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Helpful websites:

Council on Teacher Education:  http://www.cote.illinois.edu/
School and Community Experiences:  http://education.illinois.edu/sce
For a pdf version of this handbook:  http://education.illinois.edu/sce
Dear University of Illinois Student Teacher,

Welcome to the most amazing, exhausting, and enlightening experience of your education career so far. At first student teaching may seem like a daunting task, but you are prepared to handle it. Use what you have already learned in classes and placements to help you grow as an educator during student teaching. If you approach your student teaching semester as one where you get the chance to try new things, ask questions, experiment, and discover, you'll leave your college career and enter your educator career with a “tool box” full of strategies and knowledge that you can use in your first classroom.

The Student Teaching Handbook is a resource available to answer most of your questions related to the expectations that are set by the College of Education for your student teaching semester. Always remember that you have professionals within the college to help you be successful in your placement. Supervisors, professors, cooperating teachers, and clinical specialists are all here to help guide you in becoming a professional educator. Sometimes, your peers offer the most support because they are experiencing all of this for the first time with you. Never feel alone, and never be afraid to reach out to someone for help.

There is no “right way” to be a teacher. Each one of us is unique and has something exceptional to bring to the field of education. The student teaching semester sets the tone for the rest of our careers. Meeting expectations and behaving as a professional are all part of the foundation. Even so, do not be afraid to bring your individual style, technique, and ideas to your student teaching classroom. The only way that you will be successful is if you stay true to yourself. Every profession requires a balance of personal preference and professional responsibility. This is especially true for education. Teachers are masters of cooperation and compromise. You will get the chance to practice this almost every hour of every day in your placement. Maintaining a balance is key.

You will be surprised at how fast the semester goes. You will spend hours grading, preparing lessons, and working on the edTPA. Even through all of that, you will form bonds with students that need a mentor in their life. You will be that special person that turns a student’s life around for the better. In one short semester, you will emerge on the other side of student teaching with a new perspective on the world. Your last day will be sad; filled with tears and many goodbyes. You will say, “Teaching is rewarding. It was all worth it,” and go on to be an inspiration to many other students. Never forget that student teaching sets the foundation for everything that is to come.

Good luck with your semester, and remember, we all went through it!

Best Wishes,

Louise Mathews
Rebecca Siambekos
Katherine Simpson

University of Illinois College of Education
Class of 2015
School and Community Experiences Directory

This page is provided to keep record of important phone numbers associated with the clinical experiences. You may want to include information about cooperating teachers, school buildings, program coordinators, supervisors, student teachers, etc. *In the event you need to contact School and Community Experiences regarding any student teaching matter, please call 217-333-2561.*

<table>
<thead>
<tr>
<th>NAME</th>
<th>ADDRESS</th>
<th>PHONE NUMBER</th>
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INTRODUCTION

The University of Illinois at Urbana-Champaign offers 32 professional education programs at the graduate and undergraduate levels leading to teacher, school leader, and school service personnel licensure. This handbook has been created for student teachers and cooperating teachers who are involved with the Elementary and Early Childhood Teacher Education Programs at the University of Illinois at Urbana-Champaign.

The conceptual framework is a formal document that states the university’s shared vision for preparing educators to work effectively in P-12 schools. The purpose of the conceptual framework is to provide direction for program development, course planning, and assessment of candidates’ performance in programs leading to licensure. The title of our conceptual framework is Teaching and Learning in a Diverse Society. The overall theme of Teaching and Learning in a Diverse Society is supported by two primary components, which we call pillars. The pillars specify the key knowledge, skills, and dispositions that our graduates need to serve children and adolescents in a diverse society.

The following pillars support all parts of our professional preparation programs. They are integrated into professional courses and field experiences, and they shape the assessment of our candidates at all stages of their professional preparation. The UIUC Conceptual Framework: Teaching and Learning in a Diverse Society is available at http://www.cote.illinois.edu/.

Pillar One – Establishing Community in Teaching and Learning Environments
- Create and maintain positive and effective learning environments that recognize the diverse talents and needs of all students.
- Effectively communicate with students, parents, colleagues, and others to support and enhance learning communities.
- Exhibit professional conduct and dispositions consistent with the commitment to ‘establishing community in teaching and learning environments’.

Pillar Two – Guiding the Development of Inquiring and Reflective Minds
- Demonstrate thorough knowledge of the subject matter they will teach.
- Display a disposition toward inquiry.
- Develop and deliver appropriate instruction that reflects the knowledge bases of subject matter content, pedagogy, and human growth and development.
- Assess student learning and use results of assessment to revise and improve teaching.
- Engage in critical self-reflective techniques to improve teaching.
- Seek and participate in opportunities for continuing educational and professional growth.
- Locate, critically evaluate, and use multiple resources – including technology – to enhance curricula and instruction.

Providing the foundation for these pillars are two essential elements: (1) a commitment to service and (2) the understanding and effective use of technology. The formation of community is first based on commitment to service. An essential aspect of both forming community and fostering inquiry in our information-rich society is the effective application of technology in both formal and non-formal education settings.

The administration, staff and faculty at the University of Illinois at Urbana-Champaign wish all a very successful student teaching semester.
OVERVIEW OF PROGRAMS

Students in the Elementary and Early Childhood Teacher Education Programs are enrolled in the College of Education as an undergraduate or a Master’s Licensure student. The clinical experiences are a vital component of both the graduate and undergraduate Teacher Education Programs at the UIUC. Monitoring, evaluating, and modifying these experiences are the joint responsibilities of the UIUC programs, cooperating schools, and the Council on Teacher Education.

The admission process to the College of Education licensure program is very competitive and the average GPA for students admitted to the Teacher Education Programs is a 3.4+. All students have passed the basic Test of Academic Proficiency (TAP) or earned a comparable score on the ACT prior to being admitted. Prior to student teaching, all elementary major students must pass the Illinois Elementary/Middle Grade Content Test and the early childhood major students must pass the Early Childhood Content Test. The edTPA must be passed prior to licensure.

All students in the program are enrolled in the professional sequence courses leading to licensure. Students must maintain all of the minimum GPA’s set by the Council on Teacher Education. This includes their major, their professional coursework, and their cumulative GPA’s. If the GPA falls below a 2.5 in any of these areas, student teaching is not permitted. Master’s Licensure students are also enrolled in their Master’s coursework during the program.

ELEMENTARY TEACHER EDUCATION PROGRAM

In addition to their professional coursework, all students are enrolled in clinical experiences. During the two year program, the students are placed in three early field placements and one student teaching placement for a total of over 1,000 hours in the field. The clinical experiences are implemented in both rural and urban cooperating teacher schools which provide students a diverse experience in working with students and districts.

The first field experience (CI 405) is a 45 hour/semester practicum in a school setting. Students may be placed with a specialized teacher or in self-contained classrooms. They may be at any grade level 1-6 (as long as 6th is in an elementary building). Cooperating teachers must take 2 students per semester to earn a tuition waiver for this practicum. The practicum is unsupervised by a university supervisor but the cooperating teacher is asked to complete two lesson assessments and summary sheet based on the Danielson Framework for Teaching at the end of the semester. This practicum is offered in the fall of Year I (junior year for most).

The second field experience (EDPR 250) is offered in the spring of Year I. Candidates attend placement one to two times per week prior to two full time two-week placements. This experience is closely aligned with the spring education courses. Students will be placed in a collaborative placement with two to three other students and up to three cooperating teachers. Students will work with one another, and in various classroom settings, to implement strategies they have learned during the first several weeks of the semester in their education courses. University faculty members will visit students in the school settings to observe lessons.

The third field experience (EDPR 250) is three mornings plus one full day per week in a grade 1-6 self-contained classroom. This practicum is offered in the fall of Year II (senior year for most). Students may request the grade level for this practicum. Only one student is placed in a classroom. University supervisors make a minimum of 4 visits per semester to observe the student teaching in the classroom. In addition, the university supervisor conducts a three-way mid-term and final conference with the student, cooperating teacher, and supervisor and conducts a weekly student seminar at the university.
The final spring semester is the student teaching semester (EDPR 432). Students request the grade level and the geographic area for this practicum. The schedule for EDPR 432 is based on the three options available to students. Please see Part 1 for an explanation of these options. In all three options, there is a typical 4 week full takeover scheduled by the cooperating teacher and the student. The university supervisor makes a minimum of 6 observations, in addition to the three-way mid-term and final conferences and conducts a weekly student seminar.

**EARLY CHILDHOOD TEACHER EDUCATION PROGRAM**

In addition to their professional coursework, all students are enrolled in clinical experiences. During the two year program, students are placed in one observational placement, two early field placements and one student teaching placement for a total of over 800 hours in the field. The clinical experiences are implemented in both rural and urban cooperating schools to provide students a diverse experience in working with students and districts. The Early Childhood Licensure Program includes a Special Education Letter of Approval.

The first observational experience is offered in conjunction with HDFS 301. This practicum is offered in the fall of the Year I (typically the junior year). HDFS 301 is offered through Human Development and Family Studies and is conducted in partnership with the Child Development Lab (CDL) and Early Childhood Development Lab (ECDL) on campus. The course reviews development during the first five years of life, and students participate in observations in CDL and/or ECDL to extend lecture material.

The second field experience (CI 420) is a five mornings per week practicum in either a kindergarten classroom or a primary (grade 1 or 2) classroom. This practicum is offered in the spring of the Year I (junior year). Students may request the grade level for this practicum. Only one student is placed in a classroom. University supervisors make a minimum of 4 visits per semester to observe the student teacher’s skills in the classroom. In addition, the university supervisor conducts a three-way mid-term and final conference with the student, cooperating teacher, and supervisor.

The third field experience (EDPR 438) is a five mornings per week practicum in a preschool/Pre-K classroom. This practicum is offered in the fall of Year II (typically senior year). Only one student is placed in a classroom. This is not considered a student teaching practicum; however, the students are required to do a full takeover during the practicum. The university supervisors make a minimum of 4 visits per semester to observe the student teaching in the classroom. In addition, the University supervisor conducts a three-way mid-term and final conference with the student, cooperating teacher, and supervisor.

The final spring semester is the student teaching semester (EDPR 432). Students request the grade level and the geographic area for this practicum. Students attend their placement full time during the two weeks that schools are in session, prior to the start of university courses (usually January 3 through Martin Luther King, Jr. Day). During the first 6 weeks of the university semester, the students attend methods classes on campus and attend an evening seminar conducted by the university supervisor, Monday through Thursday. Students placed locally can attend their placements on Fridays during these 6 weeks. The final 11 weeks students are in the practicum, with a typical 3 week full takeover scheduled by the cooperating teacher and the student. The university supervisor makes a minimum of 6 observations, in addition to the three-way mid-term and final conferences and conducts a weekly student seminar.
COMPONENTS OF CLINICAL EXPERIENCES

The clinical experience or practicum is the time the student teacher spends in the classroom setting under the guidance of the cooperating teacher. There are several components to the clinical experience: observation, participation, lesson planning, teaching, reflection, and conferencing.

The following components of the clinical experience may vary from practicum to practicum in the length of time the student spends in each area and in the depth of analyzing that is expected of the student.

A. Observation
- Time to learn students’ names, personal learning styles, and individual qualities
- Time to observe the cooperating teacher in specific classroom situations
- Time to observe transition rules and procedures
- Time to reflect on effective classroom management
- Time to view materials and resources in the classroom

B. Participation
- Provide transition to actual teaching
- Provide more time for observational component
- Provide assistance to cooperating teacher in preparing materials and lesson plans
- Provide a time for cooperative teaching
- Provide time to collect materials and resources for teaching

C. Teaching
- Provide time for additional cooperative teaching and eventual takeover
- Provide time for student teacher to develop own lesson plans and unit plans
- Provide experience using effective visual aids and technology
- Provide experience for student teacher to effectively teach and manage the classroom
- Provide experience for student teacher to adapt lessons to meet the needs of all children

D. Reflection
- Provide the student teacher time to look at his/her teaching style and to seek alternatives for more effective teaching
- Provide the student teacher time to analyze his/her philosophy of teaching and to consider what is important to assure children are learning

E. Conferencing
- Provide time to discuss with the student teacher what has been observed
- Provide time to set goals for additional observations
- Provide time to communicate ideas that developed during reflection
- Provide a setting for mutual trust and respect between those involved

To insure that disability-related concerns are properly addressed from the beginning of the placement experience, students with disabilities who require assistance to participate equitably in a classroom placement, a clinical seminar, and/or other related professional activities are asked to contact their cooperating teacher(s) and/or their University supervisor as soon as possible.
OVERVIEW OF STUDENT TEACHING

1.1 WHAT IS STUDENT TEACHING?

Student teaching is the clinical component for students in the teacher education programs leading to licensure. For the elementary/early childhood students it is a full semester of finishing UIUC methods requirements, observing, planning, implementing, assessing students in the cooperating classrooms, and conducting a typical 3-6 week full takeover (EC is 3-4 weeks & EL is 4-6 weeks, with partial school weeks counting toward this goal). This is a time for beginning educators to enhance their knowledge, skills, and dispositions under the guidance and mentoring of their cooperating teacher and university supervisor. The experience will help the student teacher practice and develop ways of positively impacting future student learning and development.

