

**AGEDS 417/517: Student Teaching  
in Agricultural Education**

**Student Teaching Handbook**



**Department of Agricultural  
Education and Studies**

**Iowa State University**

## TABLE OF CONTENTS

<b>Conceptual Framework, Vision, Mission, Beliefs .....</b>	<b>3</b>
<b>ISU Student Teaching Program &amp; Policy .....</b>	<b>4</b>
Student Teaching Qualifications .....	4
Mandatory VIRT Training .....	4
Attendance .....	5
Absence of Coop Teacher (Substituting) .....	5
Working While Student Teaching .....	5
Job Interviews .....	5
Legal Status of Student Teachers .....	5
Licensure .....	6
<b>Introduction to Student Teaching in Agricultural Education .....</b>	<b>6</b>
Assignment to a Teaching Center .....	6
The Cooperating Teacher .....	6
<b>Responsibilities of the Student Teacher in Agricultural Education .....</b>	<b>8</b>
The Portfolio .....	10
<b>Grading &amp; Evaluation .....</b>	<b>12</b>
<b>Responsibilities of the Cooperating Teacher in Agricultural Education .....</b>	<b>13</b>
Supervising a Student Teacher .....	14
Reports to be Completed by a Cooperating Teacher .....	16
<b>Responsibilities of the University Supervisor .....</b>	<b>16</b>
Policy for Dismissal of a Student Teacher .....	17
<b>Forms .....</b>	<b>19</b>
Form 1 – Student Teacher Data Sheet .....	19
Form 2 – Student Teacher Teaching Schedule .....	21
Form 3 – Day 1 Interview on Managing Risk .....	22
Student Teacher Blood Borne Pathogen Policy .....	23
Form 4 – Student Teacher Experience Plan in Ag Education .....	24
Form 5 – Report of Supervised Agricultural Experience Evaluation .....	33
Form 6 – Teaching plan Template .....	33
Form 7 – Evaluation of Teaching Performance .....	34
Form 8 – Mid-Term Evaluation of Student Teaching .....	35
Form 9 – Final Cooperating Teacher Student Teaching Evaluation .....	35
Form 10 – Portfolio Assessment Checklist .....	39
Form 11 – Videotape Evaluation .....	40
Videotape Parental Permission Letter Template .....	42
Form 12 – University Supervisor Final Evaluation .....	43
Form 13 – University Supervisor Final Recommendation .....	49

# Iowa State University Educator Preparation Program

## Conceptual Framework

### **Vision:**

The educator preparation program at Iowa State University aspires to provide a premier pathway of rigorous research-based academic experiences complemented by exceptional quality and diverse field experiences leading to the skillful preparation of highly effective teachers and school leaders.

### **Mission:**

The mission of the ISU educator preparation program is to prepare teachers and administrators as continuous learners, collaborators, and transformational leaders through the application of rigorous research-based content and advanced pedagogy integrated with rich field experiences and fundamentally grounded in the land grant mission of community access and opportunity.

### **Belief Statements:**

At Iowa State University, our educator preparation community of professional educators and students believe:

- **Belief #1:** Formal education does not occur in isolation. It exists in synergy with the education provided by families and communities and will enrich and be enriched by those connections.
- **Belief #2:** Education provides learners with equitable opportunities to acquire the knowledge, skills, and dispositions to achieve cognitive, affective, social, physical and economic well-being.
- **Belief #3:** Education prepares learners to positively influence people's lives by successfully engaging in our democratic society and in the broader global community.
- **Belief #4:** The educational process is intentional and learner-centered. It requires the application of rigorous research-based content and pedagogical knowledge that is supported with the innovation of technologies.
- **Belief #5:** Transformational educators engage in a continual cycle of learning, practice, and reflection that informs their curricular, instructional, evaluative, and interactional decisions. Transformative educators have an ethical responsibility to expand human potential and improve people's lives.
- **Belief #6:** High quality educator preparation includes collaborative field-based experiences that promote on-site learning opportunities that are varied, developmentally appropriate, and linked closely with academic preparation.
- **Belief #7:** Ongoing, multi-dimensional assessment is a critical tool of educators leading towards a better understanding and improvement of student learning.

## **IOWA STATE UNIVERSITY STUDENT TEACHING PROGRAM AND POLICIES**

### **Student Teaching Qualifications**

To be eligible to enter student teaching, students must have:

1. Full admission to the University Teacher Education Program is required prior to taking AGEDS 401/501 or 402/502.
2. Completion of the 'Request for Student Teaching Placement' in the fall semester when completing AGEDS 401/501 and 402/502.
3. A minimum 2.5 cumulative grade point average.
4. A passing grade as determined by the licensure area must have been earned in all required professional teacher education courses and selected courses in the student's licensure area. All education (EDUC), and Special Education (Sp Ed) courses required for licensure have a minimum grade requirement of a C (pedagogy coursework). Courses in the department of the major specifically required for teacher licensure have a minimum grade requirement of a C- (content coursework).
5. Complete (or concurrently completing) 80 hours of pre-student teaching field experience.
6. Report any criminal misconduct charge. Please note: When the student is enrolled in any field experience or anticipates commencing a field experience within 30 days, any criminal misconduct charge a student receives after the background check is completed must be reported immediately to Teacher Education Services. When the student is not enrolled in any field experience, the charge must be reported as soon as possible but no later than five working days after the incident. Failure to do so may result in the discharge of the student from Teacher Education. The faculty coordinator and the content major department chair will be notified. A committee will meet to review the self-reporting letter and make a decision on the student's progress.

### **VIRT: Violent Incident Reduction Training**

VIRT (Violent Incident Reduction Training) is required for all ISU teacher education graduates, as part of licensure requirements for teacher certification. If a student has already attended VIRT training, the student will have to provide proof that they completed the training.

### **Attendance/Calendar**

The student teacher will inform the cooperating teacher and university supervisor of any absences. No personal days are provided during student teaching. Student teachers are to follow the calendars of their respective schools. This means students will take breaks of the host schools, not those of the university. Students living in university housing will need to make arrangements with their directors to remain over any Iowa State University breaks.

### **Absence of the Cooperating Teacher (Substituting)**

A student teacher from Iowa State University fulfilling the student teaching requirements, shall not be used as a substitute teacher for a cooperating teacher or any other teacher. The rationale for this policy is the student is not licensed and would be teaching without immediate supervision by a licensed teacher. Building principals are legally responsible for the welfare and supervision of all classrooms in their charge in the absence of the cooperating teacher.

### **Working While Student Teaching**

Employment during student teaching is strongly discouraged. Student teaching is considered to be a full-time responsibility. If a student teacher is employed prior to student teaching he/she needs to limit employment. Priorities or focus on activities outside the student teaching experience will affect daily, mid-term and final evaluations. Student teachers should not consider coaching positions.

### **Job Interviews**

The University Teacher Education Services encourages student teachers to participate in job interviews. However, it is important student teachers consider their classroom responsibilities and seek prior approval from cooperating teachers before scheduling interviews.

### **Legal Status of a Student Teacher**

The Iowa State University Teacher Education Program is approved by the Iowa Department of Education. As such, the following summary of Sections 262, 272, and 670 of the State Code of Iowa pertain to the administration of Teacher Education Programs and the status of student teachers.

Section 262.30 – “Contracts for Training Teachers” permits the Board of Directors for school districts to enter a cooperative agreement with the State Board of Regents on behalf of Iowa State University.

Section 272.27 – “Student Teaching” directs teacher preparation programs to enter into a written cooperative agreement with any accredited school district and provides that student teachers placed in a school district under the terms of this agreement are “entitled to the same protection under section 670.8, as is afforded by that section to officers and employees of the school district, during the time they are so assigned.”

Section 670.8 – “Officers and Employees Defended” indicates that a student teacher who is jointly assigned to a placement in a school district under the terms of a cooperative agreement between the district and Iowa State University is accorded the same civil and constitutional guarantees of the laws and protection as a licensed teacher. In other words, the student teacher has the same legal responsibility and may be held liable for his/her negligent acts and is also accorded the same protection of the laws as the licensed teacher. This code stipulates that student teachers who teach in Iowa Public Schools are afforded the same liability protection that school districts provide for their employees. Student teachers placed outside of the State of Iowa or in non-public schools may be asked to document that they have liability insurance. Should this be required, student membership in the Iowa State Education Association or the Professional Educators of Iowa organization is available at a reasonable cost.

Since student teachers are legally protected through the cooperative agreement between the University and the school district, cooperating teachers do not need to be physically present in the classroom at all times. However, ultimately, the licensed teacher is responsible for the students in

their classroom and should exercise judgment in determining the suitability of leaving the room considering the students involved, the lesson being presented, and capability of the student teacher.

