

**THE STUDENT TEACHING EXPERIENCE:
CONTRIBUTING TO THE PREPARATION OF THE EDUCATOR
AS CREATOR OF
EFFECTIVE EDUCATIONAL ENVIRONMENTS**

**A HANDBOOK FOR
STUDENT TEACHERS
AND
COOPERATING TEACHERS**

**EASTERN ILLINOIS UNIVERSITY
COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES
DEPARTMENT OF STUDENT TEACHING**

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CHAPTER I

THE TEACHER EDUCATION PROGRAM

Eastern Illinois University College of Education and Professional Studies has had a long history of providing programs for teacher preparation. They are committed to the preparation of professionals in the design and implementation of programs that advance intellectual, physical, psychological, and social well-being. These professionals are to be competent practitioners who are well grounded in research and theory. This chapter provides information about the conceptual framework on which this professional preparation is centered, and on the certification programs available. Collaborative partnerships with public schools enhance the university program.

CONCEPTUAL FRAMEWORK

Eastern Illinois University's professional education certification/degree programs are based upon the thematic model, *Educator as Creator of Effective Educational Environments: Integrating Students, Subjects, Strategies and Societies*, and its defined rationale and professional knowledge bases. It is a unified role conceptualization which provides the overall framework for the teaching specialties delivered at Eastern Illinois University.

The theme is the organizing framework for the unit knowledge base and its choice is based upon a number of factors including a set of belief statements and outcomes regarding the kind of educators we expect to produce, four knowledge domains and resulting professional behaviors, core concepts and research bases for each knowledge domain, basic outcomes which serve as exit level competencies for basic programs, specific objective statements which delineate the knowledge bases essential for training students to assume the unique professional roles as delivered in advanced programs, and core concepts and research bases for advanced programs. Underlying the theme is the conviction that programs must be well-grounded in general education, subject area concentrations, and allied subject matter.

To assure that all students are provided with essential knowledge that reflects established and current research findings and sound professional practice, the College of Education and Professional Studies has developed Unit Belief Statements that provide assumptions regarding the kind of educators EIU expects to produce.

Unit Belief Statements

The belief statements are the tenets that undergird the Conceptual Framework. The theme for the teacher education units at Eastern is: "**Educator as Creator of Effective Educational Environments: Integrating Students, Subjects, Strategies, and Societies.**" An educator may be a teacher: early childhood, elementary, junior high or high school; or special educator. The educator may be a generalist or a subject matter specialist. The educator may be a supervisor, administrator, or counselor.

Teacher behaviors reflect knowledge of the effectiveness, process-product literature, specifically in the areas of classroom management, instructional management, and use of time, including time on task. Teacher behaviors go beyond the facade of effectiveness in that the teacher's behavior also reflects divergent thinking, drawing implications, and making evaluations of the context in which the teaching/learning is occurring. The term context includes diversity of students and setting: classroom, school, community, society. The teacher through evaluating, reflecting, and deliberating makes decisions about what to teach (content) and how to teach (methods).

In other words the teacher is thinking, evaluating, drawing implications, devising various approaches or solutions, and then deciding and implementing. All of this requires and reflects a knowledge of the students, the setting, the content, and the methods.

Considering differences in effectiveness relative to the specialized roles of the educator is primarily a semantic task. The setting descriptors change. Rather than classrooms, we are talking about the schools and communities in which the supervisors, administrators and counselors carry out their responsibilities. Rather than students/learners and their families, which is the teachers' and counselors' primary concern, the supervisor and/or administrator must understand the diversity of those being supervised as well as the students. Diversity of methods is still essential, but we are looking now, for example, at methods of supervision or methods of counseling. The thinking of the effective supervisor, administrator, and counselor will be evaluative; it will lead to drawing implications, to arriving at various solutions to problems, approaches to tasks, and creative management. Actions will be reflective, and decisions will be most often appropriate, as well as insightful and reflective.

Kindsvatter, R., Wiley, W., and Isher, M. (1988) in their book, *Dynamics of Effective Teaching*, address "An Approach to the Study of Teaching". They describe beliefs as being the basis for much of everyday behavior. In this introduction they address the beliefs which guided the development of their book about effective teaching. Using these beliefs as a basis for our deliberation and modifying them in light of our Unit desire to produce educators who are creators of effective environments by integrating knowledge of students, subjects, strategies and societies, our resulting set of Unit beliefs emerged:

The Educator as a creator of effective educational environments suggests a learned set of behaviors requiring an extensive knowledge base and preparation.

Personal sensitivity to diversity can and must be developed in each educator. To be optimally effective as an educator requires an extensive knowledge base. It is through

extensive preparation, with breadth and depth, and opportunities to practice what one has learned under supervision and with evaluation that the educator has the capability to contextualize his/her behaviors.

The Educator must be an effective decision maker.

The quality of the work of the educator is directly contingent upon the quality of the decision making. Decision making is a process, a cohesive concept that integrates various parts of teaching. Decision making is basic to establishing classroom climate, planning for teaching, interacting with students, evaluating performance and achievement, supervision and administration, and providing guidance to students. Decision making must be made with appropriate attention to the context in which the decision is made. In other words the educator must consider the diversity and similarities among the students, other educators, the school, the community, and society. Decision making must result in integration of students, subjects (content), and methods.

The Educator creates environments conducive to learning.

The setting in which instruction/facilitation/supervision/administration or counseling occurs is a major factor affecting that activity. Educators have a body of knowledge that has been developed on the subject of teaching and principles related to its application. Clearly, the classroom cannot be fully understood solely in terms of intellectual considerations. The quality of life in the educational environment is also contingent upon social factors. Therefore, the environment as created by the educator must be conducive to learning. The role and the setting in which the supervisor, administrator, or counselor performs may be different from that of the teacher, but the setting remains a major factor.

The Educator possesses higher level thinking skills to create effective environments.

The interaction of the educators' thinking skills and knowledge base results in their ability to create effective environments. Creating effective environments is a deliberate, thoughtful, and reflective set of skills and attitudes which are appropriate to the context in which the "art" of education occurs.

The Educator is committed to life long learning.

Educators who can create effective environments will be "epistemologically literate". They know what professional knowing means, can distinguish among varying levels and kinds of knowing, are respectful of diverse routes to knowledge, and are committed to reflectively grounding their future professional acts or behaviors in knowing. They also realize learning is life long and that we never know all we can or should know.

The Educator develops a personal approach to the profession keeping in mind individual identity and integrity while guided by tenets of pedagogy and concepts of diversity.

The role of each educator ultimately is very personalized. For example, while pedagogy is the foundation of effective teaching, it tends to be more suggestive than prescriptive. Individual teachers, meanwhile, are as different from one another as everyone else in the population. Educators will be most effective if they maintain their own personal identity and integrity while being guided by the tenets of pedagogy and their understanding of the concepts of diversity, adjusting their professional behavior appropriately.

The Educator, as professional practitioner, must believe in the science and the art of the profession.

The creation of the effective environment will depend on knowledge and skill of professionally responsible pedagogy. The educator's repertoire of skills must relate to sound professional practices and reflect understanding of the effectiveness of employing a given skill or method dependent on the nature of the setting or other key players or learners. Methods, techniques, and behaviors should be determined by current research and learning theory. A science of pedagogy is derived from research and learning theory, and is validated by practice.

