

SUPERVISOR HANDBOOK

Elementary and Early Childhood Teacher Education Programs



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TABLE OF CONTENTS

PREFACE	2
OVERVIEW OF ELEMENTARY/EARLY CHILDHOOD TEACHER ED PROGRAMS	3
SELECTION OF COOPERATING TEACHER PERSONNEL.....	6
CHAPTER I - STARTING SUPERVISION DUTIES	7
What Makes a Good Supervisor?	7
Organizing Yourself.....	8
Setting A Tone	9
Sample Introduction Letters.....	10
CHAPTER II- LET’S ALL GET ALONG	13
The Political Nature of Supervising.....	13
Working Together	14
Helping Student Teachers Communicate with Cooperating Teacher.....	14
CHAPTER III – OVERVIEW OF SUPERVISOR’S RESPONSIBILITIES	15
CHAPTER IV - THE OBSERVATION	16
Observation Forms.....	17
Scheduling the Observation.....	17
Making the Observation.....	18
Prior to the Observation	18
During the Observation.....	18
Conferencing after the Observation.....	19
Communication with the Cooperating Teacher.....	20
Encouraging Cooperating Teacher Feedback.....	21
The Three Way Conference.....	22
CHAPTER V – HOLDING MID-TERM AND FINAL CONFERENCES	23
EFE Midterm Evaluation for Conference	23
EFE Final Evaluation for Final Conference.....	24
Student Teaching Midterm/Final Evaluation for Conference.....	25
Midterm Conference Guidelines.....	26
Final Conference Guidelines.....	26
CHAPTER VI- STUDENTS IN NEED OF ASSISTANCE.....	27
Remediation Intervention.....	27
Professional Growth Plan	27
CHAPTER VII – MEETING WITH YOUR STUDENTS.....	28
First Seminar	28
Subsequent Seminars, Reflections and Topics	29
Guest Speakers.....	29
GLOSSARY.....	30
APPENDICES	31-69

PREFACE

The University of Illinois Teacher Education Programs offer a unique opportunity for future educators seeking licensure. During their early field and student teaching experiences, University students are provided a variety of classroom placements to develop maximum professional growth. The University supervisor has a very important role in our program to offer competent guidance and professional expertise.

The supervisor's job includes various roles:

Liaison – You are the link between the University, the student teachers, and the area schools. As a representative of the University, it is your responsibility to provide our students with the best possible experience in their professional growth.

Facilitator/Communicator – You will provide an essential communication network with the public school personnel and the University students. You are also the person the student teachers may turn to when they are in need of a confidant. You are there to offer your support.

Coach/Mentor – It is your job to observe and critique the student teachers as they develop as professional educators. By offering both oral and written feedback about their professional development, your constructive ideas will shape and improve their performance in the classroom.

Evaluator – You will offer regular written and oral feedback to the student teachers about their performance in the classroom. You will give suggestions for improvement and make comments that will help them analyze their methods and reflect on their interaction with students in their classroom. The evaluations you make should assist the student teacher in looking objectively at themselves and help them make the most of their field experience.

Gatekeeper – In your role as supervisor, your evaluation and feedback will be used as a means to determine whether or not a University student has met predetermined criteria, which will allow him/her to continue in the program and ultimately be recommended for licensure.

OVERVIEW OF PROGRAMS

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

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

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

ELEMENTARY TEACHER EDUCATION PROGRAM

In addition to their professional coursework, all students are enrolled in clinical experiences. During the two year program, the students are placed in two to three early field placements and one student teaching placement for a total of over 900 hours in the field. The clinical experiences are implemented in both rural and urban cooperating teacher schools which provide students a diverse experience in working with students and districts.

The first field experience (CI 405) is a 45 hour/semester practicum in a school setting. Students may be placed with a specialized teacher or in self-contained classrooms. They may be at any grade level K-8. Cooperating teachers must take 2 students per semester to earn a tuition waiver for this practicum. The practicum is unsupervised by a university supervisor but the cooperating teacher is asked to complete two lesson assessments and summary sheet based on the Danielson Framework for Teaching at the end of the semester. They also complete an online final evaluation. This practicum is offered in the fall of Year I (junior year for most).

The second field experience (EDPR 250), which starts in the spring of 2016 for Year I candidates, is a four-week placement during the four weeks immediately following spring break, tied to the spring semester education courses. Students will be placed in a collaborative placement with one to two other students and up to three cooperating teachers. Students will work with one another, and in various classroom settings, to implement strategies they have learned during the first eight weeks of the semester in their education courses. University faculty members will visit students in the school settings to observe lessons.

The third field experience (CI 406) is two days per week (Tuesday & Wednesday) all day in a K-8 self-contained classroom. This practicum is offered in the fall of Year II (senior year for most). Students may request the grade level for this practicum. Typically, one student is placed in a classroom. University supervisors make a minimum of 4 visits per semester to observe the student teaching in the classroom. In addition, the university supervisor conducts a three-way mid-term and final conference with the student, cooperating teacher, and supervisor and conducts a weekly student seminar at the university.

The final spring semester is the student teaching semester (EDPR 432). Students request the grade level and the geographic area for this practicum. The schedule for EDPR 432 is based on the three options available to students. Please see Part 1 for an explanation of these options. In all three options, there is a typical 4 week full takeover scheduled by the cooperating teacher and the student. The university supervisor makes a minimum of 6 observations, in addition to the three-way mid-term and final conferences and conducts a weekly student seminar.

EARLY CHILDHOOD TEACHER EDUCATION PROGRAM

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

For the first field experience, students have the option of selecting either EDPR 250 or HDFS 301. EDPR 250 is a 24 hour/semester practicum in a birth-2 year classroom in a local child care provider. Cooperating teachers must take 2 students per semester to earn a tuition waiver for this practicum. The practicum is unsupervised by the university; however, an ending evaluation form is submitted from the cooperating teacher to School and Community Experiences. This practicum is offered in the fall of the Year I (typically the junior year). HDFS 301 is offered through Human Development and Family Studies and is conducted in partnership with the Child Development Lab (CDL) and Early Childhood Development Lab (ECDL) on campus. The course reviews development during the first five years of life, and students participate in placements in CDL and ECDL to extend lecture material.

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

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

The final spring semester is the student teaching semester (EDPR 432). Students request the grade level and the geographic area for this practicum. Students attend their placement full time during the two weeks that schools are in session, prior to the start of university courses (usually January 4 through Martin Luther King, Jr. Day). During the first 5-6 weeks of the university semester, the students attend methods classes on campus and an evening seminar conducted by the university supervisor, Monday through Thursday. Students placed locally can attend their placements on Fridays during these 5-6 weeks. The final 11 weeks students are in the practicum, with a typical 3 week full takeover scheduled by the cooperating teacher and the student. The university supervisor makes a minimum of 6 observations, in addition to the three-way mid-term and final conferences and conducts a weekly student seminar.

COMPONENTS OF CLINICAL EXPERIENCES

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

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

- A. Observation
 - Time to learn students' names, personal learning styles, and individual qualities
 - Time to observe the cooperating teacher in specific classroom situations
 - Time to observe transition rules and procedures
 - Time to reflect on effective classroom management
 - Time to view materials and resources in the classroom
- B. Participation
 - Provide transition to actual teaching
 - Provide more time for observational component
 - Provide assistance to cooperating teacher in preparing materials and lesson plans
 - Provide a time for cooperative teaching
 - Provide time to collect materials and resources for teaching
- C. Teaching
 - Provide time for additional cooperative teaching and eventual takeover
 - Provide time for student teacher to develop own lesson plans and unit plans
 - Provide experience using effective visual aids and technology
 - Provide experience for student teacher to effectively teach and manage the classroom
 - Provide experience for student teacher to adapt lessons to meet the needs of all children
- D. Reflection
 - Provide the student teacher time to look at his/her teaching style and to seek alternatives for more effective teaching
 - Provide the student teacher time to analyze his/her philosophy of teaching and to consider what is important to assure children are learning
- E. Conferencing
 - Provide time to discuss with the student teacher what has been observed
 - Provide time to set goals for additional observations
 - Provide time to communicate ideas that developed during reflection
 - Provide a setting for mutual trust and respect between those involved

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

SELECTION OF COOPERATING TEACHERS

Each spring, School and Community Experiences distributes cooperating teacher request forms to participating schools for the coming school year. These forms are distributed in varying ways depending on the procedures of the district or school. A teacher indicates his/her willingness to serve as a cooperating teacher on this form. The form must then go to the building principal for approval. Students will only be placed in a classroom where the teacher has been granted approval by the principal. The forms may also be downloaded at: <http://education.illinois.edu/sce/request-forms> Most of the non-local placements are made directly with district personnel who make the student teacher-cooperating teacher placements and grant approval from the district.

UIUC minimum requirements to serve as a cooperating teacher for the student teaching experience are 2-3 years of successful teaching experience and approval by the building principal. A Master's Degree is preferred, but not mandatory. A building principal or district may set additional requirements. Cooperating teachers in the early field experiences before student teaching may have two years of successful teaching experience and administrative approval.

Assignments are made based on input from principals, supervisors, student requests, and School and Community Experiences. Requests and recommendations are honored as much as possible; however, there are many variables associated with the placement process, so that not all requests can be granted.

STARTING SUPERVISION DUTIES

WHAT MAKES A GOOD UNIVERSITY SUPERVISOR?

In order to offer support and expertise to the student teacher, the University supervisor must possess certain qualities. The following qualities are essential for effective supervision.

Professional Disposition

- be punctual when arriving at the student teacher's classroom for the designated time of the scheduled observation
- be professional in your appearance and in your communication
- interact on a regular basis with student teachers and cooperating teacher personnel in a positive but honest manner
- be open-minded to new ideas and to the student teacher's reflections
- be flexible in order to meet the needs of many individuals while working within the program's framework and upholding the program's expectations
- be willing to actively pursue professional development opportunities as offered by the College and elsewhere

Experience

- a strong academic background and P-12 teaching experience
- skills in supervision
- minimum of three years of successful P-12 teaching
- a Master's degree

Effective Communication Skills

- be an effective communicator, speaking with clarity and firmness
- have writing skills that are clear and to the point, stating expectations and concerns clearly and explicitly
- be cognizant of how to communicate effectively with a variety of individuals
- be aware of your status as "guest" in the schools and classrooms in which you supervise

Organization

- know how to organize paperwork and manage electronic records
- model good organizational techniques
- model and encourage effective time management skills
- submit appropriate paperwork in a timely manner

ORGANIZING YOURSELF

Before you make the initial supervisory visit, you need to develop a plan to organize all the materials you will be working with during the semester. This will enable you to find and identify information quickly and accurately.

There are two important files you need to develop before you start working with students.

Supervisor Notebook

Student Files

*Paper and/or electronic files could be used

An important part of organizing your job is to understand your job. It is important for you to learn about University policy and to study the forms you will use to evaluate your students before your first observation. Policies and procedures will be explained during supervisor meetings and via memos or emails during the year. It is your responsibility to read all the handouts, forms, and correspondence carefully and to seek clarification if you have questions. It is also your responsibility to check your email daily for any new correspondence.

