teachers, media, etc. One reason that student teachers sometimes may miss school is because of job interviews or some other unusual event. If that turns out to be the case for you, make sure you get approval for such absences well ahead of time (as soon as you know of the need to be away) first from your supervisor and then from your C.T. Try not to miss any more time than you must. If it turns out that you must miss numerous days—for any reason or combination of reasons—we may need to extend your student teaching semester. Important note: Cooperating teachers may not excuse you from school.

Outside Jobs and Overloading: It is a university policy that student teachers should not maintain jobs outside student teaching. Trying to hold down a job while student teaching almost always leads to difficulties and has often led to serious problems. The fact is that there just is not enough time outside student teaching to work an outside job. If you must have a part-time job, talk to your supervisor.

So be careful, cut back on outside activities as much as possible, and avoid over-committing yourself. In the past, student teachers who have not followed these basic principles have struggled. The idea here is to work as hard as you can, but to be as kind to yourself as you can, as well. Student teaching only lasts a few weeks, but it may seem like a long haul before it's over. Take heart, though—thousands have gone before you; thousands will follow—and expect some surprising, wonderful, and life-changing experiences along the way.

The Biggest Challenge

Make no mistake about it: **classroom management and the need to establish authority in the classroom turn out to be most student teachers' biggest challenge.** As early as possible you should abandon all opinions you hold related to any of the following fantasies: (1) your students will immediately like you and be naturally disposed to buy into your plans for them, (2) your students will love literature and writing as much as you do, and (3) you will always be able to manage your classroom without resorting to the kinds of stern and perhaps unpleasant methods resorted to by teachers you might not have liked when you were in school.

Of course, you should not expect open hostility from your students or attempt to be Professor Umbridge from *Harry Potter and the Order of the Phoenix*. It just means that this aspect of teaching practice is complicated and that a significant percentage of student teachers misjudge the nature of the task of classroom management. Starting with an open mind and a serious intent to hold your students accountable will give you an important advantage. Be proactive by getting to know your students' names and their interests.

Supervisor Role

During our weekly seminars, all 4170E supervisors and student teachers will meet as a group.

Each of you also has one supervisor who will work with you individually in three major roles:

- **Visit/observe your classes throughout the semester**—at times that you’ve mutually arranged in advance. Your student teacher supervisor will tell you whether student teacher observations will be in-person or online. All student teacher seminars will be conducted on Zoom (see Zoom link at the top of the syllabus). At the beginning of the semester, the supervisor will meet with you and your cooperating teacher for a meet-and-greet session during a planning period or before or after school. Then supervisors will make the first observation during the first weeks of student teaching and then visit roughly every other week after that (for a state-required total of 8 observations over 16 weeks). A typical visit allows time for the supervisor to observe you leading a full class or a portion of the class and talk with you afterwards about your mutual responses to the lesson. Though it’s common to be nervous during supervisor observations, you should think of your supervisor as more like a mentor than a regular instructor, someone who is there to support you and your C.T. most of your teaching feedback will come from your cooperating teacher who is there every day to coach and guide you, help you tweak classes between sections, discuss strategies for reaching individual students, etc.
- **Facilitate midterm and final teaching evaluations.** Your supervisor will facilitate a midterm and final teaching evaluation. Before these meetings, you, your cooperating teacher, and your supervisor will complete the evaluation form, and then you will discuss your evaluations together during the meeting. As with observations, the goal is more about coaching than about evaluation—helping you identify what is working well and the next steps in your teaching. Since these evaluation forms are based on the Educator Preparation Program teaching standards (see p. 31), the concepts and goals should be very familiar to you.
- **Evaluate your weekly and major assignments.** As explained in the next section, this course requires several assignments in addition to your hours in the classroom. These assignments are designed not as busy-work but as important tasks/habits/reflections that “real” teachers do. Assignments are evaluated as “acceptable” or “needs more work” rather than with letter grades. Discuss with your supervisor how he/she prefer for you to turn in your assignments. Some supervisors use Canvas; some use Google Docs; some prefer email attachments.

Standards

All ISU student teachers are evaluated at midterm and the end of the semester according to the University Teacher Education Standards (see p. 31). Since you have already worked with these standards, the transition to student teaching should be a smooth one.

Course evaluation/grades

As noted, this class is more like professional mentoring/internship than traditional classroom testing and grading. Our goal is for everyone to have the most successful, productive, and positive experience possible. We’re happy if everyone receives a high grade. The best way to do well is to devote time and effort to planning, teaching, reflecting, and applying feedback as needed. You’ll also need to turn in the required 4170 assignments by the provided due dates. Student teaching is two 8 credit courses and can be quite impactful to your GPA.

TES F25 Student Teaching Handbook

The TES F25 Student Teaching Handbook can be viewed using the link below. Please refer to it for all ISU Student Teaching policies and procedures.

<https://iastate.box.com/s/1olxyxc02vhg08z5ml6jhpbnc7msnk09>

4170 Assignments

In addition to your classroom teaching, you're required to turn in several assignments for this course. All have been designed to support, improve, and supplement your regular teaching duties. Details follow.

1. Letter to Parent(s)/Guardian(s)/Care-takers – Communicating with Your Students and Their Families (InTASC #9, 10)

Letter (or Video) to Parent(s)/Guardian(s)/Care-taker(s)

Based on the demographics of your classroom and your knowledge of the families and community, construct a communication method that introduces you to your students and their families. The method of communication could be, but is not limited to, the use of a letter, email, video, or website.

Possible items to include:

- Personal information—hometown, university, hobbies, interests
- Academic information—positive qualities of school system

Please review the section on professional communication on page 4 of the syllabus, and see Appendix D, page 17.

2. Student Interest Survey – Student Interest Survey and Analysis (InTASC #1, 2)

In order to learn more about your students, you are asked to design and administer a student interest survey and then analyze the results. The minimum requirement is for the survey to be given to one section of one course. You may give the surveys to all your students, but you only need to analyze only one section of one course for this assignment.

Length: The survey must contain a minimum of five questions but could have several more questions. It is recommended to be only one page long (however, it could be longer if these are the wishes of your cooperating teacher).

Content: Share and discuss your questions with your cooperating teacher. Your cooperating teacher may already use a student survey. If so, it's fine to use some of the cooperating

teacher's questions, but at least 50% of the questions must be yours. Depending upon the course and grade level, the two of you may decide whether to have your survey feature questions about learning, reading, writing, speaking, listening, or a combination of these. It would probably be wise to focus your questions on one individual course and compose the questions in terms appropriate to a specific grade level. It would also be helpful to ask one or more questions about personal interests so that you get to know each student better, as well as the class in general. This will also help you in advising students on writing topics and individual reading choices.

Here are some examples:

- *Learning*: Which of the following is your preferred method of learning?
A. visual (seeing the information) B. auditory (listening) C. demonstration (someone showing me how to do the task) D. other (please specify)
- *Reading*: What is your favorite type of genre for individual reading enjoyment?
- *Writing*: What is your top writing strength?
- *Speaking*: What is a speaking goal you would like to work on this semester?
- *Listening*: What is a step you could take to improve your listening skills?
- *Personal Interests*: What are your favorite things to do during your leisure time?

