

Welcome to Graceland!

We appreciate your willingness to participate in Graceland's Teacher Education program. You will play a vital role in the professional growth of the student teacher, and will help to build the confidence, skill, and competence necessary to become a quality educator.

1. First Step – Access Forms and Instructions

Evaluation forms and instructions are provided for you on the [Teacher Support for Student Teaching](#) page in an online website called My Graceland. You are also encouraged to complete the Cooperating Teacher Online Workshop, which contains additional resources for you.

2. Second Step – Download and Complete Forms.

Save the evaluation forms to your computer from the [Teacher Support for Student Teaching](#) page in My Graceland. You may choose to complete the forms electronically using Microsoft Word, or you may print to complete by hand. Use ONE form for each type of evaluation for the entire placement. Columns are provided for each observation. The university supervisor will collect your forms at the end of the placement.

3. Third Step – Honorarium, Iowa Renewal Credit

Honorarium - You will receive an honorarium depending on how many weeks the student teacher spends in your classroom; \$10/week up to \$140.00 for a full 14 week placement. This honorarium is paid by check directly to you, and is sent out after the university supervisor has returned your evaluation forms to the Field Office. The Field Office will contact you to ask whether you want the check mailed to your school or home. If you have questions, please contact Garnet Coulthard (coulthar@graceland.edu).

Renewal Credit - If you are a teacher in Iowa, you are eligible for renewal credit for hosting a student teacher. Click [HERE](#) for information about the Iowa Renewal Credit. The State of Iowa requires you to maintain a record of your eligible activities. Complete the first form provided in the BOEE instructions by listing the student(s) you have supervised. Send your form to Graceland Field Office for verification of placements we have made with you. We will return to you the second BOEE form with a signature from a Graceland representative. You will then submit all required documentation to the BOEE for renewal credit. Send to: Graceland University / School of Education Field Office / 1 University Place / Lamoni, IA 50140 or to fieldoffice@graceland.edu or fax to (641) 784-5481.

Required Forms

You will complete **three** different types of evaluations. These evaluations will be completed at regular intervals throughout the experience as outlined below. These evaluations document your observations and interactions with your student teacher. Examples of what you will be assessing are: lesson planning and preparation, lesson delivery, differentiating instruction, use of technology, pre-post assessments, and professional behavior. These forms will be collected by the university supervisor at the end of the placement to be returned to the Field Office.

- **InTASC Evaluation** (based on State standards)
- **Dispositions Evaluation** (Professional Behaviors)
- **Lesson Critique** (Lesson Delivery and Preparation)

Midterm and Final Evaluation (InTASC & Dispositions)

For these evaluation, you should consider ALL previously completed observations and interactions with the student teacher throughout the entire placement.

InTASC standards assess the teacher candidate's classroom skills, while the **subject area standards** assess the content knowledge. **Dispositions** are the consistent values, commitments, and professional ethics that influence behaviors exhibited by the student teacher. These evaluation forms have been separated into three distinct evaluation forms to be completed at different times during the placement. In order to receive a passing grade, the final (summative) evaluation ratings for each standard must be at the Developing, Basic, or Proficient level. **Not more than two standards can be Developing by the end of the experience.** A student teacher may NOT receive an unsatisfactory rating and still pass student teaching. If there was no opportunity to observe a criterion, choose Not Observed. To increase the reliability of the student teaching evaluation rubrics, you and the

supervisor should plan to complete the second evaluation at the same time. After this “reliability” observation with the university supervisor is completed, compare your scoring with each other and discuss areas you differ in your assessment.

You and the student teacher are required to review each evaluation and discuss areas of strength and areas needing improvement. Then have the student teacher sign the form to verify the discussion. You should make the evaluation forms available for the supervisor to review during their observation visit.