Supervisor Notebook:

- Information from SCE
- Attendance records
- Grade sheets
- Assignments/syllabi
- Addresses and phone numbers of student teachers, schools, University offices
- University policies
- Extra observation forms
- Remediation forms
- Observation schedules
- Meeting agendas, notes, minutes

Student Teacher Files: Make a file for each student.

- Copies of all observations
- Mid-Term/Final Evaluations for EFE
- Written communication from cooperating teachers
- Emails
- Lesson plans
- Pre- and Post- Conference forms
- Notes you make at observation visits
- Notes regarding phone conversations
- Notes and feedback submitted by the cooperating teacher
- Emergency Form
- Bloodborne Pathogens Questionnaire

You will keep the student's file throughout the semester for documentation of their progress in their clinical experiences. At the end of the placement/semester, the student's files should be organized and reviewed by you. Only the following should be submitted to School and Community Experiences:

- Time sheet (online)
- BBP Questionnaire
- Grade sheet
- Any hard copy supervisor observation forms (if applicable)
- EFE midterm evaluation (online)
- Electronic submission of EFE final evaluation; Student Teaching midterm and final evaluation
- Recommendation for Licensure Form (Spring ONLY)

The student's progress in the program and recommendation for licensure are both dependent on the University supervisor submitting pertinent paperwork in a timely fashion.

Note: For more details, see Chapter Three: The Supervisor's Responsibility.

SETTING THE TONE

As a University supervisor, it is your responsibility to act as a liaison between the University and the cooperating teacher in the public schools. In this capacity, you are responsible for representing the University as you make your visits to the cooperating schools. Always make yourself available to the school personnel; take the time to speak briefly with staff in order to establish a rapport and to keep the lines of communication open. Remember, it may be necessary to adjust your communication style as you interact with different individuals.

Below are some of the ways you will make initial contact with the cooperating teacher and schools.

- Send letters of introduction to cooperating teachers, building representatives, and principals (see following examples)*
- Introduce yourself to the principal and secretarial staff on your first visit*
- Ask the cooperating teacher and principal if there are any questions about the program*

Sample Letter or Email of Introduction to Principal

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN



School and Community Experiences

College of Education
120 Education Building
1310 South Sixth Street
Champaign, IL 61820

Dear Miss, Mrs., Mr. _____,

My name is _____. I am the supervisor of student teachers assigned to your school this semester. On behalf of the University of Illinois, I would like to thank you for allowing our student teachers to work with your staff. I truly appreciate your commitment to working with a student teacher this semester. It is truly appreciated.

I visited your school this past week to meet the cooperating teachers and welcome the students who began their placements on Tuesday, August 23rd. I will be visiting your building regularly over the next sixteen weeks, and I look forward to working with you and with your staff.

Official placements rosters will be sent out by School and Community Experiences soon. In the meantime, the student teachers assigned to your school are:

If there is anything you need from me, please do not hesitate to ask. I am looking forward to a great semester ahead.

Sincerely,

Sample Letter of Introduction for Fall EFE

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN



School and Community Experiences

College of Education
120 Education Building
1310 South Sixth Street
Champaign, IL 61820

August, 2011

Dear Cooperating Teacher,

For the next few months, we will be working together to guide your student teacher through his or her early field experience. You have been chosen by the University to help strengthen and improve the student's teaching skills through your example and guidance. I will observe the student teacher and evaluate his/her performance in your classroom using the Danielson Framework on at least four different occasions; you will have the opportunity to provide written feedback to the student weekly. Together, we will conduct midterm and final evaluations. Also, I will hold weekly seminars with the students back on campus.

You should have already received information regarding our program from your building representative. All of the information is also located online on the School and Community Experiences Website, under the Cooperating Teacher tab: <http://education.illinois.edu/sce>. Please read it carefully as it provides specific advice on appropriate activities for your student teacher during this placement that should be helpful when you plan with your student. Please keep in mind that they are taking several University courses during their time in your classroom and still learning valuable skills in effective teaching strategies. Therefore, their experiences should be slowly expanded across the semester, and they should be teaching lessons only after they have been modeled by you. Please remember that School and Community Experiences requires that you evaluate your student once a week and write formal feedback on the checklists I have provided or on a form of your own choosing. Please also consider other informal feedback that is greatly appreciated by the students and provides additional learning opportunities.

Before I conduct the four formal observations of your student teacher, the student is required to present me with a formal lesson plan that he/she has reviewed with you. We will also hold a pre-conference prior to the lesson. After each observation, I will conference with the student and give him/her two copies of our evaluation form. One copy is for your files. My visits will be planned in cooperation with you, your student and other student teachers in your school, as will the midterm and a final conference to discuss student progress. I have attached a tentative observation and conference schedule for your review.

If you have any questions or concerns, do not hesitate to contact me. It is best to reach me on my cell phone at _____ or through email at _____. Thank you for your assistance in our program. I am looking forward to working in your school.

Sincerely,

Sample Letter of Introduction for Spring

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN



School and Community Experiences

College of Education
120 Education Building
1310 South Sixth Street
Champaign, IL 61820

January 2012

Dear Cooperating Teacher,

For the next few months, we will be working together to guide your student teacher through their semester-long practicum experience. You have been chosen by the University to help strengthen and improve the student's teaching skills through your example and guidance. I will observe the student teacher a minimum of six times, evaluate his/her performance using the Danielson Framework, and hold weekly seminars on campus. You will be able to conduct weekly observations of your student teacher. Together, we will conduct midterm and final conference and evaluations at predetermined dates.

You should have received a notebook with a wealth of information regarding our program. Included is specific advice on appropriate activities for your student teacher during this placement. Also included is a sample schedule of teaching leading up to a full four- to six-week takeover. I encourage you to talk through a similar schedule with your student teacher early in the semester and provide me with me a copy. Also, please chat with them about assignments they may have due in their courses, as well as their edTPA portfolio. Your formal weekly observations can be completed using the University forms I have attached, if you wish. Copies from the website or your own form can also be used. The students really appreciate and grow from any and all feedback from you, both formal and informal.

Before each of the six times during the semester that I formally observe your student teacher, the student is required to present me with a formal lesson plan that he/she has reviewed with you, as well as conduct a pre-observation conference with me. After each observation, I will conference with the student and give him/her two copies of our evaluation form. One copy is for your files. My visits will be planned in cooperation with you, your student and other student teachers in your school. Midterm conferences will be held in late March and final conferences will be in early May.

If you have any questions or concerns, do not hesitate to contact me. You can contact me on my cell phone at _____. You can also reach me through the email address given below. Thank you for your assistance in this program. I am looking forward to working in your school!

Sincerely,

LET'S ALL GET ALONG

THE POLITICAL NATURE OF SUPERVISING

As stated earlier, you are a representative of the University. Your job of liaison between the cooperating schools and the University is extremely important. In this role, you will project an image to the public of our commitment to education through the development of professional candidates with skills, knowledge, and professional dispositions to serve our nation's schools. As you supervise in area classrooms, it is **not** your responsibility to evaluate the cooperating teacher and their practices but to offer support and guidance for our student teachers. The political nature of your role as supervisor requires you to be vigilant in considering everyone's perception of the teacher education program. It may be difficult for all personnel working in the program to understand the whole picture and how all the pieces fit together. However, you as the university supervisor must strive to keep all the parties working toward a common goal: to keep the placements for our students positive and effective. Questions concerning selections of cooperating teachers or other administrative decisions may be asked of you. Instead of answering, you should direct the questions to SCE for clarification.

Conflicts may surface during a field experience. The conflicts may be due to personal issues, professional weaknesses, or contextual factors. You must play an important and active role in helping all professional team members examine the contributing factors and to overcome the obstacles that lead to an effective practicum. As you intervene between the following parties to establish a collaborative relationship, keep the following caveats in mind:

Cooperating Teacher/Supervisor

- *Everyone has their own style of teaching and their own teaching philosophy.*
- *You are a guest in the cooperating teacher's classroom.*
- *You are not there to observe/evaluate the cooperating teacher.*
- *You are to keep the staff in SCE informed of any concerns.*
- *You must keep the lines of communication open with the cooperating teacher; communication is essential for ensuring an effective placement.*

Student Teacher/Cooperating Teacher

- *Student teachers sometimes adopt an idealized teacher role model.*
- *Student teachers may find it difficult to be assertive.*
- *Cooperating teachers may assume the student teacher understands how to or feels permitted to implement his/her own style.*
- *Communication is sometimes difficult for both the student teacher and the cooperating teacher.*
- *Some cooperating teachers find it difficult to turn over the classroom and serve as a mentor.*

When cooperating teachers have concerns about the student teacher, acknowledge the student teacher is still learning and ask for suggestions from the cooperating teacher.

Student Teacher/Supervisor

- *Student teachers may want you to observe more often or for a longer period than your schedule allows.*
- *Student teachers may talk with former supervisors about problems.*
- *Student teachers may be wary of your former connections with the cooperating teacher and the impact this may have on confidentiality.*

WORKING TOGETHER

The following are some ways to assist in creating camaraderie within the professional team that can help each person understand the perspective of the other.

- Encourage and participate in frequent and friendly communication.
- Provide student teachers with methods for talking to their cooperating teacher.
- Be pleasant but honest in all communication.
- Be a good listener.
- Ask good questions.
- Summarize conversations to make sure everyone understands the fine points.
- Put concerns in writing.

HELPING STUDENTS COMMUNICATE WITH COOPERATING TEACHERS

Encourage student teachers to discuss the following topics with their cooperating teachers during their first week in the classroom:

1. Expected daily arrival and departure times at school. The student teacher should report these times to the supervisor, and should be based on teacher contract times.
2. Expected schedule for participation in duties, instruction, and activities. This should be turned in to the supervisor as early as possible.

Communication among all parties involved in the Elementary/Early Childhood Teacher Education Program is important to maintaining a quality program. You are a major link between all involved and play an important part in assuring the programs run smoothly. You share in the responsibility to ensure that our student teachers have a quality experience. See Appendix N for additional questions the student teachers will discuss with the cooperating teacher during the first week of the placement.

OVERVIEW OF SUPERVISOR'S RESPONSIBILITIES

The following procedures are for all supervisors. Due to varying supervision models, execution of responsibilities may differ. It is important that each supervisor inform School and Community Experiences of how each responsibility is administered.

1. Orient the cooperating teachers to your procedures for observing and ask if they have any questions about the program.
2. Stress that cooperating teachers are to give students **weekly** written feedback. Both the student and the supervisor are to be given a copy of all written feedback.
3. Collect the Emergency Information Form, Bloodborne Pathogens Questionnaire, and Teacher Interview from your students the first week of each placement. Keep these forms in each student's folder.
4. At each observation observe the students for a full lesson including transition time using the observation forms for feedback. The student always gets a copy of any written feedback.
5. Conduct a pre-conference prior to your observation, and hold a post conference after each observation.
6. Check the lesson plans at every observation. (See Appendix Q for minimal lesson plan guidelines.)
7. Verify that all written and online evaluations have been completed and submitted by the cooperating teachers and students.
8. Submit your travel voucher at the end of each month and the required paperwork to SCE [see list above] at the end of the semester.

THE OBSERVATION

The observation is a crucial part of supervision. Observing student teachers in their classrooms gives you the opportunity to view them at work and to offer constructive feedback and supportive comments based on their field performance. Your written comments are the documentation of the progress and any concerns regarding their performance. As you write comments and mark ratings, there are several points to keep in mind.

