

# Program Handbook for Teacher Education



**Graceland**  
University  
*Our passion is your success.*

Revised August 2024

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# Teacher Education Program

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The purpose of this handbook is to inform teacher candidates and stakeholders about the undergraduate Teacher Education Program and teacher candidates' rights and responsibilities as a Gleazer School of Education (GSOE) teacher candidate. This handbook will serve as a valuable resource, and teacher candidates will be informed should changes to the handbook occur.

While these policies may be subject to change without notice, the GSOE publishes this handbook with the intention that teacher candidates can expect reasonable continuity in these requirements throughout their program.



# Edmund J. Gleazer School of Education

Undergraduate Teacher Education Program

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Click **HERE** to see accreditation information for Graceland University and the School of Education.

This handbook is an official document of the Gleazer School of Education (GSOE), and the policies in it have been approved by the Graceland University Teacher Education Committee.

## GSOE Mission Statement

We develop educational leaders who practice an ethic of care and are agents for social change. We create inclusive learning communities that are reflexive and transformative. Supported by evolving technologies, we are process-oriented and purposefully work toward our goal to provide an innovative and cutting-edge program. We have an expressed and committed sensitivity to diverse learners. Our candidates learn to utilize a culturally-responsive pedagogy that meets the challenges of a global world.

The faculty is committed to professional development, and in turn, supports students in career-oriented paths of learning resulting in the development of competent professional educators. The Gleazer School of Education is dedicated to promoting visionary, innovative, responsive and transformative communities of practice.

## GSOE Vision Statement

The Edmund J. Gleazer School of Education is committed to being a premier Educator Preparation Program (EPP) that is visionary, innovative, responsive, and transformative.

## GSOE Conceptual Framework

Preparing and Supporting Effective Teachers

Who:

### Care, Collaborate, Lead, and Reflect

*The Gleazer School of Education is founded upon a conceptual framework, which is outlined here. The four domains are the cornerstones of our program.*

*We don't just have our framework to describe our intent, we live it. We want to be clear that as teacher candidates grow in the Teacher Education Program, we will also expect teacher candidates to demonstrate these qualities, both in class and through their teaching during clinical experiences. Your administrators, faculty, and staff will be modeling these four areas with every interaction.*

#### Care

Candidates seek to establish a relationship of acceptance and respect for learners that reflects the values of justice, equity, diversity, and inclusion

#### Collaborate

Candidates develop the knowledge, skills, and dispositions to effectively involve learners, parents/guardians, colleagues, and the community.

#### Lead

Candidates prepare to facilitate instruction and assume broader leadership responsibilities to advance their profession

#### Reflect

Candidates analyze and synthesize from their academic and clinical experiences and articulate what they have felt, thought, and learned



## Teacher Education Program Overview

### What is EDUC1300 Introduction to Education?

This course will encourage teacher candidates to consider whether they want to study to become teachers, and why. Teacher candidates will study history and current realities of American schools in Introduction to Education. This course includes a series of observation and teaching activities in a variety of P-12 classroom settings monitored by licensed professional educators as well as university faculty. Teacher candidates must earn a grade of C or higher in this class for admittance into Teacher Education and to enroll in junior-level education classes.

### What is EDUC2420 Entry Workshop?

During the course, teacher candidates will receive their login and training for Chalk and Wire Anthology Portfolio, an electronic portfolio system. Teacher candidates will also be given access to this Teacher Education Handbook and instructed on the requirements for the Teacher Education Program. Teacher candidates should enroll in this class with or after completing EDUC1300 Introduction to Education. This class is required for all transfer teacher candidates majoring in education during their first term at Graceland. (Graded on a Pass/Fail basis). Click [HERE](#) for more detailed information about the course. This is a zero-credit course.

### What is Teacher Education Acceptance?

As a teacher education candidate, teacher candidates are held to a high standard. Once teacher candidates have met the [requirements](#), they are eligible for admission into the Teacher Education program and eligible for practicum and student teaching field experiences. Teacher candidates must be officially accepted prior to taking methods courses (Exceptions Interdisciplinary Studies majors) or applying for senior level field experiences.

Teacher candidates are encouraged to make acceptance their primary priority. Click [HERE](#) for more detailed information about field experiences.

### What Courses Do I Need?

During the Entry Workshop semester, teacher candidates will meet with an advisor to create a graduation plan that includes the courses they will need to graduate. A complete description of courses is in the [Graceland Catalog](#). Teacher candidates are assigned an academic advisor who assists in planning their academic program, but the final responsibility for meeting the program requirements rests with the student.

### **How Do I Apply for Field Experiences?**

After acceptance to Teacher Education, two new pages will appear in the School of Education area of My Graceland (Apply for Practicum; Apply for Student Teaching). Each page contains detailed information about the field experience, with the link to the online application at the bottom of the page. Teacher candidates should work with their advisor to plan and apply for practicum and student teaching field experiences.

### **What is a Practicum?**

The practicum is an intermediate clinical field experience in an accredited classroom that consists of 60-80 clock hours. Teacher candidates may apply for a practicum experience after acceptance to Teacher Education. During the practicum, teacher candidates will observe, create and teach lessons, assist the classroom teacher, and reflect on these experiences. Click [HERE](#) for more detailed information about practicum.

### **What is Student Teaching?**

This capstone clinical field experience consists of 70 days/14 Weeks. During this experience in an accredited school classroom, teacher candidates will gradually assume full-time teaching duties under the supervision of the cooperating (classroom) teacher and the university supervisor. Click [HERE](#) for more detailed information about student teaching.

### **How Do I Apply to Graduate?**

Teacher candidates should apply to graduate approximately six months or more before their intended graduation date and BEFORE submitting the application for student teaching. For instance, if a student plans to student teach Spring 2025, they should apply to graduate at the end of Spring 2024. This allows time for them to complete courses over the summer, if needed. The [Apply to Graduate](#) form is provided in My Graceland.

## How Do I apply for Iowa Licensure?

Please remember, Graceland University teacher candidates are attending an Iowa university, so their initial teaching license will be issued from Iowa. If a student will not be teaching in Iowa, it is up to them to transfer their Iowa license to the state in which they want to teach. During their pre- student teaching capstone days, teacher candidates will be guided through the application and fingerprinting process required by the State of Iowa. Click [HERE](#) for more information.

Note: If teacher candidates apply for a Missouri (or other state) license, teacher candidates will be required to be fingerprinted again and have another background check. The capstone process is only for the purpose of being eligible for an Iowa teaching license.



# Handbook FAQ



**Where do I find forms I need for the Teacher Education program?**

Forms are linked within this handbook and may be opened and completed on your computer.

**What if I prefer to use a computer to fill out forms?**

All linked forms are also posted in My Graceland. [Teacher Ed Forms and Information](#) page.

**How do I know what to do in Chalk and Wire Anthology?**


During the first Entry Workshop, teacher candidates will be given training for using Chalk and Wire Anthology, an electronic portfolio program for the School of Education. The workshop instructor will assist teacher candidates in submitting artifacts and completing requirements for acceptance.

**Signature Assessments** Every student in the Teacher Education Program, no matter what major, takes the same set of core courses at Graceland. During these courses, teacher candidates will submit a signature assessment in their Chalk and Wire Anthology Portfolio.

**What are Benchmarks?** Benchmarks in education occur when measurable standards are set for learning.

There are three benchmarks in Teacher Education: Foundations/Entry Benchmark, Methods Benchmark, and Professional Benchmark. Each Benchmark contains specific courses containing concepts which must be mastered for each course. More information about the specific benchmarks is located below.



 **What are clinical experiences?** The purpose of Clinical Experiences is to help education students gain professional insights and practical teaching experience through observation, planning, and practice under the guidance of an experienced teacher. The charts below outline the variety of clinical experiences education students will experience throughout the Teacher Education program.

<b>Table 6.1(a): Elementary Major Course and Clinical Experience Hours</b>			
<i>Required Course</i>	<i>Clinical Experience</i>	<i>Hours Required for K-6 Elementary Endorsement</i>	<i>Hours required for K-8 SPED Endorsement</i>
EDUC1300 Introduction to Education	Clinical Experience prior to acceptance into the program	10	10
EDUC3300 Foundations of Literacy	Primary/Lower Elementary Clinical Experience	5	0
EDUC3540 Elementary Ed Methods Lab	Clinical Experience after admittance to program, prior to ST	20	20
SPED Methods Courses	Clinical Experience required for SPED endorsement	0	15
EDUC3511 Science Methods	Intermediate/Upper Elementary Clinical Experience	5	5
Practicums	Clinical Experience after admittance to program, prior to ST	60 - 80	60
Student Teaching	Student Teaching Clinical Experience	490	490
Total Hours		≥ 600	600

<b>Table 6.1(b): Secondary and K-12 Major Course and Clinical Experience Hours</b>			
<i>Required Course</i>	<i>Clinical /Experience</i>	<i>Hours Required for 5-12 or K-12 Endorsements</i>	<i>Hours for 5-12 SPED Endorsement</i>
EDUC1300 Introduction to Education	Clinical Experience prior to acceptance into the program	10	10
SPED Methods Courses	Clinical Experience required for SPED endorsement	15	15
EDUC3542 Secondary Methods Lab link to syllabus	Clinical Experience after admittance to program, prior to ST	20	20
K-12 and Secondary Content Courses	Grade Level Clinical Experiences within endorsement areas	varies	0
Practicums	Clinical Experience after admittance to program, prior to ST	60	60
Student Teaching	Student Teaching Clinical Experience	490	490
Total Hours		≥ 595	595

# Resources

## RESOURCES FOR TEACHER EDUCATION

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1. **Education Organizations for Graceland Teacher candidates**
2. **Education Advisors**
3. **Student Fees for Teacher Education**
4. **Commitment to Technology**



All education teacher candidates are invited to participate in education organizations. When dues are paid, teacher candidates will be a member of the state and national organization. Teacher candidates will receive periodicals from the state and national organizations, as well as liability insurance. Anyone who is in a school for a Graceland field experience (student teachers, interns, and field observations) is advised to carry liability insurance.

### **Graceland Student Education Association (GSEA)**

GSEA members plan social activities, promote education, and take part in community educational events. In addition, there are opportunities for members to take part in regional and state events. GSEA officers are elected each spring, and the GSEA President serves a representative to the Gleazer School of Education. Contact your advisor for more information about GSEA.

## Education Advisors

Teacher candidates must officially declare their major to be assigned an academic advisor, and a Graceland faculty/staff member will act as the academic advisor for their major. Your advisor(s) are listed in My Graceland (Student > My Advisors).

### Lamoni Campus

- If teacher candidates are an Elementary Education major, their academic advisor is a Graceland School of Education faculty member.
- If teacher candidates are in K-12 or Secondary education, teacher candidates have a Graceland advisor in their subject area, but teacher candidates also have a School of Education faculty member who will serve as their Education advisor.

### Independence Campus

The advisor for all teacher candidates on the Independence Campus is Allison Dudley.

Education advisors will help with graduation plans during the Entry Workshop. Teacher candidates are encouraged to meet with their advisor at least once a year to ensure that their education requirements are being met.

## Student Fees for Teacher Education

There are several fees education teacher candidates. The fees are subject to change each year. Click [HERE](#) for the current Student Fees for Teacher Education.

## Commitment to Technology

The School of Education has implemented a broad initiative to provide teacher candidates in the Edmund J. Gleazer School of Education with an engaging educational experience while providing access to a world of resources. The use of the technologies and pedagogies associated with this initiative will help to prepare you for your professional career. This initiative is the next logical step in providing the needed tools for our teacher candidates to learn with and gain the needed skills for starting their teaching career.



# Entry/Foundations Benchmark

## ACCEPTANCE TO TEACHER EDUCATION

- Application to Teacher Education**
- Minimum 2.75 GPA**
- Graduation Plan**
- Three Recommendations** (two are from EDUC faculty)
- C or above in all EDUC Courses including EDUC1300**
  
- EDUC2420 Entry Workshop (Pass)**

## Entry/Foundations Benchmark

The Entry/Foundations Benchmark is the first step toward admission to the Teacher Education Program and toward becoming a teacher. The benchmark begins when teacher candidates enroll in *EDUC1300 Introduction to Education*.

EDUC1300 includes a robust series of well-sequenced early clinical field experiences that connect to and integrate the content of EDUC1300. Teacher candidates will observe and participate in teaching activities in a variety of P-12 classroom settings monitored by licensed professional educators as well as university faculty. If teacher candidates have completed coursework and field experience at another institution, teacher candidates should check with their advisor to be sure the courses have transferred. All candidates must pass a state background check. (Once in the program, candidate background state checks are completed prior to any clinical experience or upon district request).

The benchmark is complete when teacher candidates have passed the Entry/Foundations courses (below), and when teacher candidates have been officially accepted into the Teacher Education Program. Acceptance requirements are provided in the left column.

### Entry/Foundations Courses

- EDUC1300 Introduction to Education
  
- EDUC2420 Entry Workshop\*
  
- EDUC2500 Methods of Teaching PK-Elem PE-Hlth-Wlms-Arts (Elementary Only)
  
- EDUC2120 Human Relations\*
  
- EDUC3580 Education of Exceptional Children and Adults\*
  
- EDUC3590 Educational Psychology and Measurement\*

\*This course is a signature assessment course.

## EDUC2420 Entry Workshop

Also required prior to admission to the Teacher Education Program is *EDUC2420 Entry Workshop*. The purpose of the class is to introduce teacher candidates to the Teacher Education Program and help teacher candidates complete acceptance requirements. Passing the course includes requirements to be completed during the semester.

## Acceptance to Teacher Education

The mission of the Teacher Education Program is to develop highly effective teachers. Teacher candidates must meet the requirements listed on the previous page to be accepted into the Teacher Education Program. It is critical that teacher candidates meet acceptance requirements before the end of their junior year.