### **Licensure**

The Iowa Board of Educational Examiners requires all persons applying for initial licensure in Iowa be fingerprinted and that a criminal background check be completed before issuing a license. The licensing process starts at the beginning of the graduation semester, but applicants will not receive their license until all official grades are posted to transcripts and verification of graduation is completed. The cost of a teaching license must be paid with a check or money order payable to the Iowa Board of Educational Examiners. It is recommended to apply for an Iowa license at the time the teaching program is completed regardless of future plans. Coursework and programs can become dated and further coursework could be required if licensure is not completed upon student teaching and graduation. For further information on the licensing process contact: Teresa Kahler, 0133 MacKay, 515-294-7004 or email takahler@iastate.edu.

### **Assignment to a Teaching Center**

Decisions about student teacher placements are made by the agricultural education coordinator. In making placement decisions, consideration will be given to the student's preference for location. Consideration will also be given to matching a student's personality, background, and experiences with that of the cooperating teacher. Students cannot be assigned to their home high school or any other teachers they have had.

### **The Cooperating Teacher**

The cooperating teacher works with student teachers because he/she believes that doing so is a worthwhile professional responsibility. The cooperating teacher has been selected by faculty in the Department of Agricultural Education and Studies at Iowa State University based upon standards for quality student teaching centers. Some of the key factors used in selecting a cooperating teacher are as follows:

1. The cooperating teacher accepts responsibility for assisting the student teacher in preparing for classes to be taught and with other activities. The teacher is willing to assume responsibility for the student teacher's performance in a variety of teaching situations. Consequently, the cooperating teacher agrees to observe the student teacher and offer critique and encouragement.
2. The cooperating teacher has had successful teaching experience in an agriculture program which is effectively contributing to the preparation of youth and adults for employment or further education in agriculture as evidenced by:
  - a. The scope and quality of courses offered in the local agriculture program.
  - b. The curriculum is a blend of (1) classroom and laboratory instruction, (2) supervised agricultural experience, and (3) FFA.
  - c. The scope and quality of the supervised agricultural experience programs of students enrolled in agriculture.
  - d. The regularity and effectiveness of on-site instruction provided to students with supervised agricultural experience programs.
3. The cooperating teacher has demonstrated an interest in professional improvement as evidenced by a continued record of participation in professional activities which include workshop participation and attendance at professional meetings for agriculture teachers.

The teacher also participates in the professional activities of the Iowa Association of Agricultural Educators.

4. The cooperating teacher has a minimum of two full years of teaching experience.
5. The cooperating teacher has at least one year of experience in the school system in which the student teacher will be placed.
6. The cooperating teacher holds a valid teaching license with the proper endorsements.
7. The cooperating teacher demonstrates enthusiasm for the profession by encouraging young people to become agriculture teachers.

**The following selection factors relate to the agriculture department:**

1. Physical facilities including the classroom, mechanics laboratories, greenhouses, etc., provide a satisfactory setting for carrying out an effective and functional program.
2. Equipment for carrying out the program is adequate, is maintained in usable condition, and is readily accessible for instructional use.
3. The content and organization of the instructional materials are adequate for a local agriculture program.

**The following selection factors relate to the school in general:**

1. The administration of the school has approved the use of the agriculture program as a student teaching center and has authorized the instructor to serve as a cooperating teacher.
2. There is demonstrated evidence that the school is accomplishing outstanding outcomes in the education of its clientele.
3. The school is practicing those methods and techniques of education that student teachers should have an opportunity to observe and acquire.
4. The school provides a favorable educational environment for teaching and for learning.

**Responsibilities of Student Teachers – Agriculture Education**

The student teaching phase of a teacher education program is usually considered to be the most important part of the professional preparation of teachers. It is that phase of teacher education which brings together educational theory with actual teaching practice under the supervision of competent experienced teachers. Student teaching is a time in which students can try out and make more meaningful the principles, concepts, and practices presented in the professional agricultural education courses.

Student teaching is an opportunity to learn. It is the responsibility of the student teacher to make full use of his/her student teaching experience by taking advantage of the opportunities that are offered. The student teacher should be a productive addition to the local program and should have additional ideas to present for consideration.

The student teacher's first impression in his/her center is important. This is an opportunity to begin building a professional reputation. Student teachers represent themselves, the

Department of Agricultural Education and Studies, and Iowa State University. Student teachers should be genuinely courteous, cooperative, and sincere in dealing with students, cooperating teachers, administrators, other faculty members, other school employees, parents, and residents of the community.

The following student teacher responsibilities and/or guidelines were formulated after carefully considering the observations and experiences of many successful agricultural educators. The responsibilities include:

1. Make contact with your cooperating teacher as soon as approval is given by the coordinator of teacher education in the Department of Agricultural Education and Studies. Contact should include:
  - a. Completing **Form 1** and reviewing it with the cooperating teacher.
  - b. Requesting assistance in obtaining housing, if desired.
  - c. Inquiring about classes you are expected to teach.
  - d. Determining the procedures for reporting, whether it be to the school office or directly to the cooperating teacher.
2. Personal appearance is important. Dress neatly, appropriately, and according to school dress standards for teachers.
3. Arrive at your student teaching center on time and be ready to go to work. Complete and return **Form 2** to your university supervisor after the first day of student teaching. **This form MUST be completed and returned.**
4. Remember, the cooperating teacher is your immediate supervisor.
5. At the first opportunity, you and the cooperating teacher should review school policy on such matters as: (a) daily working hours, (b) responsibilities, (c) dress, and (d) discipline.
6. You are expected to become one of the teaching staff. You must be willing to accept certain obligations and do your share. At the same time, you are not assigned to the school to do "odd jobs" which are not required or expected of teachers.
7. Acquire and have available upon arrival at the school, a shop coat or coveralls and safety glasses for use in agricultural mechanics classes.
8. Immediately after arrival at the student teaching center, it is **very important** that you make an effort to become acquainted by:
  - a. Reviewing expectations with the cooperating teacher.
  - b. Meeting the school administrators.
  - c. Meeting the other teachers, counselors, custodians, and others at the school with whom you will be working.
  - d. Familiarizing yourself with and abiding by the policies and regulations of the school and the local program.
  - e. Meeting and learning the names of all students in agriculture classes, and learning something about each person (supervised agricultural experience programs, their interests, etc.).
9. You may simply observe some classes at the beginning and in others you will be expected to lend assistance. During this period observation, you may want to evaluate your cooperating teacher using the same form that is used to evaluate the student teacher. Always look for ways to assist your cooperating teacher in carrying out his/her work.



- Don't always wait for the cooperating teacher to tell you what to do.
10. Learn all that you can about teaching. Obtain all the experiences possible in all phases of the agriculture program including classroom teaching, agricultural mechanics, supervised agricultural experience in agriculture programs, working with adult classes, coordinating FFA activities, and working with advisory councils.
  11. **Written plans are to be prepared for each class you teach. Form 5** is the suggested format for writing lesson plans. Have them checked by the cooperating teacher far enough in advance so you can make any recommended changes. Avoid last hour preparation. Regular systematic planning will produce a better learning atmosphere.
  12. Maintain an orderly, business-like classroom atmosphere. Secure the cooperation of your class but not by being too "easy" or overly friendly. You must first be firm and gain their respect.
  13. Endeavor to improve such things as your handwriting, board work, and the use of proper English and spelling.
  14. Do not talk down to students, nor go over their heads. Take into consideration their age and experience. Check often to see that the whole class is following you.
  15. Laboratory instruction will require careful planning and organization. Have in mind your methods and approach. Secure your material and equipment in advance. Wear appropriate clothing.
  16. Plan what you want the students to observe or do while on field trips. Follow the trip up later in class with discussions, a quiz, further explanation, or other appropriate activities.
  17. Use a variety of appropriate methods and instructional media in teaching your classes. Use lectures only when appropriate for the objectives you plan to achieve. **You will be graded on the variety of methods used.**
  18. Be prompt in meeting all your classes and appointments. Be consistent in your methods and relationships. Develop patience and self-control.
  19. Demonstrate a professional attitude in all your contacts in the school and community.
  20. Inform your cooperating teacher of your whereabouts when you plan to leave the community. If foreseeable absences must occur, they should be discussed and approved by your cooperating teacher and university supervisor.
  21. Follow the Iowa BOEE Chapter 25 Code of Professional Conduct at all times.
  22. Treat discussions with teachers, administrators, counselors, your cooperating teacher, and with students as **confidential**. Never criticize one student to another, nor should you criticize your class, other student teachers, your cooperating teacher, your administrator, or your school to others.
  23. Set aside time each day for a conference with your cooperating teacher. Ask for input and suggestions. Invite and accept criticism and suggestions with an open mind.
  24. Complete and submit all assignments on time.
  25. Attend school functions such as athletic events, plays, and concerts.
  26. Attend agricultural and civic organization meetings in the community.
  27. Before leaving the community, attend to all financial matters.
  28. Before leaving your school, be sure to express your appreciation to your cooperating teacher and administrators. Follow this up with a written expression of appreciation.
  29. Local school authorities have granted permission for you to do student teaching in their school. The continuance of this privilege to those who will follow depends a great deal upon how well you do your work and the manner in which you conduct yourself.

