

UIUC SECONDARY STUDENT TEACHING HANDBOOK
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(Forms that are in bold should be reproduced for documentation)

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Helpful websites:

Council on Teacher Education: www.cote.illinois.edu

Office of Clinical Experiences: www.education.illinois.edu/ci/oce

For a pdf version of this handbook: www.education.illinois.edu/ci/oce

OVERVIEW OF STEP

The Secondary Teacher Education Program at the University of Illinois at Urbana-Champaign is composed of three early field placements that offer our students experience in the field and time for developing skills to work with middle school and high school students with various abilities. The early field placements are content specific and the students are placed in a sixty-mile radius of campus. The Office of Clinical Experiences makes the placements for all of the field experiences. The early field placements are not supervised. The student teaching placement consists of fourteen-weeks in either a middle school or high school. The student teaching placements are supervised by university supervisors.

Following are the field experiences for the Secondary Teacher Education Program.

- CI 401: Introduction to Teaching in a Diverse Society*
Placement can be in grades 6-12 and is content specific. Thirty hours in the school placement are required. Students must be permitted to teach a minimum of 3 lessons.
- CI 402: Teaching Diverse Middle Grade Students*
Placement is in the middle grades and is content specific. Thirty three hours in the school placement are required. Students must be permitted to plan and teach a minimum of three lessons.
- CI 403: Teaching Diverse High School Students*
Placement is in the high school and is content specific. Thirty hours in the school placement are required. Students must be permitted to plan, teach, and/or evaluate at least three lessons.
- EDPR 442: Student Teaching*
At either the middle school or high school levels, students teach primarily in their major content area and gradually assume the normal teaching load. The university supervisor conducts a minimum of 6 observations, as well as a Mid-Term and Final Conference.
- CI 404: Teaching and Assessing Secondary School Students*
This course is taught during the student teaching semester. The students attend classes the first week and the last three days of the semester, as well as evening seminars during the semester.

Chapter I

STUDENT TEACHING EXPECTATIONS

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

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

The **General Policies for Clinical Experiences** explains specific policies that must also be followed by the student teacher. Two of these policies require that the **Emergency Form** and **Bloodborne Pathogens Questionnaire** be completed the first week of each placement. A copy of the Emergency Form must be given to the cooperating teacher as well as the supervisor. Keep a copy of the BBP Questionnaire for reference and give a copy to the supervisor.

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

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

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

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

SECONDARY TEACHER EDUCATION PROGRAM
EDPR 442 COURSE SYLLABUS
SPRING 2012

Student teaching is the major clinical experience in the secondary 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.

COURSE ASSIGNMENTS AND EXPECTATIONS: In order to receive a satisfactory grade in EDPR 442 (8 credit hours) and to be recommended for certification, student teachers must satisfactorily meet all course requirements listed below. Successful completion of EDPR 442 is required in order for you to be recommended for certification.

Required Course Assignments

1. Lesson Plans

You are required to write lesson plans for your teaching. The minimum requirements are listed below; however, your supervisor or cooperating teacher may require additional elements in the lesson plan. Always share your written plans with your cooperating teacher **before** you implement them. Your cooperating teacher will determine when the written lesson plan must be ready for review before teaching the lesson. The supervisors will periodically check the daily lesson plans and check to see if the minimum program requirements for lesson planning are met. (See Lesson Planning Chapter in Student Teaching Handbook for requirements)

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

2. Journal/Reflections

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

3. Common Assessment Portfolio

During the semester, the CoTE Common Assessment Portfolio will be completed. The CI 404 instructor will notify students of the due date.

Course Expectations for the Student Teacher

The student teacher must meet the expectations as stated on the *CoTE Common Student Teaching Form (Secondary)*.

Individual assessment items are related to the *Illinois Professional Teacher Standards*. In addition, the student teacher will meet other professional responsibilities:

1. Student teachers are expected to be at the assigned school the entire professional day. This time includes the entire length of the teacher workday. Cooperating teachers will determine the specific arrival and departure times.
2. Student teachers are to be punctual and regular in attendance at school. In cases of illness or emergency, it is the student teacher's responsibility to notify the cooperating teacher and university supervisor of an intended absence prior to the start of the school day. **ALL DAYS THAT CONSTITUTE ABSENCE FROM STUDENT TEACHING MUST BE MADE UP.** No student teacher will receive a final grade or certification until absences are made up.
If student teachers are expected to teach on the day of absence, it is the student teacher's responsibility to leave a complete lesson plan from which the cooperating teacher can teach. If lesson plans and materials are not available (if appropriate), notification for an absence is not given, or if days missed are not made up, an unsatisfactory (U) grade in EDPR 442 will result. A satisfactory (S) grade must be earned in EDPR 442 in order to be recommended for certification.
3. Student teachers are expected to follow their cooperating school's calendar—not the University of Illinois calendar. Student teachers are to attend staff meetings, conferences, and professional meetings associated with teaching which are required of the cooperating teacher unless these school events conflict with the CI 404 seminar or the district seminars (off campus placements). Seminar attendance is required.
4. If student teachers are not teaching, they are expected to remain at school and engage in activities approved by the cooperating teacher, such as the following:
 - planning and preparing for teaching
 - evaluating students' work
 - tutoring individual students
 - holding conferences with cooperating teachers, supervisors or UIUC faculty
 - attending conferences with parents and other school staff
 - observing the teaching of other teachers, and
 - completing projects and assignments for UIUC coursework that directly relate to classroom instruction.
5. It is the responsibility of the student teacher to accept formal observation feedback from the university supervisor, cooperating teacher, and UIUC faculty. Observation visits are scheduled approximately every other week. The university supervisor conferences with the student teacher after an observation; the cooperating teacher may be included in these conferences.
6. It is the responsibility of the student teacher to initiate additional conferences with the university supervisor, cooperating teacher and/or UIUC faculty when the need becomes apparent.
7. The student teacher cannot assume full responsibility for students off school grounds.

