

# UIUC ELEMENTARY AND EARLY CHILDHOOD STUDENT TEACHING HANDBOOK

## TABLE OF CONTENTS

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

Clinical Experiences Contacts .....	3
<b>INTRODUCTION.....</b>	<b>4</b>
<b>OVERVIEW OF PROGRAMS .....</b>	<b>5</b>
Elementary Education Program .....	5
Early Childhood Program .....	6
Components of Clinical Experiences .....	6
 <b>PART 1</b>	
<b>OVERVIEW OF STUDENT TEACHING.....</b>	<b>8</b>
1.1 What is Student Teaching .....	8
1.2 EDPR 432 ELE Semester Schedule.....	8
1.3 EDPR 432 EC Semester Schedule .....	9
 <b>PART 2</b>	
<b>THE STUDENT TEACHING EXPERIENCE .....</b>	<b>10</b>
2.1 EDPR 432 Course Syllabus .....	10
2.2 Course Expectations.....	12
2.3 Guests in the Classroom.....	13
2.4 Responsibilities of the Professional Team .....	14
2.5 General Policies .....	19
2.6 Elementary/Early Childhood Expectations, Guidelines for Takeover .....	21
2.7 Weekly Guidelines for Student Teaching Schedule.....	22
2.8 First Week of Student Teaching.....	23
2.8.1 Cooperating Teacher Interview .....	23
2.8.2 Required Forms .....	24
2.8.3 Letter of Introduction .....	24
 <b>PART 3</b>	
<b>LESSON PLANNING .....</b>	<b>25</b>
3.1 Lesson Planning Expectations .....	25
3.2 Lesson Planning Process.....	25
3.3 Effective Planning.....	26
3.4 Lesson Plan Format.....	28
 <b>PART 4</b>	
<b>ASSESSMENT OF THE STUDENT TEACHER.....</b>	<b>30</b>
4.1 Evaluation Procedures and Certification Requirements .....	30
4.2 Evaluation Forms and Assessment Used for Observations.....	31
4.3 Midterm and Final Evaluation and Conference .....	31
4.4 CoTE Common Assessment Portfolio Requirements .....	32
4.5 Teacher Certification Testing.....	32
4.6 Time Report .....	33

4.7 Students in Need of Assistance..... 33  
    4.7.1 Remediation Intervention..... 33  
    4.7.2 Professional Growth Plan (PGP)..... 33  
4.8 Letters of Recommendation..... 34

**PART 5**

**COOPERATING TEACHER INFORMATION**

5.1 Selection of Cooperating Teachers/Benefits..... 35  
5.2 Cooperating Teacher Evaluations and Program Evaluations..... 35  
5.3 Cooperating Teacher Portal..... 35

**APPENDICES..... 37**

*Helpful websites:*

*Council on Teacher Education:* <http://www.cote.illinois.edu/>

*Office of Clinical Experiences:* <http://education.illinois.edu/ci/oce>

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

Clinical Experiences Directory

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

NAME	ADDRESS	PHONE NUMBER
Jay Mann, Director, OCE	Email: <a href="mailto:jaymann@illinois.edu">jaymann@illinois.edu</a>	217-333-2561
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## INTRODUCTION

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

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

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

### **Pillar One – Establishing Community in Teaching and Learning Environments**

- Create and maintain positive and effective learning environments that recognize the diverse talents and needs of all students.
- Effectively communicate with students, parents, colleagues, and others to support and enhance learning communities.
- Exhibit professional conduct and dispositions consistent with the commitment to 'establishing community in teaching and learning environments'.

### **Pillar Two – Guiding the Development of Inquiring and Reflective Minds**

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

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

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

## OVERVIEW OF PROGRAMS

Students in the Elementary and Early Childhood Teacher Education Programs are enrolled in the College of Education as an undergraduate or a Master's Certification 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 certification 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 Illinois Basic Skills Test prior to being admitted. Prior to certification, 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 Assessment of Professional Teaching Test must also be passed prior to certification.

All students in the program are enrolled in the professional sequence courses leading to certification. 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 Certification 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 early field placements and one student teaching placement for a total of over 700 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 30 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 an assessment and summary sheet at the end of the semester. This practicum is offered in the fall and spring of the Junior Year.

The second 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 the Senior 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 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 Certification Program includes a Special Education Approval.

The first field experience (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 the OCE. This practicum is offered in the fall of the Junior Year.

The second field experience (CI 420) is a five mornings per week practicum in either a kindergarten classroom or a primary (1, 2, 3) classroom. This practicum is offered in the spring of the 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. For the first 5-6 weeks, the students continue in methods classes on campus and attend an evening seminar conducted by the university supervisor. 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

Part 1

## OVERVIEW OF STUDENT TEACHING

### **1.1 WHAT IS STUDENT TEACHING?**

Student teaching is the clinical component for students in the teacher education programs leading to certification. For the elementary/early childhood students it is a full semester of finishing UIUC methods requirements, observing, planning, implementing, assessing students in the cooperating classrooms, and conducting a typical 3or 4 week full takeover. This is a time for beginning educators to enhance their knowledge, skills, and dispositions under the guidance and mentoring of their cooperating teacher and university supervisor. The experience will help the student teacher practice and develop ways of positively impacting future student learning and development.

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

### **1.2 EDPR 432 ELE SEMESTER SCHEDULE**

During student teaching semester, students are enrolled in methods classes at the university. The classes meet on campus 7 Fridays during the semester.

**To be eligible to continue in the second semester of the second year of the Elementary Education Professional Sequence and to student teach, students must have passed the following courses: CI 406, CI 432, CI 448, CI 451, and CI 475. Placement information follows.**

- Student teachers follow the calendar of their assigned school, NOT the UIUC calendar. Please take careful note of your assigned school's holiday, vacation, and spring break schedule.
- **All elementary teacher education students have 3 options for Spring Student Teaching: Local Balanced Calendar (BCS), Local Traditional Calendar (TCS), and Selected Off-Campus Schools.**

#### **Option I      **Balanced Calendar - Local Area School****

*Local placements are in communities within a 60-mile commuting radius of C-U.*

- Student teachers begin their classroom placements at the beginning of January with the cooperating school calendar, which is about 2 weeks before UIUC classes begin.
- BCS have a 2 or 3-week Spring Intercession.
- CI 407, 447, and 476 will meet during the semester on designated Fridays and/or online.
- Seminars with university supervisors will be held Thursdays throughout the semester.

**Option II Traditional Calendar - Local Area School**

*Local placements are in communities within a 60-mile commuting radius of C-U.*

- Student teachers begin their classroom placement January 17, 2011.
- CI 407, 447, and 476 will meet on campus 7 designated Fridays during the semester and/or online.
- Seminars with university supervisors will be held on Thursdays throughout the semester.

**Option III Off-Campus Placements**

*Placements are in selected Northwest Suburb and Chicago Public Schools.*

- Student teachers begin their classroom placement January 17, 2011.
- CI 407, 447, and 476 will meet on campus 7 designated Fridays during the semester and/or online.
- Seminars with university supervisors will be held throughout the semester, TBA.

**1.3 EDPR 432 EC SEMESTER SCHEDULE**

The early childhood students, both local and off campus, are in methods classes for the first 5 weeks of the semester. Full time student teaching begins the 6<sup>th</sup> week. Following is the schedule for the two early childhood program options.

**Option I Traditional Calendar - Local Area School**

*Local placements are in communities within a 60-mile commuting radius of C-U.*

- Student teachers begin their UIUC coursework on campus during the first week of UIUC instruction. Classes meet full time on campus for the first 5-6 weeks of the semester.
- After coursework is complete, student teachers begin their full-time student teaching experience at their assigned local school site. Evening seminars will continue each Thursday on campus.

**Option II Off-Campus Placements**

*Placements are in Northwest Suburbs and Chicago Public Schools.*

- Student teachers begin their UIUC coursework on campus during the first week of UIUC instruction. Classes meet full-time on campus for the first 5-6 weeks of the semester.
- After coursework is complete, student teachers begin their full-time student teaching experience at their assigned off-campus school site. Weekly evening seminar will continue at a designated location off campus.

**Mid January through Mid February\***

Monday	Tuesday	Wednesday	Thursday	Friday
UIUC Instruction	UIUC Instruction	UIUC Instruction	UIUC Instruction	UIUC Instruction
UIUC Instruction	UIUC Instruction	UIUC Instruction	UIUC Instruction	UIUC Instruction

**Late February through Early May\***

Full-time student teaching with a weekly UIUC evening seminar.
----------------------------------------------------------------

\*Absences will be made up.

## Part 2

# THE STUDENT TEACHING EXPERIENCE

## 2.1 EDPR 432 COURSE SYLLABUS

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

### Required Course Assignments

#### 1. Lesson Plans

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

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

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

A lesson plan is required for the university supervisor before each scheduled observation. The university supervisor will not observe a lesson without a detailed and formal lesson plan addressing the requirements as set forth in the **EDPR 432 Lesson Plan Template. (See Appendix A, pg. 38)** The lesson plan should contain enough detail so that another person could successfully teach that lesson. If an activity has been presented the previous day and continues into the observed lesson, please note that on your lesson plan since your university supervisor will only be able to comment upon what is observed.