Teacher candidates **must be accepted** before they may:

- Enroll in Methods Coursework (Excluded: *Interdisciplinary Studies majors*)
- Submit online applications for practicum and/or student teaching field experiences

Once teacher candidates have completed the requirement for acceptance, their name will automatically go before the Teacher Education Committee. Teacher candidates will receive a letter in the mail explaining their acceptance status.

## How Do I Monitor My Acceptance Progress?

During the Entry Workshop, the instructor will demonstrate how to view their **Enrollment Checklist** in My Graceland. If teacher candidates have questions or need assistance, contact Garnet Coulthard (641) 784-5391, [coulthar@graceland.edu](mailto:coulthar@graceland.edu), or Shaen Polasky (641) 784-5225, [polasky1@graceland.edu](mailto:polasky1@graceland.edu).



# EDUC2420: Entry Workshop

## Requirements to Pass Entry Workshop

- Agreement Form
- Application to Teacher Education
- One Recommendation
- Technology Survey
- Pre-Multicultural Survey
- Graduation Plan
- Practice Content Knowledge Exercise

Entry Workshop Instructors	
<b>Lamoni Campus</b>	
Shaen Polasky	<a href="mailto:polasky1@graceland.edu">polasky1@graceland.edu</a>
<b>Independence Campus</b>	
Allison Dudley	<a href="mailto:adudley@graceland.edu">adudley@graceland.edu</a>

### Agreement Form

The agreement form included on the application gives the School of Education access to their e-portfolio submissions and to use the data for program assessment. The form confirms that teacher candidates have received and understand the expectations described in this handbook.

### Application to Teacher Education

This is their official application to the Teacher Education Program that teacher candidates will complete during the class.

### One Recommendation

To be eligible for acceptance in to Teacher Education, teacher candidates will need **three** recommendations from faculty or professionals (two must be from EDUC instructors). To receive a passing grade for the Entry Workshop, teacher candidates only need their first recommendation. However, teacher candidates are encouraged to go ahead and try and get two or three during the Entry Workshop semester if possible.

Save the [Recommendation](#) form, complete the candidate portion, and then send the file as an email attachment to the person(s) chosen as a reference. That person fills out the form electronically and sends it directly to Garnet Coulthard ([coulthar@graceland.edu](mailto:coulthar@graceland.edu)). Or it may be mailed or hand delivered to Garnet Coulthard (Graceland University School of Education, 1 University Place, Lamoni, IA 50140).

### Pre-Multicultural / Technology Surveys

Questions regarding knowledge and experience with technology and multicultural issues that teacher candidates will complete during the Entry Workshop semester. (Teacher candidates will be asked the same questions at the end of student teaching as a post- survey)

## Graduation Plan

During the Entry Workshop semester, teacher candidates will meet with their advisor to create a graduation plan that details the courses teacher candidates need to graduate and when teacher candidates will take them. If teacher candidates are in K-12 or Secondary education, teacher candidates should meet with their subject area advisor first, and then meet with their assigned Education advisor. Click [HERE](#) to see a list of K-12/Secondary Education advisors. The completed graduation plan will be submitted for assessment in Chalk and Wire Anthology to the Entry Workshop instructor.

## Practice Content Knowledge Exercise

A practice content knowledge exam is required by the School of Education as part of the Entry Workshop course. Teacher candidates will take the exam for their endorsement area once during the Entry Workshop. Scores will be analyzed to assess each candidate's preparedness. The scores will be utilized to identify the areas in which candidates may need improvement. This knowledge will assist teacher candidates to focus on areas needing improvement, and to assist the GSOE faculty in promoting candidate success. A post practice content knowledge exam will be required during the Professional Practice Seminar course to help teacher candidates evaluate their growth in content knowledge.



# Methods Benchmark

## METHODS BENCHMARK INFORMATION

1. **Practicum Course Information**
2. **Before Your Practicum**
3. **International Opportunities**



Field Placement Coordinators
Lamoni Campus Melissa Newman
Independence Campus Chris Doering



## Methods Benchmark

Teacher candidates will begin the Methods Benchmark after they have completed the Entry/Foundations Benchmark, which consists of Entry/Foundations courses and acceptance to Teacher Education. Teacher candidates must be officially accepted into the Teacher Education Program BEFORE they can register for the following Methods courses and before they can apply for practicum and student teaching field experiences.

### Methods Courses for Elementary Majors

- EDUC3481 Language Arts, Reading, and Writing Methods
- EDUC3475 Social Studies Methods-Content Reading Strategies\*
- EDUC3511 Science Methods for Elementary Educators
- EDUC3530 Math Methods for Elementary Educators
- EDUC3540 Elementary Education Methods Lab\*
- EDUC4250 Professional Practice Seminar\*
- EDUCXXXX Practicum

### Methods Courses for Secondary Majors

- EDUC3520 General Secondary Methods and Content Reading\*
- EDUC3542 Secondary Education Methods Lab\*
- EDUC4250 Professional Practice Seminar\*
- Subject Area Methods
- EDUCXXXX Practicum

\*This course is a signature assessment course.



## Before Your Practicum

At the end of the Methods Benchmark, teacher candidates will participate in a practicum experience in an accredited P-12 school. Data will be collected from teacher candidates, the cooperating classroom teacher, and university supervisor to assess their knowledge and dispositions during the clinical experience. Teacher candidates must be officially accepted to the Teacher Education Program before applying for a practicum experience.

### Arranging a Practicum

**All placements must be made by the Field Office. Teacher candidates should not contact the requested school or preferred teacher directly.** All contacts must come through the Graceland University Field Office. Teacher candidates may be enrolled for one semester hour (60 hours) or two semester hours (80 hours)

### Applying for Practicum

The Apply for Practicum page will be available to teacher candidates in My Graceland after they have been officially accepted into the Teacher Education Program. They will work with their advisor to submit the online application by the application deadline. In the application, teacher candidates will be required to specify three school districts as their preferred placement locations. A copy of their submitted application will go to their advisor for approval, and once his/her approval has been received, the Field Office will begin the placement process by contacting the requested school's administrator to secure a placement for the teacher candidates. The Field Office will also register teacher candidates for the practicum course. Neither teacher candidates nor their adviser is able to register practicum coursework. The Field Office will contact the school district to gain permission for teacher candidates to complete a practicum. Upon the school's confirmation, teacher candidates will receive an email from the Field Office with details and requirements of the placement. Teacher candidates will be assigned a university supervisor who will read their weekly journals, evaluate their assignments, and recommend their final grade. The course is graded on a pass/fail basis.

Detailed information regarding practicum requirements is provided in the chapter covering practicums.

## Diverse Practicum Experience

Teacher candidates have an opportunity to participate in a diverse practicum experience in Puerto Rico.

If teacher candidates are eligible for and choose to participate in these experiences, teacher candidates will be supervised by a Graceland faculty member. These opportunities will complete a portion of their required practicum hours, so teacher candidates will still need to complete their remaining hours in another district.

These international opportunities may require additional expenses. Consult with their academic and financial aid advisers if interested.



# Professional Benchmark

## STUDENT TEACHING LINKS

1. [Local Student Teaching Placement](#)
2. [Distance Student Teaching Placement](#)
3. [Student Teaching Courses](#)
4. [Applying for Student Teaching](#)



## Professional Benchmark

The student teaching semester is the capstone experience for the Teacher Education Program. Student teaching provides the opportunity for teacher candidates to gain classroom experience and to sharpen their professional skills as a caring, reflective, collaborative leader through daily practice and with frequent feedback from the classroom teacher and the supervising Graceland faculty.

In the student teaching application, teacher candidates will be required to specify three school districts as their preferred placement locations. The placement will then be arranged by the Graceland Field Office in accordance with the guidelines in this handbook. Confirmed placements may only be changed by petitioning the Teacher Education committee.



## Local Student Teaching Placement

Normally, placements are made in schools within a 40-mile radius of the student's home campus (Lamoni or Independence campus). Teacher candidates should complete the Distance Application if they would like a placement beyond the 40-mile radius. If teacher candidates are in secondary education, they will not be placed in the high school they attended. **All placements must be made by the Field Office, and teacher candidates should not contact the schools themselves.**



## Distance Student Teaching Placement

If teacher candidates would like to be placed outside of the regular placement area, additional requirements will apply:

- If teacher candidates have been required to create an improvement plan for concerns raised in education classes, they will not be granted a distance placement.
- The desired placement must be in a fully accredited school.
- Teacher candidates must research the requirements of the school district and state requirements for out of state placements.
- Both a distance supervisor and a Graceland University supervisor will evaluate their progress.

## May I Student Teach Outside of the Country?

Student teaching is normally completed in the United States unless a teacher candidate participates in an exchange program authorized by Graceland University.

## Diverse Experiences Requirement

The School of Education is sensitive to the desire of candidates to complete their field experiences in/near school districts that are geographically located in areas where they eventually wish to begin their career. As a result, in addition to area rural and urban priority schools, the GSOE provides candidates the flexibility to complete their student teaching and practicum experiences in their preferred geographic locations on the condition the district meets the GSOE definition of priority schools as described below, and in the case of distance placements, the candidate has the support of their advisor and the Teacher Education Committee to student teach at a distance.

GSOE Diverse experience definition and priority schools:

1. **Definition:** Candidates must have a depth and breadth of clinical experiences working with diverse populations within priority schools. Priority schools are defined as those with 2 or more subgroups above the state average as reported annually in the Iowa School Performance Profile. Data from the Iowa School Performance Profile will be reviewed annually.
2. Candidates must have a minimum of 2 different experiences within priority schools or schools meeting the criteria of a priority school.
3. **Priority Schools within the Lamoni Campus** region include: Lamoni Community School District, Central Decatur Community School District, Mount Ayr Community School District
4. **Priority Schools within the Independence Campus** region include: Fort Osage R-1 School District, Independence (048077) School District, Raytown C-2 School District, North Kansas (74) School District, Liberty (53) Public School
5. **Priority Schools within the Trenton (NMC) Campus** region include: Spickard R-2 School District, Grundy R-5 School District, Gilman City R-4 School District, Chillicothe R-2 School District, South Harrison R-2 School District, Trenton R-IX School District

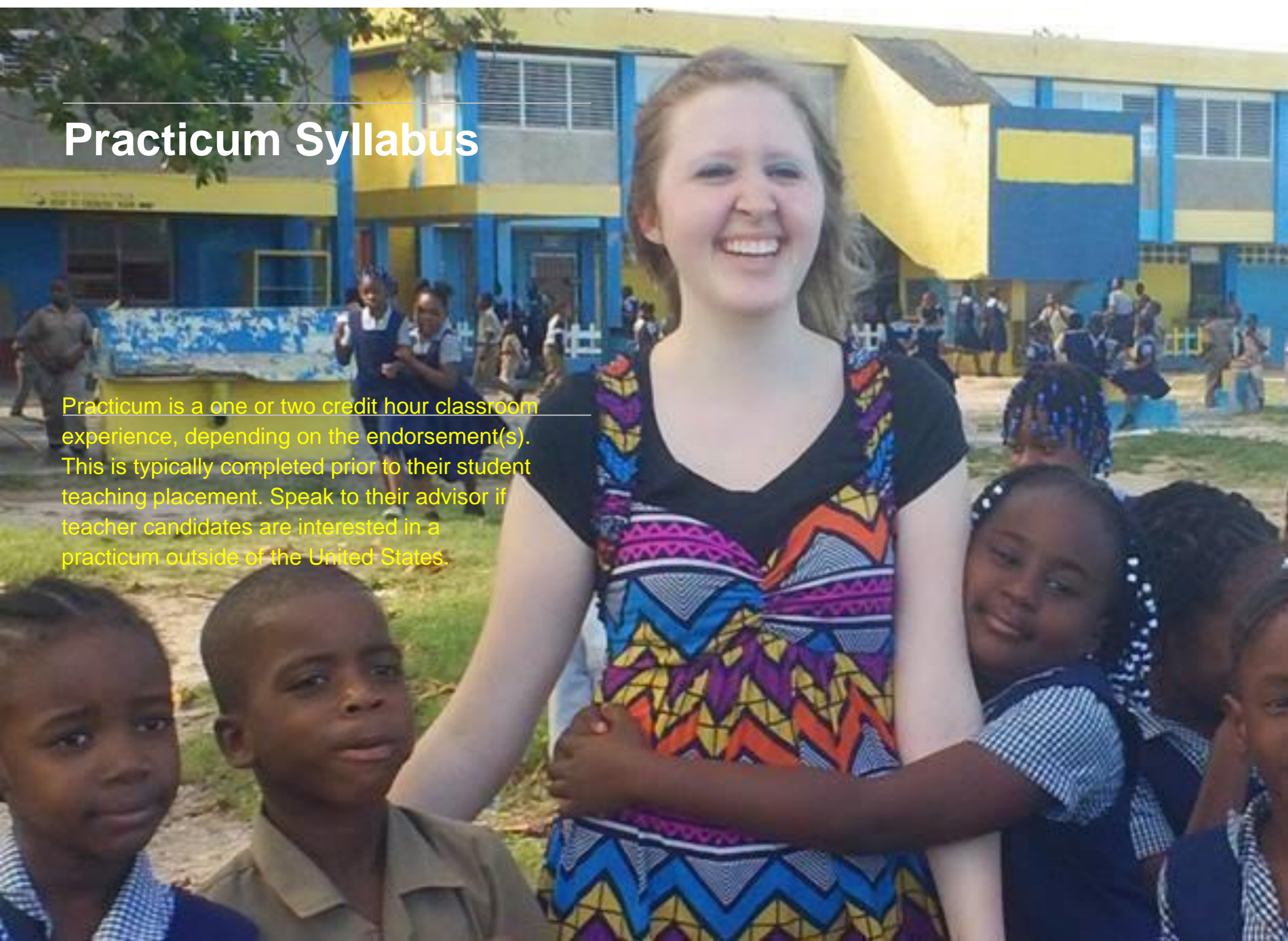
School districts not listed above will be checked for diversity data prior to confirming a field placement.