The Educator must reflect, respect, and understand the diversity of students, subjects, strategies, and societies.

As we move into the twenty-first century a global perspective will be essential as educators create effective educational environments in changing schools, communities and society. According to Carlton E. Brown, in his presentation at the AACTE, NCATE, Knowledge Base training, Fall 1991, Chicago, Illinois: "By the year 2030, more than 30% of school age children will be non-white with increasing numbers of Hispanics and Asiatic and children of non-middle class families." This will increase the diversity of students and families with whom educators must work. We must prepare educators whose understanding of the issues of diversity, including those relative to sex, race, and ethnicity, shape their behaviors as educators.

EASTERN ILLINOIS UNIVERSITY AND COLLABORATION WITH THE PUBLIC SCHOOLS IN EDUCATION

The College of Education and Professional Studies is working closely with professional colleagues in the public schools to develop superior clinical experiences for university students preparing to become teachers. The most promising sites for prospective teachers are schools which promote high levels of learning for all students and continued learning and professional development for teachers. The goals for the schools where EIU students are placed should be:

1. to promote high levels of learning for all students enrolled
2. to serve as learning sites for university students preparing to become teachers

3. to support continuing professional growth for teachers, and
4. to encourage collaborative school-university research and inquiry about learning and teaching.

To act on these goals, EIU is forming partnerships with public schools. These partnership teams will help to ensure the school's and the university's commitment for significant work together to better prepare young people for productive futures. With such plans underway, these schools are likely to be interesting, stimulating places for learning for children and youth, prospective teachers, and school and university faculty.

TEACHER LICENSURE PROGRAMS

Application for Teaching Licensure

Applications will be distributed by the Student Teaching Coordinators. Students should apply for their teaching certificates early in the term in which they will graduate and complete all requirements. Forms and instructions are also available in the College of Education and Professional Studies.

CHAPTER II

THE COOPERATING TEACHER

A teacher who agrees to supervise a student teacher has consented to assume one of the most responsible, influential and exciting positions in teacher education. This brief period in the life of a college student has greater impact on professional skills and potential than any other part of a college career. Evidence shows that the teaching model established by the cooperating teacher becomes the actual pattern followed by the student teacher. It is a stimulating experience for a teacher to have a student teacher in the classroom because pupils seem to learn more when a student teacher is available to work with a class. Despite the increased responsibility involved, the experience of student teaching is a winning proposition for all parties.

The period of student teaching is a time in which the cooperating teacher will have to be prepared to make modifications in order to accommodate a new personality in the classroom. This time offers a unique opportunity for the cooperating teacher to model various teaching styles, along with guiding planning, preparation, teaching, evaluations, assessments, and appropriate interactions.

A teacher who has been solely in charge of a class will be working collaboratively and cooperatively with a person who is a capable, but less experienced instructor. The information included in this handbook is presented in an effort to assist in this collaborative effort. The cooperating teacher's portion of the book provides information specific to the expected roles and responsibilities of the cooperating teacher. The student teacher's portion will aid the cooperating teacher in understanding the expectations that the university has for the student teaching experience. Among those expectations is that the cooperating teacher will hold a license consistent with the license the student teacher placed in the classroom is seeking to earn.

REQUIREMENTS FOR BEING A COOPERATING TEACHER

Eastern Illinois University has established the following requirements for classroom teachers to qualify them as cooperating teachers:

- Possess a sincere desire to work with a student teacher and share her/his room.
- Possess personal qualities which are essential to good supervision such as practical insight into interpersonal relationships, understanding of social class structure, and a wide cultural background.
- Possess a license which provides that the teacher is fully qualified for the subjects, age range, and setting in which s/he is assigned to teach.

- Have completed a minimum of three years of successful teaching experience.
- Should have earned a Master’ degree or the equivalent.
- Possess and exhibit a genuine professional interest to improve teaching through further college or university study and participation in activities having a direct relationship to the field, such as travel or related work experience.
- Be professionally enthusiastic and continue to strive to be an exemplary model for the teaching profession.

THE ROLE OF THE COOPERATING TEACHER

While each teacher and each classroom are unique entities, basic ground rules for the role and expectations of supervision by the cooperating teacher are helpful in order that the university coordinator, the cooperating teacher, and the student teacher may work together with clarity and goal direction.

The cooperating teacher is regarded as the daily role model for the student teacher in training. The cooperating teacher provides solid examples of how to:

1. Plan thoroughly and creatively for individual and group needs.
2. Design and utilize a variety of teaching strategies.
3. Include opportunities for diverse learning styles.
4. Plan and implement a developmental cognitive and affective program.
5. Plan and implement a daily schedule of activities related to cognitive and affective goals.
6. Design stimulating classroom environments.
7. Assess the growth and learning of each child.

In order to impart both knowledge and experience to the student teacher, a cooperating teacher should attempt to meet the following objectives during supervision of the student.

1. Get to know the student teacher as an individual.
 - ↳ Help the student teacher build on her/his assets.
 - ↳ Assist in overcoming any deficiencies.
 - ↳ Hobbies, special skills, previous experiences, and current interests may contribute to the student teacher’s capabilities during the student teaching experience.
2. Get your student teacher teaching from the first day.
 - ↳ Assign your student teacher some teaching duties from the first day forward to the end of the experience (i.e., working with small groups, individual help, etc.).
 - ↳ Student teachers need to observe only for specific behaviors; reviewing records should be accomplished on a need to know basis.

- ↪ Schedule daily contact with the student teacher.
 - ↪ Review lesson/activity plans.
 - ↪ Analyze instructional delivery.
 - ↪ Discuss progress.
 - ↪ Brainstorm for new ideas and methods to utilize in working with children.
 - ↪ Discuss topics including:
 - long range planning
 - unit planning
 - philosophy of education
 - group communication skills
 - classroom management
 - observational strategies
 - working with parents
 - meeting diverse student needs
 - your expectations
 - building policies
 - evaluation of student learning
 - managerial components.
4. Schedule extended conferences with the student teacher to discuss
 - ↪ instructional delivery
 - ↪ unit/lesson planning and implementation
 - ↪ specific deficiencies
 5. Communicate immediately with the university coordinator if
 - ↪ the student teacher appears deficient in ability, responsibility, or maturity in her/his teaching performance.
 - ↪ other areas of concern materialize.
 6. Continually expect the student teacher to assume a greater share of the planning and direct teaching responsibilities starting from the very first day of the student teaching assignment.

ASSUMPTION OF RESPONSIBILITY BY THE STUDENT TEACHER

The EIU student teacher has had experience in the classroom and working with students prior to beginning the student teaching experience. Most student teachers are confident and anxious to become active participants in the classroom. It is important for them to assume some responsibilities working with students from the first day of the experience.

Student teachers are expected to observe their cooperating teachers. Through these observations they may complete student teaching activities outlined in this handbook, or may follow specific directions provided by the cooperating teacher or university coordinator. If the student teacher is directed to observe, one should give her/him a specific purpose for the

observation. For instance, the student teacher might observe how a math fact review drill or game is conducted so s/he could take over that task the following day. A focus combined with the student teacher's immediate need to know will make the observation time productive.

Student teachers should begin working with students on the first day. For example, s/he could give a spelling pretest or test, work with a small group or with an individual on a specific task. They might circulate about the room and assist individuals who have questions.