#### 2. Unit Analysis

Student teachers are required to complete a unit analysis for the cooperating classroom. The university supervisor must observe at least one lesson from the unit. The university supervisor will specify the format and the due date of this assignment and the student teacher will work very closely with the cooperating teacher in the analysis.

#### 3. Journal

A reflective journal entry will be written during each week of participation in your classroom placement. Journal entries may include reflections, experiences, reactions, and learning about classroom experiences and thoughts and feelings about the art and science of teaching. Each entry should be approximately 1-2 typed pages. The university supervisor will read and respond to each journal entry and assign a grade of

satisfactory or unsatisfactory. There is one opportunity to rewrite any unsatisfactory journal entry. The journal is meant to be a reflective paper that conveys a personal attribute to the teaching profession.

Following are some suggested topics.

Reactions and thoughts about relations with parents, faculty, students

Experiences and feelings about working with special needs students

Self-assessment about knowledge of pedagogical development

Insights about attitudes toward the teaching profession

Reactions to professional readings or research

Description and reaction to an event that is significant to your professional growth

Comparison of management styles or implementation methods observed in classrooms

The university supervisor will specify the format and due dates for journals.

#### **4. Common Assessment Portfolio**

During the semester, the common assessment portfolio which you began in EDPR 250/CI 405 will be completed and submitted for evaluation. The university supervisor will specify the due date for submitting the portfolio. **Requirements for the CoTE Common Assessment Portfolio** are located in **Appendix M, pg. 60**.

#### **5. Weekly Schedule**

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

#### **6. Personal Philosophy**

During EDPR 250/CI 405, a philosophy statement is written for the common assessment portfolio. Student teachers need to examine the philosophy written earlier to look for changes in attitudes and beliefs about the purposes of schooling, teaching, education programs, school climate, and management during the student teaching experience in the classrooms. Near the end of student teaching, a revised philosophy which reflects current opinions and beliefs should be written and included in the portfolio.

#### **7. Additional Assignments**

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

- **Additional instructional planning**

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

- **Structured observations**

Effective teachers are able to maintain a structured teaching-learning environment with a positive climate. Student teachers are developing their own procedures and classroom routines that lead to an effective and positive climate. University supervisors may require additional observation and reflection about establishing a teaching and learning environment. Some possible topics may

be: managing disruptive students, transition procedures, proactive management, implementing lessons with manipulatives, questioning techniques, challenging activities, pacing lessons, use of effective praise, use of proximity.

- **Observation of other teachers**

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

- **Lesson Analysis**

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

- **Additional Observations and Feedback**

The supervisor may request additional observations to be made by the OCE staff, principal, an additional supervisor, and/or an additional cooperating teacher. In addition, the supervisor may make additional observations above the required six.

## 2.2 COURSE EXPECTATIONS

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

1. Student teachers are expected to be at the assigned school the entire professional day. This time includes the entire length of the teacher workday. Cooperating teachers will determine the specific arrival and departure times.
2. Student teachers are to be punctual and regular in attendance at school. In cases of illness or emergency, it is the student teacher's responsibility to notify the cooperating teacher and university supervisor of an intended absence prior to the start of the school day. **ALL DAYS WHICH CONSTITUTE ABSENCE FROM STUDENT TEACHING MUST BE MADE UP.** This may result in returning to campus following graduation. *No student teacher will receive a final grade or certification until absences are made up.*

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

3. Student teachers are expected to follow their cooperating school's calendar—not the University of Illinois calendar—and to attend staff meetings, conferences, and professional meetings associated with teaching which are required of the cooperating teacher unless these school events conflict with the EDPR 432 seminar. Seminar attendance is required.
4. If student teachers are not teaching, they are expected to remain at school and to be engaged in activities approved by the cooperating teacher, such as the following:
  - planning and preparing for teaching
  - evaluating students' work

- tutoring individual students
- holding conferences with cooperating teachers, supervisors or UIUC faculty
- attending conferences with parents and other school staff
- observing the teaching of other teachers, and
- completing projects and assignments for UIUC coursework that directly relate to classroom instruction.

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

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

7. The student teacher cannot assume full responsibility for children off school grounds.

8. It is the responsibility of the student teacher to use professional ethics in his/her conduct, which includes:

- treating children with respect
- treating the cooperating teacher(s), university supervisor, UIUC faculty, and all other school personnel with respect and
- honoring confidentiality at all times regarding students, parents, teachers, and all other professionals

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

### **2.3 GUESTS IN THE CLASSROOM**

A placement assignment in a classroom is granted by school districts as a service to the university and to the student that is learning to teach. It is important to regard your relationship as being a "guest" in the classroom and to keep in mind the cooperating teacher is in charge of the classroom. Thus, as a student teacher please keep the following in mind:

- Understand you are a guest that has been invited to practice in someone else's classroom.
- Understand you are to act in a professional manner at all times.
- Understand that you are to abide by the rules of the classroom, school, and district.
- Understand that you should strive to live up to the professional and personal expectations of the school.
- Understand that you are to abide by the procedures and instructional practices that the cooperating personnel allow.
- Understand that you may be asked to leave either by the University or the host school if personal or professional behavior is not compatible with expectations.

## **2.4 RESPONSIBILITIES OF THE PROFESSIONAL TEAM**

- A. Student Teacher Responsibilities**
- B. Cooperating Teacher Responsibilities**
- C. Supervisor Responsibilities**
- D. University of Illinois Faculty Responsibilities**
- E. Office of Clinical 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 determine the specific arrival and departure times in consultation with the supervisor.
- Student teachers are to be punctual and regular in attendance.
- In cases of illness or emergency, it is the responsibility of the student teacher to notify the cooperating teacher and the supervisor prior to the start of the school day.
- All days which constitute an absence from student teaching must be made up. *No student teacher will receive a final grade or certification until absences are made up.*
- If the student teacher is expected to teach on the day of absence, complete lesson plans for the day must be left from which to teach. If lesson plans and materials are not available, if appropriate notification for absence is not given, or if days missed are not

made up, the student teacher may receive an unsatisfactory (U) grade in the practicum. A satisfactory (S) grade must be earned in all early field placements to be recommended to continue in the program. A satisfactory (S) grade must be earned in ED PR 432 to be recommended for certification.

2. Professional/Medical Leave Policy:

- With the exception of three excused days for professional or medical purposes and 1 day to attend a job fair, ALL DAYS MISSED MUST BE MADE UP.
- All leaves must be cleared by both the cooperating teacher and the supervisor two days in advance, if possible.
- If a professional leave day is not approved, it is unexcused. An unexcused professional leave day must be made up.
- If the student teacher is expected to teach on the professional/medical leave day, complete lesson plans for the day must be left from which to teach. In other words, the student teacher must plan far enough in advance that the cooperating teacher will know what the plan is on any given day.

3. Student teachers are to assume full planning and implementation of the cooperating teacher's teaching load whenever possible. Student teachers are expected to attend all staff and team meetings, conferences, and professional meetings associated with teaching that are required of the cooperating teacher.

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

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

## Responsibilities as UIUC Students

1. All student teachers are expected to attend required UIUC courses and to complete assignments as given. UIUC methods instructors try to coordinate assignments and readings to classroom teaching duties. However, that is not always possible or desirable.
2. Student teachers are required to attend and to participate in all professional seminars.
3. The evaluation of ED PR 432, student teaching, is based on the recommendations from the supervisor and cooperating teacher. UIUC instructors and staff members of the Office of Clinical Experiences (OCE) 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 certification falls directly on the Director of OCE.

## **B. Cooperating Teacher Responsibilities**

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

### Responsibilities of the Cooperating Teacher with Regard to Student Teachers

1. The cooperating teacher will orient each student teacher to the total setting, organizational policies, and duties or responsibilities of the faculty and other professionals.
2. The cooperating teacher will help each student teacher understand his/her role and define the extent of his/her responsibility and authority, including:
  - a. location of curriculum materials
  - b. school crisis plan
  - c. classroom and school rules
3. The cooperating teacher will discuss the classroom organization with each student teacher so that he/she will understand activities in relation to immediate and long-term goals.
4. The cooperating teacher will provide opportunities for each student teacher to gain experience in management of regular organizational duties as soon as advisable and with as much initiative and responsibility as the situation will permit.
5. The cooperating teacher will delegate increasing authority to the student teacher to make decisions about instruction and discipline matters for a sufficient period.
6. The cooperating teacher will 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.
7. The cooperating teacher will evaluate the progress of each student teacher on a continuing basis, gathering and recording information and conferring with each student teacher for purposes of analysis, feedback, and guidance. The cooperating teacher will offer frequent and constructive written and oral feedback to the student teacher. The cooperating teacher is asked to give the student teacher weekly written feedback and to use the structured evaluation form a minimum of 8 times during the semester. At other times a written feedback form may be created by the cooperating teacher.
8. The cooperating teacher will schedule regular times to conference with the student teacher about his/her progress and responsibilities.
9. 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.

