

Practicum Handbook

2009 - 2010



GRACELAND
UNIVERSITY

EDMUND J. GLEAZER
SCHOOL OF EDUCATION

*Preparing and Supporting Effective Teachers
Who Care, Reflect, Lead, and Collaborate*

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Guidelines and Policies

Before Your Practicum

1. You must be accepted to the Teacher Education program before participating in a practicum experience. (Refer to the Undergraduate Teacher Education Handbook for more detailed information.)
2. Arranging a practicum:
 - a. All placements will be made by the Field Experience Office. Necessary forms and information are included in the Undergraduate Teacher Education handbook. Do not arrange placement with the school yourself. You may be enrolled for: one semester hour (40 hours), two semester hours (80 hours), or three semester hours (105 hours). If you intend to complete an **Early Childhood Practicum** or receive **Reading Certification in Missouri**, you must complete a Practicum as a three semester hour (105 hours) course.
 - a. Submit the *Practicum Application* to the Teacher Education Secretary three months prior to the placement. (The deadline for a Winter Term Practicum is October 1). A copy will be forwarded to the Registrar for official registration. Neither you nor your advisor is able to register practicum coursework.
 - b. The Field Experience Office contacts the school principal to gain permission for you to complete a practicum or internship.
3. After the practicum has been approved:
 - a. You receive a letter from the Field Experience Office with details and requirements of the placement.
 - b. You are assigned a university supervisor who reads your weekly journals, evaluates your assignments, and enters your grade. The course is graded on a pass/fail basis.

During Your Practicum

See ePortfolio/Technology Instructions in this handbook for more detailed information on the following requirements

1. Prepare and teach three lessons (two or three semester hours) or one lesson (one semester hour) that your cooperating teacher will observe and evaluate. The lesson plan should include your analysis and reflection of the lesson taught; include strengths, weaknesses, and considerations for future practice. Submit the lesson plan(s) to your university supervisor in the ePortfolio.
2. Keep a daily journal to reflect on your school/classroom activities. For each week of Practicum, five journal entries should be submitted in one document to your university supervisor in the ePortfolio. (See *Journal Instructions* in this handbook for more detailed information.)
3. For each lesson taught, collect samples of student work or evidence of student achievement that demonstrate your ability to accurately plan and assess student learning. Submit the samples to your university supervisor in the ePortfolio.
4. Record your daily hours and a brief description of your activities on your timesheet. To finish a Practicum successfully, you must complete 40 hours (one semester hour), 80 hours (two semester hours), or 105 hours (three semester hours). Your cooperating teacher must verify your hours on the cooperating teacher evaluation form. Submit the time sheet to your university supervisor in the ePortfolio.
5. Check to see that your cooperating teacher understands how to access the INTASC Evaluation and Lesson Critique forms from the Graceland website (www.graceland.edu/education/edfield). Remind him/her to submit all forms to the Field Experience Office as soon as you complete the Practicum. Your cooperating teacher's evaluation is needed before you receive a pass/fail grade for the course.
6. Ask your cooperating teacher to complete a reference for you. Details about Self Managed credentials and letters of reference are located on the CAP Center web page: www.graceland.edu/careers.

After Your Practicum or Internship

1. Set up an appointment with your university supervisor to discuss your experience and review your cooperating teacher's evaluation. To receive a passing grade, you cannot receive more than two Not Met/Unacceptable ratings by your cooperating teacher and must receive all Met/Acceptable ratings or above on assignments and the university supervisor evaluation.
2. If you have an incomplete grade in a Practicum, you cannot participate in student teaching

Practicum Journal Instructions

Keep a daily journal (one page) and submit it to your University Supervisor in the ePortfolio at the end of each week. This will be a total of three journals (3 semester hours), two journals (2 semester hours), or one journal (1 semester hour). In your first journal, include your plans for teaching three lessons (2 or 3 semester hours) or one lesson (1 semester hour) that will be formally observed in the classroom by your cooperating teacher.

The journal provides evidence that you are addressing INTASC Principles and that you are reflecting on how your teaching impacts student learning. Your writing should be descriptive, analytical, and reflective. (Descriptive statements describe what is happening, while analytical entries explain why.) Reflective discussion should focus on self-analysis, including the quality of your work as a practicum or intern candidate and your thoughts about your strengths and weaknesses related to teaching principles and activities. Be sure to identify the INTASC Principle e.g. (INTASC 1) immediately after you address the criteria.

Your university supervisor evaluates your journal entries with the *Practicum Journal Evaluation* rubric. To receive a “Pass” grade, the journals must be submitted weekly, addressing each rubric item one or more times.

You should address the following topics in your reflections:

