

SUPERVISOR HANDBOOK

Secondary Teacher Education Program



University of Illinois at Urbana-Champaign
College of Education
Department of Curriculum and Instruction
Office of Clinical Experiences
www.education.illinois.edu/ci/oce

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PREFACE

The University of Illinois Teacher Education Program offers a unique opportunity for future educators seeking certification. During their early field and student teaching experiences, University students are provided a variety of classroom placements to develop maximum professional growth. You, as the University supervisor, have a very important role in our program as you offer your competent guidance and professional expertise.

The supervisor's job includes various roles.

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

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

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

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

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

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.

SELECTION OF COOPERATING TEACHERS

Each spring, cooperating teacher request forms are distributed for the following school year. These forms are distributed in varying ways depending on the procedures of the district or school. A teacher indicates his/her willingness to serve as a cooperating teacher on this form. The form must then go to the building principal for approval. Students will only be placed in a classroom where the teacher has been granted approval by the principal. The forms may also be downloaded at: www.education.illinois.edu/ci/oce Most of the non-local placements are negotiated between the Office of Clinical Experiences and the district personnel.

UIUC minimum requirements to serve as a cooperating teacher are that the teacher has three years of successful teaching experience. A Master's Degree is preferred but not mandatory. A building principal or district may set additional standards.

Assignments are made based on input from principals, building representatives, supervisors, student requests, and the Office of Clinical Experiences. As a supervisor, you may make recommendations for specific cooperating teacher-student teacher matches. Recommendations are honored as much as possible; however, there are many variables associated with the dual-placement process for local placements.

Chapter I

STARTING SUPERVISION DUTIES

WHAT MAKES A GOOD UNIVERSITY SUPERVISOR?

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

Professional Disposition

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

Experience

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

Effective Communication Skills

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

Organization

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

ORGANIZING YOURSELF

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

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

Supervision Notebook

Student Teacher Files

*Paper and/or electronic files could be used

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

Supervisor Notebook: Use a binder or electronic folder to organize all materials.

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

Student Teacher Files: Make a file or electronic folder for each student teacher.

- Mid-Term/Final Evaluations
- Written communication from cooperating teachers
- Emails
- Lesson plans
- Notes you make at observation visits
- Notes regarding phone conversations
- Notes and feedback submitted by the cooperating teacher
- Emergency form
- Bloodborne Pathogens Questionnaire
- Copies of all observations
- Teacher Interview

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

- Any hard copy observation forms (if applicable)
- Electronic submission of the observation forms made during the placement
 - Review the PowerPoint online for help and name formatting
- Recommendation for Continuation Form
- Recommendation for Certification Form and Grade Sheet (S/U)

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

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

SETTING THE TONE

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

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

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

Sample Letters of Introduction
UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN



Office of Clinical Experiences

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

January 2012

Dear Cooperating Teacher,

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

You should have received a link to the Secondary Education Student Teaching Handbook and the Office of Clinical Experiences website, both with a wealth of information regarding our program. Included is specific advice on appropriate activities for your student teacher during this placement. Also included is a sample schedule of teaching leading up to a full five-week takeover. I encourage you to talk through a similar schedule with your student teacher early in the semester and provide me with me a copy. Also, please chat with them about assignments they may have due in their courses. Your formal weekly observations can be completed using the University forms I have attached, if you wish. Copies from the website or your own form can also be used. If you use the triplicate form, please give the student the white copy and give me the yellow copy following your observation. The students really appreciate and grow from any and all feedback from you, both formal and informal.

