

UIUC EDPR 442 TEACHING HANDBOOK

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For a pdf version of this handbook: <http://education.illinois.edu/sce>

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Helpful websites:

Council on Teacher Education: <https://cte-s.education.illinois.edu/dotnet/webpages/webpage.aspx>
Office of School and Community Experiences: www.education.illinois.edu/sce

Chapter I

STUDENT TEACHING EXPECTATIONS

During the student teaching semester, students are enrolled in both CI 404 and EDPR 442. The **CI 404 Course Schedule** outlines the dates and times of CI 404 class meetings. Only local students will attend the local CI 404 evening seminars. Non-local student teachers will attend seminars conducted by the assigned supervisor during the semester. Regardless of where the student teacher is assigned for student teaching, all students are responsible for work assigned by the CI 404 instructor, as well as the supervisor. Student teachers follow the assigned district's calendar, not the UIUC calendar.

EDPR 442 is the course associated with student teaching and the **EDPR 442 Syllabus** outlines the expectations. EDPR 442 is graded as satisfactory or unsatisfactory. The additional responsibilities and expectations for the student teacher are outlined in the **Responsibilities of the Professional Team** document. This document also includes the responsibilities of the cooperating teacher, university supervisor and university personnel.

The **General Policies for Clinical Experiences** explains specific policies that must also be followed by the student teacher. Two of these policies require that the **Emergency Form** and **Bloodborne Pathogens Questionnaire** be completed the first week of each placement. A copy of the Emergency Form must be given to the cooperating teacher as well as the supervisor. The student teacher should keep a copy of the BBP Questionnaire for reference and give a copy to the supervisor. Additional requirements are set each year by the individual school districts and state law; these may include physicals, background checks, etc.

The **Secondary Student Teaching Guidelines for Takeover** outlines specific recommendations for the takeover transition. The student teacher must take over the majority of the teaching load of the cooperating teacher. It is important that students carefully read through the recommendations and discuss the takeover plan early in the placement with the cooperating teacher. Sometimes a cooperating teacher wants to turn over too much, too soon. This is not what the program recommends in the takeover guidelines. Every year, some student teachers want to accelerate the takeover. Acceleration of takeover is permissible, if the student teacher is prepared and both the student teacher and the cooperating teacher agree to it. However, observation of professional teachers should be a part of the entire student teaching experience.

Student teachers are expected to write daily lesson plans that incorporate the minimum requirements as outlined in Chapter IV. The university supervisor will check the lesson plans.

For licensure, student teachers must meet the **CoTE Common Assessment Plan** and the edTPA portfolio requirements. These requirements can be found in Chapter VIII or on the CoTE website (www.cote.illinois.edu).

If difficulties are experienced during student teaching, the supervisor is the first contact. Each supervisor will assist the student teachers through difficult situations and problems. If concerns cannot be resolved between the supervisor and the student, then the Director of School and Community Experiences should be contacted.

SECONDARY TEACHER EDUCATION PROGRAM EDPR 442 COURSE SYLLABUS

Student teaching is the major clinical experience in the middle grades and secondary teacher education programs. 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.

COURSE ASSIGNMENTS AND EXPECTATIONS: In order to receive a satisfactory grade in EDPR 442 (12 credit hours) and to be recommended for licensure, student teachers must satisfactorily meet all course requirements listed below. Successful completion of EDPR 442 is required in order for each student teacher to be recommended for licensure.

Required Course Assignments

1. Lesson Plans

Written lessons plans are required for all teaching. At a minimum, the plans must contain the following four components:

- Objectives - What do I want the students to learn (long and short term)? (must match evaluation)
- Materials - What items will students and I need to execute the plan?
- Procedure - What will I do? What will students do?
- Evaluation - How will I know the students learned? (must match objectives)

Lesson plans are needed for effective instruction for the purpose of identifying learning outcomes, materials, procedures, and assessment techniques. The lesson plan may contain more components than those listed here. Written plans must be shared with the 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.

A lesson plan is required for the university supervisor before each scheduled observation. Prior to observation the university supervisor will require a detailed and formal lesson plan addressing the requirements as set forth in the edTPA Lesson Plan Template 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 this should be on your student teacher's lesson plan to best inform university supervisor. Supervisors will only be able to comment upon observed lessons.

2. Active Seminar Participation

Throughout the semester, the student teacher will participate in seminars with CI 404 methods instructor or university supervisor. This time is meant to help the student teacher grow as a reflective professional. During seminar meetings, student teachers are expected to participate thoughtfully and respectfully.

During this time, instructor/supervisors may ask student teachers to participate in small discussion groups, complete quick-writes, or discuss relevant topics with the class, in addition to other activities and assignments. Some topics the group 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 the student teacher's professional growth
- Comparison of management styles or implementation methods observed in classrooms

3. Journal/Reflections

The CI 404 instructor determines the requirements for your journal/reflections. The CI 404 instructor is the only individual to whom student teachers must submit the journal/reflection assignments. The supervisors may also require journaling. CI 404 instructors vary in the way that these are submitted; therefore, only follow the guidelines given to you by your instructor.

4. edTPA

During the semester, student teachers will complete the edTPA portfolio as outlined by the appropriate timeline for his or her program. Successful completion of the edTPA is required for graduation and licensure. The supervisor cannot give the student explicit feedback on improving his or her edTPA.

5. 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 (in accordance with Danielson Framework for Teaching)**
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. The student teacher and university supervisor will determine 2-3 target areas for each observation. 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, and beginnings and closings.

- **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. In addition, the supervisor may make additional observations above the required six.

Course Expectations for the Student Teacher

The student teacher must meet the expectations as stated on the *CoTE Common Student Teaching Form*:

http://www.cote.illinois.edu/about/governance/policies/Appendix%20C_CAP%20Undergrad%20Initial%20Certification_021512.pdf.

Individual assessment items are related to the *Illinois Professional Teacher Standards*. In addition, the student teacher will meet other 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 determine the specific arrival and departure times.
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. **ALL DAYS THAT GO BEYOND EXCUSED ALLOWANCES FOR ABSENCES FROM STUDENT TEACHING MUST BE MADE UP.** *No student teacher will receive a final grade or licensure until absences are made up.*
If student teachers are 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 442 will result. A satisfactory (S) grade must be earned in EDPR 442 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. Student teachers are to attend staff meetings, conferences, and professional meetings associated with teaching which are required of the cooperating teacher unless these school events conflict with the CI 404 seminar or the district seminars (off-campus placements). Seminar attendance is required.
4. If student teachers are not teaching, they are expected to remain at school and engage 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 and to reflect upon formal observation feedback from the university supervisor, cooperating teacher, and UIUC faculty. Observation visits are scheduled approximately weekly or every other week. The university supervisor conferences 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 students off school grounds (this includes transportation of students).
 8. It is the responsibility of the student teacher to use professional ethics in his/her conduct, which includes:
 - treating students with respect,
 - treating the cooperating teacher(s), university supervisor, UIUC faculty, and all other school personnel with respect,
 - honoring district and school policies regarding conduct, and
 - honoring confidentiality regarding students, parents, teachers, and all other professionals.
 9. The student teacher will present him/herself professionally in dress, language, and conduct during student teaching responsibilities.
 10. The student teacher is not to assume full responsibility for the classroom for extended periods of time without the presence of a district employee (e.g., cooperating teacher or substitute teacher).