## **The Portfolio**

The portfolio will comprise 20% of your grade for student teaching and will be evaluated using **Form 10**. The portfolio is one important way of documenting your achievement of Iowa State University Teacher Education Standards. An explanation of the assignments that should be compiled in your portfolio is as follows:

**Teaching Philosophy:** Please include a statement of your teaching philosophy. The philosophy statement could be the one you developed in AGEDS 310 or it could be an updated statement that reflects changes that have occurred in your beliefs about teaching. This statement requires a 300 word minimum (about one page).

**Teaching Materials:** Keep a neatly organized notebook of your teaching materials. You may also wish to include digital versions of your materials in the portfolio.

**Performance Evaluations:** Forms are provided for the cooperating teacher and university supervisor to use. A minimum of twelve (one per week) formal, written evaluations by your cooperating teacher are required (**Mid-Term Evaluation of Student Teaching**). At the end of week seven, your cooperating teacher will fill out **Mid-Term Evaluation on TK20** and review it with you. At the end of student teaching your cooperating teacher will fill out **the Final Coop Teacher Student Teacher evaluation on TK20** and review it with you.

You are also expected to develop a student evaluation of teaching form and use it to get feedback on your teaching. Do not simply include the completed forms in your portfolio. Conduct an analysis of the student input, summarize the data, and indicate what you believe that the student data suggests. Finally, you are expected to **video record** yourself teaching a lesson. **Check with your cooperating teacher and/or school administrator to determine whether parental consent is required (Form 11)**. Watch the recording and write a self-critique that highlights your strengths and areas that you desire to improve.

**Reports:** Several items on the experience plan checklist (**Form 4**) indicate that you should include a report in your portfolio. Make sure that you include all of the items that are requested. Be sure to have your cooperating teacher verify your completion of activities on your experience plan checklist.

**Other Related Material:** Please collect copies (may be electronic) of other materials that you believe would be helpful for future reference.

**Other related materials could include:**

- a. FFA program of activities
- b. SAE (Supervised Agricultural Experience) documents
- c. Advisory council meeting minutes
- d. Local policy statements
- e. Curriculum guides or courses of study
- f. Faculty/student handbooks
- g. Master contract/individual contract for teachers
- h. Professional organization activities - reports, minutes, and materials

- i. School improvement plan
- j. Copy of a completed FFA award application
- k. Copy of the FFA officer expectations and/or application
- l. Award applications (proficiency, American degree, National chapter)
- m. Teacher contracts
- n. Student field trip permission forms
- o. Completed chapter data forms
- p. State fair forms
- q. FFA annual report
- r. FFA membership roster

## **Grading and Evaluation**

Grades for the professional semester should indicate the competency of a person to be recommended for initial licensure. Competency should be assessed with reference to the student's peers in the professional setting and as a developing novice teacher. The university supervisor coordinates and is directly involved in student teaching performance assessment. He/she relies heavily upon the cooperating teacher's input and then forwards a recommendation for the final grade to the university. Iowa State University determines the final grade a student receives for student teaching based upon all of the data gathered. It is hoped that the terminology used in the grading criteria below will assist not only in determining an appropriate grade for a student but also in writing his/her recommendation or letter of reference. For elaboration of the grading criteria, please refer to the Final Evaluation Form for Student Teaching.

An individual who earns an A:

- is capable of functioning effectively and independently as an entry level professional.
- has demonstrated outstanding knowledge, skills and attitudes relevant to a wide variety of professional responsibilities and relationships.
- has demonstrated a high level of self-motivation, ability to learn and interest in his/her professional development.

A person who receives an A can be recommended with no reservation.

An individual who earns a B:

- will need occasional assistance in order to function as an entry-level professional person.
- has demonstrated a good base of knowledge, skills and attitudes relevant to professional roles responsibilities and relationships.
- has demonstrated an adequate level of self-motivation, ability to learn and interest in his/her professional development.

A person who receives a B can be recommended with confidence for a position after noting strengths and weaknesses.

An individual who earns a C:

- will need considerable assistance in order to function effectively as an entry-level professional person.
- has demonstrated adequate knowledge, skill and attitudes in some relevant professional areas, and is making progress in developing a good base level in other relevant areas.
- has demonstrated a need for more initiative and/or guidance in his/her learning and

continued professional development.

A person who receives a C can be recommended with reservations.

An individual who earns a D:

- may fall short of overall effectiveness as a professional person, even with extensive assistance.
- has demonstrated limited knowledge, skills and attitudes relevant to the field and has demonstrated little progress in developing an adequate level of functioning necessary to assuming professional responsibilities.
- has demonstrated characteristics that may preclude success in working effectively with children and others.

A person who receives a D cannot be recommended for licensure and will be counseled out of the program.

An individual who earns an F:

- has inadequate knowledge, skills and attitudes to function as a professional person.
- has not demonstrated sufficient knowledge, skills or attitudes for an entry level professional.
- has demonstrated characteristics that could be detrimental to children and/or others.

A person who receives an F cannot be recommended for licensure and will be counseled out of the program.

The student teacher's grade for AgEdS 417/517 will be determined as follows:

Recommendation by Cooperating Teacher	60%
Recommendation by University Supervisor	20%
Portfolio	20%

## Responsibilities of Cooperating Teachers in Agriculture Education

Your role as a cooperating teacher is tremendously important. You are a role model and mentor for the student teacher. He/She will turn to you for ideas, guidance, suggestions, and recommendation. You will influence the professional attitudes and habits of the student teacher, as well as provide him/her with the opportunity to expand and enhance professional and technical competencies. Please carefully review the following list of responsibilities/guidelines for cooperating teachers.

1. Respond promptly to the student teacher's initial contact and answer any questions the student teacher may have. Outline the classes and units that he/she will teach.
2. Lend assistance to the student teacher in obtaining suitable housing, if such assistance is needed.
3. Prepare the students in your classes for the incoming student teacher. Briefly explain the student teaching program, and that the student teacher will be considered a part of the faculty and should be treated as such.
4. Be sure the student teacher is introduced to the administrator(s) immediately, and to other faculty members and school employees as soon as possible.
5. At the first opportunity, you and the student teacher should review school policy on such matters as: (a) daily working hours, (b) responsibilities, (c) dress, (d) mileage and other expenses, (e) personal conduct, and (f) discipline.
6. Acquaint the student teacher with the school and agriculture program facilities, and with the activities and procedures of the school and agriculture program.
7. Early on, discuss with the student teacher his/her schedule of teaching assignments and responsibilities for FFA, SAE and other activities for the entire student teaching period. This will allow the student teacher sufficient time to plan.
8. Be sure to acquaint your student teacher with professional organizations (IAAE, IACTE, NAAE, ACTE, ISEA, etc). If the opportunity exists, have them attend a meeting with you.
9. Give your student teacher a chance to observe you teaching in the classroom, laboratory and at other sites, such as supervised agricultural experience visits and FFA activities.
10. Plan student teaching activities so the student teacher will gradually accept more responsibility. The student teacher must experience a full teaching load and be exposed to the total job of teaching agriculture, conducting SAE's and advising FFA for a minimum of four weeks, but recommended to be longer.
11. Cooperatively plan the student teacher's daily activities and responsibilities early enough so that he/she will have adequate time for preparation.
12. Coordinate teaching plan assignments with established course outlines. If possible, allow the student teacher to start with a unit for which he/she is well qualified.
13. Check teaching plans with the student teacher before they teach any class. Emphasize the importance of a sound plan of action for each class session.
14. With guidance from you and **early in the student teaching experience**, require the student teacher to conduct on-site instruction related to the agriculture students' supervised agricultural experience.
15. Review the student teacher's assignments so you are in a position to oversee their completion.
16. After the student teacher has assumed responsibility for a class, make careful evaluations of the classroom or laboratory instruction and offer constructive criticism. This should be done as soon after the class period as possible. Provide time each day for conferences with

- the student teacher.
17. A student teacher's performance within a class should not be interfered with. You should not "take away" the control and direction of a class when a student teacher is teaching, except in an emergency.
  18. Observe the ability of the student teacher to work with other people in the school and the community. The ability to follow professional procedures and to get along well with people is as important for the student teacher as the development of skill in classroom teaching.
  19. Encourage the student teacher to become involved in activities of the total school system and community.
  20. Observe the student teacher in such a way you are not disruptive or distracting.
  21. Model laboratory safety and insist that the student teacher also follow all school safety policies and procedures (e.g. safety glasses).
  22. Help the student teacher build confidence, by encouraging and praising appropriate practices.
  23. Assist the student teacher in developing a high quality portfolio. It is important for this portfolio to show evidence that the student teacher has achieved an acceptable level of performance on the Iowa State University Teacher Education Standards.