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

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

Sincerely,

Chapter II

LET'S ALL GET ALONG

THE POLITICAL NATURE OF SUPERVISING

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

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

Cooperating Teacher/Supervisor

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

Student Teacher/Cooperating Teacher

- *Student teachers sometimes adopt an idealized teacher role model.*
- *Student teachers may find it difficult to be assertive.*
- *Cooperating teachers may take for granted that the student teacher understands how to and/or feels free to implement their own style.*
- *Communication is sometimes difficult for both the student teacher and the cooperating teacher.*
- *Some cooperating teachers find it difficult to turn over the classroom and serve as a mentor.*
- *When cooperating teachers have concerns about the student teacher, acknowledge the student teacher is still learning and ask for suggestions from the cooperating teacher.*

Student Teacher/Supervisor

- *Student teachers may want you to observe more often or for a longer period than your schedule allows.*

- *Student teachers may talk with former supervisors about problems.*
- *Student teachers may be wary of your former connections with the cooperating teacher and the impact this may have on confidentiality.*

WORKING TOGETHER

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

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

Helping Student teachers Communicate with Cooperating Teachers

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

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

Communication among all parties involved in the Secondary Teacher Education Program is important to maintaining a quality program. You are a major link between all involved and play an important part in assuring the programs run smoothly. You share in the responsibility to ensure that our student teachers have a quality experience.

Chapter III

OVERVIEW OF SUPERVISOR'S RESPONSIBILITIES

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

1. Orient the cooperating teachers and give each coop a student teaching folder.
 - a. Highlight the suggested teaching takeover guidelines. Stress that the takeover is to be staggered. A student is not to teach more than 4/5 of a normal teaching load. (See appendix A) A student is also not to have more than 2 preps, if at all possible.
 - b. Stress that cooperating teachers are to give students **weekly** written feedback. This feedback can be on the open-ended or structured observation forms or something the coop has generated. Both the student and the supervisor are to be given a copy of all written feedback.
2. Collect the Emergency Information Form and Bloodborne Pathogens Questionnaire from your students the first week of each placement. Keep these forms in each student's folder.
3. Observe the students at least three times during each placement. You may use the open-ended form or the electronic structured observation form; however, the student is to always get a copy of the written feedback.
4. Check the lesson plans each visit to make sure the student is planning for appropriate instruction based on both short-term and long-term needs of both their students and themselves.
5. During the placement, an on-line mid-term and a final evaluation is submitted by the student, coop, and supervisor. Copies of the mid-term evaluation should be made and distributed to all evaluators midpoint into the practicum. (about 8 weeks) Copies of the final evaluations should be made and distributed at the final conference.

All evaluations must be completed on-line (www.cote.illinois.edu).

- From the menu click "Clinical Experiences"
- Under "Evaluation Forms" click "Early Childhood/Elementary/Secondary Education Student Teaching Midterm/Final Evaluation"
- AFTER you submit your report, you may print a copy by clicking on view

If you experience problems submitting or printing this form, please review the "Frequently Asked Questions" for assistance. If further assistance is needed, send an email to: cote-techsupport@illinois.edu

6. Conduct a final conference with the student, coop, and supervisor at each placement.

Midterm Conference:

- a. Complete the Recommendation to Continue Form
IMMEDIATELY NOTIFY THE OFFICE OF CLINICAL EXPERIENCES IF A STUDENT IS RECOMMENDED WITH RESERVATION OR REMEDIATION OR IS NOT RECOMMENDED TO CONTINUE.

If a student is recommended with reservation, a written justification must be attached to the recommendation and the student must get a copy.

If a student is recommended with remediation, a remediation plan must be in place prior to starting the second placement. The Director of Clinical Experiences must be involved in drafting the remediation plan.

If a student is not recommended to continue, meet with the Director of Clinical Experiences immediately to determine the proper procedure.

- b. Check absences with coop and student and keep track of make-up days.
- c. Send Recommendations for Continuations immediately to OCE (hmarshal@illinois.edu)

Final Conference

- a. Complete the Recommendation for Certification Form
- b. Complete the grade sheet that includes end date of placement, recommendation for certification, and grade (satisfactory or unsatisfactory).
- c. Ask the student teacher and cooperating teacher to complete an on-line supervisor evaluation (www.cote.illinois.edu).
 - From the menu, click on “Clinical Experiences”
 - Under “Evaluation Forms” click “Student Teaching Supervisor”
- d. Send all paperwork to the Office of Clinical Experiences.
 - Submit Recommendations for Certification immediately (electronic)
 - Submit Grade Sheet & Observations (electronic)
 - Submit pertinent paper information in folders arranged alpha
 - Email all electronic documents to hmarshal@illinois.edu