- Include evidence, not opinion. Instead of “Good job on student engagement,” say, “During the experiment, all students were actively participating.”
- Be specific about concerns. If the classroom management is not acceptable, write the specific concerns, such as, “Students were talking throughout the lesson.” Or “Students were wandering about the classroom during direct instruction.”
- Be sure the written observation forms accurately document strengths and concerns.
- Be sure the ratings reflect what you see.
- Be fair to the student teacher and to yourself – make honest comments that are not glossed over.
- Confer with the cooperating teacher at every observation. The way you document concerns may depend on the cooperating teacher’s comments.
- **Document, Document, Document** – Remember positive is good, honesty is better, in writing is best. If you have any concerns that are not improving, consider moving to a Remediation Plan (Appendix H-J).

As you make your observations and communicate with the cooperating teacher, keep in mind the stage of development the student teacher is at during the particular time of your observation. In using the Danielson Framework for Teaching instrument, we are comparing student teachers to their professional teaching peers based on the rubrics created for the Framework. It would be inappropriate for an Early Field Student or a Student Teacher to earn the same scores as a practicing teacher on this instrument. Supervisors and cooperating teachers should have realistically high expectations within the boundaries of the beginning stages of development. Although a student may show growth throughout a specific placement, as well as across a year, the evidence gathered may still fall within one rating (likely a rating of a 2, or Emerging). In order to demonstrate growth without inflating a student’s rating, the supervisor should use comment fields in both the observation forms and on evaluations to discuss new evidence. At all times, be sure you include comments about the student teacher’s strengths as well as accurate documentation about concerns.

Keep in mind the power of supervision:

Do you want to teach next door to this student teacher?

Do you want your children to be in this student teacher’s classroom?

Your observations should reflect your professional judgment and evidence from the classroom. If there are concerns, the documentation and evidence should reflect the concerns you and/or the cooperating teacher have about the progress the student teacher is making in his/her professional development. Giving accurate feedback about concerns and communicating expectations in writing will allow time for the student teacher to make necessary progress and/or corrections. Any unacceptable ratings may lead to a professional growth plan or discontinuation in the program; however, this will only happen if you, as the supervisor, initiate the process.

OBSERVATION FORMS

Open-Ended Observation Form

An Open-Ended form may be used in addition to a Structured Form during the entire year. However, student teachers experiencing difficulty in their classroom placements generally do not take concerns written on the open-ended form as seriously as concerns documented on the Danielson Clinical Observation Form. As you write your comments, keep in mind there is a difference between a suggestion for improvement (You might want to consider...) and a concern (The next time I observe, I must see you ...). See Appendix E for a copy of the open-ended observation form.

The open-ended form is used for:

- making comments and recording evidence
- recording specific events that you want to review during your conference
- giving positive feedback and making suggestions for improvement

Structured Observation Forms

A Structured Observation form is used to evaluate the student teacher on specific indicators that also align to the Mid-Term/Final evaluations as well as the Danielson Framework for Teaching rubrics. This form allows the supervisor to focus on specific areas for feedback, based on the pre-conference. It is important to use this form if there are concerns. See Appendix F for copies of the form used in different field experiences.

SCHEDULING THE OBSERVATION

You will be responsible for making regularly scheduled observations for an assigned number of University student teachers. During early field placements, you must make a minimum of four observations. You must make a minimum of six observations during student teaching placements. Be sure your calendar is up to date. Know when you will be at the schools and the times you have available to make the observations. Canceling or changing observation times can create problems. In addition to the minimum observations, you will conduct a mid-term and a final conference each semester (See Chapter V). When scheduling the observations, you need to take into account several things:

- Schedule a pre-conference with enough time prior to the lesson that the student can use your feedback to make changes or updates to his or her lesson plan, if needed.
- Make sure you see the student teacher teaching in a variety of content areas.
- Schedule your observations on different days of the week.
- Schedule your observations at different times of the day.
- Take into account school holidays and special celebration days.
- Check to make sure there are no field trips planned for your visit day.
- Make sure the cooperating teacher will be available to consult with you.
- Make wise use of your travel time. See all student teachers at one school in one visit.
Coordinate distant trips.

Student teachers should be given observation times at least a week in advance in order to share them with the cooperating teacher.

MAKING THE OBSERVATION

Observing your student teachers gives you the opportunity to view them in their professional environment and to offer constructive feedback and supportive comments to facilitate their growth during their field experiences. Students in our programs will learn about and be evaluated with Charlotte Danielson’s Framework for Teaching tool. This tool is used by a majority of school districts across the state of Illinois to evaluate practicing teachers. The Framework for Teaching helps define effective teaching and teachers comment that they appreciate the clear expectations of this tool. According to the Danielson Group, “when teachers demonstrate high levels of proficiency on the FFT, their students show greater learning gains than do the students of teachers who perform less well.” With this in mind, we are supporting our teacher candidates in developing a greater understanding of what it takes to be an effective teacher through mentorship around this model.

PRIOR TO THE OBSERVATION

The first step in the Danielson observation model is a planning (pre-observation) conference. Ideally, these conversations will happen far enough in advance of the lesson so that a student may be able to make adjustments to his or her lesson plan based on your conversation, if needed. See Appendix D for a copy of the pre-observation form. You may use this form to guide your discussions. This form is for your information only and does not need to be turned in to SCE. However, you may use evidence from these forms within your evaluations.

DURING THE OBSERVATION

What things are you looking for in your observation?

During your pre-conference, you will review the student teacher’s lesson plans and discuss in which areas within Domains 2 and 3 the student would like feedback. Focus your observation on gathering evidence related to the domains you discussed with the student. During the observation, Domains 2 and 3 lend themselves best to gathering evidence. Domains 1 and 4 are relevant to activities you may not see the student teacher perform during an observation. You may make notes about these domains during observations, but it may be helpful to keep ongoing notes between observations that relate to these “unseen” domains.

If the student demonstrates concerns in an area you are not focusing on while you are observing, you may mention it on the form, and mark it as an area you would like to evaluate during the next observation. However, a majority of your evidence should center around the pre-determined domain focus areas.

When rating a candidate on their performance, look at the specific areas within each domain and use the critical attributes and rubric descriptions in the Framework for Teaching as a guide to help determine where the preponderance of evidence will fall.

Evidence and Opinion

When recording evidence during an observation, be careful not to interpret it and make it an opinion on “good” or “bad” teaching.

“Many observers of teaching confuse descriptions of classroom practice with opinions about classroom practice. Opinions can be a reflection of one’s biases

and personal preferences, particularly when they are not supported by a collection of evidence.” (Danielson Group)

The main difference lies in the interpretation: In a description of classroom practice, the observer records an event with no interpretation, while in an opinion about classroom practice, the observer interprets an event based on his or her own beliefs about good teaching. “To consistently apply the rubric to observations of classroom practice, it is essential to be able to make observations of evidence that stand independent of opinions (premature interpretations of evidence that are based on personal beliefs).” (Danielson Group)

EVIDENCE	OPINIONS
Observable	Draws conclusions
Objective	Subjective
Free of value judgment	May include value judgment

Evidence Types

Verbatim scripting of teacher or student comments:

“Would one person from each table come to collect the materials?”

“We have five more minutes to finish. Let’s look over our work before we hand it in!”

Non-evaluative statements of observed teacher or student behavior:

The teacher stood by the door, greeting students as they entered.

Students were seated at tables in groups of four, working independently.

Numeric information about time, student participation, resource use, etc.:

Three students offered 80% of the comments during the discussion.

Fifteen minutes was spent in circle time.

An observed aspect of the environment:

The assignment was on the board for students to do while attendance was being taken.

There were three centers designed for independent work.

CONFERRING AFTER THE OBSERVATION

You will conduct a conference with the student teacher following every observation. If you are unable to meet right away, conference with the student as soon as possible. During the conference time, the student teacher will reflect on the lesson, describing what went well and what could be done differently the next time the lesson is taught. Following self-reflection by the student teacher, you will coach and orally evaluate their progress. If concerns are noted, make sure to address these as well as set your expectations for the student teacher’s next observation. Give the student and cooperating teacher a copy of your evaluation.

Conferring Following a Satisfactory Observation

- Get the student teacher to reflect upon/discuss the lesson/progress.
- Remain as positive, yet realistic, as possible.

- Use a professional tone of voice with kind and supportive suggestions.
- Give specific suggestions. “Before you start the lesson, be sure the students have their desks cleared off and have their attention on you.”
- Provide concrete examples from your observation when trying to make a point. Share the evidence you recorded and allow the student time to come to his or her own conclusions.
- Give suggestions for change. Ask the student teacher for suggested changes.
- Be receptive to what the student teacher has control over in the classroom.
- Discuss goals for the next observation. What would the student teacher like to work on? What would the student teacher like you to focus on during your next observation?
- Share comments from the cooperating teacher.

Conferencing Following a Problematic Observation

After observing a problematic lesson, you will need to change your conference style. While it is important to listen to the student teacher’s assessment of the lesson, you will need to be much more direct in sharing your comments and concerns about the lesson.

- A problematic observation = an observation form with evidence that would lead to a rating of 1 or *Needs Significant Improvement* on the midterm of final evaluation form, thereby hindering the student’s ability to continue in the placement. Be sure your evidence documents what you observe.
- Have the student teacher reflect upon/discuss the lesson progress.
- Remain as positive as possible but be honest and realistic.
- Use a professional tone of voice with kind and supportive suggestions but be honest and firm.
- Discuss specific concerns about the observation and give concrete examples of the concerns and what must be done differently in order to improve.
- Give specific changes you must see at your next visit, suggestions such as:
On my next visit, I want to see you moving around the room and using proximity as a preventative tool for classroom management.
- Discuss goals for the next observation. What would the student teacher like to work on? What would the student teacher like you to focus on during your next observation? What are you watching for?
- Write out expectations you have for the next lesson which are specifically tied to problems you noted in today’s lesson.
The next time I observe, I must see...
In the future lessons, you must...

COMMUNICATION WITH COOPERATING TEACHER

- It is essential to communicate with the cooperating teacher for at least a short time at every visit. During student teaching semester, **ask the cooperating teacher to explain the agreed upon plan for gradual takeover. If takeover is too immediate, you must address this issue with the cooperating teacher.** Keep in mind they are extremely busy and may not have time to conference in depth.
- Have specific questions in mind to ask that require more than a yes or no answer.
Questions to ask cooperating teachers:
 - What are some new things you have seen your student teacher do this week?*
 - During your last lesson observation of your student teacher, what concerns did you have?*
 - How has the student teacher taken initiative in the classroom?*

- What progress have you seen with your student teacher?*
- What extra projects/activities has your student teacher done in the classroom?*

- Encourage/remind the cooperating teacher to give the students **written weekly feedback** and to use the structured observation forms, especially if there are concerns. This will help to give a clearer picture of what both of you are observing and will provide additional documentation.
- If there are communication problems or performance concerns, you need to schedule a three-way conference promptly – do not let problems brew.
- It is your responsibility to initiate and continue effective communication with the cooperating teacher. Remember you may need to vary your communication style from cooperating teacher to cooperating teacher.

Always inform School and Community Experiences staff of any concerns!!