Evaluation Schedule for Placements						
Placement	First Observation (reliability)	Second Observation	Third Observation	Fourth Observation	Fifth Observation	Sixth Summative Evaluation
14 Weeks	InTASC (Observation Evaluation)	InTASC (Observation Evaluation)	InTASC (Midterm & Exit Evaluation) Disposition (Midterm & Exit Evaluation)	InTASC (Observation Evaluation)	InTASC (Observation Evaluation)	InTASC (Midterm & Exit Evaluation) Disposition (Midterm & Exit Evaluation)
Half Placements	First Evaluation	Second Evaluation	Third Evaluation			
6, 7, or 8 Weeks	InTASC (Observation Evaluation)	InTASC (Observation Evaluation)	InTASC (Midterm & Exit Evaluation) Disposition (Midterm & Exit Evaluation)			

Lesson Critique

Use the [Lesson Critique](#) to evaluate lessons taught by the student teacher, four times for a fourteen-week placement and twice for a 6, 7, or 8-week placement. An informational [Lesson Critique Checklist](#) is provided assist you in evaluating the lessons. You and the student teacher are required to review each evaluation and discuss areas of strength and areas needing improvement. Then have the student teacher sign the form to verify the discussion. You should make the evaluation forms available for the supervisor to review during their observation visit.

Lesson Critique for Fourteen Week Placement	Lesson Critique for Split Placement (6, 7, 8 weeks)
During the first three weeks	During the first three weeks
During the 4 th – 7 th week	During the 4 th – 8 th week
During the 7 th to 9 th week	
During the 10 th – 14 th week	

The Role of the Cooperating Teacher

You are the team member with whom the student teacher works most closely, and you play a vital role in the professional growth of the student teacher. Your mentor relationship will help to further their confidence, skill, and competence in becoming a quality educator. Your primary responsibility is to engage the student teacher in all activities that are uniquely part of the teaching experience? You should create a classroom environment that facilitates the achievement of maximum success on the part of a student teacher. You remain legally responsible for your classroom and all activities that occur within it for the length of the experience.

Online Workshop

The University expects you to participate in the Online Workshop provided for cooperating teachers before the placement begins, however you have the option to return as many times as needed during the student teaching placement. The workshop is divided into separate units and can be reviewed as time allows. We ask that you complete a short survey in the last unit of the workshop to help ensure your needs as a cooperating teachers are being met.

Prior to the Arrival of a Teacher Candidate

Your responsibility as cooperating teacher begins before the arrival of a student teacher. These are helpful preliminary procedures:

1. Prepare your classroom students for the arrival of the student teacher.
2. Write a brief letter informing parents of the arrival of the student teacher and their value to students.
3. Familiarize yourself with the student teacher's background by reviewing the portfolio link sent to your principal by Graceland.
4. Arrange for a place in your classroom where the student teacher can work and keep materials.

Student Teaching Phases

A student teaching period is generally divided into three integrated phases (observation, participation, and full-time teaching). Full time teaching may include co-teaching. The student teacher will be responsible for full day lesson planning for a minimum of three weeks during a 14-week placement and minimum of two weeks during a six-, seven-, or eight-week placement. You should provide a variety of teaching opportunities for a student teacher in each of the above phases. Allow the student teacher to take initiative in the teaching and planning process and make every effort to treat the student teacher as a co-worker. A more detailed explanation about the phases of student teaching is provided below under the "Role of the Student Teacher" heading.

Here are a few resources to assist you in planning activities and responsibilities with your student teacher:

[Suggested Activities for a 14 Week Placement](#)

Guiding the Student Teacher

1. Introduce him or her to the class as a teacher.
2. Provide a school manual or teacher handbook, and orient the student teacher to your school, including your personnel and school policies..
3. Introduce the student teacher to classroom routines and instructional procedures, supplies, and available equipment.
4. Encourage the student teacher to become familiar with activities outside of your classroom such as library services, health, counseling services, and community resources.
5. Provide opportunities for the student teacher to engage community members (including parents) in the classroom.
6. Help the student teacher to become acquainted with the students. The student teacher should be informed of special needs of students and the goals and objectives of IEP's they are required to address.
7. Keep the student teacher involved in your classroom functions as much as possible.
8. Prior to observation; discuss the lesson, strategies, methods, and materials you plan to use.
9. Collaborate with the student teacher and university supervisor to schedule observation dates.