Chapter IV

THE OBSERVATION

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

- Be positive and give praise where appropriate.
- Be specific about concerns. If the classroom management is not acceptable, write the specific concerns, such as "Students were talking throughout the lesson." Or "Students were wandering about the classroom during direct instruction."
- Be sure the written observation forms accurately document any concerns.
- Be sure the ratings reflect what you see.
- Be fair to the student teacher and to yourself – make honest comments that are not glossed over.
- Confer with the cooperating teacher at every observation. The way you document concerns may depend on the cooperating teacher's comments.
- **Document, document, document** – Remember positive is good, honesty is better, in writing is best.

As you make your observations and communicate with the cooperating teacher, keep in mind the stage of development the student teacher is at during the particular time of your observation. It is not expected that an early field student teacher will be clearly competent but they should show signs of initiative and curiosity about the world of educating children. Supervisors and cooperating teachers should have realistically high expectations within the boundaries of the beginning stages of development. As student teachers progress throughout their field experiences, their responsibilities and the supervisors' expectations should increase. At all times, be sure you include comments about the student teacher's strengths as well as accurate documentation about concerns.

Keep in mind the power of supervision:

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

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

Your observation should reflect your professional judgment.

It is not the expectation that all of the student teacher's ratings will be marked "outstanding" or "satisfactory." It is the expectation that the ratings reflect the true nature of the student teacher's performance. If there are concerns, the ratings should reflect the concerns you and/or the cooperating teacher have about the progress the student teacher is making in his/her professional development.

Giving accurate feedback about concerns and communicating expectations in writing will allow time for the student teacher to make necessary progress and/or corrections. The structured observation and mid-term/final evaluations state that any unacceptable ratings may lead to a professional growth plan; however, this will only happen if you, as the supervisor, initiate the process. The statement is on the evaluations to provide the option in severe cases where it is imperative that the student be placed on a professional growth plan due to the nature of the concern.

SCHEDULING THE OBSERVATION

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

- ☑ Make sure you see the student teacher teaching in a variety of content areas.
- ☑ Schedule your observations on different days of the week.
- ☑ Schedule your observations at different times of the day.
- ☑ Take into account school holidays and special celebration days.
- ☑ Check to make sure there are no field trips planned for your visit day.
- ☑ Make sure the cooperating teacher will be available to consult with you.
- ☑ Make wise use of your travel time. See all student teachers at one school in one visit.
Coordinate distant trips.

Student teachers should be given observation times at least a week in advance.

MAKING THE OBSERVATION

Observing your student teachers gives you the opportunity to view them in their professional environment and to offer constructive feedback and supportive comments to facilitate their growth during their field experiences. Fisher and Sharp (1998, p.161) recommend that supervisors use “at least three different kinds of feedback”: appreciation, coaching, and evaluation.

Appreciation: Used especially at the beginning of the practicum to build confidence, enthusiasm, and self-esteem. Such comments (written and verbal) as the following may be made:

- *Jennifer seems to be very comfortable teaching in front of the class.*
- *Your instructions were clear and easy to understand.*
- *You are developing a good teacher voice.*
- *You make the students feel comfortable and safe.*
- *You have a kind manner as you work with the children.*

Coaching: Used to focus on the student teacher’s performance. Coaching comments may be viewed as suggestions by the student teacher, which they may choose to incorporate, but they are not required to implement. Comments such as these may be made.