The challenge is to provide a broad experience in classroom and laboratory teaching, FFA activities, supervised agricultural experience, and young and adult farmer instruction.

### **Supervising a Student Teacher's Classroom Teaching**

The goal of instructional supervision is to help the student teacher improve his/her teaching performance. To do this most effectively, we recommend the **clinical supervision approach**. This approach is student teacher centered, focused on growth, development, and survival, emphasizes strengths rather than weaknesses, and provides a systematic objective means of collecting data on teaching performance. With this approach, the supervision cycle consists of five key stages.

**Stage 1** - Hold a conference with the student teacher prior to observing their classroom teaching. Here are some suggestions for conducting this conference:

1. Arrange a time to meet with the student teacher. This meeting time should be devoted fully to the student teacher and his/her concerns.
2. Determine what the topic and lesson objectives are for the class you will observe.
3. Identify any potential problems that the student teacher might encounter in teaching the lesson and if possible help the student teacher identify ways of avoiding them.
4. Ask the student teacher if there are any things that he/she is particularly concerned about and want you to look for.

**Stage 2** - Observe the student teacher's classroom teaching and use **Form 7** to record your observations. Here are some suggestions on using this form:

1. Be very specific in recording your observations.

2. The narrative should be sufficient enough that you and the student teacher can later recall what happened.
3. Sequence critical events in chronological order.
4. Include names and descriptions of students.
5. If at all possible, the number of **positive comments** should be greater than the number of negative comments.

**Stage 3** - You should spend some time analyzing and interpreting the information that you collected while observing the student teacher. At this time you should decide how to approach the follow-up conference. Student teachers should not be treated as if they are all alike. Use your “people skills” to select an approach that will have a high probability of success with this student teacher.

**Stage 4** - Conduct a follow-up conference with the student teacher.

1. Begin the conference at the convenience of the student teacher and as soon after observing his/her teaching as possible. Do not allow distractions to interfere with this conference.
2. Ask the student teacher if he/she accomplished the lesson’s objective(s) and if so what evidence is there to support that assertion. Be patient and use probing questions. Your goal should be to help the student teacher become reflective and capable of critically analyzing his/her own teaching performance.
3. When the student teacher has exhausted his/her answers, refer to the left column of the narrative and share your observations of things that worked.
4. Ask the student teacher what events hindered the achievement of the lesson’s objectives.
5. Once the student teacher has exhausted his/her responses, refer to the right column of the narrative and share your concerns.
6. Collaboratively agree on one or two things that the student teacher should work towards improving.

**Stage 5** - Discuss and evaluate the supervision process. Did the process work well for you and the student teacher? How could the supervision process be improved?

You are encouraged to regularly use this approach to promote reflective thinking about the student teacher’s performance. As a rule of thumb, conduct at least one formal clinical supervision cycle per week. You might use the approach more frequently early in the experience. Of course you should interact with the student teacher daily about teaching, but these daily interactions could be less structured and formal.

### **Reports to be Completed by the Cooperating Teacher**

Evaluating a student teacher’s performance is of vital importance for the professional development of the student teacher. The following forms should be used by the cooperating teacher:

1. Evaluation of Teaching Performance (**Form 7**). This form is to be completed at least once each week after the student teacher assumes actual teaching responsibility.

Cooperating teachers are expected to review the evaluation with the student teacher each time. **Student teachers are required to include at least ten of these.**

2. Midterm Evaluation of Student Teaching (**Form 8**). This evaluation should be reviewed and discussed with the student teacher. The form **should be completed on TK20.**
3. Final Student Teaching Evaluation (**Form 9**). Upon completing the evaluation, it should be reviewed and discussed with the student teacher. This evaluation comprises 60% of the student teacher's grade for student teaching.

### **University Supervisor Responsibilities**

The primary role of the university supervisor is to help the student teacher have a professionally rewarding student teaching experience. The Department of Agricultural Education and Studies places a high priority on student teaching. One of the key functions of the university supervisor is to help the student teacher relate the basic principles and theories of teaching and learning to practice. The university supervisor will also acquaint the cooperating teacher and the student teacher with their respective responsibilities.

When the university supervisor visits the student teaching center, the student teacher's portfolio will be reviewed. The university supervisor is legally responsible for determining the final grade for student teaching.



## **Policy on Dismissal from Student Teaching**

In some instances a student teacher may be dismissed from the current student teaching placement and/or for the remainder of the semester. Dismissal is different from withdrawal. Withdrawal generally indicates the student is having a successful student teaching experience but needs to withdraw for personal or health reasons and will be given consideration of an incomplete grade.

Dismissal would be the final action after the university supervisor, cooperating teacher, and school administrator in consultation with ISU Field Experience Director and/or Director of Student Teaching or faculty coordinator have worked with the student teacher to change deficiencies and/or remediate and refocus the student teaching experience. Appropriate documentation by the cooperating teacher and/or the supervisor and/or performance observation in the following areas could lead to dismissal:

1. Unprofessional conduct
2. Poor interpersonal relationships
3. Lack of organizational and planning skills
4. Poor communication (oral and written) skills
5. Poor use of appropriate teaching strategies
6. Poor Attendance
7. Unacceptable completion of minimum requirements
8. Criminal charges

A conference with the university supervisor, the cooperating teacher, student teacher and the faculty academic coordinator of the student teaching program and if necessary, the Director of Field Experiences and/or Director of Student Teaching or faculty coordinator may be held to discuss the situation.

If the cooperating teacher or the university supervisor believes the student teacher has a serious problem adhering to the expectations of the student teaching placement, the following actions may be recommended:

- a. In some instances the student teaching credits may be redirected to practicum or internship credits and progress toward graduation without licensure.
- b. Transfer the student teacher to a new placement.
- c. Extend the student teaching session for an agreed upon time which may involve an “I” for the semester.
- d. Immediately terminate student teaching, giving an “incomplete” and allowing the student to student teach again during a subsequent session.
- e. Immediately terminate student teaching with no credit given.

If the student continues to student teach after being warned about a C grade or below, he/she must realize the low grade could impact the 2.5 gpa needed for licensure.

In the event a student teacher is counseled out of student teaching or is dismissed from student teaching, the student will be asked to complete a drop form indicating the official drop from student teaching at the university.

### **Appeal Process**

The university provides an appeals process for students who are dissatisfied with a committee's decision or action. Most decisions regarding dismissal from student teaching fall into three types and each would indicate a line of appeal.

1. Dismissal from student teaching should offer the student progress toward a degree without opportunity for teaching licensure. A formal appeal in writing should be addressed to the University Educator Preparation Selection and Retention Subcommittee. The next/last resort of appeal would be heard by the ISU EPCC Director.
2. Dismissal from student teaching and the university without a degree should follow the student appeal policy as described in the Iowa State University Bulletin (catalog) under the Academic Regulations and Evaluation of Academic Progress section of Academic Life.
3. Dismissal from student teaching should offer the opportunity of remediation and a repeat of the student teaching session. Any appeal of this decision should be made in writing to the University Educator Preparation Coordinating Council Director.

**STUDENT TEACHER DATA SHEET - Form 1**  
(Due to Cooperating Teacher prior to Student Teaching)

Name: \_\_\_\_\_

Rate the following areas as to your knowledge level and preference to teach using the following scale: 1 = low; 2 = below average; 3 = average; 4 = above average; and 5 = high.

	<u>Knowledge Level</u>	<u>Preference to Teach</u>
Animal Sciences:		
Beef.....	1 2 3 4 5	1 2 3 4 5
Swine.....	1 2 3 4 5	1 2 3 4 5
Horses .....	1 2 3 4 5	1 2 3 4 5
Poultry.....	1 2 3 4 5	1 2 3 4 5
Sheep.....	1 2 3 4 5	1 2 3 4 5
Small Animals.....	1 2 3 4 5	1 2 3 4 5
Meats.....	1 2 3 4 5	1 2 3 4 5
Animal Ecology .....	1 2 3 4 5	1 2 3 4 5
Agronomy:		
Corn.....	1 2 3 4 5	1 2 3 4 5
Soybeans .....	1 2 3 4 5	1 2 3 4 5
Small Grains.....	1 2 3 4 5	1 2 3 4 5
Soil Science.....	1 2 3 4 5	1 2 3 4 5
Horticulture:		
Greenhouse .....	1 2 3 4 5	1 2 3 4 5
Floriculture.....	1 2 3 4 5	1 2 3 4 5
Fruits and Vegetables.....	1 2 3 4 5	1 2 3 4 5
Turf Grass Management .....	1 2 3 4 5	1 2 3 4 5
Landscaping .....	1 2 3 4 5	1 2 3 4 5
Forestry .....	1 2 3 4 5	1 2 3 4 5
Natural Resources .....	1 2 3 4 5	1 2 3 4 5
Pest Management .....	1 2 3 4 5	1 2 3 4 5
Aquaculture.....	1 2 3 4 5	1 2 3 4 5
Hydroponics .....	1 2 3 4 5	1 2 3 4 5
Food Technology .....	1 2 3 4 5	1 2 3 4 5
Agricultural Economics:		
Farm Business Management.....	1 2 3 4 5	1 2 3 4 5