8. It is the responsibility of the student teacher to use professional ethics in his/her conduct, which includes:
 - treating students with respect
 - treating the cooperating teacher(s), university supervisor, UIUC faculty, and all other school personnel with respect and
 - honoring confidentiality regarding students, parents, teachers, and all other professionals.
9. The student teacher will dress professionally and use professional language during classroom participation.

Evaluation Procedures

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

Mid-term Conference

At the mid-term, the student teacher, the cooperating teacher, and the university supervisor will meet to review the student teacher's progress. The *Student Teaching Evaluation Form* will be used to guide and record this review. The completed *Recommendation to Continue* form will be sent electronically to all parties. Any member of the professional team may attend the mid-term conference.

Final Conference

At the end of the semester, the student teacher, the cooperating teacher, and the university supervisor will evaluate the student teacher's overall performance using the *Student Teaching Evaluation Form*. If the candidate has successfully completed all requirements, the *Recommendation for Certification Form* will be sent electronically to the Director of Clinical Experiences.

Professional Team Members

Members of the Professional Team may include:

- Spring Cooperating Teachers
- CI Supervisor
- Director of Clinical Experiences of designee
- CI 404 Instructor

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

- Building Principal or Representative
- Instructional Team Members
- Academic Advisor

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

In a situation regarding classroom/university assignments where there is a conflict among the cooperating teacher, UIUC faculty member, and/or the student teacher, any member of the professional team may convene the professional team for resolution of the problem. If a satisfactory resolution is not reached, 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 Secondary Teacher Education Program is the idea of collaboration. In all matters of concern, the parties involved should strive to exercise that collaborative spirit in discussion, understanding, and resolving problems. All actions and decisions should be in the best interests of the student teacher and the students they teach.

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

- A. Student Teacher Responsibilities**
- B. Cooperating Teacher Responsibilities**
- C. Supervisor Responsibilities**
- D. University of Illinois Faculty Responsibilities**
- E. Office of 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 effectively understanding the relationships among research, theory and practice. These commitments require time, the according of trust and respect, and the sharing of intellectual resources so that personal and professional growth are natural outcomes.

1. Responsibilities As Teachers in the Schools

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

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

2. Attendance Policy:

- Student teachers are expected to be at their assigned school the entire professional day.
- This time includes the entire length of the teacher workday.
- The cooperating teacher(s) will determine the specific arrival and departure times in consultation with the supervisor.
- Student teachers are to be punctual and regular in attendance.
- In cases of illness or emergency, it is the responsibility of the student teacher to notify the cooperating teacher(s).

- The supervisor must also be notified of an intended absence prior to the start of the school day.
 - All days that 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 student teachers are expected to teach on the day of absence, they must be certain they have left behind a complete lesson plan from which the cooperating teacher(s) can teach. If lesson plans and materials are not available, if an appropriate notification is not given for absence, or if days missed are not made up, the student teacher may receive an unsatisfactory (U) grade in ED PR 442. A satisfactory (S) grade must be earned in ED PR 442 in order to be recommended for certification.
3. Professional/Medical Leave Policy:
- With the exception of three excused days for professional or medical purposes and 1 day for a job fair, **ALL ABSENCES MUST BE MADE UP**. Supervisors may assign work related activities for a student in good standing in order to make up a half day or less of absence beyond the 3 excused days due to sickness or an interview. This is at the full discretion of the supervisor but a supervisor may only permit this if the student is in good standing and doing well in student teaching. There are two make-up days for absences built into the calendar. *Students who need to make-up more than two days will be student teaching after graduation until the days are completed.*
 - If student teachers are to be absent for professional purpose, notice must be given to both cooperating teachers and the supervisor at least two days prior to the leave.
 - In addition, the cooperating teacher, supervisor, and OCE must approve professional leave. (See pages 24-25 for Professional Leave Policy and Form, if required by supervisor.)
 - If a professional leave day is not approved, it is unexcused. An unexcused professional leave day may lead to an unsatisfactory (U) grade in ED PR 442.
 - Professional leave days may not be used during the last week of the student teaching placement.
 - If student teachers are expected to teach on the professional leave day, they must be certain they have left behind a complete lesson plan from which the cooperating teacher(s) can teach. Student teachers should plan far enough in advance so that cooperating teacher(s) will know what the plan is on any given day.
4. Student teachers are to assume the majority of the cooperating teacher's teaching load, following the guidelines for the student teacher's schedule. Student teachers are expected to attend all staff and team meetings, conferences, and professional meetings associated with teaching that are required of the cooperating teacher.
- If student teachers are not teaching a class, they are expected to be at their assigned school for the entire length of the teacher workday. If they are not teaching, student teachers will be engaged in activities approved by the cooperating teacher and/or supervisor, such as the following:
 - a) planning and preparing for teaching,
 - b) evaluating students' work,
 - c) tutoring individual students,
 - d) holding conferences with cooperating teachers, supervisors or UIUC staff,
 - e) attending conferences with parents and other school staff (e.g. counselor or dean),
 - f) observing the teaching of other teachers, and
 - g) completing projects and assignments for UIUC coursework that directly relates to classroom instruction.
5. It is the responsibility of student teachers to:

- accept formal observation feedback in a professional manner from the supervisor, cooperating teacher(s), and UIUC faculty.
 - initiate special conferences with the supervisor, cooperating teacher(s), and UIUC faculty when the need arises.
 - conduct themselves in an ethical manner, which includes:
 - a) treating students with respect,
 - b) treating the cooperating teacher(s), supervisor, UIUC faculty, and all other personnel with respect,
 - c) always honoring confidentiality regarding students, parents, teachers, and all other professionals,
 - d) remembering that you are a guest in the classroom and building,
 - e) being appreciative of criticisms 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 and to make decisions about your own classroom and teaching style. It is not your role to judge the cooperating teacher and his/her teaching.
6. Student teachers cannot assume full responsibility for students away from the placement school grounds.