In accordance with current Iowa law, please avoid asking students about their preferred names or pronouns.

Resources: Other reading and writing survey questions are provided in Donalyn Miller's *The Book Whisperer* and Nancie Atwell's *In the Middle*. You could also search online for other survey questions.

Collaboration: You and your cooperating teacher may compose the survey together. The two of you may decide what you would like to learn from your students.

Analysis: Once you get your surveys back, it's time to analyze your data. Use the charts provided in Appendix E to consider the application of the data you collected. Come to seminar prepared to discuss your data analysis. Consider the following guiding questions.

1. Based on the compilation of information from the whole-class inventory, analyze one example of how this information would influence an instructional decision you would make in your classroom.
2. Using one student's completed student interest inventory, analyze how you would use one item from the inventory to promote the student's engagement and learning.

3. Slices of Classroom Life (InTASC # 9, 10)—total of 8 submitted to your supervisor. Due dates are approximately every 2 weeks.

This requirement involves composing “Slices of Classroom Life” to be submitted to your supervisor.

Each Slice of Life contains an introduction and two parts:

Introduction: See the format in Appendix B, page

15. List your name, Slice of Life (followed by a number), and then copy one of the InTASC Teacher Education Standards from page 31. You will compose four Slices of Life per eight-week placement for a total of eight if you are completing both placements in the ELA program. Use a variety of the teaching standards for each Slice of Life. Your final Slice of Life should focus on Standard 9, Professional Learning and Ethical Practice. Consider your overall evaluation of your student teaching growth and goals (see specific directions at the end of this section).

Part 1 is a detailed description of one specific incident or other kind of “happening” or experience that occurs at school. (Please note the emphasis here. A slice of life is neither a journal entry nor a reflection. Instead it should focus on a limited topic and is not an occasion to write broadly of general issues or to explore how you’re feeling about “things in general”). It might be something in which you’re involved directly or something you observe. Try to approach Part 1 in the same way an anthropologist might approach the composition of an on-site observation. Detail the action and the circumstances of the action as thoroughly and concretely as possible, recording what happened or what you saw but without commenting on it. (Sometimes this kind of writing is referred to as “thick description.”) In your writing, don’t use real names (to protect the confidentiality of your students and colleagues). Also, never leave slices of life lying around in the open where others might find them.

Then, in *Part 2*, think through and comment on what you wrote in Part 1. In contrast to Part 1, where you focused only on the details of the action as an outside observer might, Part 2 should center on your thoughts and feelings. Feel free to be subjective and straightforward. Put yourself into your writing. What are your reactions? What does the event that you’re writing about mean? Of what significance is this experience to you and others involved? Why did you choose to write about it? Why did it happen? What is it connected with? What are its specific implications, both immediate and future? What are its broad and general implications? How does it affect your teaching practice now and in the future? Hint: Frame all your Part 2 commentary in terms of *your* practice, not as a critique of others. Your analysis and assessment should answer the question “So what?” in terms of *you*.

The purpose of these slices of life (SoLs) is fourfold:

First, as you should remember from ENGL 3970, writing, thinking, and learning are closely connected; writing is a powerful means of ordering and shaping experience and deepening the process of making meaning. Writing SoLs should help you make sense of your teaching by making



part of what happens to you more explicit in the structures of language.

Second, writing SoLs should help you pay close attention to your students and your teaching practice. Especially early on, you're likely to find the scene of your teaching practice a somewhat confusing place. (One student teacher once called this "the blur of the classroom.") Inevitably you'll miss much of what happens early in your teaching that would be better not to miss, and "slicing" your experience up should help you miss less than you might otherwise.

Third, writing SoLs provides you with a rough and ready way of entering the dialogue of the profession. Many English professionals advocate and practice teacher research—or action research as it's sometimes called. Essentially, teacher research takes the processes of professional knowledge making out of ivory towers and places them in the hands of the classroom teachers who are, after all, the ones in the thick of the action. Writing SoLs is one good (and simple) way for you to begin to get into the game, so to speak.

Fourth, practically speaking, writing SoLs is a good way to document your professional development. You will be submitting SoLs during the semester, and when you receive them back with comments, make revisions and then file them electronically in a safe place. Slices of Life would make excellent artifacts for your professional portfolio.

For your final Slice of Life, please focus on self-evaluation and growth (Standard 9). In the objective portion (Part A), tell about specific areas of teaching strengths, improvement, and professional growth by providing specific examples. In the subjective portion (Part B), analyze your strengths and areas for future growth by providing at least three goals for your first year of teaching. It's ok for this Slice of Life to be more general than the others.

4. Long-Term Plans (InTASC #2, 5-8) (what to teach, when, how long, and *generally* how) Submitted to supervisor via email, Google Docs, or Canvas and final revision to Tk20.

Bring a draft of your long-term plans to seminar for workshopping; a polished version is due one week later. ELA double placements will turn in two LTPs, one per placement. Full session student teachers may choose to turn in one long LTP or two shorter LTPs. This needs to be discussed with your supervisor.

Include in your plans the following:

- ✓ The schedule/calendar you will follow (laying out the order and duration of each unit). What are you going to teach, when, for how long, and how are you going to do it?
- ✓ An overall course commentary (i.e. a short discussion of the overall purposes and goals of the course; how it fits into the larger grade-level, building, and district curricula; how it interacts/intersects with other curricula, district and state objectives and standards; what the course means to your students' overall year, school, learning, etc.). This part of your LT plans answers the "big picture," "so what?" question about the course.
- ✓ A commentary on each unit you'll be teaching in each of your assigned courses (i.e. a short discussion of the overall purposes and goals of the unit; how it fits into the larger course/how it interacts/intersects with other units in the course; what the unit means to your students' overall year, school, or learning; etc.). This part of each unit answers the "big picture," "so what?" question.

- ✓ Your specific **objectives** for each unit
- ✓ A *tentative list* of teaching **methods, activities/strategies**, and **materials** you think you *might* use in each unit
- ✓ A *list* of possible **assessment** instruments for evaluating student performance
- ✓ Specific **accommodations or differentiation** for students with diverse needs

Consider your long-term plans as *unit outlines* of materials/activities that may radically change as you implement them. They are not set in stone, and the plans you write earlier in your teaching may be more detailed than plans for later units. Examples will be provided during the seminar; however, you practiced creating unit plans in 4940 and will follow a similar format.

5. Weekly Lesson Plans (InTASC #5-8A)—Submitted weekly to supervisor

Whereas your long-term plans will be a general outline, weekly lesson plans should be more specific. You will complete weekly plans for each course that you teach.

Each plan should contain

- A commentary about how this week's plans fit into the larger unit plans.
- Iowa Core/Common Core standard(s) addressed
- Specific objectives
- Materials you will use
- Timeline of activities/calendar.
- Differentiation (modifications for learners with exceptionalities)
- Assessment (formative and/or summative)

(See the format on Appendix C, page 16.)

