



Elementary and Secondary General and Special Education Student Teaching Guidebook



2021-2022

University Mission Statement

William Penn University provides the opportunity for an educational experience with a focus on leadership, technology, and the Quaker principles of simplicity, peace-making, integrity, community and equality.

Education Division Mission

Developing Effective Educational Leaders

Education Division Vision

The William Penn University Education Division develops teachers by challenging them to become highly qualified classroom leaders who continue to learn and engage within their diverse learning communities.

The William Penn University Education Division Develops Effective Educational Leaders who are:

-Knowledgeable teachers

In content and pedagogical strategies

-Skilled teachers

In delivery and leadership in diverse educational communities

-Dispositionally Effective Teachers

In professional behavior, initiative, reflection, and problem solving

The William Penn University Education Division strives to equip pre-service teachers with the ethical standards, knowledge, pedagogy, and practical experience necessary to become successful educational leaders. This requires the combined efforts of a variety of people and institutions. The university setting provides opportunities to acquire knowledge, practice skills, and develop attitudes and beliefs about teaching and learning. However, it is only in public or private schools with “real” students that pre-service teachers learn to shape the various aspects of our craft into a personal style of effective teaching.

Cooperating teachers play a critical role in the modeling for and mentoring of student teachers. Under their guidance, William Penn University students are afforded the opportunity to engage in the rewards and challenges of authentic instruction, evaluation, and classroom management.

This handbook provides information about the roles and responsibilities of the cooperating teacher, the university supervisor, and the student teacher. We look forward to a productive, working relationship that will be rewarding for all participants.

Faculty

Robb Beane

Assistant Professor of Education
Student Teaching Supervisor

Shane Ehresman, Ed.S.

Director of Learning Coordinator
Assistant Professor of Education

Stephanie Edgren

Instructor of Education

Dr. Stephen Henderson

Division Chair
Assoc. Prof. of Ed. and History

Aaron Hinnah

Distance Learning Advisor

Dana Oswald

Assistant Professor of Education
Assessment & Licensure Official

Melissa Schettler

Assistant Professor of Education
Student Teaching Supervisor

Jamie Nelson

Instructor of Special Education
Student Teaching Supervisor

Papae Wymore

Assist. Teaching Prof. of Education
Student Teaching Coordinator

Accreditation Status of William Penn University

William Penn University is accredited by The Higher Learning Commission and is a member of the North Central Association, 30 North LaSalle Street, Suite 2400, Chicago, IL, 60602, 312/263-0456 or 800/621-7440, www.ncahigherlearningcommission.org; and the Iowa State Department of Education, Grimes State Office Building, Des Moines, IA 50319, (515) 281-5849. The University is also approved by the State Approving Unit for Veterans Education.

Student Teaching – A Full-Time Experience

William Penn University is approved by the Iowa Department of Education to recommend teacher licensure to students who meet the qualifications specified in the Department of Education Rules. The following statement is taken from Chapter 79:

79.13(10) The student teaching experience for initial licensure includes full-time experience for a minimum of 14 weeks during the student’s final year of the practitioner preparation program.

In order to comply with this mandate, the Education Division provides multiple opportunities for students to be made aware of this policy. The following statement is included in the Education Division Student Handbook and the Student Teaching Handbook, and has been reviewed multiple times during advising, coursework, and mandatory meetings.

Student teaching is a full-time experience. Student teachers are to maintain the same working hours as their cooperating teachers. Student teachers are not permitted to miss days or leave school early to accommodate athletics or any other non-student teaching related function.

Students are welcomed to participate in athletics or other non-student teaching related functions provided the coach or supervisor understands that students may be late to practice/meetings and may not leave early for “away” events.

Recommended Sequence of Responsibilities for Student Teachers

Student teachers are assigned a 16-week experience or two 8-week experiences, one of which may be Strategist I. Student teachers are required to assume full teaching responsibilities for a minimum of 6 weeks overall in a 16-week program.

*****All Student Teachers must attend the seminars, which are held about every two weeks.**

8 Week Placement: completed twice - (Schedule may be adjusted as agreed upon by the ST and CT)

Week 1:

Report to assigned school

Acclimate to school environment & become familiar with building and building procedures

Learn student names, seating arrangements, etc.

Observe teaching and management style of cooperating teacher

Review curriculum, instructional materials, supplies and equipment

Assist in procedures as deemed appropriate by cooperating teacher

Week 2:

Become involved in one or two classes in capacities deemed appropriate by cooperating teacher

Write lesson plan collaboratively with cooperating teacher

Week 3:

Gradually assume all classes and co-teach with cooperating teacher at a rate agreed upon by student teacher and cooperating teacher

Communicate daily reflecting on strengths and areas to grow with cooperating teacher

Weeks 4-7:

Student teacher assumes full teaching responsibility for a minimum of 3 weeks

Weeks 7-8:

Gradual return of the teaching of classes to the cooperating teacher and fulfill required observation responsibilities (see Student Teacher Responsibilities #8)

16 Week Placement (Schedule may be adjusted as agreed upon by the ST and CT)

Weeks 1-2:

Report to assigned school

Acclimate to school environment & become familiar with building and building procedures

Learn student names, seating arrangements, etc.