Tracking of clinical placements and experiences embedded within coursework is handled by the Field Placement Coordinator using the Field Experience System in the CX database.



# Practicum Syllabus

Practicum is a one or two credit hour classroom experience, depending on the endorsement(s). This is typically completed prior to their student teaching placement. Speak to their advisor if teacher candidates are interested in a practicum outside of the United States.



# Practicum Overview



## What to Know Before Your Practicum

Once the advisor has approved the practicum application and the Field Office has confirmed the placement, both teacher candidates and their cooperating classroom teacher will receive an email from the Field Office with details and requirements of the placement. Teacher candidates will also be assigned a university supervisor who reads their weekly journals, evaluates their assignments, and recommends their grade to the Field Office. The course is graded on a pass/fail basis. If teacher candidates have not received information regarding their placement or supervisor, please contact the Field Office.

Teacher candidates are encouraged to review the Chalk and Wire Anthology video tutorials before teacher candidates begin. A **Practicum Checklist** is provided to help teacher candidates monitor and complete the practicum requirements.

**All practicum work must be submitted to Chalk and Wire Anthology no later than one week beyond the ending date of the practicum experience.** Any extension of this timeline needs to be worked out with the University Supervisor.

The Practicum Overview and Student Requirements provides detailed information about what and how to submit artifacts to Chalk and Wire Anthology.

[Practicum Overview and Student Requirements](#)

# During the Practicum

## Lesson Plans and Reflections

Teacher candidates will prepare and teach three lessons during their practicum. The cooperating teacher will observe and evaluate the planning and delivery of the lesson(s). Submit the lesson plan(s) to the university supervisor for the Practicum in Chalk and Wire Anthology.

Use the [Lesson Plan Template](#) to create lesson plans. The lesson plans should include an analysis of the lesson taught including strengths and weaknesses, a reflection, and considerations for future practice. For more detailed instruction about using the template, refer to the [Lesson Plan Guide](#).

## Student Work Samples Analysis and Rationale

For one of the lessons taught, teacher candidates will collect three samples of student achievement that demonstrate their ability to accurately plan and assess student learning. Teacher candidates will analyze the three samples and provide a rationale of why teacher candidates identified these artifacts as meeting the criteria of “Not Met”, “Met”, and “Exemplary”. (If the range of artifacts does not represent all three categories, include a description of what an artifact that exemplifies what the missing category would look like). **The goal is to be able to show convincingly that teacher candidates know how these achievement levels present themselves in the student performance.**

Teacher candidates may take pictures or record a video of the student work with their iPad, phone, or another device. Review [this handout](#) for instructions of how to add and format images in Chalk and Wire Anthology.

The logo features the word "STUDENT" in large, bold, multi-colored capital letters (S: pink, T: orange, U: yellow, D: green, E: cyan, N: blue, T: purple). Below it, the words "work samples" are written in a black, cursive script font.



# Timesheet

The time sheet teacher candidates will use is available as a [word document](#) in Practicum forms, or it is also available as a fillable form under Timesheet on the Chalk and Wire Anthology Practicum portfolio. Teacher candidates do not need to complete both, only the one they prefer. Either option is acceptable. Teacher candidates will enter their time and activities every day while teacher candidates are in the classroom. Activities might include teaching, planning, observing, assisting, or professional development. At the end of the practicum, submit the time sheet in Chalk and Wire Anthology to their university supervisor. Show the timesheet screen to their cooperating teacher. The cooperating teacher will verify their hours on his/her evaluation form.

To finish a practicum successfully, teacher candidates must complete:

- 60 Hours (one semester hour)
- 80 Hours (two semester hours)

### Practicum Time Sheet

*Record the date, arrival time, departure time, and daily activities. The cooperating teacher must verify your hours on his/her evaluation form.*

Practicum Student:				
School:	Dates of Practicum:		Grade Level/Subject:	
Monday	Tuesday	Wednesday	Thursday	Friday

## Journal

Keep a **daily** journal to reflect on their school/classroom activities and to provide evidence that teacher candidates understand InTASC principles (2, 4, 5, 7, 8) and how they apply to their field experience. In their first journal, teacher candidates may include their plans for teaching three lessons. For every thirty to forty hours of practicum, a journal entry should be submitted in one document to their university supervisor in Chalk and Wire Anthology. A minimum of two journals are required for the practicum, but there can be up to will be three journals submitted. Teacher candidates should ask their supervisor when they expect them to submit their journal. Some supervisors might give a Friday deadline while others prefer Saturday or Sunday.

The purpose of the journal is to reflect on how the selected InTASC standards impact student learning. Since teacher candidates have five standards to write about during their experience, they can for example, focus on two standards in week one and three standards in the second week (or vice versa). Candidates should begin the week with a clear understanding of the standard and what they are looking for that week to write about using the DAR model (Descriptive, Analytical, and Reflective). Candidates will start out by describing what the standard is, then describing in detail what they saw that exemplified that standard, and lastly analyzing and explaining why it is important and how they might implement it in their classroom. When teacher candidates have finished addressing the standards, they may also reflect on the quality of their experiences that week. What will teacher candidates do differently in the future because of this experience? What worked well that teacher candidates intend to follow in the future?

Although the journal is not intended to be used as a daily “diary”, it may be beneficial to also include any concerns or problems teacher candidates might have had that day. This is their opportunity to talk to their supervisor about their experiences and ask for input. Finally, teacher candidates should look at the “My Results” screen in Chalk and Wire Anthology to view their supervisor’s assessment and comments regarding their journal. Teacher candidates may want to review the Chalk and Wire Anthology tutorial demonstrating [how to use the My Results](#) screen. Their supervisor’s feedback will be valuable as they continue to grow and develop into a successful educator.

The supervisor evaluates journal entries with the Practicum Journal rubric. To receive a “Pass” grade, the journals must be submitted at the end of each 30-40 hours of practicum, addressing each rubric item.

See the next page for more detailed InTASC information.



## InTASC Standards

Practicum students will reflect and be evaluated on INTASC standards 2, 4, 5, 7, and 8

### The Learner and Learning

InTASC 1: Learner Development

***InTASC 2: Learner Differences***

InTASC 3: Learning Environments

### Content Knowledge

***InTASC 5: Application of Content***

InTASC 10: Leadership and Collaboration

### Instructional Practice

***InTASC Standard 7: Planning for Instruction***

InTASC Standard 9: Professional Learning and Ethical Practice

### Professional Responsibility

InTASC Standard 4: Content Knowledge

***InTASC Standard 8: Instructional Strategies***

***InTASC Standard 5: Application of Content***

Practicum student teacher candidates will reflect on and be evaluated on InTASC standards 2, 4, 5, 7, and 8

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## InTASC Resource Links

- [Suggested Journal Activities](#)
- [InTASC Descriptions and Alignment](#)
- [InTASC \(At a Glance\)](#)
- [Differentiating Instruction for Teacher candidates with Exceptionalities](#)

## Cooperating Teacher

A confirmation email with placement information, evaluation forms, and cooperating teacher requirements are sent to the cooperating teacher. The [evaluation forms](#) are provided in electronic format for both teacher candidates and their cooperating teacher. If their cooperating teacher did not receive the forms, please direct him/her to the [Teacher Support for Practicum](#) page in My Graceland. The cooperating teacher should complete and return the forms electronically.

Teacher candidates should plan to review the completed evaluation forms with their cooperating teacher and verify on the last page that teacher candidates have seen their evaluation. Candidates are encouraged to remind their cooperating teacher to return all forms to the Field Office at the completion of the practicum. The cooperating teacher's evaluation is needed before teacher candidates receive a grade for the course.

## After Your Practicum

To receive a passing grade for the practicum, teacher candidates must receive Developing ratings or above on assignments. Ratings from the cooperating teacher's InTASC and Disposition evaluations must be at the Developing, Basic, or Proficient level.

**Teacher candidates may not begin student teaching until they have successfully completed their pre-requisite practicum.**



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# Student Teaching/ Licensure

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Student teaching is the capstone experience for the Teacher Education program. Student teaching provides the opportunity for teacher candidates to gain classroom experience and to sharpen their professional skills as a caring, reflective, collaborative leader through daily practice and with frequent feedback from the classroom teacher and the supervising Graceland faculty.



# Student Teaching Syllabus

## SYLLABUS

1. **Full-Time Participation Expectations**
2. **Student Teaching Coursework**
3. **Course Goals / Grading**
4. **University General Education Goals**
5. **Student Teacher Requirements**
6. **Student Teaching Expectations and Regulations**
7. **Improvement Plans**
8. **Disabilities**
9. **University Supervisor Responsibilities**
10. **Cooperating Teacher Responsibilities**

The student teaching experience is a challenge that provides teacher candidates an opportunity to develop appropriate attitudes and understanding, and to acquire knowledge, skills, and techniques under the guidance of the university supervisor, an experienced classroom teacher, and other student teaching team members. If teacher candidates are an elementary major, teacher candidates must teach all academic areas: reading, language arts, social studies, math, and science.

### **Full-Time Participation Expectations**

Student teaching is a full-time experience. Teacher candidates are strongly discouraged from being involved in any coursework or other activities that might interfere with the completion of student teaching responsibilities. As a full-time experience of 70 days/14 weeks, student teaching should be their central focus of the professional semester.

Elementary majors must teach all academic areas during student teaching: reading, language arts, social studies, math, and science. Candidates who are participating in an international Student Teaching Experience must teach a minimum of seven weeks in the U.S.A.

## Student Teaching Coursework

The student teaching course requirements are defined by major; a complete description can be found in the [Graceland Catalog](#). Teacher candidates must complete 70 days/14 weeks of student teaching in accordance with the policies in this handbook. Student teaching activities and projects are aligned with the Gleazer School of Education Conceptual Framework and InTASC Standards. This clinical experience allows candidates to apply, analyze, synthesize, and evaluate theoretical and practical principles of teaching and learning that have been formulated during previous courses and experiences. It is also a time when candidates will formulate other principles of teaching and learning based on clinical experiences.

### Course Goals

- Student teaching is an integral part of professional preparation. Student teaching culminates the program's field experiences associated with the professional course work, which began before admittance into the Teacher Education Program. The major outcomes for student teaching are aligned with the GSOE mission and Conceptual Framework of the Teacher Education Program, Graceland General Education Goals, Iowa Teaching Standards, and the Interstate Teacher Assessment and Support Consortium (InTASC) standards as listed in this handbook. Knowledge, skills, and dispositions assessed include the following:
  - Content knowledge
  - Pedagogical knowledge
  - Professional knowledge
  - Teaching skills and abilities
  - Dispositions and attitudes

### Grading

Student teaching is graded on a pass/fail basis. Unsatisfactory performance will be referred to the Teacher Education committee for review. Click [HERE](#) to see how teacher candidates will be assessed during student teaching.

## Graceland University Institutional Learning Outcomes

Graceland's educational model is designed to lead to five learning outcomes which are critical for students to have the necessary skills and competencies to lead productive lives and be competitively employable in today's work force.

1. Higher-Order Thinking – Learners possess complex thinking skills.
2. Character – Learners positively influence others and work collaboratively.
3. Social Responsibility – Learners value social responsibility and can lead and serve the world.
4. Holistic Well-Being – Learners maintain a balance of dimensions of wellness necessary for productive lives.
5. Digital Citizenship – Learners demonstrate digital literacy for quality of life.





## Student Teacher Requirements

Listed below are requirements for a successful student teaching experience. These requirements are explained in more detail on the following pages of this handbook.

- Document 70 days/14 weeks of full-time student teaching on the **time sheet** and upload to Chalk and Wire Anthology. The cooperating teacher will verify the time sheet by checking the box at the top of the InTASC evaluation form. Iowa law specifies that the student teaching experience must be a minimum of 14 weeks. Once PK-12 students are in attendance, a day that counts for the cooperating teacher counts for teacher candidates. Teacher candidates must attend all meetings required for the cooperating teacher.
- **Create plans** for each lesson that is taught (see [Lesson Plan Template and Guidelines](#))
- Observe, participate, and assume full-time teaching responsibilities or assume planning responsibilities during co-teaching. (See [Student Teaching Phases](#))
- Adhere to student teaching expectations set forth in this handbook as well as the host school regulations.
- Submit required artifacts in Chalk and Wire Anthology (Explained in **Required Artifacts** section)
- Submit all items in your Chalk and Wire Anthology Portfolio including:
  - Disposition Self-Evaluation (middle of placement and end of placement)
  - InTASC Self-Evaluation
  - Program Evaluation
  - Post Multicultural and Technology Surveys
  - Mock Interview
- **Participate in an exit interview** with the university supervisor
- Fill out the [Alumni Contact Information](#) form and give to their supervisor during the interview. At the completion of student teaching, all items under the Student Teaching section of the Chalk and Wire Anthology Assessment portfolio should be marked completed.

# Student Teaching Expectations and Requirements

Teacher candidates are expected to:

- **Know the goals and objectives** of student teaching.
- **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 becoming acquainted with 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.
- **Engage in professional reading** such as journals.
- **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 necessary absences.
- **Apply an understanding** of legal and ethical responsibilities.
- **Demonstrate the GSOE Conceptual Framework and professional dispositions** that are essential for successful teaching.



### Preparing and Supporting Effective Teachers Who:

#### Care

Candidates seek to establish a relationship of acceptance and respect for learners that reflects the values of justice, equity, diversity, and inclusion

#### Collaborate

Candidates develop the knowledge, skills, and dispositions to effectively involve learners, parents/guardians, colleagues, and the community.

#### Lead

Candidates prepare to facilitate instruction and assume broader leadership responsibilities to advance their profession

#### Reflect

Candidates analyze and synthesize from their academic and clinical experiences and articulate what they have felt, thought, and learned

### ***Getting Paid During Student Teaching and Substitute Teaching***

If student teachers with a substitute authorization are asked to substitute, they can only substitute for their cooperating teacher, in their assigned classroom on a short term, emergency basis, (no more than two consecutive days without prior approval), and cannot count as a day of student teaching.