Lesson-planning process: You should make a draft of your weekly lesson plans available to your cooperating teacher by **Wednesday**, the week before you intend to teach them. That will give your CT time to offer feedback and give you time to make any necessary changes so that you'll have a solid copy ready by Friday. On **Friday**, give your cooperating teacher one last chance to make comments and suggest changes, and then share a copy to your supervisor **before 5:00 p.m.** Use email, Google Docs, or Canvas to submit lesson plans to your supervisor.

Though the lesson-plan requirement may seem like an aggravation, one big source of problems for student teachers (and of tension between student teachers and cooperating teachers) centers on either a lack of planning or on poor communication about upcoming plans. Also, as part of a recommendation for licensure, supervisors must be able to document your planning competency; thus, as part of that certifying process we need an up-close look at your plans. At first the process might seem cumbersome, but you'll soon get into the rhythm of this tried-and-true system. By having a straightforward approach like the one described here, we can avoid problems regarding planning and get on to more interesting problems and challenges.

6. Self-Reflection/Mock Evaluation (InTASC #1-10)

You are required to complete self-evaluations to reflect on your progress throughout your student teaching experience as identified in the InTASC standards and the State of Iowa Teaching Standards. These evaluations will be completed at midterm and at the conclusion of your session(s).

Evaluations:

- **Substitute Teaching Readiness Self-Reflection**

In Iowa, student teachers may have the opportunity to substitute teach for their cooperating teacher. Since student teachers differ in their development and growth, individuals will have developed the skills set and the confidence to assume the responsibilities of substitute teaching at various points during a semester. You will be asked to self-reflect on your readiness and complete this form during the weeks indicated in TK-20.

- **ISU Teacher Candidate Evaluation (Midterm and Final)**

At both the midterm and the final week of each student teaching session, you will be evaluated by both your supervisor and your cooperating teacher with the ISU Teacher Candidate Evaluation. You will also complete the midterm evaluation and the final evaluation as a self-reflection. Score yourself fairly and provide written comments as outlined. You will complete one midterm and one final evaluation self-reflection. If you have a split placement, you will complete a midterm at the end of your first session and the final at the end of your second placement. If you have a half placement with ELA and half with ELL or out of the country, you will complete a midterm and a final evaluation within eight weeks. We understand that it confusing, so please ask questions!

- **Iowa Teaching Standards Mock Evaluation (once per student teaching semester)**

Toward the end of the student teaching semester (the end of a full-semester session or at the end of the second session), each student teacher will participate in an Iowa Teaching Standards Mock Evaluation. This assignment will not be graded for content, but rather completion. It is designed as an opportunity for the student teacher to become familiar with the Iowa Teaching Standards.

Prior to the evaluation:

- Consult with your cooperating teacher and request an evaluation visit from an individual in your building for this assignment. This person could be your cooperating teacher or an individual with an evaluator's license such as an instructional coach, principal, assistant principal, etc.
- Provide a detailed lesson plan (substitute quality) and a copy of the Mock Evaluation Tool (in the student teaching Canvas course under "Files" and in Appendix H of this handbook) to your evaluator prior to your lesson being taught. Or the evaluator can choose to use their district evaluation tool or the Mock Evaluation Tool.

After the observation:

- Self-reflect and conference with the Mock Evaluator.
- Upload a copy of the completed observation form to Tk20 under Self-Reflection/Mock Evaluation.

7. Demographic Profile (InTASC #1 - 2)

Learning about and understanding the demographics of your classroom, school, and community can and should influence your teaching.

For part 1 of this assignment, you will use the charts in Appendix F to identify important demographic identifiers. Complete the chart by writing in the statistics/information in the column on the right regarding your student teaching placement for Session 1. Sources such as the Iowa (or other state) School Report Card will provide much of the information. You also may use the websites that follow the chart. We hope you will also complete this chart prior to each of your job interviews.

For part 2, think about the relevance of your findings. In a two-paragraph reflection, discuss the following.

- In paragraph one, provide a thorough analysis of your findings. What does the data tell you about your school's community/district/students?
- In paragraph two, consider the application of your analysis. How might you apply this analysis to your planning of content and strategies?

Turn in your completed chart and analysis paragraphs to your supervisor and come to seminar prepared to share your analysis and application in small groups.

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Appendix A: Suggested Timeline for Demographic Profile and Long-term Plans

The most elaborate writings you'll do during the first weeks of the semester will be a *demographic profile* of the setting of your student teaching (your individual classroom, school building, district, and surrounding community) and a set of *long-term plans* that you will assemble with the help of your cooperating teacher. The demographic profile and long-term plans should provide a sketch or map of your student teaching. Here's a suggested schedule for composing these writings:

- WEEK 1: Observe your cooperating teacher's classes. Talk often with your cooperating teacher and others who can give you useful information and try to find out as much as you can about how the school functions and about your cooperating teacher's approach to teaching and views on classroom practice. Learn students' names and school and classroom procedures. Survey and gather materials and begin organizing and evaluating them. Find out what you can/should/must cover during your teaching. Work on drafting your demographic profile and sketching long-term plans.
- WEEK 2: Much of what you will do in Week Two you will have already started in Week One (or earlier). Think about school and community values regarding literature, modes of teaching, the teaching of writing, etc. Determine what systems and structures are in place—district-wide, building-wide, and in your classroom—for accommodating students with exceptionalities. Also, access the district's demographic data and its standards and benchmarks documents, and begin figuring out how you will account for those features and requirements in your planning and teaching. What are the political issues that affect curriculum decisions and the selection of materials? Consider what your major teaching objectives will be as well as the range of teaching methods you will be able to use—lecture, large-group discussion, small-group work, and others. Continue organizing materials and drafting plans. Begin looking for opportunities to take the initiative in designing classroom instruction. Talk to your cooperating teacher about your emerging plans. Be an active observer while your cooperating teacher is teaching. Walk around the room and ask students if they need help. Offer to take attendance, make copies, help individual students.
- WEEK 3: Continue to observe your co-op as well as other teachers. Compare teaching styles and consider issues of classroom management. **Note: If you haven't already, find out exactly what procedures to follow in responding to a serious classroom management problem. If you wait until the problem happens, it will be too late, and you won't know what to do.** Begin shaping your long-term plans (p. 9). Think about structuring full class periods of activities and keeping those activities varied, interesting, and challenging to your students, as well as making sure that all the activities meet the tests of **relevance, continuity, and accountability**. If you haven't already and can, begin teaching single lessons. Lead a discussion, give a short lecture or mini-lesson, introduce an activity, or do whatever else fits with your cooperating teacher's plans. **Bring a draft of your long-term plans to Seminar 3.**
- WEEK 4: In addition to observing your cooperating teacher during these first four weeks, try to find time to observe other ELA classrooms and classrooms in other disciplines. You also might find it interesting—time permitting—to visit chorus or band rehearsals, ELL classes, and extra-curricular activities. This will allow you to see a variety of teaching styles with a variety of groups and structures and will give you a broad picture of your school.