Observe teaching and management style of cooperating teacher

Review curriculum, instructional materials, supplies and equipment

Assist in procedures as deemed appropriate by cooperating teacher

Week 3-6:

Gradually assume all classes and co-teach with cooperating teacher at a rate agreed upon by student teacher and cooperating teacher

Communicate daily reflecting on strengths and areas to grow with cooperating teacher

Weeks 6-12:

Student teacher assumes full teaching responsibility for a minimum of 6 weeks

Weeks 12-16:

Gradual return of the teaching of classes to the cooperating teacher and fulfill required observation responsibilities (see Student Teacher Responsibilities #8)

Cooperating Teacher's Responsibilities

1. William Penn University student teachers will be placed in a school district with which we have a contract. Cooperating teachers must have a minimum of two years teaching experience and be endorsed to teach in the State of Iowa. Cooperating teachers will need to sign a **Building Consent Form** (sent to the building principal), and make sure it is returned to the Education Division. This form is a state-mandated requirement, and we use it to process stipend checks.
2. Cooperating teachers should orient the student teacher to the school, classroom, pupils, teachers, and administration.
3. Cooperating teachers should provide the student teacher with support materials including texts, teacher's manuals, class roll, seating arrangement, school calendar, classroom rules/regulations, list of teacher responsibilities, district curriculum guidelines, access to school website, assistance in videotaping, faculty and student handbooks, as well as any other school and district policies.
4. Cooperating teachers should acquaint the student teacher with available instructional materials, supplies, and equipment.
5. Cooperating teachers should supervise and monitor the writing and implementation of lesson plans. Written lesson plans must be available to the cooperating and supervising teachers at all times. Plans should be written in a manner agreeable to both evaluators.
6. Cooperating teachers should meet regularly with the student teacher to discuss strengths and weaknesses and to process various aspects of the student teaching experience. Conferences should occur at least weekly. Written feedback is necessary for student teacher reflection and learning.
7. Cooperating teachers should determine a plan for the release of responsibilities & the degree of supervision needed for the student teacher. Student teachers should begin accepting full responsibility for classes as soon as the cooperating teacher and the university supervisor feel they are ready.
8. Cooperating teachers should conference with the William Penn University supervisor regarding the student teacher's performance and evaluation reports.
9. Cooperating teachers should provide the university supervisor with the completed evaluation forms: Dispositions (8-week placement – 2 times, 16-week placement - 3 times), Mid-term & Final Evaluation with a grade each time.
10. Cooperating teacher may assist in the arrangement of the Mock-Evaluation over the Iowa Standards to be completed by the administrator or the cooperating teacher may review with the student teacher for a formative assessment.
11. Cooperating teachers should communicate with the university supervisor if concerns arise.

*The university supervisor will conduct regular school visits.
Cooperating teachers should contact the university supervisor immediately, if concerns arise.*

Completion of Evaluations by Cooperating Teacher

Evaluations for an 8 Week Placement

_____ (Week 2) Evaluation of Dispositions

_____ (Week 5) Mid-term Evaluation (InTASC) due with a midterm grade, date, & signature

- Student Teacher is to self-evaluate, noting evidence of meeting each component

_____ (Week 6) Mock Interview (1st 8 weeks) or Mock Evaluation (2nd 8 weeks)

- To be completed by an administrator or cooperating teacher
- Student Teacher is to self-evaluate and prepare evidence of meeting each standard

_____ (Week 8) Evaluation of Dispositions due

_____ (Week 8) Final Evaluation (InTASC) due with a final grade, date, & signature

Evaluations for 16 Week Placement

_____ (Week 2) Evaluation of Dispositions

_____ (Week 4) Formative Feedback (Begin InTASC Evaluation noting areas met, without a grade)

_____ (Week 7) Mock Interview with Administrator (Review Cover Letter & Resume)

_____ (Week 8) Mid-term Evaluation (InTASC) due with a midterm grade, date, & signature

- Student Teacher is to self-evaluate, noting evidence of meeting each component

_____ (Week 8) Evaluation of Dispositions

_____ (Week 14-15) Mock Evaluation – Iowa Teaching Standards (Formative Assessment)

- To be completed by an administrator or cooperating teacher
- Student Teacher is to self-evaluate and prepare evidence of meeting each standard

_____ (Week 16) Evaluation of Dispositions

_____ (Week 16) Final Evaluation due with a final grade, date, & signature

Subbing regulations during student teaching:

Students **may** substitute teach within the classroom assigned if they hold a Pre-service Substitute Authorization or a Substitute Authorization after the first 2 weeks of placement. Student teachers are limited to 4 days in a row and 10 days maximum during the 16-weeks of student teaching. An Absence Leave form must be filled out.

[WPU Division Letter outlining substitute policy.](#)

April 20, 2021-moved to Google July 16, 2021

WPU Site Supervisor's Responsibilities

1. WPU student teachers will be placed in a school district with which we have a contract. Site supervisors must have teaching experience and knowledge of Iowa's teaching standards. Site supervisors will need to sign a contract, and make sure it is returned to the Education Division. This form is a state-mandated requirement and is used to process stipend checks.
2. Site supervisors should complete a drop-in visit, formal observations once every 10 school days, and a final check.
3. Site supervisors' formal observations should include a full lesson with an attempt to see every subject or content taught. Written feedback will be provided to the student teacher, cooperating teacher and placement coordinator, including the letter grade for lesson plans and journal. Conferences should occur following formal observations with the student teacher, and site supervisors should consult with cooperating teacher on a regular basis face-to-face or via e-mails.
4. The site supervisor will read/respond to the student teacher's weekly reflective journal. A score of 1 to 5 will be scored ("1" means mediocre and more of a diary than a journal to a "5" which is an excellent reflection on how the InTASC Standards were met, what would be kept the same or changed, and a statement of why and how increased student learning could be accomplished).
5. Site supervisors should conference with the cooperating teachers and the William Penn University placement coordinator regarding the student teacher's performance and evaluation reports.
6. Site supervisors, in conjunction with the cooperating teacher and the university coordinator, should approve any modification of written lessons. Lesson plans must be available to the cooperating and supervising teachers at all times.
 - Site supervisors should evaluate and grade the student teacher's plans during every visit.