Teacher candidates are not allowed to be paid as Teachers of Record during student teaching and should not assume the role of a substitute teacher. A substitute-teaching day cannot be counted towards a student teacher's 14-weeks (70 days) of student teaching.

### **Status and Authority of Student Teachers, Receiving Pay During Student Teaching**

**Student teacher candidates shall have status and authority in accordance with Iowa Section 256.16 and 79.14(7).**

**Student teachers cannot be identified or paid as the teacher of record and must be supervised by an appropriately certified and licensed teacher at their grade level and content area throughout their student teaching placement.**

**If district policy allows, student teachers may be paid by the district as a para (including benefits) and/or receive a stipend (for travel, living expenses, tuition, etc.). If a student teacher is employed as a para by a district, para duties cannot take precedence over student teaching requirements.**

**Student teachers with a substitute authorization/certificate can substitute only for their assigned cooperating teacher, in their assigned classroom on a**

**short term, emergency basis (no more than two consecutive days without prior approval). Substitute teaching days cannot count toward the required 14 weeks (70 days) of student teaching.**

### **Improvement Plans**

If the cooperating teacher or university supervisor determines that candidates are performing unsatisfactorily, the Teacher Education Committee will review the concerns and take appropriate action to remediate. If required, an improvement plan will be created by the candidate and document the specific concerns. This improvement plan will address the concerns of the professionals who have been involved in any type of evaluation or discussion regarding the candidate's performance. The plan will address the specific concerns in detail, including actions to be taken, people to be involved in the improvement plan, and timelines for successful completion of the improvement plan. The plan will be signed by the candidate, the university supervisor, and a designated member of the Teacher Education Committee. If a concern form is active prior to student teaching, the candidate must teach at a school local to their campus location.

The Teacher Education Committee is responsible for determining if the improvement plan has been successfully implemented and may take appropriate action, including:

- **Requiring additional student teaching time to provide teacher candidates greater opportunity for success**

The university supervisor may visit on a weekly basis to support improvement efforts in these cases.

- **Determining that teacher candidates are unable to demonstrate acceptable teaching performances**

In this case, student teaching may be terminated with a failing grade or a recommendation for withdrawal from student teaching.

- **Giving teacher candidates a passing grade with reservations**

In this case, documentation must be submitted to the Teacher Education Committee to determine whether teacher candidates will be recommended for licensure.

If the behavior or performance results in a dismissal by the school or cooperating teacher, teacher candidates will be referred to the Teacher Education Committee for appropriate action. Securing an additional placement for teacher candidates is not guaranteed.

### **Evaluation Timelines**

#### **Evaluation Timeline for 14 Week Placement**

##### **Observations and Evaluations**

- Reliability check for university supervisor and cooperating teacher on first observation
- Cooperating teacher Observation Form (4) - First, second, fourth, and fifth observations
- InTASC & Disposition Evaluations (2) – Third (midterm) and sixth (final)

##### **Lesson Critique**

- During the first three weeks
- During the fourth to seventh week
- During the seventh to ninth week
- During the tenth to fourteenth week

#### **Evaluation Timeline for Split Placements**

##### **Lesson Critique**

- During the first three weeks (of each placement)
- During the fourth to the eighth week (of each placement)

##### **Observations and Evaluations**

- Reliability check for university supervisor and coop teacher
- Cooperating Teacher Observation Form (2) – First and second observations
- InTASC & Disposition Evaluations (1) – Third observation

## University Supervisor Responsibilities

Student teaching placements require the School of Education to appoint a variety of supervisors. See below for a description of each supervisor and their responsibilities.

### University Supervisor

*(Employed by Graceland University Gleazer School of Education)*

During the initial visit, which is NOT an observation, the university supervisor will review expectations with teacher candidates and the cooperating teacher. After each of the six student teaching observations (approximately every two weeks), the university supervisor must review the lesson evaluation and the disposition form with teacher candidates.



## **Secondary Methods Supervisor**

Secondary and K-12 candidates may also be assigned a supervisor experienced in the major. The secondary methods supervisor will be responsible for a portion of the required observation visits, will complete two evaluations, and will work closely with the university supervisor to ensure adequate support and feedback are provided.



## **Distance University Supervisor**

If a candidate's request for a distance placement is approved, a distance supervisor from that area will be assigned. The distance supervisor must be a faculty member in a college/university that has a nationally accredited Educational Preparation Program (EPP) or is associated with a state accredited institution near the placement.

The distance supervisor will communicate with the cooperating teacher, make observation visits in the classroom, and complete the appropriate evaluations. A Graceland University supervisor will be responsible for assessing their Chalk and Wire Anthology submissions.

Teacher candidates should email a copy of their weekly journal to the distance supervisor for review AND submit the journal (and required artifacts) to Chalk and Wire Anthology for assessment by the Graceland University supervisor.

In the event that teacher candidates have concerns or questions about the placement, the cooperating teacher or university supervisor, please contact the Field Office ([fieldoffice@graceland.edu](mailto:fieldoffice@graceland.edu)) or (641) 784-5391.

## Cooperating Teacher Responsibilities

The Field Office has worked with school principals to select your cooperating teacher, verifying that they meet the following criteria:

- Hold an Iowa Professional License (or comparable license from another state)
- Are certified in their teaching area(s)
- Have at least three years of successful teaching experience
- Are recommended by their building principal
- Have the disposition, desire, and ability to work with our teacher candidates
- Perform as a professional in the classroom and encourage a professional attitude and behavior on the part of the GU candidate

The cooperating teacher is the team member with whom teacher candidates will work most closely. The cooperating teacher's primary responsibility is to engage teacher candidates in all activities that are uniquely part of the school experience. The cooperating teacher is legally responsible for the classroom and all activities that occur within it.

The cooperating teacher will complete Lesson Critique forms for four lessons. In addition, the cooperating teacher will complete the appropriate evaluation forms following *four formal* evaluations; the cooperating teacher should review the lesson evaluation and the evaluation forms with candidates within two days of the observation.

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Please notify the university supervisor if the evaluations are not being completed as noted in the [Evaluation Timeline](#).

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The first InTASC Evaluation will be used as a Reliability Check (Mock Evaluation) required by Chapter 79 of the Iowa Code\* and will not be used by Graceland for candidate assessment. Click [HERE](#) to see the InTASC/Iowa Standards Alignment Chart.

The cooperating teacher should complete lesson critiques and evaluation forms using the evaluation timeline provided on the [Teacher Support for Student Teaching](#) page in My Graceland. (This link was included in the confirmation email to the teacher from the Field Office.)



# Student Teaching FAQ

## What liability insurance is available to me?

Student teacher candidates can protect themselves by joining the [Iowa State Education Association Student Program \(ISEA- SP\)](#), which provides a liability insurance policy. Teacher candidates may also take out an individual liability policy to cover the student teaching period. Independence candidates have the options of joining the Student Missouri State Teacher Association Chapter (SMSTA) OR student membership in the Missouri National Education Association (MNEA) which provide insurance (only Missouri student teachers may join MNEA). Go to the [MNEA website](#) for more information. Either of these organizations will cover teacher candidates during any university arranged field placement.

## What are my hours during student teaching?

Teacher candidates should remain in school for the entire day as required by the school district. The daily hours are the same as the cooperating teacher's contract hours. If you have questions, you should consult with the cooperating teacher and/or check the district's faculty handbook.

## How long should the initial observation be?

Usually, this period will last a week, after which candidates should begin to assume responsibility. This is dependent on the comfort level of both the candidate and the cooperating teacher. Student teachers should take the initiative and volunteer to help when appropriate. Contact the university supervisor if the observation period seems too long.

## What should I focus on during the observation period?

During the observation period teacher candidates will be learning the students' names, daily schedules, procedures and routines as well as becoming familiar with other classroom management techniques and all other responsibilities teacher candidates will be expected to follow in the school/faculty handbook.



## Student Teaching FAQ Continued

### **Do I need to make daily lesson plans, even if the cooperating teacher does not ask for it?**

Yes, planning is necessary whenever teacher candidates are involved in teaching a class. The university supervisor will ask to see your lesson plans when they come to observe in the classroom. It is important that teacher candidates have a written lesson plan for every lesson teacher candidates teach.

### **How should I submit the journal?**

Maintain a written journal and submit to your university supervisor in Chalk and Wire at the end of each week. Submit the journal even if the week was less than five days. Click [HERE](#) for more information about journal requirements. *If you are teaching at a distance, journals should be submitted in Chalk and Wire to the assigned Graceland supervisor (not distance supervisor) for assessment. You should also send an email copy to your distance supervisor for their review.*

### **What should I do if I must be absent?**

Teacher candidates may not be absent without first notifying the cooperating teacher, school office, and university supervisor, giving the reason for their absence. Teacher candidates must complete the equivalent of 70 days/14-weeks of student teaching. You should work with your cooperating teacher and university supervisor to make up the time missed.

### **What do I do if I am asked to be a substitute teacher during student teaching?**

**If student teachers with a substitute authorization are asked to substitute, they can only substitute for their cooperating teacher, in their assigned classroom on a short term, emergency basis, (no more than two consecutive days without prior approval) and it cannot count as a day of student teaching.**

**Teacher candidates are not allowed to be paid as Teachers of Record during student teaching and should not assume the role of the classroom teacher. A substitute-teaching day cannot be counted towards a student teacher's 14-weeks (70 days) of student teaching.**

## Student Teaching FAQ Continued

### **With whom should I discuss my professional problems and concerns?**

Both the cooperating teacher and university supervisor(s) are supportive members of the student teaching team and are available to teacher candidates to discuss professional concerns. You should talk over problems and concerns when they first appear. (*Your advisor could help schedule a meeting with a Graceland counselor*)

### **Where and when do I apply for a teaching certificate?**

Teacher candidates will apply for an **Iowa Teaching License** during Capstone return days. Graceland will recommend their application to the State of Iowa after teacher candidates have completed and received a grade for student teaching, and have completed all state requirements.

A list of State Departments of Public Instruction are provided on the [Licensure](#) page in My Graceland. Refer to the Licensure section of this handbook for more information regarding certification in other states.

### **How do I prepare employment credentials?**

Refer to the Alumni Services section of this handbook for more detailed information on self-managed credentials, letters of Recommendation, and alumni services. The Chalk and Wire Anthology Field Experience portfolio may be used as a one-stop source for all employment paperwork.

### **May I use my own vehicle for school purposes?**

Because of liability issues, teacher candidates are not allowed to drive for field trips or other off-campus activities sponsored by the school.

### **How can I get liability insurance coverage during student teaching?**

If you are interested in obtaining liability coverage, you are encouraged to join the student program of the state or national teacher organization: MNEA/MSTA (Missouri) or GSEA/ISEA (Iowa).

# Required Artifacts

A [Student Teaching Checklist](#) is provided to help teacher candidates monitor and complete requirements for completing a successful student teaching experience. Detailed instructions on each requirement and assessment rubrics and instructions are provided on the following pages of this handbook. If you have any questions about how to submit your work in your assessment portfolio, contact Shaen Polasky (polasky1@graceland.edu) or call 641-784-5225.

- Student Teaching
  - Journals
    - Week One
    - Week Two
    - Week Three
    - Week Four
    - Week Five
    - Week Six
    - Week Seven
    - Week Eight
    - Week Nine
    - Week Ten
    - Week Eleven
    - Week Twelve
    - Week Thirteen
    - Week Fourteen
    - Week Fifteen (extra if needed)
    - SPED Observation Video (only as assigned)
    - UNIT
      - Lesson Plans
      - Pre and Post Assessment
      - Student Work Samples
      - Video Self-Evaluation
  - Disposition Self-Evaluation (Half-way through student teaching)
  - Mock Job Interview
  - Disposition Self-Evaluation (Final-at the end of student teaching)
  - InTASC Self-Evaluation (end of student teaching)
  - Program Evaluation (end of student teaching)
  - Post-Technology Survey
  - Post-Multicultural Survey
  - Time Sheet
  - Exit Interview with Supervisor

# 1. InTASC Artifacts (Based on Sequence of Unit Lesson Plans)

In addition to the daily lesson plans, candidates will create a sequence of five or more lesson plans that they will teach as a unit and submit to the university supervisor in Chalk and Wire. This unit plan will generate the InTASC artifacts listed below which are intended to demonstrate an understanding of the Conceptual Framework and InTASC Standards. Candidates may submit these required artifacts at any time during the student teaching experience.

Work will be assessed using the InTASC standards, the Conceptual Framework, and the GSOE Learning Outcomes. Evaluation rubrics are linked to the instructions on the following pages.

## Unit Lesson Plans

### Introduction to Sequence of Unit Lesson Plans

The introduction to the unit of five or more successive lesson plans should give justification of the objectives and an explanation of how the lesson design is appropriate, meaningful, and effective. **Teacher candidates must use the Lesson Plan Template to create the Unit Lesson Plans. Review the [Guide for Lesson Plan Template](#) for detailed instructions.**

**As teacher candidates develop the unit, the following should be considered:**

- Explain how subject-matter content and concepts are appropriate and meaningful.
- Explain the plan to complete pre- and post-assessments.
- Identify how lessons can be created to be developmentally appropriate for the age and grade-level of the students.
- Describe how the planned management strategies will effectively impact individual and group motivation.



## Creating the Sequence of Unit Lesson Plans

Create a sequence of five or more lesson plans that identify state and/or content standards, learning objectives, materials, procedures, and assessments; lessons may also include other content. The lesson plans must provide evidence of using subject-matter concepts and content that is accurate, developmentally appropriate, and meaningful to teacher candidates. Cite sources.

Provide opportunities for students to develop critical thinking, problem solving, performance skills, positive social interaction, active engagement in learning and self-motivation. Using the Post-Lesson Assessment and Reflection sections of the lesson plan, critique the strengths and weaknesses based on the learning objective, knowledge of subject matter, students, the community, and curriculum goals.