- *You may find it helpful to give instructions to the entire group before...*
- *The pencils were a distraction to the lesson. You may want to give reminders to the students about what they should be doing with them while you are teaching.*
- *The transition was rocky and you may want to rethink how to make them move more quietly and quickly.*

Evaluation: Used to document the student teacher’s progress. Evaluation feedback may indicate praise or concern. Some examples follow:

Evaluative Praise:

- *Your plan included excellent objectives and you effectively implemented them into your lesson.*
- *You are conscious of calling on all children to participate.*

Evaluative Concerns:

- *The next time I observe, you must have clearly stated objectives in your lesson plan.*
- *It is unacceptable for you to arrive at school at 9:30 am. Your arrival time must be 7:30 am.*
- *Letting kindergarten children use a large kitchen knife in a center without supervision is dangerous. Your cooperating teacher had every right to ask you to stop teaching.*

DURING THE OBSERVATION

What things are you looking for in your observation? Following are several items for you to observe, collect data on, and think about during your observation. Also see Appendix B for further suggestions.

- Is the student teacher actively involved with the children?
- Do they know the children's names?
- Do they know where materials are?
- Do they demonstrate initiative?
- Check their dress. Is it professional/appropriate?
- Voice quality – Are the projection and tone appropriate?
- Interaction with students - Do they know what is going on?
- Assess the student teacher's comfort with the situation, children, classroom lesson, and cooperating teacher.
- How interactive are they with the students? Do they give equal time to all students or do they concentrate on one particular student or a group of students only?
- Do they move around the room and make contact with the students?
- Do they use a variety of motivation techniques?
- Check for their teaching presence?
- Do they have control in the classroom and good management skills?
- Do they anticipate what might happen and plan for preventative management?
- Lesson plans. (A written plan is required at each scheduled observation.)
- Are materials prepared prior to the start of the lesson? Are materials organized?
- Is there evidence of effective planning? Are the objectives appropriate? Do the objectives match the evaluation?
- Check for flexibility. Did they deviate from their plans? Why? (It is acceptable to deviate, but the student teacher should be able to explain why.)
- Does the student teacher use clear directions to explain their meaning to the students?
- Is the content in their lesson appropriate?
- Check for progression through the lesson. Is the pacing appropriate?
- Check for practicality – i.e., does the student teacher use too many props that are not practical to the lesson or students?
- Are they looking ahead and anticipating student's behaviors and reactions?
- What kinds of questions do they ask? Are they asking questions to promote higher-level thinking?

CONFERENCING AFTER THE OBSERVATION

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

Conferencing after a Satisfactory Observation

- Get the student teacher to reflect upon/discuss the lesson/progress.
- Remain as positive, yet realistic, as possible.
- Use a professional tone of voice with kind and supportive suggestions.
- Give specific suggestions. "Before you start the lesson, be sure each student has their desk cleared off and have their attention on you."
- Provide concrete examples from your observation when trying to make a point.
- Give suggestions for change. Ask them for suggested changes.
- Be receptive to what they do and do not have control over in the classroom.
- Discuss goals for the next observation. What would they like to work on? What would they like you to focus on in your next observation?
- Share comments from the cooperating teacher.

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

Conferencing after a Problematic Observation

- A problematic observation = an observation form with any ratings of "improvement required" and/or "unacceptable". Be sure your marks reflect what you observe.
- Have the student teacher reflect upon/discuss the lesson progress.
- Remain as positive as possible but be honest and realistic.
- Use a professional tone of voice with kind and supportive suggestions but be honest and firm.
- Discuss specific concerns about the observation and give concrete examples of the concerns and what must be done differently in order to improve.
- Give specific changes you must see at your next visit, suggestions such as:
 - *On my next visit, I want to see you moving around the room and using proximity as a preventative tool for classroom management.*
- Discuss goals for the next observation. What would they like to work on? What would they like you to focus on in your next observation? What will you be watching for?
- Write out expectations you have for the next lesson which are specifically tied to problems you noted in today's lesson.
 - *The next time I observe, I must see...*
 - *In the future lessons, you must...*

COMMUNICATION WITH COOPERATING TEACHER

It is essential to communicate with the cooperating teacher for at least a short time at every visit. Keep in mind they are extremely busy and may not have time to conference in depth.