The university works closely with many cooperating schools to provide quality experiences for the licensure candidates. Hosting a student teacher is a major commitment and involves teachers and principals to play a crucial role in mentoring the students. The university supervisor works closely with the cooperating teacher to provide critical guidance and support to assist the student teacher to enhance his or her professional role. All cooperating schools, cooperating teachers, and university supervisors are highly qualified to provide student teachers an exceptional learning opportunity.

1.2 EDPR 432 ELE SEMESTER SCHEDULE

During the student teaching semester, students are enrolled in one general methods class at the university, along with a supervisor seminar. The classes meet one evening per week during the semester and are offered online for students in off-campus placements.

To be eligible to continue in the second semester of the second year of the Elementary Education Professional Sequence and to student teach, students must have earned a C- or better in all education courses. Placement information follows.

- Student teachers follow the calendar of their host school for placement dates and breaks (and the separate University of Illinois calendar for university courses taken) during student teaching. Please take careful note of your assigned school’s holiday, vacation, and spring break schedule.
- Student teachers begin their placements on the first day the cooperating school returns from winter break (typically around January 3-5).
- All elementary teacher education students have 3 options for Spring Student Teaching: Local Balanced Calendar (BCS), Local Traditional Calendar (TCS), and Selected Off-Campus Schools.

Option 1 Balanced Calendar - Local Area School

Local placements are in and around C-U; a distance placement of over 20 miles is possible

- Student teachers begin their classroom placements at the beginning of January with the cooperating school calendar, which is about 2 weeks before UIUC classes begin.
- BCS have a 2 or 3-week Spring Intercession, during which time UIUC classes may still meet.
- CI 407 and seminar will meet during the semester on designated evenings and/or online.
- Candidates are eligible to participate in the Verona Teach Abroad program during the second half of the semester.
Option II  
**Traditional Calendar - Local Area School**  
*Local placements are in and around C-U; a distance placement of over 20 miles is possible*

- Student teachers begin their classroom placements at the beginning of January with the cooperating school calendar, which is about 2 weeks before UIUC classes begin.
- CI 407 and seminars will meet during the semester on designated evenings and/or online.
- Candidates are eligible to participate in the Verona Teach Abroad program during the second half of the semester.

Option III  
**Off-Campus Placements**  
*Placements are in selected Suburban and Chicago Public Schools.*

- Student teachers begin their classroom placements at the beginning of January with the cooperating school calendar, which is about 2 weeks before UIUC classes begin.
- CI 407 will meet online during the semester on designated Tuesday evenings.
- Seminars with university supervisors will be held on designated evenings throughout the semester.
- Candidates are not eligible for the Verona Teach Abroad program during the second half of the semester.

1.3 EDPR 432 EC SEMESTER SCHEDULE

The early childhood students, both local and off campus, are in methods classes for the first 5-6 weeks of the university semester. Students will spend two weeks in classroom placements prior to the start of the university semester, which begins after Martin Luther King, Jr. Day. Full time student teaching then continues the 6th week. Following is the schedule for the two early childhood program options.

Option I  
**Traditional Calendar - Local Area School**  
*Local placements are in and around C-U; a distance placement of over 20 miles is possible*

- Student teachers begin their classroom placements at the beginning of January with the cooperating school calendar, which is about 2 weeks before UIUC classes begin.
- Student teachers attend their UIUC courses on campus starting the first week of UIUC instruction. Classes meet full time on campus for the first 5-6 weeks of the semester. Students attend their placements on Fridays when classes are not in session.
- After coursework is complete, student teachers continue their full-time student teaching experience at their assigned local school site. Evening seminars will continue on certain evenings on campus.

Option II  
**Off-Campus Placements**  
*Placements are in Chicago Suburbs and Chicago Public Schools.*

- Student teachers begin their classroom placements at the beginning of January with the cooperating school calendar, which is about 2 weeks before UIUC classes begin.
- Student teachers attend their UIUC courses on campus during the first week of UIUC instruction. Classes meet full-time on campus for the first 5-6 weeks of the semester.
- After coursework is complete, student teachers continue their full-time student teaching experience at their assigned off-campus school site. Weekly evening seminars will continue at a designated location off campus.

Part 2
THE STUDENT TEACHING EXPERIENCE

2.1 EDPR 432 COURSE SYLLABUS

Student teaching is the major clinical experience in the teacher education program. During this semester the student teacher must exhibit the independent professional behaviors necessary for beginning practice. Student teachers will be expected to carry out organizing, planning, and teaching activities at a beginning level. The student teaching experience is designed to facilitate opportunities for student teachers to develop the necessary knowledge, understanding, and techniques for becoming effective beginning teachers. In order to receive a satisfactory grade in EDPR 432 and to be recommended for licensure, student teachers must satisfactorily meet all course requirements listed below. Successful completion of EDPR 432 is required in order for you to be recommended for licensure.

Required Course Assignments

1. Lesson Plans
Written lesson plans are required for all teaching. At a minimum, the plans must contain the following four components:
   - Objectives - What do I want the children to learn? (must match evaluation)
   - Materials - What items will I need to execute the plan?
   - Procedure - What will I do?
   - Evaluation - How will I know the children learned? (must match objectives)

Lesson plans are needed for effective lessons to assist in identifying learning outcomes, materials, procedures, and assessment techniques. The lesson plan may contain more components. Written plans must be shared with your cooperating teacher before they are implemented. The cooperating teacher will determine when the written lesson plan must be ready for review before the lesson is taught.

2. Observations
Student teachers will be observed at least six (6) times by the university supervisor and once per week by the cooperating teacher. A lesson plan is required for the university supervisor before each scheduled observation, in order to conduct a required pre-conference. Student teachers will work with the university supervisor to schedule the pre-conferences prior to the observations. The university supervisor will not observe a lesson without a detailed and formal lesson plan addressing the requirements listed above. Students should use the lesson plan format requested by the supervisor, which may include the Lesson Plan Template (See Appendix A, pg 40), or a similar plan. The lesson plan should contain enough detail so that another person could successfully teach that lesson. If an activity has been presented the previous day and continues into the observed lesson, please note that on your lesson plan since your university supervisor will only be able to comment upon what is observed.

3. Active Seminar Participation
Throughout the semester, you will participate in seminars with your university supervisor. This time is meant to help you grow as a reflective professional. During seminar, you are expected to participate thoughtfully and respectfully. During this time, your supervisor may ask you to participate in small discussion groups, complete quick writes, or discuss relevant topics with the class. Some topics you may discuss are:
   - Reactions and thoughts about relations with parents, faculty, students
   - Experiences and feelings about working with special needs students
   - Self-assessment about knowledge of pedagogical development
   - Insights about attitudes toward the teaching profession
Reactions to professional readings or research
Description and reaction to an event that is significant to your professional growth
Comparison of management styles or implementation methods observed in classrooms

3. edTPA
During the semester, student teachers will complete the edTPA portfolio as outlined by the appropriate handbook for his or her student teaching placement. Successful completion of the edTPA is required for licensure. Students should print off the appropriate edTPA handbook found on Moodle or edTPA.com. Elementary candidates will complete the Elementary Literacy National handbook. Early Childhood candidates will complete the Early Childhood National handbook. Students will be required to read and understand the handbook prior to starting the edTPA portfolio.

4. Weekly Schedule
Each week, student teachers will submit a weekly schedule for the following week that outlines the lessons and activities for their cooperating classroom. The schedule should reflect the specific activities the student teacher is responsible for throughout the week. The schedule will assist the student in being efficient and organized by planning activities and methods of implementation prior to the last minute. University supervisors will specify the format for this assignment.

5. Personal Philosophy
During EDPR 250/CI 405, students are required to write a philosophy statement. Student teachers need to examine the philosophy written earlier to look for changes in attitudes and beliefs about the purposes of schooling, teaching, education programs, school climate, and management during the student teaching experience in the classrooms. Near the end of student teaching, a revised philosophy which reflects current opinions and beliefs should be written and turned in to the supervisor, along with the original philosophy statement. This assignment is intended to provide the candidate an opportunity to reflect on his or her beliefs about teaching and learning, as well as give the candidate an opportunity to think through those beliefs in preparation for interviews and job offers.

6. Additional Assignments
The student teaching experience is designed to give the pre-service teacher opportunities for professional growth and reflection. University supervisors may require additional assignments to facilitate growth or to assist in the understanding of the performance-based standards expected of new teachers. The university supervisor will specify the additional requirements as needed to assure professional development in individual circumstances. Following is a list of possible supplemental activities that may be required.

- **Additional instructional planning**
  Effective teachers are sometimes able to plan lessons in informal ways or with a minimal amount of writing. Student teachers are still developing an understanding of lesson planning and the many factors that must be considered for an effective lesson. University supervisors may require a more detailed lesson plan if the student teacher needs more growth in the area of implementation.

- **Structured observations**
  Effective teachers are able to maintain a structured teaching-learning environment with a positive climate. Student teachers are developing their own procedures and classroom routines that lead to an effective and positive climate. University supervisors may require additional observation and reflection about establishing a teaching and learning environment. Some possible topics may be: managing disruptive students, transition procedures, proactive management, implementing
lessons with manipulatives, questioning techniques, challenging activities, pacing lessons, use of effective praise, use of proximity.

- **Observation of other teachers**
  Effective teachers have an insight into how the whole school operates. Student teachers may benefit from this insight and may be asked to observe at other grade levels or in specialized classrooms.

- **Lesson Analysis**
  Effective teachers take time to reflect on lessons and on how they can improve the lesson. Student teachers may benefit from preparing a written analysis of some of the lessons they teach. As they reflect, they should develop alternative methods and content to the lesson they are analyzing. This ability to analyze, reflect and change is a trait of reflective practitioners seeking to improve their own professional practice.

- **Additional Observations and Feedback**
  The supervisor may request additional observations to be made by the SCE staff, principal, an additional supervisor, and/or an additional cooperating teacher.

### 2.2 COURSE EXPECTATIONS

In addition to meeting the assignments and requirements listed above, the student teacher must meet the following professional responsibilities:

1. Student teachers are expected to be at the assigned school the entire professional day. This time includes the entire length of the teacher workday. Cooperating teachers will notify the student of the specific arrival and departure times based upon teacher contract time.

2. Student teachers are to be punctual and regular in attendance at school. In cases of illness or emergency, it is the student teacher’s responsibility to notify the cooperating teacher and university supervisor of an intended absence prior to the start of the school day. Students are allowed to miss three (3) sick/professional days, one (1) day for a job fair, and two (2) days for inclement weather if the cooperating school is closed. All other days are considered absences. **ALL DAYS WHICH CONSTITUTE ABSENCES FROM STUDENT TEACHING MUST BE MADE UP.** This may result in returning to campus following graduation. **No student teacher will receive a final grade or licensure until absences are made up.**

If the student teacher is expected to teach on the day of absence, it is the student teacher’s responsibility to leave a complete lesson plan from which the cooperating teacher can teach. If lesson plans and materials are not available, if appropriate notification for an absence is not given, or if days missed are not made up, an unsatisfactory (U) grade in EDPR 432 will result. A satisfactory (S) grade must be earned in EDPR 432 in order to be recommended for licensure.

3. Student teachers are expected to follow their cooperating school’s calendar—not the University of Illinois calendar—and to attend staff meetings, conferences, and professional meetings associated with teaching which are required of the cooperating teacher unless these school events conflict with university courses. Class attendance is required, and students should plan to leave placements in time to arrive at class on time.

4. If student teachers are not teaching, they are expected to remain at school and to be engaged in activities approved by the cooperating teacher, such as the following:
   - planning and preparing for teaching
• evaluating students’ work
• tutoring individual students
• holding conferences with cooperating teachers, supervisors or UIUC faculty
• attending conferences with parents and other school staff
• observing the teaching of other teachers, and
• completing projects and assignments for UIUC coursework that directly relate to classroom instruction.

5. It is the responsibility of the student teacher to accept formal feedback from the university supervisor, cooperating teacher, and UIUC faculty. Observation visits are scheduled approximately every other week. It is the student teacher’s responsibility to notify the cooperating teacher of these supervisor visits. Observation time may need to be negotiated with the other student teachers in the school. The university supervisor holds a conference with the student teacher after an observation; the cooperating teacher may be included in these conferences.

6. It is the responsibility of the student teacher to initiate additional conferences with the university supervisor, cooperating teacher and/or UIUC faculty when the need becomes apparent.

7. The student teacher cannot assume full responsibility for children on the playground or off school grounds.

8. It is the responsibility of the student teacher to use professional ethics in his/her conduct, which includes:
  • treating children with respect
  • treating the cooperating teacher(s), university supervisor, UIUC faculty, and all other school personnel with respect and
  • honoring confidentiality at all times regarding students, parents, teachers, and all other professionals

9. The student teacher will dress professionally and use professional language during classroom participation.

10. The student teacher should not assume full responsibility of the classroom in the cooperating teacher’s absence. A substitute teacher should be hired in place of the cooperating teacher.