	<u>Knowledge Level</u>	<u>Preference to Teach</u>
Marketing .....	1 2 3 4 5	1 2 3 4 5
Agricultural Sales.....	1 2 3 4 5	1 2 3 4 5
Agricultural Mechanics:		
Metals.....	1 2 3 4 5	1 2 3 4 5
Electricity.....	1 2 3 4 5	1 2 3 4 5
Engines.....	1 2 3 4 5	1 2 3 4 5
Farm machinery .....	1 2 3 4 5	1 2 3 4 5
Surveying .....	1 2 3 4 5	1 2 3 4 5
Buildings.....	1 2 3 4 5	1 2 3 4 5
GPS/GIS.....	1 2 3 4 5	1 2 3 4 5
Computer Technology .....	1 2 3 4 5	1 2 3 4 5
Leadership.....	1 2 3 4 5	1 2 3 4 5
FFA .....	1 2 3 4 5	1 2 3 4 5
Record Keeping .....	1 2 3 4 5	1 2 3 4 5
Supervised Agricultural Experience .....	1 2 3 4 5	1 2 3 4 5
Job Getting/Job Keeping Skills.....	1 2 3 4 5	1 2 3 4 5
Other: _____	1 2 3 4 5	1 2 3 4 5
Other: _____	1 2 3 4 5	1 2 3 4 5

Years of high school Agricultural Science completed: \_\_\_\_\_

Years of membership in FFA: \_\_\_\_\_

Do you need assistance in locating housing during student teaching?

Yes \_\_\_\_\_ No \_\_\_\_\_

**Please attach your resume to this form.**

**STUDENT TEACHING CENTER SCHEDULE - Form 2**

Upload to TK20 and email to your ISU supervisor on  
your first day

Name: \_\_\_\_\_

Student teaching center: \_\_\_\_\_

School phone number: \_\_\_\_\_

Principal's name: \_\_\_\_\_

The date (week) of \_\_\_\_\_ is satisfactory for my university supervisor to visit  
my student teaching center for the initial supervisory visit.

**The agricultural education program class schedule is:**

Period	Start Time	End Time	Class Title

## **Managing Risk – First Day Interview Form - 3**

This form is designed to support a dialog between you, the student teacher, and your cooperating teacher. The information collected will help you better manage risk in classrooms during your student teaching experience. Please keep this as reference throughout your experience.

### **Communication**

- How do I contact the office or others in the building during? Before? And after hours?
- Is there an intercom/phone/teacher directory? How do I use it?
- What are the procedures if someone is sent to the nurse or office?

### **Dealing with Student Health or Injuries**

- Are there any students who have special needs or health issues (e.g., seizures, asthma)?
- Where do I send, take or who do I contact if I have an injured student?
- What are my First Aid responsibilities/first aid materials?

### **Safety**

- Are there special rules and procedures for safety in the lab or shop?
- What procedures are to be used to clean up potentially infectious materials like vomit/blood?

### **Fire/Tornado/Lock Down Procedure**

- Where do I go and by what route?
- Is there a secondary exit, if necessary, in case of blocked doorway?
- Are there procedures to follow in route to the location (student list, grade book, emergency kit, etc.)?
- Do I lock/CLOSE the classroom door or not?
- How will I know a lock down is needed and what do I do?
- Where do I go with the class and how will I know the lock down has ended?

### **Strangers in Hallways or Classroom**

- What do I do if strangers are observed in the school without proper identification?
- What do I do if someone shows up in the classroom without a note or visitor's pass to take a child home, especially if the office has not notified me?

### **Violent or Inappropriate Behaviors**

- What are my responsibilities, if I observe students fighting?
- What are my responsibilities, if I see or hear about students bullying other students?
- What are my responsibilities, if I observe or hear about sexual harassment?

### **Inappropriate Use of Technology**

- What are the school's policies on the use of computers in the school?
- What do I do if I observe the inappropriate use of technology? Who needs to know?
- What is the school's policy on the possession and use of cell phones? What do I do if you observe inappropriate use?
- What is the school's policy on the possession and use of iPods, etc.?

## **Blood-borne Pathogen Instructions for Student Teachers**

### **Background**

The OSHA Blood-borne Pathogen standards in Iowa became effective on March 6, 1992. Thereafter all employers were required to have an "exposure control plan." The plan identifies employees exposed to blood-borne pathogens as part of their normal job responsibilities. It outlines the training required, the duties and responsibilities of those carrying out the plan, and medical oversight (including vaccinations) provided to employees with potential exposures.

### **What Are Blood-borne Pathogens?**

A blood-borne pathogen is defined as any pathogenic microorganism present in human blood which can cause disease in humans. These include, but are not limited to, HIV (Aids Virus) and HBV (Hepatitis virus). Regulated, potentially infectious material is defined as human blood and blood products, contaminated sharps (needles, razor blades, etc.) and syringes, human tissues and microbiological material, and certain other human body fluids including semen; vaginal secretions; saliva in dental procedures; cerebrospinal fluid; fluids from joints, chest cavity, heart sac, abdomen, birth sac, and any other body fluid that is visibly contaminated with blood. Not included are tears, sweat, saliva, vomit, feces, urine and nose fluids unless they are visibly contaminated with blood or it is difficult or impossible to distinguish between body fluids.

### **Who Needs To Be Covered?**

Any employee whose regularly assigned duties require possible contact with human blood or potentially infectious materials (PIM) must participate in a blood-borne pathogen safety program. Obvious participants include health care workers (nurses, doctors, etc.), emergency response personnel (police, fire, ambulance), first aid providers, and anyone (such as researchers, etc.) having routine contact with blood, blood products or PIM.

It is more difficult to determine those who should be included in a safety program. In many instances the job responsibilities can be structured so that every employee does not need to be trained in blood-borne pathogens. In a school situation a full-time nurse can handle all blood-borne situations. If a nurse is not available, one or more teachers may need to be trained. Custodians, plumbers and maintenance workers may also be included.

### **What Student Teachers Should Do:**

At Iowa State University we use the following approach is recommended for student teachers:

1. Students are not provided with full training nor given HBV vaccinations. Because students are in a support role in the classroom, there needs to be a supervisor available, properly trained in blood-borne pathogens and able to handle situations involving human blood or other potentially infectious materials.
2. When students are assigned to a classroom, they expected to check and confirm their responsibilities. Where blood-borne pathogen duties are included, the employer should train the student in specific responsibilities of the school program. If possible, the student should avoid blood-borne pathogen responsibilities, but be aware of the full-time school employee with these duties.

## EXPERIENCE PLAN - Form 4

Name: \_\_\_\_\_

School: \_\_\_\_\_

Semester: \_\_\_\_\_

You are expected to keep an accurate record of your student teaching experiences. It is recommended that you review and update this experience plan at least weekly. Have your cooperating teacher verify your completion of each activity by initialing and dating the activity in the spaces provided. **Required assignments are in bold face type.**

<b>Planning Instruction</b>		<b>Cooperating Teacher Verification</b>	
<b>Activity</b>	<b>Finish Date</b>	<b>Initials</b>	<b>Date</b>
<b>1. Include a copy of your cooperating teacher's course outlines, description, or syllabus.</b>			
<b>2. Utilize a calendar or appointment book to schedule classes and activities (include with portfolio)</b>			
<b>3. Develop a unit plan for each unit you teach (copies in portfolio)</b>			
<b>4. Prepare and use teaching plans for all lessons (copies in portfolio)</b>			
<b>5. Review and demonstrate proper safety procedures in the school agriscience or ag. mechanics lab</b>			
<b>6. Develop learning experiences for students with special needs along with the special education teacher (copy of a sample IEP in portfolio &amp; 504 plan). Note: Follow school policy and procedure particularly related to confidentiality</b>			
7. Develop learning experiences for talented and gifted students			
<b>8. Identify and follow procedures for purchasing tools, equipment, teaching materials, and supplies</b>			
<b>9. Identify and follow school policies and procedures for handling FFA and other organization accounts</b>			
<b>10. Meet with the advisory council/committee about the local agriculture program</b>			