Activities such as taking attendance or lunch count help student teachers learn names, as well as introducing them to the classroom routines. The student teachers' duties should not be limited to clerical work, rather they should also be actively involved with students.

Responsibilities should be added on a gradual basis. Student teachers may indicate that they are ready to assume responsibility for teaching the entire day immediately, but typically this is not recommended. It is suggested that the student teacher begin planning for one subject or class and take over that time period the second week of student teaching. Adding one subject/class period per week allows them to assume responsibility for the entire day within a few weeks. This gradual induction into full responsibility allows the student teacher to have time to plan lessons and determine the effectiveness of her/his plans. It also allows her/him opportunities to develop classroom management and discipline skills.

The student teacher should have complete control of the entire day for at least half of the student teaching assignment, with partial responsibility for the rest of the time. If a student teacher does not exhibit a level of performance which would make this feasible the university coordinator should be informed and an alternative schedule identified through collaboration of the university coordinator, cooperating teacher and student teacher.

PLANNING

Initially, planning with a student teacher is considered imperative in student teaching and is essential to successful instruction. Cooperative planning elevates the student teacher's status to that of a partner in the teaching process. This provides added confidence and security for teaching success and clarifies objectives as student teachers develop skills for planning. Student teachers need to know what they are trying to do, and why they are doing it. They are forced to accept a major share of the responsibility for their professional growth as they work toward becoming the independent planner of future lessons.

Broad general areas which should be included in planning are:

- ◆ long-range plans.
- ◆ daily plans presented to the cooperating teacher a few days prior to the scheduled teaching.
- ◆ demonstration of alternative methods of planning.
- ◆ planning sufficiently in advance.
- ◆ creation of a system of planning which can be used in the future.

Regardless of form (see Appendix F for samples) and length of plan, basic elements of a plan to be addressed include:

- Who will be taught?
- What is to be taught?
- Why should it be taught?
- When is it to be taught?
- How will it be taught?
- How will it be evaluated?

REMEMBER:

A student teacher needs to understand that planning facilitates good teaching.

A well-developed lesson plan may be a student teacher's best teaching aid.

When planning, emphasis on results should prevail over emphasis on format.

OBSERVING THE STUDENT TEACHER AND PROVIDING FEEDBACK

Observation of the student teacher is essential for analyzing and evaluating her/his performance. The cooperating teacher is expected to provide an atmosphere in the classroom that will allow the student teacher to feel comfortable while being observed. This can be accomplished by observing on a regular basis, showing positive reinforcement through facial expressions, refraining from interrupting, inviting the student teacher to observe the cooperating teacher, and following the observation with written and/or verbal feedback which emphasizes suggestions for growth.

The cooperating teacher is expected to be present in the classroom during the first weeks of the student teaching experience. Daily observations and feedback should be provided. As the student teacher assumes more responsibility for the classroom the cooperating teacher is still expected to observe and provide feedback. This may be done by observing an entire lesson, the beginning of class, the end of class, or intermittently during the lesson period.

Observations may be structured or non-structured in format. Many observation instruments exist which may assist the cooperating teacher in identifying areas of teaching which need to be addressed. The university coordinator should be able to assist the cooperating teacher in identifying these instruments. Note-taking or "scripting" is an unstructured means of

identifying what is going on in the classroom and is useful in providing specific feedback to the student teacher.

Quality feedback is essential to the growth of the student teacher. Feedback should be provided on a regular basis and address both strengths and areas of concern. Identifying what a student teacher is doing right is important, as well as identifying those areas that need

improvement. Feedback may be provided through written or verbal channels. Written feedback should be discussed during supervisory conferences.

The cooperating teacher should schedule regular conferences with the student teacher. Though communication takes place on a daily basis it is important to ensure that communication centering on teaching performance is occurring. This requires time to be set aside for that purpose. Weekly conferences are suggested, which are scheduled and have a planned agenda of topics to be discussed. These conferences should allow both the cooperating teacher and the student teacher opportunities for input and feedback.

WORKING WITH STUDENT TEACHERS WITH PROBLEMS

After a student teacher begins her/his assignment, problems may begin to develop. Indicators of problems include such characteristics as poor interpersonal skills, poor attendance, lack of punctuality, complaining, blaming, limited concentration on the task at hand, resistance to suggestions for change, and avoiding communication with students and/or the cooperating teacher.

Some suggestions for remediating these problems follow:

⇒ Develop a *Growth Plan*

- State the problem(s).
- Give specific behavioral expectations including what to do and what not to do related to the problem.
- Have student teacher sign growth plan.

⇒ Follow up

- Document all situations, instances, happenings, feelings, and inappropriate verbal and non-verbal behaviors related to the problem(s) identified in the growth plan.
- Provide written feedback to the student teacher.
- Have frequent conferences with the student teacher to review written feedback and progress on the growth plan.
- Keep the university coordinator informed of progress.

STUDENT TEACHER EVALUATIONS

The student teacher is to be formally evaluated by the Cooperating Teacher at least twice during the assignment period. The evaluation instrument, *Pre-Service Teacher Evaluation*, is found in Appendix L. The same form is used at both the mid-point of the student teaching experience and at the end. It serves as both a formative and a summative evaluation. It can be used more often if more frequent evaluations are deemed beneficial to the progress of the student

teacher. Items on the evaluation can assist in identifying areas of concern at mid-term. These areas can be used to develop a plan for improvement based on discussion of the completed. Since the final evaluation is included in the placement file it should be typed using a typewriter or word processor. The evaluations are designed to address observable behaviors.

The written narrative should be consistent with the numerical ratings. It should contain statements that are supported by specific descriptions. Narrative statements are precise, descriptive, and should never be open to misinterpretation. The following are six areas which may be addressed in the narrative section (or in a reference letter).

1. **Classroom setting** - Describe the environment. Information about the community and the school, the range of student abilities, the socio-economic background of the pupils, the setting in which the student teacher worked (including the number of pupils, classes, or subject matter), a description of the teaching responsibilities and extra duties may be included in this section.
2. **Special skills and competencies** - Describe special skills the student teacher possessed and demonstrated, for example: Lesson planning, evaluating students' work, planning and carrying out worthwhile activities, incorporating a variety of learning styles into lessons, constructing bulletin boards, and/or learning centers, etc. Anything that was done especially well should be emphasized.
3. **Classroom management** - Describe the student teacher's ability to establish rapport with pupils and the effectiveness and development of her/his classroom management skills.
4. **Areas needing improvement (optional)** - Describe any areas of concern that you identify. Reflect on the student teacher's ability to correct said areas and offer a prediction of the student teacher's success in achieving this correction.
5. **Character and personality** - Describe any professional characteristics that might make this student a good beginning teacher (reflective, personable, dedicated, responsible, hard-working, conscientious, energetic, intelligent, open to constructive feedback, ebullient, maintains a professional appearance, etc.). Discuss how the student teacher related to you, other faculty, administration, staff, and parents.
6. **Prediction for success** - Give a professional opinion as to the probable success of this student teacher based on personal growth and professional development shown throughout the student teaching experience.

It is highly probable that the capabilities and proficiency will vary between fields for student teachers who have two different assignments. It is equally probable that the student teacher may have higher ratings in some areas of teaching performance than in others.