Ratings/Criteria for Lesson Plans			
Available: to Co-op & Supervisor	1 Not on time (Must provide)	2-3 Available, but not on time or missing updates	4 Always available with updates & on time
Purpose: Standards/Objectives & Assessments	1 Not included (Must provide)	2-5 Most included	6 All 3 included & measurable
Knowledge: Procedures appropriate & relative	1 Not clear or appropriate (Must adjust)	2-3 Somewhat clear, needs some adjustment	4 Clear & appropriate
Prepared: Materials and/or Copies & Extra activities when needed	1 Not prepared (Must complete & prepare)	2-5 Usually prepared	6 Always prepared

7. Site supervisors should assist the cooperating teacher in making the formative and summative evaluations of the student teacher. However, evaluations should be turned in by the cooperating teacher. They should provide the student teacher and supervisor with a copy of each evaluation.
8. Site supervisors and cooperating teachers should communicate if the final grade is questionable and report to the placement coordinator. The site supervisor should be available to meet and conference with the student, and/or the cooperating teacher for the mid-term and final evaluations.

The WPU placement coordinator may conduct school visits. Site supervisors and cooperating teachers should contact the university placement coordinator immediately if concerns arise.

Student Teacher's Responsibilities

Student teachers should contact their university supervisor immediately if problems begin to arise. The sooner assistance is requested the easier it is to correct problems. This university supervisor's job is to help the student teacher become successful.

1. Student teaching will begin when the school to which the student is assigned begins. This applies to both the fall semester and following winter break, for the spring semester. Student teachers will complete an assignment consisting of a **minimum** of 16-weeks including workshops, in-service, parent/teacher conferences, teaching, and student supervision. Student teachers will start when professional development starts in the school district in August and at the beginning of the year in January.
2. Student teaching hours and workdays will be the same as those for the professional faculty in the district where the student teacher accepts placement. The cooperating teacher and student teaching supervisor must approve any exceptions, including illness. Student teaching is a full-time experience. Student teachers are not permitted to miss days or leave school early to accommodate athletics or any other non-student teaching related function. *Excessive absences will result in termination of the clinical experience. All absences shall be reported to the Student Teaching Coordinator, Supervisor and Cooperating teacher. An absence form shall be submitted to the Student Teaching Coordinator.*
3. Student teachers are expected to dress and act professionally always, maintaining ethical standards - <http://www.boee.iowa.gov/doc/ethHndot.pdf>.
4. Student teachers should note the cooperating teacher's methods, strategies, questioning techniques, corrective practices, and classroom management and implement strategies that fit the student teacher's teaching style. Adjustments made should be discussed with the cooperating teacher prior to classroom implementation.
5. Student teachers must have detailed written lesson plans & an up-to-date daily reflective journal available always. Students will collect artifacts to provide evidence on how the Iowa Standards were met. A Mock Evaluation of the Iowa Teaching Standards will be conducted with a school administrator or the cooperating teacher.
6. Student teachers should assume the cooperating teacher's full teaching responsibilities for a **minimum** of six weeks during the student teaching term. Students who are assigned two eight-week student teaching assignments complete a **minimum** of three weeks in each assignment.
7. Student teachers should engage in a variety of teacher supervisory responsibilities including, but not limited to recess, study hall, lunchroom, hall, and/or bus duty.
8. Student teachers should acquaint themselves with special/resource areas such as art, music, physical education, and special education; varied classrooms; and the duties and responsibilities of non-teaching professional staff. A reflection will be shared as noted in the syllabi.
 - Observation - Special Education or another resource room
 - Observation - activity such as music, art, or PE
 - Observation - another classroom teacher at the same (within one) grade or content level
 - Observation - another classroom teacher 3-4 grades removed from your experience
 - Interview with a school counselor or school psychologist
9. All student teachers must return to campus for scheduled sessions with their university supervisor and other student teachers, including a one-day session dealing with certification and employment.

Liability Insurance for Student Teaching (From WPU Ed Student Handbook)

Student teachers, regardless of grade level or subject area, are not required to purchase liability insurance. William Penn University holds a liability policy. An advantage to having membership in the Iowa State Education Association for Students is that the insurance provided is inexpensive and assures the student teacher full liability coverage as well as free legal services regardless of charges made against a student teacher. Membership is encouraged, but not required, by the University.

- www.isea.org (Student Rate: \$20/year)
- www.peiowa.org (Student Rate: \$20/year)

William Penn University Fees

1. Student Teaching fee - \$300.00 (Cooperating Teacher Stipend & Supervisor)
2. Students will be charged a \$100.00 graduation fee.