2.3 GUESTS IN THE CLASSROOM

A placement assignment in a classroom is granted by school districts as a service to the university and to the student that is learning to teach. It is important to regard your relationship as being a “guest” in the classroom and to keep in mind the cooperating teacher is in charge of the classroom. Thus, as a student teacher please keep the following in mind:
  • Understand you are a guest that has been invited to practice in someone else’s classroom.
  • Understand you are to act in a professional manner at all times.
  • Understand that you are to abide by the rules of the classroom, school, and district.
  • Understand that you should strive to live up to the professional and personal expectations of the school.
  • Understand that you are to abide by the procedures and instructional practices that the cooperating personnel allow.
Understand that you may be asked to leave either by the University or the host school if personal or professional behavior is not compatible with expectations.

2.4 RESPONSIBILITIES OF THE PROFESSIONAL TEAM

A. Student Teacher Responsibilities
B. Cooperating Teacher Responsibilities
C. Supervisor Responsibilities
D. University of Illinois Faculty Responsibilities
E. School and Community Experiences Responsibilities

A. Student Teacher Responsibilities

As a part of this program, student teachers assume many responsibilities. To the students they teach, student teachers owe complete commitment to worthy goals and equal opportunity for all to inquire and to learn. To their cooperating teachers, student teachers owe the willingness to work hard, to think, and to talk about teaching and learning as colleagues who share high professional standards. To the UIUC instructors, student teachers are committed to reading, talking, and writing about teaching and learning with the goal of improving skills and affecting an understanding of the relationships among research, theory and practice. These commitments require time, the according of trust and respect, and the sharing of intellectual resources so that personal and professional growth are natural outcomes.

Responsibilities as Teachers in the Schools

Student teachers will be regarded as having essentially the same status and the same kinds of responsibilities as their cooperating teachers. Student teachers are expected to dress appropriately and practice proper physical hygiene. Student teachers are also expected to wear appropriate identification as required by the placement school, and model professional behavior in dealing with students, cooperating teachers, other staff, and parents.

Student teachers are directly responsible to a supervisor who should be regarded as a professional mentor. The supervisor is the first source of help regarding the clinical placements. The supervisor is the UIUC representative for day-to-day issues or problems. Student teachers should routinely seek out the supervisor to inform him/her of their professional activities and/or concerns. Naturally, cooperating teachers are the primary source of professional advice relating specifically to the classroom teaching duties. The supervisor will be an especially important consultant since the supervisor will be evaluating the progress of student teachers on a regular and continuing basis across all teaching assignments.

1. Attendance Policy:
   - Student teachers are expected to be at their assigned school the entire professional day, including professional development days when students may not be in attendance.
   - This time includes the entire length of the teacher workday.
   - The cooperating teacher will notify the student of the specific arrival and departure times in consultation with the supervisor, based upon the contracted work day.
   - Student teachers are to be punctual and regular in attendance.
   - In cases of illness or emergency, it is the responsibility of the student teacher to notify the cooperating teacher and the supervisor prior to the start of the school day.
   - All days which constitute an absence from student teaching must be made up. No student teacher will receive a final grade or licensure until absences are made up.
   - If the student teacher is expected to teach on the day of absence, complete lesson plans for the day must be left from which to teach. If lesson plans and materials are not available, if
appropriate notification for absence is not given, or if days missed are not made up, the student teacher may receive an unsatisfactory (U) grade in the practicum. A satisfactory (S) grade must be earned in all early field placements to be recommended to continue in the program. A satisfactory (S) grade must be earned in ED PR 432 to be recommended for licensure.

2. Professional/Medical Leave Policy:
   - With the exception of three (3) excused days for professional or medical purposes and one (1) day for a job fair, ALL ABSENCES MUST BE MADE UP. Supervisors may assign work related activities for a student in good standing in order to make up one (1) or fewer absences beyond the three (3) excused days. This is at the full discretion of the supervisor; a supervisor may only permit this if the student is in good standing and doing well in student teaching. Make-up time is built into the student teaching calendar during the week of finals. Students who need to make-up more time will complete student teaching after graduation.
   - If student teachers are to be absent for professional purpose, notice must be given to both cooperating teachers and the supervisor at least two days prior to the leave.
   - If a professional leave day is not approved by supervisor and/or cooperating teacher, it is unexcused. An unexcused professional leave day may lead to an unsatisfactory (U) grade in EDPR 432.
   - Professional leave days may not be "banked" and used at the end of the semester to complete student teaching early. Student teachers should not plan to use any professional days during the final week of placements.
   - If student teachers are expected to teach on the professional leave day, they must be certain they have left behind complete lesson plans from which the cooperating teacher(s) can teach. Student teachers should plan far enough in advance so that cooperating teacher(s) will know what the plan is on any given day.

3. Student teachers are expected to attend all staff and team meetings, conferences, and professional meetings associated with teaching that are required of the cooperating teacher, provided they do not conflict with UIUC classes.

4. It is the responsibility of student teachers to:
   - initiate special conferences with the supervisor, cooperating teacher(s), and UIUC faculty when the need arises.
   - conduct themselves in an ethical manner, which includes:
     a) treating students with respect,
     b) treating the cooperating teacher(s), supervisor, UIUC faculty, and all other personnel with respect,
     c) always honoring confidentiality regarding students, parents, teachers, and all other professionals,
     d) remembering that you are a guest in the classroom and building,
     e) being appreciative of feedback and seeking suggestions from your cooperating teachers,
     f) respecting the professional rights and personal dignity of the cooperating teacher. The purpose of student teaching is to learn about yourself as a teacher, to make decisions concerning your own classroom and teaching style. It is not your role to judge the cooperating teacher and his/her teaching.

5. Student teachers cannot assume full responsibility for students either on the playground or away from the placement school grounds.

6. Student teachers cannot assume full responsibility of the classroom in the cooperating teacher’s absence from school that day. A substitute teacher should be hired in place of the cooperating teacher.
Responsibilities as UIUC Students

1. All student teachers are expected to attend required UIUC courses and to complete assignments as given. UIUC methods instructors try to coordinate assignments and readings to classroom teaching duties. However, that is not always possible or desirable.
2. Student teachers are required to attend and to participate in all professional seminars.
3. The evaluation of ED PR 432, student teaching, is based on the recommendations from the supervisor and cooperating teacher. UIUC instructors and staff members of School and Community Experiences may be consulted in determining the grade of Satisfactory or Unsatisfactory for a practicum. The final responsibility for determining the grade for EDPR 432 and recommending or not recommending student teachers for licensure falls directly on the Director of School and Community Experiences.

B. Cooperating Teacher Responsibilities

Although the first responsibility of the cooperating teacher is to his/her own students, cooperating teachers also fulfill one of the most important roles in the education of student teachers. Following are the responsibilities of the cooperating teacher.

Responsibilities of the Cooperating Teacher with Regard to Student Teachers

1. The cooperating teacher will orient each student teacher to the total setting, organizational policies, and duties or responsibilities of the faculty and other professionals.
2. The cooperating teacher will help each student teacher understand his/her role and define the extent of his/her responsibility and authority, including:
   a. location of curriculum materials
   b. school crisis plan
   c. classroom and school rules
3. The cooperating teacher will discuss the classroom organization with each student teacher so that he/she will understand activities in relation to immediate and long-term goals.
4. The cooperating teacher will provide opportunities for each student teacher to gain experience in management of regular organizational duties as soon as advisable and with as much initiative and responsibility as the situation will permit.
5. The cooperating teacher will delegate increasing authority to the student teacher to make decisions about instruction and discipline matters for a sufficient period.
6. The cooperating teacher will communicate with the student teacher about his or her whereabouts, should he or she leave the classroom for a short time while the student teacher is in full takeover.
7. The cooperating teacher will serve as a model and information source, helping each student teacher to improve professional skills, strategies, interpersonal rapport, and understanding of both cognitive and affective aspects of teaching and other professional responsibilities.
8. The cooperating teacher will evaluate the progress of each student teacher on a continuing basis, gathering and recording information and conferring with each student teacher for purposes of analysis, feedback, and guidance.
9. The cooperating teacher will offer weekly constructive feedback to each of the student teachers. This should be offered in writing each week.
10. The cooperating teacher will schedule regular times to conference with the student teacher about his/her progress and responsibilities. During full takeover, the cooperating teacher will ideally check in with the student teacher multiple times a day.
11. The cooperating teacher will be candid with the student teacher about his/her progress. This includes providing copies of any written documentation given to the supervisor.
12. The cooperating teacher will ensure a substitute has been hired in his or her place, if the cooperating teacher needs to be absent from school.

Responsibilities of the Cooperating Teacher with Regard to the Supervisor

1. The cooperating teacher will work with the supervisor in guiding the progress of the student teacher throughout field experiences.
2. The cooperating teacher will evaluate the progress of each student teacher on a continuing basis, gathering and recording information for the following purposes:
   - Providing documentation in writing, at least once per week, for the supervisor (one copy to be given to the student teacher) to use in recommending continuation in the program or licensure.
3. The cooperating teacher will be candid with the supervisor about the progress of the student teacher.
   - The cooperating teacher will notify the supervisor of any unexpected student teacher’s absence.
   - The cooperating teacher will confer with the supervisor about the appropriateness of school-related activities that the student teacher is asked to attend or is given permission to miss.
4. The cooperating teacher will work with the members of the Professional Team to write a Professional Growth Plan for those students in need of assistance to successfully complete the program expectations. All members of the Professional Team must be consulted and provide signatures at the time that a Professional Growth Plan is initiated.

Responsibilities of the Cooperating Teacher with Regard to the University

1. The cooperating teacher will participate in cooperating teacher orientation meetings at each school, if arranged.
2. The cooperating teacher will be candid with School and Community Experiences and UIUC instructors about the progress of each student teacher.
3. The cooperating teacher will verify the time reports of each student teacher.
4. The cooperating teacher will complete designated midterm and/or final evaluations of each student teacher. Where required, this should be completed on the CoTE portal. (www.cote.illinois.edu)

C. Supervisor Responsibilities

The supervisor is responsible for the coordination of the overall supervision of clinical experiences throughout the semester. The supervisor will make classroom observations of the student teachers and work with the cooperating teachers for support and guidance in working with the student teachers. Also, the supervisor is the major communication link between the placement school and UIUC. Supervisors will meet regularly with the staff from School and Community Experiences (SCE).

Responsibilities of the Supervisor

1. The supervisor will serve as liaison among student teachers, cooperating teachers, UIUC instructors, and SCE staff.
2. The supervisor will promote student teacher professional development by:
   - Observing student teachers during the teaching experience. The supervisor will also conduct goal-setting, pre-observation conferences, and reflective post-observation conferences. A minimum of six observations will be made during the student teaching placement. In addition, a mid-term and final conference will be conducted with student teachers and cooperating teachers in each practicum. SCE staff, UIUC instructors, and/or academic
advisors may be asked to attend these conferences. During each placement, ongoing interaction will take place between the supervisor and his/her student teachers.

- Providing oral and written feedback to student teachers after each formal observation.
- Stimulating reflective thinking about student teachers’ objectives, goals, strategies, and progress.
- Helping student teachers deal with problems they may be experiencing.
- Providing honest and candid evaluations of student teachers’ progress.
- Working with the members of the Professional Team to write a Professional Growth Plan for students who need assistance to successfully complete the program expectations. All members of the Professional Team must be consulted and provide signatures at the time that a Professional Growth Plan is initiated.

3. The supervisor will coordinate the evaluation of student teachers with the cooperating teachers by:
   - Communicating frequently about the student teachers’ progress.
   - Communicating frequently with SCE staff and, if necessary, UIUC instructors and/or academic advisors about the student teachers’ progress.
   - Monitoring student teacher attendance and absences.

4. The supervisor will assist cooperating teachers by:
   - Consulting with cooperating teachers about objectives and areas of emphasis for student teachers.
   - Conferring with student teachers about specific topics as requested by cooperating teachers.
   - Communicating cooperating teacher concerns to the SCE staff and UIUC instructors.
   - Assisting to coordinate classroom activities with professional seminars and UIUC course instruction.

5. The supervisor will serve as a resource for professional seminars and UIUC course instruction.

D. University of Illinois Faculty Responsibilities

UIUC Instructor Responsibilities Related to Clinical Experiences

UIUC instructors will communicate with the supervisors about the progress of their student teachers when necessary. Informal meetings may be arranged with cooperating teachers throughout the semester to provide opportunities for discussion about the student teachers and the program. UIUC instructors will provide SCE access to an online course syllabus, or will provide a hard copy to the Director of Teacher Education for supervisors and cooperating teachers to review. Supervisors, cooperating teachers, and/or student teachers may request formal classroom observations or mid-term or final conference attendance by UIUC instructors and/or academic advisors. UIUC instructors are a member of the Professional Team and will be consulted if the need arises to create a Professional Growth Plan. If UIUC instructors are not available, another UIUC representative will make the classroom observation or attend the conference.