The final evaluation should be completed with the university coordinator. S/he will present it to the Student Teaching Department where it is processed and forwarded to the

University Career Services Office. The final evaluation will become a part of the student teacher's credentials.

The cooperating teacher should review both the mid-term and the final evaluations with the student teacher, identifying areas needing improvement and determining the best plan of action for addressing these areas. This is essential with the mid-term evaluation and may be done more frequently during the student teaching experience. The university coordinator may be involved in these conferences.

Student teaching grades are *credit/no credit*. It is the university coordinator's responsibility to assign grades. The cooperating teacher should recommend to the university coordinator which of these options s/he feels the student teacher should be given as a final grade on her/his transcript. All reports relative to the student teaching experience are filed by the university student teaching coordinator.

WHAT STUDENT TEACHERS APPRECIATE ABOUT COOPERATING TEACHERS

The cooperating teacher has consistently been identified as a very significant influence on the student teacher. Establishing a positive relationship between the cooperating teacher and student teacher is essential to a productive and rewarding student teaching experience. Some things which cooperating teachers can do to contribute to a positive student teaching experience have been identified by student teachers and are included below.

- ◇ Make it very clear that the student teacher can call, meet or ask anything, at any time.
- ◇ Check often on how the student teacher feels about things and ask her/his opinion.
- ◇ Give both positive and negative feedback.
- ◇ Write a list of things for the student teacher to focus on during the day.
- ◇ Ask the student teacher how s/he plans to do things and make her/him responsible for her/his organizational skills.
- ◇ Allow the student teacher to try her/his ideas and discourage her/him from becoming a carbon copy of the cooperating teacher.
- ◇ Provide access to the cooperating teacher's files and resources and possibly provide an old lesson plan book.
- ◇ Demonstrate different teaching techniques and explain each technique and its benefits.
- ◇ Make the student teacher feel at home by placing her/his name on the door with the cooperating teacher's.
- ◇ Take the student teacher to professional meetings and assist her/him in making networking connections.
- ◇ Talk to the student teacher about the lifestyle of a teacher.
- ◇ Help the student teacher make positive contacts with parents through phone calls, notes, and meetings.

- ◇ Display an interest in the student teacher's future plans.

THE UNIVERSITY STUDENT TEACHING COORDINATOR'S SUPERVISING ROLE

The university student teaching coordinator will perform numerous roles in fulfilling her/his responsibilities as a representative from higher education. Her/his primary responsibilities are carried out away from the university, usually in a public school setting. S/he has the initial responsibility of facilitating a placement. Visitations and observations are vital role responsibilities as are the additional roles of seminar director, liaison, counselor, supervisor, consultant, mediator, and evaluator.

The university student teaching coordinator will be prepared both professionally and emotionally to accept a variety of identities. The university student teaching coordinator will be called upon to participate in the following activities as well as effect the following identifiable roles:

1. Establish a liaison between student teacher, university administration, university department, participating agency (school or institution), cooperating teacher, and the public.
2. Perform analyses, evaluations, and selection of participating agencies and cooperating teachers in cooperation with the chair of student teaching.
3. Interpret the student teaching program to student teachers, participating agencies, cooperating teachers, and principals.
4. Serve as counseling and placement agent to match the education and experience of each student teacher with an appropriate agency and cooperating teacher.
5. Explain assignment policy and program structure to all individuals involved.
6. Provide preventive and diagnostic supervision.
7. Serve as a mediator as the situation warrants.
8. Perform as a public relations agent for the program.
9. Assist in the appraisal and evaluation of the student teacher's efforts.
10. Serve as a resource person, confidante, and in some circumstances, a technician.
11. Accumulate relevant data and prepare necessary reports.
12. Continuously appraise and evaluate toward improvement of the program.
13. Disseminate necessary information relative to the program.

14. Perform as active, interested, resourceful, and tactful co-worker.
15. Provide continuous communication with student, cooperating teacher and Department of Student Teaching.

The university student teaching coordinator will enter into the preceding with complete dedication to the end that each student teacher is given the best possible opportunity to participate in a truly professional experience. A minimum of four formal observations/evaluations will be conducted for each student teacher each semester with the exception of those student teachers in Special Education, who will be observed/evaluated a minimum of five times in the 16-week experience.

CHAPTER III

THE STUDENT TEACHER

Student teaching is identified almost without exception by teachers as the most important part of their teacher education programs. It is a time of exciting challenges, intense reflection, and exhilarating rewards. The university students preparing to be teachers have taken courses to prepare them and have had experiences working with teachers and students. Student teaching provides the culminating experience where the knowledge and skills gained through study and experiences working in the schools have the opportunity to come together and be put to use over an extended period of time with one group of students in one school.

In an effort to guarantee a positive and rewarding experience this handbook is being provided to the student teachers and cooperating teachers to provide some concrete guidelines for those involved in the student teaching experience. This chapter provides specific information on Eastern Illinois University's student teaching program and policies that guide the student teachers through the many expectations the university and the public school have for this experience.

PRELIMINARY VISIT TO STUDENT TEACHING SITE

Student teachers are expected to make a preliminary visit to the school to which they have been assigned. Once the student teacher receives her/his placement s/he should contact the school and set up a time convenient for the cooperating teacher to make a visit. The major purposes of this visit are to meet the principal and the supervising teacher, confirm assignment dates, plan and discuss subjects that will be taught, and get acquainted with the school and community.

Keep in mind that first impressions are important. Your dress and appearance should be professional. Many schools like having student teachers because they can have first hand knowledge of a prospective employee. The first impressions may solidify or eliminate one as a candidate for a position. Two extremes to avoid are coming across as timid, weak, shy, or too soft spoken, and coming across as an egotistical, overbearing, know it all who talks too much and too loudly. It is better to show that one is competent through teaching performance than by telling people. One should smile, be friendly, courteous, and come across as willing to learn and willing to work.

The following list provides some direction as to the types of information to collect and/or questions to ask on your preliminary visit.

- Make notes of the names of the principal, cooperating teacher, office personnel, and others you meet during your visit.
- Become acquainted with the school facilities and the classroom.
- Find out where you may park and obtain any necessary parking permit.
- Obtain a school calendar.
- Obtain a schedule for the school day.
- Obtain faculty and student handbooks or outlines of school rules and policies (if available).
- Determine the guidelines for dress and appearance.
- Discuss curriculum in class(es) to be taught.
- Discuss lodging (if necessary).
- Obtain copies of textbooks/curricular resources (as available).
- Discuss expectations for participation in extracurricular activities and the total school program.
- Observe the cooperating teacher's class(es) if possible.

The university coordinator may have additional guidelines for the student teacher. Those should be followed and the visit reported to the university coordinator in the designated manner.

COURSE WORK AND EMPLOYMENT DURING STUDENT TEACHING

Since student teaching is a full-time commitment, student teachers are discouraged from taking additional classes or working at a job during those weeks. Many teaching activities and responsibilities occur outside the regular school schedule, and the student teacher is expected to participate in the total school program. The demands of teaching require an alert, rested, and well-prepared individual who is not dividing her/his energies between teaching and other responsibilities. If a student teacher attempts to take additional classes or work at a job during student teaching s/he may be asked to discontinue such activities if the student teaching performance does not meet acceptable standards.

Outside jobs must be reported on the *Work and Commuter Form* (Appendix A). This form will be completed and returned to the university coordinator.