- **The candidate (you) demonstrates knowledge of subject matter and communicates and incorporates important principles or concepts to make subject matter meaningful to students. (INTASC 1)**
 1. Reflect on ways you attempt to make knowledge and concepts of subject matter meaningful to students through communication with your students and your teaching .
- **The candidate anticipates instruction needed, allowing for individual differences. Learning experiences accommodate diverse learners. (INTASC 3)**
 1. Discuss the accommodations you have included in your instruction and communication with students.
 2. Discuss the ways you notice and allow expression of individual differences according to abilities and culture.
- **The candidate integrates a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. (INTASC 4)**
 1. Describe or analyze some instructional strategies you observe and also use to encourage students’ development of critical thinking, problem solving, and performance skills.
 2. Analyze how and why you selected specific instructional strategies and reflect on how these strategies encouraged students’ development of critical thinking, problem solving, and performance skills.
- **The candidate communicates effectively verbally, nonverbally, and with media resources. Communication with students fosters active inquiry, collaboration, and supportive interaction in the classroom. (INTASC 6)**
 1. Describe or analyze how you observed and used effective verbal, nonverbal, or media resources for the fostering active inquiry, collaboration, and supportive interaction in the classroom.
- **The candidate designs instruction based on knowledge of subject matter, students, the community, and curriculum goals, using fully developed lesson plans that follow an approved format congruent with the lesson objectives and assessments. (INTASC 7)**
 1. Describe or analyze your instruction based on your knowledge of subject matter, your students, the community, and curriculum goals.
 2. Reflect on your use of fully developed lesson plans that follow an approved format congruent with the lesson objectives and assessments.
 3. Analyze why your planning techniques are appropriate based on your knowledge of subject matter, your students, the community, and curriculum goals.

ePortfolio Instructions for Practicum

Creating a New Portfolio

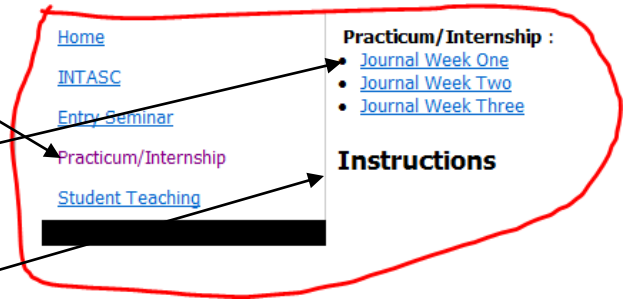
Check to see if your portfolio has been created with the *Program Assessment (eP2)* Table of Contents. This is the same portfolio you created during the Entry Seminar. If you don't have one, refer to the ePortfolio Quick Start Guide in the Undergraduate Teacher Education Handbook to create a new portfolio.

Journal Instructions

1. Click *Practicum/Internship* to open the Practicum section.

2. To submit your journal the first week, click the *Week One* link to open that page of the portfolio. (Subsequent journals should be placed on the appropriate week's page.)

3. Click the *Instructions* link to access more detailed information and help documents.



Option 1 – Type your journal in Microsoft Word and attach on the webpage

1. Write your journal in Microsoft Word. (If you use another word processing program, save the file as Rich Text Format (rtf) so your supervisor will be able to open it with Microsoft Word.)


2. Click the Add Content button at the top of the screen, then scroll to the Artifacts area. If you have already saved the journal in the Artifact Library, you will see it listed in the left box. Select it and click the right arrow to move it to the right box. If your journal is on your computer, click Browse to find the file and then click Upload. When you are finished, scroll to the top of the page and click the Save button.

3. Click the Submit Page link at the top of the screen. Put a checkmark beside your Practicum Supervisor's name, then click OK.

4. To view your submission results, go to the My Results tab.

Option 2 - Type your journal directly on the portfolio page.

1. Click the Add Content button at the top of the screen. Type the journal in the Text box. Click Save when you are finished.

2. If you want to add more text to the page later on, click the pencil button to the right of your journal. 

3. When you are finished at the end of the week, click the Submit Page link at the top of the screen. Put a checkmark beside your Practicum Supervisor's name, then click OK.

4. To view your submission results, go to the My Results tab.

Need Help? Please contact me:

Debbie Young

(641) 784-5088

dyoung@graceland.edu

Time Sheet

Download the Time Sheet from the *Instructions* area in the Practicum section of the ePortfolio or from the website www.graceland.edu/edstudents > Teacher Education Forms. You can update your Time Sheet electronically by opening it with Microsoft Word. Before submitting the Time Sheet to your supervisor in the ePortfolio, ask your cooperating teacher to review and verify your hours on his/her INTASC Evaluation form.

Cooperating Teacher Forms

The INTASC Evaluation and Lesson Critique forms your cooperating teacher will need can be downloaded from the Graceland website (www.graceland.edu/edfield). The forms are in .pdf format to be printed and completed by hand. Make sure he/she is able to access the forms at the beginning of your Practicum. The forms must be mailed to Brandy Boswell in the Field Experience Office before your grade is complete.

Creating an Artifact

Artifacts such as the Lesson Plan (including a reflection of the lesson) should be created with Microsoft Word, but you also have the option of saving them as html or pdf once they have been created (see Help Documents listed below). If another word processing program is used, be sure to save the file as Rich Text Format (.rtf) so that it may be opened more easily by your supervisor. (Go to Save As and in the File Type drop down menu, choose Rich Text Format.) A single file is best but if the artifact becomes too lengthy, you can attach more than one file to the ePortfolio page. Please try to limit files to no more than two or three for each artifact.

Student Work Samples

There are various ways to save samples of your student work and place them in your ePortfolio:

- Take pictures of the work with a digital camera. Attach the image files directly to the ePortfolio Student Work Sample page.
- Use a scanner to save the work as an electronic image file. Be sure to save the images in jpg format, which creates a smaller file and is easier to manage. In some scanning software programs, you may also have the option to increase or decrease the resolution (or file size) when saving the image. It's always best to save the image at the smallest resolution.
- Scanned images can be inserted into a Microsoft Word document. Place your cursor at the top of a page and go to Insert > Image > From File. Each student work sample will take up one page in the Microsoft Word document.