E. School and Community Experiences (SCE) Staff Responsibilities

SCE staff facilitates the overall administration and provides continuity for early field experiences and student teaching programs.

Responsibilities of SCE Staff

1. SCE staff will coordinate the Elementary and Early Childhood Teacher Education Programs.
2. SCE staff will coordinate the placement process for student teachers’ assignments.
3. SCE staff will take final responsibility for checking and collecting all required observation reports, evaluation forms, time reports, and other relevant information. These materials are kept in the student teacher’s clinical file. This file is stored in SCE, Room 120 Education Building. Student teachers have the right to review all materials in their own file with a qualified staff member present. Materials will be shared only with appropriate professionals working with student teachers in their professional program.

4. No materials in a clinical file will be shared with prospective employers without written permission from the student teacher.

5. SCE staff will work with student teachers, supervisors, or cooperating teachers experiencing difficulties. This support includes:
   - Conducting extra supervisory observations.
   - Holding extra conferences with the student teacher, supervisor, and cooperating teacher.
   - Writing a Professional Growth Plan (PGP).
   - Monitoring the student teacher’s progress with regard to the expectations in the PGP.
   - Helping to determine the student teacher’s ability to continue in the program.

6. SCE staff will assume final responsibility for recommending student teachers for the appropriate State of Illinois Professional Educator License.

7. SCE staff will support the student teachers, supervisors, and the cooperating teachers by making supervisory visits and/or attending conferences for student teachers as requested.

8. SCE staff will facilitate regular meetings for supervisors to coordinate and to oversee the field experiences.

9. SCE staff will participate in regular meetings for UIUC instructors.

2.5 GENERAL POLICIES

A. Absence Policy

ALL DAYS THAT CONSTITUTE AN ABSENCE FROM STUDENT TEACHING MUST BE MADE UP. It is possible that you may need to make up days following commencement. If more than two student teaching days are missed due to poor weather conditions or snow days in the schools, the additional missed days must be made up.

No student teacher will receive a final grade or licensure until all absences are made up.

B. Emergency Information Form Policy (See Appendix B)

All candidates must fill out the Emergency Form and give a copy of the form to the supervisor and the cooperating teacher. See SCE website for printable form. (See Appendix B, pg. 44)

C. Bloodborne Pathogens Questionnaire

All UIUC candidates working in a school or agency setting must meet the annual bloodborne pathogens training requirement. You may access the Bloodborne Pathogens Online Training on the CoTE web site at http://www.cote.uiuc.edu/ In addition, all candidates must fill out the Bloodborne Pathogens
Questionnaire at each clinical experience site and submit a copy to the supervisor. (See Appendix C, pg. 45)

D. Photographic Images Policy
UIUC teacher candidates must follow and enforce the school district’s policies for Internet Safety and analog or digital photographs/visual images of students. Candidates are required to discuss any photography with the cooperating teacher before starting the activity.

Teacher candidates must receive active consent from all students in the class in which they are conducting the edTPA video assessment. All edTPA videos are to be kept private, and may not be shared with anyone other than those listed in the edTPA consent form, which is posted on the EDPR 203 Moodle site.

E. Human Subject Information Policy Statement for Cooperating Teachers and their Students
Many of the method courses are integrated with various early field and student teaching experiences. As standard practice, UIUC students are given assignments that require them to observe or interview cooperating teachers and/or their students about related educational issues/topics. The information gained from these discussions contributes to the overall educational understanding and professional development of UIUC students.

All UIUC students must obtain verbal permission from the cooperating teachers and their students to complete these assignments. If requested, UIUC students or UIUC instructors will provide a list of required assignments. Participation by cooperating teachers and their students is voluntary.

Information gained from these standard practice assignments will be reported to UIUC instructors. Cooperating teachers and their students’ names will be changed to ensure anonymity. This information may only be used for UIUC student assignments, not for research purposes.

F. Federal Education Rights and Privacy Act (FERPA)
The Family Educational Rights and Privacy Act of 1974, commonly known as FERPA, is a federal law that governs educational records. It grants specific rights to students and regulates how institutions must handle educational records, including grades. The main focus of FERPA is to give students rights to see their records and to protect against disclosures of certain information without the student’s consent or specific legal authorization.

If a parent or guardian of a university student contacts a cooperating teacher/supervisor to inquire about how the UIUC student is doing in the classroom, (1) The cooperating teacher/supervisor should contact School and Community Experiences immediately, and (2) should refer the parent or guardian to School and Community Experiences (333-2561) without any further discussion.

If the cooperating teacher/supervisor receives a request for information about a university student from a prospective employer or a faculty or staff member in a program to which the student has applied for admission, do not provide verbal or written reference unless you have written permission from the student. The Release of Information Form can be copied from Appendix K, pg. 55.

G. Academic Integrity Policy
As stated in the Code of Policies and Regulations Applying to All Students, under Article 1, Part 4. Academic Integrity, “The University has the responsibility for maintaining academic integrity so as to protect the quality of education and research on our campus and to protect those who depend upon our integrity. It is the responsibility of the student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions. It is the responsibility of the faculty to establish and maintain an environment that supports academic integrity. An essential part of this faculty responsibility is the enforcement of existing standards of
academic integrity. If faculty members do not discourage and act upon violations of which they become aware,…” Please read the entire policy and procedures for infractions at http://admin.illinois.edu/policy/code/article1_part4_1-401.html

H. Remediation Intervention Procedures

During the student teaching experience, the performance of the student teacher is to be assessed according to the criteria on the student teaching observation and evaluation forms. If there is a problem or concern with the performance of the student teacher, Remediation Intervention Procedures will be implemented as soon as possible. The first step to be completed is the Remediation Intervention Form, Appendix I, pg. 53. Additional Remediation Intervention Procedures for each program can be found on School and Community Experiences website at http://www.education.illinois.edu/sce

I. Dispositions

The University of Illinois College of Education believes that all teacher candidates should display the following dispositions related to student success: Fairness; Belief that all children can learn; Commitment to collaboration, community and reflective practice; Professionalism as outlined below. All teacher candidates will be held to the aforementioned fundamental and additional expectations, but only those candidates who have engaged in behaviors that suggest a negative disposition should be reported by Faculty/Staff/School Personnel. Faculty/Staff/School Personnel will complete a disposition concern form (Appendix J, pg. 54) and discuss the concern with the teacher candidate. The teacher candidate will sign and date the form, which will be sent to School and Community Experiences. School and Community Experiences (SCE) will send a copy of the concern to the teacher candidate’s academic advisor. It is the responsibility of SCE to investigate and monitor the dispositional progress of the teacher candidate.

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Description for Initial Licensure Programs</th>
<th>Aligned assessment</th>
</tr>
</thead>
</table>
| Fairness                                         | Recognizes and adjusts instructional and assessment practices that may be unfair to some students; classroom discourse reflects respect, warmth, and sensitivity to students as individuals; teacher-student and student-student interactions are polite and characterized by active listening and turn-taking | Danielson 1B (demonstrating knowledge of students)  
Danielson 1F (designing student assessments);  
Danielson 2A (creating environment of respect and rapport)                                                       |
| Belief that all students can learn                | Establishes and demonstrates high expectations and rigor for all learners, instruction is differentiated as needed to encourage and challenge all individual students; persists in helping students achieve; expectation and recognition of effort and persistence by students | Danielson 2B (establishing a culture for learning)  
Danielson 1C (setting educational outcomes)                                                                      |
| Commitment to collaboration, community, and reflective practice | Create and maintain professional collegial relationships that encourage working together toward improved educational practice and student success; thoughtful and accurate assessment of one’s own effectiveness and consideration of alternative actions; engage in activities to improve practice—professional development and professional conversation with colleagues about practice | Danielson 4A (Reflecting on Teaching)  
Danielson 4D (participating in a professional community)  
Danielson 4E (growing and developing professionally)                                                                |
| Professionalism                                  | Presenting self professionally in appearance, grooming and punctuality; consistent and accurate performance in fulfilling program and school mandates and procedures; demonstrating integrity, honesty, and ethical conduct (including confidentiality) when addressing school and university responsibilities; demonstrating belief that students are highest priority in planning; challenging existing practices to put students first | Danielson 4F (showing professionalism)                                                                           |

2.6 ELEMENTARY/EARLY CHILDHOOD STUDENT TEACHING EXPECTATIONS GUIDELINES FOR TAKEOVER
In addition to being models for imitation and evaluators of the instruction of novice teachers, cooperating teachers are called upon to instruct by articulating how they think about teaching. How do teachers make instructional decisions? What principles govern practice? How do the following interconnect in the classroom: social context, knowledge of subject matter and learning, curricular goals, child development and intellectual development? In short, what concepts of teaching and learning guide what teachers do? General recommendations for working with student teachers are outlined. The general recommendations are made with the following circumstances in mind.

- Student teachers will work with cooperating teacher(s) in self-contained classrooms for the student teaching experience.
- Early in the semester, student teachers and cooperating teachers should prepare a timeline or plan for the teaching responsibilities.
- Cooperating teachers should not be absent from classrooms for long periods of time when student teachers are teaching. An essential role of the cooperating teacher is to engage student teachers in intellectual dialogue based upon observations of their teaching.
- The student teaching experience is to be a cooperative and collaborative venture.
- Student teachers need to be accorded time to prepare and reflect on their experiences.
- Student teachers will be enrolled in required UIUC coursework while they are teaching and consequently will be completing assignments and projects related to this coursework.

### 2.7 WEEKLY GUIDELINES FOR STUDENT TEACHING SCHEDULE

The weekly guideline for student teaching outlines specific recommendations for the takeover transition. It is important that the student teacher and the cooperating teacher read through the recommendations and schedule their takeover plan early in the practicum. Keep in mind spring breaks and holidays require flexibility in this suggested schedule. Also, student ability and needs will require flexibility. Acceleration of the takeover is permissible if the student teacher is prepared and both the student teacher and the cooperating teacher agree to it. Any days spent in takeover, including partial weeks, count in the total number of weeks in takeover.

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>EC WEEK 1&amp;2 ELE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation and Participation</strong></td>
<td>The cooperating teacher will help student teachers understand the procedures at the right by meeting with the student and discussing expectations.</td>
</tr>
<tr>
<td><strong>Appropriate classroom routines</strong></td>
<td>Classroom and school policies</td>
</tr>
<tr>
<td></td>
<td>Attendance</td>
</tr>
<tr>
<td></td>
<td>Hall passes</td>
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<tr>
<td></td>
<td>Keeping grades</td>
</tr>
<tr>
<td></td>
<td>ID requirements</td>
</tr>
<tr>
<td><strong>Acceptable behavioral norms</strong></td>
<td>Should students raise their hands?</td>
</tr>
<tr>
<td></td>
<td>Are detentions used?</td>
</tr>
<tr>
<td></td>
<td>May students talk to each other?</td>
</tr>
<tr>
<td></td>
<td>May students sharpen pencils at any time?</td>
</tr>
<tr>
<td><strong>Management routines</strong></td>
<td>Support staff and programs</td>
</tr>
</tbody>
</table>
The major role of planning should remain with the cooperating teacher; however, the student teacher should be included in the process and assisting as appropriate.

### Weekly Participation and Teaching

<table>
<thead>
<tr>
<th>Week</th>
<th>EC</th>
<th>ELE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEK 2</strong></td>
<td><strong>EC</strong></td>
<td><strong>ELE</strong></td>
</tr>
<tr>
<td><strong>Participation and Teaching</strong></td>
<td>The major role of planning should remain with the cooperating teacher; however, the student teacher should be included in the process and assisting as appropriate.</td>
<td></td>
</tr>
</tbody>
</table>

- **WEEKS 3-5**
- **EC**
- **WEEKS 5-8**
- **ELE**

- **Participation and Teaching**
  - By the end of this time, the student teacher should have demonstrated that he/she can:
  - Plan individual lessons with learning outcomes clearly specified
  - Perform paperwork duties, such as attendance and grading with some efficiency
  - Perform routine direction of student behavior with some efficiency
  - Employ teaching materials other than a textbook (films, videotapes, periodical literature, etc.)
  - Utilize some generic teaching methods as appropriate (lecture and give directions, provide demonstrations, conduct recitations, direct small group discussions) and articulate reasons for using these methodologies
  - Create teaching activities which have as their aim “learning by doing” and “learning processes”
  - Begin to adapt teaching techniques and purposes for learners with special problems
  - Master the curriculum content of the level being taught
  - Prepare assessment devices to measure achievement of learning outcomes

- The cooperating teacher should take time every day to confer with the student teacher about his/her teaching experiences. These weeks should work into a gradual takeover.