Completion of Student Teaching & Program Requirements prior to Licensure:

_____ Completed Student Teaching Key Assignments and Mock Evaluation

_____ Completed student teaching grade (Must be C- or higher) and graduation post date

_____ Completed and passed Praxis II Tests (**Content** \$120-\$146 & **Pedagogy-PLT K-6 or 7-12** \$146)

- According to Iowa statute, all teacher candidates graduating from an Iowa institution after January 1, 2013 must attain the qualifying score in both a test of pedagogy and of content before they can be recommended for licensure. Praxis II – Principles of Learning and Teaching & a content specific test, according to the Iowa Department of Education. <https://www.educateiowa.gov/pk-12/educator-quality/practitioner-preparation> (Current scores)

_____ Completed CPR and Concussion training, if getting the Coaching Endorsement.

- The BoEE recently voted to adopt amendments to Iowa Administrative Code that will require **current CPR certification** for certain coaches. The BOEE will accept any official CPR training through reputable organizations such as the following: Adult versions are the most appropriate by anything that says CPR from the providers below will be accepted. [American Heart Association](#), [American Red Cross](#), [American Safety and Health Institute \(ASHI\)](#), [National Safety Council \(NSC\)](#), [Medic First Aid](#)
- <https://boee.iowa.gov/coaching> (As of Fall 2020, online options are available.)
- **Concussion Training Certification** <http://nfhslearn.com/courses/61037/concussion-in-sports> (Free)

If Program Requirements are not completed (Praxis II Tests)

_____ Graduates may apply for the **Substitute Authorization**:

- This may take up to 4-6 weeks to process. Official transcripts will be required, which are requested through William Penn Universities Registrar's Office (alumni tab on the wmpenn.edu website).

_____ Graduates may apply for the **Temporary Initial License**:

- This is for graduates who have been offered a job for a position within their endorsed area. Communicate with Dana Oswald, oswaldd@wmpenn.edu to submit a waiver to the Department of Education prior to applying for this license. This license is valid for one year while completing the Praxis II Testing requirements. This license is not renewable.

Requirements for Licensure:

_____ Completed Fingerprints & waiver for background check

April 20, 2021-moved to Google July 16, 2021

○ Fingerprints and waiver for a background check with \$75.00 must be completed and approved. (This may take 4-6 weeks. Checks or money order should be made out to **BOEE**.)

○ Check www.iowacourts.state.ia.us for your record. Include all situations

_____ Paid Check to the BOEE for Fingerprints (\$75) and License (\$85) Total - \$160 (online - \$163)

_____ Completed Teaching Licensure Application <http://www.boee.iowa.gov/licensure/apply.html>

○ Decide if applying for Initial or Substitute License. Sub only if not pursuing a job in any state

○ All student teachers will have a seminar to complete the application for the license.

○ Do **NOT** pay more than \$163 (All endorsements included). Contact the Licensure Official.

License Choices

1. **Initial License:** The initial license is granted to new graduates. It is valid for two years and may be renewed twice. There is no coursework required to renew the initial license other than the mandatory reporter training for child and dependent adult abuse. The second (and final) renewal of an initial license also requires proof of contracted employment that will lead to the standard license.

Recommended if you are getting a job immediately

2. **Substitute License:** The substitute license is valid for five years. This license is maintained separately from teaching licenses. The substitute license renewal requires one renewal credit OR 30 days of substitute teaching during the term of the license and the mandatory reporter training for child and dependent adult abuse.

Recommended if you plan to sub only

Job Applications – <https://educateiowa.gov/teach-iowa>

● All applicants will apply for jobs via the Teach Iowa website. You will need a variety of items to upload such as: resume, cover letter, letters of recommendation from people who have observed you teach, and potentially your transcript. If you have questions when filling out the application, you may send an email to: TeachIowa@iowa.gov.

Mandatory Child and Adult Abuse Reporter Training

● Completion required before student teaching.

● This training is free <https://boee.iowa.gov/mandatory-child-and-dependent-adult-abuse-reporter-training>

Adding an endorsement outside of area endorsed – Class B

● If you accept a position outside of your endorsements, you must get a class B license with the assistance of your employer. Information may be found on the BOEE website –

<http://www.boee.iowa.gov/forms/classb.pdg>

Coaching Authorization:

The coaching authorization is valid for five years. Applicants need to be at least 18 years old and complete the coaching authorization requirements. More information about the coaching authorization and renewal requirements can be found at www.coaching.iowa.gov.

● If Coaching Authorization is needed prior to student teaching (Background Check \$75, Authorization application cost) http://www.boee.iowa.gov/how_do_i/coach/a.html

● CPR Training and Concussion Training are both required.

Evaluation of Dispositions

Student: _____ Student Teaching Experience

Week 2
Week 8
Week 16

In 1682, William Penn, the Quaker leader and Pennsylvania statesman for whom our university is named, wrote a letter of advice to his wife and children. The points about which he writes form a framework for the dispositions or behaviors that should be demonstrated by pre-service teachers at William Penn University. Please circle the number or symbol that corresponds to your observations of this student and return in the addressed envelope provided to you.