Help Documents Available on the Graceland Website (www.graceland.edu/edstudents > ePortfolio/Technology Resources)

- Saving a file as pdf in Windows
- Saving a file as pdf on a Mac
- Reduce the file size of Word documents
- ePortfolio Help web pages and videos
- ePortfolio Quick Start Guide (step-by-step instructions)

Submitting Artifacts to the ePortfolio

Important ePortfolio tips to remember:

- Attach and submit your artifact on the corresponding page of the ePortfolio. (*Lesson Plans on the Lesson Plans page*)
- Submit each artifact ONE time for assessment. (*If you're unsure, double check by going to My Results.*)
- Submit the artifact to only ONE person
- After you attach the artifact on the page of your portfolio, the final step of submission is to click the Submit Page button. On the next screen, choose your supervisor's name to submit to. No one has access to your portfolio until you have submitted your work for assessment.

Sharing Your ePortfolio

You also have the option of sharing your entire portfolio or specific pages within your portfolio. This is especially useful when using a portfolio in your job search. From one of the pages within your portfolio, click the Share Portfolio button at the top of the page. From there you will choose how you'd like to share your portfolio and who you would like to share it with. Refer to the *Sharing Your Portfolio* document on the ePortfolio/Technology Resources website for step-by-step instructions.

Practicum Journal Example

Name _____

January 3 to January 10, (5 days, 35 Hours)

Note: Candidates only need to identify the INTASC Principle, i.e. (INTASC 3); however, below the titles of the principles clarify why they are cited. Only INTASC Principles 1, 3, 4, 6, and 7 are cited in Practicum and Internship Journals.

January 3

I began my special education practicum on Thursday, January third. ___ has nine students in her classroom. E., EN., and J are her first graders. D, A, DA, JS, and M are her second graders. J is her third grader. In the past, I have spent time working a lot with A, D, and J. When I got to school, ___ told me that during Reading, I would be working with one student in particular. E is a first grader who is easily distracted. In general, he has a very silly, lighthearted attitude. At times, when frustrated, he will complain about completing tasks or will act stubborn. I could tell however, that he enjoyed the one-on-one attention, because he worked hard with me and completed all of his work. **(INTASC 3 Individual Differences)**

He practiced reading sight words, and completed a couple of worksheets. Prior to working with him, I didn't realize that he was such a good reader. He knew the majority of the sight words I quizzed him over. I think that his comprehension of the words isn't as high. I would ask them if he knew what some of the words meant, and he would say no. I also noticed that he has trouble with pronouncing the sound /y/. Those are two things on which I plan on working with him. **(INTASC 1 Knowledge of Subject Matter Taught to Students)**. He also read two "reading counts" books to me. The first book was fairly easy for him, and he even scored one hundred percent on the quiz he took. I noticed something strange about the quiz program on the computer. I feel as though, some of the questions are unfair or deceiving to the students. Some of the language in the actual question itself, is more difficult than the language in the book. He needed my assistance in reading some of the words, or explaining what the questions meant. Later, in talking with two teachers, I found out they agreed. **(INTASC 6 Communication--Technology)**

I think lack of background knowledge caused him to have difficulty with the second book. He began to act frustrated, and stopped trying to sound out his words. Instead he would look at the first letter and word call. Several times, I noticed him hold his spot in the book and count the number of pages left to

read. I feel like I should have made it a point to look through the books I picked for him to read, instead of just assuming that they were age appropriate. **(INTASC 7 Planning)** He was really working hard, and he got frustrated and lost his motivation to work and learn. It was upsetting to me that he was doing so well for the majority of reading time, but ended on such a negative note. **(INTASC 3 Individual Differences)**

Later, I worked with E during math. The first time I worked with E on subtraction, he simply didn't understand the concept of "taking away". I was pleasantly surprised to see that just weeks later, he was able to look at a problem and use his number line to complete it. E worked on the same worksheets as the older students in the classroom, and completed it successfully even though it took extra time. I was so proud of him. When he would begin to act anxious to be finished (once he noticed that the others already were), I let him know how proud I was of the work he had been doing and that I would make sure he would have time for the free activities the other students were involved in, once the sheet was done. **(INTASC 3 Individual Differences)** It seemed to encourage him. The problems he struggled with involved taking zero away from other numbers. I asked him "if you have three pieces of candy and you don't share with anyone or eat any, how many will you have? These problems are just like that. Subtracting zero from a number means you aren't taking away. The answer to the problems will always be the top number." I let him pick out a sticker for his hard work, and told "you are so smart. You did the same worksheet as the second and third graders!" I've noticed since, that he answers the questions involving subtracting zero correctly now. **(INTASC 4 Teaching Strategies)**

January 7

I was sick the next day and didn't return to school until Monday, January 7th. ____ was home sick, but had left a note for me to work with the other E during Reading. I was to be working with him one on one. I was going to practice the alphabet and sounds with him. He was supposed to be learning about the letter G. E is our lowest reader. He is also very new to the class, and I haven't spent much time working with him at all. He has difficulty recognizing some of his letters and remembering what sounds they make. I was also going to practice the pre-primer sight words with him, and he had worksheets to complete. **(INTASC 7 Planning)**

I was unpleasantly surprised once we started. E would not look at me when I spoke to him. He wouldn't answer my questions. When I asked him to put the foam letters in alphabetical order, he refused.