<table>
<thead>
<tr>
<th>Week</th>
<th>EC</th>
<th>ELE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEKS 6-8</strong></td>
<td><strong>EC</strong></td>
<td><strong>ELE</strong></td>
</tr>
<tr>
<td><strong>TEACHING</strong></td>
<td>Student teachers will have full takeover of the teaching/planning of classes. Student teachers should always ask the advice and consent of the cooperating teacher. Students will engage in several weeks of takeover, with partial weeks counting toward the total number of weeks.</td>
<td></td>
</tr>
</tbody>
</table>

- The cooperating teacher may always participate in the classroom in some way by:
- Assisting with a lesson
- Working with special students
- Aiding in student evaluation
- Making frequent observations throughout the day in the classroom

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**Updated 1/2/2018**
2.8 FIRST WEEK OF STUDENT TEACHING

It is important to present yourself in a professional manner, including professional dress and appearance. First impressions do matter. You want to be organized for the practicum and show interest, enthusiasm, and initiative.

2.8.1 Cooperating Teacher Interview

Before or during the first week of the student teaching placement, it is very important to sit down with the cooperating teacher to discuss the edTPA Context for Learning, Cooperating Teacher Interview (See Appendix D, pg. 46) as well as the Student Teaching Guidelines for Takeover (pg. 22). Required questions are listed for you on the Cooperating Teacher Interview document but you may have additional questions for your cooperating teacher. Also, be prepared for the cooperating teacher to ask questions of you.

The more initiative you take at the beginning of the placement to communicate with the cooperating teacher concerning his/her expectations, the better your experience will be. It is important for the two of you to talk through the recommendations of the program during the first week.

Throughout the semester you will be able to resolve most issues that arise during student teaching yourself. The earlier a problem is addressed, the sooner it can be resolved, preserving the relationship between you and the cooperating teacher. Remember your supervisor is always there for additional support. The supervisor may schedule a three-way conference at any time to help resolve issues and misunderstandings.

2.8.2 Required Forms

The Emergency Form (Appendix B, pg. 44) and Bloodborne Pathogens Questionnaire (Appendix C, pg. 45) must be completed the first week of each placement. A copy of the Emergency Form must be given to your cooperating teacher as well as your supervisor. Keep a copy of the BBP Questionnaire for your reference and give a copy to your supervisor.

2.8.3 Letter of Introduction

A letter of introduction should be prepared before or during the first week of student teaching. You should have it approved by your cooperating teacher before sending it to your students and their parents. A letter of introduction should give students some basic background information about you and other information such as your future goals and/or hobbies/interests. If you want students/parents to be able to contact you either by phone or email, you could include this in your letter. Many student teachers take a few minutes the first day of the placement to hand out the letter. The letter can be created as a traditional letter or may be included in a newsletter and/or webpage. Students and their parents both like to know who is working in the classroom. It is also a good idea to place a copy of the letter in the principal’s mailbox and in the mailboxes of any of
the special teachers with whom you will be working. This is a good way to network as well as a path of introduction.

Part 3

LESSON PLANNING

3.1 LESSON PLAN EXPECTATIONS (EDPR 432 Syllabus)

You are required to write lesson plans for your teaching. Some lessons may require a minimum amount of writing and planning with the four basic items being addressed: objectives, materials, procedure, and evaluation. Other lesson plans may be very involved and time consuming, requiring copious amounts of planning time and energy. Lesson plans are evidence the student teacher has prepared in advance and has given thought to the logistics of the lesson. Through the student teacher’s lesson plans, supervisors and cooperating teachers are able to view several qualities of the developing educator.

Lesson plan formats vary in the criteria expected to be included. In your teacher education program you have been given the opportunity to experiment with different formats. However, for the EDPR 432 student teaching experience, you are required to use a detailed plan as directed by your supervisor, such as the Comprehensive Lesson Plan (See Appendix A, pg. 40) or similarly detailed plan, for each scheduled observation. You may use the same format, or the general Lesson Plan Template, for additional lessons required by the cooperating teacher or the supervisor, based on guidance from your cooperating teacher or supervisor.

Lesson plans are to be discussed with the cooperating teacher before the lesson is implemented. The cooperating teacher will determine when the written lesson plan must be ready for review before teaching the lesson. The supervisors will periodically check the daily lesson plans and check to see that the program requirements are being met.

A copy of your lesson plan is required for each scheduled observation with your university supervisor. If you have done something the previous day or will continue with the lesson the following day, please note that on your lesson plan since your university supervisor will only be able to comment upon what is observed. Your lesson plan will be helpful when holding your pre-observation conference with your supervisor.

3.2 LESSON PLANNING PROCESS

The style and format of lesson plans varies greatly. Planning for instruction, which includes determining the student objectives/outcomes, procedures, instructional sequencing, and analysis of the skill or task you plan to teach, requires time to think through, develop and finalize. When an effective teacher plans for instruction, the teacher asks specific questions when starting to plan. Below are some of these questions which, when answered, flow directly into the lesson design, style or format. The lesson plan is a guide that can be adapted, if needed, during the instruction.
• How does this lesson tie into the curriculum and the standards?
• What do I want students to learn from this lesson?
• What prior knowledge/experience do I think students have with this topic?
• How will I introduce the lesson and capture the students’ interest?
• What can I do to engage students in the lesson and provide some novelty?
• How will I present the information to the students?
• What instructional sequencing or task analysis need to be considered?
• What type of activities will be a part of my lesson?
• How much time do I estimate that each part of the lesson will take (pacing)?
• How will I know the students learned the objectives of the lesson?
• When and how will I check for understanding or assess the students?
• What will be my role during the lesson? How will I facilitate learning?
• How much of the lesson will be teacher directed /student directed?
• Who is doing the work during the lesson – the teacher or the student?
• What materials/resources will I need to present/implement the lesson?
• Will I need to modify or differentiate the instruction for any students?
• How will I close/wrap-up the lesson?
• Will homework be needed to re-enforce what was taught?

3.3 EFFECTIVE PLANNING

It is important to think about the motivation, interest, and engagement of the students when you are planning different types of lessons. Though some lessons require more student participation than others, an effective teacher knows that when the students are creating or constructing the learning, the students will be more engaged, have a higher retention of the material, and be less off-task or disruptive. The Learning Pyramid below from the National Training Laboratories illustrates the average retention rate for various types of instruction.

Learning Pyramid (www.acu.edu/CoTE/activelearning/whyuseal2.htm)
The Learning Pyramid charts the average retention rate for various methods of teaching. These retention percentages represent the results of research conducted by National Training Laboratories in Bethel, Maine. According to the chart, lecture, the top of the pyramid, achieves an average retention rate of 5%. On the opposite end of the scale, the "teach others/immediate use" method achieves an average retention rate of 90%.
Successful teaching is a result of effective planning. An effective teacher plans learning experiences based on a set of diverse factors, each of which influences the outcome of student learning. (Wandberg, Rohwer, 2003, pg. 141) Consider the following ideas adapted from Wandberg and Rohwer to develop effective plans.

- Teachers must have a thorough knowledge of the subject being taught and an understanding of the most effective implementation methods that are unique to that subject.
- Planning requires creating a safe environment where active exploration is encouraged.
- Use district, state, and national curriculum standards to provide guidance in what is important for the learner to know and achieve, and offers the rationale for choices of instructional strategies.
- Writing effective plans begins with reflecting on the needs of the individual learners in the classroom.
- Establishing clear and concise rules and routines minimizes confusion and increases instruction time.
- Be aware of the community needs and resources.
- Plan for properly designed assessment instruments and procedures to recognize what students have learned.

**Novice Teacher vs. Experienced Teacher Planning**

Student teachers often state that their cooperating teacher plans differently than the student teachers are expected to plan. Student teachers will also confess that some cooperating teachers do not enforce that detailed lesson plans are written and submitted prior to teaching. Writing incomplete or vague lesson plans is actually a detriment because the student teacher is not practicing what will be expected by most principals of first year teachers, which is the submission of thorough weekly lesson plans. More importantly, however, is that the student teacher is not planning in the way proven most effective for novice teachers and the students in the classroom are not provided with the best possible instruction.

*The research by Arends and Glatthorn indicates that experienced teachers use a cyclical or non-linear approach to planning, whereas novice teachers utilize a linear approach. The rational-linear instructional planning model is the dominant perspective on instructional planning. It emphasizes defining goals*
and objectives as the first step in a sequential planning process. Once teachers have identified instructional goals and formulated specific objectives relating to the goals, they then plan actions (instructional activities) to satisfy those objectives. Lastly, they specify the learning outcomes that will result from the actions they’ve planned. Consequently, the rational-linear instructional planning model can be represented as follows:

\[
\text{GOALS} \rightarrow \text{ACTIONS} \rightarrow \text{OUTCOMES}
\]

(Jensen, 2005 p. 296)

Experienced teachers may plan differently than novice teachers. What is essential, though, is that all teachers should plan.

Unless teachers can visualize instructional possibilities, they’re unlikely to achieve meaningful goals. Also, instructional planning transforms curricula into instruction. This notion is particularly important when curricula are new – or new to the teachers who must implement them. In the process of planning, teachers learn the subject matter better themselves; prepare or acquire necessary instructional materials; and make decisions regarding the content, pace, sequence, clarity, and completeness of the curricular materials they are expected to use (Pellicer & Anderson, 1995). (Jensen, 2005, p. 303)
3.4. LESSON PLAN FORMAT

Below you will find detailed explanations of the Comprehensive and General Lesson Plan Templates. These are two formats you may use during lesson planning. Both Lesson Plan Templates may be found online at [http://education.illinois.edu/sce](http://education.illinois.edu/sce). It is created as a Word Document with a table that will expand as you type. You may also create your own template as long as it includes all of the required elements. Lesson plans should be computer generated. Electronic versions of lesson plans allow easy storage and the ability to retrieve and make changes as necessary. It also allows the lesson plans to be shared quickly and easily with the cooperating teacher and supervisor for feedback and support.

### 3.4.1 Comprehensive Lesson Plan Template

**THINKING BEHIND THE LESSON PLAN**

<table>
<thead>
<tr>
<th>Lesson Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Focus:</td>
</tr>
<tr>
<td>The central focus is an overarching, big idea for student learning in literacy. The central focus is a description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment.</td>
</tr>
</tbody>
</table>

The subject-specific components for the elementary literacy central focus also include (a) an essential literacy strategy tied to the central focus and (b) related skills. For example, the central focus for a primary grade learning segment might be retelling. The learning segment would focus on the essential literacy strategy (e.g., summarizing a story) and related skills (e.g., decoding, recalling, sequencing). The central focus for an upper elementary learning segment might be persuasive writing. The learning segment would focus on the essential literacy strategy (using evidence to support an argument) and related skills (e.g., writing paragraphs, using correct verb tense, or other conventions).

**Standard(s) Addressed:**
- Include the Illinois Learning Standards, Common Core State Standards, Next Generation Science Standards, etc. that will be addressed during this lesson.
- If only part of a standard is being addressed, only list the parts that are relevant.
- Your standards must address an essential literacy strategy and skills for comprehending OR composing text.

**Materials/Instructional Resources:**
- What materials will you use to engage students in learning? Resources may include graphic organizers, books, PowerPoint presentations, anchor charts, etc.

**Learning Objectives:**
- Objectives should be measureable.
- Objectives can go beyond the academic (social, behavioral, etc.).
- Objectives should be associated with the content standards

**Assessment**
*Informal and formal assessments used to monitor student learning, including type(s) of assessment and what is being assessed.*
- Describe how your planned formal and informal assessments will provide direct evidence that students can use the essential literacy strategy to comprehend or compose text and related skills throughout the learning segment.
- Assessments should address specific learning objectives.

Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

### Instructional Strategies and Learning Tasks

*Write a detailed outline of your class session including instructional strategies, learning tasks, key questions, key transitions, student supports (instructional and language), checks for understanding, and closure. Include a few key time guidelines.*

#### Lesson Introduction – Before

- How will you introduce the topic and set a purpose to help students understand why today’s lesson is important to them as readers/writers/learners?
- What is your hook? How will you pique their interest and curiosity regarding the topic?
- How will you activate and build on prior knowledge and experiences related to the topic?

#### Learning Tasks/Activities – During

- How will you engage students in active meaning-making of key concepts and ideas?
- How will you model the strategy/skill for your students (exemplars and/or demonstrations)?
- What checks for understanding will you use at key points in the lesson? Where will these take place and what methods will you use?
- What planned supports will you provide for the whole class, individuals and/or students with specific learning needs, including students with IEPs or 504 plans. This can include accommodation and differentiation strategies.
- What supports will you provide for the language demands of the lesson? For example, using word maps for vocabulary words or an anchor chart to show the components of a paragraph.

#### Closure – After

- How will students share or show what they have learned in the lesson?
- How will you restate the teaching point and clarify key concepts?
- How will you engage students in reflection on how the strategies/skills learned today can be used as readers/writers/learners?
- How will you provide opportunities to extend ideas and check for understanding?