Evaluation Procedures

Final recommendation for licensure of the secondary education student teacher is the responsibility of the professional team; however, the cooperating teacher and the university supervisor will have major responsibility for the ongoing evaluation during the Spring Semester. Conferences will be held at the mid-term and the end of the semester. If other conferences are needed, a professional team member or the student teacher may schedule a conference.

Mid-term Conference

At the mid-term, the student teacher, the cooperating teacher, and the university supervisor will meet to review the student teacher's progress. The *Student Teaching Evaluation Form* will be used to guide and record this review. A score of Level 1 on any of the following components will lead to removal from student teaching at the midterm: Knowledge of Content and Pedagogy (1a); Maintaining Accurate Records (4b); Participating in a Professional Community (4d); and/or Showing Professionalism (4f).

Final Conference

At the end of the semester, the student teacher, the cooperating teacher, and the university supervisor will evaluate the student teacher's overall performance using the *Student Teaching Evaluation Form*. If the candidate has successfully completed all requirements, the *Recommendation for Licensure Form* will be sent electronically to the Director of School and Community Experiences. All components must be rated at a Level 2 or higher to be recommended for licensure.

Professional Team Members

Members of the Professional Team may include:

- Spring Cooperating Teachers
- CI Supervisor
- Director of School and Community Experiences or designee
- CI 404 Instructor

Optional Members, who are available upon request, are as follows:

- 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 selected 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, 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 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 students they teach.

**Responsibilities of the Professional Team
Teacher Education Program
University of Illinois**

- A. Student Teacher Responsibilities**
- B. Cooperating Teacher Responsibilities**
- C. Supervisor Responsibilities**
- D. University of Illinois Faculty Responsibilities**
- E. Office of 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 effectively understanding 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.

1. 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 and speak appropriately and practice proper personal hygiene. Student teachers are also expected to wear identification as required by the placement school and to model professional behavior in dealing with students, cooperating teachers, other staff, and parents.

Student teachers are directly responsible to their supervisor, who should be regarded as a professional mentor. The supervisor is the first source of help regarding school 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. The supervisor is an especially important consultant since he/she will be evaluating the progress of student teachers on a continuing basis across all teaching assignments. Cooperating teachers are the primary source of professional advice regarding issues specifically related to classroom teaching duties.

2. Attendance Policy:

- Student teachers are expected to be at their assigned school the entire professional day.
- This time includes the entire length of the teacher workday.
- The cooperating teacher(s) will determine the specific arrival and departure times in consultation with the supervisor.
- 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(s).

- The supervisor must also be notified of an intended absence prior to the start of the school day.
- All days that are beyond the allowed absences from student teaching must be made up. *No student teacher will receive a final grade or licensure until absences are made up.*
- If student teachers are expected to teach on the day of absence, they must be certain they have left behind a complete lesson plan from which the cooperating teacher(s) can teach. If lesson plans and materials are not available, if an appropriate notification is not given for absence, or if days missed are not made up, the student teacher may receive an unsatisfactory (U) grade in EDPR 442. A satisfactory (S) grade must be earned in EDPR 442 in order to be recommended for licensure.

3. Professional/Medical Leave Policy:

- With the exception of three excused days for professional or medical purposes and one day for a job fair, **ALL ABSENCES BEYOND THE EXCUSED ALLOCATION 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. There is a minimum of one (1) make-up day for absences built into the calendar. *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 442.
- Professional leave days may not be "banked" and used at the end of the semester to complete student teaching early.
- 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.

4. Student teachers are to assume the majority of the cooperating teacher's teaching load, following the guidelines for the student teacher's schedule. 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.

- If student teachers are not teaching a class, they are expected to be at their assigned school for the entire length of the teacher workday. If they are not teaching, student teachers will be engaged in activities approved by the cooperating teacher and/or supervisor, such as the following:
 - a) planning and preparing for teaching,
 - b) evaluating students' work,
 - c) tutoring individual students,
 - d) holding conferences with cooperating teachers, supervisors or UIUC staff,
 - e) attending conferences with parents and other school staff (e.g. counselor or dean),
 - f) observing the teaching of other teachers, and
 - g) completing projects and assignments for UIUC coursework that directly relates to classroom instruction.

5. It is the responsibility of student teachers to:
 - accept formal observation feedback in a professional manner from the supervisor, cooperating teacher(s), and UIUC faculty.
 - 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 the student teacher is a guest in the classroom and building,
 - e) being appreciative of constructive criticisms and seeking suggestions from cooperating teachers,
 - f) respecting the professional rights and personal dignity of the cooperating teacher.The purpose of student teaching is to reflect upon the profession of teaching and to make decisions about the student teacher's own classroom and teaching style. Avoid critical judgment of the cooperating teacher and his/her teaching.
6. Student teachers cannot assume full responsibility for students away from the placement school grounds.

Responsibilities of UIUC Students

1. All student teachers are expected to attend required UIUC courses and to complete assignments as given. UIUC methods instructors will try to coordinate assignments and readings to classroom teaching duties. However, that will not always be possible or desirable.
2. Student teachers are required to attend and to participate in all professional seminars.
3. UIUC instructors will assign grades for work in CI 404. The evaluation of EDPR 442, student teaching, will be based on the recommendations from the supervisor. The Director of School and Community Experiences (SCE) will determine the final grade of Satisfactory or Unsatisfactory for EDPR 442. Also, the final responsibility for determining the recommendation for licensure falls directly on the Director of SCE.

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.

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 organizational programs 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 each student teacher to make decisions about instruction and discipline matters in alignment with the gradual takeover suggestions.
6. The cooperating teacher will serve as a model and information source, helping each student teacher improve professional skills, strategies, interpersonal rapport, and understanding of both cognitive and affective aspects of teaching and other professional responsibilities.
7. 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.
8. The cooperating teacher will offer weekly written constructive feedback to each of the student teachers.
9. The cooperating teacher will schedule regular times to conference with each student teacher about his/her progress and responsibilities.
10. The cooperating teacher will be candid with each student teacher about his/her progress. This includes providing copies of any written documentation given to the supervisor.
11. To comply with school liability requirements, the cooperating teacher should maintain proximity to the classroom while the student teacher is in full takeover.

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 each student teacher.
 - The cooperating teacher will notify the supervisor of any student teacher 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.
 - The cooperating teacher will submit weekly feedback on the student teacher to the supervisor.
4. The cooperating teacher will work with the members of the Professional Team to write a Professional Growth Plan for students who need assistance in order to successfully complete program expectations. All members of the Professional Team must be consulted and provide signatures when a Professional Growth Plan is initiated.
5. The cooperating teacher will submit an online evaluation of the university supervisor.

Responsibilities of the Cooperating Teacher with Regard to the University

1. The cooperating teacher will participate in cooperating teacher orientation meetings and seminars.
2. The cooperating teacher will be candid when asked by 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 the person responsible for coordination of the overall supervision of the clinical experiences throughout the semester. A supervisor works in one of the following capacities: 1) a classroom teacher released from some teaching duties for spring semester to work with UIUC student teachers; 2) hired by UIUC to work with UIUC student teachers in various schools.