### 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:
  - It is strongly recommended that written documentation be provided to the supervisor weekly during the semester (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 certification.
3. The cooperating teacher will be candid with the supervisor about the progress of the student teacher.
  - The cooperating teacher will notify the supervisor of any unexpected student teacher's absence.
  - The cooperating teacher will confer with the supervisor about the appropriateness of school-related activities that the student teacher is asked to attend or is given permission to miss.
4. The cooperating teacher will work with the members of the Professional Team to write a Professional Growth Plan for those students in need of assistance to successfully complete the program expectations. All members of the Professional Team must be consulted and provide signatures at the time that a Professional Growth Plan is initiated.

#### Responsibilities of the Cooperating Teacher with Regard to the University

1. The cooperating teacher will participate in cooperating teacher orientation meetings at each school, if arranged.
2. The cooperating teacher will be candid with OCE and UIUC instructors about the progress of each student teacher.
3. The cooperating teacher will verify the time reports of each student teacher.

### **C. Supervisor Responsibilities**

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

#### Responsibilities of the Supervisor

1. The supervisor will serve as liaison among student teachers, cooperating teachers, UIUC instructors, and OCE 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. OCE staff, UIUC instructors, and/or academic advisors may be asked to attend these conferences. During each placement, ongoing interaction will take place between the supervisor and his/her student teachers.
  - Providing oral and written feedback to student teachers after each formal observation.

- Stimulating reflective thinking about student teachers' objectives, goals, strategies, and progress.
  - Helping student teachers deal with problems they may be experiencing.
  - Providing honest and candid evaluations of student teachers' progress.
  - Working with the members of the Professional Team to write a Professional Growth Plan for students who need assistance to successfully complete the program expectations. All members of the Professional Team must be consulted and provide signatures at the time that a Professional Growth Plan is initiated.
3. The supervisor will coordinate the evaluation of student teachers with the cooperating teachers by:
    - Communicating frequently about the student teachers' progress.
    - Communicating frequently with OCE staff and, if necessary, UIUC instructors and/or academic advisors about the student teachers' progress.
    - Monitoring student teacher attendance and absences
  4. The supervisor will assist cooperating teachers by:
    - Consulting with cooperating teachers about objectives and areas of emphasis for student teachers.
    - Conferring with student teachers about specific topics as requested by cooperating teachers.
    - Communicating cooperating teacher concerns to the OCE 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 a course syllabus in the C&I office 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. Office of Clinical Experiences (OCE) Staff Responsibilities**

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

### Responsibilities of OCE Staff

1. OCE staff will coordinate the Elementary and Early Childhood Teacher Education Programs.
2. OCE staff will coordinate the placement process for student teachers' assignments.
3. OCE staff will take final responsibility for checking and collecting all required observation reports, evaluation forms, time reports, and other relevant information. These materials are kept in the student teacher's clinical file. This file is stored in OCE, Room 260A 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. OCE 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. OCE staff will assume final responsibility for recommending student teachers for the appropriate State of Illinois teaching certificate.
7. OCE 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. OCE staff will facilitate regular meetings for supervisors to coordinate and to oversee the field experiences.
9. OCE staff will participate in regular meetings for UIUC instructors.

## **2.5 GENERAL POLICIES**

- A. Absence Policy**
  - B. Emergency Information Form Policy (See Appendix B)**
  - C. Bloodborne Pathogens Questionnaire (See Appendix C)**
  - D. Photographic Images Policy**
  - E. Human Subject Information Policy Statement for Cooperating Teachers and Students**
  - F. Federal Education Rights and Privacy Act (FERPA)**
  - G. Academic Integrity Policy**
  - H. Remediation Intervention Procedures**
  - I. Professional Leave Policy**
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### ***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 certification 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 OCE website for form. (See **Appendix B, pg. 40**)

### ***C. Bloodborne Pathogens Questionnaire***

All UIUC candidates working in a school or agency setting must meet the annual bloodborne pathogens training requirement. You may access the Bloodborne Pathogens Online Training on the CoTE web site at <http://www.cote.uiuc.edu/> In addition, all candidates must fill out the **Bloodborne Pathogens Questionnaire** at each clinical experience site and submit a copy to the supervisor. (See **Appendix C, pg. 41**)

### ***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.

### ***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 the Office of Clinical Experiences immediately, and (2) should refer the parent or guardian to the Office of Clinical Experiences (333-2561) without any further discussion.

If the cooperating teacher/supervisor receives a request for information about a university student from a prospective employer or a faculty or staff member in a program to which the student has applied for admission, do not provide verbal or written reference unless you have written permission from the student. The **Release of Information Form** can be copied from **Appendix K, pg. 57**.

### ***G. Academic Integrity Policy***

As stated in the Code of Policies and Regulations Applying to All Students, under Academic Life, Rule 33. 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 infraction, 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...” Please read the entire policy and procedures for infractions at [http://www2.uiuc.edu/admin\\_manual/code/rule\\_33.html](http://www2.uiuc.edu/admin_manual/code/rule_33.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 J, pg. 56**. Additional Remediation Intervention Procedures for each program can be found on the Office of Clinical Experiences website at <http://www.education.illinois.edu/ci/oce/>

#### ***I. Professional/Medical Leave Policy***

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

### **2.6 ELEMENTARY/EARLY CHILDHOOD STUDENT TEACHING EXPECTATIONS GUIDELINES FOR TAKEOVER**

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

- Student teachers will work with cooperating teacher(s) in self-contained classrooms for the student teaching experience.
- Early in the semester, student teachers and cooperating teachers should prepare a timeline or plan for the teaching responsibilities.
- Cooperating teachers should not be absent from classrooms for long periods of time when student teachers are teaching. An essential role of the cooperating teacher is to engage student teachers in intellectual dialogue based upon observations of their teaching.
- The student teaching experience is to be a cooperative and collaborative venture.

- Student teachers need to be accorded time to prepare and reflect on their experiences.
- Student teachers will be enrolled in required UIUC coursework while they are teaching and consequently will be completing assignments and projects related to this coursework.

## **2.7 WEEKLY GUIDELINES FOR STUDENT TEACHING SCHEDULE**

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

<b>WEEK 1</b> <b>EC</b> <b>WEEK 1&amp;2</b> <b>ELE</b>  <b>Observation and Participation</b>	The cooperating teacher will help student teachers understand the procedures at the right by meeting with the student and discussing expectations.	Appropriate classroom routines Classroom and school policies Attendance Hall passes Keeping grades ID requirements Acceptable behavioral norms Management routines Should students raise their hands? Are detentions used? May students talk to each other? May students sharpen pencils at any time?
	The cooperating teacher will inform student teachers of the support on the right during the initial meeting.	Support staff and programs Librarian Counselor Learning coordinator Resource teachers Mentoring program Volunteer program Instructional materials and programs Texts AV equipment Library/learning centers Xeroxing Computer usage
	The cooperating teacher will help student teachers establish a collegial relationship with other student teachers, other school staff, and themselves.	
	The cooperating teacher will help student teachers become part of the classroom instructional processes by asking them to take attendance, tutor students, read to students, teach small segments.	
	The cooperating teacher will set aside time to discuss long-range planning for specific teaching assignments.	
<b>WEEK 2</b> <b>EC</b> <b>WEEK 3&amp;4</b> <b>ELE</b>	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.	
Shared teaching responsibilities by student teacher and cooperating teacher	Team teaching lessons planned by the cooperating teacher Team teaching lessons jointly planned	

<b>Participation and Teaching</b>	Team teaching lessons planned by the student teacher
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<b>WEEKS 3-5</b> <b>EC</b> <b>WEEKS 5-8</b> <b>ELE</b>  <b>Participation and Teaching</b>	<p>By the end of this time, the student teacher should have demonstrated that he/she can</p>	<p>Plan individual lessons with learning outcomes clearly specified</p> <p>Perform paperwork duties, such as attendance and grading with some efficiency</p> <p>Perform routine direction of student behavior with some efficiency</p> <p>Employ teaching materials other than a textbook (films, videotapes, periodical literature, etc.)</p> <p>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</p> <p>Create teaching activities which have as their aim “learning by doing” and “learning processes”</p> <p>Begin to adapt teaching techniques and purposes for learners with special problems</p> <p>Master the curriculum content of the level being taught</p> <p>Prepare assessment devices to measure achievement of learning outcomes</p>
	<p>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.</p>	

<b>WEEKS 6-8</b> <b>EC</b> <b>WEEKS 9-14</b> <b>ELE</b>  <b>TEACHING</b>	<p>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.</p>	
	<p>The cooperating teacher may always participate in the classroom in some way by</p>	<p>Assisting with a lesson</p> <p>Working with special students</p> <p>Aiding in student evaluation</p> <p>Making frequent observations throughout the day in the classroom</p>

<b>WEEKS 9-10</b> <b>EC</b> <b>WEEKS 15-16</b> <b>ELE</b> <b>Participation and Teaching</b>	<p>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.</p>
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## **2.8 FIRST WEEK OF STUDENT TEACHING**

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

### **2.8.1 Cooperating Teacher Interview**

Before or during the first week of the student teaching placement, it is very important to sit down with the cooperating teacher to discuss the **Cooperating Teacher Interview (See Appendix D,**

**pg. 42)** as well as the **Student Teaching Guidelines for Takeover (pg. 21)**. Required questions are listed for you on the Cooperating Teacher Interview document but you may have additional questions for your cooperating teacher. Also, be prepared for the cooperating teacher to ask questions of you.