Responsibilities of UIUC Students

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

Responsibilities of the Cooperating Teacher with Regard to Student Teachers

1. The cooperating teacher will orient each student teacher to the total setting, organizational policies, and duties or responsibilities of the faculty and other professionals.
2. The cooperating teacher will help each student teacher understand his/her role and define the extent of his/her responsibility and authority, including:
 - a. location of curriculum materials
 - b. school crisis plan
 - c. classroom and school rules
3. The cooperating teacher will discuss the organizational programs with each student teacher so that he/she will understand activities in relation to immediate and long-term goals.
4. The cooperating teacher will provide opportunities for each student teacher to gain experience in management of regular organizational duties as soon as advisable and with as much initiative and responsibility as the situation will permit.

5. The cooperating teacher will delegate increasing authority to each student teacher to make decisions about instruction and discipline matters for a sufficiently long period.
6. The cooperating teacher will serve as a model and information source, helping each student teacher improve professional skills, strategies, interpersonal rapport, and understanding of both cognitive and affective aspects of teaching and other professional responsibilities.
7. The cooperating teacher will evaluate the progress of each student teacher on a continuing basis, gathering and recording information and conferring with each student teacher for purposes of analysis, feedback, and guidance.
8. The cooperating teacher will offer frequent and constructive written and oral feedback to each of the student teachers.
9. The cooperating teacher will schedule regular times to conference with each student teacher about his/her progress and responsibilities.
10. The cooperating teacher will be candid with each student teacher about his/her progress. This includes providing copies of any written documentation given to the supervisor.

Responsibilities of the Cooperating Teacher with Regard to the Supervisor

1. The cooperating teacher will work with the supervisor in guiding the progress of the student teacher throughout field experiences.
2. The cooperating teacher will evaluate the progress of each student teacher on a continuing basis, gathering and recording information for the following purposes:
 - Providing documentation in writing at least once per week for the supervisor (one copy to be given to the student teacher) to use in recommending a satisfactory or unsatisfactory grade for ED PR 442.
 - Providing documentation in writing for the supervisor to use in recommending the student teacher for certification.
3. The cooperating teacher will be candid with the supervisor about the progress of each student teacher.
 - The cooperating teacher will notify the supervisor of any student teacher absence.
 - The cooperating teacher will confer with the supervisor about the appropriateness of school-related activities that the student teacher is asked to attend or is given permission to miss.
4. The cooperating teacher will work with the members of the Professional Team to write a Professional Growth Plan for students who need assistance in order to successfully complete program expectations. All members of the Professional Team must be consulted and provide signatures when a Professional Growth Plan is initiated.
5. The cooperating teacher will submit an online evaluation of the university supervisor.

Responsibilities of the Cooperating Teacher with Regard to the University

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

The supervisor will make classroom observations of the student teachers and will offer support and guidance to the cooperating teachers. The supervisor is also the major communication link between the placement school and UIUC. Supervisors will meet regularly with Office of Clinical Experiences (OCE) staff and have frequent communications with the methods instructors.

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 work cooperatively with the OCE staff to place student teachers in both student teaching assignments by
 - Reviewing applications of student teachers.
 - Facilitating placements with the attempt to match specific areas of preparation of the student teachers with cooperating teachers whose assignments encompass those areas. Selected cooperating teachers should meet the following criteria:
 - a) appropriate certification.
 - b) a minimum of 3 years teaching experience.
 - c) approval of the district.
 - d) willingness to work within STEP guidelines.
3. The supervisor will promote student teacher professional development by
 - Observing student teachers during the teaching experience. The supervisor will also conduct goal-setting, pre-observation, and reflective post-observation conferences. A minimum of six formal observations will be made during the student teacher placement. In addition, a mid-term and final conference will be conducted with student teachers and cooperating teachers. 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 the student teachers.
 - Providing oral and written feedback to student teachers after each formal observation.
 - Stimulating reflective thinking about student teachers' objectives, goals, strategies, and progress.
 - Helping student teachers deal with problems they may be experiencing.
 - Providing honest and candid evaluations of student teachers' progress.
 - Working with the members of the Professional Team to write a Professional Growth Plan for students who need assistance in order to successfully complete program expectations. All members of the Professional Team must be consulted and provide signatures when a Professional Growth Plan is initiated.
4. The supervisor will coordinate evaluation of student teachers with the cooperating teachers by
 - Communicating frequently with the cooperating teachers about the student teachers' progress.
 - Communicating frequently with OCE staff and, if necessary, UIUC instructors and/or academic advisors about the student teachers' progress.
5. The supervisor will assist cooperating teachers by
 - Consulting with cooperating teachers about objectives and areas of emphasis for student teachers.
 - Conferring with student teachers about specific topics as requested by cooperating teachers.
 - Communicating cooperating teacher concerns to the OCE staff and UIUC instructors.
 - Helping coordinate classroom activities with professional seminars and UIUC course instruction.
6. The supervisor will serve as a resource for professional seminars and UIUC course instruction.
7. The supervisor will conduct ongoing program evaluation and modifications by
 - Reviewing student teachers' applications for placement consideration.