The supervisor will make classroom observations of the student teachers and will offer support and guidance to the cooperating teachers. The supervisor is also the major communication link between the placement school and UIUC. Supervisors will meet regularly with Office of School and Community Experiences (SCE) staff and will communicate when necessary with the methods instructors.

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 work cooperatively with the SCE staff to place student teachers in both student teaching assignments by
 - Reviewing applications of student teachers.
 - Facilitating placements with the attempt to match specific areas of preparation of the student teachers with cooperating teachers whose assignments encompass those areas. Selected cooperating teachers should meet the following criteria:
 - a) appropriate licensure.
 - b) a minimum of three years teaching experience.
 - c) approval of the district.
 - d) willingness to work within SCE guidelines.
3. 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, and reflective post-observation conferences. A minimum of six formal observations will be made during the student teacher placement. In addition, a mid-term and final conference will be conducted with student teachers and cooperating teachers. 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 the 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 in order to successfully complete program expectations. All members of the Professional Team must be consulted and provide signatures when a Professional Growth Plan is initiated.
4. The supervisor will coordinate evaluation of student teachers with the cooperating teachers by

- Communicating frequently with the cooperating teachers about the student teachers' progress.
 - Communicating frequently with SCE staff and, if necessary, UIUC instructors and/or academic advisors about the student teachers' progress.
5. 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.
 6. The supervisor may serve as a resource for professional seminars and UIUC course instruction.
 7. The supervisor may conduct ongoing program evaluation and modifications by:
 - Reviewing student teachers' applications for placement consideration.
 - Extending sites beyond present middle/junior high schools and high schools.
 - Clarifying on-site courses and curriculum.
 - Reviewing and revising roles and responsibilities of the STEP participants.
 - Helping to assess program format.

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. At an orientation meeting, UIUC course syllabi may be shared and requirements for student teaching will be discussed. UIUC instructors and/or academic advisors may attend formal classroom observations, mid-term conferences and final conferences at the request of supervisors, cooperating teachers or student teachers. UIUC instructors are members of the Professional Team and will be consulted if a Professional Growth Plan needs to be created. If UIUC instructors are not available, another UIUC representative will make the classroom observation or attend the conference.

E. Office of School and Community Experiences (SCE) Staff Responsibilities

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

Responsibilities of SCE Staff

1. SCE staff will coordinate 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 cards, and other relevant information. These materials are kept in the student teacher's clinical file. The file is stored in SCE, Room 120 Education Building. Student teachers have the right to review their files 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 (i.e., FERPA release form).
5. SCE staff will work with student teachers, supervisors, or cooperating teachers experiencing difficulties. This support includes:

- Extra supervisory observations.
 - 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. The SCE staff will assume final responsibility for recommending student teachers for the appropriate State of Illinois Professional Educator License.
 7. The 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. The SCE staff will facilitate regular meetings for supervisors to implement the field experiences.
 9. The SCE staff will attend regular meetings for UIUC instructors.
- Revised, November 2015

University of Illinois at Urbana-Champaign
College of Education – School and Community Experiences
General Policies for Clinical Experiences
<http://www.education.illinois.edu/sce>

- A. Absence Policy**
 - B. Emergency Information Form Policy**
 - C. Bloodborne Pathogens Questionnaire**
 - D. Photographic Images Policy**
 - E. Human Subject Information Policy Statement for Cooperating Teachers and Students**
 - F. Federal Education Rights and Privacy Act (FERPA)**
 - G. Academic Integrity Policy**
 - H. Remediation Intervention Procedures**
 - I. Professional Leave Policy**
-

A. Absence Policy

ALL DAYS THAT CONSTITUTE AN ABSENCE FROM STUDENT TEACHING MUST BE MADE UP. It is possible that the student teacher 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

All candidates must fill out the Emergency Form at each clinical experience site and give a copy of the form to the supervisor and the cooperating teacher. See student teaching handbook or SCE website for blank form.

C. Bloodborne Pathogens Questionnaire

As one of the UIUC requirements, all UIUC candidates working in a school or agency setting must meet the annual bloodborne pathogens training requirement. The student teacher may access the Bloodborne Pathogens Online Training on the CoTE web site at <http://www.cote.illinois.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 student teaching handbook or SCE website for blank form.

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. These images will not be used in commercial products or sold to the public.

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 consent form.

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.

All of the 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 the Office of School and Community Experiences immediately, and (2) should refer them to the Office of School and Community Experiences (217-333-2561) 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 the student teacher has written permission from the student. The Release of Information Form is found on the School and Community Experiences website.

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 various 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 Remediation Intervention Procedures for each program can be found on the Office of School and Community Experiences website at <http://education.illinois.edu/sce>.

I. Professional/Medical Leave Policy

Three excused days are granted for the purpose of allowing students to attend professional conferences, interviews, workshops or for medical purposes. All leaves must be cleared with cooperating teachers and supervisors. A single day may also be used to attend an education job fair.

**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	

Please list known allergies: _____

If immediate medical attention is needed, I give my permission to be taken to:

Facility:	Address:
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- I have University of Illinois student insurance.
- I have private insurance.

Signed _____ Date _____

**University of Illinois at Urbana -Champaign (UIUC)
Council on Teacher Education (CoTE)
Bloodborne Pathogens School/Agency-Specific Questionnaire**

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 in which you are participating _____

Dealing with Injuries

1. Where do I send an injured student?

2. Whom 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. Whom 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?

Professional Leave Request Procedures Secondary Teacher Education Program Students

1. Review the Professional Leave Policy.
2. Request professional leave by contacting cooperating teacher and supervisor.
3. If the request for Professional Leave is denied, the supervisor will notify the student immediately.
4. **Approval must be granted** before the absence in order to be counted as Professional Leave; otherwise it is counted as an absence that must be made up.

Professional Leave Policy

UIUC students are granted three professional/medical leave days during student teaching.

Professional leave is defined as time that is used for Teacher Education students to further their professional development. Examples of professional leave may include job interviews, attending professional conferences, or classroom observations in other districts. A classroom field trip does not require permission for professional leave.

School and Community Experiences EDPR 442 Student Teaching Takeover Guidelines

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, adolescent social 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 either a high school or a middle/junior high school
- When student teachers are teaching for two or more cooperating teachers simultaneously, the cooperating teachers should coordinate efforts so that undue burdens are not placed upon student teachers or upon cooperating teachers.
- 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 teaching experience is to be conceived as 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.

Weekly Guidelines for Student Teaching Schedule

WEEK 1-2 Observation & Participation	The cooperating teacher will help student teachers understand the procedures at the right by meeting with the student and discussing expectations.	Appropriate classroom routines Classroom and school policies Attendance Hall passes Keeping grades ID requirements Acceptable behavioral norms Management routines Should students raise their hands? Are detentions used? May students talk to each other? May students sharpen pencils at any time?
	The cooperating teacher will inform student teachers of the support on the right during the initial meeting.	Support staff and programs Librarian Counselor Learning coordinator Resource teachers Mentoring program Volunteer program Instructional materials and programs Texts AV equipment Library/learning centers Photocopying Computer usage
	The cooperating teacher will help student teachers establish a collegial relationship with other student teachers, other school staff, and themselves.	