- Have specific questions in mind to ask that require more than a yes or no answer. **At your first visit, ask the cooperating teacher to explain the agreed upon plan for gradual takeover. If take-over is too immediate, you must address this issue with the coop.**

Questions to ask cooperating teachers:

- What are some new things you have seen your student teacher do this week?*
 - During your last lesson observation of your student teacher, what concerns did you have?*
 - How has the student teacher taken initiative in the classroom?*
 - What progress have you seen with your student teacher?*
 - What extra projects/activities has your student teacher done in the classroom?
- Encourage/remind the cooperating teacher to give the students **written weekly feedback** and to use the observation forms, especially if there are concerns. This will help to give a clearer picture of what you are both observing and provide additional documentation.
 - If there are communication problems or performance concerns, you need to schedule a three-way conference promptly – do not let problems brew.
 - It is your responsibility to initiate and continue effective communication with the cooperating teacher. Remember you may need to vary your communication style from cooperating teacher to cooperating teacher.

!! Always inform the Office of Clinical Experiences staff of any concerns!!

ENCOURAGING COOPERATING TEACHER FEEDBACK

It is pertinent that the cooperating teacher gives regular feedback to the student teacher. To encourage their regular and accurate feedback, the following steps should be taken by you.

- Leave several observation forms with the cooperating teacher on your first visit. Explain how they can use the forms.
- Explain to the coop that the program recommends (requires) students to receive weekly written feedback.
- Make time at every observation visit to talk with the cooperating teacher about the student teacher's progress.
- Explain to the cooperating teacher how important their feedback is to the student teacher's professional development.
- Take time to explain to the cooperating teacher how important documentation is for remediation and PGP.

REMEMBER:

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

- Always carry forms and procedures on observation visits in case of questions.
- Stop in the office of the cooperating school to say hello to the principal and to ask how things are going.
- At **every** observation, speak with the cooperating teacher. Ask questions that will give you evaluative information about the student teacher's progress. (See list below)

- ☑ Make yourself available.
- ☑ When you set an observation time, be punctual. If an emergency arises and you cannot keep your observation appointment, call the school and leave a detailed message and apology.

THE THREE-WAY CONFERENCE

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

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

OBSERVATION FORMS

Open-Ended Observation Form (Appendix D)

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

The open-ended form is used for:

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

Structured Observation Forms (Appendix E)

A Structured Observation form is used to evaluate the student teacher on specific indicators that also align to the Mid-Term/Final evaluations as well as Illinois Professional Teaching Standards (IPTS). This form gives specific ratings of the student's performance and provides the student with an overall evaluation of his/her teaching. It is important to use this form if there are concerns.

Mid-Term/ Final Evaluation (Appendix F)

The Mid-Term/Final Evaluation for STEP is completed on-line on the Council on Teacher Education website (www.cote.illinois.edu). This evaluation aligns with the CoTE Conceptual Framework, IPTS, as well as the Structured Observation Form. The student, cooperating teacher, and supervisor must complete this evaluation for both the Mid-Term and Final Conference. See Chapter Three: Supervisor's Responsibilities for more detailed information concerning the completion of this instrument.

Chapter V

HOLDING MIDTERM AND FINAL CONFERENCES

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

Make contact with your cooperating teachers early in the semester to start working on the schedule. When you finalize your conference schedule, a copy should be sent to the staff in OCE. You will notify the student teachers of the conference schedule.

You will facilitate the conferences. It is your responsibility to keep the conference tone positive and effective. Oral feedback is important and should be given in a manner that allows the student teacher to utilize and accept the suggestions without intimidation or fear of repercussions. Concerns should be shared in a professional and realistic manner. Evidence of concerns noted at the midterm/final conference must be written on the completed observation form. (Sample forms follow) Rating of “Unacceptable” is the only way to accurately document any concerns. Additionally, the midterm and final conference form should build upon the observation forms.

Prior to each conference, an on-line mid-term/final evaluation form must be filled out by each student teacher, cooperating teacher, and supervisor and submitted to the Council on Teacher Education (www.cote.illinois.edu). Each person should make 3 copies of their form for distribution at the beginning of the conference. The supervisor will collect each person’s original copy, complete with signatures, to be kept in the student teacher’s folder. It is the supervisor’s responsibility to double check to see that all signatures are on the forms.