He wouldn't read or talk to me. He began to cry. **(INTASC 6 Communication—Nonverbal)** I attempted to just converse with him, and his behavior didn't change. I asked him if he was tired and what he was upset about. He just continued to cry and wouldn't reply. When Mrs. J told him he needed to listen to me and work with me because I wanted to help him, his behavior didn't change. She threatened consequences and his behavior still didn't change. When I told him I was wanting to help him learn, he made no response. Mrs. J finally asked him to return to his chair and put his head down, because she came to the conclusion that he was not going to work. **(INTASC 6 Communication—Verbal)**

I was filled with disappointment and anxiousness because I knew that I was supposed to be working with him during Reading for the following weeks. I began to think through strategies we had learned at Graceland such as Getting to Know You activities to open children up. I knew that I needed to come the next day with some motivation strategies. **(INTASC 4 Strategies and INTASC 7 Planning)** A realized that I was no longer working with E and asked me to come help him. He always works harder when he has one on one help. I've been told by his parents that he has a crush on me, and I know I can use this to my advantage in helping me motivate him to learn. **(INTASC 6 Communication)**

Note: Other days should be similar in length to these two days of journaling. Each journal entry should be for five days or 35 hours of participation in a Practicum or Internship.

Practicum FAQ

1. What is the practicum requirement for student teaching?

Candidates must successfully complete an 80-hour practicum or internship prior to participation in student teaching. The requirement for Early Childhood or receiving Reading Certification in Missouri is 105 hours.

2. If the candidate is earning more than one teaching endorsement, does more than one practicum need to be completed?

It depends on the endorsement. Refer to the *Practicum Information* chart in the Undergraduate Teacher Education Handbook for specific requirements.

3. What are the pre-requisites for enrolling in a practicum or internship?

Admission to the Teacher Education Program
Refer to the *Practicum Course Information* chart in the Undergraduate Teacher Education Handbook for specific course requirements.

4. Can I make my own placement?

Candidates do not call the school or make their own placement. The Field Experience Office will use the information provided on your application to make the placement for you.

5. What is the minimum number of hours that will count as a day? How long should I attend?

The requirement is a minimum of seven hours; however, you must be present at the school for an entire day. You must be at the school the same hours as your cooperating teacher.

6. What if school is dismissed early?

- If school is dismissed early for a teacher in-service meeting, you must attend the meeting with your cooperating teacher.
- If school is dismissed early because of weather concerns, you may count it as a day if school has been in session long enough for the district to consider it a full day. Check with the cooperating teacher or principal if you are unsure.
- Please contact your university supervisor if school is dismissed early.

7. When can I start my practicum?

You may begin after the practicum has been approved and you have received a letter of confirmation with the specific dates of the practicum.

Forms

Lesson Plan Format

You should work with your cooperating teacher and university supervisor for satisfactory lesson design. (*Note: Your lesson plan should be detailed enough that it could be taught in the event of your unexpected absence.*) Every lesson plan must contain: name, date, lesson topic, and grade level. After teaching the lesson, include your analysis and reflection noting strengths, weaknesses, and considerations for future practice.

Recommended components of a lesson plan:

- **State/National Standards Addressed**
- **Goals**
- **Objectives**
- **Management Plan**
- **Materials/Resources**
- **Detailed Procedures**
 - Can Include:
 - Introduction or Anticipatory Set
 - Activity Details
 - Modeling
 - Guided Practice
 - Check for Understanding
 - Independent Practice
 - Closure
- **Assessment**
- **Safety Concerns** - (*an area to address any safety concerns associated with the lesson. This is particularly important for physical activities, science, art, field trips, etc.*)
- **Accommodations/Modifications**
- **Reflection/Teacher Notes** (*completed after lesson*)

Check with your university supervisor for any additional components they might require.

Lesson Critique Form

Practicum/Internship

Teacher Candidate		Cooperating Teacher	
Date and Time of Lesson		Grade Level/Subject	
Students Taught	Individual <input type="checkbox"/>	Small Group <input type="checkbox"/>	Whole Class <input type="checkbox"/>
Formal Lesson Observation	First <input type="checkbox"/>	Second <input type="checkbox"/>	Third <input type="checkbox"/>

Observe the Practicum/Internship candidate teach three lessons and complete this form for each observation. All forms should be returned to the SOE Office at the end of the Practicum/Internship period. If serious concerns arise, contact the Director of Field Experiences (641) 784-5493 or dcombs@graceland.edu

Assessment of Lesson Plan

Achievement of Objectives

Classroom Manner and Areas of Strength

Suggestions for Future Lesson Planning and Teaching

Requirements for Future Teaching if Serious Concerns are Identified

Lesson Critique Checklist

This checklist is provided as an observation tool to assist the cooperating teacher when completing the Lesson Critique.

Pre-teaching:

1. Lesson plan is carefully planned with appropriate objectives and content related to previous and future learning.
2. Lesson plan is carefully planned with appropriate procedures/activities.
3. Lesson plan lists resources/materials.
4. Lesson plan provides for evaluation of learners' mastery of skills and concepts (e.g. class work that requires demonstration of mastery, observation of students completing class work, quizzes, journal entries, writing assignments, work and homework that are not merely drill, etc.)
5. Lesson plan employs a variety of teaching techniques so that all types of learners can achieve (e.g. audiovisuals, hands-on activities, problem solving, student-designed charts and graphs, laboratories, demonstrations, etc.)
6. Lesson plan provides specific accommodations if the class has learners with special needs.
7. All materials and equipment are ready for class use.
8. The quality of instructional materials prepared for the class is acceptable or exemplary with no misspelled words or incorrect grammar.
9. The teacher candidate is aware of discipline methods sanctioned by the classroom teacher and the school.

