

STUDENT TEACHING HANDBOOK

GRAND VIEW UNIVERSITY
Education Department

Fall 2017 / Spring 2018

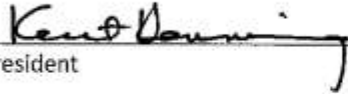
This Student Teaching Handbook contains the policies and procedures for the Grand View practicum students. It describes the goals to which we aspire. This Handbook has been approved through the appropriate channels and procedures and by Grand View's Provost and Vice President for Academic Affairs and the President. Although divisions and departments may occasionally wish to publish additional or revised guidelines for certain events and procedures, such guidelines are not effective and may not be implemented until written approval by Grand View's Provost and the President has been obtained.



Provost and Vice President for Academic Affairs

8/21/17

Date



President

8/21/17

Date

TABLE OF CONTENTS

ABOUT GRAND VIEW STUDENT TEACHING:

University Mission	4
Teacher Education Program at a Glance	4
Grand View University Education Program Standards	4
Grand View Student Teaching Components	5
Legal Status of Student Teachers	6

ROLES, RESPONSIBILITIES, AND EXPECTATIONS:

Student Teacher Responsibilities/Expectations	7
Sample Student Teaching Schedule	7
Grand View Student Teaching Expectations	10
Cooperating Teacher Responsibilities/Expectations	11
University Supervisor Responsibilities/Expectations	12
Principal Responsibilities/Expectations	13
University Field Placement Coordinator Responsibilities/Expectations	14

ASSESSMENT OF STUDENT TEACHING PERFORMANCE:

Assessment Criteria	14
Student Teaching Grading Criteria	15
Due Process and Remediation	16
Student Teaching Assignments At-a-Glance	17

ADDENDUMS

Addendum A - Teaching Standards Comparison Chart	
Addendum B - Grand View Student Teaching Unit Plan and Rubric	
Addendum C - Student Teaching Seminar Schedule	
Addendum D - Journal Reflections	
Addendum E - ePortfolio Artifacts and Rubric	
Addendum F - Student Teaching Observation Form	
Addendum G - Student Teaching Evaluation (updated 2017)	
Addendum H - Video Critique Guidelines and Rubric	
Addendum J - GV Secondary Lesson Plan Template	
Addendum I - GV Elementary Lesson Plan Template	

NOTE: All forms, assignments, rubrics, and standards are available under Blackboard in the Teacher Education Community section.

ABOUT GRAND VIEW STUDENT TEACHING

University Mission

Grand View is a not-for-profit liberal arts university offering bachelor's and master's degrees. It is a private institution affiliated with the Evangelical Lutheran Church in America. Founded more than 100 years ago in 1896, Grand View offers a high-quality education to a diverse student body in a career-oriented, liberal arts-grounded curriculum in Des Moines, Iowa, a metropolitan area of more than half a million people. Grand View welcomes traditional students and adult learners representing a wide range of religious and cultural backgrounds. Grand View engages, equips, and empowers students to fulfill their individual potential and serve society. Committed to the development of the whole person - mind, body and spirit - and to preparing students for successful careers and responsible citizenship both in their communities and in a diverse and changing world, Grand View offers a liberal arts education that:

- Challenges students to inquire with a disciplined and critical mind, communicate effectively, and display an awareness of the global issues that affect us all.
- Creates a community of learners where differing perspectives are welcome, where friendly interaction is the norm, and where intellectual and personal integrity is expected and modeled.
- Offers a supportive environment where students can engage in community with others, discern life purpose, and grow in leadership.
- Affirms Christian faith and ethics as a vision for life, a vision that enhances our respect for the diversity and dignity of all people, for relating to others, and for the pursuit of lifelong learning.

Informed by its Danish Lutheran heritage, Grand View is a School for Life.

Teacher Education Program at a Glance

The Grand View University Teacher Education Program is committed to the preparation of competent, ethical, and reflective teachers of excellence within the liberal arts tradition. The baccalaureate programs in elementary and secondary education provide a strong liberal arts background with rigorous professional preparation. Education faculty, in partnership with practicing teachers, model effective teaching behaviors. Students must spend at least two semesters in supervised in-school settings in preparation for the student teaching experience.

At Grand View University the Bachelor of Arts degrees in Elementary (K-6) or Secondary (5-12) Education prepare students for teacher licensure by the State of Iowa Board of Educational Examiners. In addition, students who wish to teach only art, music, or physical education may major in and be licensed by the State of Iowa to teach K-12 art, music, or physical education.

Grand View's Teacher Education Program EMPOWERS teachers, through vibrant learning communities and self-reflection, to be INNOVATIVE, CULTURALLY RESPONSIVE, and RESOURCEFUL LEADERS who are empowered to respond to the dynamic needs of learners for a global society.

Grand View University Education Program Standards

GVU Education Department core standards are based on InTASC (Interstate New Teacher Assessment & Support Consortium) Standards, developed by the Council of Chief State School Officers, as well as the Iowa Teaching Standards, and State of Iowa requirements (282-14). InTASC Standards outline what teachers should know and be able to do to ensure every PK-12 student reaches the goal of being ready to enter college or the workforce. Standards are assessed and tracked throughout the teacher education program electronic portfolio (Chalk & Wire). **SEE ADDENDUM A.**

Grand View Student Teaching Components

Grand View's student teaching program is organized around five components: 1) Teaching and Planning, 2) Attending Seminars, 3) Reflecting in Journals, 4) Creating an ePortfolio, and 5) Conferencing Regarding Performance.

1) Teaching and Planning

Teaching is the core element of the student teaching program. During each placement, the student will gradually assume full responsibility for planning, designing, implementing, and evaluating lessons within the scope of the classroom curriculum. When planning and delivering instruction, the student will use a variety of teaching strategies that meets the diverse instructional and behavioral needs of the students in the classroom. Each placement will culminate with the student assuming full responsibilities for the classroom for a minimum of two (2) full weeks. Student teaching experiences for Grand View students may take place in a public or private school setting. There are some students that will fulfill sixteen-week placements. In that case, student teachers will be responsible for a minimum of four (4) full weeks.