- Extending sites beyond present middle/junior high schools and high schools.
- Clarifying on-site courses and curriculum.
- Reviewing and revising roles and responsibilities of the STEP participants.
- Helping to assess program format.

D. University of Illinois Faculty Responsibilities

UIUC Instructor Responsibilities Related to Clinical Experiences

UIUC instructors will communicate with the supervisors about the progress of their student teachers when necessary. Informal meetings may be arranged with cooperating teachers throughout the semester to provide opportunities for discussion about the student teachers and the program. At an orientation meeting, UIUC course syllabi will be shared and requirements for student teaching will be discussed. UIUC instructors and/or academic advisors may attend formal classroom observations, mid-term conferences and final conferences at the request of supervisors, cooperating teachers or student teachers. UIUC instructors are members of the Professional Team and will be consulted if a Professional Growth Plan needs to be created. If UIUC instructors are not available, another UIUC representative will make the classroom observation or attend the conference.

E. Office of Clinical Experiences (OCE) Staff Responsibilities

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

Responsibilities of OCE Staff

1. OCE staff will coordinate STEP.
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 cards, and other relevant information. These materials are kept in the student teacher's clinical file. The file is stored in OCE, Room 260A Education Building. Student teachers have the right to review their files with a qualified staff member present. Materials will be shared only with appropriate professionals working with student teachers in their professional program.
4. No materials in a clinical file will be shared with prospective employers without written permission from the student teacher.
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. The OCE staff will assume final responsibility for recommending student teachers for the appropriate State of Illinois teaching certificate.
7. The 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. The OCE staff will facilitate regular meetings for supervisors to implement the field experiences.
9. The OCE staff will attend regular meetings for UIUC instructors.

Revised, October 2011

University of Illinois at Urbana-Champaign
College of Education - Department of Curriculum and Instruction
General Policies for Clinical Experiences
<http://www.education.illinois.edu/ci/oce/>

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

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 at each clinical experience site and give a copy of the form to the supervisor and the cooperating teacher. See student teaching handbook for blank form.

C. Bloodborne Pathogens Questionnaire

As one of the UIUC requirements, all UIUC candidates working in a school or agency setting must meet the annual bloodborne pathogens training requirement. You may access the Bloodborne Pathogens Online Training on the CoTE web site at <http://www.cote.illinois.edu>. In addition, all candidates must fill out the Bloodborne Pathogens Questionnaire at each clinical experience site and submit a copy to the supervisor. See student teaching handbook for blank form.

D. Photographic Images Policy

UIUC teacher candidates must follow and enforce the school district's policies for Internet Safety and analog or digital photographs/visual images of students. These images will not be used in commercial products or sold to the public.

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

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

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

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

F. Privacy Policy

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.

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

H. Remediation Intervention Procedures

During the student teaching experience, the performance of the student teacher is to be assessed according to the criteria on various observation and evaluation forms. If there is a problem or concern with the performance of the student teacher, Remediation Intervention Procedures will be implemented as soon as possible. The Remediation Intervention Procedures for each program can be found on the Office of Clinical Experiences website at <http://education.illinois.edu/ci/oce/>

I. Federal Education Rights and Privacy Act – Cooperating Teacher/Supervisor Info

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 them 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.

Revised 8/09

**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 _____

**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. Whom do I contact if I am exposed to potentially infectious material at school?

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

Professional Leave Request Procedures Secondary Teacher Education Program Students

1. Review the Professional Leave Policy.
2. Complete all the information requested in Part I of the Professional Leave Form. (See following page.)
3. Obtain all the necessary signatures and recommendations in Part II of the Professional Leave Request Form.
4. Submit the completed Professional Leave Request Form to your supervisor at least two days prior to the requested leave date.
5. If the request for Professional Leave is denied, the supervisor will notify the student immediately.
6. **Approval must be granted** before the absence in order to be counted as Professional Leave; otherwise it is counted as an absence that must be made up.

Professional Leave Policy

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

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

Students must submit the Professional Leave Request Form for approval at least 2 days prior to the requested leave date. Students will provide all materials needed to teach assigned lessons during the leave. Any professional leave taken beyond the 3 granted days must be made up in a timely manner.

Professional Leave Form on following page.

**Professional Leave Request Form
Secondary Teacher Education Program**

Part I. Student Request Information

Date _____

Name _____ Net ID _____

Current Phone _____ Email Address _____

School _____

Date and Time of Requested Professional Leave _____

Reason for the professional leave request:

If interviewing, list name of school and district.

Part II. Signature of appropriate professionals. If denied, write reasons in the comment section on the back of this form.

_____ Approved _____ Denied _____ Date _____
C&I Supervisor

Signature(s) required of cooperating teacher (s).

_____ Approved _____ Denied _____ Date _____
Cooperating Teacher

_____ Approved _____ Denied _____ Date _____
Cooperating Teacher

The student teaching supervisor keeps this form in the student's file.

SECONDARY 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, adolescent social and intellectual development? In short, what concepts of teaching and learning guide what teachers do? General recommendations for working with student teachers are outlined. The general recommendations are made with the following circumstances in mind.

- Student teachers will work with cooperating teacher(s) in either a high school or a middle/junior high school
- When student teachers are teaching for two or more cooperating teachers simultaneously, the cooperating teachers should coordinate efforts so that undue burdens are not placed upon student teachers or upon cooperating teachers.
- Cooperating teachers should not be absent from classrooms for long periods of time when student teachers are teaching. An essential role of the cooperating teacher is to engage student teachers in intellectual dialogue based upon observations of their teaching.
- The teaching experience is to be conceived as a cooperative and collaborative venture.
- Student teachers need to be accorded time to prepare and reflect on their experiences.
- Student teachers will be enrolled in required UIUC coursework while they are teaching and consequently will be completing assignments and projects related to this coursework.