ATTENDANCE

Full semester student teachers must begin the day that the school district requests. If asked to attend the in-service meetings, student teachers must attend. Spring semester student teachers must begin the day that Eastern begins the spring semester. Once the assignment begins the calendar of the district in which the student teacher is placed must be followed.

The student teacher is expected to be in school every day for the full term of the assignment. Days missed must be made up and questions arising about absences will be worked out by the university coordinator and the cooperating teacher. When necessary the Chair of Student Teaching may be called on to resolve attendance problems. Student teachers are expected to report daily to their assigned locations, or to notify the cooperating teacher and the university coordinator in advance if s/he cannot be present because of an emergency.

The student teacher should report to the school at the same time as the cooperating teacher and should remain at the school site until the cooperating teacher leaves. Participation is expected of student teachers in all extracurricular activities that are logical for their assignment. You are expected to spend the entire period of time in the student teaching setting; inability to do so may lead to cancellation of the assignment.

Times of inclement weather and emergency school closings are announced on the radio. Ask the cooperating teacher what stations announce closings for that district and make sure to listen daily.

PROFESSIONALISM

Student teaching places you in the role of a teacher; conducting yourself in a professional manner is therefore essential. Dress and appearance, general courtesy, and confidentiality are a part of being professional.

DRESS AND APPEARANCE

In matters of dress in the classroom, all student teachers are expected to abide by the guidelines and standards set by the school system and specific school to which they have been assigned. Each student teacher has an obligation to become informed at the beginning of the student teaching assignment regarding these guidelines and standards and to observe them throughout the student teaching experience.

GENERAL COURTESY AND INTERPERSONAL RELATIONSHIPS

Be enthusiastic. When the opportunity presents itself, volunteer to help. Take the initiative to create opportunities for involvement in the classroom and the school program.

Adapt to the school setting. Check with your cooperating teacher on how to handle controversial subjects and remember it is unprofessional and unethical to impose your own personal biases in the classroom. Be cautious about becoming involved in discussions among school personnel regarding other personnel or school situations. Speak in front of pupils and

teachers only in terms that you would like quoted in the newspaper - always take care in the language you use.

Remember, as a student teacher, one is a “guest” in someone else’s classroom. Though the goal is to become a contributing member of the school personnel, the student teacher should make certain that s/he has obtained the appropriate invitation or permission to participate in professional activities outside the classroom, or proceed independently in the classroom.

Take the initiative to request help or guidance from your cooperating teacher or university coordinator.

CONFIDENTIALITY

Any confidential information shared by your cooperating teacher or other faculty about students or school staff must be kept confidential. The student teacher must be ethical and professional in her/his behavior, communication, and reaction to the classroom experience. Remember to limit discussions questioning specific policies and methods to private conferences with the cooperating teacher or university coordinator. Never relate information concerning student grades, standardized test scores, health records, private family matters, or concerns of private agencies such as welfare. Never relate hearsay that could be rumor, libel, or slander. Follow school guidelines to report any cases of suspected child abuse.

SEMINARS

Seminars with a group of student teachers are a part of the student teaching experience. Each university coordinator will provide her/his student teachers with a schedule for seminars. The university coordinator establishes the agenda and location for each seminar.

Seminars provide an opportunity for student teachers to share impressions and experiences with their peers, as well as address issues pertinent to the student teaching experience with the university coordinator.

SUBSTITUTE TEACHING

Student teachers may not be used as a substitute for their cooperating teacher or for any other licensed personnel. Student teachers may not be compensated for any responsibilities that constitute all or a part of the required student teaching experience.

The cooperating teacher may leave the classroom with the student teacher in charge of the class, but the cooperating teacher retains responsibility for control of the class and the program of instruction.

The legal status of student teachers is defined by Section 10.20.20 of The School Code of Illinois which states: “Protection from Suit. To indemnify and protect school districts, members of school boards, employees, volunteer personnel authorized in Sections 10-22.34,

10-22.34a and 10-22.34b of this Code and student teachers against civil rights damage claims and suits, constitutional rights damage claims and suits and death and bodily injury and property damage claims and suits, including defense thereof, when damages are sought for negligent or wrongful acts alleged to have been committed in the scope of employment or under the direction of the board. Such indemnification and protection shall extend to persons who were members of school boards, employees of school boards, authorized volunteer personnel or student teachers at the time of the incident from which a claim arises. No agent may be afforded indemnification or protection unless he was a member of a school board, an employee of a board, an authorized volunteer or a student teacher at the time of the incident from which the claim arises.”

PUBLIC SCHOOL WORK STOPPAGE POLICY

Eastern Illinois University’s primary concern is with the education and welfare of its students. It would be inappropriate for the University to involve itself in any way in disputes between the teachers and their school districts during work stoppages. Student teachers are instructed not to participate on either side in negotiations or controversies between teachers and their school districts. Under no circumstances are EIU student teachers permitted to teach in classes that are left unsupervised as a result of work stoppage procedures.

After four consecutive days of work stoppage in any school district, a student teacher may be reassigned to another school district. If work stoppage occurs at the beginning of the fall semester, this time period may be extended, depending upon the total student teaching days permissible according to the university calendar.

In the case of a student teacher being withdrawn from a school district that has begun a work stoppage after the student teaching experience has begun, the cooperating teacher(s) remuneration will be pro-rated accordingly.

In the event the University faces an unexpected shutdown or work stoppage, off-campus student teachers will be expected to remain at their assigned sites.

TERMINATION OF PLACEMENT

Schools reserve the right to refuse assignment of any student teacher and the right to terminate a student’s placement for cause. Causes for termination may include, but are not limited to, inappropriate language, dress or behavior, breaches of school district policy, illegal activity on the part of the student teacher, inability to perform duties required of a student teacher. The student teaching coordinator will notify the student teacher being terminated and the Chair of Student Teaching.

Subsequently, a conference involving the student teacher, the university student teaching coordinator, and/or the Chair of Student Teaching (or designee), with input from the student teacher’s major department, if appropriate or necessary, will address options.

THE UNIVERSITY STUDENT TEACHING COORDINATOR

An important person in the life of a student teacher will be the university student teaching coordinator. The University looks upon extensive supervision as a vital and important part of the student teaching experience. University student teaching coordinators act as contacts between student teachers and the University, and can be extremely helpful, not just to assist with teaching problems, but as confidantes when difficulties of a more personal nature occur. They are the people to whom student teachers should feel free to turn when in need, and they should not be kept in the dark about problems, for they are ready and willing to assist each of the student teachers. They provide a strong support system for the student teachers.

University student teaching coordinators serve as liaisons between the EIU campus and the public schools. They are skilled in supervision; that is their primary role in student teaching, for they observe and provide feedback that should assist student teachers in knowing their strengths and areas which require improvement. They will discuss these observations in terms of notes made or analyses performed using structured observation formats. They will have a conference following the teaching period, and will also find time to discuss progress with cooperating teachers. At times, they will request three-way conferences, for the purposes of clarification or just to make sure that all are in agreement concerning needs for growth or improvement.

COOPERATING TEACHERS' EXPECTATIONS FOR STUDENT TEACHERS

Cooperating teachers undoubtedly have the most immediate impact upon each individual student teacher. Student teachers will be working closely with cooperating teachers, following, at least at first, the cooperating teachers' plans and expectations, and through observations and participation, making decisions and drawing conclusions about ways in which they can use the methods and ideas of these cooperating teachers.