Long and short term planning is a necessary element to lesson preparation for the beginning teacher. Often times the difficulties that occur in student teaching can be traced to careless or inadequate planning and preparation. Success is usually dependent on careful and detailed planning and preparation.

Long term plans will include a ten-day teaching unit planned by the student teacher, in collaboration with the cooperating teacher. The purpose of developing this teaching unit is for the student teacher to experience the curricular problem-solving and decision-making behaviors required of practicing teachers. **SEE ADDENDUM B.**

2) Attending Seminars

Seminars will be held throughout the semester and are designed to provide a forum for discussing topics related to student teaching and to assist in broadening the students' knowledge of teaching and the profession. Seminars, which meet on campus after school hours, are a **course requirement** for student teaching. Any seminars missed will require a make-up assignment over the topic covered in the seminar.

SEE ADDENDUM C.

3) Reflecting upon student teaching experience

Students will be required to provide written reflections regarding 1) specific assigned topics, 2) lessons observed by their GV Supervisor that they present, and 3) and a video recording of one lesson that they and their cooperating teacher arrange. **SEE ADDENDUM H.** The assigned topics will be related to instructional strategies, developmental characteristics of the students, classroom management, diversity, personal reflective practices, etc. These journal entries and reflections will provide a basis for student reflections required in the ePortfolio.

4) Creating an ePortfolio

As part of reflecting upon professional practices and personal growth, students will create an ePortfolio. This electronic portfolio will document achievement of the ten InTASC Standards and will contain samples of students' ability to plan and deliver instruction to students, maintain an engaging learning environment, assess and evaluate student performance, be reflective regarding professional practices, and create collegial relationships.

SEE ADDENDUM E.

5) Conferencing Regarding Performance

Supervision is an on-going process as the cooperating teacher and student teacher interact on a daily basis. The cooperating teacher is expected to provide regular, constructive written and verbal feedback. The university supervisor will observe on a regular basis and provide formative written and verbal feedback for the student teacher, conferencing with the cooperating teacher on a regular basis.

SEE ADDENDUM F.

6) Formal Conferences with Cooperating Teacher, Student Teacher, and Supervisor

The supervisor, cooperating teacher and student teacher are required to have two formal three-way conferences. The first is a review and conference regarding the cooperating teacher's formal mid-term evaluation. This evaluation tool will be provided by GV. The second conference will include the supervisor's formal final evaluation and the cooperating teacher's formal final evaluation. This final conference will be a collaborative effort by the supervisor and cooperating teacher to provide input to the student teacher on strengths and areas for continued growth. The midterm and final evaluations will be used as part of the student teacher's final grade for student teaching. **SEE ADDENDUM G.**

Legal Status of Student Teachers

The Grand View University Teacher Education Program is approved by the Iowa Department of Education. As such, the following summary of Sections 262, 272, and 670 of the State Code of Iowa pertain to the administration of Teacher Education Programs and the status of student teachers.

Section 262.30 - "Contracts for Training Teachers" permits the Board of Directors for school districts to enter a cooperative agreement with the State Board of Regents on behalf of Iowa State University.

Section 272.27 - "Student Teaching" directs teacher preparation programs to enter into a written cooperative agreement with any accredited school district and provides that student teachers placed in a school district under the terms of this agreement are "entitled to the same protection under section 670.8, as is afforded by that section to officers and employees of the school district, during the time they are so assigned."

Section 670.8 - "Officers and Employees Defended" indicates that a student teacher who is jointly assigned to a placement in a school district under the terms of a cooperative agreement between the district and Grand View University is accorded the same civil and constitutional guarantees of the laws and protection as a licensed teacher. In other words, the student teacher has the same legal responsibility and may be held liable for his/her negligent acts and is also accorded the same protection of the laws as the licensed teacher. This code stipulates that student teachers who teach in Iowa Public Schools are afforded the same liability protection that school districts provide for their employees. Student teachers placed outside of the State of Iowa or in non-public schools may be asked to document that they have liability insurance. Should this be required, student membership in the Iowa State Education Association or the Professional Educators of Iowa organization is available at a reasonable cost.

Since student teachers are legally protected through the cooperative agreement between the University and the school district, cooperating teachers do not need to be physically present in the classroom at all times. Grand View suggests that if cooperating teachers are absent from the room that it is for short periods of times. However, ultimately, the licensed teacher is responsible for the students in their classroom and should exercise judgment in determining the suitability of leaving the room considering the students involved, the lesson being presented, and capability of the student teacher.

A student teacher should NOT be used as a substitute teacher for a cooperating teacher or any other teacher. The rationale for this policy is that the student teacher is not licensed and would be teaching in an isolated situation without the immediate supervision of a licensed teacher.

ROLES, RESPONSIBILITIES AND EXPECTATIONS

Many people need to work together to produce a successful beginning teacher. This section of the handbook describes the roles, responsibilities, and expectations of the Student Teacher, Cooperating Teacher, University Supervisor, School Principal, and Field Placement Coordinator.

Student Teacher Responsibilities/Expectations

The student teacher has two roles—the professional educator and the apprentice. Student teaching is designed to provide the teacher candidate with the opportunity to experience the responsibilities, problems, and concerns of the real-life teaching situation, under the daily supervision and mentoring of an experienced cooperating teacher.

The student teacher is provided additional support through observations by a university supervisor, or the field placement coordinator, and the school principal. The responsibilities for each are outlined.