*As described by Donna Niday.

APPENDIX B**Slice of Life Format****Name****Date****Slice of Life #__****Teacher Education Standard:****Part 1: Objective Description****Part 2: Subjective Analysis**

Appendix C

Lesson Plan Template

Student Teacher Name
Weekly Plans for *Course Title, Date*

Commentary:

Iowa Common Core Standards:

Objectives:

Materials:

Schedule of days and activities:

Monday	Tuesday	Wednesday	Thursday	Friday

Differentiation:

Assessments:

Appendix D

Letter to Parent(s)/Guardian(s)

Communicating with Your Students and Their Families

Letter (or Video, etc.) to Parent(s)/Guardian(s)

Based on the demographics of your classroom and your knowledge of the families and community, construct a communication method that introduces you to your students and their families. The method of communication could be, but is not limited to, the use of a letter, email, or website.

Possible items to include:

- Personal information—hometown, university, hobbies, interests
- Academic information—positive qualities of school system

Sample Letter:

(date)

Dear Parent(s) or Guardian(s):

I am excited to be student teaching in Mr. XXX's middle school classroom this semester. I am currently studying English Education at Iowa State University. Student teaching is the last step in the education program at Iowa State, and I plan to graduate in December. I am looking forward to being a part of your student's classroom experience this semester.

I look forward to getting to know you and your student. I was born and raised in XXXX, Iowa. I graduated from XXXX High School in XXXX. In my free time, I enjoy spending time with friends, lifting, hiking, and traveling. Growing up, I could always be found with a book in my hand or scribbling in one of my many journals. My love for reading and writing encouraged me to pursue an English degree. As an educator, I want to help students find enjoyment in their own education, as well as find value in learning.

I look forward to working with the seventh and eighth-grade students at XXXX Middle School. I am eager to help students develop enjoyment in reading and writing, and I am more than willing to work with students before or after school individually if they would like extra help. I am looking forward to meeting you at this semester's parent-teacher conference, but I would also enjoy meeting you via email if you wish to reply to my email address below.

Sincerely,
XXXX (name)

Student Teacher, XXXX Middle School
XXXX (email address)

Appendix E

Student Interest Survey

Student Interest Survey and Analysis (InTASC #1, 2)

In order to learn more about your students, you are asked to design and administer a student interest survey and then analyze the results. The minimum requirement is for the survey to be given to one section of one course. You may give the surveys to all of your students, but you are to **analyze only one section of one course** for this assignment.

Length: The survey must contain a minimum of five questions but could have several more questions. It is recommended to be only one page long (however, it could be longer if these are the wishes of your cooperating teacher).

Content: Share and discuss your questions with your cooperating teacher. Your cooperating teacher may already use a student survey. If so, it's fine to use some of the cooperating teacher's questions, but at least 50% of the questions must be yours. Depending upon the course and grade level, the two of you may decide whether to have your survey feature questions about learning, reading, writing, speaking, listening, or a combination of these. It would probably be wise to focus your questions on one individual course and compose the questions in terms appropriate to a specific grade level. It would also be helpful to ask one or more questions about personal interests so that you get to know each student better, as well as the class in general. This will also help you in advising students on writing topics and individual reading choices.

Here are some examples:

- *Learning:* Which of the following is your preferred method of learning?
A. visual (seeing the information) B. auditory (listening) C. demonstration (someone showing me how to do the task) D. other (please specify)
- *Reading:* What is your favorite type of genre for individual reading enjoyment?
- *Writing:* What is your top writing strength?
- *Speaking:* What is a speaking goal you would like to work on this semester?
- *Listening:* What is a step you could take to improve your listening skills?
- *Personal Interests:* What are your favorite things to do during your leisure time?

Resources: Other reading and writing survey questions are provided in Donalyn Miller's *The Book Whisperer* and Nancie Atwell's *In the Middle*. You could also look online for other survey questions.

Collaboration: You and your cooperating teacher may compose the survey together (but you must compose your own draft first. The two of you may decide what you would like to learn from your students.

Analysis: Once you get your surveys back, it's time to analyze your data. Use the charts provided below to consider the application of the data you collected. We will discuss your analysis during seminar in small groups. Be prepared to discuss the guiding questions below.

Students' Interests What interests do multiple students share?	Students' Interests What interests are unique to one or a few students?
Learning Preferences What learning preferences do multiple students share?	Learning Preferences What learning preferences are unique to one or a few students?

Analysis: Use the chart below to determine how you can use the data collected from the survey to determine learning goals and instructional decisions:

Survey Finding List something you learned about your students from your compiled student interest inventories	Learning Goal Compose a learning goal students must achieve that could be supported or enhanced by the finding in Column 1.	Instructional Decision How will you apply this knowledge of students (Column 1) to help students learn (Column 2)?
a.	a.	a.
b.	b.	b.

Analysis: Now think about **one specific student's responses** in considering the questions below:

Survey Finding List something you learned about one student from this survey.	Learning Goal Compose a learning goal this student must achieve that could	Instructional Decision
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	be supported or enhanced by the finding in Column 1.	How will you apply this knowledge (Column 1) to help this student learn (Column 2)?
a.	a.	a.
b.	b.	b.

Come to seminar prepared to discuss your data analysis. Consider the following **guiding questions**.

1. Based on the compilation of information from the whole-class inventory, analyze one example of how this information would influence an instructional decision you would make in your classroom.
2. Using one student's completed student interest inventory, analyze how you would use one item from the inventory to promote the student's engagement and learning.

Appendix F

Demographic Profile Directions

Directions for Demographic Profile Study

Learning about and understanding the demographics of your classroom, school, and community can and should influence your teaching.

Complete the attached chart by writing in the statistics/information in the column on the right regarding your student teaching placement for Session 1. Sources such as the Iowa (or other state) School Report Card will provide much of the information. You also may use the websites that follow the chart. We hope you will also complete this chart prior to each of your job interviews.

Contextual Factors Chart

Types of Factors: Community, District, School, Classroom Demographics, and Knowledge of Students	Contextual Factors
1. General Context of Your Students a. Students' grade and developmental levels b. The age range of students c. The content area being taught d. Any other factors that are pertinent to understanding your class assignment	General Context of Your Students - a. - b. - c. - d.
2. Community a. Whether the area is urban, suburban, or rural b. Socioeconomic information c. Census data for the community	Community - a. - b. - c.
3. School District a. Enrollment (number of students) b. Percent of students receiving free or reduced-price lunches c. Graduation rates d. Percent of each race/ethnicity e. Percent of students with IEPs f. Percent of students who are ELL g. Per-pupil expenditures	
4. School (building) a. Enrollment b. Percent of students receiving free or reduced-price lunches c. AYP (Adequate Yearly Progress) data d. Percent of each race/ethnicity e. Percent of students with IEPs	School (building) - a. - b. - c. - d. - e.

f. Percent of students who are ELL g. Teacher-to-student ratio	f. g.
5. Classroom Demographics a. Ethnicities b. Gender ratios c. Special needs (1) including those of gifted students (2) those of students with physical needs (3) those due to cultural characteristics)	
6. Knowledge of Students (in terms of the whole class and individual students) a. Language needs b. Approaches to learning c. Prior learning and experiences d. Academic proficiencies/behavioral differences e. Areas of interest	

How to find this information (websites for Iowa schools are provided below):

Much of the information can be found for the school report card for your state. Simply Google "Iowa School Report Card" <iaschoolperformance.gov> or another state's report card. Then type in your school name. You can answer many of the questions using this report card. If not, use the information below with suggested websites.