Cooperating teachers expect professional growth on the part of their student teachers and have a right to expect certain beginning competencies. They do not expect a finished, polished product and are willing to allow student teachers to make mistakes, fully understanding that mistakes can be corrected and that both student teachers and class members will learn through that process.

The quality of the student teaching experience will be closely related to the relationship with the cooperating teacher. Some more commonly expressed expectations which cooperating teachers have for student teachers are listed below.

- * Initiative and enthusiasm.
- * A desire to be involved in the total school program.
- * A source of new teaching ideas.
- * Involvement with students.
- * Punctuality and preparedness.

- * Interaction about curriculum and students with another professional adult.
- * Opportunities to observe their students while under another's supervision.
- * Positive attitudes.
- * A desire and effort to do the job well.
- * An openness to the ideas and opinions of others.
- * Neat and appropriate appearance and dress.
- * Receptiveness to constructive feedback.
- * Willingness to try different instructional strategies.
- * Asking questions which reveal reflection on teaching.
- * Good content preparation and efforts to improve deficiencies,
- * Creativity and minimal reliance on prepared materials.
- * Flexibility.
- * Giving teaching priority over other activities.
- * Good grammar, writing and spelling.

EXIT LEVEL COMPETENCIES FOR STUDENT TEACHERS

1. Design instruction to develop and utilize the cognitive processes by which pupils learn.
2. Design instruction to promote a healthy self-concept in students.
3. Demonstrate alternative methods of achieving similar learning outcomes.
4. Decide what will be learned and ways to achieve it.
5. Demonstrate/exhibit sensitivity to students' feelings.
6. Emphasize higher-order, critical thinking.
7. Manage the classroom to optimize academically engaged time.
8. Strive to develop in students intellectual, social, ethical, and moral skills and behaviors.
9. Develop a desire for lifelong learning in students and personally display one's own desire for lifelong learning, including self-evaluation skills.
10. Demonstrate good communication skills.
11. Use basic concepts of measurement and assessment in instructional decision-making.
12. Provide for the uniqueness of individuals, recognizing the characteristics of culturally pluralistic and "at risk" populations, and foster appreciation for those differences.

13. Perform successfully within the social and political contexts of schools and community.
14. Model appropriate professional behavior...ethical, legal, social, moral.
15. Demonstrate a mastery of the basic skills in language arts and mathematics.
16. Demonstrate a knowledge of facts and an understanding of fundamental principles, ideas, and relationships among the various knowledge domains.
17. Demonstrate a mastery of the structure of the discipline(s) selected for specialization...theories, concepts, facts, principles, ideas, relationships.
18. Demonstrate knowledge of past and present developments, issues, research, and social influences in the field of education.
19. Utilize technology to support teaching and learning.

CHAPTER IV

STUDENT TEACHING ACTIVITIES

Teaching is a multi-faceted profession. The teacher is not limited in her/his duties to disseminating information in the classroom. Rather, s/he is expected to develop a broad range of instructional strategies, organize and manage a diverse population of students with a wide variety of abilities and needs, interact with other educators, parents and community members, and be aware of programs and policies which shape the total school program.

In an attempt to help the student teacher become cognizant of the many requirements for the exemplary educator a variety of associated activities are described in this section. The completion of activities is left to the discretion of the university coordinator, though all address expectancies for the Eastern Illinois University student teachers and will contribute to the individual student teacher's growth as a teacher.

A description of each activity follows. Supporting materials, sample formats, and more specific guidelines for some activities will be found in the indicated appendices.

THE TEACHING SCHEDULE

The student teacher will be following a schedule each day s/he is in the school. The university coordinator requires a copy of that schedule to facilitate visitations. Appendix B contains the *Teaching Schedule* form which should be completed and returned to the university coordinator. The university coordinator may request a copy of the schedule only at the beginning of the student teaching assignment or may wish to have it updated on a weekly basis. The student teacher should complete this form according to the university coordinator's directions.

CLASSROOM MANAGEMENT AND DISCIPLINE PLAN

Classroom and behavior management are essential parts of the productive learning environment. The student teacher is expected to manage classroom routines, pupil conduct and learning behaviors in a manner which contributes to a classroom environment which facilitates learning. The student teacher is also expected to behave appropriately when unusual classroom situations arise. Understanding the classroom management and discipline established by the cooperating teacher is the first step for the student teacher to take in initiating her/his personal approach. The student teacher must be able to work in conjunction with the cooperating teacher to ensure that the management is consistent and does not detract from the smooth running of the classroom.

Through observation of and discussions with the cooperating teacher complete the information on the cooperating teacher section of the *Classroom Management and Discipline Plan* located in Appendix C. This form provides a means of determining how the classroom routines and daily administrative tasks are completed, along with what classroom rules and positive and negative consequences of behaviors are established. Also it outlines the prevention, intervention and follow-up aspects of classroom management and discipline.

The student teacher should also complete the student teacher section of this plan. Upon completion of these two forms identify areas where the cooperating teacher's approach varies significantly from one's own. Use these as points of discussion with the cooperating teacher and the university coordinator in establishing a personal approach to classroom management and discipline.

It is suggested that this activity be completed within the first week of student teaching. The university coordinator will provide more explicit instructions for completing and using this activity.

LESSON PLANS

Planning is an essential component of successful teaching. Some of the functions of planning are:

- *Providing an overview of instruction.*
- *Facilitating good management.*
- *Making learning purposeful.*
- *Providing for sequencing and pacing.*
- *Tying classroom instructional events with community resources.*
- *Reducing the impact of intrusions.*
- *Managing time efficiently.*
- *Making learner success more assessable.*
- *Providing for variety in instructional activities.*
- *Creating opportunities for higher-level questioning.*
- *Assisting in obtaining supplies.*
- *Guiding substitute teachers.*
- *Providing documentation of instruction.*
- *Establishing a repertoire of instructional strategies.*

As a student teacher you are expected to have a lesson plan for each lesson you present. Lesson planning can be time consuming, but the results are worth the effort. The results of good planning are well organized and meaningful lessons, as well as a higher level of self-confidence on the part of the teacher.

The student teacher is expected to perform in a "team" relationship with the cooperating teacher in developing the instructional program in the classroom. Planning should be done with

the assistance of the cooperating teacher, especially in the initial part of student teaching. The student teacher accepts increasing responsibility for planning as the student teaching experience progresses. Both long-range (unit) and short-range (individual lesson) plans should be completed. *Guidelines for Writing an Instructional Unit Plan* can be found in Appendix D.

Lesson plans do not have to be long, formal plans in every case. The complexity will vary depending on the lesson. The minimum requirements for any plan are an objective, the teaching procedure and a means of evaluating what learning occurs. The format will depend on what works best for the student teacher in the individual student teaching setting. Some teachers and coordinators prefer the Hunter model for lesson plans. A *Lesson Plan Format for Direct Instruction - The Hunter Model* is located in Appendix E.

A lesson plan book (with squares covering a week on two pages) is not sufficient planning for a beginning teacher. The plan book may be used in conjunction with the written plans. Several *Sample Lesson Plan Formats* can be found in Appendix F. Also in Appendix G is the *Lesson Plan Evaluation*.