Professional Responsibilities/Expectations

- Acquaint himself/herself with the various policies and procedures of the district, the physical facilities of the building, and the resources available in the school district.
- Arrange to meet with each cooperating teacher to plan for the beginning of the placement.
- Verify with the cooperating teacher and the university supervisor the beginning and ending date for each teaching placement. Fall placements begin when the cooperating teacher reports for opening workshops and professional development. Spring placements begin on the day classes resume after winter break.
- Participate in teacher meetings, professional development sessions, workshops, conferences, social functions, and other opportunities for professional growth.
- Dress appropriately and be well groomed.
- Demonstrate appropriate verbal and written communication skills. These include clarity of expression, correct grammar, appropriate vocabulary, good enunciation, well-modulated voice, correct spelling and punctuation, and acceptable handwriting. Use appropriate language at all times and avoid the use of questionable or inappropriate expressions, the use of sarcasm, or inappropriate humor.
- Consider school duties and responsibilities an important priority and fulfill promptly.
- Attend and report on time for all school appointments and responsibilities. Unavoidable absence must be reported immediately to the cooperating teacher and the university supervisor. **Upon the fourth absence (for whatever reason), the student teaching experience will be extended by one week.**
- Demonstrate initiative by attending extra-curricular activities involving students whenever possible.
- Assume responsibility for supervisory duties (or shadow the cooperating teacher) during lunch periods, recess or breaks, assemblies, homeroom, or similar activities.
- Participate in parent-teacher conferences as applicable.
- Refer all parental requests for pupil information to the cooperating teacher.
- Complete all assignments required by the cooperating teacher and the Grand View supervisor.
- Attend all Grand View Student Teaching Seminars. Make arrangements with your cooperating teacher for coverage of the classroom so you are able to leave school early in order to arrive on time for the seminar.
- Demonstrate the ability to be a reflective practitioner by completing the assigned journal assignments (**SEE ADDENDUM D**) and daily reflections of your experiences.

- Complete the video assignment by recording 15-20 minutes of teaching during the first placements. Watch and critique the video recording. Your cooperating teacher will also critique the video. **SEE ADDENDUM H.**
- Participate in a three-way conference among the cooperating teacher, the university supervisor, and the student teacher at the mid-term point to evaluate progress to date and at the conclusion of the student teaching session for final evaluation and closure.
- Develop an e-Portfolio (**SEE ADDENDUM E**) that includes reflections and artifacts that demonstrate competence in the InTASC Standards.

Planning and Teaching Responsibilities/Expectations

- Develop and submit written lesson plans to the cooperating teacher in **advance of teaching the lessons**. You should use the GV Lesson Plan template or another, agreed upon version that includes the required components. During the observation of the GV supervisor, it is the supervisor's prerogative to request the lesson be created in the form recommended by GV. This form is located on Blackboard (**SEE ADDENDUM I, J**). The student teacher should coordinate all plans with the cooperating teacher, yet show initiative and self-reliance in lesson planning.
- Organize lessons in a way that are presentable to cooperating teacher and/or supervisor upon request.
- Create lesson plans that accommodate the diverse learners in his/her classroom.
- Deliver instruction that features appropriate activities, clear presentation, multiple teaching strategies, effective questioning, suitable pacing, specific feedback, and appropriate formative and summative assessments.
- Work with the cooperating teacher to identify a concept appropriate for an instructional unit that fits into existing curriculum. This unit should include at least 10 lessons that are focused on the selected concept. You should use the GV Lesson Plan template or another, agreed upon version that includes the required components. **SEE ADDENDUM B.**
- Use available technology to engage students and enhance instruction.
- Demonstrate a willingness to seek and use the constructive advice and criticism of the cooperating teacher and the GV supervisor.
- Students who are seeking art, PE or music endorsements will work with the cooperating teacher and the GV supervisor to determine the appropriate structure and time length of the instructional unit.

Sample Student Teaching Schedule

The following schedule will give an idea of how to move from observing in the classroom to full time teaching. The length of phase-in and phase-out time is flexible and may be altered at the discretion of the cooperating teacher and/or the university supervisor.

First Student Teaching Placement

- Week 1 Observe the cooperating teacher, work with students individually or in small groups, and/or assume any teaching duties the cooperating teacher deems appropriate.
- Week 2 Assume the planning and teaching responsibilities for at least one subject area or class period. Identify the topic for the teaching unit and discuss with the university supervisor.
- Week 3 Assume the planning and teaching responsibilities for one or two additional subject areas or class periods. Develop the 10-day teaching unit and share with the cooperating teacher and university supervisor prior to teaching the unit.
- Week 4 Assume the planning and teaching responsibilities for one or two additional subject areas or class periods. Participate in the mid-term evaluation conference with the cooperating teacher and the GV supervisor.
- Week 5 May begin bell-to-bell teaching, including planning and teaching responsibilities for all additional subject areas or class periods.
- Week 6 Continue full-time planning and teaching responsibilities.
- Week 7 Continue planning and teaching responsibilities while beginning to relinquish some subject areas or class periods.
- Week 8 Complete units and projects, and student assessments as necessary. Observe in other classrooms during last two days. Make appointments with the teachers prior to observing. Evaluate student teaching experience. Participate in the final evaluation conference with the cooperating teacher and the university supervisor.

Second Student Teaching Placement

Follow a similar schedule to assume planning and teaching responsibilities for this placement.

Art, PE or Music

Students who are seeking art, PE or music endorsements will work with the cooperating teacher and the university supervisor to determine the appropriate structure and time length of the instructional unit.

GRAND VIEW STUDENT TEACHING EXPECTATIONS

Grand View University has the following specific expectations with regard to student teaching:

1. Each student teacher will abide by the guidelines of the school in which student teaching occurs.
2. Each student teacher is expected to be “on the job” every school day during the student teaching assignment, arriving and leaving the school at times appropriate for a teacher at the host school.
3. **Absences** must be reported immediately to the cooperating teacher and the university supervisor. Excessive days missed due to illness, personal emergencies, or other reasons require make up. Upon each fourth day missed, an additional week of student teaching is required. Weather affected school cancellation does not require making up time.
4. Each student teacher is expected to develop a positive working relationship with each cooperating teacher assigned.
5. Each student teacher is expected to demonstrate developing potential for teaching during the student teaching period. (A midterm and final evaluation at each placement, every other week (or weekly, if needed) visits by the university supervisor, and regular conferences between the university supervisor, student teacher, and cooperating teacher will assist in monitoring the student teacher’s progress.)

During student teaching, each student teacher will be evaluated continually in terms of their progress in achieving the InTASC standards and fulfilling responsibilities. The cooperating teacher and the GV supervisor will counsel the student teacher in each area as is appropriate.