#### Checks for Understanding: Monitoring Student Learning

As you write your learning tasks, think about how you will monitor the students’ learning; how will you check to be sure your students understand the concepts being taught? For example, if your objective was to differentiate between synthesizing and summarizing, you could check for understanding with a Venn Diagram that compares and contrasts summarizing and synthesizing. Checks for understanding can be formal and/or informal, formative or summative.
3.4.2 Basic Lesson Plan Template

Name:

Date:

Grade Level/Subject:

Unit Question Addressed:

Prerequisite Knowledge:

Approximate Time:

Student Objectives/Student Outcomes and Assessment:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The objective(s) or outcome(s) is what the teacher wants the student to be</td>
<td>How will you assess if the children learned the material? How will you</td>
</tr>
<tr>
<td>able to demonstrate, know, or accomplish at the end of the lesson.</td>
<td>assess at different points during the lesson? There should be at least one</td>
</tr>
<tr>
<td>The instructional goals and objectives provide both direction for</td>
<td>assessment for each objective.</td>
</tr>
<tr>
<td>instruction and guidelines for assessment. They also communicate the</td>
<td></td>
</tr>
<tr>
<td>instructional intent and focus to learners, parents, other teachers, and</td>
<td></td>
</tr>
<tr>
<td>administrators. Instructional objectives assist instructional planning</td>
<td></td>
</tr>
<tr>
<td>efforts by guiding the selection of methods, materials, and appropriate</td>
<td></td>
</tr>
<tr>
<td>assessment procedures. Well-written, specific objectives can play a key</td>
<td></td>
</tr>
<tr>
<td>role in assessment by clearly describing the types of student</td>
<td></td>
</tr>
<tr>
<td>performance that are anticipated. (Jensen, 2005, p. 285)</td>
<td></td>
</tr>
</tbody>
</table>

The objective/outcome should be communicated to the students during the introduction of the lesson so the student expectation(s) is clear. The verbs used to write the objectives differentiate the level of higher thinking (Bloom’s Taxonomy). The selection of the verb is key to writing an effective objective/outcome. The objective/outcome must be observable or measurable. The student must be able to show evidence the objective has been met for the assessment activity.

Examples:

- The student (learner) will compare and contrast the wings of flying insects.
- The student will write a persuasive essay.
- The student will illustrate the hydrologic cycle.
- The student will predict the ending to a story.
Some educators believe it is important to state the expected level of student performance (measurement) or mastery in the objective.


**Materials/Resources/Technology:** Include complete student materials, teacher resources including bibliographical citations, page numbers, teacher materials, and website citations. Worksheets, quizzes, etc. that are mentioned in the lesson plan must be attached. You will not receive credit for the lesson plan if any part of the lesson is plagiarized. In cases of plagiarism, students are subject to all University penalties. (See General Policy page 22 about Academic Integrity Policy).

**Implementation:**

**Opening of Lesson/Motivators:** Students should be told what they will be learning, why it is important and possibly, how it connects to previous learning or personal knowledge. Behavioral expectations for the lesson must also be set.

**Procedures:** Include teacher dialogue, modeling, activities, and directions given in explicit detail. You cannot simply say you will explain a concept.

**Critical Thinking Questions:** Consider the key critical thinking questions you will ask during the lesson and include these questions in your lesson plan.

**Summary and/or Closing:** Typically this should be a summarization and reinforcement of the major points of the lesson. Talk about what they have learned, or let them describe what they have learned.

**Accommodations for Individual Needs:** (including gifted and talented students).

**Assessment:** How will you assess if the children learned the material? How will you assess at different points during the lesson? There should be at least one assessment for each objective.

**Self-Assessment:** (May be completed with the cooperating teacher or supervisor) Self-assessment is for the teacher to evaluate the effectiveness of the lesson and consider changes to the lesson, if needed. Was it a successful lesson? What went as you had planned? What will you do differently next time you teach the lesson? How engaged were the students?
Part 4

ASSESSMENT OF THE STUDENT TEACHER

4.1 EVALUATION PROCEDURES AND LICENSURE REQUIREMENTS

Final recommendation for licensure of the student teacher is the responsibility of the spring professional team (see below); however, the cooperating teacher and the university supervisor will have the major responsibility for the ongoing evaluation during the Spring Semester. Conferences will be held at the midterm and the end of the semester. Professional team members or the student teacher may schedule other conferences if they are needed. In addition, to be recommended for licensure, the requirements as set forth by the Council on Teacher Education must be completed. These requirements can be found in the CoTE Common Assessment Plan (CAPS) for Undergraduates (Appendix L, pg. 56) or on the CoTE website http://www.cote.illinois.edu/

Spring Professional Team Members

Members of the Spring Professional Team are as follows:
- Spring Cooperating Teacher
- C&I Supervisor
- Director of Clinical Experiences or designee

Optional Members, who are available upon request, are as follows:
- Fall Cooperating Teacher
- Building Principal or Representative
- Instructional Team Members
- Academic Advisor

All of the optional spring professional team members may submit reports for consideration and review by the spring professional team. Also, the spring professional team may request information from any or all of the optional professional team members. The student teacher may also request that any or all of the professional team members attend his/her team meeting.

In a situation regarding classroom/university assignments where there is a conflict among the cooperating teacher, UIUC faculty member, and/or the student teacher, any member of the professional team may convene the professional team for resolution of the problem. If a satisfactory resolution is not reached, then the issue will be referred to the Director of School and Community Experiences for resolution. The decision of the director is final.

The most important feature of the UIUC Teacher Education Program is the idea of collaboration. In all matters of concern, the parties involved should strive to exercise that collaborative spirit in discussion, understanding, and resolving problems. All actions and decisions should be in the best interests of the student teacher and the children they teach.

The licensure program is a two year program that culminates with a full take over of teaching responsibilities. Student teachers are at the beginning of their professional careers and should be formulating ideas and evaluating methods and procedures that will enable them to become effective teachers. Therefore, the evaluations and the assessment instruments used in our teacher education
programs are designed to show professional growth and emerging reflective processes. Student teachers are not expected to be at the level of experienced teachers.

Evaluations are a critical part of the teacher education programs. This chapter includes evaluations for student teachers, cooperating teachers, supervisors, and the program, as well as information regarding midterm/final conference, recommendations to continue and recommendations for final licensure.

4.2 EVALUATION FORMS USED FOR OBSERVATIONS

During the student teaching placement, the supervisor and cooperating teacher will evaluate the student teacher’s performance. The supervisor is required to observe and provide feedback a minimum of six times during the semester. They will use an electronic observation form and email a copy to the cooperating teacher, the student, and School and Community Experiences. The cooperating teacher will provide written feedback weekly either electronically or on paper to both the supervisor and the student. If the coop prefers paper observation forms, they may be printed from online.

To receive a satisfactory grade (S) in EDPR 432 and to be recommended for licensure, the student teacher must demonstrate satisfactory knowledge, skills, and professional dispositions as stated on the evaluation form. The individual assessment items on the form correspond to the Danielson Framework for Teaching. The university supervisor may also use the open-ended form during any or all observations.

The student teacher will meet with the supervisor and sometimes the cooperating teacher following each observation and use the formative assessments as a guideline for the conference. The cooperating teacher is asked to give the student teacher weekly written feedback and to use the structured evaluation form a minimum of 8 times during the semester. At other times a written feedback form may be created by the cooperating teacher.

4.3 MIDTERM AND FINAL EVALUATION AND CONFERENCE

The midterm conference is a three way conference with the student teacher, cooperating teacher, and the university supervisor. The conference is conducted by the university supervisor with logistical arrangements made by the building representative at each cooperating school site. Any member of the spring professional team may attend the midterm conference. The CoTE Student Teaching Evaluation Form (Appendix G, pg. 51) is used to guide this conference and to record the student’s progress. The form may be accessed on the CoTE website http://www.cote.illinois.edu/, through the student, cooperating teacher, and supervisor portal. Prior to the conference, the supervisor, cooperating teacher, and student must each electronically complete their evaluation. If requested, they should also print a copy to be used in the conference. In order to continue in the student teaching placement, student must earn a 2 or better from the university supervisor in components 1A, 4B, 4D, 4F. If the midterm conference results in an evaluation of unsatisfactory performance, School and Community Experiences will be notified.

The final evaluation conference is conducted and patterned the same as the midterm as far as completing and submitting the evaluation forms and the logistical arrangements. In addition, at this summative conference, the spring professional team will discuss the performance of the student teacher and the achievements that have been documented through the evidence collected throughout the semester. Based on the input of all parties, the spring professional team will review the evaluations, make a decision about licensure, and, if appropriate, sign the Recommendation for Licensure Form. (See Appendix H, pg. 52)

This form verifies the student has been recommended for licensure, cannot be recommended for licensure, or that the student withdrew from the program. The student teacher must have a successful student teaching experience and must complete all necessary CoTE requirements to be recommended for licensure. To be recommended for licensure, students must earn a cumulative score of 44 or higher on the
The final evaluation from the supervisor, with no ratings of 1. The recommendation for the student to be licensed will be the responsibility of the university supervisor.

### 4.4 TEACHER LICENSURE TESTING

As required by law, students must pass several Illinois Licensure Tests. The tests are required at various points of the student’s professional development. Following is a listing of the tests required for licensure and the point at which each must be passed.

**Test of Academic Proficiency (TAP):** Students must pass the Illinois Licensure Testing System basic skills Test of Academic Proficiency, or earn a comparable score on the ACT/ SAT, in order to be admitted to teacher education programs.

**Content:** Students must pass the appropriate Illinois Licensure Testing System content test prior to student teaching.

**Assessment of Professional Teaching (APT):** Students must pass the appropriate Illinois Licensure Testing System test of Assessment of Professional Teaching to be licensed.

More information about these tests may be found at the COTE website [http://www.cote.illinois.edu/](http://www.cote.illinois.edu/)

**edTPA:** Students must complete and submit the edTPA portfolio and earn the passing score as determined by ISBE prior to earning licensure.

More information about edTPA can be found at [http://edtpa.com/](http://edtpa.com/).

### 4.5 TIME REPORTS

Time reports must be completed and submitted at the end of student teaching as one requirement of licensure. Directions for the time report and a worksheet can be found on the CoTE website [http://www.cote.illinois.edu/](http://www.cote.illinois.edu/) under each student’s student portal. The worksheet should be used to keep track of the number of hours spent each week with your student teaching experience. When reporting your hours through your portal, you must differentiate between time spent teaching, and time spent on activities related to teaching. For further guidance, review the directions within the time card online in your portal, or consult with your university supervisor.

At the end of the semester, to submit the time report, go to the CoTE website and log on to your student portal. Follow the directions listed. Make sure to list all subjects you taught (science, reading, writing, etc.) and the actual grade level (K, 3rd, 6th, etc.). Your supervisor may ask you to bring a copy of the time report to the midterm or final conference. Once you have submitted your time report, your supervisor will approve your time report on-line. The time report is then sent to School and Community Experiences for the final approval. The time report will not be approved if it is not completed correctly or if the time reported is doubtful.

### 4.6 STUDENTS IN NEED OF ASSISTANCE

When student teachers are experiencing difficulty in their field experiences, the supervisor will be required to devote more time to documentation and observations. Students in need of assistance require extra support to become successful with their professional development.

#### 4.6.1 Remediation Intervention

At the first indication of concern, the supervisor documents the problem(s) on the **Remediation Intervention Form (Appendix I, pg. 53)**. The documentation of observations should be specific and the changes the student teacher needs to make should be written explicitly. The supervisor will
provide a certain time period in which the student will be re-evaluated. A copy of the Remediation Intervention Form is available on the SCE website under Supervisor Information.

If at the end of the 2 weeks the supervisor documents improvement but the student teacher still needs to make some changes, another Remediation Intervention Form will be completed. If there is no improvement or if the concerns are compounding, a full remediation plan (Professional Growth Plan) will be implemented.

4.6.2 Professional Growth Plan (PGP)

The Professional Growth Plan is a document that specifically states both the areas of concern and the expectations for improved performance. The supervisor writes a PGP with input from the cooperating teacher. School and Community Experiences must be involved in the process and approve the plan before implementation.

When the PGP is complete, a three-way conference is held to present the Professional Growth Plan to the student. During the conference, the plan is reviewed in detail in order to inform the student of both the expectations for improved performance and the consequences for not meeting the expectations. A representative from SCE will attend the conference if possible. At the end of the conference, all parties sign the Professional Growth Plan. Copies of the signed document are given to the student, cooperating teacher, and supervisor. The original is returned to School and Community Experiences and copies are sent to the Council on Teacher Education, Student Advisor, Assistant Dean, Program Director, and the Department Head.

4.7 LETTERS OF RECOMMENDATION

Student teachers seeking employment or entrance into graduate school frequently request cooperating teachers, supervisors and instructors to write letters of recommendation for their placement files or to send directly to potential employers. Although they are not required to write letters of recommendation, they generally do because they realize that school personnel directors and other school administrators consider their recommendations important.