Lesson Planning and Preparation

Prepare a calendar with the student teacher to schedule the gradual increase of teaching responsibilities you will have them assume. You may choose to create your own based on the student teacher's ability level. Normally, student teachers begin with one class or subject and gradually assume the remaining duties until they are planning full days for three weeks during a 14-week placement and for two weeks during a six-, seven-, or eight-week placement. The cooperating teacher should provide suggestions, guidelines, and approve the lesson before a student teaches them. Graceland's required [lesson plan format](#) is included on the [Teacher Support for Student Teaching](#) page in My Graceland. Lesson plans should be detailed enough that the lesson could be taught in the event of an unexpected absence. At some point during the placement, the student teacher is required to create and teach a unit of study which contains a sequence of five or more lesson plans. As soon as possible, you and the student teacher should determine the unit topic and the resources that are available. Also, please assist the student teacher in making a video tape of a lesson being taught in the classroom during the unit. This video will form a part of the student teacher's portfolio. (Video requirement is dependent on the school district's video policy).

Conferences

You should establish a practice of continual, frequent conferences with your student teacher. These conferences provide an opportunity for the student teacher to examine his/her strengths and weaknesses. Some cooperating teachers and student teachers keep a dialogue journal where they each provide written comments on their perceptions of classroom events.

Conference Tips:

1. Be clear, concise, and honest in your suggestions.
2. Refer to the evaluation forms and identify the student teacher's strengths and weaknesses in planning, presenting, evaluating, classroom management, and professional behaviors.
3. Assist with planning for improvement in weak areas.
4. Discuss comments on lesson critique forms with the student teacher.

Improvement Plans

If it is determined that the student teacher is at risk of unsatisfactory performance (by the cooperating teacher, the university supervisor, and/or Graceland University Teacher Education Committee), an improvement plan will be developed. If serious concerns have been raised prior to student teaching, and the Teacher Education Committee has required the student teacher's performance to be monitored, the university supervisor may discuss these concerns with you and the student teacher prior to the placement. All improvement efforts implemented during student teaching will be documented.

Questions or Concerns?

Question/Concern	Contact Person	Contact Info
Student teacher attendance, behavior, classroom performance, etc.	University Supervisor	Shared with you during the first week visit.
Serious concerns not being addressed by supervisor Other questions including forms, website, or honorarium Check	Garnet Coulthard	(641) 784-5391 coulthar@graceland.edu

The Role of the University Supervisor

The University Supervisor is the direct liaison between you and Graceland University. His/her role is to provide positive support for you and the student teacher and to ensure successful communication is taking place to make this a successful experience for everyone involved. The supervisor will make an initial visit during the first week or second week of the placement to become familiar with you, your classroom, the school building and principal, and the student teacher. During this first visit the supervisor will go over the evaluation requirements and student teaching processes with you.

Supervisor Definitions

The range of student teaching placements requires the School of Education to appoint a variety of supervisors. See below for a description of each supervisor type:

School of Education Supervisor

Every elementary and secondary student teacher will be assigned a faculty supervisor employed by Graceland's School of Education. The School of Education supervisor will:

- Make an initial visit during the first week of the placement
- Make a minimum of six bi-weekly observation visits to the classroom, completing the InTASC or Disposition evaluations as required
- Read and evaluate the student teacher's weekly journal and required artifacts in Chalk and Wire
- Work closely with the methods and/or distance supervisor(s) to ensure the student teacher is being supported as needed
- Complete an Exit Interview with the student teacher, and give the Field Office a final grade recommendation

Distance Supervisor

When students complete their student teaching experience at a distance, he/she will also be assigned a supervisor who lives in the area. The distance supervisor and School of Education supervisor will work closely to ensure the student teacher is being supported as needed. Distance supervisors will make a minimum of six observation visits to the classroom, completing the InTASC or Disposition evaluation as required

Secondary Methods Supervisor

Student teachers in secondary education may have an additional supervisor with expertise in his/her major. The methods supervisor and School of Education supervisor will work closely to ensure the student teacher is being supported as needed. The secondary methods supervisor will make two observation visits to the classroom.