## Lesson Plan Instructions

Planning is critical for effective teaching both during and after student teaching. Candidates should obtain approval and suggestions from the cooperating teacher before teaching ANY lesson. Lesson plans should be detailed enough that it could be taught in the event of an unexpected absence. Candidates must develop a lesson plan for every lesson taught and make it available for the university supervisor during the biweekly visits. When a lesson plan is used more than once, candidates should designate the days that the plan is used and indicate modifications to the plan in their reflection.

During student teaching, there will be three types of planning. The first is **long-range planning** which outlines the intended scope of the semester's work. The second type of planning is the **unit plan**. Usually planning of this type is woven around topics of district emphasis and significance within the framework of the long-range plan. The third type is the **daily** or **short-range** plan, which advance and execute unit and long-range plans.

After observing their lesson, the cooperating teacher will evaluate their teaching by completing a [Lesson Critique](#). The cooperating teacher should share their evaluation with teacher candidate, and both should sign as evidence of their review.



## Pre-and Post- Assessment

- ✓ Based on the objectives of the sequence of five or more lesson plans, candidates should **document student growth** with pre- and post-assessments of student performance and progress. Assessments could include: tests, surveys, checklists, performances, structured observations, samples of student work, and/or media feedback.
- ✓ **Describe, analyze, and reflect** on the use of data from these informal and/or formal assessments to ensure the continuous academic, social, emotional, behavioral, and physical development of the learner by connecting assessments to learning objectives and instructions. The reflection should consider the impact of the candidate's instructional methodology and strategies.
- ✓ **Provide quantitative or qualitative group data** to determine how well the class performed during the sequence of lesson plans.

## Student Work Samples

Collect three or more examples of student work from the sequence of five or more lessons that:

- ✓ Provide evidence of a variety of instructional strategies focusing on critical thinking, problem solving, and/or performance skills.
- ✓ Supply examples of different levels of achievement demonstrating met, not met, or exemplary.
- ✓ Include an in-depth explanation of all student work samples that include:
  - Analyze student learning in relationship to different levels of achievement and explain how student work samples are developmentally appropriate for the age and grade of the student.
  - Justifying the implementation of different strategies that demonstrate critical thinking, problem solving, and/or performance skills.

## Chalk and Wire Anthology Demonstration

View the link below to see a demonstration of adding and formatting images in Chalk and Wire Anthology.

[How to add pictures to Chalk and Wire Anthology](#)

## Video Self-Evaluation Preparation Before and During Recording

**Check the school district's videotaping policy before proceeding.** Record yourself teaching one of the unit lesson plans in its entirety. Use the following recording guidelines:

- ✓ **Prior to the lesson**, practice recording to confirm knowledge of the video mechanics and to **ensure** and the students are comfortable with the camera.
- ✓ **Check on district policies** regarding recording of teacher candidates. Obtain written, parental permission to record. Make provisions for those learners who will not be recorded. See the [Example Parental Permission Form for Video Recording](#) for ideas.
- ✓ **Use one camera.** Locate it at the side of the classroom where the operator can focus on students. Use a tripod to stabilize the camera. Test the microphone to hear if the video camera records audibly or if an external microphone is needed.
- ✓ **Ask the cooperating teacher** or another person to operate the camera since it is important that the camera follow the movements or document the students' activity while teacher candidates are teaching. Begin recording by panning the room and explaining the setting. Be sure that the students without permission to be recorded are not seen in the picture. Be sure to record the **entire** lesson.
- ✓ **Record 15-20 minutes** with the camera focused on the teacher candidate's instruction and another 15-20 minutes with the camera facing students to show how teacher candidates facilitate and respond to them.  
Dispose of video after completing the reflection document in Chalk and Wire. This video will not be uploaded to Chalk and Wire.

## Chalk and Wire Anthology Demonstration

How to add and submit the Video Self-Reflection form in Chalk and Wire Anthology.

[Video Self-Evaluation and Reflection](#)



2.



### Reflection After the Recording

After reviewing the video, evaluate their performance by completing the [Video Self-Evaluation and Reflection](#) form.

#### Examples of Possible Areas to Consider for Professional Growth

- Items to Change:** goals, objectives, classroom environment, instructional strategies, etc.
- Items to Strengthen:** knowledge, skills, techniques, etc.
- Items to Eliminate:** mannerisms, irrelevancies, redundancies, etc.
- Items with which to Experiment:** new approaches, different materials, varied groupings, etc.
- Items to Modify:** attitudes, strategies, expectations, etc.
- Items to Learn:** new subject matter, different methodologies, implications of research, etc.



## Weekly Journals

Teacher candidates will complete 14 journals, one each week, and attach them on the appropriate week's page in the Student Teaching/Journal section of Chalk and Wire Anthology.

Teacher candidates should keep a journal and submit two to four pages to the university supervisor weekly in Chalk and Wire Anthology. Distance candidates should also email a copy of the journal to their distance supervisor for review. Each journal must focus on at least one InTASC standard; all 10 InTASC need to be addressed sometime throughout the student teaching experience.

The journal should express and maintain a record of reflections on activities that have an impact on student learning. Journal entries must cite the specific InTASC standard being addressed. These entries give the supervisor insight into the candidate's development and progress during student teaching. It is also a key to understanding items that may not have been discussed between candidates and their supervisor.

Candidates should plan to address all **10 InTASC standards** at some point during their student teaching experience, choosing those that align to their experiences and reflections each week. The supervisor will record ratings for the standards included in the journal and assign a "Not Applicable" (N/A) for those not addressed. The overall score each week will reflect only the standards candidates do address; N/A ratings will not be scored.

## Reflection

The purpose of the journal is to reflect on how teaching impacts student learning. The candidate will choose one or more events each day to write about using the DAR model. The writing should be **D**escriptive, **A**nalytical, and **R**eflective. The candidate start out by describing what happened, then analyze and explain why it happened. Reflection should focus on the quality of their work as well as a discussion of the strengths and weaknesses related to teaching standards and activities. Considerations should include: What will candidates do differently in the future because of this experience? What worked well that the candidates intend to follow in the future?

Although the journal is not intended to be used as a daily "diary", it may be beneficial to also include any concerns or problems. This is an opportunity for candidates to communicate with their supervisor about their experiences and ask for input. Candidates may want to review the [Chalk and Wire Anthology Tutorial](#) demonstrating how to use the My Results screen to view their assessments. The supervisor's feedback will be valuable as teacher candidates continue to grow and develop into a successful educator.



## Self-Evaluations

### Disposition Self-Evaluation (Mid and Final)

At mid-point, or the end of first placement, and again at the end of student teaching, teacher candidates will evaluate their own dispositions by completing the Disposition Self-Evaluation in Chalk and Wire Anthology. This is the same disposition rubric others have used to evaluate teacher candidates throughout the program. This is an opportunity to complete the self-evaluation rubric as a reflective exercise.

### InTASC Self-Evaluation

At the end of student teaching, teacher candidates will evaluate their teaching based on the InTASC principles. This is the same rubric the cooperating teacher and university supervisor used to evaluate teacher candidates, and this is their opportunity to complete the self-evaluation rubric as a reflective activity.

### Program Evaluation

At the end of student teaching, teacher candidates will evaluate the effectiveness of the university supervisor and Teacher Education program.

### Post-Surveys

At the end of student teaching, candidates should complete the Post Technology and Post Multicultural Surveys. These are the same questions candidates answered at the beginning of the program to determine their level of understanding. These surveys are used to assess how well GSOE has prepared candidates for the classroom and provide feedback to improve the Teacher Education program for future candidates.



### Mock Interview

During student teaching, candidates will participate in a Mock Job Interview. This experience can be achieved by arranging a mock interview with a principal, superintendent, School of Education representative, or another school hiring official. Candidates may also accomplish this by attending a job fair or participating in a job interview. A reflective paper will be submitted to the University Supervisor and EDUC4380 Capstone Instructor.

## Time Sheet

Candidates may use the paper form or the electronic form in Chalk and Wire beginning the first day of student teaching to keep track of their experience in the classroom. At the end of each week, candidates should review the timesheet with the cooperating teacher. The teacher will verify the time sheet has been recorded accurately by checking the box at the top of their InTASC evaluation form at the end of their placement. Students will submit the time sheet page to their supervisor at the end of their placement.

It is the candidate's responsibility to maintain a record of the time used in school, dividing the day by the categories listed on the right:



### Teaching

As time passes, candidate involvement in class increases and the amount of time spent on teaching will reflect a greater portion of recorded time. Teaching may involve co-teaching, individual instruction, small group instruction, or whole group instruction.

### Assisting

Tasks that reflect team effort in class but short of structured teaching. It may include grading test papers, assisting in small group work, contributing to class discussion, checking roll, or even collecting lunch money or changing the bulletin board.

### Observing

Time used as “onlooker” to observe the cooperating teacher or any other model teachers. However, all observations should be planned with a specific focus in mind such as classroom structure, planning, classroom management, teaching skills, evaluation, etc.

### Planning

Time spent at school discussing schedules and making plans for unit and daily lessons. Preparation of lessons and teaching materials are included under planning.

### Other

Any activity such as conferences and professional development that cannot be included under the main categories above.



# Alumni Services

## ALUMNI SERVICES

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1. [Job Opportunities/Announcements](#)
2. **Alumni and Friends**

### Alumni Contact Information

We certainly hope that teacher candidate's relationship with Graceland does not end at graduation. We ask that they share their contact and employment information with us by completing the [Alumni Contact Information](#) form. Teacher candidates will give it to their supervisor during the exit interview after student teaching is complete.

As a Graceland graduate, teacher candidates will continue to have access to My Graceland after graduation and beyond. We recommend that teacher candidates use their Graceland email for resumes and job search communication since this will be available for as long as teacher candidates want to use it.

### Resources

Use the services in the left column to access job related support resources from the School of Education and Alumni Relations. These include:

- Supporting their Job Search with **Self-Managed Credentials**
- **Job Opportunity Listings**
- **Resume and Interview Help**

### Communication

Please keep in touch and let us know how you are doing after graduation. Send any changes in employment and/or contact information to Garnet Coulthard [coulthar@graceland.edu](mailto:coulthar@graceland.edu).

# Licensure

## LICENSURE RESOURCES

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1. [Iowa Certification](#)
2. [Missouri Certification](#)
3. [Coaching Authorization](#)
4. [Licensure in Other States](#)

### Note for Missouri Teacher candidates:

The fingerprinting and background check teacher candidates complete with Graceland only covers their Iowa license. When teacher candidates apply for a Missouri license, teacher candidates will need to be fingerprinted and have another background check for Missouri.

Teacher candidates must complete the following to be recommended for licensure:

- ✓ **GPA** - cumulative GPA of 2.75 or higher with “C” or higher in all EDUC coursework
- ✓ **Graduate** - complete the specific requirements of their major for graduation and student teaching as verified on a graduation audit completed by the Registrar’s office.
- ✓ **Background Check**- Be fingerprinted, turn in the two fingerprint cards. These fingerprint cards are collected by the Field Office and mailed to the Iowa Board of Examiners (BOEE). Fingerprinting will be arranged for teacher candidates during Capstone prior to student teaching. If teacher candidates are applying to teach in another state, teacher candidates will need to complete the fingerprinting process for that state also.
- ✓ **Approval** - Be approved for recommendation by their university supervisor.
- ✓ **Apply** - Complete an **Iowa license application** during the Capstone Return Day during student teaching.

## Receiving their Diploma and Teaching License

Your diploma should arrive one-two weeks after their official graduation date.

When teacher candidates have successfully completed the licensure requirements, the School of Education will recommend teacher candidates for licensure. The Graceland Registrar will then communicate directly with the Iowa Board of Educational Examiners. Iowa teaching licenses should be available within one-two weeks after teacher candidates have graduated, completed student teaching, and completed licensing requirements.

## Iowa Certification

Licensing procedures will be explained in more detail during Capstone prior to student teaching.

Teacher candidates will **apply for a two-year initial license** in their teaching major and request any other endorsements teacher candidates have earned. Teacher candidates must successfully teach for two years to obtain a five-year license. Teacher candidates also qualify for a five-year substitute license. If teacher candidates have not taught after receiving the initial two-year license, teacher candidates should switch to a substitute license because teacher candidates will then be eligible for another two-year provisional license. Teacher candidates must have an initial license to teach full-time, and teacher candidates may substitute teach with an initial license.

Click [HERE](#) to see the Iowa Licensure Structure.

**Note:** Teacher candidates are encouraged to apply for an Iowa license upon graduation whether or not it is their intention to teach in Iowa. The license becomes part of their permanent record with the State of Iowa. If teacher candidates do not apply for an Iowa license upon graduation, they will be subject to any new state or university requirement in the future.



## Missouri Certification

Before applying online for a Missouri license, teacher candidates must submit hard copies of the following to the Missouri Department of Elementary and Secondary Education (DESE). Click [HERE](#) for more information for teacher candidates desiring to transfer their Iowa teaching license to Missouri.

Copy of their **Iowa License**

**Official Transcript** - Order a copy of their official Graceland transcript from [My Graceland](#) and request to have the copy mailed directly to teacher candidates. Do not break the seal.

**Order official transcripts** from all colleges attended.

**Mail** all documents to:

Educator Certification

P.O. Box 480

Jefferson City, MO 65102

**Apply** - One week after mailing the documents, use the [Online Missouri Certification](#) system to apply for their Missouri license.

**Fingerprinting** - **Register** for Missouri fingerprinting and background check

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# Chalk and Wire Anthology Portfolio

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Chalk and Wire Anthology is an education-based research and development company that the Gleazer School of Education has contracted with to provide teacher candidates with an e-portfolio solution. Throughout the Teacher Education Program, teacher candidates will submit work in Chalk and Wire Anthology that faculty will assess with rubrics based on state and national standards.