	The cooperating teacher will help student teachers become part of the classroom instructional processes by asking them to take attendance, tutor students, read to students, teach small segments.	
	The cooperating teacher will set aside time to discuss long-range planning for specific teaching assignments.	
WEEK 3-5	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.	
Participation & Teaching	Shared teaching responsibilities by student teacher and cooperating teacher	Team teaching lessons planned by the cooperating teacher Team teaching lessons jointly planned Team teaching lessons planned by the student teacher
WEEKS 6-8	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 (computer, films, videos, 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 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.	
WEEKS 9-14	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.	
Teaching	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
WEEKS 15-17	The cooperating teacher and supervisor may extend the full takeover based on the student teacher’s performance and needs. These weeks may be used for additional cooperating teaching/planning between the cooperating teacher and student teacher with a gradual takeover by the cooperating teacher.	
Participation & Teaching		

Mid-Term and Final Conferences

Mid-Term and Final conferences are conducted with the Supervisor, Cooperating Teacher(s), and Student Teacher regarding the progress of the student teacher in areas such as:

- Instructional planning, including development of objectives and learning outcomes
- Facility in conducting discussions, demonstrations, and experiments
- Instructional activities, especially as these reflect student teachers' abilities to engage the interests of learners and as these reflect worthwhile learning
- Evaluation skills of both a formative and summative nature
- Skill in managing students and activities in productive ways
- Ability of candidates to master school curriculum which they are expected to teach
- Reflectivity of candidates about their teaching experience
- Professional behaviors

The Secondary Teacher Education Common Student Teaching Evaluation can be found at www.cote.illinois.edu. Log into the COTE portal and find the "Early Childhood/ Elementary/Secondary Education Student Teaching Mid-term/Final Evaluation."

In addition to the online midterm/final evaluation form, supervisors will complete and submit the Recommended for Licensure Form electronically at the end of the semester. These forms are found on the SCE website www.education.illinois.edu/sce. Please email the completed recommendation forms to the SCE office at sce@education.illinois.edu.

Chapter II

FIRST WEEK OF STUDENT TEACHING

Letter of Introduction

A letter of introduction is a good way for you to introduce yourself to the students and to start off your student teaching placement. 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 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 introduce themselves and hand out the letter. The letter can be created as a traditional letter or more as a graphic organizer like a flyer, webpage, or newsletter. Giving the students and cooperating teacher a letter of introduction is a requirement. Students and their parents both like to know who is working with them. Encourage your students to show their parents the letter. It is also a good idea to place a copy of the letter in key people's mailboxes such as the principal, dean, and counselor. This is not only a good way for you to introduce yourself, but it is also a way of networking.

Additional Paper Work

During the first week of the placement, discuss the **Teacher Interview** questions as well as the **Student Teaching Guidelines for Takeover**. 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. If the cooperating teacher asks you to take over teaching immediately, it is important for you to talk through the recommendations of the program. If you feel that the cooperating teacher's expectations are unreasonable, discuss this with your supervisor immediately. You will be able to resolve most issues that arise during student teaching yourself; however, if you need additional support, talk to your supervisor. The earlier a problem is addressed, the sooner it can be resolved, preserving the relationship between you and the cooperating teacher.

It is your responsibility to meet all of the expectations of student teaching outlined in the Student Teacher section of the **Professional Team Responsibilities**. The criteria by which you will be evaluated can be found in Chapter VI (Evaluation) on the **Structured Observation Form**, as well as the **CoTE Mid-Term/Final Student Teaching Evaluation**.

The **Emergency Form** and **Bloodborne Pathogens Questionnaire** must be completed the first week of the placement. A copy of the Emergency Form must be given to your cooperating teacher and your supervisor. Keep a copy of the BBP Questionnaire for your reference and also give a copy to your supervisor.

A copy of your résumé should be provided to SCE and to your University Supervisor.

Orientation with Cooperating Teacher First Week Student Teaching Questions

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 of student teaching.

1. What is the scheduled teacher workday? arrival/dismissal
2. Whom should I contact if I am absent and what procedures should I follow?
3. What is the scheduled students' day? arrival/dismissal
4. Would I be able to get a copy of:
 - a) the bell schedule
 - b) teaching schedule
 - c) building map
 - d) student code of conduct
 - e) discipline/classroom management plan
5. Where should I park?
6. What is the teacher dress code? Student dress code?
7. May I take coffee or a drink into the classroom?
8. Is there a faculty restroom?
9. Where am I expected to be during the conference period?
10. What extra duties or supervision will I be assigned?
11. What time during the day can we meet to discuss my progress and your expectations of me?
12. While I am not teaching and you are, what will you expect me to be doing?
 - a) in the room?
 - b) lesson planning?
 - c) assisting you?
 - d) assisting students?
 - e) grading papers?
 - f) out of the room?
13. Is there a set curriculum I am to follow?
14. Would you like to proof the letter of introduction that I will be giving to students?
15. Do you have a set lesson plan format I need to use when I write my lesson plans?
16. How many days in advance would you like to review my lesson plans?

17. Am I to use your established classroom management plan or am I to create my own?
18. 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 pencils, throwing away trash
 - e) passes/leaving class – restroom, locker, office, clinic, etc.
 - f) tardy to class
 - g) students bringing materials for class
19. What is your grading system?
20. What type of grade book, school management systems, and computer access procedures am I to use?
21. How and when do I inform students regarding student performance?
22. How is attendance taken?
23. Which students have special needs, accommodations, or individualized education plans?
24. Are students permitted to chew gum or eat in your class?
25. What is the procedure to get materials copied?
26. What are the procedures for using the library or a computer lab?
27. What procedures are in place for parental contacts?
28. What is the policy for cell phones in the building and classroom?
29. What expectations are there for my participation in extra teacher assignments and extra-curricular responsibilities?

Chapter III

LESSON PLANNING

Lesson Plan Expectations

You are required to write lesson plans for your teaching. The minimum requirements are listed later in this chapter; however, your supervisor or cooperating teacher may require additional elements in the lesson plan. Always share your written plans with your cooperating teacher **before** you implement them. Your cooperating teacher will determine when the written lesson plan must be ready for review before teaching the lesson. The supervisors will check the daily lesson plans and check to see if the minimum program requirements outlined below are met.

A copy of your lesson plan is required for each scheduled observation with your university supervisor. Your university supervisor will not observe your lesson without a copy of the lesson plan. If you have begun the lesson 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.

Lesson Planning Process

The style and format of lesson plans vary greatly. Planning for instruction requires time to think through, develop and finalize. An effective teacher asks specific questions when starting to plan. The answers to the questions below 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' interests?
- What can I do to engage students in the lesson and maintain interest?
- How will I present the information to the students?
- What instructional sequencing or task analysis do I need to consider when teaching this skill or task?
- What types 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 have 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 and how much time will be 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?

Types of Lessons

It is important to think about the motivation, interests, 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

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%.



Novice Teacher vs. Experienced Teacher Planning

Student teachers often state that their cooperating teacher does not plan the way that student teachers are expected to plan. Student teachers will also confess that some cooperating teachers do not require that detailed lesson plans are written or submitted prior to teaching. The cooperating teacher however, is not doing the student teacher a “favor.” 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:

GOALS → ACTIONS → OUTCOMES

(Jenzen, 2005 p. 296)

Experienced teachers do not plan in the same way as 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). (Jenzen, 2005, p. 303)

Assessments

A teacher uses various types of assessment to determine both the performance of the students and the performance of the teacher. The student assessments measure if the students have actually achieved or learned the stated objective, outcome, or standard. Assessments can be informal or formal. Informal assessments include observation of students in groups or individually. Formal assessments include both “products” and “performances.”