General Context of Your Students

1A. Write in the grade levels of the students. Write in the developmental level of the students (such as regular, honors, or co-taught with special education).

1B. Figure out the general age range of students for the grades listed on 1A.

1C. The content area is English. You may add specific course titles if you wish (e.g., American literature).

1D. You may add other student information of which you are aware (e.g., school rating for your building on Iowa School Report Card).

Community

2A. *Description.* You may determine whether the community is considered urban, suburban, or rural.

2B. *Socioeconomic status:* Go to <http://www.census.gov/quickfacts/table/PST045215/00> and at the top left corner, type in the name of the town for your school. Under "Select a Fact" scroll down toward the bottom and click on "Income and Poverty." List the median household income and percent in poverty.

2C. *Census data for the community:* Go to <http://www.census.gov/quickfacts/table/PST045215/00> (same as 2B) and type in the name of the town in which your school is located and determine appropriate data such as

population or population change, language other than English spoken at home, education (percent with high school degree, percent with bachelor's degree), total employer establishments, etc.

District

3A. *Enrollment*: Tell the number of students for the entire school district. Click on the Iowa School Report Card website: <https://www.iaschoolperformance.gov/ECP/Home/Index> and type in your school district (e.g., Ames Community School District). The total enrollment of the district will be at the top of the page.

3B. and 4B. *Percent of free or reduced-price lunches*. Go to the Iowa School Report Card site. Scroll down to "Demographics." Under Student Groups, look at the far right-hand side at "Low Socio-Economic Status." The "FRL" stands for free or reduced lunch. Enter the FRL percentage.

3C. *Graduation Rates*: For 4-year high school graduation rates, go to the Iowa School Report Card and scroll down to "Performance in Each Area" (below the "Demographics") and scroll to "Graduation Rate-4 Years." Enter the percentage number in boldface type on the right.

3D. and 4D. *Ethnicities*: For the demographics on ethnicities, go to the Iowa School Report Card and scroll down to Demographics. The percentages are listed by race/ethnicity. List all of these on your chart.

3E. *Percent of Students with IEPs*: For the number of students with special needs, go to the Iowa School Report Card site. Scroll down to "Demographics." Students with disabilities is on the right of the ethnicities.

3F and 4F. *English Language Learners*: For the number of English Language Learners in your school district, go to the Iowa School Report Card site. Scroll down to "Demographics." The percent of English Language Learners is listed to the right of the students with disabilities.

3G. *Per-pupil Expenditures*: This number is not on the Iowa School Report Card. *Updated instructions*: use the link below then open the download. Near the bottom, click on "Click here for a list of all districts (sorted by district name)." Find your district. In your chart, record the District Cost Per Pupil for your district. (In 2022, Iowa was #29 in the U.S. in the amount of total spending per pupil, which includes transportation.) https://www.ia-sb.org/docs/default-source/advocacy-center/toolkits/dcpp/fy24_dcpp_comptool_post.xlsx?sfvrsn=4edf451a_4.

School (Your Building): Return to the Iowa School Report Card : <https://www.iaschoolperformance.gov/ECP/Home/Index> and type in the name of the school building (e.g., Ames High School) or scroll down the district site and click on your school name.

4A. *Enrollment*: The number of students will be at the top of the page under "School Summary."

4B. *Percent of Students Receiving Free and Reduced-Priced Lunches*: Scroll down to "Demographics" and on the right-hand side, find "Show/Hide" and click on "Show." Look at the far right-hand corner for "Low Socio-Economic Status (FRL)." Write in the FRL percentage.

4C. *AYP (adequate yearly progress) data*: On the Iowa School Report Card site, scroll to "Performance in Each Area" and click on "Accountability View." Scroll down to the eighth item "Growth English Language Arts" and see the number. If you are interested, you also can go to the very top of the website page and click on "Achievement Gaps." Scroll down to "Program—All Students." (Scrolling down further, you can see the state average is 54.65, and to the right your school is listed as + or – the state average.). You also can click on "Learning Measures" in the top bar and see the growth in reading and math.

4D. *Ethnicities*: On the Iowa School Report Card site, scroll to Demographics and click on "Show." The percent

of racial/ethnic groups is on the far left-hand side.

4E. *Percent of Students with IEPs*: On the Iowa School Report Card site, scroll to Demographics and click on "Show." The percent of students with disabilities (IEP) is in the middle.

4F. *Percent of Students Who Are ELLs*: On the Iowa School Report Card site, scroll to Demographics and click on "Show." The percent of English Language Learners in the school is to the right of Students with Disabilities.

4G. *Teacher-to-Student Ratio*: This is not on the Iowa School Report Card website. Go to <publicschoolreview.com> and in the blank at the top, type in your school name with Iowa (e.g., Ames High School, Iowa). Scroll down until you see the teacher/student ratio (toward the bottom). If you can't find the information there, Google "teacher to student ratios in school districts Iowa." Click on Iowa Public Schools Student: Teacher Ratio Statistics." The 25 Iowa schools with the best teacher-to-student ratio are listed. Note that the Iowa average of students to teacher is 1:14. This figure is somewhat misleading because the number of teachers is compared to the number of students, but the guidance counselors, librarians, and ESL teachers, TAG teachers, and special education teachers are not included in the teacher count. Therefore, an average classroom is actually higher than 1:14. If your school is not in the top 25, check your school website. Schools will only advertise this if this statistic is favorable. If you can't find your school's statistic, write NA (not available).

4H. Rating given by the Iowa School Report Card site. Include the rating and number of points from the Iowa School Report Card. This is at the top of the page under "Overall Performance." The rating (exceptional, high performing, commendable, acceptable, needs improvement, and priority/comprehensive) is given in a black box at the top left. The number of points is in the circle. Clicking on the second icon beside the title "Overall Performance" will show you how close the school was to getting the next ranking.

Classroom Demographics Glance at the students in your classroom (without staring). **Estimate** the percentages of students below:

5A. **Ethnicities**. List the various ethnicities in your classes and convert to percentages.

5B. **Gender Ratios**. Provide the percent of males and females in your classes (usually around 50-50).

5C. **Special Needs**. Ask your cooperating teacher about the number of students with exceptionalities. What percentage would you guess was represented by the following students?

5c1 **gifted students**

5c2 students with **physical needs**

5c3 students with **cultural characteristics** (This could be refer to ELLs or to a community with a strong German, Dutch, Irish, Norwegian, Latino, Asian, Black, Native American, etc. background.)