ENCOURAGING COOPERATING TEACHER FEEDBACK

It is pertinent that the cooperating teacher gives regular feedback to the student teacher. It is this communication that gives our students the information about their effect on others in the educational setting. To encourage regular and accurate feedback, the following steps should be taken by you.

- Explain how cooperating teachers may print forms from online.
- Explain to the cooperating teacher that the program recommends (requires) students to receive weekly written feedback.
- Make time at every observation visit to talk with the cooperating teacher about the student teacher's progress.
- Explain to the cooperating teacher how important the feedback is to the student teacher's professional development.
- Take time to explain to the cooperating teacher that documentation is required for remediation and Professional Growth Plan.

REMEMBER:

Throughout the year as you work with school personnel, it is important to keep the lines of communication open so everyone knows the procedures and expectations associated with the student teaching process. The following steps are suggested:

- Always carry observation forms and program responsibilities in case of questions.
- Stop in the office of the cooperating teacher school to say hello to the principal and to ask how things are going.
- At **every** observation, speak with the cooperating teacher. Ask questions that will give you evaluative information about the student teacher's progress. (See list on prior page.)
- Make yourself available.
- When you set an observation time, be punctual. If an emergency arises and you cannot keep your observation appointment, call the school and leave a detailed message and apology.

THE THREE-WAY CONFERENCE

If the cooperating teacher or the student teacher contacts you about concerns or problems, it is essential the concerns be addressed. If a solution cannot be reached easily, it is time to schedule a conference with all three parties. Make sure to work with SCE staff as you proceed. You will facilitate the conference and set the parameters for the problem solving session. Suggestions for a successful conference:

- Open with a positive and caring statement
- Take notes throughout the conference
- Do not point a finger at anyone
- Help both parties see each other's point of view by frequently summarizing what has been said
- Ask questions that will help to clarify the situation
- Suggest ideas or solutions that all can live with
- Summarize the meeting
- Put any expectations in writing
- Set a time to follow up with expectations
- End with a gracious thank you
- Notify SCE staff about the conference outcomes

HOLDING MID-TERM AND FINAL CONFERENCES

Halfway through each semester and again at the end of each semester, a conference is held with the student teacher, cooperating teacher and supervisor. These are the mid-term and final conferences.

Supervisors should contact your building representative and cooperating teachers early in the semester to start working on the schedule. You will notify the student teachers of the conference schedule when it is confirmed.

You will facilitate the mid-term and final conference. It is your responsibility to keep the conference tone positive and effective. Oral feedback is important and should be given in a manner that allows the student teacher to utilize and accept the suggestions without intimidation or fear of repercussions. Concerns should be shared in a professional and realistic manner. Evidence of concerns noted at the mid-term/final conference must be written on the completed observation form. The mid-term and final conference form should build upon the observation forms.

The Mid-Term/Final Evaluations align with the Danielson Framework for Teaching Evaluation Instrument and the observation forms. The ratings for EFE are narrative, while the ratings for the student teaching form are numerical. The student, cooperating teacher, and supervisor must complete this evaluation for both the Mid-Term and Final Conference. See *Chapter Three: Supervisor's Responsibilities* for more detailed information concerning the completion of this instrument.

Both the midterm and final evaluations for EFE and Student Teaching are completed online through the portal. The university supervisor should inform students and cooperating teachers of the procedures for completing and submitting the evaluation forms online. Online evaluations are found on the portals on the CoTE website at www.cote.illinois.edu. After you complete and save/submit your report, please print a copy of this evaluation for your own records, if you would like one. If you experience problems submitting or printing this form, please review the "Frequently Asked Questions". If you still experience difficulties with the portal or with submitting an evaluation, please contact cote-techsupport@illinois.edu or call (217) 244-0916 for assistance.

EFE MIDTERM EVALUATIONS FOR CONFERENCE

All parties should log into the portal to complete the evaluation. The form is on CoTE website at <http://www.cote.illinois.edu>. Once the evaluation has been saved/ submitted, the supervisor will have access to the evaluations. If requested, each party should bring a printed copy of their completed evaluation to the conference to aid in the discussion and further goal setting. The student, cooperating teacher and supervisor will all complete the same form. Each component is rated with a qualitative label rather than a numerical rating. There is no point or score total for "passing", however, the candidate must be recommended for continuation into next field placement at the end of the experience.

EFE Midterm & Final Ratings

- Needs Significant Improvement: displays little understanding of component; limited or no successful implementation of component; frequent errors occur and lack of understanding and judgment may exist within context of component, even with

- continual guidance and support; the high level of dependence for continual guidance and support is more than would be expected for a candidate at this point in the program curriculum
- Emerging: displays a lack of full understanding of the component; inconsistent or partially successful implementation; there is a need for additional growth; requires moderate guidance and support; the moderate level of dependence for guidance and support is consistent with expectations for this point in program curriculum **This is the level at which you should rate a candidate who has not yet demonstrated the named skill, but you anticipate will be successful upon demonstration**
 - Competent: displays a solid understanding of component; generally consistent and effective implementation of component with some occasional need for guidance and support; growing independence and progress. Performance of this component exceeds expectations of candidates at this point in program curriculum
 - Exceeds Expectations: displays a strong understanding of the component; highly effective implementation of component with no requirement for guidance and/or support; a significant level of independence; growth is often anchored in reflection on own practice; performance on component consistently exceeds expectations for a candidate at this point in the program curriculum

A typically-developing student teacher will primarily score within the emerging category. It would be highly unlikely that any Early Field Experience candidates would earn competent or higher during this time in the placement. Growth should be demonstrated within the comments section of the evaluation, rather than in the narrative ratings.

EFE FINAL EVALUATIONS FOR CONFERENCE

All parties should log into the portal to complete the evaluation. The form is on CoTE website at <http://www.cote.illinois.edu>. Once the evaluation has been saved/ submitted, the supervisor will have access to the evaluations. If requested, each party should bring a printed copy of their completed evaluation to the conference to aid in the discussion and further goal setting.

The student, cooperating teacher and supervisor will all complete the same form. This form is the same as the midterm form. Each component is rated with a qualitative label rather than a numerical rating, as explained above. There is no point or score total for “passing”, however, the candidate must be recommended for continuation into next field placement at the end of the experience.

A typically-developing student teacher will primarily score within the emerging category. It would be highly unlikely that any Early Field Experience candidates would earn competent or higher during this placement. Growth should be demonstrated within the comments section of the evaluation, rather than in the narrative ratings.

During the final evaluation for the Early Field Experience, each party will select one of these final recommendations: do not continue into next placement; continue into next placement with remediation; continue to next placement with reservation; continue to next placement without reservation.

Immediately notify School and Community Experiences if a student is recommended with reservation or remediation.

- ✓ If a student is recommended with reservation, a written justification must be attached to the recommendation and the student must get a copy.
- ✓ If a student is recommended with remediation, a remediation plan must be in place prior to starting the next placement. The Director of School and Community Experiences of SCE staff must be involved in drafting the remediation plan.

Time sheets should be submitted to the supervisor at the final conference, and an online version should also be submitted.

STUDENT TEACHING MIDTERM EVALUATIONS FOR CONFERENCES

The midterm evaluations for student teaching are completed on-line within the portals on the CoTE website at <http://www.cote.illinois.edu>.

When completing the midterm evaluation, supervisors will provide numerical ratings on a 1-4 scale with 1 being unsatisfactory and 4 being exceptional. The total numerical score will automatically calculate. To continue in the placement after the midterm conference, candidates must have a rating of 2 or better in each of these component: 1A, 4B, 4D, 4F. To determine the appropriate rating, please use the rubrics aligned with each domain and consider the evidence you have gathered during observations. These are the same standards to which practicing teachers are being held. It would be highly unusual for a student teacher to earn higher than a 2 on any component.

On Cooperating Teacher and Student forms, there will be no drop down boxes rating individual components. Instead, cooperating teachers and student teachers will provide narrative evidence within the comment boxes in each domain.

At midterm, the cooperating teacher will provide an overall rating of do not continue in placement, continue with remediation, continue with reservation, or continue without reservation.

STUDENT TEACHING FINAL EVALUATIONS FOR CONFERENCES

In order to earn a passing score upon the completion of student teaching, candidates must have a cumulative score of 44 with no ratings of 1. To determine the appropriate rating, please use the rubrics aligned with each domain and consider the evidence you have gathered during observations. These are the same standards to which practicing teachers are being held. It would be highly unusual for a student teacher to earn higher than a 2 on any component. To demonstrate growth between the midterm and final evaluation, please note evidence in the comments section of each domain.

On Cooperating Teacher forms, there will be no drop down boxes rating individual components. Instead, cooperating teachers and student teachers will provide narrative evidence within the comment boxes in each domain.

On the final evaluation, Cooperating Teachers will be asked to give an overall rating of the student teacher. The options are Satisfactory or Unsatisfactory.

The Recommendation for Licensure form will also be presented at this conference. The form can be found online at <http://education.illinois.edu/sce>.

MID-TERM CONFERENCE GUIDELINES

The University supervisor and the cooperating teacher will meet together at the beginning of the conference while the student teacher remains in the classroom. Send for the student teacher when you are ready. While you meet with the cooperating teacher, discuss any concerns you may have and reflect about what each of you has been observing in the student teacher's performance. Before you ask the student teacher to join the conference, you should set the agenda for the conference and have the purposes for the conference clearly identified. Below is a suggested format to follow:

1. Break the ice and put the student teacher at ease.
2. Distribute copies of each participant's evaluation form (if printed).
3. Have the cooperating teacher begin by sharing about the student teacher's progress.
4. The supervisor shares comments about the student teacher's progress.
5. The student teacher should share some self-reflections about their own progress.
6. Together discuss goals for the student teacher to work towards during the remainder of the semester.

NOTE: If there are concerns about the student teacher's progress at the mid-term, a remediation form or plan must be completed with guidance from the appropriate School and Community Experiences staff as well as other members of the Professional Team. For more information, see Appendices H, I and J.

FINAL CONFERENCE GUIDELINES

It is appropriate to announce the Recommendation for Continuation (EFE) or present the Recommendation for Licensure (Student Teaching) at the beginning of the conference so the student teacher is put at ease and can take pride in their accomplishments throughout the conference. (See Mid-Term Guidelines for additional format suggestions.) At the end of the conference, it is appropriate to ask the student teacher to share something the cooperating teacher has done that has been helpful and meaningful. You may also want to ask the cooperating teacher to pass on words of appreciation and encouragement to the student teacher.

Other questions you may want to use at the final conference following student teaching are:

- How have your career goals been affected by your experiences?
- Are you comfortable with the grade level and the subject matter with which you have been working, or will you seek employment in another level or a different teaching area?
- How has your philosophy of education been changed by this experience?
- How has this experience prepared you for your first year of teaching?
- What grade level would you like to teach and why?

STUDENTS IN NEED OF ASSISTANCE

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

REMEDICATION INTERVENTION

At the first indication of concern, you need to document what you are seeing on the Remediation Intervention Form. Your documentation of observations should be specific and the changes the student teacher needs to make should be written explicitly. You should provide a certain time period in which you will re-evaluate. A copy of the Remediation Intervention Form should be given to SCE.

See Appendices H, I and J for more information.