A product is something a student produces to show evidence of learning. There are both paper-pencil products and visual products. Paper-pencil products are items such as a test, paper, letter, journal, book report, etc. Visual products are items such as a poster, banner, website, concept cube, storyboard, videotape, model, etc.

A performance is an assessment where the student performs to show evidence of learning. Examples of a performance are a power-point presentation, oral report, interview, demonstration, speech, skit, song, etc. A performance may or may not be a product.

Some educators refer to the “visual product” and the “performance” assessments listed above as *authentic assessments* (considered more real-world), *alternative assessments* (alternative to the traditional paper-pencil tasks) or *performance assessments*. “Even though all educational tests...require students to perform in some way, when most educators think about performance tests, they are thinking about assessments in which the student is required to construct an original response. More often than not, an examiner (such as the teacher) observes the process of construction so that observation of the student’s performance and judgment of that performance are required” (Popham, 2005, p. 177).

Popham (2005) states that genuine performance assessment must include at least three features:

- Multiple Evaluation Criteria – The student’s performance must be judged using more than one evaluative criterion.
- Prespecified Quality Standards – Each of the evaluative criteria on which a student’s performance is judged is clearly explicated in advance of judging the quality of the student’s performance.
- Judgmental Appraisal – Human judgment is needed to determine how acceptable a student’s performance really is.

Most teachers create a rubric to evaluate visual products or performance assessments. The rubric describes what the student work must contain to earn a specified score or grade. To go beyond Popham’s three genuine performance assessment features, a teacher could look to Mertler’s (2001) analytic scoring rubric step-by-step procedure, or Popham’s five rules to develop a skill-focused rubric.

Mertler's analytic rubric is used to score separate, individual parts of the product or performance according to pre-specified criteria. Mertler's procedure has been modified to only show the steps for an analytic rubric.

Designing Scoring Rubrics: A Step-by-Step Procedure

- Step One:** Re-examine the learning objectives to be addressed by the task.
- Step Two:** Identify specific observable attributes that you want to see (as well as those you don't want to see) your students demonstrate in their product, process, or performance.
- Step Three:** Brainstorm characteristics that describe each attribute.
- Step Four:** Write thorough narrative descriptions for excellent work and poor work for each individual attribute.
- Step Five:** Complete the rubric by describing other levels on the continuum that range from excellent to poor work for each attribute.
- Step Six:** Collect samples of student work that exemplify each level.
- Step Seven:** Revise the rubric as necessary.

Educators may differ some in the steps used to write rubrics; however, Mertler's procedure gives the teacher a good foundation. In step four, notice it states to first write the narrative for the highest level, then the lowest level, then fill in the middle levels. This will assure you a continuum.

Popham (2005, p. 194-197) lists five rules for creating a skill-focused rubric. Popham believes that a skill-focused rubric, as opposed to a task-specific or hyper-general rubric, is the only type of rubric that really can illuminate a teacher's instructional planning. Popham also believes that the rubric must be generated before the teacher plans the instruction. On the next page you will find the five rules and excerpts from Popham (2005, p. 195-197).

Popham's Rules for Skill-Focused Rubrics

- Rule 1: Make sure the skill to be assessed is significant.**

Skills that are scored with skill-focused rubrics should represent demanding accomplishments by students, not trifling ones.

- Rule 2: Make certain all of the rubric's evaluative criteria can be addressed instructionally.**

Regardless of whether or not you are wedded to the virtues of direct instruction, indirect instruction, constructivism, or any other instructional strategy, what you must be certain of is that students can be taught to employ every evaluative criterion used in the rubric.

Rule 3: Employ as few evaluative criteria as possible.

Try to focus your instructional attention on three or four evaluative criteria; you'll become overwhelmed if you try to promote students' mastery of a dozen evaluative criteria.

Rule 4: Provide a succinct label for each evaluative criterion.

Simply giving each evaluative criterion a brief explanatory label can increase the instructional yield of a skill-focused rubric. An example of an illustrative skill-focused rubric for oral communication contains four evaluative criteria – delivery, organization, content, and language. These one-word, easy-to-remember levels will help remind you and your students of what's truly important in judging mastery of the skill being assessed.

Rule 5: Match the length of the rubric to your own preference for detail.

...rubrics should be built to match the detail preferences of the teachers involved. Teachers who believe in brevity should create brief rubrics, and teachers who believe in detail should create lengthier rubrics.

Rubrics are just one assessment tool. Both Mertler and Popham outline the steps needed to write effective rubrics. As a teacher, you must determine what types of assessments to use and when. Student performance is also an indicator of teacher effectiveness. Planning for instruction and assessment should occur at the same time. As you are writing your objectives/ outcomes, think about how the students will demonstrate mastery. Just as it is appropriate to teach various types of lessons, it is also appropriate to use various forms of assessment.

Assessments/Checks for Understanding is one of the lesson plan requirements. The next section outlines in detail all of the Lesson Plan Requirements.

Lesson Plan Requirements for EDPR 442

For the required student teaching daily lesson plans, you must include the listed elements. See following pages for explanations of these elements.

- Name
- Class or Subject
- Date
- Student Objective(s)/Student Outcomes (long- and short-term)
- Content Standards
- Materials/Resources
- Teacher Goals (*optional*)
- Start of Class
- Introduction of Lesson
- Lesson Instruction
- Assessments/Checks for Understanding
- Closure/Wrap-up/Review
- Self-Assessment (*optional*)

Description of Lesson Plan Requirements

Name: student teacher's name

Class or Subject: class or subject for lesson

Date: date of the lesson

Student Objectives/Student Outcomes:

The objective(s) or outcome(s) is what the teacher wants the student to be able to demonstrate, know, or accomplish at the end of the lesson.

The instructional goals and objectives provide both direction for instruction and guidelines for assessment. They also communicate the instructional intent and focus to learners, parents, other teachers, and administrators. Instructional objectives assist instructional planning efforts by guiding the selection of methods, materials, and appropriate assessment procedures. Well-written, specific objectives can play a key role in assessment by clearly describing the types of student performance that are anticipated. (Jensen, 2005, p. 285)

The objective/outcome (long- and short-term) should be communicated to the students during the introduction of the lesson so student expectations are 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 of it.

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 students 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. This is not necessary for your lesson plans.

Content Standards:

This is the accountability section of the lesson plan. It allows you to prove that you are meeting the set of standards for the content area. The standards can be either the state content area standards or the national content standards, depending on the instructions given to you by your supervisor. You need to cite the standards met in your lesson plan.

Materials/Resources/Technology:

What materials, resources, or technology will you need for this lesson?

Teacher’s Goals (optional):

What teaching strategies will you work on during this lesson or what goals do you have for yourself during this lesson?

Examples: proximity (movement around the room), higher level questioning, wait-time, calling on all students, praising students, time-on-task, managing noise level, managing groups, managing materials, closing lesson effectively, quickly taking care of administrative tasks, starting class when the bell rings, etc.