Knowledge of Students (in terms of whole class and individual students)

6A. **Language Needs**. Do you have English Language Learners in your class? Do you have many students with improper grammar? (For instance, I grew up in rural southern Iowa where many of my classmates said "He don't . . ." or "I don't have no . . ." so our English teachers had to spend a lot of time in working on basic language usage.) Which foreign language classes are offered? Are the foreign language classes high, average, or low for the number of students enrolled?

6B. **Approaches to Learning**. Do most of the teachers in the school use lectures, workshops, small-group work, discussions, etc.? Do classrooms tend to be organized in rows, in circles, or at tables?

6C. **Prior learning and experiences**. Is your school 1:1 with all students having computers? How much is technology used in the English classes in your school?

6D. **Academic proficiencies/behavioral differences.** Do the parents and community members have high or low academic expectations for the students? Do most parents expect their children to go on to college? Do you have students in your classes on behavior management plans?

6E. **Areas of interest.** What makes your student teaching school district unique? Is it a big wrestling school or known for its women's basketball team? Is your school known for its marching band or musicals? Do a lot of students like to go hunting, skiing, or hiking?

There are many ways to interpret the above questions, so just think about how you as a new teacher are learning about the students and the community.

Demographic Profile Analysis

Consider the data you entered in the chart briefly analyze it and discuss its application.

For part 1 of this assignment, you will use the charts from pages 21 – 22 of this appendix to identify important demographic identifiers. Complete the chart by writing in the statistics/information in the column on the right regarding your student teaching placement. Sources such as the Iowa (or other state) School Report Card will provide much of the information. You also may use the websites that follow the chart. We hope you will also complete this chart prior to each of your job interviews.

For part 2, think about the relevance of your findings. In a two-paragraph reflection, discuss the following.

- In paragraph one, provide a thorough analysis of your findings. What does the data tell you about your school's community/district/students?
- In paragraph two, consider the application of your analysis. How might you apply this analysis to your planning of content and strategies?

Turn in your completed chart and analysis paragraphs to your supervisor and come to seminar 5 prepared to share your analysis and application in small groups.

Appendix G**Student Teacher Schedule Template****Sample 1**

Block / Period	Start Time	End Time	Course	Room number	Notes
Advisory	7:45	8:00	Advisory	201	This class is like homeroom.
1	8:03	8:53	English 9	201	
2	8:56	9:46	English 10	203	
3	9:49	10:39	English 10	203	
4	10:42	11:32	English 10	203	This class is co-taught with a special education teacher.
5	11:35	12:25	English 9	201	
lunch	12:29	12:56	Lunch		
6	1:35	2:30	English 9	201	

Sample 2 (split lunch)

Block / Period	Start Time	End Time	Course	Room Number	Notes
Advisory	7:45	8:00	Advisory	201	
1	8:03	8:53	English 9	201	
2	8:56	9:46	English 10	203	
3	9:49	10:39	English 10	203	
4	10:42	11:32	English 10	203	
5 (1 st half)	11:35	12:05	English 9	201	
Split lunch	12:09	12:39	Lunch		
5 (2 nd half)	12:42	12:56	English 9	201	
6	1:35	2:30	English 9	201	

Your name

Your school name's schedule

Your cooperating teacher's name

Block / Period	Start Time	End Time	Course	Room Number	Notes

Additional Schedule(s) for Late Start, Early Out, etc.

Block / Period	Start Time	End Time	Course	Room Number	Notes

Your school's contact information

School name

School address

school website

school phone number

Add any variable dates here including in-service days, parent / teacher conferences days and times, other days with no students, etc.

Appendix H**IOWA STATE UNIVERSITY**
EDUCATOR PREPARATION PROGRAM**MOCK EVALUATION TOOL**

Teacher Candidate: (First and Last)	Mock Evaluator/Title:			
District:	Date:	Instructional Delivery		
School:	Experience		Whole Group	
Grade/Subject:		Student Teaching		Small Group
Lesson Content:		Practicum		Individual

Iowa Teaching Standards Mock Evaluation (once per student teaching semester)

Toward the end of the student teaching semester, each student teacher will participate in an Iowa Teaching Standards Mock Evaluation mandated by House File 549. This assignment will not be graded for content, but completion. It is designed as an opportunity for the student teacher to become familiar with the Iowa Teaching Standards as they prepare to enter the profession.

Please use this form and a copy of the candidate's formal lesson plan as you observe, provide written feedback, and post conference with the student teacher. The Iowa Teaching Standards are identified in parenthesis after each performance indicator.

THE LEARNER AND LEARNING	COMMENTS
Differentiation and Accommodation meet individual needs. Instruction addresses the particular academic and behavioral	
Classroom Management is demonstrated by showing whole room awareness, clearly communicating expectations, using attention getting strategies, providing engaging activities, redirecting individual behavior while managing the group, anticipating problems, and upholding expectations by following through	
Individual Behavior is managed in a calm, caring manner. Teacher candidate is able to redirect positively, teach appropriate behavior, and provide consistent follow through. (6)	
Transitions and Directions are well-planned, clear, and effective.	

Learning Environments are safe, caring, and respectful. Positive relationships and inclusive practices are evident. (1,6)	
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CONTENT	COMMENTS
Content Knowledge is effectively demonstrated; information is meaningful, accurate, and sensitive to age, ability, and diversity	
Content Delivery guides learners to think critically, collaboratively problem solve, and apply knowledge. Objectives are clearly communicated to learners.(4)	

INSTRUCTIONAL PRACTICES	COMMENTS
Lesson Plan is well-organized, prepared ahead of time, includes clear objective(s), and is developmentally appropriate. The teacher candidate demonstrates creativity and a cross-disciplinary approach. (2,3)	
Student Progress is continuously monitored and used to adjust plans based on learning needs. (3,4,5)	
Time is budgeted well and shows awareness of the daily	
Assessment is varied and includes formal and informal measurements that clearly align to learning objectives. (5,6)	
Technology is integrated into instruction to encourage student creativity, problem solving, collaboration, and digital literacy.	
Strategies for teaching are varied, engaging, attention-catching, and motivating. (2,3,4)	
Questioning and Feedback are purposeful, leading to a deep understanding of content. (5)	

PROFESSIONAL RESPONSIBILITIES	COMMENTS
Positive Attitude, Appropriate Dress and Enthusiasm are demonstrated consistently. (1,7,8)	
Spoken and Written Communication is professional with attention given to grammar, punctuation, and appropriate	

Staff Communication is open, friendly, and collaborative. (7,8)	
Self-Evaluation is honest and reflective. The teacher candidate welcomes constructive feedback and applies suggestions. (7)	

ADDITIONAL COMMENTS or GOALS FOR MOVING FORWARD

Appendix I

University Teacher Education Standards for Initial Licensure (course objectives)

ISU Teacher Education Standards—adapted from the InTASC Standards
(basis for student teaching midterm and final evaluations)

The Learner and Learning

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

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

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

Content

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

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

Instructional Practices

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

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

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

Standard #8A: Technology. The teacher integrates current and emerging technology in instruction to encourage student creativity, problem solving, collaboration, and digital literacy. Teachers practice and advocate safe, legal, and responsible use of information and technology.