The university coordinator may have specific requirements for planning activities. These will be provided to the student teacher and should be followed according to direction.

OBSERVATIONS

Observing teachers at work is a key way to learn more about managing the classroom and providing meaningful instruction through a variety of instructional strategies. The student teacher should observe the cooperating teacher, as well as a variety of other teachers. Observations should be completed throughout the student teaching experience due to the changing perspective of the student teacher as s/he matures as a classroom teacher. The student teacher becomes better equipped to view the teaching of others critically, and thereby learn more from observations. Observations should be recorded while observing since impressions are still fresh at this time. Either a structured observation form or an anecdotal account may be used to record observations. The *Observation Form* and the *Guidelines for Anecdotal Observation* can be found in Appendices H and I.

Items which describe what student teacher may expect to gain from observation of teachers include the following:

1. Teaching techniques, even those observed in subjects other than the student teacher's responsibilities include, may be useful in her/his own classes.
2. The student can learn methods of classroom management and discipline from experienced teachers.
3. The student may wish to find out how some of his own students perform in other classes.
4. The student can explore future educational directions by observing classes or other activities

in fields or with age groups of possible interest.

As a matter of courtesy classroom visits should be arranged in advanced. The cooperating teacher may initially assist in identifying teachers to observe and scheduling visits. It is also courteous to thank the teacher observed following the visit and comment on positive reactions to the class.

The university student teaching coordinator will provide specific guidelines regarding the completion of observations, and preferred recording formats.

JOURNALS

Keeping a journal during student teaching helps to reflect on the experience day to day, and also to provide a record of the experience which can be of help later in one's teaching career. Student teaching presents a tremendous amount of new material each day and what you learn on Monday may be critical to managing the class on Friday. The journal functions to help remember significant events and reactions to them.

A journal is an account of impressions of people and places, along with your ideas and frustrations. You can use it to explore thoughts about becoming a teacher, your hopes for your students and yourself, your satisfaction or dissatisfaction with your performance, and your reactions to events of the school day. The journal captures the growth process of student teaching on paper and allows you to review the progress you make as you develop your teaching style.

The university coordinator will provide the journal format and necessary guidelines for sharing the writings.

UNIT PLAN/LEARNING CENTER

Each student teacher is expected to develop a unit of study or a learning center for her/his class. The appropriate content should be determined with the assistance of the cooperating teacher. The cooperating teacher may assist in developing the topic and may provide resources, but the final product should reflect the creativity and efforts of the student teacher.

The university student teaching coordinator will provide the student teachers with specific directions and requirements for this project.

PARENT CONTACT

The student teacher is expected to establish effective liaisons with parents and members of the community. This may be demonstrated by successful involvement with a parent conference, IEP meeting, home visit, or a parent-teacher organization meeting during her/his student teaching experience. An accounting of this experience protecting the identity and confidentiality of the participants should be written for the university coordinator. The role of the student

teacher as participant or observer should be described. The student teacher's reactions to the process should be included along with a description of the communication process.

WORKING WITH DIVERSE POPULATIONS

The student teacher is expected to demonstrate knowledge, understanding and respect for the diverse needs of the assigned school and surrounding community.

The student teacher should exhibit an awareness of the following areas of diversity: Ethnicity, religion, gender, sexual orientation, socioeconomic, race, and special needs.

The university student teaching coordinator, in collaboration with the cooperating teacher, will provide specific guidelines for completion of an activity or activities that provide an opportunity for applying this multicultural knowledge. Some possible projects include developing a multicultural unit or developing adaptations for a student or group of students with special needs. Additional project ideas include developing a program or play illustrating diversity, developing special materials for parents of students with special needs or varied cultural backgrounds, or developing a community involvement project that incorporates the diversity of the population.

The area of students with special needs is of particular importance. Every student teacher must take at least one special education course. In order to enhance knowledge about learners with special needs, student teachers should be involved in all aspects of the special education process. Student teachers are encouraged to review IEPs (and/or assist in writing IEPs), attend IEP meetings and staffings, attend TAT meetings, confer with special education personnel, and meet with parents. Student teachers should supply input for curricular and instructional modifications and adaptations, and participate in any other tasks that pertain to students with special needs as ascertained by the cooperating teacher.

PROFESSIONAL ORGANIZATIONS AND PROGRAMS

The student teacher is expected to be cognizant of the various professional organizations on the national, state, and local levels and district and school staff development programs.

Membership and participation in professional organizations contributes to the growth of a teacher. Many fine organizations exist. Often it is a challenge to choose which memberships to maintain and where participation efforts should be focused. To aid in this decision-making process the student teacher should complete the *Professional Membership Survey* in Appendix J.

In addition to this survey the student teacher should write a brief accounting of staff development programs and teacher institutes in which they participate during their student teaching experience. The university coordinator may provide additional directions on these activities.

ACTION RESEARCH PROJECT

Completion of an action research project can contribute to the student teacher's growth as a reflective decision-maker. Action research provides an orderly framework for problem-solving and new developments that are superior to the impressionistic, fragmentary approach that otherwise typifies many educational developments. It is also empirical in the sense that it relies on actual observations and behavioral data, and does not fall back on subjective opinions of people based on their past experience. Action research is flexible and adaptive, allowing changes during the trial period and sacrificing control in favor of responsiveness in experimentation and innovation. To complete a project one must learn to observe students, collect and record data, and analyze and question what is going on in the classroom or with the student(s).

The steps listed below provide a framework for conducting action research:

1. Observe a specific educational situation (behavior or academic; entire class, small group or individual).
2. Define the problem or set the goal. What is it that needs improvement or that might be developed as a new skill or solution?
3. Consider possible solutions. Develop a hypothesis (Is there a cause-effect relationship or simply a relationship?) Formulate a testable hypothesis or strategy in clear, specific and measurable language.
4. Conduct a limited review of the literature to learn whether others have met similar problems or attempted to achieve related objectives. How did they proceed?
5. Develop procedures and conditions. What are the particular things you will do in an attempt to test your hypothesis or meet your objectives?
6. Establish evaluation criteria, measurement techniques, and other means of acquiring useful feedback.
7. Analyze the data and evaluate the outcomes. What has been found once the research has been conducted?
8. Provide conclusions and recommendations regarding the original hypothesis.

This project may be completed with the cooperation and collaboration of the cooperating teacher. The university coordinator will provide additional guidelines and directions for the format of the final project.

THE PROFESSIONAL PORTFOLIO

The compilation of a professional portfolio is recommended. This portfolio is designed to demonstrate professional competencies at the completion of the student teaching experience. A professional portfolio may be a useful tool when interviewing for teaching positions.

Each portfolio will be unique and reflect the individual's personal experiences and accomplishments. Listed below are suggested categories and possible contents for inclusion in the portfolio.