MIDTERM CONFERENCE GUIDELINES

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

1. Break the ice and put the student teacher at ease.
2. Distribute copies of each participant’s evaluation form.
3. Have the cooperating teacher begin by sharing about the student teacher’s progress.
4. Next the supervisor shares comments about the student teacher’s progress.
5. Then the student teacher should share some self-reflections about their own progress.
6. Together discuss goals for the student teacher to work towards during the remainder of the semester.
7. Complete Recommendation for Continuation Form
8. Verify Timecard and get signatures
9. Verify number of absences

NOTE: If there are concerns about the student teacher's progress at the midterm, a remediation form or plan must be completed with guidance from the appropriate Office of Clinical Experiences staff and well as other members of the Professional Team.

FINAL CONFERENCE GUIDELINES

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

Other questions you may want to use at the conference are:

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

SUBMISSION OF FINAL PAPERWORK

Immediately, upon completion of all of your final conferences, submit all final paperwork to the Office of Clinical Experiences. Recommendations for Certification and Grades Sheets are needed as soon as possible.

SEE CHAPTER THREE: OVERVIEW OF SUPERVISOR'S RESPONSIBILITIES For more details concerning the on-line submission of timecards and evaluations as well as guidelines for the submission of final paperwork.

Chapter VI

STUDENTS IN NEED OF ASSISTANCE

When student teachers are experiencing difficulty in their field experiences, you will be required to devote more time to documentation and observations.

Students in need of assistance require extra support in order to become successful with their professional development.

REMEDIATION INTERVENTION (Appendix I)

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

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

PROFESSIONAL GROWTH PLAN (PGP) (Appendix J)

This document is written by the supervisor 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 prescribed document that clearly states areas of concern, problems and the expectations for improvement in order for the student to receive certification.

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

Chapter VII

**MEETING WITH YOUR STUDENTS
(for those conducting seminars)**

Ground Breaking – Organizing Your Seminars or Meetings

The main purpose of the seminar is to focus on classroom placement and to facilitate student teacher reflection on that experience as well as providing experiences that will prepare the students for their first year of teaching. As a facilitator, you will encourage the student teachers to interact with one another rather than directing all their questions to you for answers. You will provide an opportunity for student teachers to reflect on their experiences and to share ideas about what is going on in their classrooms. It also provides an opportunity to discuss relevant issues pertaining to their experience within a group setting. There should be a minimum of six seminars and a maximum of ten seminars. The seminars are approximately 2 hours in length. While student teaching, students are concurrently enrolled in a methods course (CI404) at the University and completing the CoTE Common Assessment Portfolio. Supervisors must be cognizant of these requirements and keep additional assignments, outside of student teaching lesson planning, to a minimum.

NOTE: Not all supervisors are required to coordinate and deliver seminars. It depends on the type and location of supervision. Supervisors not conducting seminars usually have students attend weekly meetings to check in with the group and discuss various topics. Each supervisors must have an orientation with the assigned student teachers in which many of the below items should be addressed.

SEMINARS

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

*Help student teachers plan for down time – teaching is strenuous and tiring
Help student teachers realize they need to plan a break for themselves*

ICE BREAKERS

Some suggested icebreakers for the first seminar:

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

SEMINAR REFLECTIONS AND TOPICS

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

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

Suggested topics for reflection during seminar:

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

GUEST SPEAKERS

There may be times when you will want to schedule a guest speaker for your seminar. There are many teachers and principals in the area who are willing to come to seminars and speak. You may want to make plans for a guest speaker with one or two other supervisors. Be sure to make contacts early enough to give the speaker enough time to prepare and plan their presentation and to make arrangements for their absence at work. It is always proper to send a thank you note to the guest speaker. Please inform the OCE staff of speakers you schedule prior to their attendance at your seminar.