— = demonstrates negative behaviors
0 = no opportunity to observe
1 = not yet evident

2 = emerging, inconsistent
3 = usually evident
4 = consistently

Be Humble and Meek

	—	0	1	2	3	4
Eager to continue learning						
Respects authority						
Accepts feedback graciously						
Complies with rules and policies						
Adjusts to meet others' needs; flexible						

Be Just and Merciful

	—	0	1	2	3	4
Is considerate of others						
Leads by example						
Works toward arriving at consensus						
Is open-minded						
Is committed to helping all students						

Be Appreciative

	—	0	1	2	3	4
Appreciates multiple perspectives						
Is thankful						
Contributes to an enthusiastic, positive climate						

Be Patient and Temperate

	—	0	1	2	3	4
Actively listens to others						
Makes wise choices						
Displays self-control						

Be Generous and Thrifty

	—	0	1	2	3	4
Uses time and resources wisely						
Volunteers to assist others						

Be Diligent

	—	0	1	2	3	4
Is industrious <i>and</i> strives for excellence						
Engages in professional development activities						
Shows awareness of community resources						
Is conscientious						
Dresses appropriately						

Have Integrity

	—	0	1	2	3	4
Is reliable and honest						
Completes assignments on time						
Attends class regularly						
Accepts responsibility for individual actions						

Be Respectful

	—	0	1	2	3	4
Is kind and courteous						

April 20, 2021-moved to Google July 16, 2021

Is responsible and cooperative team members
Shows respect for all learners and values diversity
Fosters culturally sensitive language and attitudes

1. What are the strengths of this William Penn student?
2. What are some areas that could be targeted for improvement by this William Penn student?
3. What are the strengths of the William Penn student teaching experience?
4. What are some areas that could be targeted for improvement by the William Penn teacher preparation program?
5. Please comment on the performance of the university supervisor and offer suggestions for improvement.
6. Other comments:

Do you recommend that this student be allowed to continue toward teacher licensure? ___ Yes ___ No

Classroom Teacher

Date

School Name

School District

Signature _____

Professional Standards

In keeping with the university's foundational concepts of leadership, ethical practice, lifetime of learning and commitment to service, & with the education division's mission and goals, the following course goals have been chosen for this course.

- *The Iowa Teaching Standards - evidence of above average performance in each of the Iowa Teaching Standards as outlined in the Mock Evaluation. A reflection of the formative feedback will be submitted.*
- *InTASC Standards, April 2011*

Iowa Teaching Standards (ITS) Outcomes • InTASC Standards Outcomes	Delivery Methods	Evaluation Methods
ITS 1: Enhance academic performance, implementation of achievement goals	Discussion	▪ Mock Evaluation and reflection

April 20, 2021-moved to Google July 16, 2021

ITS 8: Professional Responsibility	Student generated artifact	<ul style="list-style-type: none"> Communication with caregivers
<ul style="list-style-type: none"> InTASC 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. 		
ITS 2: Content Knowledge	Discussion Student reflection	<ul style="list-style-type: none"> Mock Evaluation and reflection
<ul style="list-style-type: none"> InTASC 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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. 		
ITS 3: Planning and preparing instruction	Discussion Student reflection	<ul style="list-style-type: none"> Mock Evaluation and reflection paper
<ul style="list-style-type: none"> InTASC Standard #1: Learner Development - The teacher understands how learners grow & develop, recognizing that patterns of learning & development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. InTASC 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. InTASC 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. 		
ITS 4: Using strategies to deliver instruction to meet multiple learning needs of students	Discussion Student reflection	<ul style="list-style-type: none"> Mock Evaluation and reflection Video with reflection
<ul style="list-style-type: none"> InTASC Standard #5: Application of Content - The teacher understands how to connect concepts & use differing perspectives to engage learners in critical thinking, creativity, & collaborative prob. solving related to authentic local and global issues. InTASC 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. 		
ITS 5: Methods to monitor student learning	Discussion Student reflection	<ul style="list-style-type: none"> Mock Evaluation and reflection
<ul style="list-style-type: none"> InTASC 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. 		
ITS 6: Classroom Management	Discussion Student reflection	<ul style="list-style-type: none"> Mock Evaluation and reflection
<ul style="list-style-type: none"> InTASC Standard #3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning & that encourage positive social interaction, active engagement in learning, & self-motivation. 		
ITS 7: Professional Growth ITS 1: Enhance academic performance	Discussion Student reflection	<ul style="list-style-type: none"> Mock Evaluation and reflection Daily journals
<ul style="list-style-type: none"> InTASC 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, & the community), & adapts practice to meet the needs of each learner. 		
Assignment: Critically observe a variety of 4 other classroom settings and interview with a counselor	Discussion Observation	<ul style="list-style-type: none"> Reflection detailing instructional strategies and management

Mock Evaluation of Student Teachers on the Iowa Teaching Standards

June 2003

April 20, 2021 moved to Google Drive, 10, 2021

House File 549 (spring 2003) mandated that Iowa's Teacher Preparation Programs provide a student teaching experience that includes opportunities for the student teacher to become knowledgeable about the Iowa teaching standards, including a mock evaluation performed by the cooperating teacher. The mock evaluation shall not be used as an assessment tool by the practitioner preparation program. This mock evaluation does not require that the evaluator be state evaluator approved or that the student teacher provide documentation to support competence.

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

This form was completed by:

- Student Teacher Cooperating Teacher/Designee Other: _____

Directions:

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

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

The teacher:

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

Strengths:

Areas for Improvement:

2. DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION.

The teacher:

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

Strengths:

Areas for Improvement:

3. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.