Teaching:

1. If appropriate, the candidate reviews previous lessons and prerequisite knowledge.
2. Learners are motivated, involved, and interested in the lesson.
3. The lesson purpose is communicated to the students.
4. Instructional momentum is maintained (i. e., keeps up the pace; does not spend too much time on any one element.)
5. Most learners are able to perform and are capable of doing procedures/activities.
6. Accommodations are provided for students who need additional assistance.
7. Evaluation activities are implemented in an effective manner.
8. Learners are actively involved in the lesson.
9. The lesson plan was implemented but modified if student feedback indicated a need for change.
10. Learners review and/or practice what they have learned in the lesson.

Classroom Management and Interpersonal Relations/Communication:

1. Calls on students by name.
2. Makes eye contact with as many students as possible.
3. Organizes activities efficiently (passing out papers, setting up group work, collecting materials, calling roll, etc.)
4. Provides feedback to learners.
5. Used discipline methods sanctioned by the classroom teacher and the school.
6. Enforces rules and applies consequences consistently.
7. Avoids threatening students.
8. Models correct grammar and avoids constant repetition of terms such as "OK" or "uh".
9. Is enthusiastic and confident; evident in facial expressions, appropriate gestures, and open body language.
10. Uses appropriate and pleasing voice volume, rate, pitch, and pace.
11. Is professional, neat and clean in appearance.
12. Effectively employ questioning techniques using "active" language:
 - a. Specifies methods of answering such as calling out answers, raising hands, drawing names, etc.
 - b. Learners understand questions and vocabulary is appropriate for age level.
 - c. Uses enough "wait time" to allow students to answer.
 - d. Uses probes to draw more information out of students.
 - e. Asks the learner to speak louder rather than repeating a student's answer.
 - f. Sometimes paraphrases or adds information to a learner's answer for clarification.
 - g. Asks follow-up questions.
 - h. Responds appropriately to correct, incorrect, partially correct, and non-answers.

Technology (if employed in lesson):

1. Uses appropriate technology that matches the learning objectives for the lesson.
2. The purpose for use of the technology is clear (e. g., to teach concepts and information or to teach computer skills.)
3. Effectively guides learners in use of technology.
4. Independent, small-group, or whole-class use of technology is appropriate.
5. Feedback about the use of technology is elicited from learners.
6. Software used with students is appropriate in usability, content, design, and difficulty.

Practicum/Internship Time Sheet

Candidate Name			Dates of Internship	
School			Grade Level/Subject	
Monday	Tuesday	Wednesday	Thursday	Friday

