

University Supervision Overview

You are the direct liaison between the placement school administration, cooperating teacher, and Graceland. Creating positive relationships with both the cooperating teacher and student teacher is essential and will improve communication and help make this a successful experience for everyone involved.

Required Forms

Three evaluation forms are required from the university supervisor.

- Observation Evaluation (Based on InTASC and Learning Objectives)
- InTASC Midterm and Exit Evaluation (Based on InTASC and Learning Objectives)
- Professional Dispositions Evaluation (Professional Behaviors)

Midterm & Exit Evaluation

This evaluation form is considered your “summative” evaluation. For this evaluation, you should consider ALL observations and interactions with the student teacher that were completed up to this point. These evaluations will be entered by you in Chalk and Wire at the midpoint and at the end of the placement.

1. First Step – Access Forms and Instructions

All evaluations will be handled electronically. Evaluation forms and instructions are provided for you on the [Supervisor Support](#) page in My Graceland.

2. Second Step – Download Forms

Save the evaluation forms to your computer from the Supervisor Support page in My Graceland. You may choose to complete the forms electronically using Microsoft Word, or you may print to complete by hand.

3. Third Step – Record Midterm and Exit Assessments in Chalk and Wire

Collect the cooperating teacher forms at the end of the placement, either electronically or on paper. During the midpoint, and last week of student teaching, you will receive notification that the midterm and/or exit evaluations are ready to be entered. You will record the evaluation ratings from both you and the cooperating teacher.

For technical support, please contact: Garnet Coulthard

coulthar@graceland.edu

641-784-5391

Evaluations

The Observation form will assess the student teacher's knowledge of the InTASC Standards and Learning Objectives. Dispositions are the professional behaviors displayed by the student teacher during the experience.

These evaluations have been separated into two distinct evaluation rubrics to be completed at different times during the placement. In order to receive a passing grade, the final (summative) evaluation ratings for each standard must be at the Developing, Basic, or Proficient level. A student teacher may NOT receive an unsatisfactory rating and still pass student teaching. If there was no opportunity to observe a criterion, leave blank.

Reliability: To increase the reliability of the of the student teaching evaluation rubrics, you and the cooperating teacher should plan to complete the first evaluation at the same time. You are encouraged to discuss your respective interpretation of the language of the rubric and to compare your evaluations with the cooperating teacher, and come to a common agreement on areas you scored differently, but do not change your original markings on the evaluation.

Evaluation Schedule

Evaluation Schedule for Student Teaching Placements						
Length	First Evaluation	Second Evaluation	Third Evaluation	Fourth Evaluation	Fifth Evaluation	Sixth Summative Evaluation
14 Weeks	InTASC (Observation Evaluation)	InTASC (Observation Evaluation)	InTASC (Midterm Observation Evaluation) Midterm Disposition Evaluation	InTASC (Observation Evaluation)	InTASC (Observation Evaluation)	InTASC (Exit Observation Evaluation) Exit Disposition Evaluation

Step 1: Performance Indicators

Start your evaluation by rating each *performance indicator*, either marking the box or leaving it unmarked.

- A number in the performance box signifies the *performance* was demonstrated at that level.
- Leaving the box blank indicates that the criteria was not observed.

Step 2: Ratings Based on State/National Standards and Conceptual Framework

- 1 **Unsatisfactory** - the candidate does not have a grasp on the standard described
- 2 **Developing** - the candidates knowledge for performance in this area is rudimentary and may perform satisfactory with support
- 3 **Basic** - the candidate has a clear grasp of the standard and translates knowledge into effective practice
- 4 **Proficient** - the candidate shows advanced depth of knowledge of the standard and enriches student learning

Space is available at the end of each evaluation form for comments, what went well, and what needs improvement.

Supervisor Definitions and Responsibilities

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

School of Education Supervisor

Every elementary and secondary student teacher will be assigned a supervisor employed by the School of Education at Graceland University. The School of Education supervisor will be responsible for the following:

- Visit the classroom the first week of the placement, and make six additional observation visits, completing the appropriate evaluations
- Read and evaluate the student teacher's weekly journal in Chalk and Wire
- Assess the student teacher's Required Artifacts in Chalk and Wire:
 - Lesson Plans
 - Pre and Post Assessment
 - Student Work Samples
 - Video Self-Evaluation
- Schedule an exit interview with the student teacher using the Exit Interview form. During the Exit Interview, ask the student to complete the Alumni Contact form. Also, complete the Evaluation of Cooperating Teacher and School. (All forms are provided for you on the Supervisor Support page in My Graceland).
- Using the final evaluations your student teacher has sent to you in Chalk and Wire at the end of the semester, record the evaluations (InTASC & Disposition) from both you and the cooperating teacher.