The teacher:

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

Strengths & Areas for Improvement:

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

The teacher:

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

Strengths:

Areas for Improvement:

5. USES A VARIETY OF METHODS TO MONITOR STUDENT LEARNING.

The teacher:

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

Strengths:

Areas for Improvement:

6. DEMONSTRATES COMPETENCE IN CLASSROOM MANAGEMENT.

The teacher:

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

Strengths:

Areas for Improvement:

7. ENGAGES IN PROFESSIONAL GROWTH.

The teacher:

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

Strengths:

Areas for Improvement:

8. FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT.

The teacher:

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

Strengths:

Areas for Improvement:

Student Signature

Date

Cooperating Teacher or Designee Signature Date

Conflict Resolution and Withdrawal of a Student

April 20, 2021-moved to Google July 16, 2021

from a Student Teaching Placement

When a student teacher, supervising faculty, cooperating teacher, and/or principal have concerns about a student teacher's performance, a conference to discuss the issue should be arranged. A written Plan of Action to aid in resolution of the problem(s) should be developed. This plan should clearly stipulate the problem(s), articulate methods of resolution, and specify an appropriate time frame in which a change of performance should occur. If problems persist to the degree that termination of a student teacher's experience is warranted, the steps listed below should be followed and documented in writing. A student teacher's unprofessional or unethical behavior may result in the immediate termination of their student teaching experience. The cooperating teacher, building principal, or district administrator may also request immediate termination of the experience as a result of other extreme circumstances or because the student teacher is unable or unwilling to implement the agreed upon plan of action.

1. The party(ies) requesting termination should contact the university supervising faculty member to discuss their request.
2. The university supervising teacher should meet with the Education Division Chair to discuss termination of the student teaching experience. They will determine which of the following options should be taken.
 - The Division chair will request an administrative withdrawal from student teaching for the student in question. If the withdrawal date has passed, the chair will work with the Academic Dean to determine if there are acceptable alternatives.
 - The student teacher will receive a failing grade for the student teaching experience.
3. The university supervising teacher should meet with the cooperating teacher, principal (or designee), and the student teacher to clearly articulate and discuss the reasons for removal. The best way for the student teacher to formally terminate this experience with his or her students should also be addressed.
4. The Division chair should provide written documentation of any student teaching termination. One copy should be placed in the student's Education Division file. Additional copies should be given to:
 - the student teacher
 - the Director of Teacher Education
 - the student teacher's academic advisor
 - the Dean of Arts, Sciences, and Professional Studies
5. If a student wishes to appeal the withdrawal decision, the Due Process procedures listed on the next page must be followed.

Due Process Procedures

A student objecting to any decision made by the Education Division, including denial of admission to any phase of the Education program, may appeal the decision in the following manner:

1. A letter from the student outlining the objection must be sent to the Chair of the Education Division.
2. The letter is transmitted to the Teacher Education Committee for review and action. The decision is then communicated by the Chair to the student and the student's academic advisor.
3. If the student rejects the decision of the Teacher Education Committee, the student may further appeal the decision to the Academic Council for review and action. The decision is then communicated by the Chair to the student, the academic advisor, and the Dean of Arts, Sciences, and Professional Studies.
4. If the student rejects the decision of the Academic Council, the student may further appeal the decision to the Dean of Arts, Sciences, and Professional Studies. The decision of the Dean of Faculty is communicated to the student teacher, the academic advisor, and the Education Division chair. This decision is final.

OBSERVATION FEEDBACK (Iowa Teaching Standards)

Name:
Cooperating Teacher:
Grade:

Date:
Site:
Subject:
Time:

Length of Assignment (8 or 16 weeks)

Observation: # for this assignment

Content knowledge:

Student Learner:

Diverse Learners:

Classroom Management & Environment: Communication:

Planning:

Teaching Strategies:

Assessment of Learning:

Professional growth/Reflective Teaching: Professional Responsibilities:

Observer Signature _____

I personally value:

I have your last day as :

Lesson Plan Grade _____ / 20 pts (use rubric) Weekly Journal Grade: _____

April 20, 2021-moved to Google July 16, 2021

Weekly Student Teaching Summary and Reflection

Journal Score –

5 (Reflective stating what happened, why it went well or not well, what to do differently or not and why. Student notes included. One to two INTASC criteria items reflected)

4 (Mostly reflective...)

3 (Somewhat reflective....)

2 (Not reflective, just stating the schedule, and/or late)

0 (Not available)

Name:	Name of Coop Teacher:
Date:	Age/Grade Level of Students:
Create a bulleted list of activities in which you engaged this week:	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
<i>List at least three things that went especially well this week. You may add more! Next to each item, tell how you know that each went well. (What is your reason for putting an item on this list?)</i>	
Things that Went Well This Week	Rationale/Reason for Including Each Item
1.	
2.	
3.	
<i>List at least three things you would do differently if you got a “do over” for his week. Next to each item, provide a reason for including the item on this list. (Including an item in this section does not mean that students had a bad experience!)</i>	
What I Would do Differently	Rationale/Reason for Including Each Item
1.	
2.	
3.	

Comments:

Student notes (Select a student for each student teaching placement to journal about daily. Note social, emotional, physical, and academic behaviors and needs as they are evident.)

William Penn University Cooperating Teacher INTASC Evaluation of Student Teacher

Student Teacher: _____ **Cooperating Teacher:** _____

School: _____ Length of Placement: 8 weeks _____ 16 weeks _____
 University Supervising Teacher: _____ Grade/Subject: _____
 Date: _____ Placement: Mid-Term Grade _____ Final Grade _____

Use evidence from a variety of sources such as lesson observations, lesson plans, student artifacts, teaching materials, conferences, and other interactions. All evidence since the last observation should be considered.

- On the final **Summative Evaluation**, Proficient indicates that all sub principles have been adequately demonstrated at some time during the student teaching experience.
- In order to receive a passing grade, the final **Summative Evaluation** ratings for each **InTASC Standard** (for each placement) must be at the Developing, Basic, or Proficient level.
- Not more than two principles can be Developing. A Candidate may NOT receive an unsatisfactory rating and still pass student teaching.