Observation Visits

Designated Graceland University faculty will observe and evaluate the student teacher as frequently as possible, usually every two weeks. The supervisor should contact you to schedule appropriate observation visits to your classroom. Generally, supervisory visits are arranged to maximize the success of the student teaching period and to provide a continuous relationship between the on-campus and off-campus team members. It also gives the cooperating teacher, student teacher, and university supervisor the opportunity to coordinate objectives and goals. Please notify the supervisor if a special problem arises so that difficulties are dealt with immediately.

The supervisor will spend approximately two hours in your classroom to observe a lesson taught by the student teacher and also will plan to conference with both you and the student teacher afterwards. In your conference with the supervisor, be honest about your perceptions and express any concerns you might have about the student teacher's performance. You might be asked to compare evaluation rubrics to discuss how your observations and expectations may differ. The supervisor may ask to conference with you and the student teacher separately or together. In conference with the student teacher, the supervisor will review the time sheet and all lesson plans since the last visit. The supervisor will show the student teacher his/her completed evaluation and explain strengths and weaknesses observed during the lesson being taught. If time does not permit a good conference at the school, the supervisor may schedule a time to talk with you and/or the student teacher over the phone.

Please notify the Field Office (fieldoffice@graceland.edu) if the supervisor is not making visits according to the guidelines above, or if you feel your concerns about the student teacher are not being addressed.

The Role of the Student Teacher

Student Teaching Phases

The student teaching phases are:

- Observation
- Observation-Participation
- Full-time teaching responsibility.

The student teacher should work with you and the university supervisor to plan for a gradual assumption of full-time planning and teaching responsibilities. An option can include co-teaching with you in order to provide a higher level of assistance; however, the student teacher should still be responsible for planning and organizing lessons during full-time teaching. This co-teaching model is encouraged.

Observation Phase

At the beginning of the placement, the student teacher should observe you and other model teachers to become acquainted with methods, styles, and activities conducted by experienced teachers. This early period of observation focuses heavily on “looking” and reflecting on what is “seen”. During this period, and whenever you are teaching, the student teacher should concentrate on observing your handling of subject matter, classroom management, and general response to behavior patterns. The student teacher should reflect on observations and reactions in journal entries, and discuss observations with you and with colleagues and faculty whenever possible.

Observation - Participation Phase

During the observation-participation period the student teacher should seek to perform various tasks necessary to the operation of the classroom. Suggested areas for observation and subsequent reflection include:

- Activities and behavior patterns of students

- Classroom customs
- Methods of maintaining discipline
- Teaching processes (methods, strategies)
- Assessment of student learning/needs
- Procedures for accommodating students' special needs
- Human development and learning

The observation-participation period offers an opportunity for the student teacher to gain insight into the teaching-learning process before taking full responsibility for planning and teaching. The student teacher should confer frequently with the cooperating teacher to discuss general and specific classroom problems, concerns, and questions. A plan should be developed for student teaching activities and recorded for future reference.

Participation may include the following activities:

- Caring for physical condition of the room
- Passing out papers
- Assisting teacher with extra-class duties
- Assisting in group work
- Assisting with audiovisual equipment
- Locating materials and return them to proper places
- Providing assistance for students who have been absent
- Assisting in evaluation: papers, products, sociograms, progress charts
- Discovering students' interests
- Replenishing and rearrange interest centers: bulletin boards, exhibits, displays, library materials
- Recording information: take attendance, make seating chart, grade papers, record grades in gradebook, mark report cards
- Working with students during periods before class sessions begin
- Making announcements
- Administering tests
- Preparing teaching materials: copying materials, charts, graphs, maps, bulletins
- Creating bulletin boards

The student teacher's demonstration of willingness, competence, and professional maturity, as well as your willingness to share responsibility, will determine the time to begin assuming teaching and planning responsibilities. It is crucial that the initial period of observation/participation not be too long. Throughout the entire period of participation and student teaching responsibility, you are expected to provide guidance. While you must be in the room much of the time during this phase to provide guidance and to evaluate the student teacher's performance, provision should be made to leave the room at least some of the time to allow the student teacher to grow in independence.