If either believes the student teacher has a serious problem in any area, they may recommend one of the following actions:

- Immediate termination of student teaching, grade of F given.
- Immediate termination of student teaching, an incomplete grade given, allowing student to attempt student teaching again during a different student teaching period.
- Extension of student teaching period for the student teacher for a specified number of days or weeks to be determined by the university supervisor in consultation with the Director of Teacher Education, Education Department Chair, and Field Placement Coordinator.
- Transfer the student teacher to a different school/grade level/subject area/cooperating teacher.
- Continuation of student teaching assignment as is.

The final decision will be made by the Director of Teacher Education, Education Dept. Chair, and Field Placement Coordinator after consultation with the cooperating teacher, GV supervisor, student teacher, and building principal. The student teacher may appeal this decision as outlined in the Grand View University Student Handbook.

STUDENT’S STATEMENT

I, _____, have read, understand, and will abide by the above regulations, governing student teaching.

Signed _____ (This was signed at Orientation) Date: _____

Witness _____ Date: _____

Cooperating Teacher Responsibilities/Expectations

The cooperating teacher is an experienced licensed teacher with whom the student teacher will work most closely throughout the student teaching experience. The cooperating teacher provides day-to-day guidance and supervision essential to the growth and development of the student teacher. The student teacher/cooperating teacher relationship must build upon mutual trust. The cooperating teacher encourages the student teacher to inquire about, experiment with, and implement effective teaching practices. The student teacher is then able to experience the development of a personal working approach to teaching and learning. The classroom becomes a laboratory where the prospective teacher synthesizes a complete understanding of what it means to be an effective teacher within the teaching and learning environment.

Preparation and Orientation Responsibilities/Expectations

- Prepare for the arrival of the student teacher by becoming familiar with GV student teacher handbook and syllabus.
- Meet with the student teacher prior to the beginning of the student teaching semester.
- Familiarize the student teacher with the demographics, culture, and diversity of the district and school. The student teacher is required to provide the GV supervisor a short description of this information. **SEE ADDENDUM D.**
- Provide background information on the pupils with whom the student teacher will be working.
- Discuss with the student teacher the building policies and procedures including, but not limited to discipline, student records, emergency procedures, access and use of technology, and the rules and regulations regarding the sharing of student information under FERPA.
- Provide copies of curriculum guides, policy manuals, handbooks, teacher editions of pupils' books, and any other pertinent guidelines or expectations needed by the student teacher.
- Introduce the student teacher to the faculty and staff.
- Introduce the student teacher to the students and clarify for them the role of a student teacher.
- Provide a place for the student teacher to work and store his/her materials.

Coaching and Mentoring Responsibilities/Expectations

- Establish a rapport that enables the teacher to act as a mentor to the student teacher where the student teacher receives ongoing feedback regarding their content knowledge, pedagogy, and dispositions.
- Share knowledge, materials, and experiences with the student teacher.
- Develop a climate of trust by showing supportive interest in the student's work and encouraging risk-taking.
- Encourage the student teacher to participate in professional development, as appropriately determined by cooperating teacher and building principal.
- Provide direction in lesson planning, which allows for student creativity. Assist the student teacher in developing long-range goals, weekly plans, and daily lessons.
- Establish a schedule that allows for the student teacher to gradually assume teaching responsibilities resulting in **at least two weeks** of full-time teaching in each eight-week placement. Some student teachers will complete one sixteen week placement and that should include at least four weeks of full-time teaching. Please see the sample student teaching schedule included in this handbook (p. 8).
- Heighten the student teacher's awareness of confidentiality and diversity within the classroom in order to establish a classroom environment that allows for instructional opportunities that are equitable and adaptable to diverse learners.
- Assist the student teacher in the implementation of the accommodations and modifications for students with IEPs and 504 plans.

Assessing and Evaluating Responsibilities/Expectations

- Observe the student teacher's content knowledge, skills, and dispositions.
- Provide consistent, specific objective descriptions of the student teacher's performance, which can be used to analyze strengths and weaknesses.
- Provide ongoing, formative assessment of the student teacher's delivery of instruction and interaction with students that will provide constructive feedback regarding the student teacher's content knowledge, skills, and dispositions.
- Read and prepare yourself for the understanding of the InTASC Standards that are used for student teacher evaluation. **SEE ADDENDUM A.**
- Encourage self-evaluation of the student teacher's personal and professional development.
- Frequently communicate with the university supervisor regarding progress and concerns. If there are any concerns those should be brought to the supervisor as soon as possible.
- Complete a mid-term formative evaluation form including constructive feedback and suggestions for improvement; review this with the student teacher and the university supervisor in a three-way conference. **SEE ADDENDUM G.**
- Complete a final summative evaluation form and participate in a three-way conference among the cooperating teacher, the student teacher, and the university supervisor at the conclusion of the student teacher session to evaluate performance. **SEE ADDENDUM G.**
- Write (or refuse to write) a letter of recommendation based on observation and evaluation of the student teacher's performance.

University Supervisor Responsibilities/Expectations

The Grand View supervisor has the responsibility for assisting, guiding, supervising, and evaluating the student teacher during the semester of student teaching. The assigned university member has an important part of the success of Grand View student teachers. This role has key responsibilities that will help create a successful experience and prepare our students for a career in education.