Start of Class:

What are you going to do immediately after the bell rings to effectively engage students in learning? This structured time is necessary to allow you time to take care of administrative tasks, speak to students who were absent, or to students who briefly need your attention. It is important to teach from bell to bell. Having a warm-up or short activity/assignment for the students to do will allow you the needed time to take care of beginning class issues or to return papers. These start-of-class activities are usually a review of previous instruction or an introduction to new instruction. Once you are ready to start the instructional time, go over the beginning assignment and then transition into your lesson. Allow 3-7 minutes for the start of class activity.

Introduction of Lesson:

During the introduction of the lesson, state the objective(s) or purpose for the lesson. Stating the objective(s) or purpose allows students to direct their attention and focus. The introduction of the lesson is when the effective teacher motivates and “hooks” the students into the learning. The introduction of a lesson could also provide the relevance of the learning to the student or could provide an overview of the lesson.

Lesson Instruction:

This is the part of the lesson plan that explains the methods of teaching or delivery of instruction. What will happen so that the students are engaged in the learning process and learn the objectives of the day?

- Explain the instruction and activities in enough detail so that another teacher could pick up your lesson and teach it.
- Explain procedures in this section, especially if the students need to be organized in a certain way or if students will be working on various activities.
- Plan for the amount of time each part of the lesson should take (pacing) so you can gauge the class time and make adaptations if needed.
- Consider the key questions you want your students to be able to answer at the end of the instruction, and plan so that these key questions will be answered during the lesson.
- Plan a lesson that allows for maximum student participation and engagement.
- Try different methods of instructional delivery and activities during student teaching that create meaningful learning experiences for students.

Assessments/Checks for Understanding:

How will you assess student learning? At what points during the lesson will you check for understanding?

Closure/Wrap-Up/Review:

Closure is an essential instructional task. How will you close or wrap-up the lesson? What will you (or the students) say or do for closure or wrap-up? This time allows you to connect learning - past, present, and future. Allow 1-5 minutes for closure/wrap-up/review, depending on your activity. A closure may be as simple as stating to the students what they learned today or it may be having students state what they learned today. It may be a review of the information. There are many ways to close a lesson; it is just important to do so. Assigned homework and the due date may also be included in this section of the lesson plan.

Self-Assessment (optional):

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? How engaged were the students?

Jensen, Rita A. & Kiley, Therese J. *Teaching, Leading, and Learning*. 2005. Boston, MA: Houghton Mifflin

Lesson Plan Template

On the next pages, there are two lesson plan templates for you to use. The first is created as a Word document with the chart created as a table that will expand as you type. The second is also created in Word and is reflective of the full-scale edTPA lesson plan format recommended for the completion of your edTPA portfolio. 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 you to easily store, retrieve, and make changes to your lesson plans. Electronic versions are also easy to send to your cooperating teacher or supervisor, as well as easy to print.

Lesson Plan Template

Name:

Class/Subject:

Date:

Student Objectives/Student Outcomes:

Content Standards:

Materials/Resources/Technology:

Teacher's Goals (optional):

Time

	Start of Class:
	Introduction of Lesson:
	Lesson Instruction:
	Assessments/Checks for Understanding:
	Closure/Wrap-Up/Review:
	Self-Assessment (optional):

EdTPA General Lesson Plan Template

[Note: Delete all of the writing *in italics* as you complete each section]
[Note: All words and phrases in **RED** can be found in the EdTPA Glossary]

Grade Level:
Date:

Number of Students:

Instructional Location:

Lesson Goals

Central Focus of Lesson:

What is the big idea or focus question of the lesson?

Standard(s) Addressed:

What IL Learning Standards (Common Core, NGSS, etc.) will be addressed during the lesson? (List number and text)

Lesson Objectives and Demands

Content Objectives:

What will the students know and be able to do by the end of the lesson? (Use observable language with measurable verbs.)

Language Objectives:

What language will students be expected to utilize when illustrating their understanding?

Key Vocabulary in Lesson:

Lesson Considerations

Materials:

Prior Academic Learning and Prerequisite Skills:

List the prior knowledge that students will need to use and build upon to be successful in this lesson.

Misconceptions: *Identify common misconceptions regarding the concepts addressed in this lesson.*

Lesson Plan Details: Write a *detailed outline* of your class session including instructional strategies, learning tasks, key questions, key transitions, student supports, assessment strategies, and conclusion. Your outline should be detailed enough that another teacher could understand them well enough to use them. Include what you will do as a teacher and what your students will be doing during each lesson phase. Include a few key time guidelines. **Note:** The italicized statements and scaffolding questions are meant to guide your thinking and planning. You do not need to answer them explicitly or address each one in your plan. Delete them before typing your lesson outline.

Lesson Introduction - “Before”: Setting the stage, activate and build background knowledge, introduce and explain.

How will you **set a purpose** and help students learn why today’s lesson is important to them as readers/writers/learners?

How will you **pique interest and/or curiosity** regarding today’s topic?

How will you **activate and build** on prior knowledge and experiences related to the topic?

How will you **introduce and explain** this strategy/skill so that students will understand the how and why?

Learning Activities - “During”: Active engagement in meaning making, explicit instruction, and practice (you should be checking for understanding throughout the lesson).

How will you **engage students in active meaning** making of key concepts and ideas?

How will you **model** this strategy/skill for your students (exemplars and/or demonstrations)?

How will you provide opportunities for **guided practice**?

How will students **independently practice** using the strategy and the skill it targets?

What **planned supports** will you use for the whole class, individuals, and/or students with specific learning needs?

Closure - “After”: Restate teaching point, clarify key points, extend ideas, check for understanding.

How will students **share or show what they have learned** in this 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**?

Extension: *How could you extend this lesson if time permits?*

*What specific extension activity might the students do to **continue practicing and building meaning**?*

NOTE: Attach any Relevant handouts, activities, templates, PPT slides, etc. that are referenced and utilized in this lesson.

Lesson Plan Appendix and Commentary Section

[Note: Complete the Sections Below Indicated by your Course Instructor]

<p>Evidence and Formative Assessment of Student Learning: How will you know whether students are making progress toward your learning goal(s) and/or how will you assess the extent to which they have met your goal(s)? Use the chart below to describe and justify at least 2 formal or informal assessment strategies that occur in your detailed plan above.</p>	
<p>Assessment Strategy #1:</p> <p><i>Describe assessment strategy here.</i></p>	<p>Alignment with Objectives: <i>Describe how this assessment is aligned to your stated objectives. Which objective(s) is it assessing?</i></p>
	<p>Evidence of Student Understanding: <i>Describe how this assessment strategy provides evidence of student understanding of the concepts being taught.</i></p>
	<p>Student Feedback: <i>Describe how you will provide feedback to students on this assessment.</i></p>
<p>Assessment Strategy #2:</p> <p><i>Describe assessment strategy here.</i></p>	<p>Alignment with Objectives: <i>Describe how this assessment is aligned to your stated objectives. Which objective(s) is it assessing?</i></p>
	<p>Evidence of Student Understanding: <i>Describe how this assessment strategy provides evidence of student understanding of the concepts being taught.</i></p>
	<p>Student Feedback: <i>Describe how you will provide feedback to students on this assessment.</i></p>

Note: Add more assessment strategy boxes here if needed.