GLOSSARY

BBP -	Bloodborne Pathogens
Certification -	License to teach in the State of Illinois. Recommendation for certification is given by OCE to the Council on Teacher Education (CoTE). CoTE makes the recommendation for certification to the State of Illinois.
CBC -	Criminal Background Check
Cooperating Teacher -	The certified teacher in the classroom where the student teacher is assigned a placement.
CoTE	Council on Teacher Education
OCE -	Office of Clinical Experiences
PGP -	Professional Growth Plan – Written documentation outlining concerns and expectations for a successful field experience.
Student teacher -	University student in the UIUC Secondary Teacher Education Program
Professional Team -	University and school based personnel directly involved with a student teacher’s field experience. The team includes the University supervisor and the cooperating teacher. It may also involve an OCE staff person, the school principal, the school building representative and the University advisor.
Remediation -	Additional assistance provided to high maintenance student
Seminar -	Weekly class conducted by the supervisor with the student teachers they are supervising.
STEP -	Secondary Teacher Education Program
Three-way Conference -	A conference among the student teacher, cooperating teacher, and the university supervisor.

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APPENDIX A

**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 either 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 three formal observations will be made for each student teacher during each 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

APPENDIX B

WHAT TO LOOK FOR WHEN SUPERVISING

Organization

- Lesson plans
- Materials ready

Implementation of lesson

- Students' attention
- Content of lesson – age appropriate – connection of all aspects of lesson
- Acknowledges student responses
- Creativity – implements ideas from methods classes
- Correct grammar
- Motivating and enthusiastic
- Pacing

Instructional Strategies

- Knows content knowledge – selects age appropriate material
- Evaluation
- Questioning techniques – promotes higher level thinking – requires answers other than yes and no
- Motivation
- Flexibility
- Short and long term planning
- Use of audio/visual materials – hands on activities
- Adapts lesson as needed

Classroom management

- Student attention
- Sets expectations
- Follow through
- Feedback to students
- Manages routines well
- Back-up plans
- Transitions
- Positive reinforcement when appropriate

With-it-ness – Ability to manage the whole classroom

Personal Interactions

- Rapport with students, cooperating teacher, and staff
- Meets individual needs of students
- Professional Behaviors
- Compassion
- Understands growth and development of children
- Sensitivity to differences
- Establishes community in the classroom

Evaluation

- Self-evaluates
- Uses multi-techniques that match instructional goals

APPENDIX C

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	

WEEKS 4-6 Participation and Teaching	<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>	

WEEKS 7-11	<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>	
Teaching	<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>

WEEKS 12-14 Participation and Teaching	<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>
---	---

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.

APPENDIX D

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 _____

APPENDIX E

**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>	
<p>Comments:</p>	
<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>	
<p>Comments:</p>	
<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 exceptionalality to community culture</p>	
<p>Comments:</p>	
<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>	
<p>Comments:</p>	

<p>Learning Environment/ Management: Creates a learning environment that encourages positive social interaction, active engagement in learning and self-motivation</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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>	

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		
Comments:		
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		
Comments:		
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: _____

APPENDIX F
MID-TERM/FINAL



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? 				
<p>Comments:</p>				

<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

APPENDIX G



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
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:

APPENDIX H



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:

APPENDIX I

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*.

APPENDIX J

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Office of Clinical Experiences
Department of Curriculum and Instruction
College of Education
Rm. 398 Education Building
1310 South Sixth Street
Champaign, IL 61820

Professional Growth Plan

for
Jim Mason
March 7, YEAR

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

Overview of Progress and Experiences

STRENGTHS

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

Progress during the first part of the Spring Semester

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

CONCERNS AND EXPECTATIONS

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

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

I. Professional Dispositions and Attitudes

- C. **Jim often is not receptive to verbal/written feedback given to him by his cooperating teacher and university supervisor.... although he acknowledges the feedback and believes he addresses the concern his follow through on these issues is not generally evident to his cooperating teachers and University supervisor.**
- E. Jim must demonstrate responsible and professional behavior. It must be evident in his teaching that Jim follows through on written and verbal feedback given to him by his cooperating teacher and university supervisor.