Step 1: Performance Indicators

- Start your evaluation by rating each performance indicator, either checking the box or leaving it unmarked
- An "X" in the performance box signifies the performance was adequately demonstrated
- Leaving the box blank indicates that the student teacher did not demonstrate the performance even though the opportunity was presented
- Please comment on the overall standard in the comment section, if desired for clarity.

Step 2: InTASC Standard Ratings

- Count the Indicator "X's" to determine the InTASC Principle rating
- **Proficient** – all performance indicators listed below in each InTASC Standard must contain an "X"
- **Basic** – three performance indicators listed below in each InTASC Standard must contain an "X"
- **Developing**- two performance indicators listed below in each InTASC Standard must contain an "X"
- **Unsatisfactory**- one or no performance indicators listed below in each InTASC Standard contains an "X"
- **Observed**- no opportunity was presented to demonstrate the performance for that standard

Step 3: Record Final Letter Grade, sign and submit to University Supervisor

In TASC Standards	
<u>The Learner and Learning (1, 2, 3)</u>	
Learner Development	
Learning Differences	
Learning Environments	
<u>Content Knowledge (4, 5)</u>	
Content Knowledge	
Application of Content	
<u>Instructional Practice (6, 7, 8)</u>	
Assessment	
Planning for Instruction	
Instructional Strategies	
<u>Professional Responsibility (9, 10)</u>	
Professional Learning and Ethical Practice	
Leadership and Collaboration	

The Learner and Learning InTASC Standards 1, 2, and 3	Mid-Term Date:	Final Date:
--	-------------------	----------------

April 20, 2021-moved to Google July 16, 2021

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. Performance Indicators	Proficient: ___ 4/4	Proficient: ___ 4/4
	Basic: ___ 3/4	Basic: ___ 3/4
	Developing: ___ 2/4	Developing: ___ 2/4
	Unsatisfactory: ___ 1/4	Unsatisfactory: ___ 1/4
	Not Observed: ___	Not Observed: ___
K12 Iowa Teaching Standard #1 - Demonstrates ability to enhance academic performance & support for implementation of school district's student achievement goals.		
1(a) Are the candidate's lessons based on student observation and data collection?		
1(b) Are lessons developmentally appropriate and related to students' world?		
1(i) Are lessons planned to capitalize on strengths and address areas of weakness?		
1(d) Is scaffolding evident in candidate's planning?		

Comments:

The Learner and Learning InTASC Standards 1, 2, and 3	Mid-Term Date:	Final Date:
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. Performance Indicators	Proficient: ___ 4/4	Proficient: ___ 4/4
	Basic: ___ 3/4	Basic: ___ 3/4
	Developing: ___ 2/4	Developing: ___ 2/4
	Unsatisfactory: ___ 1/4	Unsatisfactory: ___ 1/4
	Not Observed: ___	Not Observed: ___
K12 Iowa Teaching Standard #4 - Uses strategies to deliver instruction that meets the multiple learning needs of students.		
2(a) Does the candidate provide multiple ways for students to demonstrate learning?		
2(c) Does the candidate utilize prior knowledge during planning and instruction)		
2(d) Does the candidate differentiate?		
2(f) Does the candidate apply interventions, modifications, accommodations based on IEP, 504, and ELL plans?		

Comments:

The Learner and Learning InTASC Standards 1, 2, and 3	Mid-Term Date:	Final Date:
--	-------------------	----------------

April 20, 2021-moved to Google July 16, 2021

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. Performance Indicators	Proficient: ___ 4/4	Proficient: ___ 4/4
	Basic: ___ 3/4	Basic: ___ 3/4
	Developing: ___ 2/4	Developing: ___ 2/4
	Unsatisfactory: ___ 1/4	Unsatisfactory: ___ 1/4
	Not Observed: ___	Not Observed: ___
K12 Iowa Teaching Standard #6 – Demonstrates competence in classroom management		
3(a) Does the candidate create a safe, respectful climate for students and families?		
3(d) Does the candidate manage time and space effectively to include and engage all learners?		
3(f) Does the candidate model correct use of oral and written grammar while respecting cultural backgrounds and differing perspectives?		
3(g) Does the candidate teach learners to apply technologies in appropriate, safe, and effective ways?		

Comments:

Content Knowledge InTASC Standards 4 and 5	Mid-Term Date:	Final Date:
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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. Performance Indicators	Proficient: ___ 4/4	Proficient: ___ 4/4
	Basic: ___ 3/4	Basic: ___ 3/4
	Developing: ___ 2/4	Developing: ___ 2/4
	Unsatisfactory: ___ 1/4	Unsatisfactory: ___ 1/4
	Not Observed: ___	Not Observed: ___
K12 Iowa Teaching Standard #2 – Demonstrates competence in content knowledge appropriate to the teaching position.		
4(a) Does the candidate demonstrate using a variety of teaching strategies?		
4(b) Does the candidate use questioning that promotes higher-level thinking?		
4(d) Does the candidate help students apply learning to their real lives?		
4(e) Does the candidate identify and correct misconceptions based on student feedback?		
4(h) Does the candidate implement academic language into the lessons?		