[www.chalkandwire.com/graceland](http://www.chalkandwire.com/graceland)

An illustration of a laptop computer with a hand typing on the keyboard. Several books of various colors (blue, yellow, orange) are shown floating above the laptop, suggesting a digital or e-portfolio environment. The background is a solid blue color.



# Using Chalk and Wire Anthology

## CHALK AND WIRE ANTHOLOGY

1. [Teacher Candidate Fees](#)
2. [Assessment Portfolio](#)
3. [Professional Portfolio](#)
4. **Chalk and Wire Anthology Assessment**

[www.chalkandwire.com/graceland](http://www.chalkandwire.com/graceland)

**Garnet Coulthard**

[coulthar@graceland.edu](mailto:coulthar@graceland.edu)

(641) 784-5391

## Chalk and Wire Anthology

In accordance with the requirements of the Iowa Department of Education, the Gleazer School of Education requires teacher candidates to compile and maintain an electronic, developmental Program Assessment Portfolio. Graceland has contracted with Chalk and Wire Anthology, an education-based research and development company, to provide teacher candidates with an e-portfolio solution. All candidates are assessed a one-time fee of \$110.00 which covers the cost of their account.

Teacher candidates will document their professional growth and development by submitting artifacts that reflect the competencies required by Graceland University and the Iowa Department of Education. For assessment purposes, the Gleazer School of Education will have access to their Chalk and Wire Anthology submissions to collect data that leads to program improvement.

## Assessment Portfolio

In EDUC2420 Entry Workshop, teacher candidates will be given their Chalk and Wire Anthology username and password, and their instructor will assist teacher candidates in creating an “assessment” portfolio to use during the Teacher Education Program. Teacher candidates will use this portfolio throughout the program to submit designated artifacts from coursework and field experiences. Candidate’s work will be assessed by their instructors with rubrics based on state and national standards. Assessment data will be compiled by the Gleazer School of Education and used for program assessment and accreditation purposes. The Table of Contents (TOC), or the organization and structure of the portfolio, is titled Program Assessment and is created for teacher candidates.

Teacher candidates will submit Chalk and Wire Anthology artifacts during the Entry Workshop, during core courses, and during practicum and student teaching.

During core courses, instructors will give teacher candidates an assignment that teacher candidates will submit to their instructor in Chalk and Wire Anthology under the “Signature Assessments” section of their assessment portfolio.

## How Will I Be Assessed in Chalk and Wire Anthology?

Teacher candidates can view their submissions and assessments under the **Work** menu on the **MyResults** screen. Depending on the artifact, candidates will be assessed on scales similar to the one below:

Rating	Score
Proficient	4.0
Basic	3.0
Developing	2.0
Unsatisfactory	1.0

## Dispositions

Dispositions are defined as habits of mind, including beliefs, attitudes, and values that underline one's practices, behaviors, and relations. Effective teachers understand themselves, both their strengths and weaknesses. Effective interactions with teacher candidates, colleagues, families, and communities start with the recognition of an accurate perception of oneself. Hence, a beginning point is to learn more about behavior style, specifically how teacher candidates respond to problems and challenges; how teacher candidates influence others; how teacher candidates respond to the pace of the environment; and how open teacher candidates are to suggestions and feedback.

During the Teacher Education program, dispositions will be assessed at various times and recorded for teacher candidates in Chalk and Wire Anthology. The first time will be when teacher candidates ask someone to complete a recommendation form for teacher candidates during the Entry Workshop, and the second time will be during each of the core courses when their instructor assesses their dispositions observed during the course. The final disposition assessments will occur during their practicum and student teaching experiences.



## FIELD EXPERIENCE PORTFOLIO RESOURCES

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1. [Portfolio Guidelines](#)
2. [Field Office page in My Graceland](#)
3. [The Basics of a Student Teacher Resume](#)
4. [Philosophy of Education](#)



## Field Experience Portfolio

Before teacher candidates submit their application for student teaching, they will create a Field Experience portfolio that includes a little bit about themselves, their Philosophy of Education and their resume. This portfolio, which is designed and created by teacher candidates, will be sent to the school district as their professional introduction when teacher candidates apply for student teaching. This portfolio may be started at any time, and should be ready for Field Office approval by the end of the semester prior to student teaching. The [Field Office](#) page in My Graceland includes complete instructions on how to create and share their portfolio. Before beginning their portfolio, review the Portfolio Guidelines, which contain a detailed explanation of each requirement listed below.

### Requirements for the Field Experience Portfolio

- Introduction
- Philosophy of Education
- Resume

This portfolio is a professional introduction to the school and should demonstrate that teacher candidates can effectively communicate. The pages should be consistent with similar fonts, colors, and styles. Keep it clean and simple. A photograph the teacher candidate is an option, but it should have a professional appearance, and clothing should be modest and appropriate for a classroom. Avoid bright colors and loud prints. Do not include photos of family, friends, or pets. Educational quotes are desirable and can add a depth of meaning and attractiveness to their portfolio's appearance.

## Use a Professional Portfolio in Your Job Search

As a teacher, teacher candidates need evidence of their growth and achievement over time, and a professional portfolio allows teacher candidates to collect and present their evidence in an attractive and professional way. A professional teaching portfolio is more than a list of lesson plans and professional activities. It should be a careful record of specific accomplishments attained over an extended period of time. Using the same skills to create the Field Experience portfolio, teacher candidates may choose to create an additional professional portfolio when they begin looking for a teaching position.

Teacher candidates have the option to create an unlimited number of portfolios in Chalk and Wire Anthology, and teacher candidates will have continued access to their work for their lifetime. At the end of their active account, teacher candidates will no longer be able to upload new documents that take up server space, but teacher candidates will still be able to add text to update their portfolios or create new portfolios. Teacher candidates have the option of generating the URL to share their portfolio(s), or teacher candidates may save entire portfolios as PDF.

In general, administrators are impressed when job applicants demonstrate their understanding of the state's standards as well as having technical abilities. Including a link to the portfolio in the cover letter or resume when applying for a position gives the administrator insight into teacher candidates as the job applicant prior to the interview. It is generally acceptable practice to send a thank-you note to the administrator after the interview, so another option is to include the link to the professional portfolio.

### Suggested items to include:

- Resume
- Philosophy of Education
- Personal teaching style and reason for teaching
- Letters of recommendation
- List of professional activities
- Teaching licenses, certificates, and college degrees
- Learning goals
- Awards, recognitions, honors, and evaluations
- List of classes/grades taught, including school curriculum
- Lesson plans, photos, activities, videos of class projects
- Reflective commentary
- Parent newsletter

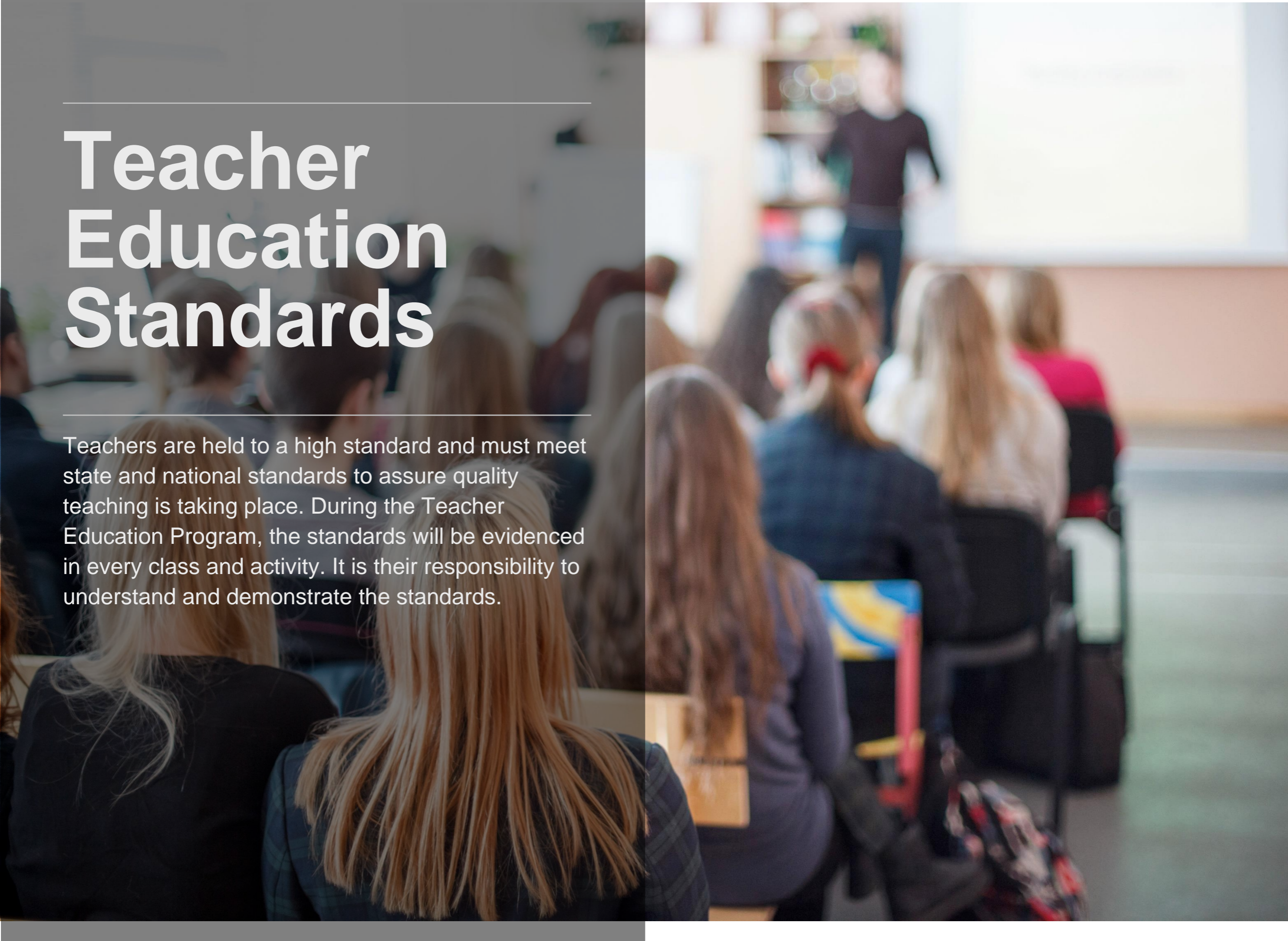


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# Teacher Education Standards

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Teachers are held to a high standard and must meet state and national standards to assure quality teaching is taking place. During the Teacher Education Program, the standards will be evidenced in every class and activity. It is their responsibility to understand and demonstrate the standards.





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# Policies

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As a teacher education candidate, it is important for teacher candidates to be aware of their rights and responsibilities. This section describes the policies and procedures that will govern teacher candidates during the Teacher Education

Graceland Policies can be found on the Student Rights & Code of Conduct page in the [Undergraduate Catalog](#).

KNOW THE  
RULES!





# Teacher Education Policies

## CANDIDATE PERFORMANCE

1. Revocation
2. Early Alert Reports
3. Concerns Form and Improvement Plan

<b>Chair, School of Education</b>
Dr. Tanya Coffelt
<a href="mailto:coffelt@graceland.edu">coffelt@graceland.edu</a>

<b>Director of Teacher Education Chair, Teacher Education Committee</b>
Dr. Allison Dudley
<a href="mailto:adudley@graceland.edu">adudley@graceland.edu</a>

## Candidate Performance

As a prospective teacher, teacher candidates need to maintain the entrance qualifications throughout their participation in the Teacher Education Program or teacher candidates might lose their acceptance status. If faculty members have concerns about their academic performance, dispositions, or professional skills and abilities, the concern will be communicated to the Chair of the Teacher Education Committee.

### Revocation

At any time after admission to the Teacher Education Program, the Teacher Education Committee reserves the right of revocation if their qualifications fall below the level required for admission or progress becomes unsatisfactory. It is important to maintain acceptable or exemplary ratings on Disposition evaluations submitted by faculty and school professionals. Teacher candidates must be officially accepted into the Teacher Education Program in order to participate in Methods courses or practicum and student teaching experiences.

### Early Alert Reports

The Early Alert Report identifies at-risk teacher candidates who may not be successful Teacher Education Program participants. Faculty members will notate concerns on the form and give it to the Director of Teacher Education, who will notify their advisor. Your advisor and another faculty member will meet with teacher candidates to review the concern. A copy of the Early Alert Report will be saved in their file, along with a brief summary of the meeting. Early Alert Reports will often address the ability to communicate effectively, to interact with others successfully, and to demonstrate potential for other skills needed for success in the profession of education.

## **Concerns Form and Improvement Plan**

A confidential “Concerns” form is completed by an education faculty member if there are concerns about a teacher candidate’s academic performance, dispositions, or teaching skills in any education course; and if consultation with the candidate has not resulted in improvement. The information contained is considered confidential and will only be shared with teacher candidates, their advisor, and the Teacher Education Committee.

When concerns are raised about a teacher candidate, the Director of Teacher Education will consult with faculty members who have taught the candidate during the two previous semesters. If the concerns are substantiated, the candidate must create an Improvement Plan, signed by his/her advisor. The completed plan will then be approved and monitored by the Teacher Education Committee, and teacher candidates will be expected to supply documentation of improvement.