If at the end of the 2 weeks you are seeing improvement but the student teacher still needs to make some changes, you will want to complete another Remediation Intervention Form. If there is no improvement or your concerns are compounding, you will need to move on to the full remediation plan, a Professional Growth Plan. However, if time is not available or if the concerns magnify during the additional 2 weeks of intervention, the Remediation Plan should be replaced with a full Professional Growth Plan (PGP). See Appendix J.

PROFESSIONAL GROWTH PLAN (PGP)

This document is written by the supervisor with input from the cooperating teacher. School and Community Experiences must be involved in the process and approve the plan before implementation. The Professional Growth Plan is a prescribed document that clearly states areas of concern, problems and the expectations for improvement in order for the student to receive licensure. It should summarize the concerns about the teacher candidate in four areas: a) Professional Dispositions and Attitudes, b) Planning, Implementation, and Instructional Assessment, c) Classroom Management and d) Communication.

See Appendix J for more information.

When the PGP is complete, you will hold a three-way conference to present the PGP to the student. Other members of the Professional Team are also welcome to attend. During the conference, you should read and explain the plan in detail. Make sure the student understands the expectations for improved performance as well as the consequences if improvement is not shown. If possible, a representative from SCE will attend the conference. At the end of the conference, all parties should sign the PGP. Make copies of the signed document. Give a copy to the student and to the cooperating teacher. Keep a copy for your file. The original should be returned to School and Community Experiences, which will send copies to the Council on Teacher Education, Student Advisor, Assistant Dean, Program Director, Director of Teacher Education and the Department Head.

Chapter VII

MEETING WITH YOUR STUDENTS **Ground Breaking – Organizing Your Seminars**

The main purpose of the seminar is to focus on classroom placement and to facilitate student teacher reflection on that experience, as well as providing discussions that will prepare the students for their first year of teaching. As a facilitator, you will encourage the student teachers to interact with one another rather than directing all their questions to you for answers. You will provide an opportunity for student teachers to reflect on their experiences and to share ideas about what is going on in their classrooms. It also provides an opportunity to discuss relevant issues pertaining to their experience within a group setting. Seminars for early field experiences are tied to the methods class taken with the practicum. In the Elementary Program, the seminar is held for one hour each week and is conducted by the supervisor.

During student teaching semester, seminar will be held each week for both Elementary and Early Childhood programs and is conducted by the University supervisor.

FIRST SEMINAR

- Introduce yourself and facilitate introductions of student teachers
- Implement an ice-breaker (see below)
- Address procedures for the semester
 - How to contact you – what time to call or not to call – email*
 - How you contact the student teacher*
 - Collect student teacher phone numbers/email addresses*
- Schedule the first observation – set up plan for scheduling future observations
- Address expectations of observation
 - Pre-Conference expectations*
 - Typed lesson plan on arrival*
 - Lesson coordinated and discussed with Cooperating teacher*
- Address policies for the semester – Prepare an information sheet or seminar syllabus
 - Seminar attendance is required*
 - Participation and promptness are expected*
 - Seminar discussions are confidential - All student teachers will respect the privacy of all persons concerned*
 - All absences from classroom placement must be reported to Cooperating teacher and supervisor – All absences must be made up*
 - Supervisor and Cooperating teacher must be informed of professional leave days.*
 - Emergency absences should be routed through the Emergency Dean (333-0050)*
 - Blood borne Pathogens (BBP) Questionnaire, Teacher Interview and Emergency Form must be completed by end of second week*
 - Expectations for written work*
- Cover issues related to making time for yourself
 - Help student teachers plan for down time – teaching is strenuous and tiring*
 - Help student teachers realize they need to plan a break for themselves*

ICE BREAKERS

Some suggested icebreakers for the first seminar:

1. Give each student teacher a list of your seminar roster. Set a time limit for everyone to find out one thing about every student in the class.
2. Have each student teacher tell where he/she is placed, what grade level they are teaching, and something about the school or classroom.
3. Ask each student teacher to describe him/herself in one word.

SUBSEQUENT SEMINAR REFLECTIONS AND TOPICS

Seminar time is used to help student teachers reflect upon their classroom experience and to share conceptual developments and ideas with other student teachers. It is also appropriate to use seminar time for the types of professional development that a beginning teacher might receive in a district. The supervisor needs to help involve all student teachers in the group discussion and encourage everyone to participate. Supervisors need to be willing to listen and to guide student teachers to be open minded, respectful, and reflective in their comments and communication. The supervisor can do this by keeping the conversation free of criticism and complaints.

- Help the student teachers to reflect about the “whys” and “what ifs” of the topics under discussion.
- Guide them in looking at the whole picture of the profession rather than small isolated corners.
- Help student teachers to understand there are reasons for actions and procedures in the classroom.
- Encourage the student teachers to respect individual philosophies and mannerisms.
- Encourage student teachers to use professionalism in their comments.

Suggested topics for reflection during seminar:

- classroom management and discipline
- grading/time management
- lesson planning
- questioning strategies
- interviewing/marketability
- the way schools function
- differentiation
- assessment
- ethics

GUEST SPEAKERS

There may be times when you will want to schedule a guest speaker for your seminar. Be sure to make contacts early, in order to give the speaker enough time to prepare and plan a presentation and to make arrangements to be absent from work. It is always proper to send a thank you note to the guest speaker. Some whole group seminars are planned. Supervisors may also plan together for specific presentations and speakers.

GLOSSARY

BBP -	Blood borne Pathogens
CBC -	Criminal Background Check
Licensure -	License to teach in the State of Illinois. Recommendation for licensure is given by SCE to the Council on Teacher Education (CTE). CTE makes the recommendation for licensure to the State of Illinois.
Cooperating teacher -	The certified teacher in the classroom where the student teacher is assigned a placement.
CTE -	Council on Teacher Education (www.cote.illinois.edu)
EFE -	Early Field Experiences
SCE -	School and Community Experiences (education.illinois.edu/sce)
PGP -	Professional Growth Plan – Written documentation outlining concerns and expectations for a successful field experience.
Professional Team -	University and school based personnel directly involved with a student teacher’s field experience. The team includes the University supervisor and the Cooperating teacher. It may also involve an SCE staff person, the school principal, and the University advisor.
Remediation -	Additional instruction provided to students in need of assistance.
Seminar -	Classes conducted by the supervisor with the student teachers they are supervising.
Student in Need of Assistance-	Student teacher in need of additional support, supervision, and guidance during their practicum experience.
Student Teacher -	University student in the UIUC Teacher Education Program
Three-way Conference -	Conference among the student teacher, cooperating teacher, and the University supervisor.

APPENDICES

Appendix A	Responsibilities of Professional Team.....	31-37
Appendix B	What to Look For When Supervising	38
Appendix C	Student Teaching Guidelines for Takeover	39-41
Appendix D	Pre-Conference Form.....	42
Appendix E	Open-Ended Observation Form	43
Appendix F	Structured Observation Forms	44-45
Appendix G	Mid-Term/Final Teacher Education Evaluation Forms	46
Appendix H	Remediation Intervention Procedures.....	47-48
Appendix I	Remediation Intervention Form.....	49
Appendix J	Professional Growth Plan	50-53
Appendix K	Emergency Form.....	54
Appendix L	Bloodborne Pathogens Questionnaire.....	55
Appendix M	General Policies for Clinical Experiences	56-58
Appendix N	Teacher Interview: First Week Questions.....	59
Appendix O	Cooperating Teacher Benefits.....	61
Appendix P	CoTE Common Assessment Plans	62-63
Appendix Q	Lesson Plan Guidelines.....	64-65
Appendix R	Professional Dispositions Guidelines	66-68
Appendix S	Key Information regarding Students with Disabilities.....	69

APPENDIX A

Responsibilities of the Professional Team Elementary/Early Childhood Teacher Education Program University of Illinois

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

A. Student Teacher Responsibilities

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

Responsibilities as Teachers in the Schools

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

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

1. Attendance Policy:

- Student teachers are expected to be at their assigned school the entire professional day. This time includes the entire length of the teacher workday.
- The cooperating teacher will notify the student of the specific arrival and departure times in consultation with the supervisor, based upon the contracted work day.
- Student teachers are to be punctual and regular in attendance.

- In cases of illness or emergency, it is the responsibility of the student teacher to notify the cooperating teacher and the supervisor prior to the start of the school day.
 - If the student teacher is expected to teach on any day of absence, they must be certain they have left a complete lesson plan from which the cooperating teacher can teach. This will require advance planning. If lesson plans and materials are not available, if appropriate notification for absence is not given, or if days missed are not made up, the student teacher will be asked to make up the day and may receive an unsatisfactory (U) grade in the practicum. A satisfactory (S) grade must be earned in all early field placements to be recommended to continue in the program. A satisfactory (S) grade must be earned in ED PR 432 to be recommended for licensure.
2. Professional/Medical Leave Policy:
- During EFE all days must be made up. There are no professional days, sick leave, or excused absences.
 - During the Student Teaching Semester - with the exception of three excused days for professional or medical purposes and 1 day for a job fair, **ALL ABSENCES MUST BE MADE UP**. Supervisors may assign work related activities for a student in good standing in order to make up one (1) or fewer absences beyond the 3 excused days. This is at the full discretion of the supervisor; a supervisor may only permit this if the student is in good standing and doing well in student teaching. Make-up time is built into the student teaching calendar during the week of finals. *Students who need to make-up more time will complete student teaching after graduation.*
 - If student teachers are to be absent for professional purpose, notice must be given to both cooperating teachers and the supervisor at least two days prior to the leave.
 - If a professional leave day is not approved by supervisor and/or cooperating teacher, it is unexcused. An unexcused professional leave day may lead to an unsatisfactory (U) grade in ED PR 432.
 - Professional leave days may not be "banked" and used at the end of the semester to complete student teaching early. Student teachers should not plan to use any professional days during the final week of placements.
 - If student teachers are expected to teach on the professional leave day, they must be certain they have left behind complete lesson plans from which the cooperating teacher(s) can teach. Student teachers should plan far enough in advance so that cooperating teacher(s) will know what the plan is on any given day.
3. Student teachers are expected to attend all staff and team meetings, conferences, and professional meetings associated with teaching that are required of the cooperating teacher, provided they do not conflict with UIUC classes.
- 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.
4. It is the responsibility of student teachers to:

- accept formal observation feedback in a professional manner from the supervisor, cooperating teacher, and UIUC faculty.
 - initiate special conferences with the supervisor, cooperating teacher(s), and UIUC faculty when the need arises.
 - conduct themselves in terms of professional ethics, which includes:
 - a) treating students with respect,
 - b) treating the cooperating teacher(s), supervisor, UIUC faculty, and all other personnel with respect,
 - c) always honoring confidentiality regarding students, parents, teachers, and all other professionals,
 - d) remembering that you are a guest in the classroom and building,
 - e) being appreciative of feedback and seeking suggestions from your cooperating teachers,
 - f) respecting the professional rights and personal dignity of the cooperating teacher. The purpose of student teaching is to learn about yourself as a teacher, to make decisions concerning your own classroom and teaching style. It is not your role to judge the cooperating teacher and his/her teaching.
 - g) refrain from inappropriate interactions with cooperating teachers and school staff.
5. Student teachers cannot assume full responsibility for students either on the playground or away from the placement school grounds.
 6. Student teachers cannot assume full responsibility of the classroom in the cooperating teacher's absence. A substitute teacher should be hired in place of the cooperating teacher.