Comments:

Content Knowledge InTASC Standards 4 and 5	Mid-Term Date:	Final Date:
---	-------------------	----------------

April 20, 2021-moved to Google July 16, 2021

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. Performance Indicators	Proficient: ___ 4/4	Proficient: ___ 4/4
	Basic: ___ 3/4	Basic: ___ 3/4
	Developing: ___ 2/4	Developing: ___ 2/4
	Unsatisfactory: ___ 1/4	Unsatisfactory: ___ 1/4
	Not Observed: ___	Not Observed: ___
K12 Iowa Teaching Standard #1 - Demonstrates ability to enhance academic performance & support for implementation of school district's student achievement goals		
5(c) Does the candidate use a variety of media and technology tools with students to acquire information?		
5(e) Does the candidate require students to communicate in a variety of forms?		
5(f) Does this candidate allow students to brainstorm, solve problems, and develop original work?		
5(h) Does the candidate explicitly teach academic and content vocabulary?		

Comments:

Instructional Practice InTASC Standards 6, 7, and 8	Mid-Term Date:	Final Date:
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. Performance Indicators	Proficient: ___ 4/4	Proficient: ___ 4/4
	Basic: ___ 3/4	Basic: ___ 3/4
	Developing: ___ 2/4	Developing: ___ 2/4
	Unsatisfactory: ___ 1/4	Unsatisfactory: ___ 1/4
	Not Observed: ___	Not Observed: ___
K12 Iowa Teaching Standard #5 – Uses a variety of methods to monitor student learning.		
6(a) Does the candidate use a variety of assessment data to analyze progress toward goals?		
6(b) Do the candidate's plans have objectives aligned with an appropriate assessment free of bias?		
6(d) Does the candidate provide feedback that allows students to self-evaluate and improve?		
6(f) Does the candidate incorporate opportunities for students to self-evaluate and peer evaluate?		
6(g) Does the candidate use assessment data to develop differentiated lessons?		

Comments:

Instructional Practice	Mid-Term	Final
------------------------	----------	-------

April 20, 2021-moved to Google July 16, 2021

InTASC Standards 6, 7, and 8	Date:	Date:
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.	Proficient: ___ 4/4	Proficient: ___ 4/4
Performance Indicators	Basic: ___ 3/4	Basic: ___ 3/4
	Developing: ___ 2/4	Developing: ___ 2/4
	Unsatisfactory: ___ 1/4	Unsatisfactory: ___ 1/4
	Not Observed: ___	Not Observed: ___
K12 Iowa Teaching Standard #3 – Demonstrates competence in planning and preparing instruction.		
7(a) Does the candidate select highly effective strategies that meet the needs of all learners?		
7(c) Does the candidate scaffold learning experiences appropriately?		
7(d) Does the candidate utilize learner information to plan instruction?		
7(e) Does the candidate collaborate to develop lessons?		

Comments:

Instructional Practice InTASC Standards 6, 7, and 8	Mid-Term Date:	Final Date:
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.	Proficient: ___ 4/4	Proficient: ___ 4/4
Performance Indicators	Basic: ___ 3/4	Basic: ___ 3/4
	Developing: ___ 2/4	Developing: ___ 2/4
	Unsatisfactory: ___ 1/4	Unsatisfactory: ___ 1/4
	Not Observed: ___	Not Observed: ___
K12 Iowa Teaching Standard #4 – Uses strategies to deliver instruction that meets the multiple learning needs of students.		
8(a) Does the candidate choose appropriate instructional strategies for the needs of individuals and groups of learners?		
8(b) Does the candidate monitor learning before, during, and after the lesson?		
8(e) Does the candidate use a variety of graphic organizers, models, and representations?		
8(i) Does the candidate utilize higher order questioning?		

Comments:

Professional Responsibility	Mid-Term	Final
-----------------------------	----------	-------

April 20, 2021-moved to Google July 16, 2021

InTASC Standards 9 and 10	Date:	Date:
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.	Proficient: ___ 4/4 Basic: ___ 3/4 Developing: ___ 2/4 Unsatisfactory: ___ 1/4 Not Observed: ___	Proficient: ___ 4/4 Basic: ___ 3/4 Developing: ___ 2/4 Unsatisfactory: ___ 1/4 Not Observed: ___
Performance Indicators		
K12 Iowa Teaching Standard #7 – Engages in professional growth.		
9(b) Does the candidate engage in learning for self?		
9(d) Does the candidate participate in professional development activities?		
9(e) Does the candidate engage in accurate reflection?		
9(f) Does the candidate act in a professional manner while utilizing technology and student records?		

Comments:

Professional Responsibility InTASC Standards 9 and 10	Mid-Term Date:	Final Date:
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.	Proficient: ___ 4/4 Basic: ___ 3/4 Developing: ___ 2/4 Unsatisfactory: ___ 1/4 Not Observed: ___	Proficient: ___ 4/4 Basic: ___ 3/4 Developing: ___ 2/4 Unsatisfactory: ___ 1/4 Not Observed: ___
Performance Indicators		
K12 Iowa Teaching Standard #8 – Fulfills professional responsibilities established by the school district.		
10(b) Does the candidate collaboratively plan to meet the needs of all?		
10(d) Does the candidate communicate with families?		
10(f) Does the candidate show initiative?		
10(j) Does the candidate advocate for learners?		

Comments:

William Penn University Cooperating Teacher InTASC Evaluation of Student Teacher

Overall Comments:

Cooperating Teacher Signature _____

Date of Mid-term _____

Cooperating Teacher Signature _____

Date of Final _____

Supervising Teacher Signature _____

Date of Mid-term _____

Supervising Teacher Signature _____

Date of Final _____