Upon review of the documentation of improvement, the Teacher Education Committee shall take one or more of the following courses of action:

- Verify that improvement is sufficient and remove teacher candidates from the concerns list
- Require further documentation of improvement prior to enrollment in a practicum and/or student teaching
- Require continuation of the improvement plan and provide monitoring during a practicum and/or student teaching
- Deny final admission to the Teacher Education Program, which means teacher candidates may not enroll in a practicum and/or student teaching or be enrolled in Methods courses



# Resolving Problems

## RESOLVING PROBLEMS IN TEACHER EDUCATION

1. **Appealing Final Course Grades**
2. **Appealing Decisions of the Teacher Education Committee**

*This section of the handbook describes how to resolve problems that might occur as teacher candidates go through the program, including appealing grades and appealing decisions of the Teacher Education Committee.*

*The Teacher Education Program faculty believes there are productive ways to resolve conflicts, which preserve the dignity of all individuals involved. Your advisor is prepared to serve as an advocate for teacher candidates.*

*Read this section to learn: Can I protest a grade? What do I do if I do not think the Teacher Education Committee has all the facts?*

## Resolving Problems in Teacher Education

### Appealing Final Course Grades

If teacher candidates disagree with a final course grade given to teacher candidates in one of their professional courses, teacher candidates have the right to ask a neutral party to examine the issue. This is the process to follow when appealing a grade:

File a written appeal with the Chair of the School of Education and give a copy to the course instructor. Teacher candidates must file within 120 days after the grade appears on their transcript. Your letter should include these three items:

- Explain what teacher candidates have tried to do to resolve the problem with the instructor.
- State specific reasons for their appeal and supply any supporting documentation.
- If two or more teacher candidates in a class wish to appeal their grade, each one must submit a letter. Decisions concerning the appeal will be made on a case- by-case basis.

The Chair will assist teacher candidates in attempting to resolve the issue informally. Resolution requires both teacher candidates and the faculty member to agree on a course of action. This resolution will be written and kept in the School of Education's office.

If the issue is not resolved informally, the Chair will notify the Vice President for Academic Affairs for the University. The Vice President will appoint an Appeals Committee consisting of:

- the Vice President for Academic Affairs
- one faculty member in the division
- one faculty member from another division
- a student from the same program in which the appeal is being made

The Appeals Committee is charged with weighing evidence, deliberating, and finding for/against their appeal. A decision for the appeal requires a grade change. A decision against the appeal requires no further action. Both teacher candidates and the instructor will be invited to the committee to hear oral testimony. Teacher candidates will both also receive copies of all written statements submitted. If the committee finds in favor of their appeal, it may recommend the letter grade it feels to be appropriate. The decision as to the grade given, however, will be made after consultation with the faculty member involved in the appeal and with teacher candidates. This final grade will then be submitted to the Registrar.

The committee must arrive at a decision within two class weeks of the time it is appointed. A copy of the committee's action will be sent to the Education Chair, to the faculty member involved, and to teacher candidates. Reasonable speed will be pursued in all cases; in no case will a faculty member work to impede the appeal process.

### **Appealing Decisions of the Teacher Education Committee**

The Teacher Education Committee makes decisions regarding their status in the program at several points:

- approving their admittance into the Teacher Education Program
- approving distance placements for student teaching
- approving improvement plans prior to or during student teaching

Information about their progress in the program may also be brought to the Committee at any time for discussion by the full body. Concerns may prompt the Committee to revoke its approval and/or require teacher candidates to develop and implement an Improvement Plan. All Committee decisions are conveyed to teacher candidates, in writing, by the Chair of the Teacher Education Committee.

If teacher candidates wish to appeal a decision of the Teacher Education Committee, teacher candidates should follow these steps:

Within two weeks of receiving written notification of the Teacher Education Committee's decision, meet with their advisor to discuss their concerns. If necessary, their advisor can help teacher candidates obtain further explanation of the rationale for the Teacher Education Committee's decision. The majority of the Teacher Education program standards are not negotiable; for example, the minimum GPA standard is a state requirement that cannot be "waived." However, an appeal can be made if it consists of new information that the Committee did not have available when making its original decision. Your advisor is their best resource for determining whether teacher candidates have a basis for an appeal.

If after discussion teacher candidates decide to appeal, teacher candidates should complete and sign the Student Petition/Appeal form. Teacher candidates may access it from the [Teacher Ed Forms and Information](#) page in My Graceland. Teacher candidates may complete the form electronically, but it must be printed so signatures can be obtained before the form is submitted. The appeal must be signed by their advisor and the Chair of the School of Education. If their appeal concerns fieldwork or student teaching, it must also be signed by the Director of Field Experience. After teacher candidates have obtained all of the necessary signatures, the form goes to the Director of Teacher Education. The appeal will be considered at the next Teacher Education Committee meeting or within thirty days, whichever comes first.

Teacher candidates may request to testify on their own behalf, as well as request that guest advocates accompany teacher candidates. However, the Teacher Education Committee has the right to deny this request if they feel the documentation is sufficient. The Teacher Education Committee will meet privately, and a new vote will be taken; the decision will be noted on their appeal form and a copy sent to teacher candidates within two weeks.

■ If the appeal is denied, teacher candidates may initiate a final appeal to the Appeals Board. Teacher candidates must let the School of Education Chair know within thirty days of receiving the Committee's decision that they wish to request a hearing with the Appeals Board.

The Chair will appoint three faculty members to serve on the Appeals Board. The Appeals Board will complete its review of the information and provide the Director of Teacher Education, and teacher candidates, with its decision within thirty days of receiving the appeal. The decision of the Appeals Board is final.

### **Getting Paid During Student Teaching and Substitute Teaching**

If student teachers with a substitute authorization are asked to substitute, they can only substitute for their cooperating teacher, in their assigned classroom on a short term, emergency basis, (no more than two consecutive days without prior approval), and cannot count as a day of student teaching.

Teacher candidates are not allowed to be paid as Teachers of Record during student teaching and should not assume the role of a substitute teacher. A substitute-teaching day cannot be counted towards a student teacher's 14-weeks (70 days) of student teaching.

### **Status and Authority of Student Teachers, Receiving Pay During Student Teaching**

Student teacher candidates shall have status and authority in accordance with Iowa Section 256.16 and 79.14(7).

Student teachers cannot be identified or paid as the teacher of record and must be supervised by an appropriately certified and licensed teacher at their grade level and content area throughout their student teaching placement.

If district policy allows, student teachers may be paid by the district as a para (including benefits) and/or receive a stipend (for travel, living expenses, tuition, etc.). If a student teacher is employed as a para by a district, para duties cannot take precedence over student teaching requirements.

Student teachers with a substitute authorization/certificate can substitute only for their assigned cooperating teacher, in their assigned classroom on a short term, emergency basis (no more than two consecutive days without prior approval). Substitute teaching days cannot count toward the required 14 weeks (70 days) of student teaching.

# Disabilities

## Americans with Disabilities Act

Graceland University is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). Teacher candidates requesting accommodations should complete an Accommodations Request and follow the documentation guidelines at [https://my.graceland.edu/ICS/Resources/Student\\_Disability\\_Services/](https://my.graceland.edu/ICS/Resources/Student_Disability_Services/).

After an accommodations request is completed, it is the student's responsibility to submit documentation to the Student Disability Services office. Documentation can be submitted in person by visiting the SDS office, by emailing [SDS-Info@graceland.edu](mailto:SDS-Info@graceland.edu) , or faxing information to 515-414-2910. In order to provide appropriate academic accommodations in a timely manner, teacher candidates are encouraged to complete the Accommodations Request form as early in the term as possible.

# Index of Terms

## Acceptance to Teacher Education

Teacher candidates in the Teacher Education Program must meet certain requirements to be officially accepted into the program. Acceptance is required before teacher candidates are allowed to complete Methods coursework and participate in practicum and student teaching field experiences. Acceptance requirements are provided in this handbook. When the requirement tracking system has determined that a student has completed the requirements, the student's name will automatically appear on a report prepared for the Teacher Education Committee. The committee will discuss the student and vote to accept into the program. Teacher candidates will receive a letter explaining their acceptance status.

Related Glossary Terms  
Enrollment Checklist, GPA, Requirement Tracking System, Teacher Education Committee

## Accommodations

The School of Education offers to develop accommodations for any candidate who chooses to disclose a disability. The written documentation of the disability must be confirmed by the Graceland University Director of Student Disability Services.

## Accreditation

Accrediting bodies are designed to ensure that Teacher Education Programs are doing as well as possible to produce knowledgeable and skillful teachers for tomorrow's rapidly changing world. Not all colleges choose to go through the difficult accreditation process, but Graceland is proud of the fact that our program is recognized for providing quality instruction. A Site Visit for Graceland is scheduled Fall 2023 from the Iowa State Department of Education.

Related Glossary Terms  
Standards, Technology Standards

## Artifact

An "artifact" is a term to describe any sort of document or file that a student submits in Chalk and Wire Anthology. An artifact can be a Word document, PDF, video, spreadsheet, or powerpoint, etc.

Related Glossary Terms  
Assessment Portfolio, Chalk and Wire Anthology, e-portfolio, Required Artifacts

## Assessment

Assessment is a term used to describe the Chalk and Wire Anthology submission/assessment process. The student submits an assignment (artifact) to an instructor, who assesses the work with a rubric based on state and national standards. Rubrics require the instructor to choose a "rating" for the student based on their performance. These ratings, or assessment data, are collected and used by the School of Education for accreditation and program improvement.

Related Glossary Terms  
Assessment Portfolio, Chalk and Wire Anthology, Dispositions, Entry/Foundations Benchmark, e-portfolio, Rubric, Signature Assignment, Standards

## **Assessment Portfolio**

In the first session of the Entry Workshop, teacher candidates create an Assessment Portfolio in Chalk and Wire Anthology. This is the portfolio that will be used to submit artifacts throughout the Teacher Education Program.

### Related Glossary Terms

Artifact, Assessment, Chalk and Wire Anthology, Entry Workshop, e-portfolio, Rubric, Signature Assignment

## **Benchmarks**

There are three benchmarks that teacher candidates will progress through during the Teacher Education Program. During the Entry/Foundations Benchmark teacher candidates will complete EDUC2420 Entry Workshop and foundations courses. The Methods Benchmark begins after the student has been accepted and teacher candidates will complete Methods courses for their teaching major and practicum field experience(s) for their endorsement(s). The Professional Benchmark includes the student teaching experience, graduation, and licensure.

### Related Glossary Terms

Foundations courses

## **BOEE**

The acronym BOEE stands for the Iowa Board of Educational Examiners. This organization oversees the licensing system for Iowa teachers. They collaborate with other organizations to promote education, improve professional development and preparation programs, and establish ethical standards that protect teacher candidates and teachers. Graceland teacher candidates will work with the BOEE to be fingerprinted and apply for their Iowa license. More detailed information is available on their website: [www.boee.iow.gov](http://www.boee.iow.gov) .

### Related Glossary Terms

DESE, Iowa Teaching Standards, Licensure

## **Candidate**

The term “candidate” or “teacher education candidate” describes a Graceland student in the Teacher Education program who is planning to be a teacher. This term helps to differentiate between the word “student”, which could also describe P-12 teacher candidates in public schools.

### Related Glossary Terms

Teacher Education Program

## **Chalk and Wire Anthology**

Chalk and Wire Anthology is a research and development company based in Canada that Graceland has contracted with to provide teacher candidates with an e-portfolio solution. Throughout the Teacher Education Program teacher candidates will submit their work to instructors using this platform, and it will be assessed with rubrics based on state and national standards. This allows the School of Education to collect student performance data that is standards based and can be aggregated and reported on for accreditation and program improvement. The log in site for teacher candidates is [Chalk and Wire Anthology](#).

### Related Glossary Terms

Artifact, Assessment, Assessment Portfolio, Core Courses, Entry/Foundations Benchmark, e-portfolio, Professional Portfolio, Required Artifacts, University Supervisor



## **Co-Teaching**

In a co-teaching classroom two or more teachers share the teaching responsibility. One might be a general education teacher and the other might be a special education teacher. Paraprofessionals may also work in this setting to provide additional support. This teaching structure provides specialized differentiated lessons for teacher candidates with special needs.

Related Glossary Terms

Cooperating Teacher, Student Teaching, University Supervisor

## **Conceptual Framework**

The Gleazer School of Education is founded upon a conceptual framework, which is outlined in this handbook. The four domains are the cornerstones of our program: Cares, Reflects, Leads, Collaborates. Teacher education candidates are expected to demonstrate these qualities, both in class and through their teaching during clinical experiences. These qualities will also be demonstrated by the School of Education administration, faculty, and staff. The Conceptual Framework is aligned with state and national standards and imbedded into every course and rubric.

Related Glossary Terms

InTASC, Iowa Teaching Standards, Required Artifacts, Rubric, Standards, Teacher Education Program

## **Cooperating Teacher**

The cooperating teacher is the term used to describe a public school classroom teacher who will act as the mentor for a teacher education candidate during field experiences. The practicum and student teaching experiences take place in the classroom of a cooperating teacher.

Related Glossary Terms

Co-Teaching, Field Experiences, Practicum, Student Teaching, University Supervisor

## **Core Courses**

Every student in the Teacher Education Program, no matter what major, takes the same set of courses at Graceland. During some of these courses, teacher candidates will submit a signature assessment.

Related Glossary Terms

Chalk and Wire Anthology, Dispositions, Entry/Foundations Benchmark, Rubric, Signature Assignment

## **DESE**

The acronym DESE stands for the Missouri Department of Elementary and Secondary Education. Graceland teacher candidates who attend class on the Independence or Trenton campuses, or any student who plans to teach in Missouri, should become very familiar with the Missouri Dept. of Education's requirements. These teacher candidates may apply for a Missouri teaching license after being granted an Iowa license. More detailed information is available on the DESE website: <http://dese.mo.gov>.

Related Glossary Terms

BOEE, Licensure

## **Dispositions**

Dispositions are defined as habits of mind, including beliefs, attitudes, and values that underline one's practices, behaviors and relations. Effective teachers understand themselves, both their strengths and weaknesses. A beginning point is to learn more about their behavior style, specifically how teacher candidates respond to problems and challenges; how teacher candidates influence others; how teacher candidates respond to the pace of the environment; and how open teacher candidates are to suggestions and feedback. Student's dispositions in the Teacher Education Program are assessed multiple times by a variety of people.