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

Practicum Journal Evaluation

Writing Evaluation	Not Met/Unacceptable	Met/Acceptable	Met with Strength/Exemplary
INTASC 6 Communicates Effectively in Writing	<input type="checkbox"/> Any weekly submission is incoherent and has five or more errors in grammar or the mechanics of writing.	<input type="checkbox"/> Each weekly submission is coherent and has less than five errors in grammar or the mechanics of writing.	<input type="checkbox"/> Each weekly submission is coherent and has no errors in grammar or mechanics of writing.
Content Evaluation	Not Met/Unacceptable	Met/Acceptable	Met with Strength/Exemplary
INTASC 1 Demonstrates knowledge of subject matter and communicates and incorporates important principles or concepts to make subject matter meaningful to students	<input type="checkbox"/> Candidate gave insufficient evidence of describing or analyzing subject matter knowledge, principles, and concepts and how to make them meaningful to students. Teacher candidate provides insufficient evidence of ability to analyze or reflect on ways to make knowledge and concepts of subject matter meaningful to students.	<input type="checkbox"/> Candidate described or analyzed subject matter knowledge, principles, and concepts and how to make them meaningful to students. Teacher candidate analyzes how to make knowledge and concepts of subject matter meaningful to students.	<input type="checkbox"/> Candidate described/analyzed <u>with relevant examples</u> subject matter knowledge, principles, and concepts and how to make them meaningful. Teacher candidate analyzes how to make knowledge and concepts of subject matter meaningful and reflects on the ability to make knowledge and concepts meaningful.
INTASC 3 Anticipates instruction needed, allowing for individual differences. Learning experiences accommodate diverse learners.	<input type="checkbox"/> Candidate provided insufficient evidence of describing or analyzing instruction needed, allowing for individual differences and learning experiences to accommodate diverse learners. Teacher candidate provides insufficient evidence of ability to analyze or reflect on instruction needed to effectively teach diverse learners.	<input type="checkbox"/> Candidate described or analyzed instruction needed, allowing for individual differences and/or learning experiences that accommodate diverse learners. Teacher candidate analyzes instruction to meet needs of diverse learners.	<input type="checkbox"/> Candidate described/analyzed instruction needed <u>with relevant examples</u> , allowing for individual differences and/or learning experiences that accommodate diverse learners. Teacher candidate analyzes instruction to meet needs of diverse learners and reflects on the ability to effectively teach diverse learners.
INTASC 4 Integrates a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	<input type="checkbox"/> Candidate provided insufficient evidence of describing or analyzing some instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. Teacher candidate provides insufficient evidence of ability to analyze or reflect on instructional strategies that could encourage students' development of critical thinking, problem solving, and performance skills.	<input type="checkbox"/> Candidate described or analyzed some instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. Teacher candidate analyzes how and why selected instructional strategies encourage students' development of critical thinking, problem solving, and performance skills.	<input type="checkbox"/> Candidate described or <u>analyzed a variety of</u> instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. Teacher candidate analyzes how and why selected instructional strategies encourage students' development of critical thinking, problem solving, and performance skills and reflects on personal ability to effectively teach critical thinking, problem solving, and performance skills.
INTASC 6 Communicates effectively verbally, nonverbally, and with media resources. Communication with students fosters active inquiry, collaboration, and supportive interaction in the classroom.	<input type="checkbox"/> Candidate provided insufficient evidence of describing or analyzing effective use of verbal, nonverbal, or media resources for fostering active inquiry, collaboration, and supportive interaction in the classroom. Teacher candidate provides insufficient evidence of ability to analyze or reflect on effective use of verbal, nonverbal, or media resources to encourage active inquiry, collaboration, and supportive interaction in the classroom.	<input type="checkbox"/> Candidate described or analyzed effective use of verbal, nonverbal, or media resources for the fostering active inquiry, collaboration, and supportive interaction in the classroom. Teacher candidate analyzes use of effective verbal, nonverbal, or media resources to encourage active inquiry, collaboration, and supportive interaction in the classroom.	<input type="checkbox"/> Candidate described/analyzed effective use of verbal, nonverbal, or media resources for fostering active inquiry, collaboration, and supportive interaction in the classroom <u>with relevant examples</u> . Teacher candidate analyzes use of effective verbal, nonverbal, or media resources to encourage active inquiry, collaboration, and supportive interaction in the classroom and reflects on the ability to use effective communication to encourage active inquiry, collaboration and interaction in the classroom.
INTASC 7 Designs instruction based on knowledge of subject matter, students, the community, and curriculum goals, using fully developed lesson plans that follow an approved format congruent with the lesson objectives and assessments.	<input type="checkbox"/> Candidate provided insufficient evidence of describing or analyzing instruction based on knowledge of subject matter, students, the community, and curriculum goals, using fully developed lesson plans that follow an approved format congruent with the lesson objectives and assessments. Teacher candidate provides insufficient evidence of ability to analyze or reflect on designing lesson plans based on subject matter, students, the community, and curriculum goals.	<input type="checkbox"/> Candidate described or analyzed instruction based on knowledge of subject matter, students, the community, and curriculum goals, using fully developed lesson plans that follow an approved format congruent with the lesson objectives and assessments. Teacher candidate analyzes why planning techniques are appropriate based on knowledge of subject matter, students, the community, and curriculum goals.	<input type="checkbox"/> Candidate described or analyzed instruction based on knowledge of subject matter, students, the community, and curriculum goals, using fully developed lesson plans that follow an approved format congruent with the lesson objectives and assessments <u>with relevant examples</u> . Teacher candidate analyzes why planning techniques are appropriate based on knowledge of subject matter, students, the community, and curriculum goals and reflects on the ability to plan appropriate techniques.

Practicum Evaluation by Cooperating Teacher

Graceland University – School of Education
Master INTASC Rubric: Synthesis Evaluation

Candidate	Elementary <input type="checkbox"/> Secondary <input type="checkbox"/>	School/Class	Date
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<input type="checkbox"/> I verify the candidate's time sheet is accurate	Signature of Evaluator
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Teacher candidate may not have more than two Not Met/Unacceptable ratings to receive a passing grade.

INTASC 1 – Knowledge of Subject Matter Teacher candidate demonstrates knowledge of the subject matter they plan to teach and communicates and incorporates important principles or concepts to make subject matter meaningful to students.			Iowa Teaching Standard 2 Demonstrates competence in content knowledge appropriate to the teaching position.		
Not Met/Unacceptable	Met/Acceptable	Met with Strength/Exemplary	NO	Sources of Evidence <i>(check items used in determining ratings)</i>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Examined for accurate and meaningful subject matter	
Teacher candidate needs to integrate accurate knowledge of subject matter and concepts when teaching.	Teacher candidate integrates accurate knowledge of subject matter and concepts when teaching.	Teacher candidate integrates accurate knowledge of subject matter and concepts when teaching. <u>Level of organization and presentation are comprehensive and clearly above normal expectations.</u>	Standard not observed	<input type="checkbox"/> Lesson plans	<input type="checkbox"/> Lessons observed
Comments <i>Areas of Strength, Areas to be Developed, Classroom Manner, Achievement of Objectives</i>				<input type="checkbox"/> Revised lesson plans	<input type="checkbox"/> Artifacts of student learning
				<input type="checkbox"/> Teacher materials (handouts, tests, etc.)	<input type="checkbox"/> Conference with candidate
				Other Sources	

INTASC 3- Diversity in Learning Teacher candidate anticipates instruction needed, allowing for individual differences. They communicate clearly and create learning experiences that accommodate diverse learners.			Iowa Teaching Standard 4 Uses strategies to deliver instruction that meets the multiple learning needs of students.		
Not Met/Unacceptable	Met/Acceptable	Met with Strength/Exemplary	NO	Sources of Evidence <i>(check items used in determining ratings)</i>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Examined for accurate information that is appropriate for the needs of diverse learners.	
Teacher candidate needs to improve in meeting needs of diverse learners.	Teacher candidate meets needs of diverse learners.	Teacher candidate meets needs of diverse learners. <u>Modifications are documented.</u>	Standard not observed	<input type="checkbox"/> Lesson plans	<input type="checkbox"/> Lessons observed
Comments <i>Areas of Strength, Areas to be Developed, Classroom Manner, Achievement of Objectives</i>				<input type="checkbox"/> Revised lesson plans	<input type="checkbox"/> Artifacts of student learning
				<input type="checkbox"/> Teacher materials (handouts, tests, etc.)	<input type="checkbox"/> Conference with candidate
				Other Sources	