Professional Responsibility

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

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

Appendix J

State of Iowa Teaching Standards and Criteria

The eight standards/forty-two teaching criteria for Iowa are listed below. Other states have similar standards.

STANDARD 1

Demonstrates ability to enhance academic performance and support for implementation of the school district student achievement goals.

The teacher:

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

STANDARD 2

Demonstrates competence in content knowledge appropriate to the teaching position.

The teacher:

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

STANDARD 3

Demonstrates competence in planning and preparing for instruction.

The teacher:

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

STANDARD 4

Uses strategies to deliver instruction that meet the multiple learning needs of students.

The teacher:

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

STANDARD 5

Uses a variety of methods to monitor student learning.

The teacher:

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

- Works with other staff and building and district leadership in analysis of student progress.

STANDARD 6

Demonstrates competence in classroom management.

The teacher:

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

STANDARD 7

Engages in professional growth.

The teacher:

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

STANDARD 8

Fulfills professional responsibilities established by the school district.

The teacher:

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

APPENDIX K: Using Tk20

Go to <iastate.tk20.com>. Type in your username and password (you may be asked to type this twice). Below are the times we will be using Tk20. **Important Note:** When you enter information on Tk20, click on “Save” or “Complete.” Do not click on “Submit” until the last week of the semester when everything has been entered.

Student Teachers—16-week student teachers submit Tk20 by the last day of student teaching.

- Lesson plans for observed lessons (approximately one lesson plan every two weeks for 8 observations)
- Supervisor’s comments on each observed lesson
- Midterm evaluation
- Final evaluation
- Mock evaluation by individual with an evaluator’s license or instructional coach.
- Evaluation of substitute teacher readiness
- Evaluation of cooperating teacher
- Evaluation of supervisor

Note: Prior clicking “Submit” on Tk20, a document needs to be entered in every box. Therefore, because we are doing 8 observations, you need to enter N/A under Additional Observations. You may need to do this in other areas, too.

Supervisors—complete all items below on by the last day of student teaching (turn all checkmarks from red to green).

- Observation comments for lessons observed (sent to student teacher who uploads them)
- Midterm evaluation of student teacher
- Final evaluation of student teacher
- Visitation log for observations (called “Coaching Log”)
- Evaluation of cooperating teacher
- Collaborative teaching hours
- Grade for student teacher

Cooperating Teachers—complete all items below on Tk20 by the last day of student teaching (turn all checkmarks from red to green).

- Midterm evaluation of student teacher
- Final evaluation of student teacher
- Evaluation of student teacher’s substitute teacher readiness—every week indicated
- Evaluation of supervisor

APPENDIX L: Daily Lesson Plan (submit when you are being observed or evaluated)**Course:****Topic:****Date:**

Iowa Common Core Standards:	
Objectives:	
Materials:	
Motivational Activity / Anticipatory set:	
Time	Activities / Sequence:
Closure Activity : FOLLOW UP / Closing ...	
Differentiation:	
Assessment:	
Problems Foreseen/Solution:	

APPENDIX M: Your Checklist for Entire Semester's Assignments

- ___ 1. Letter to Parents/Guardians
- ___ 2. Student Survey and Analysis
- ___ 3. Demographic Profile
- ___ 4. Long-term plans
- ___ 5. Résumé and Cover Letter
- ___ 6. Slices of Life (total of 8 for 16-week student teachers)
- ___ 7. Submission of Weekly Lesson Plans (to supervisor each Friday beginning Sept. 12)
- ___ 8. Uploaded 8 observations with lesson plans and supervisor's comments to Tk20.
- ___ 9. Midterm self-evaluation (on Tk20)
- ___ 10. Final self-evaluation (on Tk20)
- ___ 11. Check-off for substitute teaching (Weeks 4, 6, 10, 12, 14)
- ___ 12. Mock evaluation by instructional coach or administrator with evaluator's license
- ___ 13. Evaluation of cooperating teacher (on Tk20)
- ___ 14. Evaluation of supervisor (on Tk20)
- ___ 15. Evaluation of ENGL 4170 (email of course evaluation)

APPENDIX N: From the TES Handbook: Important Dates for Fall 2025

<https://iastate.app.box.com/s/ymeseoabaovjyqyd88ql4m1hv5l23za0>

Important Student Teaching Dates for Fall 2025

All ISU supervisors will set **specific due dates for the various assignments** during the student teaching semester. It is expected that these due dates are met and failure to do so will be reflected in the overall session grade. **Professionals complete tasks in a timely manner and with high quality! Final Tk20 binders** may be completed prior to the provided date, but need to be **submitted** no later than the date and time listed.

First Session: August (when teachers report) to October 17th

Date	Requirement
Tuesday, August 12 th , 10:00AM-4:00PM	SEMINAR 1: All student teachers are required to attend
Friday, October 17 th by 11:55 PM	STUDENT TEACHERS: ALL student teaching assignments need to be uploaded and submitted on Tk20.
Monday, October 20 th by 11:55 PM	SUPERVISORS: All forms and feedback need to be in Tk20.
Monday, October 20 th by 11:55 PM	COOPERATING TEACHERS: All forms and feedback need to be in Tk20.

Second Session: October 21st to December 17th

Date	Requirement
Monday, October 20 th , 8:00 AM-4:00 PM	SEMINAR 2: All student teachers are required to attend and are excused from attending their school placement
Wednesday, December 17 th by 11:55 PM	STUDENT TEACHERS: ALL student teaching assignments need to be uploaded and submitted on Tk20.
Friday, December 19 th by 11:55 PM	SUPERVISORS: All forms and feedback need to be in Tk20.
Friday, December 19 th by 11:55 PM	COOPERATING TEACHERS: All forms and feedback need to be in Tk20.

Full Semester Session: August (when teachers report) to December 17th

Date	Requirement
Tuesday, August 12 th , 10:00AM-4:00PM	SEMINAR 1: All student teachers are required to attend
Monday, October 20 th , 8:00 AM-4:00 PM	SEMINAR 2: All student teachers are required to attend and are excused from attending their school placement
Wednesday, December 17 th by 11:55 PM	STUDENT TEACHERS: ALL student teaching assignments need to be uploaded and submitted on Tk20.
Friday, December 19 th by 11:55 PM	SUPERVISORS: All forms and feedback need to be in Tk20.

Friday, December 19 th by 11:55 PM	COOPERATING TEACHERS: All forms and feedback need to be in Tk20.
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If student teachers DO NOT meet the required Due Dates:

The student teacher will have 1/3 of a grade deducted from the final grade for each day past the due date the materials are not submitted. For example, if the student teacher began with the final grade of an “A,” missing the due date would result in the following deductions:

One day late	A-
Two days late	B+
Three days late	B
Four days late	B-
Five days late	C+
Six days late	C
Seven days (one week) late	C-

If extreme circumstances arise that may impact the student teacher’s ability to meet the due dates, the student teacher needs to bring these to the attention of the Supervisor and the Clinical Experience Coordinator PRIOR to the due date. Bringing issues to the attention of the Supervisor and Clinical Experience Coordinator DOES NOT mean that the expectation will be waived or that new due dates will be established.