**EXPERIENCE PLAN - Form 4**

<b>Planning Instruction</b>		<b>Cooperating Teacher Verification</b>	
<b>Activity</b>	<b>Finish Date</b>	<b>Initials</b>	<b>Date</b>
<b>11. Inventory the agriculture facilities to determine the quantity and quality of tools and equipment by instructional areas</b>			
<b>12. Inventory and evaluate references and instructional aids in the school and community</b>			
<b>13. Participate in administrative duties of the agricultural education program including Perkins reports, Ag CN, State Fair Advisor website, FFA program of activities, and Annual FFA and SAE reports.</b>			
<b>14. Review the articulation agreement between the Agricultural Education program and post-secondary program(s)</b>			

<b>Teaching</b>		<b>Cooperating Teacher Verification</b>	
<b>Activity</b>	<b>Finish Date</b>	<b>Initials</b>	<b>Date</b>
<b>1. Plan, organize, conduct, and evaluate a field trip (copy of plan in portfolio)</b>			
<b>2. Utilize a resource person (copy of plan in portfolio)</b>			
<b>3. Have complete charge of all classes for at least four weeks</b>			
<b>4. Prepare and use a variety of teaching aids</b>			
<b>5. Review discipline policies and procedures with the cooperating teacher and prepare written classroom and laboratory rules that you will enforce (copy in portfolio)</b>			
<b>6. Use interest approaches to motivate students to learn</b>			
<b>7. Prepare lesson plans for a substitute teacher</b>			

**EXPERIENCE PLAN - Form 4**

<b>Teaching</b>		<b>Cooperating Teacher Verification</b>	
<b>Activity</b>	<b>Finish Date</b>	<b>Initials</b>	<b>Date</b>
<b>8. Team teach a class in agriculture or some other subject area</b>			
<b>9. Conduct a class using small group instruction</b>			
<b>10. Utilize students' experiences in the teaching/learning process</b>			
<b>11. Facilitate a student presentation</b>			
<b>12. Facilitate student laboratory experiences</b>			
<b>13. Facilitate students in problem solving</b>			
<b>14. Use reference and resource materials (e.g., AEA, Internet, extension, community colleges)</b>			
<b>15. Prepare a promotional display (traditional or electronic) for teaching/learning or motivation (photo in portfolio)</b>			
<b>16. Teach a lesson using a computer (copy of plan in portfolio)</b>			
17. Develop and present a program/presentation on agricultural awareness			
<b>18. Conduct a class discussion</b>			
<b>19. Supervise students engaged in independent learning activities</b>			
<b>20. Team teach a lesson with your cooperating teacher or another teacher in the school.</b>			
<b>21. Evaluate your cooperating teacher's teaching performance using the Evaluation of Teaching Performance form in the Student Teaching Handbook</b>			

**EXPERIENCE PLAN - Form 4**

<b>Evaluation of Student Performance</b>		<b>Cooperating Teacher Verification</b>	
<b>Activity</b>	<b>Finish Date</b>	<b>Initials</b>	<b>Date</b>
<b>1. Develop and communicate methods for evaluating student performance</b>			
<b>2. Utilize a grading system consistent with school policy and expectations of the cooperating teacher</b>			
<b>3. Construct tests to assess student understanding, growth, and development (copies in portfolio)</b>			
<b>4. Review tests and other evaluation instruments with the cooperating teacher</b>			
<b>5. Develop and use a grading rubric for class evaluation.</b>			

<b>Supervised Agricultural Experience – SAE</b>		<b>Cooperating Teacher Verification</b>	
<b>Activity</b>	<b>Finish Date</b>	<b>Initials</b>	<b>Date</b>
<b>1. Help students with SAE plans and agreements</b>			
<b>2. Direct students in keeping records of their SAE</b>			
<b>3. Conduct five SAE follow-up sessions (copies in portfolio, Use Form 5)</b>			
<b>4. Discuss SAE with the cooperating teacher and/or administrator</b>			
<b>5. Guide students in the selection and/or expansion of their SAE</b>			
<b>6. Teach two lessons integrating Personal Finance into SAE.</b>			
<b>7. Relate classroom instruction to students' SAEs</b>			
<b>8. Assist students in solving problems associated with their SAE programs</b>			

**EXPERIENCE PLAN - Form 4**

<b>Supervised Agricultural Experience – SAE</b>		<b>Cooperating Teacher Verification</b>	
<b>Activity</b>	<b>Finish Date</b>	<b>Initials</b>	<b>Date</b>
9. Work with employers and/or parents to develop students' SAE programs			
10. Help students understand how SAE relates to tasks performed by people in agricultural occupations			

<b>FFA Activities</b>		<b>Cooperating Teacher Verification</b>	
<b>Activity</b>	<b>Finish Date</b>	<b>Initials</b>	<b>Date</b>
<b>1. Supervise one FFA activity other than a regular meeting (summary in portfolio)</b>			
<b>2. Help officers plan an agenda and serve as FFA advisor for one or more FFA meetings (meeting agenda in portfolio)</b>			
<b>3. Discuss with the cooperating teacher how to appropriately integrate FFA into classroom instruction</b>			
<b>4. Teach one or more lessons on leadership or FFA (plan in portfolio)</b>			
<b>5. Assist FFA officers with their duties as needed</b>			
<b>6. Assist a committee in planning and conducting an event (copy in portfolio)</b>			
<b>7. Obtain and review a copy of the FFA chapter's program of activities (copy in portfolio)</b>			
<b>8. Assist a member in applying for an award or scholarship (copy in portfolio)</b>			
<b>9. Relate FFA activities to class instruction</b>			
<b>10. Prepare a team (or individual) for a CDE event.</b>			
11. Plan and supervise an overnight trip involving students			

**EXPERIENCE PLAN - Form 4**

<b>FFA Activities</b>		<b>Cooperating Teacher Verification</b>	
<b>Activity</b>	<b>Finish Date</b>	<b>Initials</b>	<b>Date</b>
<b>12. Discuss fund-raising activities with the cooperating teacher (materials in portfolio)</b>			
<b>13. Assist in planning/attend/participate in a state or national FFA leadership conference (materials developed in portfolio)</b>			
14. Assist in organizing the local FFA test plot			
<b>15. Review procedures for state and county fair entries (Including the state fair website)</b>			
<b>16. Assist the chapter reported in developing and submitting press releases to appropriate media sources.</b>			

<b>School-Community Relations</b>		<b>Cooperating Teacher Verification</b>	
<b>Activity</b>	<b>Finish Date</b>	<b>Initials</b>	<b>Date</b>
<b>1. Confer with administrators about the qualities they want to see in a good teacher and go over important points in interviewing for a teaching position (report in portfolio)</b>			
<b>2. Participate in parent-teacher and/or IEP conferences</b>			
<b>3. Develop correspondence for teachers, administrators, and parents to inform and secure permission for field trips and/or overnight trips (copy in portfolio)</b>			
<b>4. Visit one or more other classes (report in portfolio)</b>			
<b>5. Attend school related meetings such as faculty meetings, parent's association, school board, etc. (report in portfolio)</b>			

**EXPERIENCE PLAN - Form 4**

<b>6. Visit a high school agriculture program in a neighboring community during an academic day (not one with a student teacher). Consider visiting a school that is on a different schedule (block or traditional) from your student teaching center (report in portfolio)</b>			
<b>7. Attend or assist with a school function or athletic event</b>			
<b>8. Have a school district administrator who is responsible for teacher evaluation observe you teaching and provide suggestions for improvement (report in portfolio)</b>			
<b>9. Attend at least one community related meeting such as civic organizations, garden clubs, Farm Bureau, fair board, etc.</b>			
10. Visit the county extension office to gather information about agriculture in the community			
11. Visit other rural and/or agricultural businesses in the community			
12. Visit with agribusiness leaders about the local agriculture program			
13. Trade student teaching responsibilities with a student teacher in another school for one day (if feasible)			
14. Visit with other community leaders about the local agriculture program			

<b>Adult Education</b>		<b>Cooperating Teacher Verification</b>	
<b>Activity</b>	<b>Finish Date</b>	<b>Initials</b>	<b>Date</b>
1. Review past adult education activities conducted by the cooperating teacher			
2. Participate in adult education activities			
3. Plan, conduct, and/or coordinate an adult education activity (copy in portfolio)			

**EXPERIENCE PLAN - Form 4**

<b>Adult Education</b>		<b>Cooperating Teacher Verification</b>	
<b>Activity</b>	<b>Finish Date</b>	<b>Initials</b>	<b>Date</b>
4. List procedures used by the cooperating teacher in planning, conducting, and evaluating adult education activities (copy in portfolio)			
5. Meet with an advisory committee to plan adult education activities			

<b>The Teaching Profession</b>		<b>Cooperating Teacher Verification</b>	
<b>Activity</b>	<b>Finish Date</b>	<b>Initials</b>	<b>Date</b>
<b>1. Become familiar with the Iowa Teaching Standards. Complete a mock evaluation with the cooperating teacher and begin identifying artifacts that would demonstrate proficiency</b>			
<b>2. Discuss with the cooperating teacher the appropriate balance between personal and professional responsibilities</b>			
3. Meet with the local educators' association representative			
<b>4. Discuss professional organizations (IAAE, NAAE, IACTE ACTE, ISEA, etc.) as well as local community organizations with the cooperating teacher</b>			
5. Attend a district or sub-district IAAE or FFA meeting			
6. Attend a local education association or school professional development event			
7. Serve on a faculty/staff committee (ex. School Improvement)			
<b>8. Review and discuss with cooperating teacher their teaching and extended contract including salary schedule (include a copy of the salary schedule in your portfolio)</b>			

**REPORT OF SUPERVISED AGRICULTURAL EXPERIENCE (SAE) EVALUATION -  
Form 5**

Student's Name: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Location of Meeting: \_\_\_\_\_  
(School, Home, Place of Business)

Date of Meeting: \_\_\_\_\_

Travel (miles): \_\_\_\_\_

Description of the supervised agricultural experience program or plans for experience:

Topics discussed with student:

Suggestion and/or key questions to consider:

Name of person to whom student reports regarding the agricultural experience (parent, supervisor, employer, etc.)