INTASC 4- Variety of Instructional Strategies Teacher candidate integrates a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.				Iowa Teaching Standard 4 Uses strategies to deliver instruction that meets the multiple learning needs of students.	
Not Met/Unacceptable	Met/Acceptable	Met with Strength/Exemplary	NO	Sources of Evidence <i>(check items used in determining ratings)</i>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Examined for a variety of strategies to encourage students' development of critical thinking, problem solving, and performance	
Teacher candidate needs to improve use of a variety of strategies to encourage students' development of critical thinking, problem solving, and performance skills.	Teacher candidate uses some strategies to encourage students' development of critical thinking, problem solving, or performance skills.	Teacher candidate uses a variety of strategies to encourage students' development of critical thinking, problem solving, and performance skills.	Standard not observed	<input type="checkbox"/> Lesson plans	<input type="checkbox"/> Lessons observed
				<input type="checkbox"/> Revised lesson plans	<input type="checkbox"/> Artifacts of student learning
				<input type="checkbox"/> Teacher materials (handouts, tests, etc)	<input type="checkbox"/> Conference with candidate
Comments <i>Areas of Strength, Areas to be Developed, Classroom Manner, Achievement of Objectives</i>				Other Sources	
INTASC 6 – Communication Skills Teacher candidate communicates effectively verbally, nonverbally and with media resources (i.e., technology). Communication with students fosters active inquiry, collaboration, and supportive interaction in the classroom.				Iowa Teaching Standard 10 Communicates with students, families, colleagues, and communities effectively and accurately.	
Not Met/Unacceptable	Met/Acceptable	Met with Strength/Exemplary	NO	Sources of Evidence <i>(check items used in determining ratings)</i>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Examined for effective communication to foster active inquiry, collaboration, and supportive interaction in the classroom.	
Teacher candidate needs to improve communication to foster active inquiry, collaboration, and supportive interaction in the classroom.	Teacher candidate uses effective communication to foster active inquiry, collaboration, and supportive interaction in the classroom.	Teacher candidate uses exemplary communication to foster active inquiry, collaboration, and supportive interaction in the classroom. <u>The candidate documents that feedback from students or other observers supplies evidence that this item is above the met/acceptable range.</u>	Standard not observed	<input type="checkbox"/> Lesson plans	<input type="checkbox"/> Lessons observed
				<input type="checkbox"/> Revised lesson plans	<input type="checkbox"/> Artifacts of student learning
				<input type="checkbox"/> Teacher materials (handouts, tests, etc)	<input type="checkbox"/> Conference with candidate
Comments <i>Areas of Strength, Areas to be Developed, Classroom Manner, Achievement of Objectives</i>				Other Sources	
INTASC 7 – Instructional Planning Skills Teacher candidate designs instruction based upon knowledge of subject matter, students, the community, and curriculum goals. Planning techniques include a fully developed lesson plan that follows an approved format congruent with the lesson objectives.				Iowa Teaching Standard 3 Demonstrates competence in planning and preparing for instruction.	
Not Met/Unacceptable	Met/Acceptable	Met with Strength/Exemplary	NO	Sources of Evidence <i>(check items used in determining ratings)</i>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Examined for incorporation of appropriate planning techniques, based on knowledge of subject matter.	
Teacher candidate needs to incorporate appropriate planning techniques, based on knowledge of subject matter.	Teacher candidate incorporates appropriate planning and assessment techniques, based on knowledge of subject matter.	Teacher candidate incorporates appropriate planning and assessment techniques, based on knowledge of subject matter. <u>Candidate articulates justification for improving lessons.</u>	Standard not observed	<input type="checkbox"/> Lesson plans	<input type="checkbox"/> Lessons observed
				<input type="checkbox"/> Revised lesson plans	<input type="checkbox"/> Artifacts of student learning
				<input type="checkbox"/> Teacher materials (handouts, tests, etc)	<input type="checkbox"/> Conference with candidate
Comments <i>Areas of Strength, Areas to be Developed, Classroom Manner, Achievement of Objectives</i>				Other Sources	
General Comments					

The Candidate may not receive more than two Not Met/Unacceptable ratings from the following disposition rubric to receive a passing grade for a Practicum.