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

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

### **2.8.2 Required Forms**

The **Emergency Form (Appendix B, pg. 40)** and **Bloodborne Pathogens Questionnaire (Appendix C, pg. 41)** must be completed the first week of each placement. A copy of the Emergency Form must be given to your cooperating teacher as well as your supervisor. Keep a copy of the BBP Questionnaire for your reference and give a copy to your supervisor.

### **2.8.3 Letter of Introduction**

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

Part 3

## LESSON PLANNING

### 3.1 LESSON PLAN EXPECTATIONS (EDPR 432 Syllabus)

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

Lesson plan formats vary in the criteria expected to be included. In your teacher education program you have been given the opportunity to experiment with different formats. However, for the EDPR 432 student teaching experience, you are required to use the **Lesson Plan Template (See Appendix A, pg. 38)** for each scheduled observation, for each lesson written in your unit analysis and for any additional lessons as required by the cooperating teacher or the supervisor.

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

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

### 3.2 LESSON PLANNING PROCESS

The style and format of lesson plans varies greatly. Planning for instruction, which includes determining the student objectives/outcomes, procedures, instructional sequencing, and analysis of the skill or task you plan to teach, requires time to think through, develop and finalize. When an effective teacher plans for instruction, the teacher asks specific questions when starting to plan. Below are some of these questions which, when answered, flow directly into the lesson design, style or format. The lesson plan is a guide that can be adapted, if needed, during the instruction.

- How does this lesson tie into the curriculum and the standards?
- What do I want students to learn from this lesson?
- What prior knowledge/experience do I think students have with this topic?
- How will I introduce the lesson and capture the students' interest?
- What can I do to engage students in the lesson and provide some novelty?
- How will I present the information to the students?
- What instructional sequencing or task analysis need to be considered?
- What type of activities will be a part of my lesson?
- How much time do I estimate that each part of the lesson will take (pacing)?
- How will I know the students learned the objectives of the lesson?
- When and how will I check for understanding or assess the students?
- What will be my role during the lesson? How will I facilitate learning?

- How much of the lesson will be teacher directed /student directed?
- Who is doing the work during the lesson – the teacher or the student?
- What materials/resources will I need to present/implement the lesson?
- Will I need to modify or differentiate the instruction for any students?
- How will I close/wrap-up the lesson?
- Will homework be needed to re-enforce what was taught?

### **3.3 EFFECTIVE PLANNING**

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

**Learning Pyramid ([www.acu.edu/CoTE/activelearning/whyuseal2.htm](http://www.acu.edu/CoTE/activelearning/whyuseal2.htm))**

*The Learning Pyramid charts the average retention rate for various methods of teaching. These retention percentages represent the results of research conducted by National Training Laboratories in Bethel, Maine. According to the chart, lecture, the top of the pyramid, achieves an average retention rate of 5%. On the opposite end of the scale, the "teach others/immediate use" method achieves an average retention rate of 90%.*



Successful teaching is a result of effective planning. An effective teacher plans learning experiences based on a set of diverse factors, each of which influences the outcome of student learning. (Wandberg, Rohwer, 2003, pg. 141) Consider the following ideas adapted from Wandberg and Rohwer to develop effective plans.

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

### **Novice Teacher vs. Experienced Teacher Planning**

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

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

*GOALS → ACTIONS → OUTCOMES*

(Jensen, 2005 p. 296)

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

### **3.4 LESSON PLAN FORMAT**

**Name:**

**Date:**

**Grade Level/Subject:**

**Unit Question Addressed:**

**Prerequisite Knowledge:**

**Approximate Time:**

**Student Objectives/Student Outcomes:**

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

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

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

Examples:

- The student (learner) will compare and contrast the wings of flying insects.
- The student will write a persuasive essay.
- The student will illustrate the hydrologic cycle.
- The student will predict the ending to a story.

Some educators believe it is important to state the expected level of student performance (measurement) or mastery in the objective. This is not necessary for your lesson plans.

**Content Standards:** (2-4) Remember each objective must match to a standard. Use the Illinois State Learning Standards. Standards can be found at [www.isbe.state.il.us/ils/](http://www.isbe.state.il.us/ils/)

**Materials/Resources/Technology:** Include complete student materials, teacher resources including bibliographical citations, page numbers, teacher materials, and website citations. Worksheets, quizzes, etc. that are mentioned in the lesson plan must be attached. You will not

receive credit for the lesson plan if any part of the lesson is plagiarized. In cases of plagiarism, students are subject to all University penalties. (See General Policy page 22 about Academic Integrity Policy).

**Implementation:**

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

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

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

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

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

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

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

A **Lesson Plan Template** may be located in **Appendix A, pg. 38**. It is created as a Word Document with a table that will expand as you type. You may also create your own template as long as it includes all of the required elements. Lesson plans should be computer generated. Electronic versions of lesson plans allow easy storage and the ability to retrieve and make changes as necessary. It also allows the lesson plans to be shared quickly and easily with the cooperating teacher and supervisor for feedback and support.

Part 4

## **ASSESSMENT OF THE STUDENT TEACHER**

### **4.1 EVALUATION PROCEDURES AND CERTIFICATION REQUIREMENTS**

Final recommendation for certification of the student teacher is the responsibility of the spring professional team (see below); however, the cooperating teacher and the university supervisor will have the major responsibility for the ongoing evaluation during the Spring Semester. Conferences will be held at the midterm and the end of the semester. Professional team members or the student teacher may schedule other conferences if they are needed. In addition, to be recommended for certification, the requirements as set forth by the Council on Teacher Education must be completed. These requirements can be found in the **CoTE Common Assessment Plan (CAPS) for Undergraduates (Appendix L, pg. 58)** or on the CoTE website <http://www.cote.uiuc.edu/>

#### **Spring Professional Team Members**

Members of the Spring Professional Team are as follows:

- Spring Cooperating Teacher
- C&I Supervisor
- Director of Clinical Experiences or designee

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

- Fall Cooperating Teacher
- Building Principal or Representative
- Instructional Team Members
- Academic Advisor

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

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

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

The certification program is a two year program that culminates with a full take over of teaching responsibilities. Student teachers are at the beginning of their professional careers and should be formulating ideas and evaluating methods and procedures that will enable them to become effective teachers. Therefore, the evaluations and the assessment instruments used in our teacher education

programs are designed to show professional growth and emerging reflective processes. Student teachers are not expected to be at the level of experienced teachers.

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

#### **4.2 EVALUATION FORMS USED FOR OBSERVATIONS**

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

To receive a satisfactory grade (S) in EDPR 432 and to be recommended for certification, the student teacher must demonstrate satisfactory knowledge, skills, and professional dispositions as stated on the evaluation form. The individual assessment items on the form correspond to the Illinois Professional Teacher Standards (11), Illinois Core Technology Standards (8), and Illinois Core Language Arts Standards (3). The university supervisor may also use the open-ended form during any or all observations.

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

#### **4.3 MIDTERM AND FINAL EVALUATION AND CONFERENCE**

The midterm conference is a three way conference with the student teacher, cooperating teacher, and the university supervisor. The conference is conducted by the university supervisor with logistical arrangements made by the building representative at each cooperating school site. Any member of the spring professional team may attend the midterm conference. The **CoTE Student Teaching Evaluation Form (Appendix G, pg. 48)** is used to guide this conference and to record the student's progress. The form may be accessed on the CoTE website <http://www.cote.uiuc.edu/>, through the student, cooperating teacher, and supervisor portal. Prior to the conference, the supervisor, cooperating teacher, and student must each electronically submit their evaluation and print a copy to be used in the conference. If the midterm conference results in an evaluation of unsatisfactory performance, the Office of Clinical Experiences will be notified.

The final evaluation conference is conducted and patterned the same as the midterm as far as completing and submitting the evaluation forms and the logistical arrangements. In addition, at this summative conference, the spring professional team will discuss the performance of the student teacher and the achievements that have been documented through the evidence provided in the assessment portfolio. Based on the input of all parties, the spring professional team will review the evaluations, make a decision about certification, and, if appropriate, sign the **Recommendation for Certification Form. (See Appendix I, pg. 55)**

This form verifies the student has been recommended for certification, cannot be recommended for certification, or that the student withdrew from the program. The student teacher must have a successful student teaching experience and must complete all necessary CoTE requirements to be recommended for certification. The recommendation for the student to be certified will be the responsibility of the university supervisor.

#### **4.4 CoTE COMMON ASSESSMENT PORTFOLIO**

The Student Teaching Assessment Portfolio is to document the growth and performance of the student teacher during the teacher education program and to organize evidence of the student's process to meet the **Illinois Professional Teacher Standards, Illinois Core Language Arts Standards, and the Illinois Core Technology Standards.** (See **Appendix H, pg. 53**) The artifacts included in the portfolio should be accompanied by a reflective narrative that describes the student's ability to meet the performance standards.