Weekly Guidelines for Secondary Student Teaching Schedule

WEEK 1 Observation and Participation	The cooperating teacher will help student teachers understand the procedures at the right by meeting with the student and discussing expectations.	Appropriate classroom routines Classroom and school policies Attendance Hall passes Keeping grades ID requirements Acceptable behavioral norms Management routines Should students raise their hands? Are detentions used? May students talk to each other? May students sharpen pencils at any time?
	The cooperating teacher will inform student teachers of the support on the right during the initial meeting.	Support staff and programs Librarian Counselor Learning coordinator Resource teachers Mentoring program Volunteer program Instructional materials and programs Texts AV equipment Library/learning centers 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.	
WEEK 2-3 Participation and Teaching	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 Team teaching lessons planned by the student teacher

<p>WEEKS 4-6</p> <p>Participation and Teaching</p>	<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 (computer, 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>	

<p>WEEKS 7-11</p>	<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>Teaching</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>

<p>WEEKS 12-14</p> <p>Participation and Teaching</p>	<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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Mid-Term and Final Conferences

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

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

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

In addition to the online midterm/final evaluation form, supervisors will complete and submit the Midterm Recommendation to Continue Form and Recommended for Certification Form electronically. These forms are found on the OCE website www.education.illinois.edu/ci/oce. Please email the completed recommendation forms to the student, the coop, and to the OCE office via Hallie Marshall at hmarshal@illinois.edu.

Chapter II

FIRST WEEK OF STUDENT TEACHING

Letter of Introduction

A letter of introduction is a good way for you to introduce yourself to the students and to start off your student teaching placement. A letter of introduction should give students some basic background information about you and other information such as your future goals and/or hobbies/interests. If you want students to be able to contact you either by phone or email, you could include this in your letter. Many student teachers take a few minutes the first day of the placement to introduce themselves and hand out the letter. The letter can be created as a traditional letter or more as a graphic organizer like a flyer, webpage, or newsletter. Giving the students and cooperating teacher a letter of introduction is a requirement. Students and their parents both like to know who is working with them. Encourage your students to show their parents the letter. It is also a good idea to place a copy of the letter in key people's mailboxes such as the principal, dean, and counselor. This is not only a good way for you to introduce yourself, but it is also a way of networking.

Additional Paper Work

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

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

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

Orientation with Cooperating Teacher First Week Student Teaching Questions

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

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

16. How many days in advance would you like to review my lesson plans?
17. Am I to use your established classroom management plan or am I to create my own?
18. What procedures do you have established in the classroom?
 - a) seating charts
 - b) paper headings
 - c) turning in completed work
 - d) getting out of seat during class: sharpening pencil, throwing away trash
 - e) passes/leaving class – restroom, locker, office, clinic, etc.
 - f) tardy to class
 - g) students bringing materials for class
19. What is your grading system?
20. What type of grade book am I to use?
21. How and when do I inform students regarding student performance?
22. How is attendance taken?
23. Are there any students with special needs or individualized education plans of whom I should be aware?
24. Are students permitted to chew gum or eat in your class?
25. What is the procedure to get materials copied?
26. What are the procedures for using the library or a computer lab?

Chapter III

LESSON PLANNING

Lesson Plan Expectations

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

A copy of your lesson plan is required for each scheduled observation with your university supervisor. Your university supervisor will not observe your lesson without a copy of the lesson plan. If you have taught a lesson the previous day or will continue with the lesson the following day, please note that on your lesson plan since your university supervisor will only be able to comment upon what is observed.

Lesson Planning Process

The style and format of lesson plans varies greatly. Planning for instruction requires time to think through, develop and finalize. An effective teacher asks specific questions when starting to plan. Below are some questions which answers 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 do I need to consider when teaching this skill or task?
- 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 and how much time will be student directed?
- Who is doing the work during the lesson – the teacher or the student?
- What materials/resources will I need to present/implement the lesson?
- Will I need to modify or differentiate the instruction for any students?
- How will I close/wrap-up the lesson?
- Will homework be needed to re-enforce what was taught?

