

# Student Teaching Syllabus

## SYLLABUS

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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 and after 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.

## University General Education Goals

Student teaching is designed to enhance the following university general education goals:

### Goal 1

To become knowledgeable in the natural sciences, history/political science, and the social/behavioral sciences.

### Goal 2

To develop an appreciation of the arts and humanities.

### Goal 3

To develop foundational skills, including skills of quantitative analysis, oral and written communication, ethical consciousness and sound values, and healthful living.

### Goal 4

To be knowledgeable and appreciative of human diversity as expressed in cultures other than one's own.



## 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-Eval (middle of placement and final)
  - InTASC Self-Evaluation
  - Program Evaluation
  - Post Multicultural and Technology Surveys
- **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 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 unconditional acceptance and respect for learners.

#### **Reflect**

Candidates analyze, synthesize their experiences, articulating what they have felt, thought, and learned through instructing learners.

#### **Lead**

Candidates prepare to lead instruction and assume leadership roles to advance their profession.

#### **Collaborate**

Candidates engage in high levels of involvement with learners, colleagues, and the community.

### **Student Teaching vs. Substitute Teaching**

Teacher candidates may be asked to cover a class here and there. But student teachers may not substitute for any classroom teacher. If teacher candidates are put in a substituting situation, they should contact their university supervisor immediately.

## 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 additional opportunity for success**

The university supervisor will 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

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

### 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**
  - Cooperating Teacher Observation Form (2) – First and second observations
  - InTASC & Disposition Evaluations (1) – Third observation
  - Reliability check for university supervisor and coop teacher on first 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.[TA1]

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



## 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 an accredited Iowa 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.

## 1. Cooperating Teacher Responsibilities

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.

## On what do I need to focus my attention during the observation period?

During the observation period teacher candidates will be learning the student's 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 of daily experiences 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. If you are in secondary education (and have an additional supervisor), also send an email copy to your methods supervisor<sup>[TA2]</sup>.*

### **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?**

Decline the offer. Teacher candidates are not allowed to be paid during student teaching, and should not assume the role of substitute teacher, nor can a substitute-teaching day be counted in their 70 days. However, student teachers with a substitute authorization can substitute only for their assigned cooperating teacher, in their assigned classroom on a short term, emergency basis. If requests to substitute persist, contact your university supervisor.

## 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 pre-service Capstone days. 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. Graceland will recommend their application to the State of Iowa after teacher candidates have completed and received a grade for student teaching, and after teacher candidates have completed all state requirements.

### **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 are included with each requirement, and assessment rubrics showing how teacher candidates will be assessed 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 Garnet Coulthard ([coulthar@graceland.edu](mailto:coulthar@graceland.edu)) or call 641-784-5391.

- 4 Student Teaching
  - 4 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)
  - Lesson Plans
  - Pre and Post Assessment
  - Student Work Samples
  - Video Self-Evaluation
  - Disposition Self-Evaluation (Half-way through student teaching)
  - Praxis Exam
  - 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 students create for their class, 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 included with instructions on the following pages.

## A. 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.**

Explain how subject-matter content and concepts are appropriate and meaningful to teacher candidates.

Explain the candidates plan to complete pre- and post-testing and from which lessons teacher candidates will be selected.

Identify how candidates created lessons 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. Analyze the learning environment for positive social interactions, active engagement in learning, and self-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. Therefore, plans must be completed at least 2 to 3 days in advance of delivery. 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 teacher should share his/her evaluation with teacher candidates, and teacher candidates should both sign as evidence of their review.





## B. 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, 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.

## C. 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 such as met, not met, or exemplary.

Include an in-depth explanation of student work samples that:

- ☑ Justify the implementation of two different strategies that demonstrate critical thinking, problem solving, and/or performance skills.
- ☑ Analyze student learning in relationship to different levels of achievement and explain how one student work sample is developmentally appropriate for the age and grade of the student.

### 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](#)



## D. 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 and with permission to be recorded. 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 teacher candidates without permission to be recorded are not seen in the picture. Be sure to tape 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.

## 2 Weekly Journals

To reflect on collaboration with colleagues and classroom pedagogy experience, 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. Secondary candidates should email a copy of the journal to their methods supervisor. Each journal must focus on at least one InTASC standard; all 10 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.

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.

## 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.



### 3. 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 classroom teacher and supervisor used to evaluate teacher candidates, and this is their opportunity to complete the self-evaluation rubric as a reflective activity.

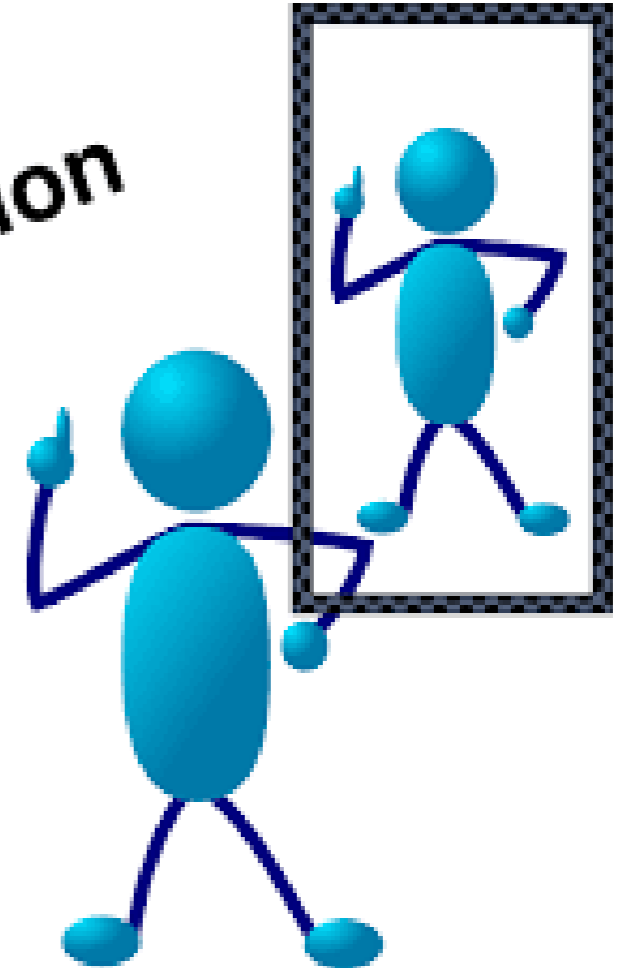
#### ■ Program Evaluation

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.

Self-  
Evaluation



## 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.