- **Submit the following to the Field Experience Office no later than two days before grades are due for seniors:**
 - a. Your evaluation forms
 - b. Cooperating teacher evaluation forms
 - c. Supervisor Checklist (initialed by student teacher and cooperating teacher)
 - d. Exit Interview
 - e. Alumni Contact
 - f. Evaluation of Cooperating Teacher and School

- g. Documentation of communication and improvement efforts for at-risk student teachers

The university recommends licensure for candidates who have met all graduation and licensure requirements. All of the materials listed above are required to verify that the candidate has passed student teaching and is eligible for licensure. The materials must be filed by the supervisor at the School of Education office prior to the university making an official licensure recommendation.

Electronic forms may be sent to fieldoffice@graceland.edu. Paper forms may be mailed to:

Graceland University
School of Education Field Office
1 University Place
Lamoni, IA 50140

SPED Methods Supervisor

Education student teachers may have a second supervisor with expertise in SPED. The SPED Methods Supervisor may work closely with the School of Education supervisor to ensure the student teacher is being supported as needed. The SPED Methods Supervisor will be responsible for:

- Two remote observation visits focusing on content. (the candidate will video themselves or have someone video them teaching two lessons during their SPED placement, submitting them to the SPED Methods Supervisor in Chalk & Wire)
- Submit completed evaluation forms to the Field Office

Student Teacher Requirements

Candidates are graded on a pass-fail basis and a “pass” grade is assigned if all requirements are met. Monitor the student teacher to ensure requirements are being completed.

- Document 70 days of full-time student teaching on a time sheet signed by the cooperating teacher. Once students are in their seats, a day that counts for the cooperating teacher counts for the student teacher. The student teacher must attend all meetings required for the cooperating teacher.

- Create plans for each lesson taught.
- Observe, participate, and assume full-time teaching responsibilities or assume planning responsibilities during co-teaching for the correct length of time (three weeks for 14 week placement and two weeks for 6, 7, or 8 week placement).
- Adhere to school regulations and student teaching expectations.
- Be formally evaluated as meeting expectations on the InTASC, SPA, and Disposition standards by the cooperating teacher and supervisor at Basic level or above.
- Participate in an exit interview with the School of Education supervisor
- Fill out the Alumni Contact Information form and give to supervisor during exit interview

Chalk and Wire Requirements

- Submit weekly journals (*to School of Education supervisor in Chalk and Wire and to distant supervisor as email attachment*).
- Submit required InTASC Artifacts at acceptable or above (*to School of Education supervisor*)
 - Unit Lesson Plans
 - Pre and Post Assessment
 - Work Samples
 - Video Self-Reflection
- Submit these additional items to Garnet Coulthard in Chalk and Wire:
 - Disposition Self-Evaluation twice (mid and final)
 - InTASC Self-Evaluation
 - Program Evaluation
 - Post Technology and Multicultural surveys

Student Teaching Expectations and Regulations

Student Teachers Are Expected to:

- Know the goals and objectives of their student teaching experience (found in their handbooks).
- Know the philosophy of the school and the school's expectations of student teachers
- Know the school personnel and their responsibilities

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

Student Teaching vs Substitute Teaching

Student teachers are allowed to sub in their own classroom for their cooperating teacher on a very limited basis. They may not count that day for student teaching. Graceland expects both the student and school administrators to refrain from being placed in a compromising situation by asking the student teacher to serve in the role of a substitute teacher. Student teaching, by its definition, implies that a student teacher is “refining” and expanding knowledge, skills, and understanding under the direction of a certified and qualified classroom teacher. On the other hand, a substitute teacher is a designated individual who legally performs the tasks of a

classroom teacher in his or her absence. This is not only an ethically based expectation, but is also based in Iowa law. As an Iowa institution, Graceland will follow and enforce this expectation.

Improvement Plans

If the cooperating teacher or university supervisor determines that the student teacher is performing unsatisfactorily, the Teacher Education Committee will review the determination and take appropriate action to remediate the identified deficiencies. If required, an improvement plan will document the specific concerns and list all people who have been involved in any type of action or discussion about the student teacher's performance. The plan will address the specific concerns in detail, including actions to be taken, people to be involved, deadlines, and criteria for successful completion of the improvement plan. The plan will be signed by the student teacher, the university supervisor, and a designated member of the Teacher Education Committee. Candidates with Concerns Forms must teach at a school local to his/her campus location and be supervised by a full-time faculty member familiar with the student.

The Teacher Education Committee is responsible for determining the success of the improvement plan. The Teacher Education Committee may take appropriate action, including but not limited to:

- **Requiring additional student teaching time to provide the student teacher additional opportunity for success.** The university supervisor will visit on a weekly basis to support improvement efforts in these cases.
- **Determining that the student teacher is unable to demonstrate acceptable teaching performances or behaviors.** In this case, student teaching may be terminated with a failing grade.
- **Giving the student teacher a passing grade with reservations.** In this case, documentation must be submitted to the Teacher Education Committee to determine whether or not the student teacher will be recommended for licensure.