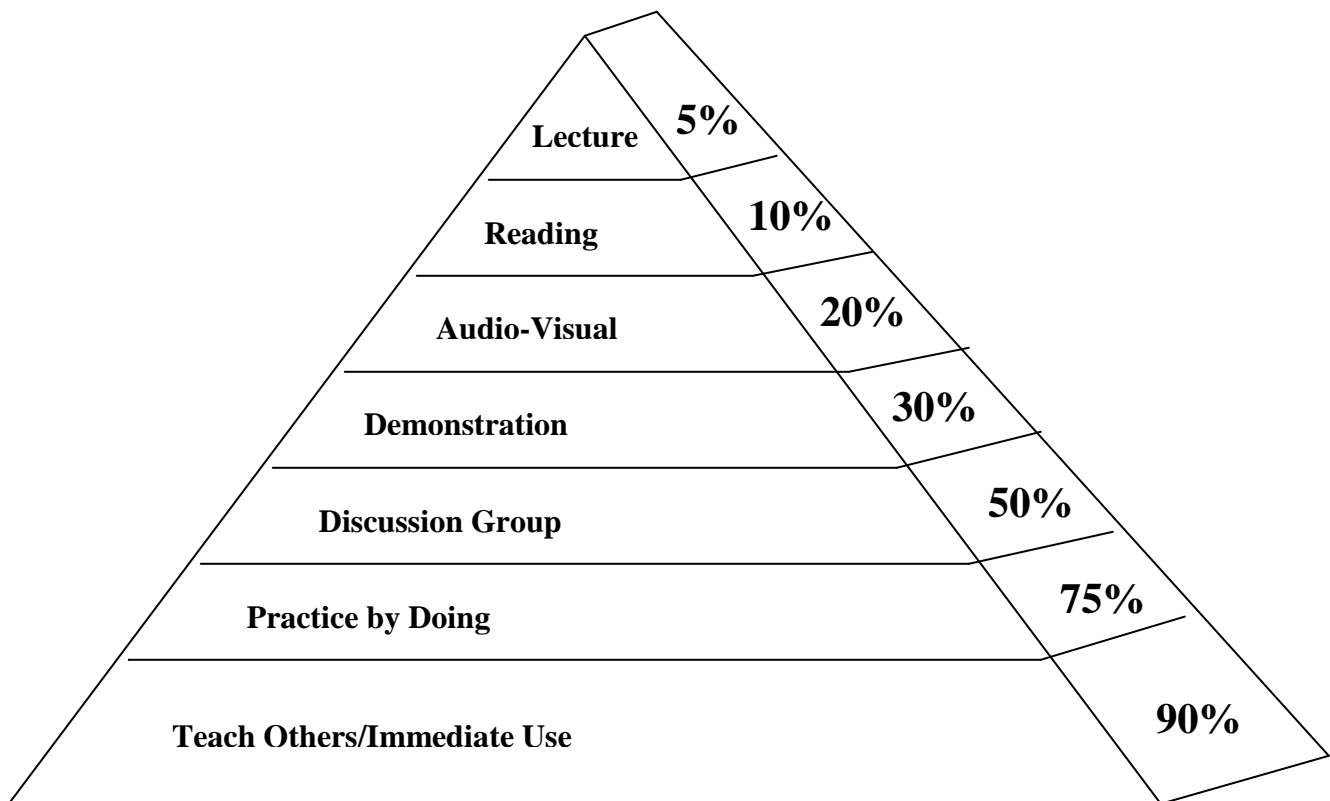
Types of Lessons

It is important to think about the motivation, 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

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%.

(www.acu.edu/cte/activelearning/whyuseal2.htm)



Novice Teacher vs. Experienced Teacher Planning

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

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

GOALS → ACTIONS → OUTCOMES

(Jenzen, 2005 p. 296)

Experienced teachers do not plan in the same way as novice teachers. What is essential, though, is that all teachers should plan.

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

Assessments

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

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

A performance is an assessment where the student performs to show evidence of learning. Examples of a performance are a power-point presentation, oral report, interview, demonstration, speech, skit, song, etc. A performance can be with or without a product.

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

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

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

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

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

Designing Scoring Rubrics: A Step-by-Step Procedure

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

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

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

Popham's Rules for Skill-Focused Rubrics

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

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

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

Regardless of whether you are wedded to the virtues of direct instruction, indirect instruction, constructivism, or any other instructional strategy, what you must be certain of is that students can be taught to employ every evaluative criterion used in the rubric.

Rule 3: Employ as few evaluative criteria as possible.

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

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

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

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

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

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

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

Lesson Plan Requirements for EDPR 442

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

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

Description of Lesson Plan Requirements

Name: student teacher's name

Class or Subject: class or subject for lesson

Date: date of the lesson

Student Objectives/Student Outcomes:

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

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

The objective/outcome 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 of it.

Examples:

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

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

Content Standards:

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

Materials/Resources/Technology:

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

Teacher’s Goals (optional):

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

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

Start of Class:

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

Introduction of Lesson:

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

Lesson Instruction:

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

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

Assessments/Checks for Understanding:

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

Closure/Wrap-Up/Review:

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

Self-Assessment (optional):

Self-assessment is for the teacher to evaluate the effectiveness of the lesson and consider changes to the lesson, if needed. Was it a successful lesson? What went as you had planned? What will you do differently? How engaged were the students?

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

Lesson Plan Template

On the next page, there is a lesson plan template for you to use. This is created as a Word document with the chart created as 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 you to easily store, retrieve, and make changes to your lesson plans. Electronic versions are also easy to send to your cooperating teacher or supervisor, as well as easy to print.

Lesson Plan Template

Name:

Class/Subject:

Date:

Student Objectives/Student Outcomes:

Content Standards:

Materials/Resources/Technology:

Teacher's Goals (optional):

Time

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

Chapter IV

ASSESSMENTS

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

The supervisor and cooperating teacher will both evaluate the student teacher's performance. The cooperating teacher is asked to give the student teacher weekly written feedback. The supervisor is required to observe the student teacher a minimum of six times during the placement. Though a teacher or supervisor may create their own way of giving written feedback, the majority of the time one of the two C&I forms are used. These forms are the **Open-ended Form** and the **Structured Form**. For the mid-term and final conference, the **CoTE Common Student Teaching Assessment Form: Early Childhood, Elementary, and Secondary Programs** is completed on the CoTE website by the student teacher, the cooperating teacher and the supervisor. Three copies of each submitted evaluation is brought to the conference to be discussed and signed.

At the mid-term conference, the cooperating teacher and supervisor must complete the **Recommendation to Continue Form**. At this point, a student teacher will be recommended in one of the following ways: continue without reservation, continue with reservation, continue only with remediation, or continuation not recommended. At the final conference, the cooperating teacher and supervisor complete the **Recommendation for Certification Form**. The recommendations for certification are as follows: recommend certification, cannot recommend certification or withdrew. The student teacher must have a successful student teaching experience to be recommended to continue in the program and to be recommended for student teaching.