- The very first responsibility is to get to know your student teachers. The more that you can connect with them, the better the working relationship of the mentor/student. They are looking to you for guidance and for information. Knowing your student teacher on a personal level will increase your ability to have meaningful discussions regarding your observations. It will also provide them with a person that they can reach out to for resources and for advice.
- Introduce yourself to the cooperating teacher and establish a system of communication with them. It is suggested that you meet with them prior to any observations of the student teacher in order to know about the classroom, the content, and the overall make-up of the class. In order to be able to provide your student teacher with the needed resources, you should be aware of the classroom dynamics.
- The number of observations can be determined by the needs of the student teacher. Supervisors are required four visits (for an 8-week placement). The supervisor must also complete a mid-term evaluation conference and a final evaluation conference with the cooperating teacher and the student teacher. Those can be planned for the same time as observations. The observations can be documented through personal notes and follow up emails to the student teacher and the cooperating teacher. Supervisors must keep all documentations of communications and observations and submit those to the Field Placement Coordinator at the conclusion of each placement. Observations and evaluations should be based on the InTASC standards. **SEE ADDENDUM A.**
- The other responsibilities center on the assessment of student teaching assignments. The student teachers are responsible for having two journal reflections for each 8-week placement. If the student teacher only has one 16 week placement then there will be an alternative topic. **SEE ADDENDUM D.**

- The student teachers are required to complete a unit plan that is also assessed by the supervisor. The student teachers, with the agreement of cooperating teacher and supervisor, should use the Grand View Lesson Plan Template provided (**SEE ADDENDUM I or J**) or can use a method that is suitable for all parties, containing the *required criteria*. Those discussions should be completed prior to the creation of the unit plan. **SEE ADDENDUM B.**
- Student teachers are also asked to create a video of their teaching and a critique of that video. The student teacher will submit the written critique to the supervisor. The supervisor does not need to view the video but may request to view the video to help assess the assignment. **SEE ADDENDUM H.**
- Student teachers will also submit an e-portfolio through Chalk and Wire for assessment by the supervisor. There are directions for the students and the rubrics for the assessing are all included in the Chalk and Wire portfolio. Students will submit their supervisor as the person to assess the e-portfolio. Each supervisor will have a Chalk and Wire assessor account created when they begin at Grand View. **SEE ADDENDUM E.**
- Supervisors will assist in the early re-assignment of a student teacher if continuation of the assignment would jeopardize the student's chances for success.
- Supervisors will assist the Field Placement Coordinator and the Department Chair in developing any needed assistance plans in the event that a student teacher is performing unsatisfactorily.
- Supervisors will agree to write a letter of recommendation. In the event that they are not willing, they must explain their reservations to the student.

Supervisors should attend as many seminars as possible. The seminars are held about every other week during the semester from 4:00 - 5:15 p.m. During these seminars, a variety of topics are covered and supervisors will have the first 15-20 minutes of some of the sessions to meet with their students. Supervisors will also have the opportunity to meet as a group to discuss concerns and give input to the student teaching experience (Supervisor PLCs). These meetings are monthly with the time and date to be determined based upon the best availability of our supervisors. **SEE ADDENDUM C.**

Principal Responsibilities/Expectations

Principals play a vital role in welcoming student teachers into their buildings and into the teaching profession by providing leadership and direction to the program.

Administrative Responsibilities/Expectations

- Assist in the selection of cooperating teachers by recommending the most competent and willing teachers who have had three years of successful, full-time teaching experience.
- Protect the student teacher from exploitation and tort liabilities.

Supportive Responsibilities/Expectations

- Welcome the student teacher to the building and introduce him/her to the building staff, teachers, and auxiliary personnel.
- Accept student teachers as participating members of the faculty.

Evaluative Responsibilities/Expectations

- Observe and evaluate the student teacher while conducting a lesson, if requested by the student teacher and if time is available. **Conduct a mock interview with the student teacher, referencing the Iowa Teaching Standards. Provide feedback that will help prepare the student for future employment interviews**

Field Placement Coordinator Responsibilities/Expectations

The Grand View Field Placement Coordinator serves as the liaison between the school districts, the student teachers, the cooperating teachers, and Grand View University. The Coordinator is responsible for securing placements for all student teachers and assuring that student teachers and cooperating teachers have positive and productive experiences.

Administrative Responsibilities/Expectations

- Establish and update field placement contracts with schools participating in all levels of field placement for Grand View University.
- Organize and conduct the cooperating teacher's workshop held in the fall and spring.
- Organize and conduct the orientation meeting for student teachers.

Placement Responsibilities/Expectations

- Work with district administrative and supervisory personnel in the selection of cooperating teachers and school placements.
- Provide pertinent information concerning each student teacher to school principals and cooperating teachers.

Support Responsibilities/Expectations

- Know the professional goals, as well as personal, social, and educational background of the student teachers to be supervised.
- Serve as a facilitator among schools, supervisors, cooperating teachers, and student teachers.
- Conduct the student teacher seminars which are held throughout the semester.

ASSESSMENT OF STUDENT TEACHING PERFORMANCE

Assessment Criteria

Grades for student teaching are determined by many factors of performance which are exhibited and documented by the student teacher through the ten program standards established for Education majors. There are three major areas from which data are collected: supervisor observation, cooperating teacher assessment, and ePortfolio assignments. University supervisors perform observations related to content knowledge, delivery of instruction, management of the classroom, reflective practice, and professional dispositions. Cooperating teachers provide on-going formative assessment which is then summarized in the midterm and final evaluation documents. Each evaluation is shared in a three-way conference among the cooperating teacher, university supervisor and the student teacher. The final form of assessment is conducted through the creation and presentation of a Chalk & Wire ePortfolio designed by the student teacher to summarize his/her knowledge, skills and dispositions on the ten Grand View Education Program Standards. The artifacts included in the ePortfolio are assessed by the university supervisor through the use of rubrics. **SEE ADDENDUM E.** All work must be completed prior to the completion of student teaching, before a final grade will be assigned, and before a recommendation for licensure can be made.

NOTES:

- A minimum grade of "C" must be attained for possible recommendation by Grand View University to the State Department of Education for licensure.
- All Education majors must successfully pass two (2) PRAXIS II tests as required by the Iowa Department of Education. It is recommended that students take the PRAXIS II tests during the semester prior to student teaching. See the www.ets.com/praxis website and the Iowa Dept. of Education website at www.educateiowa.org (search Praxis tests) for more information.