Responsibilities as UIUC Students

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

Responsibilities of the Cooperating Teacher with Regard to Student Teachers

1. The cooperating teacher will orient each student teacher to the total school setting, organizational policies, and duties or responsibilities of the faculty and other professionals.
2. The cooperating teacher will help each student teacher understand his/her role and define the extent of his/her responsibility and authority, including:
 - a. location of curriculum materials
 - b. school crisis plan
 - c. classroom and school rules

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

Responsibilities of the Cooperating Teacher with Regard to the Supervisor

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

Responsibilities of the Cooperating Teacher with Regard to the University

1. The cooperating teacher will participate in cooperating teacher orientation meetings and seminars.

2. The cooperating teacher will be candid with UIUC instructors about the progress of each student teacher.
3. The cooperating teacher will verify the time reports of each student teacher.
4. The cooperating teacher will complete designated midterm and/or final evaluations of each student teacher. Where required, this should be completed on the CoTE portal. (www.cote.illinois.edu)

C. Supervisor Responsibilities

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

Responsibilities of the Supervisor

1. The supervisor will serve as liaison among student teachers, cooperating teachers, UIUC instructors, and SCE staff.
2. The supervisor will promote student teacher professional development by:
 - Observing student teachers during the teaching experience. The supervisor will also conduct goal-setting, pre-observation conferences, and reflective post-observation conferences. A minimum of four formal observations will be made for each student teacher during the early field experiences and a minimum of six observations will be made during the student teaching placement. In addition, a mid-term and final conference will be conducted with student teachers and cooperating teachers in each practicum. SCE staff, UIUC instructors, and/or academic advisors may be asked to attend these conferences. During each placement, ongoing interaction will take place between the supervisor and his/her student teachers.
 - Providing oral and written feedback to student teachers after each formal observation.
 - Stimulating reflective thinking about student teachers' objectives, goals, strategies, and progress.
 - Helping student teachers to deal with problems they may be experiencing.
 - Providing honest and candid evaluations of student teachers' progress.
 - Working with the members of the Professional Team to write a Professional Growth Plan for students who need assistance to successfully complete the program expectations. All members of the Professional Team must be consulted and provide signatures at the time that a Professional Growth Plan is initiated.
3. The supervisor will coordinate evaluation of student teachers with the cooperating teachers by:
 - Communicating frequently with the cooperating teacher about the student teachers' progress.
 - Communicating frequently with SCE staff and, if necessary, UIUC instructors and/or academic advisors about the student teachers' progress.
 - Collecting documentation of the students progress
4. The supervisor will assist cooperating teachers by:
 - Consulting with cooperating teachers about objectives and areas of emphasis for student teachers.
 - Confering with student teachers about specific topics as requested by cooperating teachers.
 - Communicating cooperating teacher concerns to the SCE staff and UIUC instructors.
 - Assisting to coordinate classroom activities with professional seminars and UIUC course instruction.

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

D. University of Illinois Faculty Responsibilities

UIUC Instructor Responsibilities Related to Clinical Experiences

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

E. School and Community Experiences (SCE) Staff Responsibilities

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

Responsibilities of SCE Staff

1. SCE staff will coordinate the Elementary and Early Childhood Teacher Education Programs.
2. SCE staff will coordinate the placement process for student teachers' assignments.
3. SCE staff will take final responsibility for checking and collecting all required observation reports, evaluation forms, time reports, and other relevant information. Paper materials are kept in the student teacher's clinical file. This file is stored in SCE, Room 120 Education Building. Student teachers have the right to review all materials in their own file with a qualified staff member present. Materials will be shared only with appropriate professionals working with student teachers in their professional program.
4. No materials in a clinical file will be shared with prospective employers without written permission from the student teacher.
5. SCE staff will work with student teachers, supervisors, or cooperating teachers experiencing difficulties. This support includes:
 - 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. SCE staff will assume final responsibility for recommending student teachers for the appropriate State of Illinois Professional Educator License.
7. SCE staff will support the student teachers, supervisors, and the cooperating teachers by making supervisory visits and/or attending conferences for student teachers as requested.
8. SCE staff will facilitate regular meetings for supervisors to implement the field experiences.
9. SCE staff will facilitate regular meetings for UIUC instructors.

APPENDIX B

WHAT TO LOOK FOR WHEN SUPERVISING

Prior to any observations, you will have held a pre-conference with your student teacher to determine in which areas he or she would like feedback. By the end of the semester, you should have given feedback on each descriptor within all four domains. Domains 2 and 3 are easier to observe in a classroom setting, whereas domains 1 and 4 will require feedback and discussion with the cooperating teacher and student, as well as notes for yourself in between observations, based on what you have seen and experienced.

Remember to include evidence from your observations, as well as evidence of practices and behaviors between observations. Your evidence should be factual, without opinion or judgement, and should apply to the descriptors within each domain.

When trying to determine at what level you should rate a candidate, look at where the preponderance of evidence falls within the rubrics and critical attributes in the full Framework for Teaching document. We expect our graduating student teachers to earn a rating of 2 within each descriptor.

The Danielson Framework for teaching covers four main areas: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. You should take note of growth or concerns in these areas both during and between observations.

Domain 1: Planning and Preparation

- Demonstrating knowledge of content and pedagogy
- Demonstrating knowledge of students
- Setting instructional outcomes
- Demonstrating knowledge of resources
- Designing coherent instruction
- Designing Student Assessments

Domain 2: Classroom Environment

- Creating an environment of respect and rapport
- Establishing a culture for learning
- Managing classroom procedures
- Managing student behavior
- Organizing physical space

Domain 3: Instruction

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating flexibility and responsiveness

Domain 4: Professional Responsibilities

- Reflecting on teaching
- Maintaining accurate records
- Communicating with families
- Participating in a professional community
- Growing and developing professionally
- Showing professionalism

APPENDIX C

ELEMENTARY/EARLY CHILDHOOD STUDENT TEACHING EXPECTATIONS GUIDELINES FOR TAKEOVER (Spring Semester)

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

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

Weekly Guidelines for Student Teaching Schedule

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

<p>WEEK 1 <i>EC</i></p> <p>WEEK 1&2 <i>ELE</i></p> <p>Observation & Participation</p>	<p>The cooperating teacher will help student teachers understand the procedures at the right by meeting with the student and discussing expectations.</p>	<p>Appropriate classroom routines</p> <p>Classroom and school policies</p> <ul style="list-style-type: none"> Attendance Hall passes Keeping grades ID requirements <p>Acceptable behavioral norms</p> <p>Management routines</p> <ul style="list-style-type: none"> Should students raise their hands? Are detentions used? May students talk to each other? May students sharpen pencils at any time?
	<p>The cooperating teacher will inform student teachers of the support on the right during the initial meeting.</p>	<p>Support staff and programs</p> <ul style="list-style-type: none"> Librarian Counselor Learning coordinator Resource teachers Mentoring program Volunteer program <p>Instructional materials and programs</p> <ul style="list-style-type: none"> Texts AV equipment Library/learning centers Photocopying Computer usage
	<p>The cooperating teacher will help student teachers establish a collegial relationship with other student teachers, other school staff, and themselves.</p>	
	<p>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, etc.</p>	
	<p>The cooperating teacher will set aside time to discuss long-range planning for specific teaching assignments.</p>	

WEEK 2 EC	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.	
WEEK 3&4 ELE Participation & Teaching	Shared teaching responsibilities by student teacher and cooperating teacher:	<ul style="list-style-type: none"> Team teaching lessons planned by the cooperating teacher Team teaching lessons jointly planned Team teaching lessons planned by the student teacher
WEEKS 3-5 EC WEEKS 5-8 ELE Participation & Teaching	By the end of this time, the student teacher should have demonstrated that he/she can:	<ul style="list-style-type: none"> Plan individual lessons with learning outcomes clearly specified Perform paperwork duties, such as attendance and grading with some efficiency Perform routine direction of student behavior with some efficiency Employ teaching materials other than a textbook (films, videotapes, periodical literature, etc.) Utilize some generic teaching methods as appropriate (lecture and give directions, provide demonstrations, conduct recitations, direct small group discussions) and articulate reasons for using these methodologies Create teaching activities which have as their aim “learning by doing” and “learning processes” Begin to adapt teaching techniques and purposes for learners with special problems Master the curriculum content of the level being taught Prepare assessment devices to measure achievement of learning outcomes
	The cooperating teacher should take time every day to confer with the student teacher about his/her teaching experiences. These weeks should work into a gradual takeover.	
WEEKS 6-8 EC	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.	
WEEKS 9-14 ELE TEACHING	The cooperating teacher may always participate in the classroom in some way by:	<ul style="list-style-type: none"> Assisting with a lesson Working with special students Aiding in student evaluation Making frequent observations throughout the day in the classroom
WEEKS 9-10 EC WEEKS 15-16 ELE Participation & Teaching	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.	

APPENDIX D

Pre-Conference Worksheet

The purpose of this worksheet is to encourage candidates to be proactive planners of instruction. This worksheet should be completed with the candidate prior to the observation.

{Used in Early Field Experiences & Student Teaching}

Teacher Candidate _____

Date of Observation _____

1. Identify the central focus for this observation. How does this lesson fit within the broader goals of the unit of instruction and/or the context of recent lessons? (Focal points under Domain 2 and 3 on the Observation Form)
2. What are your specific content and language learning objectives for this lesson? (What will students know and/or be able to do as a result of this lesson? What language will they be able to utilize when illustrating understanding?)
3. What are the formal and informal assessment strategies you will use to determine if students have met your objectives? (Periodic checks for understanding and summative assessment.)
4. How will you engage students in active meaning making of key concepts and ideas?
5. What planned supports will you use for whole class, individuals, and for students with specific learning needs?
6. What prerequisite skills will students need in order to be successful? What requisite skills/ strategies will they develop in the lesson?
7. How has your lesson changed since you collaborated with your coop (and/or other classroom staff) in the planning of this lesson?
8. What instructional strategies will you use and why?

APPENDIX E

University of Illinois at Urbana-Champaign
School and Community Experiences
OPEN-ENDED OBSERVATION FORM

Date: UIUC Program:
Evaluator:
Student Teacher:
Cooperating Teacher:
School:
Grade Level: Lesson Subject:

<u>Evidence</u>	<u>Suggestions/ Next Steps</u>

Additional Comments/Questions

APPENDIX F

STRUCTURED OBSERVATIONS

These forms are used for CI 420, CI 406, EDPR 432 and EDPR 438. They are available online at www.education.illinois.edu/sce.