- C. **Jim shows an inability to identify and improve his weaknesses and to acknowledge his strengths.**
- E. Jim will write a realistic reflection of his self-observations that will be turned in to his University Supervisor daily. This written reflection must address at one realistic strength and one realistic area of concern and identify a way to address the concern.

- C. **In his teaching, it is not evident that Jim relates to his students.**
- E. Jim must work to develop a rapport with his students by conversing with them and incorporating their life experiences into his lessons. It is not enough to ask, "Who has been to the Grand Canyon?" This question must be followed up with questions to lead the students to share information that will enhance the subject matter, like, "What did you see?" "Which of the physical characteristics we have been discussing did you see? Can you describe them?"

- C. **It is evident to his cooperating teachers and University supervisor that Jim has exhibited some unprofessional behavior, such as wearing his coat, yawning and looking at the clock, during reflection and feedback (post-conference) sessions.**
- E. Jim must demonstrate professional behavior at all times during the entire school day.

II. Planning and Implementation

- C. **Jim has demonstrated difficulty planning complete lessons.**
- E. Every day, Jim must use the lesson plan template provided to all student teachers.

- C. **Jim has not been prepared to teach the content.**
- E. For every lesson, Jim must have detailed lecture notes or detailed activity notes (Example: How will he divide class into groups? How will he present content detail to the students?)

- C. **Jim has not demonstrated command of the subject matter nor has he shown the ability to engage his students in learning in his classes.**
- E. Jim must have his lecture/activity notes divided into three areas: 1. subject matter that comes from the student textbook, 2. appropriate historical facts used to further engage his students and 3. appropriate analogies or examples that show his students how these concepts relate to their knowledge or experiences. He must make sure that he is extremely familiar with the content and his lesson order and is overly prepared for his lessons so that he is able to concentrate more on the students' performance and responses during the lesson.

- C. **Jim has needed considerable assistance selecting and designing interesting and engaging lessons for students**
- E. Jim will have all complete detailed lessons plans including the numbered lecture/activity notes to his Cooperating Teachers, at least three days prior to the day he is to teach each lesson. The lesson plan

must have written details for 1. all class activities, 2. all overheads, handouts and 3. details of organization of class activities. He will then have one day to revise the lesson plan, if necessary. If plans are not acceptable at that time, he will not teach the lesson. It is Jim's responsibility to select topics and activities with will interest his students and coordinate with the school, district and state goals.

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

III. Classroom Management

- C **Jim has difficulty clearly enforcing the expectations he has for maintaining student behavior.**

E Jim must focus on ways he can improve behavior by listening to and incorporating suggestions from his cooperating teachers. If he cannot successfully implement his cooperating teachers' suggestions, he will not be able to continue teaching

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

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

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

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

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

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

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

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

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

Nell Johnson, Cooperating Teacher

Carol Williams, University Supervisor

Kim Miller, Cooperating Teacher

Jill Peterson, University Supervisor

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

Jim Mason, Student

MEETING WITH

cc: Bob Jones, Methods Instructor

Chip Zender, Certification Officer

Sarah Meador, Academic Advisor

Valeria Smith, Curriculum and Instruction Department Head

Tom Masters, Associate Dean for Instructional Programs

Polly Walters, Interim Director of Clinical Experience

APPENDIX K
**UIUC Teacher Education Program
Emergency Form**

Please complete this form and leave a copy with your cooperating teacher and your supervisor.

Student Name _____

In Case of Emergency Please Notify:

1. Name _____

Relationship _____

Address _____

Phone _____

2. Name _____

Relationship _____

Address _____

Phone _____

3. Name _____

Relationship _____

Address _____

Phone _____

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

I have University of Illinois student insurance.

I have private insurance.

Signed _____ Date _____

APPENDIX L

**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?

APPENDIX M

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.

If required by supervisor, 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.

APPENDIX N
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**
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A. Absence Policy

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

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

B. Emergency Information Form

All candidates must fill out the Emergency Form 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.

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APPENDIX O

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?