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

TIME REPORTS

Time reports must be completed and submitted online as one requirement of certification. Keep track of the number of hours you spend on student teaching each week. Directions for the time report and a worksheet can be found on the CoTE website (www.cote.illinois.edu). They are located on your student portal. You may count all hours you spend teaching and hours spent related to teaching (planning, grading, etc). Travel time is not counted.

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

OPEN-ENDED OBSERVATION FORM

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

Date: _____ UIUC Course: _____ 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 _____

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

EDPR 442: Secondary Student Teaching Observation Form

Candidate’s Name: _____ Semester: _____ Date: _____

School: _____ Grade: _____ Content: _____

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>Content Knowledge: Understands central concepts, methods of inquiry, and structures of disciplines and creates learning experiences that are meaningful for all students. 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>Human Development and Learning: Understands how children learn and provides varying learning opportunities to support development of all children 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>Diversity: Demonstrates sensitivity to diversity 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>Planning for Instruction: Understands instructional planning and designs instruction based upon knowledge of discipline, students, community, and curriculum goals 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>Learning Environment/ Management: Creates a learning environment that encourages positive social interaction, active engagement in learning and self-motivation 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>Instructional Delivery: Understands and uses a variety of instructional techniques 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>Communication: Uses effective communication techniques to foster active inquiry, collaboration, and supportive interaction 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>Assessment: Understands and uses a variety of formal and informal assessment strategies 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>Collaborative Relationships: Fosters relationships with colleagues, parents, students, community 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>Reflection and Professional Growth: Continually evaluates how choices and actions affect the learning community 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>Professional Conduct and Leadership: Understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning 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
Professional Attitude		
Enthusiasm for the Teaching Profession		
Takes Initiative		
Professional Appearance		
Professional Responsibilities (i.e. on time to practicum, follows through with ideas and work)		
Appropriate Interactions with Students		
Appropriate Interactions with Cooperating Teacher		

Revised 11/2/10

Other Strengths & Suggestions:

Evaluator's Signature: _____ Date: _____



Council on Teacher Education

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

**CoTE STUDENT TEACHING EVALUATION FORM
MID-TERM/FINAL EVALUATION**

Candidate Name: _____ Date: _____

Cooperating Teacher: _____ Supervisor: _____

School: _____ Grade Level: _____

Certification Program: _____ Course Title & Rubric: _____

Select Term: _____ Midterm Evaluation _____ Final Evaluation

Completed by: _____ Cooperating Teacher _____ University Supervisor

_____ Candidate

Part I: Summary Assessment

Rate the performance of the candidate on each of the numbered items using the following scale:

S = Satisfactory; NI = Needs Improvement; U = Unsatisfactory; NJ = Not Able to Judge

If you indicate anything less than Satisfactory, the comment section must reflect your specific concern(s).

	S	NI	U	NJ
<p>1. The candidate creates and maintains positive and effective learning environments that recognize the talents and address the needs of all students.</p> <p>For example, does the candidate:</p> <ul style="list-style-type: none"> • show genuine interest in the students? • show enthusiasm for teaching? • recognize and respect differences in students? • treat all students fairly and decently? • make an effort to learn students' names? • maintain the appropriate level of order/control for the situation? • encourage participation from all students? • demonstrate flexibility in handling unforeseen circumstances? • demonstrate strategies to meet the needs of diverse learners? • manage routine classroom activities well, including transition times? • use appropriate pacing and manage instructional time effectively? • move around the classroom appropriately during the lesson? 				

Comments:

<p>2. The candidate effectively communicates with students, parents, colleagues, and others to develop, enhance and support learning communities.</p> <p>For example, does the candidate:</p> <ul style="list-style-type: none"> • 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? 	S	NI	U	NJ
<p>Comments:</p>				
<p>3. The candidate exhibits professional conduct and dispositions consistent with the commitment to “establish community in teaching and learning environments.”</p> <p>For example, does the candidate:</p> <ul style="list-style-type: none"> • 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? 	S	NI	U	NJ
<p>Comments:</p>				
<p>4. The candidate demonstrates thorough content knowledge.</p> <p>For example, does the candidate:</p> <ul style="list-style-type: none"> • explain the subject material effectively to students? • model or demonstrate concepts/techniques/skills accurately and effectively? • respond accurately to student questions? 	S	NI	U	NJ
<p>Comments:</p>				

<p>5. The candidate develops and delivers appropriate instruction/practices that reflect the knowledge bases of subject matter content, pedagogy, and human growth and development. For example, does the candidate:</p> <ul style="list-style-type: none"> • 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? 	S	NI	U	NJ
Comments:				
<p>6. The candidate assesses student learning/progress and uses the results of assessment to revise and improve teaching/professional practice. For example, does the candidate:</p> <ul style="list-style-type: none"> • recognize the link between evaluating student learning and planning instruction? • use a variety of assessment strategies? • revise instruction appropriately based on assessment results? 	S	NI	U	NJ
Comments:				
<p>7. The candidate engages in critical self-reflective techniques to improve teaching/professional practice. For example, does the candidate:</p> <ul style="list-style-type: none"> • 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? 	S	NI	U	NJ
Comments:				