\_\_\_\_\_

Did you visit with that person?: \_\_\_\_\_ Date: \_\_\_\_\_

Items discussed:



## TEACHING PLAN - Form 6

**Module or Course Title:** (This is the major topic area.)

**Unit:** (This is a division within the major topic area.)

**Lesson:** (This is a division within a unit and is the area of instruction.)

**Educational Goal:** (This is the overall general goal for the lesson.)

**Objectives:** (These are statements that guide the instructional process and indicate a desired outcome in the learners.)

**Resources and References:** (This section presents a list of materials useful in teaching the lesson. These include bulletins, textbooks, and web sites.)

**Supplies and Equipment:** (This section presents a list of supplies and equipment needed for the lesson, including Lab Activity Sheets, Information Sheets, transparencies, and materials.)

**Estimated Time:** (This section has an estimate of the time required for the lesson under average conditions and without field trips.)

**Safety:** (This section presents a list of safety considerations in teaching the lesson.)

### Teaching Procedures

**Interest Approach (motivation):** (This section presents a procedure for motivating the students for the lesson.)

**Content and Strategies:** (This section is organized into two columns including a summary of the major content information and several suggested instructional strategies).

Summary of Content	Suggested Instructional Strategies
(Content is organized under each objective. An outline with sufficient detail for the teacher is provided.)	(Approaches in teaching this lesson are listed here in parallel with the content to which they apply.)

**Summary and Review:** (This section presents suggestions for summarizing, reviewing, and re-teaching the content needed for students to achieve the objectives.)

**Applications:** (This section provides a few approaches for students to apply the content of the lesson.)

**Evaluation:** (This includes procedures used for assessing student achievement, as well as a test or other evaluation tool with an answer key.)

## EVALUATION OF TEACHING PERFORMANCE - Form 7

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_

Class Observed \_\_\_\_\_ Period \_\_\_\_\_

Comments

Enthusiasm      1   2   3   4   5   X   \_\_\_\_\_

Preparation      1   2   3   4   5   X   \_\_\_\_\_

Class Discipline   1   2   3   4   5   X   \_\_\_\_\_

Confidence      1   2   3   4   5   X   \_\_\_\_\_

**1 = Unacceptable; 2 = Needs Improvement; 3 = Satisfactory; 4 = Very Good; 5 = Excellent; X = Not observed**

Things that worked (Strengths)	Questions and Suggestions (Things that need more work)

Observer \_\_\_\_\_

## MID-TERM EVALUATION OF STUDENT TEACHING - Form 8

**Instructions:** Based upon the student teacher's performance to date, please rate each item listed below. Simply circle the number (\*5 = Excellent) which most accurately describes the student teacher's performance. Please provide a fair and honest appraisal. Student teachers are not expected to be excellent on all items. Lower rated items should provide focus for improvement activities to be conducted during the remainder of the student teaching experience. Review this evaluation with the student teacher before mailing it to the Agricultural Education and Studies Department at Iowa State University.

Getting acquainted with the situation	1	2	3	4	5	X
Formulating and using objectives	1	2	3	4	5	X
Planning and organization of lessons	1	2	3	4	5	X
Developing interest, attitudes and ideals	1	2	3	4	5	X
Stimulating thought and securing understanding	1	2	3	4	5	X
Securing application and use of knowledge	1	2	3	4	5	X
Classroom and laboratory management (discipline, etc.)	1	2	3	4	5	X
Organization & management of adult education	1	2	3	4	5	X
Evaluating progress of students	1	2	3	4	5	X
Taking care of routine responsibilities	1	2	3	4	5	X
Organizing work	1	2	3	4	5	X
Developing supervised experience programs	1	2	3	4	5	X
Developing FFA and extra-curricular programs	1	2	3	4	5	X
Supervising FFA activities	1	2	3	4	5	X

### Personal Characteristics (\*Rate from 1-5; 1=Unacceptable & 5 = Excellent)

_____ Enthusiasm	_____ Breadth of Interest	_____ Dependability
_____ Judgment	_____ Cooperativeness	_____ Self-Confidence
_____ Leadership	_____ Punctual	_____ Social Ease
_____ Appropriate Appearance	_____ Courtesy	_____ Tact
_____ Sincerity	_____ Voice	_____ Initiative
_____ Interest in Others	_____ Attitude	_____ Adaptability

### Reactions of Others

_____ High school pupils' reaction to personality	1	2	3	4	5	X
High school pupils' reaction to teaching	1	2	3	4	5	X
Community reactions	1	2	3	4	5	X
Teachers' reactions	1	2	3	4	5	X
Administrators' reactions	1	2	3	4	5	X
Parents'/Guardians' reactions	1	2	3	4	5	X

---

\*1 = Unacceptable; 2 = Needs Improvement; 3 = Satisfactory; 4 = Very Good; 5 = Excellent; X = Not observed

**FINAL COOP TEACHER STUDENT TEACHING EVALUATION - Form 9**  
Completed in TK20

## PORTFOLIO ASSESSMENT FORM - Form 10

Student Teacher: \_\_\_\_\_

Assignment	Completed
<b>Teaching Philosophy</b>	
<b>Teaching Materials</b>	
•Unit plans	
•Teaching plans	
•Handouts and worksheets	
•Activities	
•Tests	
<b>Performance Evaluations</b>	
•Evaluations by cooperating teacher	
•Evaluations by university supervisor	
•Evaluations by students	
•Video recording of teaching and self-evaluation (See form _____)	
<b>Experience Plan Checklist and Related Reports</b>	
•Cooperating teacher's curriculum	
•Plan book or appointment book	
•Sample IEP	
•Report on a field-trip	
•Report on use of a resource person	
•Your classroom and laboratory rules	
•Five reports of Supervised Agricultural Experience evaluations	
•Report of supervised FFA activity other than regular meeting	
•FFA meeting agenda for which you served as advisor	
•Report on interview with school administrator	
•Report on visit to another class	
<b>Form 4 Completion and reports all included</b>	
<b>Pre- Student teaching E-portfolio Artifacts Acceptable</b>	

**Overall Rating of the Portfolio:** \_\_\_\_\_

1 = Unacceptable; 2 = Needs Improvement; 3 = Satisfactory; 4 = Very Good; 5 = Excellent

**IOWA STATE UNIVERSITY**  
**Teacher Education Program**  
**VIDEOTAPE EVALUATION – Form 11**

A videotape evaluation is required of all student teachers. This is due 2 weeks prior to the end of each student teaching session. See requirement section of Handbook for details. The student will view the tape and complete this form to self-assess. The supervisor and cooperating teacher must sign this form. Check with the supervisor to see if you need to distribute permission letters to parents before videotaping. A form you may copy follows these forms.

**AREAS**

**STRENGTHS**

**SUGGESTED CHANGES**

LESSON TOPIC		
MATERIALS AND TECHNIQUES		
MOTIVATIONAL TECHNIQUES		
STUDENTS' NEEDS ADDRESSED		
PROCEDURE		

<p>PACING OF LESSON</p>		
<p>RAPPORT AND COMMUNICATION</p>		
<p>CLOSURE EVALUATION</p>		

Please sign to confirm completion of this self-evaluation tool.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Cooperating Teacher

\_\_\_\_\_  
Supervisor/Date

# IOWA STATE UNIVERSITY

OF SCIENCE AND TECHNOLOGY

**College of Human Sciences  
Teacher Education Services**

*0133 MacKay  
(515) 296-8837*

*FAX (515) 294-6467*

Dear Parent(s),

As a student teacher from Iowa State University, I am required to videotape myself as I teach a lesson. This videotape will be used as an additional way to evaluate my performance as an instructor. It will not be reproduced or used in any other manner than self-assessment. The tape will be erased after I have completed my student teaching.