EDPR 432 Clinical Observation Form
{Student Teaching}

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

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

Pre-Determined Observational Areas:	<u>Evidence</u>	<u>Suggestions/Next Steps</u>																				
<p>X Recommended Areas for Next Observation: N</p> <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)																						
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2c: Managing Classroom Procedures (4)																						
2d: Managing Student Behavior (4)																						
2e: Organizing Physical Space (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>
Domain 1: Planning & Preparation 1a: Demonstrating Knowledge of Content and Pedagogy (1,2,3,5) 1b: Demonstrating Knowledge of Students (1,3) 1c: Setting Instructional Outcomes (3,5) 1d: Demonstrating Knowledge of Resources(2,5) 1e: Designing Coherent Instruction (2,5,7) 1f: Designing Student Assessments (2,5,6)		
Domain 4: Professional Responsibilities 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4c: Communicating with Families 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism		

Additional Observation Notes/Comments:

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

APPENDIX G

**CI 406, CI 420, EDPR 438 and EDPR 432 MID-TERM/FINAL TEACHER EDUCATION
EVALUATION FORMS**

(available online through each portal at www.cote.illinois.edu)

APPENDIX H

Remediation Intervention Procedures: Elementary/Early Childhood 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 School and Community Experiences (SCE) staff.
3. If necessary, a conference of all parties (the teacher candidate, the cooperating teacher(s), the supervisor, a member of SCE staff, and/or the academic advisor) will be held 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 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 and requirements for successful completion of the practicum, consequences of unsuccessful completion of those expectations and requirements, and options for the teacher candidate. It will be discussed and signed by all parties at a joint 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. Satisfactory completion of a PGP given during the placement will allow the teacher candidate to continue in the program. With satisfactory completion of a PGP given during the final placement, the teacher candidate will be eligible for recommendation for licensure.
6. Unsatisfactory progress on a PGP given during an early field placement will lead to one of the following options:
 - continuation with reservation into the next placement. With this option, the teacher candidate will continue to work toward satisfactorily meeting the PGP expectations.
 - continuation with remediation into the next placement. With this option, the teacher candidate will be given remedial expectations that must be met during the next placement in order to be allowed to continue in the program or to receive licensure.
 - continuation not recommended. With this option, the teacher candidate will not continue into the next placement and licensure will not be granted.
7. With unsatisfactory progress on a PGP given during the final placement, the teacher candidate will not be recommended for licensure and has two options:
 - The teacher candidate may petition to withdraw from ED PR 432 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 432 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 ED PR 432.

NOTE: If a petition is not submitted or is denied, the teacher candidate will receive an "Unsatisfactory" grade in ED PR 432 and will not be recommended for licensure.

8. 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 follows:
 - The supervisor, cooperating teacher, SCE staff, 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. The unsuccessful teacher candidate can investigate student teaching during a future semester.
 - If a different placement is agreed upon for the teacher candidate, the teacher candidate must spend an equivalent length of time to the initial student teaching placement in the new 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.

APPENDIX I

REMEDATION INTERVENTION FORM
Please circle appropriate program: EC ELE SEC

Student Name _____ Date _____

School _____ Grade level/content _____

Cooperating Teacher _____

University Supervisor _____

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

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

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

I have read and received a copy of this document.

Student Signature _____

Note: For complete remediation procedures refer to *Remediation Intervention Procedures*.

APPENDIX J

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

School and Community Experiences

College of Education
120 Education Building
1310 South Sixth Street
Champaign, IL 61820

Professional Growth Plan

For Jim Mason
March 7, YEAR

Members present: Jim Mason, Student Teacher; Kim Miller, Cooperating teacher; Nell Johnson, Cooperating Teacher; Jill Peterson, University Supervisor/District 214 Student Teaching Coordinator; Carol Williams, University Supervisor/District 214 Student Teaching Coordinator.

Overview of Progress and Experiences

STRENGTHS

- Jim has been punctual and regular in classroom attendance.
- Jim has maintained professional appearance, grooming and language.
- Jim attends to administrative responsibilities in an appropriate and timely manner.
- Jim assesses student work in a timely manner.
- Jim knows and uses all his students' names.
- Jim has greeted his students when they enter the classroom.
- Jim has incorporated school protocols into classroom management procedures.

Progress during the first part of the Spring Semester

- Jim has begun to submit daily lesson plans, however they are not complete.
- Jim has begun to demonstrate some enthusiasm for teaching by maintaining eye contact, proximity and varying his pitch and expression.
- Jim produced a policy sheet at the beginning of the term.
- Jim has begun to monitor student behavior and take appropriate measures to correct inappropriate behaviors.

CONCERNS AND EXPECTATIONS

In order for Jim to successfully complete student teaching, he must meet all of the following expectations by March 22, YEAR. If Jim fails to meet any of the following expectations by March 22, YEAR he will be unable to continue in his student teaching placement. The following expectations will be implemented immediately, as of March 7, YEAR.

In the categories that follow, statements preceded by a "C" indicate the area of concern; the statements preceded by an "E" indicate the expectation for improvement.

I. Professional Dispositions and Attitudes

- C. **Jim often is not receptive to verbal/written feedback given to him by his Cooperating teacher and university supervisor.... although he acknowledges the feedback and believes he addresses the concern his follow through on these issues is not generally evident to his Cooperating teachers and University supervisor.**
- E. Jim must demonstrate responsible and professional behavior. It must be evident in his teaching that Jim follows through on written and verbal feedback given to him by his Cooperating teacher and university supervisor.
- C. **Jim shows an inability to identify and improve his weaknesses and to acknowledge his strengths.**
- E. Jim will write a realistic reflection of his self-observations that will be turned in to his University Supervisor daily. This written reflection must address at one realistic strength and one realistic area of concern and identify a way to address the concern.
- C. **In his teaching, it is not evident that Jim relates to his students.**
- E. Jim must work to develop a rapport with his students by conversing with them and incorporating their life experiences into his lessons. It is not enough to ask, “Who has been to the Grand Canyon?” This question must be followed up with questions to lead the students to share information that will enhance the subject matter, like, “What did you see?” “Which of the physical characteristics we have been discussing did you see? Can you describe them?”
- C. **It is evident to his Cooperating teachers and University supervisor that Jim has exhibited some unprofessional behavior, such as wearing his coat, yawning and looking at the clock, during reflection and feedback (post-conference) sessions.**
- E. Jim must demonstrate professional behavior at all times during the entire school day.

II. Planning and Implementation

- C. **Jim has demonstrated difficulty planning complete lessons.**
- E. Every day, Jim must use the lesson plan template provided to all student teachers.
- C. **Jim has not been prepared to teach the content.**
- E. For every lesson, Jim must have detailed lecture notes or detailed activity notes (Example: How will he divide class into groups? How will he present content detail to the students?)
- C. **Jim has not demonstrated command of the subject matter nor has he shown the ability to engage his students in learning in his classes.**
- E. Jim must have his lecture/activity notes divided into three areas: 1. subject matter that comes from the student textbook, 2. appropriate historical facts used to further engage his students and 3. appropriate analogies or examples that show his students how these concepts relate to their knowledge or experiences. He must make sure that he is extremely familiar with the content and his lesson order and is overly prepared for his lessons so that he is able to concentrate more on the students' performance and responses during the lesson.
- C. **Jim has needed considerable assistance selecting and designing interesting and engaging lessons for students**
- E. Jim will have all complete detailed lessons plans including the numbered lecture/activity notes to his Cooperating teachers, at least three days prior to the day he is to teach each lesson. The lesson plan must have written details for 1. all class activities, 2. all overheads, handouts and 3. details of organization of class activities. He will then have one day to revise the lesson plan, if necessary. If plans are not acceptable at that time, he will not teach the lesson. It is Jim’s responsibility to select

topics and activities with will interest his students and coordinate with the school, district and state goals.

- C. **Jim has not consistently shown the ability to construct appropriate written lesson plans complete with the fully developed materials that he will be using during the lesson.**
- E. Jim's lesson plan will have written details for all class activities. His lesson plan must include 1. copies of fully developed materials (overheads, handouts, etc.) for the lesson with answer keys, 2. visual aids that he will be using during the lesson. He will then have one day to revise the lesson plan, if necessary. If plans are not acceptable at that time, he will not teach the lesson.
- C. **Jim has not consistently shown the ability to motivate and actively involved students in the lessons he teaches for instance when teaching content Jim has not demonstrated the ability to relate the content to students' lives or current events.**
- E. It is Jim's responsibility to motivate and actively involve students in the lessons he teaches. It is not enough to simply add a reading assignment to the lesson. He must choose an appropriate activity, which will help students understand the main point of the lesson.
- C. **Jim has had difficulty in predicting the instructional time that he will need.**
- E. In all of his lesson plans, Jim must include a complete breakdown of the time to be spent on each of the activities planned. (An example of timing would be 9:00- 9:03.)
- C. **Jim has demonstrated difficulty managing multiple classroom tasks such as copying materials, scheduling film, technology and equipment for a lesson.**
- E. Jim will have lesson materials duplicated the day before the lesson and must schedule films, technology and equipment at least two days in advance.
- C. **Jim has not prepared himself adequately for classroom activities by planning discussion questions/statements/instructions to guide his students.**
- E. Jim will write out the details of his lessons.
- If planning a discussion, his lesson plan must include at least 10 questions he plans to use to prompt his students. At least five of the questions planned must be higher level questions.
 - If planning a group activity, his lesson plan must include the methods for breaking into groups, the roles, the time limits and scripted instructions for his students to follow.
 - If planning a lecture, his lesson plan must include the notes and any visual aids that he plans to use along with appropriate analogies or examples and historical facts to help make the lecture more interesting for his students.
 - If using a worksheet, Jim must have an answer key correctly filled out to use with the students in reviewing answers or in leading them to come up with the answers themselves.
- C. **In his teaching, Jim does not demonstrate development of multicultural competencies and is at times apparently oblivious to students' backgrounds and cultures in class.**
- E. Jim must realize his students' varied backgrounds and how they affect their interpretation of the subject matter. He must include ways to address people with different citizenship, races, cultures, genders and sexual orientations as part of his lesson plans.

III. Classroom Management

- C. **Jim has difficulty clearly enforcing the expectations he has for maintaining student behavior.**
- E. Jim must focus on ways he can improve behavior by listening to and incorporating suggestions from his Cooperating teachers. If he cannot successfully implement his Cooperating teachers' suggestions, he will not be able to continue teaching

C **Jim has not maintained a positive learning environment by developing a rapport with his students.**

E Jim must demonstrate consistent, genuine use of positive reinforcement and genuine interest in the students' lives with the students in his classroom. This must be obvious in his teaching.

Failure to implement any of the above expectations will lead to Jim's immediate removal from his student teaching placement.

IV. Communication

There are no concerns in this area.

If Jim is unable to incorporate all of the above expectations into his teaching on a consistent basis by March 22, YEAR, he will be unable to complete his takeover of the classes and will be not be able to satisfactorily meet all expectations for COURSE as stated in the course syllabus.

On March 23, YEAR a meeting will be scheduled with Jim, his Cooperating teachers, and his University Supervisors. At the meeting, Jim's progress with regard to the expectations in this document will be discussed and a decision will be made about whether Jim will continue in his student teaching placement.

At any time prior to March 22, YEAR if any of the members of Jim's Professional Team feel that Jim is not fulfilling all of his responsibilities for student teaching, or he is unable to meet the expectations required by this document, a meeting will be called to inform Jim that he will not be able to continue in his student teaching placement.

If Jim is unable to complete his student teaching placement, he must schedule an appointment with his advisory, Sarah Meador and he may choose one of the following options:

Petition to withdraw from COURSE and petition to student teach in the future after documentation that areas of concerns have been addressed.

If a petition is not submitted or is denied, Jim will receive an "Unsatisfactory" grade in COURSE and will not be recommended for licensure.

Nell Johnson, Cooperating Teacher

Carol Williams, University Supervisor

Kim Miller, Cooperating Teacher

Jill Peterson, University Supervisor

I have read and been given a copy of this document. Any comments I have are attached.