Letters of recommendation from the professional team provide potential employers with both a professional assessment of student teachers’ performance during the student teaching experience and projections of student teachers’ suitability for future employment. Employers indicate that the information they want to see in the letters of recommendation provided by the professional team includes the following:

- A description of the student teaching assignment
- A description of the student teacher’s responsibilities
- An assessment of the student teacher’s teaching ability
- Information about the student teacher’s personal qualities exhibited in her/his daily interaction with students, teachers, administrators, parents, and others in the school setting

Students requesting members of the professional team to write letters of recommendation must complete a Release of Information Form (Appendix K, pg. 55) and give to the person from whom they are requesting the letter. In addition to the release form, students should also provide the letter writer with a resume, any additional information they may need about assignments and responsibilities, etc., and a stamped envelope(s) in which to mail the letters of recommendation.
5.1 SELECTION OF COOPERATING TEACHERS/BENEFITS
Each spring, the School and Community Experiences distributes cooperating teacher request forms to participating schools for the coming school year. These forms are distributed in varying ways depending on the procedures of the district or school. A teacher indicates his/her willingness to serve as a cooperating teacher on this form. Then the form goes to the building principal for approval. Students will only be placed in a classroom where the teacher has been granted approval by the principal. The forms may also be downloaded at:  http://education.illinois.edu/sce/request-forms. For most of the non-local placements, SCE works directly with district personnel who make the student teacher-cooperating teacher placements and grant approval from the district.

UIUC minimum requirements to serve as a cooperating teacher are that the teacher has three years of successful teaching experience and is granted approval by the building principal. A Master’s Degree is preferred, but not mandatory. A building principal or district may set additional requirements and special circumstances may be considered.

Placements are made based on input from principals, supervisors, student requests, and School and Community Experiences. Requests and recommendations are honored as much as possible; however, there are many variables associated with the placement process. Even though a cooperating teacher requests a student teacher, there is no guarantee they will receive a student. Therefore, they should plan carefully about taking courses at the U of I with a tuition and fee waiver provided in case a student teacher is not placed in their rooms. Waivers are earned at the conclusion of each placement experience.

For further information about cooperating teacher benefits go to COTE website http://www.cote.illinois.edu/ . Questions regarding tuition and fee waivers should be directed directly to CoTE personnel.

5.2 SUPERVISOR, COOPERATING TEACHER AND PROGRAM EVALUATIONS
At the end of the student teaching placement, cooperating teachers are asked to evaluate the supervisor and the teacher education program. These forms may be found online in the cooperating teacher portal. All evaluations are submitted electronically to CoTE. (Appendix M, pg. 58 and N, pg. 59) Students are asked to evaluate the cooperating teachers. All input is valued and is vital to the success of our program.

5.3 COOPERATING TEACHER PORTAL
The Council on Teacher Education (CoTE) has developed the Cooperating Teacher Portal to facilitate information exchange between COTE and the cooperating teachers. Information about and directions for use of this portal may be accessed at: https://cte-s.education.illinois.edu/dotnet/webpages/webpage.aspx
The Cooperating Teacher Portal will allow cooperating teachers to:
- Complete Supervisor Surveys using forms that are pre-populated with relevant information pertaining to Student Teaching Supervisors.
- Complete Midterm/Final evaluations on Student Teachers using forms that are pre-populated with information pertaining to Student Teachers.
- View information about earned tuition and fee waivers.

Please contact cote-techsupport@illinois.edu, if there are any problems.
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## LESSON PLAN

<table>
<thead>
<tr>
<th>Lesson Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Number:</strong></td>
</tr>
</tbody>
</table>

### Central Focus of the Learning Segment:
*(What is the big idea of the entire learning segment?)*

### Standard(s) Addressed:

### Materials/Instructional Resources:

### Objectives

<table>
<thead>
<tr>
<th>Learning Objectives:</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(What will the students know and be able to do by the end of this lesson? Each objective should have a related assessment.)</em></td>
<td><em>(How will you assess the use of the literacy strategy? Include formal and informal, formative and summative assessments. Address any accommodations that are made to accommodate specific student learning needs?)</em></td>
</tr>
</tbody>
</table>

### Instructional Strategies and Learning Tasks

*Write a detailed outline of your class session including instructional strategies, learning tasks, key questions, key transitions, student supports (instructional and language), assessment strategies, and closure. Include a few key time guidelines.*

<table>
<thead>
<tr>
<th>Time</th>
<th>Lesson Introduction – <em>Before</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>(How will you set the stage, activate and build on prior knowledge, introduce and explain the strategy/skill?)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Learning Tasks/Activities – <em>During</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>(How will you engage students in meaning making, explicit instruction and practice of the identified language function? Make reference to checks for understanding listed above. Include planned supports you will use for the whole class, individuals, and/or students with specific learning needs.)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Checks for Understanding-Monitoring Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(How will you check for student understanding of the objectives throughout the lesson?)</em></td>
</tr>
</tbody>
</table>
**General Lesson Plan Template**

**LESSON PLAN TEMPLATE**

Name:

Date:

Grade Level/Subject:

Prerequisite Knowledge:

Approximate Time:

Student Objectives/Student Outcomes and Assessment:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Content Standards:

Materials/Resources/Technology:

Implementation:

<table>
<thead>
<tr>
<th>Time</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Opening of lesson: (Objectives, hook, behavior expectations)</td>
</tr>
<tr>
<td></td>
<td>Procedures: Include critical thinking questions and accommodations for individual needs</td>
</tr>
<tr>
<td></td>
<td>Summary/Closing:</td>
</tr>
<tr>
<td></td>
<td>Student Assessment:</td>
</tr>
</tbody>
</table>

Post Lesson Reflection:

Updated 1/2/2018
<table>
<thead>
<tr>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Interest</td>
</tr>
<tr>
<td>Student Motivation</td>
</tr>
<tr>
<td>Teacher Knowledge</td>
</tr>
<tr>
<td>Teacher Organization</td>
</tr>
<tr>
<td>Teacher Articulation</td>
</tr>
<tr>
<td>Student Understanding</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>
UIUC Teacher Education Program
Emergency Form

Please complete this form and leave a copy with your Cooperating Teacher and your supervisor.

Student Name ____________________________________________________________

In Case of Emergency Please Notify:

1. Name________________________
   Relationship________________________
   Address________________________
   Phone________________________

2. Name________________________
   Relationship________________________
   Address________________________
   Phone________________________

3. Name________________________
   Relationship________________________
   Address________________________
   Phone________________________

If immediate medical attention is needed, I give my permission to be taken to (which medical facility?)

☐ I have University of Illinois student insurance.
☐ I have private insurance.

Signed_______________________________________ Date_______________________

6/04/03
The completion of the following questionnaire is a requirement for all student teachers/interns. Since Exposure Control Plans vary from school to school, it is important that you obtain school/agency-specific information about protecting yourself and your students against bloodborne pathogens. Obtain the needed information from your Cooperating teacher/agency supervisor and then return this completed form to the appropriate person in your program.

Name______________________________

School/Agency you are participating in _____________________________

**Dealing with Injuries**

1. Where do I send an injured student?
   ______________________________________________________________

2. Who do I contact if a student is injured?
   ______________________________________________________________

**Personal Protective Equipment**

3. What personal protective equipment is available?
   ______________________________________________________________

4. Where is the personal protective equipment stored?
   ______________________________________________________________

**Cleaning Up**

5. Who is responsible for cleaning up potentially infectious material (blood, vomit)?
   ______________________________________________________________

6. How do I contact that person?
   ______________________________________________________________

**Exposure**

7. Who do I contact if I am exposed to potentially infectious material at school?
   ______________________________________________________________

8. What forms do I fill out if I am exposed to potentially infectious material at school?
Teacher Interview

Cooperating Teacher ___________________________ Date __________________

Student ___________________________ School ___________________________

These questions are to guide you when meeting with your cooperating teacher for the first time and/or when meeting at the beginning of the student teaching semester. You will want to have all of these questions answered by the end of your first week in your practicum.

1. What are my expected arrival and dismissal times?
2. How should I contact you if I need to be absent and what procedures should I follow?
3. Where should I park?
4. Where is my space/desk/coat locker?
5. Where can I get a copy of the class schedule?
6. May I have drinks in the classroom?
7. Where is the faculty restroom?
8. While you are teaching, what do you expect me to do?
9. What is your established classroom management plan and how do you want me to work with the plan?
10. Are there any students with special needs or IEP’s of whom I should be aware?
11. What are the procedures for using the library, computer lab and for copying materials?
12. Where and when will we be able to meet each week for a planning session and a time to share thoughts about my progress?
13. What is the dress code for your classroom?
14. Is there a set curriculum I am to follow?
15. Would you like to proof the letter of introduction that I will be giving to the students?
16. How many days in advance would you like to review my lesson plans?

17. What procedures do you have established in the classroom?
   a. seating charts
   b. paper headings
   c. turning in completed work
   d. getting out of seat during class: sharpening pencil, throwing away trash
   e. passes/leaving class – restroom, locker, office, clinic, etc.
   f. tardy to class
   g. students bringing materials for class

18. What is your grading system?

19. What type of grade book am I to use?
EDPR 432 Clinical Observation Form
{Student Teaching}

Teacher Candidate ___________________________ Date ____________
School ___________________________ Grade/Subject ________
Observer ___________________________ Observation Number ______

*Program

Completed observation form should be copied for candidate, cooperating teacher, supervisor (if applicable), and School and Community Experiences

<table>
<thead>
<tr>
<th>Pre-Determined Observational Areas: X</th>
<th>Evidence</th>
<th>Suggestions/ Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain 2: Classroom Environment (IPTS)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2a: Creating an Environment of Respect and Rapport (1,4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2b: Establishing a Culture for Learning (1,3,4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2c: Managing Classroom Procedures (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2d: Managing Student Behavior (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2e: Organizing Physical Space (4)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Domain 3: Instruction** |          |                         |
| 3a: Communicating with Students (5) |         |                         |
| 3b: Using Questioning and Discussion Techniques (2,3,5) |         |                         |
| 3c: Engaging Students in Learning (2,5) |         |                         |
| 3d: Using Assessment in Instruction (2,3,4,5,6) |         |                         |
| 3e: Demonstrating Flexibility and Responsiveness (5) |         |                         |
## Domain 1: Planning & Preparation

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Suggestions/ Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a: Demonstrating Knowledge of Content and Pedagogy (1,2,3,5)</td>
<td></td>
</tr>
<tr>
<td>1b: Demonstrating Knowledge of Students (1,3)</td>
<td></td>
</tr>
<tr>
<td>1c: Setting Instructional Outcomes (3,5)</td>
<td></td>
</tr>
<tr>
<td>1d: Demonstrating Knowledge of Resources (2,5)</td>
<td></td>
</tr>
<tr>
<td>1e: Designing Coherent Instruction (2,5,7)</td>
<td></td>
</tr>
<tr>
<td>1f: Designing Student Assessments (2,5,6)</td>
<td></td>
</tr>
</tbody>
</table>

## Domain 4: Professional Responsibilities

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Suggestions/ Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a: Reflecting on Teaching</td>
<td></td>
</tr>
<tr>
<td>4b: Maintaining Accurate Records</td>
<td></td>
</tr>
<tr>
<td>4c: Communicating with Families</td>
<td></td>
</tr>
<tr>
<td>4d: Participating in a Professional Community</td>
<td></td>
</tr>
<tr>
<td>4e: Growing and Developing Professionally</td>
<td></td>
</tr>
<tr>
<td>4f: Showing Professionalism</td>
<td></td>
</tr>
</tbody>
</table>

---

### Additional Observation Notes/ Comments:

---

*Teacher Candidate Initials _____ Observer Initials ____ Date ______*
University of Illinois at Urbana-Champaign  
School and Community Experiences  
OPEN-ENDED OBSERVATION FORM

<table>
<thead>
<tr>
<th>Date:</th>
<th>UIUC Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator:</td>
<td></td>
</tr>
<tr>
<td>Student Teacher:</td>
<td></td>
</tr>
<tr>
<td>Cooperating Teacher:</td>
<td></td>
</tr>
<tr>
<td>School:</td>
<td></td>
</tr>
<tr>
<td>Grade Level:</td>
<td>Lesson Subject:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Suggestions/ Next Steps</th>
</tr>
</thead>
</table>

Additional Comments/Questions
# CoTE Danielson Student Teaching Midterm and Final Evaluation Form