APPENDIX O: Required and Recommended ISU Syllabus Statements from Faculty Senate

Iowa State developed these statements to provide consistent information to all students about essential policies that impact their experience.

1. Free Expression: Iowa State University supports and upholds the First Amendment protection of freedom of speech (freespeech.iastate.edu) and the principle of academic freedom (bit.ly/regents-academicfreedom) in order to foster a learning environment where open inquiry and the vigorous debate of a diversity of ideas are encouraged. Students will not be penalized for the content or viewpoints of their speech as long as student expression in a class context is germane to the subject matter of the class and conveyed in an appropriate manner.

No employee, student, applicant, or campus visitor is compelled to disclose their pronouns. Anyone may voluntarily disclose their own pronouns.

2. Academic Dishonesty: The class will follow Iowa State University's policy on academic misconduct (5.1 in the Student Code of Conduct, bit.ly/isu-stu-code). Students are responsible for adhering to university policy and the expectations in the course syllabus and on coursework and exams and for following directions given by faculty, instructors, and Testing Center regulations related to coursework, assessments, and exams. Anyone suspected of academic misconduct will be reported to the Office of Student Conduct in the Dean of Students Office (studentconduct.dso.iastate.edu). Information about academic integrity and the value of completing academic work honestly can be found in the Iowa State University Academic Integrity Tutorial (bit.ly/isu-ai-tutorial).

3. Accessibility Statement: Iowa State University is committed to supporting students with disabilities. Promoting these values entails providing reasonable accommodations where barriers exist to students' full participation in higher education. Students in need of accommodations or who experience accessibility-related barriers to learning should work with Student Accessibility Services (SAS) to identify resources and support available to them. Staff at SAS collaborate with students and campus partners to coordinate accommodations and to further the academic excellence of students with disabilities. Information about SAS is available online at sas.dso.iastate.edu, by email at accessibility@iastate.edu, or by phone at 515-294-7220.

4. Non-Discrimination Statement: Iowa State University does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, genetic information, sex, marital status, disability, or status as a U.S. Veteran. Inquiries regarding non-discrimination policies may be directed to Office of Equal Opportunity, 2680 Beardshear Hall, 515 Morrill Road, Ames, Iowa 50011, Tel. 515-294-7612, email eooffice@iastate.edu.

5. Mental Health and Wellbeing Resources: We're committed to your success and wellbeing at Iowa State. As a Cyclone, you can access 24/7 resources, services, and people dedicated to helping you achieve your goals and be your best in and out of the classroom. Whether you need academic support or just someone to talk to, we're here for you at Cyclone Support (cyclonesupport.iastate.edu). If you are struggling emotionally and need support, there's confidential help available 24/7/365. You can call or text 988 or use the chat at 988lifeline.org.

6. Statement on Prep Week: This class follows the Iowa State University Prep Week policy, as noted in the ISU Policy Library and the Senior Vice President and Provost's website.

7. Religious Accommodations: Iowa State University welcomes a broad spectrum of religious beliefs and practices, recognizing the contributions that differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request reasonable accommodation for religious practices. In all cases, you must put your request in writing. The instructor will review the situation in an effort to provide a reasonable accommodation, when possible, to do so without fundamentally altering a course. For students, you should first discuss the conflict and your requested accommodation with your professor at the earliest possible time. You or your instructor may also seek assistance from the Dean of Students Office (dso.iastate.edu) or phone 515-294-1020 or the Office of Equal Opportunity (eoc.iastate.edu) or phone 515-294-7612.

APPENDIX P: **STUDENT TEACHING CALENDAR**—Full Session English Student Teachers

Fall 2024 English Student Teaching Calendar	
Session 1 Student Teaching	August (when teachers report) to October 17 th
Session 2 Student Teaching	October 21 st to December 19 th

August

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
10	11	12 TES Seminar 1: 10- 4	13	14 Mya start	15	16
17 Begin student teaching when your teacher returns for PD.	18	19	20	21	22	23
24	25 Trevor, Sammie, Lauren, Maddy start Seminar 1 Due: survey + parent letter	26 London, Alex start	27 Drew start	28	29	30 Complete a “Meet-n-Greet” w/ supervisor

September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1 LABOR DAY - no seminar Due: Surveys & letters sent out this week. + SOL #1	2	3	4	5	6 Goal: Obsv. 1 Complete
7	8 Seminar 2 Due: Draft Long-Term Plan	9	10	11	12 Due: Weekly Plans for 9/15 - 19	13
14	15 Seminar 3 Due: survey data collected / analyzed. Prepared for discussion; SoL#2; Polished Long-Term Plan	16	17	18	19 Due: Weekly Plans for 9/22 - 26	20 Goal: Obsv. 2 Complete
21 Drew - complete midterm this week.	22 Seminar 4 Due: Polished LTP	23	24	25	26 Due: Weekly Plans for 9/29 - 10/3	27

October

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29 Seminar 5 Due: Dem. Profile, Resumés / CL	30	1	2	3 Due: Resumés/CL to interviewer, Weekly Plans for 10/6- 10	4 Goal: Obsv. 3 Complete
5	6 Seminar 6 – Mock Interview Due: SoL#3	7	8	9	10 Due: Weekly Plans for 10/13- 17	11 Goal: Obsv. 4 Complete (London, Drew, Lauren)
12 MIDTERM WEEK (full session) FINALS WEEK (1/2 session)	13	14	15	16 ICTE conference	17 ICTE conference Session 1 ends Due: Weekly Plans 10/20 - 24	18 Goal: Obsv. 4 Complete (Trevor, Sammie, Mya, Alex)
19	20 ISU TES Seminar – mandatory attendance Due: SoL#4	21 Session 2 begins	22	23	24 Due: Weekly Plans 10/27 - 31	25
26	27 Due: SoL#5	28	29	30	31 Due: Long-Term Plan (2) due; Weekly Plans 11/3-7	1 Goal: Obsv. 5 Complete

November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2	3	4	5	6	7 Due: Weekly Plans for 11/10-14	8
9	10 Due: SoL#6	11	12	13	14 Due: Weekly Plans for 11/17-21	15 Goal: Obsv. 6 Complete
16	17	18	19	20	21 Due: Weekly Plans for 11/24-25	22
23	24 Due: SoL#7	25 Due: Weekly Plans for 12/1-5	26	27	28	29 Goal: Obsv. 7 Complete

December

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	1 Due: SoL#8	2	3	4	5	6
7	8	9	10	11	12	13 Goal: Obsv. 8 Complete
14 FINALS WEEK FOR FULL SESSION PLACEMENTS	15 Seminar 7 – The big debrief 4:00 - 5:00	16	17 Last day in schools for full session placements. - Tk20 DUE	18	19	20