INTASC & Conceptual Framework	Evaluation Criteria	Not Met/ Unacceptable	Met/Acceptable	Met with Strength/Exemplary	Not Observed
<i>INTASC 2; Cares</i>	Caring Attitude	<input type="checkbox"/> Negative, sarcastic, apathetic	<input type="checkbox"/> Supportive	<input type="checkbox"/> Sincere, empathetic	<input type="checkbox"/>
<i>INTASC 9; Leads</i>	Open to Suggestions	<input type="checkbox"/> Inflexible, rigid, resistance to help	<input type="checkbox"/> Somewhat flexible	<input type="checkbox"/> Flexible, versatile, accepts guidance	<input type="checkbox"/>
<i>INTASC 9; Leads</i>	Initiative	<input type="checkbox"/> Lacks motivation	<input type="checkbox"/> Somewhat self-motivated	<input type="checkbox"/> Creates opportunities	<input type="checkbox"/>
<i>INTASC 10; Collaborates</i>	Cooperation	<input type="checkbox"/> Poor interaction	<input type="checkbox"/> Good working relationships	<input type="checkbox"/> Collaborates to enhance learning	<input type="checkbox"/>
<i>INTASC 9; Leads</i>	Appearance	<input type="checkbox"/> Inappropriate, too casual	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Professional	<input type="checkbox"/>
<i>INTASC 9; Leads</i>	Self-confidence	<input type="checkbox"/> Limited	<input type="checkbox"/> Secure, self-reliant	<input type="checkbox"/> Mature, self-assured, poised	<input type="checkbox"/>
<i>INTASC 6; Reflects</i>	Correct Oral Expression	<input type="checkbox"/> Pattern of errors	<input type="checkbox"/> Occasional errors	<input type="checkbox"/> Well-chosen vocabulary	<input type="checkbox"/>
<i>INTASC 6; Reflects</i>	Correct Written Expression	<input type="checkbox"/> Pattern of errors	<input type="checkbox"/> Occasional errors	<input type="checkbox"/> Well-chosen vocabulary	<input type="checkbox"/>
<i>INTASC 9; Leads</i>	Attendance	<input type="checkbox"/> No communication when absent or late	<input type="checkbox"/> Usually present, punctual or calls	<input type="checkbox"/> Always present, punctual	<input type="checkbox"/>
<i>INTASC 10; Collaborates</i>	Interacts in a Professional Manner	<input type="checkbox"/> Needs improvement	<input type="checkbox"/> Keeps confidentiality, demonstrates professional ethics	<input type="checkbox"/> Superior	<input type="checkbox"/>
<i>INTASC 3; Cares</i>	Interacts in a Respectful Manner	<input type="checkbox"/> Needs improvement	<input type="checkbox"/> Respects dignity, shows no bias	<input type="checkbox"/> Superior	<input type="checkbox"/>
<i>INTASC 9; Leads</i>	Overall Quality for Success in Teaching	<input type="checkbox"/> Needs improvement	<input type="checkbox"/> Manages time, student behavior, and environment effectively	<input type="checkbox"/> Superior	<input type="checkbox"/>
Comments					
Signature of Candidate		Graceland ID Number		Graceland Campus Location Centerville <input type="checkbox"/> Indep <input type="checkbox"/> Trenton <input type="checkbox"/> Lamoni <input type="checkbox"/>	

Practicum Evaluation by University Supervisor

Graceland University – School of Education

*If all ratings are exemplary or acceptable, the candidate receives a passing grade and will be recommended for student teaching.
If any item is unacceptable, the candidate must improve that item. Please describe recommendations for improving performance.*

	Not Met/Unacceptable	Met/Acceptable	Met with Strength/Exemplary
Assessed in ePortfolio			
Daily Journal Entries (submitted weekly) <i>INTASC 1 Knowledge</i> <i>INTASC 3 Diversity</i> <i>INTASC 4 Instructional</i> <i>INTASC 6 Communication</i> <i>INTASC 7 Planning</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Candidate needed to provide evidence of meeting the standards for INTASC Principles on the Practicum Reflection Rubric.	Candidate addressed all items on the Practicum Reflection Rubric and had no Not Met/Unacceptable ratings.	Candidate addressed all items on the Practicum Reflection rubric at a Met with Strength/Exemplary level of performance.
Student Work Samples <i>INTASC 1 Knowledge</i> <i>INTASC 7 Planning</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ePortfolio samples of student work or evidence of student achievement needed to demonstrate that the candidate was able to accurately plan and assess their students' learning.	ePortfolio samples of student work or evidence of student achievement demonstrated that the candidate was able to accurately plan and assess their students' learning.	ePortfolio samples of student work or evidence of student achievement demonstrated that the candidate was able to accurately plan and assess <u>and compile results</u> of their students' learning.
Lesson Reflections <i>INTASC 1 Knowledge</i> <i>INTASC 7 Planning</i> <i>INTASC 9 Reflection</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Lesson plan needed to include reflection and analysis, OR the reflection needed improvement.	Analysis and reflection in the lesson plan includes strengths, weaknesses, and considerations for future practice.	<u>In-depth</u> analysis and reflection in the lesson plan includes strengths, weaknesses, and considerations for future practice.
Time Sheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Time sheet was incomplete or not verified by the cooperating teacher.	Time sheet was complete and verified by the cooperating teacher.	Time sheet was complete <u>with details</u> and verified by the cooperating teacher.
Monitored by supervisor for final grade but not assessed in ePortfolio			
Lesson Plans <i>INTASC 1 Knowledge</i>	<input type="checkbox"/>	<input type="checkbox"/>	
	ePortfolio contained fewer than required number of lesson plans (3 for 2/3 hour; 1 for 1 hour) taught by the candidate. OR one or more of the lesson plans need improvement	ePortfolio contained required number of lesson plans (3 for 2/3 hour; 1 for 1 hour) taught by the candidate.	
Cooperating Teacher Evaluation <i>INTASC 1, 3, 4, 6, 7</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evaluation by cooperating teacher had Not Met/Unacceptable ratings.	Evaluation by cooperating teacher had no Not Met/Unacceptable ratings, with a majority of Met/Acceptable ratings.	Evaluation by cooperating teacher had <u>all</u> Met with Strength/Exemplary ratings.