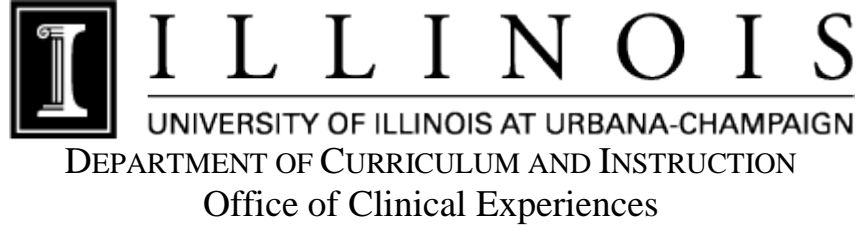
<p>8. The candidate seeks and participates in opportunities for continuing educational and professional growth (demonstrates commitment to lifelong learning). For example, does the candidate:</p> <ul style="list-style-type: none"> • seek input from the cooperating teacher and others? • attend school meetings and events as requested? • apply current research and methods in their subject area? • explore professional development opportunities as appropriate? 	S	NI	U	NJ
<p>Comments:</p>				
<p>9. The candidate locates, critically evaluates, and uses appropriate media and resources to enhance practice. For example, does the candidate:</p> <ul style="list-style-type: none"> • 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? 	S	NI	U	NJ
<p>Comments:</p>				
<p>10. The candidate displays a disposition toward inquiry that is reflected in all areas of practice. For example, does the candidate:</p> <ul style="list-style-type: none"> • ask questions about his/her experience? • seek input on educational practices and procedures? • use assessment results to evaluate his/her teaching performance? 	S	NI	U	NJ
<p>Comments:</p>				

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	NJ
12. The candidate adjusts individual and group instruction based on assessment results.	S	NI	U	NJ
13. The candidate communicates progress to students and parents.	S	NI	U	NJ
Comments:				

Evaluator's Signature

Date



**Secondary Teacher Education Program
Mid-Term Recommendation to Continue
Spring 2012**

Date:
Student Teacher Name:
Section:

Cooperating Teacher Name:
School:

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

Continue without reservation

If one of the following three recommendations is made, it should be accompanied by a brief written explanation.

- Continue with reservation
- Continue only with remediation
- Not recommended to continue

COMMENTS:

Supervisor:
Date:



I L L I N O I S

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Office of Clinical Experiences

**Secondary Teacher Education Program
Recommendation for Certification
Spring 2012**

Date:

Student Teacher Name:

Section:

Cooperating Teacher Name:

School:

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

Recommend Certification

DO NOT recommend Certification

COMMENTS:

Supervisor:

Date:

Chapter V

STUDENTS IN NEED OF ASSISTANCE

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

REMEDIATION INTERVENTION

At the first indication of concern, the supervisor documents the problem(s) on the triplicate **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 given to OCE.

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

PROFESSIONAL GROWTH PLAN (PGP)

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

When the PGP is complete, a three-way conference is held to present the Professional Growth Plan to the student. During the conference, the plan is reviewed in detail in order to inform the student of both the expectations for improved performance and the consequences for not meeting the expectations. A representative from 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.

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*.

Remediation Intervention Procedures: Secondary Teacher Education Program (STEP)

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

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

NOTE: If a petition is not submitted or is denied, the teacher candidate will receive an "Unsatisfactory" grade in ED PR 442 and will not be recommended for certification.
7. During student teaching, if a teacher candidate experiences difficulty and a PGP is administered, the unsuccessful teacher candidate may be eligible for a different placement to give the teacher candidate a different opportunity for success. The procedure for changing placements is as follows:
 - The supervisor, cooperating teacher, OCE staff, UIUC methods instructor, and/or academic advisor will meet to discuss how beneficial a different placement might be for the teacher candidate. The final decision will be the responsibility of the Director of OCE.

- After three weeks into the student teaching placement, a different placement cannot be granted for that placement period. The unsuccessful teacher candidate can investigate student teaching during a future semester.
 - If a different placement is agreed upon for the unsuccessful teacher candidate, the teacher candidate must spend an equivalent length of time to the initial student teaching placement in the new placement, even if that time extends past the end of the UIUC semester.
9. If, at any time, the above procedure proves ineffective to solve the problem, OCE staff will intervene with necessary action to bring the problem to an effective resolution.

Revised, October 2011

CHAPTER VI

CoTE COMMON ASSESSMENT PLAN AND PORTFOLIO

The Council on Teacher Education oversees all teacher education programs at the University of Illinois. **The CoTE Common Assessment Plan** specifies all of the requirements a student must meet to be recommended for certification. Before admission to student teaching, many of the requirements have been met. During the student teaching semester, the student teacher will need to successfully complete student teaching to be recommended for certification, successfully complete the final Professional Education Assessment, successfully complete the **CoTE Assessment Portfolio Requirements** and successfully submit a time report. A Recommendation for Certification from the Office of Clinical Experiences does not guarantee certification. This recommendation verifies that the student teacher has completed all parts of the clinical program and met the clinical requirements in the **CoTE Common Assessment Plan**. The final approval comes from the Council on Teacher Education who must verify that all course and program requirements have been met. CoTE then sends your recommendation for certification to the State of Illinois.

**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://www.cote.illinois.edu>).*

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 and no grade lower than "C"***;
- 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) satisfactorily complete student teaching as documented by the *CoTE Common Student Teaching Evaluation Form* and other program-defined, performance-based assessments;
- 6) satisfactorily complete the *CoTE Common Assessment Portfolio Requirement for All UIUC Teacher Education Candidates*;
- 7) receive a recommendation for certification from the appropriate clinical experiences program coordinator;
- 8) be awarded a bachelor's degree by the appropriate college;
- 9) be in good health, and at least 19 years of age;
- 10) pass the appropriate ICTS content test(s) if not required prior to student teaching; and
- 11) 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 1st, 3rd, and 5th 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 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 and ways of presenting the reflective statements such as through approved formats. 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 must be electronic

Faculty/staff in each teacher education program will use the *CoTE Common Assessment Portfolio Scoring Rubric* (<http://www.cote.illinois.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://www.cote.illinois.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.

07/16/03 Approved by the Council on Teacher Education Executive Committee

05/18/05 Revised by the Council on Teacher Education Executive Committee