<table>
<thead>
<tr>
<th>Domain 1: Planning and Preparation <strong>(Rubric)</strong></th>
<th>Domain 2: The Classroom Environment <strong>(Rubric)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1a Demonstrating knowledge of context and pedagogy</strong>&lt;br&gt;Content knowledge • Preparatory relationships • Content pedagogy</td>
<td><strong>2a Creating an environment of respect and rapport</strong>&lt;br&gt;Teacher interaction with students • Student interaction with students</td>
</tr>
<tr>
<td><strong>1b Demonstrating knowledge of students</strong>&lt;br&gt;Child development • Learning process • Special Needs • Student skill, knowledge, and proficiency • Interests and cultural heritage</td>
<td><strong>2b Establishing a Culture for Learning</strong>&lt;br&gt;Importance of content • Expectations for learning and behavior • Student pride in work</td>
</tr>
<tr>
<td><strong>1c Setting instructional outcomes</strong>&lt;br&gt;Value, sequence, alignment • Clarity • Balance • Suitability for diverse learners</td>
<td><strong>2c Managing classroom procedures</strong>&lt;br&gt;Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Dispensation of voluntary and nonprofessionals</td>
</tr>
<tr>
<td><strong>1d Demonstrating knowledge of resources</strong>&lt;br&gt;For classroom • To extend content knowledge • For students</td>
<td><strong>2d Managing student behavior</strong>&lt;br&gt;Expectations • Monitoring behavior • Response to misbehavior</td>
</tr>
<tr>
<td><strong>1e Describing student instruction</strong>&lt;br&gt;Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure</td>
<td><strong>2e Organizing physical space</strong>&lt;br&gt;Safe and accessible • Arrangement of furniture and resources</td>
</tr>
<tr>
<td><strong>1f Designing student assessments</strong>&lt;br&gt;Congruency with outcomes • Criteria and standards • Formative assessments • Use for planning</td>
<td><strong>Comments</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 3: Instruction <strong>(Rubric)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3a Communicating with students</strong>&lt;br&gt;Expectations for learning • Directives and procedures • Explanations of content • Use of oral and written languages</td>
</tr>
<tr>
<td><strong>3b Using questioning and discussion techniques</strong>&lt;br&gt;Quality of questions • Discussion techniques • Student participation</td>
</tr>
<tr>
<td><strong>3c Engaging students in learning</strong>&lt;br&gt;Adaptivity and assignments • Student groups • Instructional materials and resources • Structure and pacing</td>
</tr>
<tr>
<td><strong>3d Using assessment in instruction</strong>&lt;br&gt;Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring</td>
</tr>
<tr>
<td><strong>3e Demonstrating flexibility and responsiveness</strong>&lt;br&gt;Lesson adjustment • Response to students • Persistence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 4: Professional Responsibilities <strong>(Rubric)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4a Reflecting on teaching</strong>&lt;br&gt;Assessment • Use of future teaching</td>
</tr>
<tr>
<td><strong>4b Maintaining accurate records</strong>&lt;br&gt;Student completion of assignments • Student progress in learning • Non-instructional records</td>
</tr>
<tr>
<td><strong>4c Communicating with parents</strong>&lt;br&gt;Support Instructional program • Avoid individual students • Engagement of families in instructional program</td>
</tr>
<tr>
<td><strong>4d Participating in a professional community</strong>&lt;br&gt;Relationships with colleagues • Participation in school projects • Involvement in culture of professional community • Service to school</td>
</tr>
<tr>
<td><strong>4e Growth and developing professionality</strong>&lt;br&gt;Enhancement of content knowledge and pedagogical skill • Service to the profession</td>
</tr>
<tr>
<td><strong>4f Showing professionalism</strong>&lt;br&gt;Integrity/Ethical conduct • Service to students • Advocacy • Decision making • Compliance with school/district/legislation</td>
</tr>
</tbody>
</table>

**Midterm Summary:**  

**Signature:**

**Save**

Updated 1/2/2018
Date: ______________

Student Teacher Name: ______________________________________________

Program: _____________________________  Section: ___________

Cooperating Teacher Name: ___________________________________________

School: ___________________________________________________________

The following recommendation has been made based on the observations of the teacher candidate's performance in field experiences:

___ Recommend Licensure

___ DO NOT recommend Licensure

COMMENTS:

Supervisor: ______________________________________________________

Date: _________________
REMEDIATION INTERVENTION FORM
Please circle appropriate program: EC  ELE  SEC

Student Name___________________________________________ Date____________________

School_____________________________ Grade level/content__________________________

Cooperating Teacher_____________________________________________________________

University Supervisor____________________________________________________________

The following concern(s) have been discussed explicitly with the UIUC student, cooperating teacher, and university supervisor regarding marginal or unacceptable markings on the evaluation form.

These specific steps must be taken for professional growth to be made.

Date for 2 week re-evaluation of concern(s)___________________________________________

I have read and received a copy of this document.

Student Signature______________________________________________________________

Note: For complete remediation procedures refer to Remediation Intervention Procedures for UIUC Preservice Teachers.
Disposition Concern Form

DATE: __________________________________________

Student: ________________________________________    Major: _________________________________

Reporting Faculty/Staff/ School Personnel: ___________________________    Name/Title: _____________________________

General Procedure:
Faculty/Staff/School Personnel will report disposition concerns after discussing the concern with the teacher candidate. The Faculty/Staff/School Personnel individual will complete the Disposition Concern Form, discuss the situation with the student, both will sign and date the form, and send the original form to School and Community Experiences.

School and Community Experiences (SCE) will retain a copy in the student’s file. It is the responsibility of SCE to investigate and monitor the dispositional progress of the teacher candidate.

Concern: ____________________________________________
______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________

Recommended Action: __________________________________
______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________

Signatures: ______________________ ______________________
Student                             Date

* Note: Your signature does not necessarily indicate agreement with the appraisal, only that it has been discussed. You are obligated to acknowledge the appraisal if it has been discussed with you.

________________________________________ ______________________
Reporting Faculty/Staff/School Personnel  Date
SCHOOL AND COMMUNITY EXPERIENCES
RELEASE OF INFORMATION

This form is to be completed by the student and given to the person who is writing the letter of recommendation. This form is to be used to identify the purpose of the letter and where the letter should be sent.

Date ________________

Student Name ______________________________________________________

Address: ____________________________________________________________

_________________________________________________________________

I, __________________________ request __________________________
name of student name of person writing letter

to write and release a letter of recommendation for my employment.

1. The purpose of the letter is: ______________________________________

_________________________________________________________________

2. The letter should be sent to: ______________________________________

_________________________________________________________________
University of Illinois at Urbana-Champaign Council on Teacher Education

Common Assessment Plan for Undergraduate Professional Education Programs Leading to Licensure

Transition Point 1: Entry into Professional Education Sequence

Requirements: All applicants must:
1. meet the admission requirements of the college and department offering the program;
2. have a minimum Urbana campus grade point average (GPA) of 2.5 (A=4.0)*;
3. have a minimum cumulative GPA of 2.5*;
4. pass a test of basic skills as defined by the Illinois State Board of Education.

Transition Point 2: Continuation in Professional Education Sequence

Requirements: All candidates must:
1. maintain a minimum Urbana campus GPA of 2.5;
2. maintain a minimum cumulative GPA of 2.5;
3. maintain a minimum content area GPA of 2.5**;
4. maintain a minimum professional education GPA of 2.5**;
5. clear a criminal background check prior to participating in clinical experiences;
6. complete bloodborne pathogens training annually during clinical experiences;
7. complete non-academic ISBE requirements (e.g., safety training, mandated reporter);
8. satisfactorily complete all required early field experiences as documented by the CoTE EFE Evaluation Form and other program-defined, performance-based assessments;
9. be recommended for continuation in the program.

Transition Point 3: Admission to Student Teaching

Requirements: All candidates must:
1. have a minimum Urbana campus GPA of 2.5;
2. have a minimum cumulative GPA of 2.5;
3. have a minimum content area GPA of 2.5**;
4. have a minimum professional education GPA of 2.5**;
5. be in the final year of the licensure sequence;
6. have satisfactorily completed all required early field experiences (minimum 80 contact hours) as documented by the CoTE EFE Evaluation Form and other program-defined, performance-based assessments;
7. have passed the appropriate Illinois Licensure Testing System (ILTS) content test(s);
8. be recommended for a student teaching placement.

Transition Point 4: Recommendation for Licensure

Requirements: All candidates must:
1. have a minimum Urbana campus GPA of 2.5;
2. have a minimum cumulative GPA of 2.5;
3. have a minimum content area GPA of 2.5**;
4. have a minimum professional education GPA of 2.5**;
5. have no grade lower than a C in content and professional education coursework;
6. have satisfactorily completed student teaching as documented by the CoTE Common Student Teaching Evaluation Form and other program-defined, performance-based assessments;
7. be recommended for licensure by the appropriate program personnel;
8. be awarded a bachelor’s degree by the appropriate college;
9. have passed the appropriate ILTS assessment test(s).

* Transfer students must meet the competitive requirements of the program.
**GPA minimum may be higher based on the policy of the academic college housing the professional education program.
Elementary and Early Childhood Teacher Education Program: Cooperating Teacher Feedback Form

" Indicates a required field.

Please fill out this form completely to update the following evaluation.

Cooperating Teacher

Ra, Caleb – Next Generation, Champaign, IL

<table>
<thead>
<tr>
<th>1. Was knowledgeable about expectations and procedures of the program.</th>
<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Modeled the importance of life-long learning and professional growth and development.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. Provided me with assistance to work effectively and develop sensitivity when dealing with diverse classroom populations (ethicity, ability levels, SES, special needs etc.).</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. Frequently offered constructive written and oral feedback.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. Held formal and informal conferences with me about my progress.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. Reported to me in a candid manner about my progress.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. Offered concrete ideas on how to implement suggestions.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8. Assigned instructional responsibilities according to the established program guidelines.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9. Provided opportunities to complete the projects as assigned by the Instructional Teams.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10. Created an atmosphere that encouraged open discussions about professional concerns.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>11. Related to me with respect and professionalism as an assistant teacher.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

The most helpful attributes of my cooperating teacher were:

What other supportive measures would you like to see your cooperating teacher implement to provide a positive and successful field experience?

I recommend that my cooperating teacher continue to work with future Teacher Education students. (Comment if your response was maybe or no.)

Yes ☐ No ☐ Maybe ☐

Overall Comments


Updated 1/2/2018
Program Evaluation Form

* indicates a required field.

Please fill out this form completely to update the following Evaluation

- What strengths were evident in the preparation of your student teacher?
- What areas in the student’s teacher preparation needed the most attention?
- Please comment on the strength of the communication process from the building representative.
- Please comment on your experiences in successful communicating with the UIUC supervisor.
- If you were on the evaluation committee, what recommendations would you make to improve the fall semester of the teacher education program?

Other comments:

Save (Alt-S)  Cancel (Alt-C)
Program Evaluation Form

* indicates a required field.

Please fill out this form completely to update the following Evaluation:

Please comment on your experiences as a student teacher:

| What strengths were evident in the professional sequence courses? |
| What strengths were evident in your field placements? |
| Please comment on your experiences in successfully communicating with the methods instructors if it was necessary. |
| Please comment on your experiences in successfully communicating with your building representative and university supervisor. |
| Please comment on the Office of Clinical Experiences (Director, Associate Director, and Staff) concerning communication, helpfulness, attitudes, and taking needs into consideration as much as possible. |
| If you were on the evaluation committee, what recommendations would you make to improve the fall semester of the teacher education program? |
| Please comment on the Council on Teacher Education (Certification Officer, Certification Specialist, and staff at 505 E. Green) concerning communication, helpfulness, attitudes, and general assistance with matters pertaining to certification. |
Key Information regarding Students with Disabilities

Key Issues for Practicum Students and Student Teachers with Disabilities in the Schools:

Confidentiality

- Adult college students with disabilities have the right to confidentiality in regard to disability disclosure.
- Practically, this means that practicum students and student teachers:
  o have the right NOT to disclose their disability; some individuals are able to develop compensatory strategies to “work around” the effects of their disability without any accommodation while others may choose to wait until they feel more comfortable with the person they will disclose to
  o have the right to expect that any disclosure of their disability to one person will not be shared with others without their permission
  o have the right to disclose their disability in order to obtain disability-related accommodations to complete their practicum or student teaching responsibilities
  o have the right not to be discriminated against by assumptions made about a practicum student or student teacher’s ability to teach based on a particular disability or effect of the disability
  o have the right to be asked directly and discreetly about how their disability (once disclosed) may impact their ability to teach and what accommodations they think will be beneficial
- In keeping with the right to confidentiality, there should be NO mention of a practicum student or student teacher’s disability in their clinical evaluation record

Referral

- If a practicum student or student teacher seems to be struggling with any of the components of teaching (presenting to the class, keeping up with the work, etc.), you can:
  o Inform the student that s/he can contact DRES by calling the Student Services Office at 217-333-4603 and requesting an academic screening appointment.
  o The screening can help sort out why the student may be struggling and refer him/her to appropriate resources which may include testing conducted by DRES personnel to determine the presence of a previously undiagnosed and unaccommodated disability.
- In the case of a student already registered with DRES, each student is assigned a case manager. With the student’s written permission, the case manager can talk with you if there are any concerns with performance in the classroom that may be due to the presence of a disability.

Any questions, please contact Karen Wold, Learning Disabilities Specialist at DRES at 217-333-8705 or kwold2@illinois.edu.