This letter is to notify you and ask for permission to allow your student to participate in my videotaping. Please return the bottom half of this sheet indicating your preference. If the form is not returned it will be assumed your student has permission.

Sincerely,

\_\_\_\_\_, ISU Student Teacher

-----  
\_\_\_\_\_ My student has permission to participate in videotaping.

\_\_\_\_\_ I prefer my student not participate in the videotaping.

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Parent/Guardian's Signature



Iowa State University  
 Agricultural Education & Studies  
 University Supervisor Final Evaluation – Form 12  
 Completed in TK20

<b>Student Teacher</b>	<b>Date</b>
<b>Cooperating Teacher</b>	<b>University Supervisor</b>
<b>Placement</b>	<b>Evaluation Completed by</b>

**Directions for assessment:** For each of the standards listed below, **CIRCLE** the score which most accurately reflects the candidate’s knowledge/performance level at this point in their progress. Use the following descriptors for assigning the score:

- |           |                      |  |
|-----------|----------------------|--|
| <b>1</b>  | <b>Unacceptable</b>  | <b>The candidate does not have a grasp on the standard described.</b>  |
| <b>2.</b> | <b>Developing</b>    | <b>The candidate’s knowledge or performance in this area is rudimentary.</b>                                     |
| <b>3.</b> | <b>Good</b>          | <b>The candidate shows an understanding of the standard and performs satisfactorily with continuing support.</b> |
| <b>4.</b> | <b>Proficient</b>    | <b>The candidate has a clear grasp of the standard and translates knowledge into effective practice.</b>         |
| <b>5.</b> | <b>Distinguished</b> | <b>The candidate shows advanced depth of knowledge of the standard and enriches student learning.</b>            |

**Content Knowledge** – The student teacher:

- **ISU Standard #4 and #5**  
 Content/subject matter specialization  
 Application of Content

**Iowa Teaching Standard #2:**  
 Competence in knowledge appropriate to  
 teaching position

Unacceptable	Meets the Standards			Exceeds the Standards
Unacceptable	Developing	Good	Proficient	Distinguished
1	2	3	4	5

**Comments on Challenges and Strengths:**  
 What areas of improvement are needed?

The student teacher: **a.** Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. **b.** Uses knowledge of students’ development to make learning experiences in the content areas 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.

Name two areas of strength.

**Data Source/Evidence** \_\_\_\_\_

---

**Student Learner** – The student teacher:

- **ISU Standard #1:**  
**Learner Development**

- **Iowa Teaching Standard #1:**  
Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals.

The student 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.

---

<b>Unacceptable</b>	<b>Meets the Standards</b>		<b>Exceeds the Standards</b>	
<b>Unacceptable</b>	<b>Developing</b>	<b>Good</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Comments on Challenges and Strengths:**

What areas of improvement are needed?

Name two areas of strength.

**Data Source/Evidence** \_\_\_\_\_

---

**Diverse Learners** – The student teacher:

- **ISU Standard #2:**  
Learning Differences

- **Iowa Teaching Standard #4:**  
Uses Strategies to deliver instruction that meets the multiple learning needs of students.

The student 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.

---

<b>Unacceptable</b>	<b>Meets the Standards</b>		<b>Exceeds the Standards</b>	
<b>Unacceptable</b>	<b>Developing</b>	<b>Good</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Comments on Challenges and Strengths:**

What areas of improvement are needed?

Name two areas of strength.

**Data Source/Evidence:** \_\_\_\_\_

---

**Classroom Environment & Management** – The student teacher:

Unacceptable      Meets the Standards      Exceeds the Standards

- **ISU Standard #3: Distinguished**  
Learning environments

Unacceptable    Developing      Good    Proficient

1                    2                    3                    4                    5

- **Iowa Teaching Standard #6:**  
Demonstrates competence in classroom management

**Comments on Challenges and Strengths:**  
What areas of improvement are needed?

The student teacher: **a.** Creates a learning community that encourages positive social interaction, active engagement, and strength. 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 student learning. **d.** Uses instructional time effectively to maximize student achievement. **e.** Creates a safe and purposeful learning environment.

Name two areas of

---

**Data Source/Evidence**

**Planning** – The student teacher:

Unacceptable      Meets the Standards      Exceeds the Standards

- **ISU Standard #7 & #8A: Distinguished**  
Planning for Instruction & Technology

Unacceptable    Developing      Good    Proficient

1                    2                    3                    4                    5

- **Iowa Teaching Standard #3:**  
Demonstrates competence in planning and preparing for instruction.

**Comments on Challenges and Strengths:**  
What areas of improvement are needed?

The student teacher: **a.** Uses student achievement data, local standards, and the district curriculum in planning instruction **b.** Sets and communicates high expectation for social, behavioral, and academic successes of all students. **c.** Uses students’ developmental needs, backgrounds, 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.

Name two areas of strength.

**Data Source/Evidence** \_\_\_\_\_

**Teaching Strategies – The student teacher:**  
**Standards**

Unacceptable                      Meets the Standards                      Exceeds the

- **ISU Standard # 8 & #8A**  
Instructional strategies, Technology, & Methods of teaching  
**Iowa Teaching Standard #4:**  
Uses strategies to deliver instruction that meets the multiple learning needs of students.

<b>Unacceptable</b>	<b>Developing</b>	<b>Good</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Comments on Challenges and Strengths:**  
What areas of improvement are needed?

The student 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 technology in the delivery of instruction.

Name two areas of strength.

**Data Source/Evidence** \_\_\_\_\_

**Assessment of Learning – The student teacher:**

Unacceptable                      Meets the Standards                      Exceeds the  
**Standards**

- **ISU Standard #6:**  
**Distinguished**  
Assessment

<b>Unacceptable</b>	<b>Developing</b>	<b>Good</b>	<b>Proficient</b>	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

- **Iowa Teaching Standard #5:**  
Uses a variety of methods to monitor student learning.

**Comments on Challenges and Strengths:**  
What areas of improvement are needed?

The student 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 strength. assessments to guide planning and instruction. **d.** Guides students in goal setting and assessing their own learning. **e.** Provides substantive, timely, and constructive feedback. **f.** Works with other staff and building and district leadership in analysis of student progress.

Name two areas of

**Data Source/Evidence** \_\_\_\_\_

<p><b>Reflective Teaching &amp; Professional Growth</b> - The student teacher:</p> <ul style="list-style-type: none"> <li>• <b>ISU Standard #9 &amp; #10:</b> Professional learning &amp; ethics Leadership &amp; Collaboration</li> <li>• <b>Iowa Teaching Standard #7&amp;</b> Engages in professional growth.</li> </ul>	<b>Unacceptable</b>	<b>Meets the Standards</b>	<b>Exceeds the Standards</b>		
	<b>Unacceptable</b> 1	<b>Developing</b> 2	<b>Good</b> 3	<b>Proficient</b> 4	<b>Distinguished</b> 5

**Comments on Challenges and strengths:**  
What areas of improvement are needed?

The student 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 strength. opportunities to improve practice. **d.** Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

Name two areas of

**Data Source/Evidence** \_\_\_\_\_

**ADDITIONAL COMMENTS:**

**UNIVERSITY SUPERVISOR FINAL RECOMMENDATION – Form 13**

**Completed in TK20**

Student Teacher \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ School \_\_\_\_\_

University Supervisor \_\_\_\_\_ Grade submitted to the Registrar \_\_\_\_\_

Based upon this student’s performance in professional education courses offered by the College of Education and the Department of Agricultural Education and Studies, performance in technical agriculture courses, recommendation of the cooperating teacher, documentation contained in the student’s portfolio, and observations of student teaching performance; indicate whether the student teacher has achieved an acceptable level of performance on the following Iowa State University Teacher Education Standards. Students must achieve an acceptable level of competency on each standard before being recommended for an Iowa teacher’s license.

Performance Standard	Acceptable?	
	Yes	No
<p><b>Standard #1: <u>Learner Development.</u></b>                      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.</p>		
<p><b>Standard #2: <u>Learning Differences.</u></b>                      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.</p>		
<p><b>Standard #3: <u>Learning Environments.</u></b>                      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.</p>		
<p><b>Standard #4: <u>Content Knowledge.</u></b>                      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.</p>		
<p><b>Standard #5: <u>Application of Content.</u></b>                      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.</p>		
<p><b>Standard #6: <u>Assessment.</u></b>                      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.</p>		

Performance Standard	Acceptable?	
	Yes	No
<p><b>Standard #7: <u>Planning for Instruction.</u></b>  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.</p>		
<p><b>Standard #8: <u>Instructional Strategies.</u></b>  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.</p>		
<p><b>Standard #8A: <u>Technology.</u></b>  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</p>		
<p><b>Standard #9: <u>Professional Learning and Ethical Practice.</u></b>  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.</p>		
<p><b>Standard #10: <u>Leadership and Collaboration.</u></b> 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.</p>		