Student Teaching Grading and Evaluation Criteria

Specific Grading Criteria: The Grand View University Student Teaching Evaluation form will be used for assessing student teaching performance. This instrument is based on ten national teacher preparation standards (InTASC-Interstate New Teachers Assessment and Support Consortium) and parallels Iowa's eight Teaching Standards. **SEE ADDENDUM A.** A copy of the official assessment instrument is provided to all student teachers and their cooperating teachers. Additional copies may be obtained from the GV supervisor. **SEE ADDENDUM G.**

General Grading Criteria

A = Superior A person who demonstrates superior skill in working with pupils and subject matter. One who appears enthusiastic and confident, who takes initiative, is flexible in the planning and execution of the learning program, exhibits mature judgment and copes well with the unexpected. Such a person rates high in creativity, self-esteem and reliability, can function as an equal with the teacher and can work cooperatively, is responsible and reliable, attends campus meetings, meets deadlines, accepts suggestions, follows guidelines and informs the cooperating teacher and supervisor of any absences. This is a person who is ready to accept a position of major responsibility and evidences outstanding skill in the following areas:

- Short and long range planning
- Verbal and written communication
- Presentations
- Evaluations
- Professionalism/tact
- Effective, appropriate discipline
- Development of self-made units
- Background knowledge (content)

B = Very Good A person who works well with pupils, makes an effort to understand their needs and tries to meet those needs. A person who is enthusiastic, takes responsibility and gets along well with the faculty/staff. A person who has the potential to be a skilled teacher, but who is still developing in one or two of the basic attributes of an effective teacher:

- Techniques and Strategies
- Methods
- Materials
- Knowledge and grouping
- Finesse in disciplining
- Questioning skills
- Coping with the unexpected
- Inquiring mind
- Self-assurance
- Projecting enthusiasm
- Interpersonal relationships
- Professionalism

C = Average A person who is able to handle basic responsibilities, but who needs more time/experience to discover his/her philosophy of effectiveness in working with pupils, as well as a solid feeling for the teaching/learning process. A person who does average work in terms of planning, presenting, thinking on his/her feet, and handling problems. One who does not readily evidence creativity, maturity, or resourcefulness. A person who appears not to consistently show enthusiasm or take initiative when working with pupils. One who lacks underlying strength. Is making progress toward several of the attributes listed under B, but a person who has not yet become a comfortable, self-confident adult in the role of teacher. A person who may need some direction and supervision during the first year of teaching.

D = Below Average An individual whose performance is below average and **cannot be recommended** to a potential employer as having promise for developing into an acceptable teacher. Such a person clearly demonstrates that his/her command of subject matter is minimal or inadequate and makes no substantial effort to improve it. Exhibits little knowledge of or interest in using a variety of teaching approaches and procedures to maximize learning. Seems insensitive to classroom problems and atmosphere and frequently makes decisions which are tactless or not based on sound judgment. This person encounters rather serious problems of classroom management. Seems unaware that they exist and takes little action to correct them. Does little real lesson planning except in a most perfunctory fashion, does not meet deadlines set by the cooperating teacher, and makes minimum responses to suggestions made by the

supervisor or cooperating teacher. The student teaching experience must be repeated and successfully completed with a grade of C or above for licensure recommendation to occur.

F= Failure Responsibilities expected for the student teaching experience have not been fulfilled. The experience must be repeated and successfully completed with a grade of C or above for licensure recommendation to occur.

NOTE: A minimum grade of “C” must be attained for possible recommendation by Grand View University to the State Department of Education for licensure.

A 93-100%	B 83 - 92.9%	C 73 - 82.9%	D 63 - 72.9%	F 62.9% and below
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Due Process and Remediation

It is important to consider due process rights when making decisions that affect the entrance of a person into his/her chosen profession. Due process requires specific, fair, and reasonable policies and procedures be adopted and implemented. McGrath, Moody, & Olson* (1978) outline the following procedures:

1. Clinical education students must be provided a specific and complete statement of requirements and expectations.
2. The student must be provided a specific description of the competencies by which he or she will be evaluated, detailing the processes to be employed.
3. Actual supervisor practice at both the school and University level must be consistent with published policy available to the student in advance.
4. Orientation of students should provide, in writing, supervisor, and institutional requirements (cited in Long, 1984, p. 30)

The distinction between due process for legal rights under the Fourteenth Amendment (which states “no state shall deprive any person of life, liberty, or property without due process of law”) and academic decisions by institutions supports the institution in making an expert evaluation of cumulative information of skills and techniques in actual conditions of practice.

Remediation:

Responsive remediation plans for marginal student teachers should:

1. Determine if the conduct is remediable.
2. Provide timely verbal or written notification to the student teacher outlining specific deficiencies.
3. Provide a reasonable amount of time for correction with assistance by the University Supervisor and cooperating teacher.

A marginal student teacher is one who consistently fails to achieve competence in one or more of the following items:

- failure to manage the classroom environment effectively
- failure to treat students properly
- failure to impart subject matter effectively
- failure to demonstrate mastery of subject matter being taught
- failure to produce the intended or desired results in the classroom (Bridges & Gumpert, 1984)

*McGrath, M., Moody, D., and Olsen, H.C. (1978). Due process and avoidance of litigation in teacher education. Association of Teacher Educators, 6 3-6.

Grand View University’s Education Department uses support and remediation plan that works to create interventions for students who need more support to be successful. **SEE ADDENDUM K.**

Student Teaching Assignments (At-a-Glance)

Student teachers demonstrate their knowledge, skills, and dispositions through everything they do in their student teaching experience. The following required assignments provide on-going evidence of their teaching competence. NOTE: See the assignment directions and rubrics for specific requirements. It is recommended that student teachers organize all of their materials into a three-ring binder for easy access during both placements.