A minimum of one piece of evidence or artifact is to be submitted for each standard. However, one artifact may represent more than one standard. For example, the unit analysis may be used as an artifact to demonstrate a student's understanding of the application of technology in instruction (Standard #3, Core Technology); and his/her understanding of planning for instruction and the ability to design instruction based on the knowledge of the discipline, students, the community, and curriculum goals (Standard #4, IPTS).

A written reflection must accompany each standard to address the justification for including the artifact as evidence of meeting the standard. The reflection should describe the relevance the artifact has to the standard and detail how the standard affects their teaching. There will be a minimum of twenty-two reflections in the portfolio. The written reflection provides the portfolio evaluator an insight into the student's ability to assess their own performance against the required standards. The portfolio must be submitted to the university supervisor for evaluation at the end of the semester.

For certification, student teachers must meet the **CoTE Common Assessment Portfolio Requirements.** These requirements can be found in **Appendix M, pg. 60** or on the COTE website <http://www.cote.uiuc.edu/>.

#### **4.5 TEACHER CERTIFICATION TESTING**

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

**Basic Skills:** Students must pass the Illinois Certification Testing System test of Basic Skills in order to be admitted to teacher education programs.

**Content:** Students must pass the appropriate Illinois Certification Testing System content test prior to certification.

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

More information about these tests may be found at the COTE website <http://www.cote.illinois.edu/>

## **4.6 TIME REPORTS**

Time reports must be completed and submitted at the end of student teaching as one requirement of certification. Directions for the time report and a worksheet can be found on the CoTE website <http://www.cote.illinois.edu/> under each student's student portal. The worksheet should be used to keep track of the number of hours spent each week with your student teaching experience. You may count all hours you spend teaching and hours you spend related to teaching (planning, grading, etc).

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

## **4.7 STUDENTS IN NEED OF ASSISTANCE**

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

### **4.7.1 Remediation Intervention**

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

If at the end of the 2 weeks the supervisor documents improvement but the student teacher still needs to make some changes, another **Remediation Intervention Form (Appendix J, pg. 56)** will be completed. If there is no improvement or if the concerns are compounding, a full remediation plan (Professional Growth Plan) will be implemented.

### **4.7.2 Professional Growth Plan (PGP)**

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

When the PGP is complete, a three-way conference is held to present the Professional Growth Plan to the student. During the conference, the plan is reviewed in detail in order to inform the student of both the expectations for improved performance and the consequences for not meeting the expectations. A representative from OCE will attend the conference if possible. At the end of the conference, all parties sign the Professional Growth Plan. Copies of the signed document are given to the student, cooperating teacher, and supervisor. The original is returned to the Office of Clinical

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

Additional information about Remediation Plans may be found at <http://education.illinois.edu/ci/oce/>

#### **4.8 LETTERS OF RECOMMENDATION**

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

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

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

Students requesting members of the professional team to write letters of recommendation must complete a **Release of Information Form (Appendix K, pg. 57)** and give to the person from whom they are requesting the letter. In addition to the release form, students should also provide the letter writer with a resume, any additional information they may need about assignments and responsibilities, etc., and a stamped envelope(s) in which to mail the letters of recommendation.

## Part 5

### COOPERATING TEACHER INFORMATION

#### **5.1 SELECTION OF COOPERATING TEACHERS/BENEFITS**

Each spring, the Office of Clinical Experiences distributes cooperating teacher request forms to participating schools for the coming school year. These forms are distributed in varying ways depending on the procedures of the district or school. A teacher indicates his/her willingness to serve as a cooperating teacher on this form. Then the form goes to the building principal for approval. Students will only be placed in a classroom where the teacher has been granted approval by the principal. The forms may also be downloaded at: [education.illinois.edu/ci/oce](http://education.illinois.edu/ci/oce) For most of the non-local placements, the OCE works directly with district personnel who make the student teacher-cooperating teacher placements and grant approval from the district.

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

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

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

#### **5.2 SUPERVISOR, COOPERATING TEACHER AND PROGRAM EVALUATIONS**

At the end of the student teaching placement, cooperating teachers are asked to evaluate the supervisor and the teacher education program. These forms may be found online in the cooperating teacher portal. All evaluations are submitted electronically to CoTE. (**Appendix N, pg. 62 and O, pg. 63**) Students are asked to evaluate the cooperating teachers. (**Appendix O, pg. 64**) All input is valued and is vital to the success of our program.

#### **5.3 COOPERATING TEACHER PORTAL**

The Council on Teacher Education (CoTE) has developed the Cooperating Teacher Portal to facilitate information exchange between COTE and the cooperating teachers. Information about and directions for use of this portal may be accessed at:

[http://www.cote.illinois.edu/techsupport/step3\\_coops.html#Obtain](http://www.cote.illinois.edu/techsupport/step3_coops.html#Obtain)

The Cooperating Teacher Portal will allow cooperating teachers to:

- Complete Supervisor Surveys using forms that are pre-populated with relevant information pertaining to Student Teaching Supervisors.
- Complete Midterm/Final evaluations on Student Teachers using forms that are pre-populated with information pertaining to Student Teachers.
- View information about earned tuition and fee waivers.

Please contact [cote-techsupport@illinois.edu](mailto:cote-techsupport@illinois.edu), if there are any problems.

## APPENDICES

A.	LESSON PLAN TEMPLATE .....	38
B.	EMERGENCY FORM .....	40
C.	BBP QUESTIONNAIRE .....	41
D.	COOPERATING TEACHER INTERVIEW .....	42
E.	STUDENT TEACHING STRUCTURED OBSERVATION FORM .....	44
F.	OPEN ENDED OBSERVATION FORM .....	47
G.	CoTE STUDENT TEACHING EVALUATION FORM ..... {midterm/final} .....	48
H.	ILLINOIS TEACHING STANDARDS .....	53
I.	RECOMMENDATION FOR CERTIFICATION .....	55
J.	REMEDATION INTERVENTION FORM .....	56
K.	RELEASE OF INFORMATION FORM .....	57
L.	CoTE COMMON CAPS FOR UNDERGRADUATES .....	58
M.	CoTE COMMON PORTFOLIO ASSESSMENT .....	60
N.	COOPERATING TEACHER EVALUATION FORM .....	62
O.	COOPERATING TEACHER PROGRAM EVALUATION .....	63
P.	STUDENT TEACHER PROGRAM EVALUATION .....	64

**LESSON PLAN TEMPLATE**

Name:

Date:

Grade Level/Subject:

Unit Question Addressed:

Prerequisite Knowledge:

Approximate Time:

Student Objectives/Student Outcomes:

Content Standards:

Materials/Resources/Technology:

Implementation:

Time

	Opening of lesson: (Objectives, hook, behavior expectations)
	Procedures:
	Critical Thinking Questions:
	Summary and/or Closing:
	Accommodations for Individual Needs:
	Assessment:
	Self-Assessment:

Basic Lesson Plan Guidelines

**RESEARCH LESSON PLANNING FORM**

Lesson Study Group Name \_\_\_\_\_

Grade level \_\_\_\_\_

Observation: 1 2 3 4

Long-term goals:

- Social Development:
- Academic Focus

1. Title of Research Lesson: \_\_\_\_\_

2. Short-term specific lesson goal(s): Students will understand how to create and interpret a Venn diagram.

(Add additional statements to further refine this goal for your specific grade level.)

3. Standards addressed:

*STATE GOAL 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.*

**10. A.1a** Organize and display data using pictures, tallies, tables, charts or bar graphs.

**10. A.1b** Answer questions and makes predictions based on given data.

4. Background of the Lesson:

5. Lesson Procedure (make more copies of this page as needed)

<b>Activities</b> (Divide this into sections. Sections might include: Set-up, Introduction, Teacher-guided Instruction, Individual Practice, Group Work, Sharing Ideas, Summary, etc.)	<b>Dialogue</b> (Teacher's Questions; Anticipated Student Responses)	<b>Environment</b> (Materials, Strategies, Adaptations)	<b>Comments</b>

6. Evaluation:

(How will you know whether or not you have achieved your short-term specific goals? What did the children's responses to this lesson tell you about whether your goals were met?)

7. Post Lesson Reflections:

What would you change about this lesson and why would those changes improve it?	
How did your organization and materials affect the success of the lesson?	
What were some challenges with this lesson? What surprised you?	
Additional comments?	

**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

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

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

Name \_\_\_\_\_

School/Agency you are participating in \_\_\_\_\_

**Dealing with Injuries**

1. Where do I send an injured student?

\_\_\_\_\_

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

\_\_\_\_\_

**Personal Protective Equipment**

3. What personal protective equipment is available?

\_\_\_\_\_

4. Where is the personal protective equipment stored?

\_\_\_\_\_

**Cleaning Up**

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

\_\_\_\_\_

6. How do I contact that person?

\_\_\_\_\_

**Exposure**

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

\_\_\_\_\_

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

## Teacher Interview

Cooperating Teacher \_\_\_\_\_ Date \_\_\_\_\_

Student \_\_\_\_\_ School \_\_\_\_\_

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

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

16. How many days in advance would you like to review my lesson plans?
17. What procedures do you have established in the classroom?
  - a. seating charts
  - b. paper headings
  - c. turning in completed work
  - d. getting out of seat during class: sharpening pencil, throwing away trash
  - e. passes/leaving class – restroom, locker, office, clinic, etc.
  - f. tardy to class
  - g. students bringing materials for class
18. What is your grading system?
19. What type of grade book am I to use?

**UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN –  
OFFICE OF CLINICAL EXPERIENCES**

**EDPR 432: Early Childhood and Elementary Student Teaching Observation Form**

Candidate's Name: \_\_\_\_\_ Semester: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Program: EC or EL

Cooperating Teacher: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Lesson Topic/Content Area(s): \_\_\_\_\_

Observation #: \_\_\_\_\_

**Rating Scale: Outstanding (O), Competent (C), Developing (D), Unacceptable (U), No opportunity to judge (N)**

INSTRUCTION – Establishing Community and Developing Inquiring Minds	Rating
<p><b>Content Knowledge: Understands central concepts, methods of inquiry, and structures of disciplines and creates learning experiences that are meaningful for all students.</b>                      Demonstrates accurate content knowledge; Articulates content knowledge into instructional objectives; Utilizes a variety of teaching resources; Engages students in activities generating and testing knowledge</p>	
Comments:	
<p><b>Human Development and Learning: Understands how children learn and provides varying learning opportunities to support development of all children</b>                      Designs instruction to meet individual student needs; Stimulates student reflection on prior knowledge and links with new ideas and experiences; Provides for multi levels of conceptualization by introducing concepts at different levels</p>	
Comments:	
<p><b>Diversity: Demonstrates sensitivity to diversity</b>                      Facilitates a learning community in which individual differences are respected; Uses cultural diversity and individual student differences to enrich instruction; Respects all students and recognizes importance of race, ethnic background, gender, age, class, religion, language, or exceptionality to community culture</p>	
Comments:	
<p><b>Planning for Instruction: Understands instructional planning and designs instruction based upon knowledge of discipline, students, community, and curriculum goals</b>                      Creates short and long term plans to assure student learning; Creates lesson plans with clear purpose, organization, detail, including instructional planning for individual student needs; Plans many lessons independently; Meets planning and preparation deadlines; Plans and manages routine classroom procedures; Able to adjust for non-routine classroom needs; Accesses and uses a wide range of information and instructional technologies</p>	
Comments:	

<p><b>Learning Environment/ Management: Creates a learning environment that encourages positive social interaction, active engagement in learning and self-motivation</b>                  Anticipates behavior problems and plans preventative techniques and measures; Establishes expectations and holds students accountable to maximize learning time; Facilitates a community where students assume responsibility, works collaboratively and independently, and engage in meaningful learning experiences; Demonstrates a variety of effective behavior management techniques; Watches and is responsible for all areas of the classroom; Uses proximity; Uses positive reinforcement; Consistently maintains an engaging and orderly learning environment</p>	
<p>Comments:</p>	
<p><b>Instructional Delivery: Understands and uses a variety of instructional techniques</b>                  Presents information clearly and makes content relevant to students; Evaluates student achievement and uses alternative teaching strategies as needed; Uses introductory, transitional, and concluding statements for fluency of lesson; Elicits maximum student participation and response; Paces instruction effectively; Responds appropriately to students; Implements varied questioning techniques; Adjusts teaching style to student needs; Uses technology to enhance students' learning</p>	
<p>Comments:</p>	
<p><b>Communication: Uses effective communication techniques to foster active inquiry, collaboration, and supportive interaction</b>                  Effectively varies volume and rate of speech; Spelling, grammar, mechanics of writing; Creates varied opportunities for all students to use effective written, verbal, non-verbal, and visual communication; Demonstrates mastery of standard English; fluent, clear, expressive; Communicates with and challenges students in a supportive manner and provides students with constructive feedback</p>	
<p>Comments:</p>	
<p><b>Assessment: Understands and uses a variety of formal and informal assessment strategies</b>                  Develops test materials; Assesses understanding accurately (formative assessment); Monitors student learning (Summative assessment); Uses assessment results to align and modify instruction; Accurately communicates progress to students and parents; Maintains records</p>	
<p>Comments:</p>	
<p><b>Collaborative Relationships: Fosters relationships with colleagues, parents, students, community</b>                  Initiates collaboration with others and creates situations where collaboration will enhance student learning; Works with colleagues to foster an effective learning climate in the school; Active in contacts with parents/guardians; Demonstrates conferencing skills; Effective public relations skills; Takes initiative to contact community resources; Provides constant student encouragement and assistance; Promotes self confidence in students</p>	
<p>Comments:</p>	

<p><b>Reflection and Professional Growth: Continually evaluates how choices and actions affect the learning community</b>                  Participates in professional dialogue to support own learning and development; Actively seeks and shares instructional resources with colleagues; Uses classroom observation, information about students, pedagogical knowledge, for active reflection and revision of practice</p>		
<p>Comments:</p>		
<p><b>Professional Conduct and Leadership: Understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning</b>                  Follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families; Contributes knowledge and expertise about teaching and learning to the profession; Demonstrates an understanding of the unique characteristics of education as a profession and an understanding of the professional code of conduct as defined by the Illinois School Code</p>		
<p>Comments:</p>		
PROFESSIONAL DISPOSITION	Comments: Strengths & Suggestions	Rating
<b>Professional Attitude</b>		
<b>Enthusiasm for the Teaching Profession</b>		
<b>Takes Initiative</b>		
<b>Professional Appearance</b>		
<b>Professional Responsibilities</b> (i.e. on time to practicum, follows through with ideas and work)		
<b>Appropriate Interactions with Students</b>		
<b>Appropriate Interactions with Cooperating Teacher</b>		

Revised 7/21/10

Other Strengths & Suggestions:

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**OPEN-ENDED OBSERVATION FORM**

University of Illinois at Urbana-Champaign  
Department of Curriculum and Instruction  
OBSERVATION FORM

Date: \_\_\_\_\_ Student Teacher: \_\_\_\_\_

Visit # 1      2      3      4      5      6

Cooperating Teacher: \_\_\_\_\_

Grade Level: \_\_\_\_\_ School: \_\_\_\_\_

Strengths

Suggestions for Improvement

---

Comments/Concerns:      (Issues which must be addressed.)

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_



- 2. The candidate effectively communicates with students, parents, colleagues, and others to develop, enhance and support learning communities.** S NI U NA

For example, does the candidate:

- give clear and explicit directions to the students?
- clearly state expectations for student behavior?
- demonstrate effective oral communication skills?
- demonstrate effective written communication skills?
- listen effectively to students?
- provide appropriate verbal and nonverbal feedback to students?
- provide adequate time for student responses?
- attends to administrative/professional responsibilities?
- ask appropriate and thoughtful questions of the cooperating teacher and other colleagues?
- interact positively and professionally with colleagues?
- interact positively and professionally with parents?

**Comments:**

- 3. The candidate exhibits professional conduct and dispositions consistent with the commitment to “establish community in teaching and learning environments.”** S NI U NA

For example, does the candidate:

- show up for their assignment regularly and on time?
- show interest in what is happening in the classroom?
- complete assignments accurately and on time?
- respond appropriately to feedback from the cooperating teacher?
- maintain professional appearance and grooming?
- take initiative and assume responsibility?
- follow school rules/code of professional conduct?
- participate in school-associated meetings and events appropriate to their experience?
- care about the students?

**Comments:**

- 4. The candidate demonstrates thorough content knowledge.** S NI U NA

For example, does the candidate:

- explain the subject material effectively to students?
- model or demonstrate concepts/techniques/skills accurately and effectively?
- respond accurately to student questions?

**Comments:**

- 5. The candidate develops and delivers appropriate** S NI U NA

**instruction/practices that reflect the knowledge bases of subject matter content, pedagogy, and human growth and development.**

For example, does the candidate:

- develop organized and coherent lesson plans?
- prepare thoroughly for teaching?
- plan for student abilities and individual learning styles?
- use a variety of assessment strategies to monitor progress?
- link individual lesson plans to broader unit/course themes?
- use a variety of approaches to teaching?
- begin lessons effectively?
- close lessons effectively?
- effectively incorporate resource materials into lessons?
- maintain the students' interest?

**Comments:**

**6. The candidate assesses student learning/progress and uses the results of assessment to revise and improve teaching/professional practice.**

**S NI U NA**

For example, does the candidate:

- recognize the link between evaluating student learning and planning instruction?
- use a variety of assessment strategies?
- revise instruction appropriately based on assessment results?

**Comments:**

**7. The candidate engages in critical self-reflective techniques to improve teaching/professional practice.**

**S NI U NA**

For example, does the candidate:

- recognize the link between his/her performance and their students' performance?
- evaluate his/her own performance based on students' performance?
- ask thoughtful and appropriate questions about his/her performance?
- discuss and implement feedback from the cooperating teacher?