If the student teacher's behavior or performance results in a dismissal by the school or cooperating teacher, the student teacher will be referred to the Teacher Education

Committee for appropriate action. Securing an additional placement during the same semester is not guaranteed.

Observations

Scheduling Observations

Plan to visit during the **first week** but no later than the second week of student teaching. You may complete the [Supervisor Checklist](#) to aid in your communication with the school, cooperating teacher, and student teacher. Continue to document your conversations that take place during your remaining visits. Ask the student teacher and cooperating teacher to initial the checklist form after each topic has been discussed.

On your first visit (Cooperating Teacher):

- It is essential that teachers review the [Cooperating Teacher Overview](#) document listed under the First Step on the [Teacher Support](#) page in My Graceland. Go over the information from the university to clarify if they have questions about the processes or forms involved with student teaching.
- Both Cooperating Teachers and University Supervisors are encouraged to complete the online [Cooperating Teacher/University Supervisor Workshop](#). If the cooperating teacher has not already done so, encourage him/her to complete the online workshop. The workshop contains additional resources that are not available in My Graceland.
- Give the teacher your contact information and emphasize the need to contact you immediately if there are any issues. The field office contact information is also provided on [Teacher Support](#) page in My Graceland.
- The cooperating teacher will complete the same set of observation/evaluation forms and schedule as the university supervisor. Review the evaluation forms with the cooperating teacher to ensure when evaluations should be completed.
- Review the requirements of a lesson plan. The teacher should approve each lesson plan before the student teacher proceeds.
- Explain expectations for each visit, including time needed for observation and conferencing. Explain timelines, suggesting methods and dates for setting up future visits. Begin development of timelines for assuming teaching responsibilities and submitting evaluation forms. Clarify questions about snow days, and professional development, etc.

- If this is an Iowa placement, inform the teacher about the availability of renewal credit. The information is posted for the teacher in the online workshop and the Teacher Support page.
- Address any questions or concerns the cooperating teacher might have.

On your first visit (Student Teacher):

- Make sure the student teacher has downloaded the newest version of the Teacher Education Handbook. Forms and rubrics are linked within the handbook, but are also located here: [Student Teaching Overview & Information](#). Briefly review expectations of student teaching found in their handbook (i.e. appearance, attendance, school cancellation due to weather, make up days, etc.)
- Make sure the student teacher is arriving on time, engaged, and ready to work. Help him/her start a timesheet and suggest they ask the cooperating teacher to initial weekly to avoid any misunderstandings.
- Review timeline for assuming teaching responsibilities.
- Discuss your expectations for when the weekly journal should be submitted, and explain how you will include your comments when you assess their work in Chalk and Wire.
- Address any questions or concerns the student teacher might have.

Contact the student teacher or cooperating teacher to assure that you will visit at a time the student will be teaching. Six observations are required for each student teacher, and for each observation you should complete the appropriate evaluation(s). The School of Education supervisor and the secondary methods instructor should plan together so the student teacher is seen every two weeks and visits are appropriately spaced. (*Candidates with special needs may need to be monitored more frequently. If so, the Director of Field Experiences will provide the supervisor with a plan approved by the Teacher Education Committee.*)

Observation Instructions

- When you observe teaching, plan to spend approximately two hours with each student.
- Watch the student teacher for approximately one complete lesson, gathering data by scripting or taking notes. Review all lesson plans (not just the one for this lesson), and fill out your observation form. Check the time sheet in the student teacher's Chalk and Wire portfolio so you can help the candidate plan how to make up any days they have missed.

- Meet with the cooperating teacher, and check to see they are approving and monitoring the student teacher's lesson plans. Listen to the cooperating teacher's perceptions of the student teacher, and take notes on any problems. Show the teacher your evaluation rubric and see if he/she concurs with your judgments.
- Meet with the student teacher, and listen to their perceptions. If the student perceives a problem, have them problem solve in your discussion. Show the student teacher the completed evaluation rubric and explain strengths and weaknesses you have observed. Make an extra copy for them if they wish. Create improvement plans for weaknesses. If time does not permit you to have a good conference at the school, schedule an appointment at your office or make contact by phone.
- If the schedule allows, meet with the cooperating teacher and the student teacher together.
- Make sure you introduce yourself to the school principal and/or any other teacher who has worked with the student teacher.
- After the observation, document any problems that could prevent the student teacher from passing student teaching. Identify any problems that may need to be addressed by the School of Education. If necessary, discuss them with the Director of Teacher Education.