Student Teacher Assignments	Due Date	Submitted to
<p><u>Daily Lesson Plans</u> Develop written plans for all lessons. You can use the Grand View lesson plan template or a format approved by your teacher that meets the GV criteria.</p>	On-going, prior to teaching of the lesson	Cooperating teacher, made available to the university supervisor for review each week. SEE ADDENDUM I and J.
<p><u>Unit Plan</u> Work with the cooperating teacher to identify a concept appropriate for an instructional unit for each placement. This unit should include at least 10 lessons that are focused on the selected concepts. SEE ADDENDUM B.</p>	Completed units are due at the end of the 7 th week of each placement.	Electronically submit each unit plan to the university supervisor. This must include an overview, all daily lessons, student materials, formative, and summative assessments. <i>You will select one unit from your placements to be placed in the ePortfolio.</i>
<p><u>Teaching Video & Reflection</u> Record a 15-20 minute recording of their teaching in your first placement. A video critique is completed for the recorded lesson and used to create a summary reflection for the portfolio. SEE ADDENDUM J.</p>	Recordings and reflections should be done by the end of the sixth week of the first placement.	Submit the final reflection via Chalk and Wire to the university supervisor. <i>The summary reflection is included in the ePortfolio.</i>
<p><u>Journal Reflections</u> Complete 2 written journal reflections assigned for each of the student teaching placements. SEE ADDENDUM D.</p>	1 st - 2 nd week of each placement 2 nd - 4 th week of each placement	Electronically submitted to the university supervisor.
<p><u>ePortfolio Artifacts & Reflections</u> Design an electronic portfolio using Chalk & Wire, including all required artifacts and reflections on the ten InTASC standards. SEE ADDENDUM E.</p>	Varies... SEE ADDENDUM E.	Submitted for Assessment via Chalk & Wire to the university supervisor.
<p><u>Seminar Attendance</u> Attend and participate in the planned activities and discussions.</p>	Schedule and topics are found on ADDENDUM B.	Field Experience Coordinator

ADDENDUM A
STANDARDS COMPARISON CHART

Grand View Learning Outcomes	InTASC	Iowa Teaching Standards
Learner and Learning	<p>Standard #1 - Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>IA Std 2: Demonstrates competence in content knowledge appropriate to the teaching position.</p> <ul style="list-style-type: none"> a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student. c. Relates ideas and information within and across content areas. d. Understands and uses instructional strategies that are appropriate to the content area.
	<p>Standard #2 - Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>IA Std 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals:</p> <ul style="list-style-type: none"> a. Provides evidence of student learning to students, families, and staff. b. Implements strategies supporting student, building, and district goals. c. Uses student performance data as a guide for decision making. d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student. e. Creates an environment of mutual respect, rapport, and fairness. f. Participates in and contributes to a school culture that focuses on improved student learning.
	<p>Standard #3 - Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>	<p>IA Std 4: Uses strategies to deliver instruction that meets the multiple learning needs of students:</p> <ul style="list-style-type: none"> a. Aligns classroom instruction with local standards and district curr. b. Uses research-based instructional strategies that address the full range of cognitive levels. c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs. d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth. e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
Content Knowledge and Application	<p>Standard #4 - Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>IA Std 4: Uses strategies to deliver instruction that meets the multiple learning needs of students:</p> <ul style="list-style-type: none"> b. Uses research-based instructional strategies that address the full range of cognitive levels. c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs. d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth. e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
	<p>Standard #5 - Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>IA Std 6: Demonstrates competence in classroom management.</p> <ul style="list-style-type: none"> a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student... b. Establishes, communicates, models, and maintains standards of responsible student behavior. c. Develops and implements classroom procedures and routines that support high expectations for student learning. d. Uses instructional time effectively to maximize student achievement.

ADDENDUM A

STANDARDS COMPARISON CHART

		e. Creates a safe and purposeful learning environment.
Instructional Practice	<p>Standard #6 - Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>IA Std 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals. g. Communicates with students, families, colleagues, and communities effectively and accurately IA Std 4: Uses strategies to deliver instruction that meets the multiple learning needs of students: f. Uses available resources, including technologies, in the delivery of instruction</p>
	<p>Standard #7 - Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content area, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>IA Std 3: Demonstrates competence in planning and preparing for instruction. a. Uses student achievement data, local standards, and the district curriculum in planning for instruction. b. Sets and communicates high expectations for social, behavioral, and academic success of all students. c. Uses student's developmental needs, backgrounds, and interests in planning for instruction. d. Selects strategies to engage all students in learning. e. Uses available resources, including technologies, in the development and sequencing of instruction. IA Std 4: Uses strategies to deliver instruction that meets the multiple learning needs of students: a. Aligns classroom instruction with local standards and district curriculum</p>
	<p>Standard #8 - Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>IA Std 5: Uses a variety of methods to monitor student learning. a. Aligns classroom assessment with instruction. b. Communicates assessment criteria and standard to all students and parents. c. Understands and uses the results of multiple assessments to guide planning and instruction. d. Guides students in goal setting and assessing their own learning. e. Provides substantive, timely, and constructive feedback to students and parents. f. Works with other staff and building and district leadership in analysis of student progress.</p>
	<p>Standard #9 - Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>IA Std 7: Engages in professional growth: a. Demonstrates habits and skills of continuous inquiry and learning. b. Works collaboratively to improve professional practice and student learning. c. Applies research, knowledge, and skills from professional development opportunities to improve practice. d. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.</p>

ADDENDUM A

STANDARDS COMPARISON CHART

Professional Responsibility	<p>Standard #10 - Leadership and Collaboration</p> <p>The teacher seeks appropriate leadership roles and opportunities to take responsibilities for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>IA Std 8 Fulfills professional responsibilities established by the school district.</p> <ul style="list-style-type: none"> a. Adheres to board policies, district procedures, and contractual obligations. b. Demonstrates professional and ethical conduct as defined by state law and district policy. c. Contributes to efforts to achieve district and building goals. d. Demonstrates and understanding of and respect for all learners and staff. e. Collaborates with students, families, colleagues, and communities to enhance student learning.
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ADDENDUM C

Student Teacher Seminar and Supervisor PLC SCHEDULES Spring 2018

	Supervisor PLCs	EDUC 420/425 Seminar Rasmussen 119
January	1/8/18 3:00-4:00 - Ed. Conf. Rm. 218 1/29/18, 3:00-4:00 p.m., Ed. Conf. Rm. 218	*1/8/18, 4:15-5:30 p.m. <ul style="list-style-type: none"> • Introduction, Welcome, Review of Syllabus/assignments 1/29/18, 4:15-5:30 p.m. <ul style="list-style-type: none"> • Licensure with Melissa
February	2-26-18, 3:00-4:00 p.m., Ed. Conf. Rm. 218	2/12/18, 4:15-5:30 p.m. <ul style="list-style-type: none"> • Interview and resume prep *2/26/18, 4:15-5:30 p.m. <ul style="list-style-type: none"> • Classroom Management
March	3-19-18, 3:00-4:00 p.m., Ed. Conf. Rm. 218	3/5/18, 8:00-5:00 p.m. <ul style="list-style-type: none"> • Mock Interviews/Panel Discussion (Interviews will be scheduled throughout the afternoon) • Licensing/Ethics (a.m.) *3/19/18, 4:15-5:30 p.m. <ul style="list-style-type: none"> • 1st - 2nd year teacher panel
April		4/2/18, 4:15-5:30 p.m. <ul style="list-style-type: none"> • “What Would You Do?” Scenarios

Student Teaching Dates:

Placement 1: Date of your CT's first day in January - March 2nd (Midterm 2/2/18).