**Comments:**

**8. The candidate seeks and participates in opportunities for continuing educational and professional growth (demonstrates commitment to lifelong learning).**

**S NI U NA**

For example, does the candidate:

- seek input from the cooperating teacher and others?
- attend school meetings and events as requested?
- apply current research and methods in their subject area?
- explore professional development opportunities as

appropriate?

**Comments:**

- 9. The candidate locates, critically evaluates, and uses appropriate media and resources to enhance practice.**                    **S    NI    U    NA**

For example, does the candidate:

- incorporate a variety of resources into instruction?
- effectively use technology to develop, enhance, and/or evaluate instruction?
- evaluate educational resources to determine instructional value?
- use a variety of media/resources to enhance instruction?
- utilize resources and services available within the wider community?

**Comments:**

- 10. The candidate displays a disposition toward inquiry that is reflected in all areas of practice.**                    **S    NI    U    NA**

For example, does the candidate:

- ask questions about his/her experience?
- seek input on educational practices and procedures?
- use assessment results to evaluate his/her teaching performance?

**Comments:**

**Part II: Impact on Student Learning** (to be completed only during the final evaluation)

- 11. The candidate uses appropriate methods to assess students' learning.**                    **S    NI    U    NA**

- 12. The candidate adjusts individual and group instruction based on assessment results.**                    **S    NI    U    NA**

- 13. The candidate communicates progress to students and parents.**                    **S    NI    U    NA**

**Comments:**

*Evaluator's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

**Alignment of standards on following pages.**

The COTE Common Student Teaching Evaluation Form is based upon the indicators under the two pillars and foundations of the **UIUC Conceptual Framework: Teaching and Learning in a Diverse Society** (<http://www.cote.uiuc.edu/>) and measures the extent to which teacher candidates in all UIUC teacher preparation programs meet these indicators. The UIUC Conceptual Framework indicators are aligned with the Illinois Professional Teaching Standards as well as the Technology Standards and the Language Arts Standards for all Illinois Teachers. In the chart below the three columns to the right of the UIUC Conceptual Framework indicators show which state standards are aligned with each indicator.

<b>Alignment of the UIUC Conceptual Framework to the Illinois Professional Teaching Standards (IPTS) Technology Standards (TECH) and Language Arts Standards (LA) for all Illinois Teachers</b>			
UIUC Conceptual Framework	IPTS	TECH	LA
<b>Pillar 1: Establishing Community in Teaching and Learning Environments</b>			
Understands and appreciates the diverse needs and talents of all students and adapts instruction in order to create effective learning environments.	1, 2, 3, 4, 5, 8		1, 3
Effectively communicates with students, parents, colleagues, and others to support and enhance learning communities.	3, 5, 7, 9	5	1, 2, 3
<b>Pillar 2: Guiding the Development of Inquiring and Reflective Minds</b>			
Develops appropriate instructional plans that reflect the knowledge bases of subject matter content, pedagogy, and human growth and development.	1, 2, 3, 4, 6, 7, 8	8	1, 2, 3
Engages in critical self-reflective techniques to improve teaching.	3, 6, 8, 10, 11		1, 3
Seeks and participates in opportunities for continuing educational and professional growth.	10, 11	2, 4	
Locates, critically evaluates, and uses multiple resources to enhance curriculum.	3, 4, 8	3, 4, 6, 7, 8	1
<b>Foundation: Fostering a Commitment to Service</b>			
Demonstrates an awareness of community resources and service opportunities.	9, 10		
Participates in professional, community, school and/or student service activities.	9, 10, 11		
<b>Foundation: Pursuing the Understanding and Effective Application of Technology in Educational Settings</b>			
Uses multiple forms of technology to find, organize, interpret, and present information.	6, 7	1, 2, 3, 5, 6, 7	
Critically evaluates on-line resources and educational software.	4, 6, 8	2, 3, 4, 6, 7	

## **Illinois Professional Teaching Standards**

**STANDARD 1 – Content Knowledge** - The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.

**STANDARD 2 – Human Development and Learning** – The competent teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

**STANDARD 3 – Diversity** – The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**STANDARD 4 – Planning for Instruction** – The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

**STANDARD 5 – Learning Environment** – The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**STANDARD 6 – Instructional Delivery** – The competent teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.

**STANDARD 7 – Communications** – The competent teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**STANDARD 8 – Assessment** – The competent teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

**STANDARD 9 – Collaborative Relationships** – The competent teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being.

**STANDARD 10 – Reflection and Professional Growth** – The competent teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

**STANDARD 11 – Professional Conduct and Leadership** – The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.

## **Language Arts Standards for All Illinois Teachers**

**STANDARD 1** – All teachers must know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential with the demands of the discipline.

**STANDARD 2** – All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.

**STANDARD 3** – All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learners' needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies.

## **Technology Standards for All Illinois Teachers**

**STANDARD 1 – Basic Computer/Technology Operations and Concepts** – The competent teacher will use computer systems to run software; to access, generate, and manipulate data; and to publish results. He or she will

also evaluate performance of hardware and software components of computer systems and apply basic troubleshooting strategies as needed.

**STANDARD 2 – Personal and Professional Use of Technology** – The competent teacher will apply tools for enhancing personal professional growth and productivity; will use technology in communicating, collaborating, conducting research, and solving problems and will promote equitable, ethical, and legal use of computer/technology resources.

**STANDARD 3 – Application of Technology in Instruction** – The competent teacher will apply learning technologies that support instruction in his or her grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

**STANDARD 4 – Social, Ethical, and Human Issues** – The competent teacher will apply concepts and skills in making decisions concerning the social, ethical, and human issues related to computing and technology. The competent teacher will understand the changes in information technologies, their effects on workplace and society, their potential to address life-long learning and workplace needs, and the consequences of misuse.

**STANDARD 5 – Productivity Tools** – The competent teacher will integrate advanced features of technology-based productivity tools to support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively, and become more productive in daily tasks.

**STANDARD 6 – Telecommunications and Information Access** – The competent teacher will use telecommunications and information-access resources to support instruction.

**STANDARD 7 – Research, Problem Solving, and Product Development** – The competent teacher will use computers and other technologies in research, problem solving, and product development. The competent teacher will appropriately use a variety of media, presentation, and authoring packages; plan and participate in team collaborative projects that require critical analysis and evaluation; and present products developed.

**STANDARD 8 – Information Literacy Skills** – The competent teacher will develop literacy skills to be able to access, evaluate, and use information to improve teaching and learning.



DEPARTMENT OF CURRICULUM AND INSTRUCTION  
Office of Clinical Experiences

**Early Childhood & Elementary Teacher Education Program  
Recommendation for Certification  
Spring 2012**

Date: \_\_\_\_\_

Student Teacher Name: \_\_\_\_\_

Program: \_\_\_\_\_ Section: \_\_\_\_\_

Cooperating Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_

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

\_\_\_\_ Recommend Certification

\_\_\_\_ DO NOT recommend Certification

COMMENTS:

Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

**REMEDIATION INTERVENTION FORM**  
**Please circle appropriate program: EC ELE SEC**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade level/content \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

University Supervisor \_\_\_\_\_

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

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

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

I have read and received a copy of this document.

Student Signature \_\_\_\_\_

Note: For complete remediation procedures refer to *Remediation Intervention Procedures for UIUC Pre-service Teachers*.

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

Office of Clinical Experiences  
Department of Curriculum and Instruction  
College of Education  
260A Education Building  
1310 South Sixth Street  
Champaign, IL 61820

217-333-2561  
FAX 217-244-4572

OFFICE OF CLINICAL EXPERIENCES  
RELEASE OF INFORMATION

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

Date \_\_\_\_\_

Student Name \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

I, \_\_\_\_\_ request \_\_\_\_\_  
**name of student** **name of person writing letter**

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

1. The purpose of the letter is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. The letter should be sent to: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Signature of student**

revised 10/07 cld

**University of Illinois at Urbana-Champaign (UIUC)  
Council on Teacher Education (COTE)  
Common Assessment Plan (CAP) for Undergraduate  
Professional Education Programs Leading to Initial Certification**

*Effective for candidates entering professional education programs in Fall Semester 2003 or later*

**I. Admission Requirements to an Undergraduate Professional Education Program**

*Note: Admission to a Professional Education Program is separate from admission to the University of Illinois at Urbana-Champaign.*

**Applicants to all of the undergraduate professional education preparation programs must:**

- 1) meet admission requirements of the college and the department offering the program;
- 2) have a minimum UIUC grade point average (GPA) of 2.5 (A=4.0)\*;
- 3) have a minimum cumulative GPA of 2.5\* ; and
- 4) pass the Illinois Certification Testing System (ICTS) test of Basic Skills.

*\*Does not apply to programs that admit freshmen. Transfer students must meet the competitive requirements of the requested program.*

**II. Criteria for Continuation in an Undergraduate Professional Education Program  
To be eligible for continuation in an undergraduate professional education program,  
candidates must:**

- 1) maintain a minimum UIUC GPA of 2.5;
- 2) maintain a minimum cumulative GPA of 2.5;
- 3) maintain a minimum content area GPA of 2.5 or higher \*\*;
- 4) maintain a minimum professional education GPA of 2.5 or higher \*\*;
- 5) be cleared through a criminal background check prior to participating in clinical experiences;
- 6) complete bloodborne pathogens training annually during clinical experiences; and
- 7) satisfactorily complete all required early field clinical experiences as documented by the *COTE Common Assessment for Early Field Experiences (EFE) and Recommendation for Continuing Status in the Certification Program* and other program-defined, performance-based assessments.