Utilizing Knowledge about Students to Plan and Implement Effective Instruction

Building on Personal/Cultural/Community Assets:

Explain how your plans linked student's prior academic learning and personal/cultural/community assets to new learning.

Grouping Strategies:

Describe how and why students will be divided into groups, if applicable (random, ability, interest, social purposes, etc.).

Planned Supports:

Describe the instructional supports during your lesson that address diverse learning needs in order for all students to successfully meet lesson objectives. This can include possible accommodations and differentiation strategies.

Acknowledgements

Sources:

If ideas in this lesson were based on work from others, acknowledge your sources here

Chapter IV

ASSESSMENTS

Evaluations are a critical part of the STEP program. This chapter includes evaluations for student teachers, cooperating teachers, supervisors, and the program as well as information regarding mid-term/final conferences, recommendations to continue, recommendations for final licensure, and time reports.

The supervisor and cooperating teacher will both evaluate the student teacher's performance. The cooperating teacher is asked to give the student teacher weekly written feedback. The supervisor is required to observe the student teacher a minimum of six times during the placement. Though a teacher may create his/her own way of giving written feedback, the supervisor will always use the approved EDPR 442 observation form found on the SCE website and below. For the mid-term and final conference, the **CoTE Common Student Teaching Assessment Form: Early Childhood, Elementary, Middle Grades and Secondary Programs** is completed on the CoTE website by the student teacher, the cooperating teacher and the supervisor. The university supervisor maintains sole responsibility for assigning numerical ratings for student teacher practice. The supervisor will also provide narrative feedback. Cooperating teachers will only provide narrative feedback. An example of the evaluation form appears below.

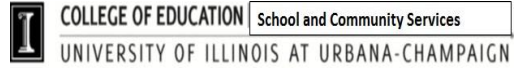
At the final conference, the supervisor completes the **Recommendation for Licensure Form**. The recommendations for licensure are as follows: Recommend Licensure, Cannot Recommend Licensure, or Withdrew. The student teacher must have a successful student teaching experience to be recommended to continue in the program and to be recommended for student teaching.

At the end of the placement, the student teacher is asked to evaluate the cooperating teacher and the supervisor. These evaluations are on the student portal and will be submitted directly to CoTE. The **Cooperating Teacher Evaluation** is completed for each cooperating teacher, in the case of being assigned to more than one teacher. Student teacher input is vital to the selection of cooperating teachers and supervisors. In addition, a **Program Evaluation** should be completed and submitted to CoTE. This is also located on the student portal.

TIME REPORTS

Time reports must be completed and submitted online as one requirement of licensure. Student teachers should keep track of the number of hours spent on student teaching each week. Directions for the time report and a worksheet can be found on the CoTE website (www.cote.illinois.edu). They are located on the student portal. Student teachers should count all hours spent teaching in school separately from hours spent related to teaching outside of school (planning, grading, etc). Travel time is not counted.

All students will submit one time card at the end of the semester. To submit the time report, go to the CoTE website and log on to the student portal. Follow the directions listed. Make sure to list all subjects taught and the actual grade level (6th, 8th, 10th-11th, etc.). The university supervisor may ask a student teacher to bring a copy of the time report to the mid-term or final conference. The supervisor will approve the time report on-line. It is then sent to the Director in the Office of School and Community Experiences for the final approval. The time report will not be approved if it is not completed correctly.



EDPR 442 Clinical Observation Form
 {Student Teaching}

Teacher Candidate _____ Date _____
 School _____ Grade/Subject _____
 Observer _____ Observation Number _____

Completed observation form should be copied for candidate, cooperating teacher, supervisor (if applicable), and the Office of Clinical Experiences

Pre-Determined Observational Areas: X Recommended Areas for Next Observation: N	<u>Evidence</u>	<u>Suggestions/Next Steps</u>																				
<p>Domain 2: Classroom Environment (IPTS)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">2a: Creating an Environment of Respect and Rapport (1,4)</td> <td style="width: 20%;"></td> </tr> <tr> <td>2b: Establishing a Culture for Learning (1,3,4)</td> <td></td> </tr> <tr> <td>2c: Managing Classroom Procedures (4)</td> <td></td> </tr> <tr> <td>2d: Managing Student Behavior (4)</td> <td></td> </tr> <tr> <td>2e: Organizing Physical Space (4)</td> <td></td> </tr> </table> <p>Domain 3: Instruction</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">3a: Communicating with Students (5)</td> <td style="width: 20%;"></td> </tr> <tr> <td>3b: Using Questioning and Discussion Techniques (2,3,5)</td> <td></td> </tr> <tr> <td>3c: Engaging Students in Learning (2,5)</td> <td></td> </tr> <tr> <td>3d: Using Assessment in Instruction (2,3,4,5,6)</td> <td></td> </tr> <tr> <td>3e: Demonstrating Flexibility and Responsiveness (5)</td> <td></td> </tr> </table>	2a: Creating an Environment of Respect and Rapport (1,4)		2b: Establishing a Culture for Learning (1,3,4)		2c: Managing Classroom Procedures (4)		2d: Managing Student Behavior (4)		2e: Organizing Physical Space (4)		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)			
2a: Creating an Environment of Respect and Rapport (1,4)																						
2b: Establishing a Culture for Learning (1,3,4)																						
2c: Managing Classroom Procedures (4)																						
2d: Managing Student Behavior (4)																						
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3c: Engaging Students in Learning (2,5)																						
3d: Using Assessment in Instruction (2,3,4,5,6)																						
3e: Demonstrating Flexibility and Responsiveness (5)																						

During present observation cycle:	<u>Evidence</u>	<u>Suggestions/Next Steps</u>
<p>Domain 1: Planning & Preparation</p> <p>1a: Demonstrating Knowledge of Content and Pedagogy (1,2,3,5)</p> <p>1b: Demonstrating Knowledge of Students (1,3)</p> <p>1c: Setting Instructional Outcomes (3,5)</p> <p>1d: Demonstrating Knowledge of Resources (2,5)</p> <p>1e: Designing Coherent Instruction (2,5,7)</p> <p>1f: Designing Student Assessments (2,5,6)</p>		
<p>Domain 4: Professional Responsibilities</p> <p>4a: Reflecting on Teaching</p> <p>4b: Maintaining Accurate Records</p> <p>4c: Communicating with Families</p> <p>4d: Participating in a Professional Community</p> <p>4e: Growing and Developing Professionally</p> <p>4f: Showing Professionalism</p>		

Additional Observation Notes/Comments:

Teacher Candidate Initials _____ **Observer Initials** _____ **Date** _____

CoTE Danielson Student Teaching Midterm and Final Evaluation Form

Candidate: <input type="text"/>	Type: <input type="radio"/> Midterm <input type="radio"/> Final	Evaluation Date: <input type="text" value="01/01/0001"/>
<p>DOMAIN 1: Planning and Preparation (Rubric)</p> <p>1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Content knowledge • Prerequisite relationships • Content pedagogy </p> <p>1b Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Child development • Learning process • Special Needs • Student skill, knowledge, and proficiency • Interests and cultural heritage </p> <p>1c Setting Instructional Outcomes <ul style="list-style-type: none"> • Value, sequence, alignment • Clarity • Balance • Suitability for diverse learners </p> <p>1d Demonstrating Knowledge of Resources <ul style="list-style-type: none"> • For classroom • To extend content knowledge • For students </p> <p>1e Designing Coherent Instruction <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure </p> <p>1f Designing Student Assessments <ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning </p> <p>Comments <input style="width: 100%; height: 30px;" type="text"/></p>	<p>DOMAIN 2: The Classroom Environment (Rubric)</p> <p>2a Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students </p> <p>2b Establishing a Culture for Learning <ul style="list-style-type: none"> • Importance of content • Expectations for learning and behavior • Student pride in work </p> <p>2c Managing Classroom Procedures <ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals </p> <p>2d Managing Student Behavior <ul style="list-style-type: none"> • Expectations • Monitoring behavior • Response to misbehavior </p> <p>2e Organizing Physical Space <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and resources </p> <p>Comments <input style="width: 100%; height: 30px;" type="text"/></p>	
<p>DOMAIN 4: Professional Responsibilities (Rubric)</p> <p>4a Reflecting on Teaching <ul style="list-style-type: none"> • Accuracy • Use of future teaching </p> <p>4b Maintaining Accurate Records <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records </p> <p>4c Communicating with Families <ul style="list-style-type: none"> • About instructional program • About individual students • Engagement of families in instructional program </p> <p>4d Participating in a Professional Community <ul style="list-style-type: none"> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school </p> <p>4e Growing and Developing Professionally <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Service to the profession </p> <p>4f Showing Professionalism <ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations </p> <p>Comments <input style="width: 100%; height: 30px;" type="text"/></p>	<p>DOMAIN 3: Instruction (Rubric)</p> <p>3a Communicating with Students <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written languages </p> <p>3b Using Questioning and Discussion of Techniques <ul style="list-style-type: none"> • Quality of questions • Discussion Techniques • Student participation </p> <p>3c Engaging Students in Learning <ul style="list-style-type: none"> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing </p> <p>3d Using Assessment in Instruction <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring </p> <p>3e Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence </p> <p>Comments <input style="width: 100%; height: 30px;" type="text"/></p>	
<p>Midterm Summary: <input style="width: 100%;" type="text"/></p> <p>Signature: <input style="width: 100%;" type="text"/></p> <p style="text-align: center;"><input type="button" value="Save"/></p>		



Office of School and Community Experiences

**Teacher Education Programs
Recommendation for Licensure
Spring 2018**

Date:

Student Teacher Name:

Section:

Cooperating Teacher Name:

School:

The following recommendation has been made based on the observation work of the student teacher:

Recommend Licensure
 DO NOT recommend Licensure

COMMENTS:

Supervisor:

Date:

Chapter V

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.

REMEDIATION INTERVENTION

At the first indication of concern, the supervisor documents the problem(s) on the **Remediation Intervention Form**. Copies of this form are provided to the cooperating teacher and Office of School and Community Experiences. 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 given to SCE.

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

PROFESSIONAL GROWTH PLAN (PGP)

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

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 the Office of School and Community Experiences, and copies are sent to the Council on Teacher Education, Student Advisor, Assistant Dean, Program Director, and the Department Head.

REMEDATION INTERVENTION FORM
Please circle appropriate program: EC ELE MG 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 Pre-service Teachers*.

Remediation Intervention Procedures: Teacher Education Program

During the course of the student teaching experience, the performance of the teacher candidate is to be assessed according to the criteria in the evaluation instrument. If, at any point, there is a problem/concern with the work of the teacher candidate, the following procedures will be employed as soon as possible:

1. The cooperating teacher should meet with the teacher candidate and discuss the concern(s) explicitly. They should work cooperatively to establish specific steps to remedy the concern(s) within a specific time period.
2. If (1) is not successful in resolving the problem, the cooperating teacher should discuss the problem with the supervisor, who will, in turn, notify the Office of School and Community Experiences (SCE) staff and inform the UIUC methods instructor.
3. If necessary, a conference of all parties (the teacher candidate, the cooperating teacher(s), the supervisor, a member of SCE staff, the UIUC methods instructor, and/or the academic advisor) may be called to discuss the concern(s) and possible strategies for resolution. Specific steps will be outlined for remediation, and a reasonable time period for growth will be specified.
4. If the conditions outlined for the teacher candidate in (3) are not met satisfactorily, the supervisor, the cooperating teacher, a member of the Office of School and Community Experiences, and/or the academic advisor will develop a Professional Growth Plan (PGP). This UIUC document will summarize the concerns about the teacher candidate in four areas: a) Academic Competencies, b) Professional Dispositions and Attitudes, c) Planning, Implementation, and Instructional Assessment, and d) Classroom Management. The PGP will detail the expectations for successful completion of the EDPR 442 expectations and requirements, consequences of unsuccessful completion of those expectations and requirements, and options for the teacher candidate. It will be discussed and signed by all parties in a second conference. The expectations and outcomes of the PGP remain valid even if the teacher candidate does not sign the PGP. The teacher candidate will have the right to attach a written statement to the PGP.
5. The satisfactory completion of a PGP will make the teacher candidate eligible for recommendation for licensure.
6. Unsatisfactory progress on a PGP will lead to several options:
 - The teacher candidate may petition to withdraw from ED PR 442 and may petition to student teach during a future semester after documentation that areas of concern have been successfully addressed.
 - The teacher candidate may petition to withdraw from ED PR 442 and may petition to graduate without licensure. The teacher candidate must schedule an appointment with his/her academic advisor to receive a petition and plan the necessary coursework to substitute for the eight hours for EDPR 442.

NOTE: If a petition is not submitted or is denied, the teacher candidate will receive an "Unsatisfactory" grade in EDPR 442 and will not be recommended for licensure.
7. During student teaching, if a teacher candidate experiences difficulty and a PGP is administered, the unsuccessful teacher candidate may be eligible for a different placement to give the teacher candidate a different opportunity for success. The procedure for changing placements is as follows:
 - The supervisor, cooperating teacher, SCE staff, UIUC methods instructor, and/or academic advisor will meet to discuss how beneficial a different placement might be for the teacher candidate. The final decision will be the responsibility of the Director of SCE.
 - After three weeks into the student teaching placement, a different placement cannot be granted for that placement period. The unsuccessful teacher candidate can investigate student teaching during a future semester.

- If a different placement is agreed upon for the unsuccessful teacher candidate, the teacher candidate must spend an equivalent length of time at the new placement as he/she has spent in the initial placement, even if that time extends past the end of the UIUC semester.
9. If, at any time, the above procedure proves ineffective to solve the problem, SCE staff will intervene with necessary action to bring the problem to an effective resolution.

Revised, November 2014

CHAPTER VI

CoTE COMMON ASSESSMENT PLAN

See

http://www.cote.illinois.edu/about/governance/policies/Appendix%20C_CAP%20Undergrad%20Initial%20Certification_021512.pdf

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:
 - 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
 - have the right to expect that any disclosure of their disability to one person will not be shared with others without their permission
 - have the right to disclose their disability in order to obtain disability-related accommodations to complete their practicum or student teaching responsibilities
 - 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
 - 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:
 - 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.
 - 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.