Placement 2: March 5th - April 27th (Midterm is 3/30/18).

- Supervisors are invited to attend all the seminars, but **required** to attend those marked with “ * ”. 4:15-4:30 p.m. will be set aside for Supervisor/Student Teacher conferencing to use as needed (Rasmussen 119) on the dates marked with “ * ”.
- Please call me any time if you have any questions or concerns throughout the semester.






ADDENDUM C






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ADDENDUM G

Student Teaching Evaluation 2017

Updating Evaluation Tool to be used starting Fall of 2017

1.0  Standard 1: Learner Development	1.0 Developing Working towards the standard: The student is progressing in this category but needs continued support.	2.0 Engaged Competent in this standard-The student is making progress in this criteria, but still needs some assistance from cooperating teacher.	3.0 Equipped The student demonstrates adequate skills in this criteria.	4.0 Empowered The student exceeds expectations in this criteria.
1.0  Standard 2- Learning Differences	1.0 Developing Working towards the standard: The student is progressing in this category but needs continued support.	2.0 Engaged Competent in this standard-The student is making progress in this criteria, but still needs some assistance from cooperating teacher.	3.0 Equipped The student demonstrates adequate skills in this criteria.	4.0 Empowered The student exceeds expectations in this criteria
1.0  Standard 3 Learning Environments	1.0 Developing Working towards the standard: The student is progressing in this category but needs continued support.	2.0 Engaged Competent in this standard-The student is making progress in this criteria, but still needs some assistance from cooperating teacher.	3.0 Equipped The student demonstrates adequate skills in this criteria.	4.0 Empowered The student exceeds expectations in this criteria
1.0  Standard 4- Content Knowledge	1.0 Developing Working towards the standard: The student is progressing in this category but needs continued support.	2.0 Engaged Competent in this standard-The student is making progress in this criteria, but still needs some assistance from cooperating teacher.	3.0 Equipped The student demonstrates adequate skills in this criteria.	4.0 Empowered The student exceeds expectations in this criteria
1.0  Standard 5- Application of Content	1.0 Developing Working towards the standard: The student is progressing in this category but needs continued support.	2.0 Engaged Competent in this standard-The student is making progress in this criteria, but still needs some assistance from cooperating teacher.	3.0 Equipped The student demonstrates adequate skills in this criteria.	4.0 Empowered The student exceeds expectations in this criteria

<p>1.0  Standard 6- Assessment</p>	<p>1.0 Developing Working towards the standard: The student is progressing in this category but needs continued support.</p>	<p>2.0 Engaged Competent in this standard-The student is making progress in this criteria, but still needs some assistance from cooperating teacher.</p>	<p>3.0 Equipped The student demonstrates adequate skills in this criteria.</p>	<p>4.0 Empowered The student exceeds expectations in this criteria.</p>
<p>1.0  Standard 7- Planning for Instruction</p>	<p>1.0 Developing Working towards the standard: The student is progressing in this category but needs continued support.</p>	<p>2.0 Engaged Competent in this standard-The student is making progress in this criteria, but still needs some assistance from cooperating teacher.</p>	<p>3.0 Equipped The student demonstrates adequate skills in this criteria.</p>	<p>4.0 Empowered The student exceeds expectations in this criteria.</p>
<p>1.0  Standard 8- Instructional Strategies</p>	<p>1.0 Developing Working towards the standard: The student is progressing in this category but needs continued support.</p>	<p>2.0 Engaged Competent in this standard-The student is making progress in this criteria, but still needs some assistance from cooperating teacher.</p>	<p>3.0 Equipped The student demonstrates adequate skills in this criteria.</p>	<p>4.0 Empowered The student exceeds expectations in this criteria.</p>
<p>1.0  Standard 9- Professional Learning and Ethical Practice</p>	<p>1.0 Developing Working towards the standard: The student is progressing in this category but needs continued support.</p>	<p>2.0 Engaged Competent in this standard-The student is making progress in this criteria, but still needs some assistance from cooperating teacher.</p>	<p>3.0 Equipped The student demonstrates adequate skills in this criteria.</p>	<p>4.0 Empowered The student exceeds expectations in this criteria.</p>
<p>1.0  Standard 10- Leadership and Collaboration</p>	<p>1.0 Developing Working towards the standard: The student is progressing in this category but needs continued support.</p>	<p>2.0 Engaged Competent in this standard-The student is making progress in this criteria, but still needs some assistance from cooperating teacher.</p>	<p>3.0 Equipped The student demonstrates adequate skills in this criteria.</p>	<p>4.0 Empowered The student exceeds expectations in this criteria.</p>

Outcomes Linked to Criteria

Criterion: Standard 1: Learner Development

No linked outcomes.

Criterion: Standard 2-Learning Differences

No linked outcomes.

Criterion: Standard 3 Learning Environments

No linked outcomes.

Criterion: Standard 4-Content Knowledge

No linked outcomes.

Criterion: Standard 5-Application of Content

No linked outcomes.

Criterion: Standard 6-Assessment

No linked outcomes.

Criterion: Standard 7-Planning for Instruction

No linked outcomes.

Criterion: Standard 8- Instructional Strategies

No linked outcomes.

Criterion: Standard 9-Professional Learning and Ethical Practice

No linked outcomes.

Criterion: Standard 10- Leadership and Collaboration

No linked outcomes.