Full-Time Teaching Responsibility

Full time teaching/co-teaching responsibility should commence when the student teacher has demonstrated his/her ability to perform at an acceptable level when managing the classroom and teaching subject matter.

- **Fourteen Week Placement**
Full-time teaching/co-teaching responsibility involves planning and delivering all daily class instruction for **three to four** weeks.

- **Six, Seven, or Eight Week Placement**

Full-time planning and teaching should occur for **two to three weeks** per placement.

School Regulations

The student teacher should know and observe the rules and regulations of your school building, and should be provided with the school manual or teacher handbook. Particular attention should be paid to the following:

- Dress code: Proper dress and grooming are expected. The student teacher should check with you and the district handbook regarding the school's dress code.
- Daily Schedule: The student teacher's daily schedule should follow the school calendar and teacher contract hours. The student teacher must attend required faculty meetings, conferences, in-service workshops, duty assignments, and other appropriate teacher requirements. Attendance at evening meetings such as PTA is highly recommended.
- Promptness: Promptness and regular attendance are essential and must be recorded by the student teacher on the time sheet along with daily responsibilities.
- Attendance: The student should notify you, the school office, and the university supervisor in advance of any absences. In the event of illness or unavoidable delay, the student teacher should notify you, the school office, and the university supervisor in a timely fashion. All absences will be made up at the end of student teaching. Absences should be limited to emergencies.
- School Hours and Calendar: The beginning and final dates of student teaching are determined via collaboration between districts and cooperating teachers.

Expectations

Student teachers are expected to:

- Know the goals and objectives of their student teaching experience (found in their handbook)
- Know the philosophy of the school and the school's expectations of student teachers.
- Know the school personnel and their responsibilities.
- Know the specific curriculum used in the classroom where student teaching will take place.
- Establish working relationships with members of the team.
- Take responsibility for getting to know the students in the classroom.
- Show initiative in identifying pedagogical principles and their application while observing, assisting, and teaching in the classroom.
- Acquire a resource collection of instructional materials.
- Keep accurate and up-to-date records of student teaching and personal growth.
- Budget time wisely. Balance professional responsibilities with exercise, relaxation and recreation.
- Do professional reading such as journals.
- Demonstrate professional qualities and habits which are essential to success as a teacher:
 - Promptness
 - Dependability
 - Genuine interest in school and community affairs
 - Good speaking and presentation skills
 - Respect for others
- Assume a share of responsibility for the discipline and morale of the class.
- Attend and participate in school functions.
- Work closely with the cooperating teacher and demonstrate thoughtful judgment in school matters.
- Plan carefully and consistently, working closely with the cooperating teacher.
- Notify both the school and university supervisor in advance of unavoidable absences.

- Apply an understanding of their legal and ethical responsibilities

Student Teacher Requirements

Listed below are requirements for a successful student teaching experience.

- Document 14 weeks (70 days) of full-time student teaching on a time sheet signed by you. Iowa law specifies that the student teaching experience must be a minimum of 14 consecutive weeks. Once students are in their seats, a day that counts for you also counts for the student teacher. The student teacher must attend all meetings that you are required to attend.
- Create plans for each lesson that is taught.
- Observe, participate, and assume full-time teaching responsibilities or assume planning responsibilities during co-teaching.
- Adhere to school regulations and student teaching expectations.
- Submit weekly journals and required artifacts to the supervisor in Chalk and Wire.
- Participate in an exit interview with the supervisor.