

Class Profile

Iowa Teaching Standard(s):

Teacher/Student teacher		Observer
Grade	Subject	Date of Observation
1. How many students will be observed? Total number Male students Female students		
2. What is the age range of students?		
2. Approximately how many students are in each of the following language categories? English language proficient Limited English language proficient		
3. Approximately how many students have the following exceptionalities? Blind or visually impaired Deaf or hearing impaired Developmentally disabled Emotionally or behaviorally disabled Gifted Learning disabled Physically disabled Other (please specify)		
With respect to the following categories, how would you describe your students? African American or Black, nonHispanic Asian, Asian American or Pacific Islander Mexican American or Chicano Native American, Inuit, or Aleut Puerto Rican Other Hispanic Mixed Race Other (please specify)		

1. Is there anything about the learning environment that you think might affect your students or the scheduled observation (e.g. this is not your own classroom; there is new equipment or a new pet in the room; there is construction in the building)? If so, please note.
2. What are the most important classroom routines, procedures, rules, and expectations for student behavior that will be in operation during the observed lesson?
3. Are there any special circumstances that the observer should be aware of in order to understand what will occur during the scheduled observation (e.g. school wide routines or policies, interruptions, behavior patterns of students)? If so, please explain.
4. On the reverse side of this paper, please provide a simple sketch of the arrangement of the physical space of this lesson (e.g., student desks, teacher desk, and arrangement of work space or laboratory).

Knowledge of Students and Resources

Iowa Teaching Standard(s)

Teacher/Student teacher

Grade

Subject

Date

1. What techniques do you use to become knowledgeable about your students?
 - a. background knowledge and skill
 - b. interests outside of school
 - c. cultural and ethnic background heritage

2. What resources are available to you to enhance your students' experiences in this subject? (For example, films or videos, museums, experts in the community, etc.)

3. What types of resources are available for students if needed?

Instruction Plan

Iowa Teaching Standard(s):

Teacher/Student teacher

Grade

Subject

Date

1. Briefly describe the students in this class.
2. What are your goals for the lesson? What do you want the students to learn?
3. Why are these goals suitable for this group of students?
4. How do these goals support the district's curriculum, state frameworks, and/or content standards?
5. How do these goals relate to broader curriculum goals in the discipline as a whole or in other disciplines?
5. How do you plan to engage students in the content? What will you do? What will the students do? (include time estimates)
6. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties?
7. What instructional materials or other resources, if any, will you use?
8. How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance tasks, with accompanying scoring guides or rubrics.)
9. How do you plan to use the results of this assessment?

Instructional Artifact

Iowa Teaching Standard(s):

Teacher/Student teacher

Grade

Subject

Date

Concept or Topic

1 Attach activity directions or an assignment that engages students in learning about the concept or topic cited above: for example, a worksheet, a homework or class assignment, project guidelines, a problem to solve.

2 Provide several samples of student work in response to this assignment. These should reflect the full range of student ability in your class, and should include any feedback you provided to the students on their papers.

3 Write a brief commentary about the assignment, in which you address the following questions:

- the context of the assignment, in terms of your prior knowledge of the students, and the other topics they have been studying
- how the assignment helps the students develop their understanding
- what the samples of student work tell you about the students' levels of understanding
- what you plan to do next with these students

Reflection Sheet

Iowa Teaching Standard(s):

Teacher/Student teacher

Grade

Subject

Date

Concept or Topic

1. As I reflect on the lesson, to what extent were students productively engaged?
2. Did the students learn what I intended them to learn? Were my instructional goals met? How do I know? Or how and when will I know?
3. Did I alter my goals or my instructional plan as I taught the lesson? Why?
4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?

Professional Development Log

Iowa Teaching Standard(s):

Teacher/Student teacher

Grade

Subject

School Year

Date(s)	Event Attended (workshop, conference, course) Benefits Derived	

School/District Contribution Log

Iowa Teaching Standard(s):

Teacher/Student teacher

Grade

Subject

School Year

Date(s)	Event (committee meeting, open house, etc.)	Contribution(s) Made

Contribution to the Profession Log

Iowa Teaching Standard(s)

Teacher/Student teacher

Grade

Subject

School Year

Date	Event or Service Contribution(s) Made (conference presentation, mentoring of new teacher, etc.)	

Research Log

Iowa Teaching Standard(s):

Teacher/Student teacher

Grade

Subject

Date

In the space below, write a question regarding student learning or your teaching that you would like to answer.

What information would you need to answer this question?

In the form below, indicate how you could plan to answer this question.

Action Plan		
Step	Action	Timeline
1.		
2.		
3.		
4.		

Summary and Conclusion:

If you are able to complete the research project, on a separate piece of paper, indicate:

- 1 What you have learned from this project
- 2 What additional questions you have
- 3 How (if at all) you plan to alter your practice as a result of this project