Related Glossary Terms

Assessment, Core Courses, Entry/Foundations Benchmark

## **Diversity Standards**

The Graceland School of Education uses the Iowa Core as a standard for addressing diversity in the Teacher Education Program. These standards target how effective teachers give instruction to a diverse population.

Related Glossary Terms

Technology Standards

## **Enrollment Checklist**

The Enrollment Checklist is provided in My Graceland on the Student tab. This gives the student and their advisor the ability to monitor the student's acceptance status in the Teacher Education Program. As requirements are completed, the Requirement Tracking system automatically updates the student's checklist.

Related Glossary Terms

Acceptance to Teacher Education, Entry Workshop, Entry/Foundations Benchmark, GPA, Teacher Education Committee, Teacher Education Program

## **Entry Workshop**

Teacher candidates generally register for EDUC2420 Entry Workshop the semester after completing EDUC1400 Intro to Education. Teacher candidates register for the workshop to begin the Teacher Education Program if they desire a career in teaching. The goal of the workshop is to help teacher candidates understand the requirements and technologies of the program and get them started using Chalk and Wire Anthology.

Related Glossary Terms

Assessment Portfolio, Enrollment Checklist, Entry/Foundations Benchmark, e-portfolio, Professional Portfolio

## **Entry/Foundations Benchmark**

When teacher candidates begin the Teacher Education Program, they enter the Entry Benchmark. This period of time is made up of entry/foundations courses and includes official acceptance into the Teacher Education Program.

Related Glossary Terms

Assessment, Chalk and Wire Anthology, Core Courses, Dispositions, Enrollment Checklist, Entry Workshop, Methods Benchmark, Professional Benchmark, Signature Assignment

## **e-portfolio**

E-portfolio is another term for Chalk and Wire Anthology. Chalk and Wire Anthology is the company Graceland has contracted with that provides an electronic portfolio (or e-portfolio) solution for the student.

Related Glossary Terms

Artifact, Assessment, Assessment Portfolio, Chalk and Wire Anthology, Entry Workshop, Professional Portfolio, Required Artifacts, Rubric

## **Field Experiences**

The Field Experience is covered in this handbook, including information required for practicum and student teaching. Teacher candidates should download a copy of the Teacher Education Handbook prior to completing practicum or student teaching, but teacher candidates also have the option to download a copy at any time prior to during the program.

Graceland teacher education candidates will participate in a variety of experiences that take place in public school classrooms, or out in the “field” of teaching. At the beginning of the program, teacher candidates experience 10 hours of classroom observations in EDUC1300 Introduction to Education. During the junior/senior year, teacher education candidates will also complete pre-student teaching observations in their methods courses, participate in a practicum (60 hours) and student teaching (14 weeks). These are considered “clinical” field experiences that transpire during the professional benchmark.

### **Related Glossary Terms**

Cooperating Teacher, Field Experience Handbook, Practicum, Student Teaching, University Supervisor

## **GPA**

GPA is an acronym for a student’s Grade Point Average. At the end of each term/semester, student grades are entered in Graceland’s database system and the cumulative GPA is calculated automatically. Transfer grades are not included in Graceland’s cumulative GPA. Teacher education candidates must have at least a 2.75 GPA to be officially accepted into the Teacher Education Program and participate in practicum and student teaching.

### **Related Glossary Terms**

Acceptance to Teacher Education, Enrollment Checklist, Requirement Tracking System, Teacher Education Committee, Teacher Education Program

## **GSEA**

The acronym GSEA stands for the Graceland Student Education Association. This group meets regularly on both the Independence and Lamoni campuses throughout the school year and plans education related activities and community projects. Paying the dues to be a member gives teacher candidates liability insurance during field experiences, education-based periodical subscriptions, as well as access to state and national education-based conferences.

### **Related Glossary Terms**

MNEA, Student Education Association, Teacher Education Program

## **GSOE**

The acronym “GSOE” stands for Gleazer School Of Education. Our full “official” title is the Edmund J. Gleazer School of Education, named after Edmund J. Gleazer, Jr. who served as Graceland’s seventh president (1946-57) and was considered an outstanding educator. His mantra was “Peace through life-long learning.” Read more about him on the Graceland website: [The Man Behind the Name: Edmund J. Gleazer, Jr.](#)

### **Related Glossary Terms**

Teacher Education Committee, Teacher Education Program

## **InTASC**

The Interstate Teacher Assessment and Support Consortium (InTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of teacher candidates to assure that all teacher candidates learn and perform at high levels. Graceland’s teacher education candidates are required to know and exemplify the 10 InTASC principles throughout the program.

### **Related Glossary Terms**

Conceptual Framework, Iowa Teaching Standards, Required Artifacts, Rubric, Standards, Technology Standards

## **Iowa Core**

The Iowa Core targets curriculum, instruction, and assessment for effective instruction. These standards define what teacher candidates should understand and be able to do. The Core is broken down into specific subject areas by grade level. See the Iowa Core on the Iowa website: <https://iowacore.gov> .

Related Glossary Terms  
Missouri GLE Standards, Technology Standards

## **Iowa Teaching Standards**

The Iowa Teaching Standards are used by Iowa school districts to govern the teaching of P-12 teacher candidates, while the InTASC standards are used by Teacher Education Programs to help develop quality teachers. Graceland has aligned these standards so the work teacher candidates do in the Teacher Education Program will relate to all required standards. Teacher candidates can see more information about the Iowa Teaching Standards on the Iowa Department of Education website: [Iowa Teaching Standards and Criteria](#).

Related Glossary Terms  
BOEE, Conceptual Framework, InTASC, Standards, Technology Standards

## **Licensure**

Most states require a teacher to be certified with a teaching license in that state to teach in a public school. Each state sets their own licensure requirements. Since Graceland's main campus is in Iowa, our teacher candidates are governed by Iowa requirements. To be eligible for a license in Iowa, teacher candidates must successfully complete the program requirements for graduation. Teacher candidates may graduate from Graceland but will not be eligible for a teaching license unless all education program requirements are completed. Teacher candidates who teach in Missouri will apply for a Missouri teaching license after being granted an Iowa license.

Read more about the Iowa Board of Educational Examiners on their website: [www.boee.iowa.gov](http://www.boee.iowa.gov)

Related Glossary Terms  
BOEE, DESE, Professional Benchmark, Student Teaching, Teacher Education Program

## **Methods Benchmark**

Teacher candidates enter the Methods Benchmark after completing entry/foundations courses and completing admission requirements for the Teacher Education Program. During this time, teacher candidates will enroll in methods courses for their major and complete practicum(s) for their endorsement area(s).

Related Glossary Terms  
Entry/Foundations Benchmark, Practicum, Professional Benchmark

## **Missouri GLE Standards**

The Missouri Grade-Level Expectations (GLE) target curriculum taught to P-12 teacher candidates separated by subject area and grade. These standards define what teacher candidates should understand and be able to do. This is similar to the Iowa Core Standards for Iowa schools. View the standards on the Missouri Department of Elementary & Secondary Education (DESE) website: <https://dese.mo.gov> .

Related Glossary Terms  
Iowa Core

## **MNEA**

MNEA is the Missouri National Education Association. Independence members in the Graceland Student Education Association (GSEA) will automatically be enrolled in MNEA. There are two student groups on the Independence Campus, one for the Monday/ Wednesday cohort and one for the Tuesday/Thursday cohort. Members plan education- based activities and community projects throughout the year. Paying dues give members liability insurance during field experiences, education-based periodical subscriptions, and access to state and national conferences.

Related Glossary Terms

GSEA, Student Education Association, Teacher Education Program

## **Practicum**

A Practicum is an intermediate clinical field experience course where teacher candidates spend 60-80 hours in a public-school classroom. The placement and number of practicums needed depend on the student's endorsement areas. During a practicum, teacher candidates will observe, teach lessons, and submit journals and other required assignments to their university supervisor. Each student will be assessed by the cooperating (classroom) teacher as well as the Graceland faculty member assigned to be the university supervisor. This experience generally takes place during the junior/senior year and must be completed before participating in student teaching.

Related Glossary Terms

Cooperating Teacher, Field Experience Handbook, Field Experiences, Methods Benchmark, Student Teaching

## **Professional Benchmark**

During the Professional Benchmark teacher candidates will participate in a 14-week student teaching clinical experience. This is the capstone event for a teacher education candidate. During this time teacher candidates will begin the job search.

Related Glossary Terms

Entry/Foundations Benchmark, Licensure, Methods Benchmark, Student Teaching, University Supervisor

## **Professional Portfolio**

Prior to applying for student teaching, teacher candidates will create a Professional Portfolio which will be shared with the school district when the Graceland Field Office requests student teaching placements. This is a professional introduction to the school and should demonstrate that teacher candidates can effectively communicate information about themselves both through carefully constructed documents and by using other visually appealing media.

Related Glossary Terms

Chalk and Wire Anthology, Entry Workshop, e-portfolio

## **Required Artifacts**

Required artifact is the term to describe the assignments teacher candidates are required to submit in Chalk and Wire Anthology during practicum and student teaching. These include journals, lesson plans, pre and post assessment, etc.

Related Glossary Terms

Artifact, Chalk and Wire Anthology, Conceptual Framework, e-portfolio, InTASC, Standards, Student Teaching, University Supervisor

## **Requirement Tracking System**

The requirement tracking system manages the acceptance requirements for teacher education teacher candidates. Course grades, recommendations, etc are entered into Graceland's database system and requirement tracking determines whether a student has met the acceptance requirements for the program. Teacher candidates and advisors can monitor acceptance status on the Enrollment Checklist page on My Graceland.

Related Glossary Terms

Acceptance to Teacher Education, GPA, Teacher Education Committee, Teacher Education Program

## **Rubric**

A rubric is a document that explains the expectations for an assignment by listing the criteria (or what counts) and describing levels of quality from excellent to poor. A specific rubric is built into each page of the student's assessment portfolio in Chalk and Wire Anthology. When a student submits an assignment (artifact) for that page, the instructor is given the rubric to assess (or evaluate) the student's work. Teacher candidates are given access to rubrics within courses, within handbooks, in My Graceland, and in Chalk and Wire Anthology.

Related Glossary Terms

Assessment, Assessment Portfolio, Conceptual Framework, Core Courses, e-portfolio, InTASC, Standards

## **Signature Assignment**

During each of the core courses (courses that all teacher candidates take regardless of major), the instructor will give an assignment, which is considered a "Signature Assignment". This assignment will be submitted by the student to the instructor in Chalk and Wire Anthology and will be assessed with a Signature rubric based on state and national standards.

Related Glossary Terms

Assessment, Assessment Portfolio, Core Courses, Entry/Foundations Benchmark, Standards

## **Standards**

Educational standards define the knowledge and skills teacher candidates should possess at critical points in their education career. There are standards that govern P-12 public school teacher candidates (i.e. Iowa Teaching Standards) and standards that govern the preparation of teachers (i.e. InTASC). There are also national standards from accrediting bodies and from teaching disciplines (i.e. English, Math, PE, etc.) The Teacher Education Program is governed by many sets of standards and these standards are aligned and imbedded within each rubric.

### Related Glossary Terms

Accreditation, Assessment, Conceptual Framework, InTASC, Iowa Teaching Standards, Required Artifacts, Rubric, Signature Assignment, Technology Standards

## **Student Education Association**

Graceland education teacher candidates on both the Independence and Lamoni campuses may participate in the Graceland Student Education Association (GSEA). Teacher candidates will attend meetings and activities on their own campus. There are many benefits for members including liability insurance to protect teacher candidates during field experiences, subscriptions to education-based periodicals, and access to state and national educational conferences.

### Related Glossary Terms

GSEA, MNEA, Teacher Education Program

## **Student Teaching**

Student teaching is the capstone event for the Teacher Education Program and takes place during the Professional Benchmark at the end of the senior year after all other coursework has been completed. This clinical field experience spans a 70 day/14-week period in which the teacher education candidate devotes 70 full-time days in a public-school classroom setting.

### Related Glossary Terms

Co-Teaching, Cooperating Teacher, Field Experience Handbook, Field Experiences, Licensure, Practicum, Professional Benchmark, Required Artifacts

## **Teacher Education Committee**

The Teacher Education Committee is made up of GSOE faculty, staff, and members of other Graceland departments. The main focus of the committee is to oversee student progress in the Teacher Education Program. The committee determines whether or not a student is officially accepted into the program or whether the student is allowed to participate in practicum and student teaching.

### Related Glossary Terms

Acceptance to Teacher Education, Enrollment Checklist, GPA, GSOE, Requirement Tracking System

## **Teacher Education Program**

Graceland's Teacher Education Program prepares undergraduate teacher candidates for the field of teaching. Teacher candidates begin the program when they register for EDUC2420 Entry Workshop. The program is completed upon graduation and being recommended for licensure by meeting requirements in place by the State of Iowa.

### Related Glossary Terms

Candidate, Conceptual Framework, Enrollment Checklist, GPA, GSEA, GSOE, Licensure, MNEA, Requirement Tracking System, Student Education Association

## Technology Standards

InTASC identifies the standards effective teachers should model and apply as they design, implement, and assess learning experiences to engage teacher candidates and improve learning.

### Related Glossary Terms

Accreditation, Diversity Standards, InTASC, Iowa Core, Iowa Teaching Standards, Standards

## University Supervisor

The university supervisor is a faculty member employed by Graceland to oversee practicum and student teaching field experiences. Each teacher candidate will be assigned a Graceland supervisor. During a practicum, teacher candidates will submit assignments to the supervisor in Chalk and Wire Anthology, and the supervisor will decide the final grade for the course. Supervisors do not visit the school classroom during a practicum. During student teaching, the university supervisor makes observation visits to the school classroom to observe and evaluate the student teacher's performance. The supervisor also assesses required artifacts in Chalk and Wire Anthology and determines the final grade for the course.

### Related Glossary Terms

Chalk and Wire Anthology, Co-Teaching, Cooperating Teacher, Field Experiences, Professional Benchmark, Required Artifact