Jim Mason, Student

MEETING WITH

cc: Bob Jones, Methods Instructor

Chip Zender, Licensure Officer

Sarah Meador, Academic Advisor

Valeria Smith, Curriculum and Instruction Department Head

Tom Masters, Associate Dean for Instructional Programs

Polly Walters, Interim Director of Clinical Experience

APPENDIX K

**UIUC Teacher Education Program
Emergency Form**

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

Student Name _____

In Case of Emergency Please Notify:

1. Name _____

Relationship _____

Address _____

Phone _____

2. Name _____

Relationship _____

Address _____

Phone _____

3. Name _____

Relationship _____

Address _____

Phone _____

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

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

Signed _____ Date _____

6/04/03

APPENDIX L

**University of Illinois at Urbana -Champaign (UIUC)
Council on Teacher Education (CTE)
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 you are participating in _____

Dealing with Injuries

1. Where do I send an injured student?

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

Personal Protective Equipment

3. What personal protective equipment is available?

4. Where is the personal protective equipment stored?

Cleaning Up

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

6. How do I contact that person?

Exposure

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

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

APPENDIX M

University of Illinois at Urbana-Champaign
College of Education – I-TEACH I-LEAD
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**
 - G. Academic Integrity Policy**
 - H. Remediation Intervention Procedures**
 - I. Dispositions**
-

A. Absence Policy

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

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

B. Emergency Information Form

All candidates must fill out the Emergency Form and give a copy of the form to the supervisor and the cooperating teacher. See SCE website for printable form.

C. Bloodborne Pathogens Questionnaire

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

D. Photographic Images Policy

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

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

E. Human Subject Information Policy Statement for Cooperating Teachers and their Students

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

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

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

F. Federal Education Rights and Privacy Act (FERPA)

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

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

If the cooperating teacher/supervisor receives a request for information about a university student from a prospective employer or a faculty or staff member in a program to which the student has applied for admission, do not provide verbal or written reference unless you have written permission from the student. The **Release of Information Form** can be found online at www.education.illinois.edu/sce.

G. Academic Integrity Policy

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

H. Remediation Intervention Procedures

During the student teaching experience, the performance of the student teacher is to be assessed according to the criteria on the student teaching observation and evaluation forms. If there is a problem or concern with the performance of the student teacher, Remediation Intervention Procedures will be implemented as soon as possible. The first step to be completed is the **Remediation Intervention Form, Appendix I, pg. 49**. Additional Remediation Intervention Procedures for each program can be found on School and Community Experiences website at <http://www.education.illinois.edu/sce>

I. Dispositions

The University of Illinois College of Education believes that all teacher candidates should display the following dispositions related to student success: Fairness; Belief that all children can learn; Commitment to collaboration, community and reflective practice; Professionalism as outlined below. All teacher candidates will be held to the aforementioned fundamental and additional expectations, but only those candidates who have engaged in behaviors that suggest a negative disposition should be reported by Faculty/Staff/School Personnel. Faculty/Staff/School Personnel will complete a disposition concern form

(Appendix R, pg. 66-68) and discuss the concern with the teacher candidate. The teacher candidate will sign and date the form, which will be sent to School and Community Experiences. School and Community Experiences (SCE) will send a copy of the concern to the teacher candidate’s academic advisor. It is the responsibility of SCE to investigate and monitor the dispositional progress of the teacher candidate.

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

APPENDIX N

Teacher Interview

Cooperating Teacher _____ Date _____

Student _____ School _____

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

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

14. Is there a set curriculum I am to follow?
15. When may I have you proof my letter of introduction for the students?
16. How many days in advance would you like to review my lesson plans?
17. What procedures do you have established in the classroom?
 - a. Seating charts
 - b. Paper headings
 - c. Turning in completed work
 - d. Getting out of seats during class to sharpen pencils, throw away trash
 - e. Passes/leaving class for restroom, locker, office, clinic, etc.
 - f. Tardy to class
 - g. Students bringing materials for class
18. What is your grading system?
19. What type of grade book am I to use?

APPENDIX O

Benefits for Cooperating Teacher Personnel

For additional information go to www.cote.illinois.edu and look under Clinical Experiences or call 217-333-2804.

What are the benefits?

- Tuition and Service Fee Waivers
- Staff Identification Card

Affiliate Staff Identification Card (Staff ID Card)

Privileges available to cooperating personnel upon presentation of the STAFF ID CARD are listed below:

1. FULL USE OF THE UIUC LIBRARY FACILITIES;
2. FACULTY DISCOUNT AT FOLLETT ENERGY SQUARE BOOKSTORE AND TIS BOOKSTORE; (some restrictions apply)
3. FACULTY DISCOUNT AT UIUC GOLF COURSE;
4. PURCHASE OF A MEMBERSHIP WITH CAMPUS RECREATION. FOR ADDITIONAL INFORMATION CONTACT KRISTIN DUITSMAN, ASSISTANT DIRECTOR, MEMBER SERVICES @ 217-265-0779 OR kduitsma@express.cites.uiuc.edu OR visit the Campus Recreation web site at <http://www.campusrec.uiuc.edu>.
5. PURCHASE OF ATHLETIC SEASON TICKETS AT THE FACULTY DISCOUNT PRICE. PLEASE NOTE THAT THE DISCOUNT PRICE APPLIES ONLY TO SEASON TICKETS, WHICH IS TRUE FOR ALL FACULTY AND STAFF. IT IS NOT POSSIBLE TO RECEIVE A DISCOUNT ON THE PRICE OF TICKETS FOR INDIVIDUAL GAMES WHETHER PURCHASED IN ADVANCE OR ON THE DAY OF A PARTICULAR GAME.

NOTE: To receive an application for faculty-staff season tickets, please write or call the Division of Intercollegiate Athletics Ticket Office, 100 Assembly Hall, University of Illinois, Champaign, Illinois, 61820, 217/333-3470, Web Site: <http://www.assembly.uiuc.edu>

6. FACULTY/STAFF DISCOUNT AT THE UIUC COMPUTER STORE (244-0139) FOR PURCHASING COMPUTERS AND SOFTWARE.

NOTE: Be prepared to provide a photo ID in addition to the Allied Organization Staff Identification Card

NOTE: THESE PRIVILEGES DO NOT EXTEND BEYOND THE EXPIRATION DATE ON THE CARD.

APPENDIX P

University of Illinois at Urbana-Champaign Council on Teacher Education

Common Assessment Plan for Undergraduate Professional Education Programs Leading to Licensure

Transition Point 1: Entry into Professional Education Sequence

Requirements: All applicants must:

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

Transition Point 2: Continuation in Professional Education Sequence

Requirements: All candidates must:

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

Transition Point 3: Admission to Student Teaching

Requirements: All candidates must:

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

Transition Point 4: Recommendation for Licensure

Requirements: All candidates must:

1. have a minimum Urbana campus GPA of 2.5;
2. have a minimum cumulative GPA of 2.5;
3. have a minimum content area GPA of 2.5**;
4. have a minimum professional education GPA of 2.5**;
5. have no grade lower than a C in content and professional education coursework;

6. have satisfactorily completed student teaching as documented by the *CoTE Common Student Teaching Evaluation Form* and other program-defined, performance-based assessments;
7. be recommended for licensure by the appropriate program personnel;
8. be awarded a bachelor's degree by the appropriate college;
9. have passed the appropriate ILTS assessment test(s).

*** Transfer students must meet the competitive requirements of the program.**

****GPA minimum may be higher based on the policy of the academic college housing the professional education program.**

APPENDIX Q

Basic Lesson Plan Guidelines and Models

LESSON PLAN TEMPLATE

Name:

Date:

Grade Level/Subject:

Prerequisite Knowledge:

Approximate Time:

Student Objectives/Student Outcomes:

Content Standards:

Materials/Resources/Technology:

Implementation:

Time

	Opening of lesson: (Objectives, hook, behavior expectations)
	Procedures: Include critical thinking questions and accommodations for individual needs
	Summary/Closing:
	Student Assessment:

Post Lesson Reflection:

Student Interest

Student Motivation
Teacher Knowledge
Teacher Organization
Teacher Articulation
Student Understanding
Other

APPENDIX R

University of Illinois @ Urbana-Champaign College of Education Dispositions Statement

Teaching is a profession that requires potential candidates to be individuals of integrity. Prospective teachers must be able to demonstrate that they are individuals of strong moral character who can make mature decisions for themselves and for the students whom they will teach. Teachers are responsible for the education, safety, and well-being of anyone in their charge.

The College of Education at the University of Illinois at Urbana-Champaign prepares future teachers who show a high degree of moral character and the ability to act responsibly inside and outside the classroom. These individuals must be able to serve as representatives of the College and the University, and must demonstrate the following professional dispositions of the teaching profession throughout their pre-teaching experience at UIUC:

Fundamental Expectations:

1. **Honesty/Integrity:** The ability to demonstrate truthfulness to oneself and to others; demonstrate moral excellence, trustworthiness, professional and ethical behavior.
2. **Respect:** The ability to honor, value, and demonstrate consideration and regard for oneself and others.
3. **Caring:** The ability to show enthusiasm, fairness, and caring for all students; believing that all students can learn, and the ability to analyze the talents and needs of all students.
4. **Reverence for Learning:** Respect and seriousness of intent to acquire knowledge.
5. **Emotional Maturity:** The ability to adjust one's emotional state to suitable level of intensity in order to remain engaged with one's surroundings.
6. **Reflection:** The ability to review, analyze, and evaluate the success of past decisions in an effort to make better decisions in the future.
7. **Flexibility:** The willingness to accept and adapt to change.
8. **Responsibility:** The ability to show confidence, act independently, demonstrate accountability, reliability and sound judgment, to apply appropriate instructional methods and techniques.
9. **Collaboration Issues:** The ability to work together, especially in a joint intellectual effort.

Additional Expectations reflective of the UIUC:

1. **A disposition toward inquiry that is reflected in all aspects of practice.**
2. **An appreciation for difference and a disposition to embrace diversity in all its forms.**
3. **A commitment to service – to students, communities, the profession.**
4. **A commitment to lifelong learning.**

General Procedure

All teacher candidates will be held to the aforementioned fundamental and additional expectations, but only those candidates who have engaged in behaviors that suggest a negative disposition should be reported by Faculty/Staff/School Personnel.

Faculty/Staff/School Personnel will complete a disposition concern form and discuss the concern with the teacher candidate. The teacher candidate will sign and date the form, which will be sent to School and Community Experiences.

School and Community Experiences (SCE) will send a copy of the concern to the teacher candidate's academic advisor. It is the responsibility of SCE to investigate and monitor the dispositional progress of the teacher candidate.

Disposition Concern Form

DATE: _____

Student: _____ Major: _____

Reporting Faculty/Staff/ School Personnel: _____
Name/Title

General Procedure:

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

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

Concern: _____ _____ _____ _____ _____

Recommended Action: _____ _____ _____ _____ _____

Signatures: _____
Student Date

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

Reporting Faculty/Staff/School Personnel Date

Please send original to:
Jay Mann
120B Education
School and Community
Experiences
College of Education

SCE Use Only: _____ _____ _____ _____ _____

APPENDIX S

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.