*\*\*GPA minimum may be higher based on policy of the academic college housing the professional education program. The lists of content area and professional education courses used to calculate these GPAs for each program are on the COTE website (<http://http://www.cote.uiuc.edu/>).*

**(over)**

Common Assessment Plan for Undergraduate Professional Education Programs Leading to Initial Certification

### **III. Admission to Student Teaching**

**To be eligible for student teaching, candidates must:**

- 1) have a minimum UIUC GPA of 2.5;
- 2) have a minimum cumulative GPA of 2.5;
- 3) have a minimum content area GPA of 2.5 or higher\*\*;
- 4) have a minimum professional education GPA of 2.5 or higher\*\*;
- 5) complete 90 or more semester hours of credit;
- 6) satisfactorily complete all required early field clinical experiences (minimum of 80 clock hours) as documented by the *COTE Common Assessment for Early Field Experiences (EFE)* and *Recommendation for Continuing Status in the Certification Program* and other program-defined, performance-based assessments; and
- 7) pass the appropriate ICTS content test(s) if required by program; and
- 8) be recommended for a student teaching placement by the appropriate faculty area committee or designee.

### **IV. Recommendation for Certification**

**To be recommended for certification to the Illinois State Board of Education, candidates must:**

- 1) have a minimum UIUC GPA of 2.5;
- 2) have a minimum cumulative GPA of 2.5;
- 3) have a minimum content area GPA of 2.5 or higher\*\*;
- 4) have a minimum professional education GPA of 2.5 or higher\*\*;
- 5) no earned grade in professional course sequence below a "C;"
- 6) satisfactorily complete student teaching as documented by the *COTE Common Student Teaching Evaluation Form* and other program-defined, performance-based assessments;
- 7) satisfactorily complete the *COTE Common Assessment Portfolio Requirement for All UIUC Teacher Education Candidates*;
- 8) receive a recommendation for certification from the appropriate clinical experiences program coordinator;
- 9) be awarded a bachelor's degree by the appropriate college;
- 10) be a U.S. citizen or legally present and authorized to work, of good character and in good health, and at least 19 years of age;
- 11) pass the appropriate ICTS content test(s) if not required prior to student teaching; and
- 12) pass the appropriate ICTS Assessment of Professional Teaching test.

### **V. Follow-up of Program Completers**

A common unit survey will be sent to program completers at the end of their 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> years after completion of their professional preparation program.

05/09/01 Approved by the Council on Teacher Education Executive Committee

01/25/06 Revised by the Council on Teacher Education Executive Committee

**University of Illinois at Urbana-Champaign (UIUC)  
Council on Teacher Education (COTE)  
COTE Common Assessment Portfolio Requirement for  
All UIUC Teacher Education Candidates**

As one component of the UIUC Common Assessment Plan (CAP), adopted by the Council on Teacher Education\*, all UIUC teacher education candidates will develop a COTE Common Assessment Portfolio. The portfolio will contain performance-based documentation of each candidate's knowledge, skills, dispositions, and professional behaviors achieved throughout the entire teacher education preparation program. It represents the culmination of a candidate's professional growth through content and professional education coursework and clinical experiences. The COTE Common Assessment Portfolio provides the UIUC Professional Education Unit with one way to ensure that all teacher candidates have met state and institutional standards and to aggregate candidates' performance data across programs.

\*The Council on Teacher Education is the UIUC Professional Education Unit.

**The COTE Common Assessment Portfolio core requirements are the following:**

**I. Section One: Philosophy Statement**

A philosophy statement that includes the candidate's view of education with respect to the *UIUC Conceptual Framework: Teaching and Learning in a Diverse Society*.

**II. Section Two: Artifacts and Reflective Statements Related to Meeting Standards**

Candidates must include artifacts and accompanying reflective statements\* from coursework and/or clinical experiences that demonstrate their professional growth for each of the following state standards:

- the 11 Illinois Professional Teaching Standards;
- the 3 Language Arts Standards for All Illinois Teachers; and
- the 8 Technology Standards for All Illinois Teachers.

\*An artifact is a sample of the candidate's work that provides evidence of meeting a standard. The candidate must identify the standard(s) the artifact is addressing and write an accompanying reflective statement for each artifact that includes what standard is being addressed, why the artifact was chosen, how the artifact meets a particular standard, and what the artifact demonstrates about the candidate's development as a teacher. Candidates may select multiple forms of artifacts all displayed through the approved electronic format. One artifact may be used to document more than one standard; however, a reflective statement must be included for each standard.

**III. Section Three: Impact on P-12 Student Learning**

Candidates must demonstrate their ability to understand and assess their students' learning. Candidates include at least two P-12 student work samples (for example, assignments, pre- and post-tests, analyses, that demonstrates a positive impact on student learning. Each work sample should be accompanied by a statement that describes how this work sample documents progress in P-12 student learning.

The format of the portfolio may be hardcopy, electronic, or a combination of both hardcopy and electronic.

Faculty/staff in each teacher education program will use the *COTE Common Assessment Portfolio Scoring Rubric* (<http://http://www.cote.uiuc.edu/>) to evaluate the portfolio at the end of a candidate's program. The Clinical Experiences Program Coordinator for each teacher preparation program will submit a completed copy of the scoring rubric to COTE. **Candidates must have a rating of at least “meets expectations” on the *COTE Professional Assessment Scoring Rubric* as one requirement to be recommended for certification.**

A candidate's portfolio is **one** of the common performance-based requirements to be recommended for certification that are included in the *COTE Common Assessment Plan for Undergraduate Professional Education Programs Leading to Initial Certification* and *COTE Common Assessment Plan for Graduate Education Programs Leading to Initial Certification* (<http://http://www.cote.uiuc.edu/>).

Individual teacher education programs may require assignments and/or assessments in addition to the portfolio core requirements. Any additional assignments and/or assessments will be evaluated according to criteria set by the program.

Copies of COTE Common Assessment Portfolios will be made available to the Illinois State Board of Education review team members as part of the institutional accreditation process.

I
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN  
**Council on Teacher Education**

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### Elementary and Early Childhood Teacher Education Program: Cooperating Teacher Feedback Form

\* Indicates a required field.

Please fill out this form completely to update the following Evaluation

**Cooperating Teacher**

Ra, Caleb -- Next Generation, Champaign, IL

My Cooperating Teacher (5 = Almost Always ... 1 = Almost Never)

1. Was knowledgeable about expectations and procedures of the program.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
2. Modeled the importance of life-long learning and professional growth and development.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
3. Provided me with assistance to work effectively and develop sensitivity when dealing with diverse classroom populations (ethnicity, ability levels, SES, special needs, etc.).	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
4. Frequently offered constructive written and oral feedback.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
5. Held formal and informal conferences with me about my progress.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
6. Reported to me in a candid manner about my progress.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
7. Offered concrete ideas on how to implement suggestions.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
8. Assigned instructional responsibilities according to the established program guidelines.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
9. Provided opportunities to complete the projects as assigned by the Instructional Teams.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
10. Created an atmosphere that encouraged open discussions about professional concerns.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
11. Related to me with respect and professionalism as an assistant teacher.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
The most helpful attributes of my cooperating teacher were...	<input style="width: 100%;" type="text"/>
What other supportive measures would you like to see your cooperating teacher implement to provide a positive and successful field experience?	<input style="width: 100%;" type="text"/>
I recommend that my cooperating teacher continue to work with future Teacher Education students. (Comment if your response was maybe or no.)	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Maybe
Overall Comments	<input style="width: 100%;" type="text"/>

The form "Elementary and Early Childhood Teacher Education Program: Cooperating Teacher Feedback Form" is managed by ed-cte-techsupport ([ed-cte-techsupport@uiuc.edu](mailto:ed-cte-techsupport@uiuc.edu))  
The parent record was created 12/07/2006 by unknown and last modified by unknown

 UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN  
Council on Teacher Education

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### Program Evaluation Form

\* indicates a required field.

Please fill out this form completely to update the following Evaluation

What strengths were evident in the preparation of your student teacher?	<input type="text"/>
What areas in the student's teacher preparation needed the most attention?	<input type="text"/>
Please comment on the strength of the communication process from the building representative.	<input type="text"/>
Please comment on your experiences in successful communicating with the UIUC supervisor	<input type="text"/>
If you were on the evaluation committee, what recommendations would you make to improve the fall semester of the teacher education program?	<input type="text"/>
Other comments:	<input type="text"/>

The form "Program Evaluation Form" is managed by ed-cte-techsupport ([ed-cte-techsupport@ed.uiuc.edu](mailto:ed-cte-techsupport@ed.uiuc.edu))  
The parent record was created 11/03/2006 by unknown and last modified by unknown

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### Program Evaluation Form

\* indicates a required field.

Please fill out this form completely to update the following Evaluation

Please comment on your experiences as a student teacher:

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