- ∞ Personal Data
Resume, Autobiography, Philosophy of Teaching Statement
- ∞ Evaluations
Transcripts, Cooperating Teacher Evaluation, Reference Letters
- ∞ Achievements
Awards or Scholarships Descriptions or Certificates
- ∞ Service
Community Activities, University Activities
- ∞ Teaching/Learning Experiences
(Artifacts from practica/field experiences, student teaching, other experiences working with students)
Photographs, Lesson Plans, Unit Plans, Thematic Units, Student Work Samples, Learning Centers, Learning Activities or Games, Correspondence with Parents
- ∞ Professional Development
Conferences, Meetings, In-Services, Professional Memberships
- ∞ Bibliography
Sources of Teaching Resources and Teaching Methodology

SELF-EVALUATION

The student teacher is given feedback by the cooperating teacher and the university coordinator regarding her/his development as a teacher. Just as important to the student teacher's growth is self-evaluation. Reviewing personal performance periodically allows one to identify areas of competence, along with those needing concentrated attention. Once problem areas are identified the student teacher should develop a plan of action to address means of improving knowledge and performance. The *Pre-service Teacher Evaluation* (Appendix L) is suggested for use in the self-evaluation process.

THE COOPERATING TEACHER REVIEW

The student teacher is asked to complete the *Cooperating Teacher Review* (Appendix K) at the conclusion of her/his assignment. This review will be returned to the university coordinator. It is not an evaluation of the cooperating teacher's teaching abilities, rather the student teacher's reaction to the supervision s/he received during the student teaching experience.

PERCEPTIONS OF THE STUDENT TEACHING EXPERIENCE

In an effort to continuously improve and provide the best student teaching experiences possible for Eastern Illinois University teacher education students it is necessary to gather information regarding the quality of the present experiences. At the conclusion of the student teaching assignment the student teacher is requested to complete the form found in Appendix N, *Student Teacher Perceptions of the Student Teaching Experience*. A fair and honest account of one's perceptions should be given and any suggestions for improvement will be welcomed and given appropriate consideration. The university student teaching coordinator will provide specific instructions regarding the return of this document to her/him.

APPENDICES

- A. Work and Commuter Form
- B. Teaching Schedule
- C. Classroom Management and Discipline Plan
- D. Guidelines for Writing an Instructional Unit Plan
- E. Lesson Plan Format for Direct Instruction -
The Hunter Model
- F. Lesson Plan Formats
- G. Lesson Plan Evaluation
- H. Guidelines for Anecdotal Observation
- I. Professional Membership Survey
- J. Cooperating Teacher Review
- K. Pre-service Teacher Evaluation
- L. Student Teacher Perceptions of the Student Teaching
Experience

**APPENDIX A
WORK AND COMMUTER FORM**

STUDENT TEACHERS:

Please complete this form and return it to your coordinator as soon as possible.

Date _____

NAME _____ Social Security Number _____
(Last) (First) (Maiden/Middle Init)

Approval to work more than fifty (50) hours per month or to commute more than fifty (50) miles one-way must be obtained from your Coordinator and the Director of Student Teaching.

Check the two appropriate statements:

_____ 1. I do not have a regular outside job this semester.

_____ 2. I work _____ hours per week at:

_____ in _____
(firm, institution, etc.) (city or town)

_____ 3. I will not commute while student teaching.

_____ 4. I will commute from _____ to _____.
(City) (City)

School assigned to: _____
(School name) (Street Address) (City & Zip Code)

Cooperating teacher(s): _____

Total credit hours enrolled in Student Teaching: _____

Address while student teaching:

(Street Address) Telephone Number () _____

(City & Zip Code) Signature _____

**APPENDIX B
TEACHING SCHEDULE**

STUDENT TEACHER _____
 COOPERATING TEACHER _____
 BUILDING PRINCIPAL _____
 SCHOOL _____ The Week Of _____

Time*	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
_____ Room #					
_____ Room #					
_____ Room #					
_____ Room #					
_____ Room #					
_____ Room #					

*Indicate clock time (e.g., class or period time span)
 Holidays/Special Events (when classes not in session): _____

CLASSROOM MANAGEMENT AND DISCIPLINE PLAN

PART II: THE COOPERATING TEACHER

DIRECTIONS: Based on multiple observations of various classroom activities and discussions with your cooperating teacher, complete the checklist below. You (the student teacher) should check any and all items which you observe and then provide specific examples and procedures in the space provided, continuing on a separate page if necessary.

Prevention: The teacher provides a highly motivating, smoothly run classroom where on task behavior is a natural response to the environment. Planning for proactive management prevents off task behaviors..

_____ Rules are displayed and modeled.

_____ Systematic procedures that address transitions and interruptions are established.

_____ Class time is perceived as purposeful and not to be wasted.

_____ Teacher is knowledgeable and well prepared for instruction with a variety of interesting, challenging activities that address a variety of learning styles.

_____ On task behaviors empower the student to successfully manipulate the subject in her/his own terms. Off task behaviors are seen by the student as an unattractive alternative.

_____ Teacher is alert to all student behaviors keeping them continuously occupied in interesting activities.

_____ Teacher maintains a respect for students rights, safety, and self-esteem.

_____ Teacher provides many opportunities for student academic and social successes.

_____ Students feel accountable for behavior.

Discussion of specific examples and procedures:

Intervention: The teacher exhibits a controlled, appropriately reactive style of intervention when off task behaviors occur.

_____ Teacher uses teacher power at the lowest effective level.

_____ Where possible, the teacher uses nonverbal, unobtrusive intervention.

_____ Off task behaviors are addressed in a firm but non-threatening manner relying on previously established classroom rules and procedures.

_____ Confrontations are avoided in front of other students.

_____ Use of coercive power is avoided.

_____ Legitimate power is used only as needed for enforcing rules.

_____ Reasonable consequences that fit the behavior are employed rather than punishment.

Discussion of specific examples and procedures:

Follow Up: Teacher monitors student progress following off task behaviors to remediate and avoid further problems.

_____ Teacher refers student to appropriate intervention agent as indicated by student need.

_____ Teacher, with the aid of appropriate intervention agent if needed, diagnoses the cause of off task behaviors and seeks appropriate remediation.

_____ Teacher conducts conferences with student, parent, and/or appropriate agent as needed to effect remediation.

_____ Teacher emphasizes desired academic or attitudinal outcomes and keeps student informed of progress.

_____ Teacher, with the aid of appropriate agent if needed, seeks to develop a sense of accountability within the student.

Discussion of specific examples and procedures:

APPENDIX D

GUIDELINES FOR WRITING AN INSTRUCTIONAL UNIT PLAN

The purpose of instructional units is to arrange a course into organized and sequential blocks of content and learning activities. Each teaching unit consists of a number of daily lessons designed to achieve the broader goals of the unit. Two general points should be emphasized regarding the preparation of an instructional unit:

1. *No single best format* for a teaching unit works best for all teaching fields. Particular formats may be best for specific disciplines or topics.
2. *No set time duration* for a unit plan exists, although for specific units curriculum guides may indicate suggested time duration. Units may extend from several days to several weeks, depending on the subject, interest, and abilities of the students. As a general rule, instructional units lose their effectiveness as recognizable units of learning when they last much longer than three weeks.

CONTENT OF THE UNIT PLAN

The content generally included in an instructional unit plan is as follows:

1. Identify the
 - a. Grade level and subject
 - b. Topic
 - c. Time duration
 - d. Relationship to previous and subsequent units.
2. State the general goal(s) and rationale of the unit.
3. List the specific instructional objectives (these should be listed for each daily lesson).
4. List the materials and resources needed (and where they can be obtained).
5. Include an outline and calendar for each daily lesson.
6. Include evaluation items that will be used to assess student learning.
7. Include provisions for individual differences. State how you will address varying reading levels, cultural backgrounds, students with special needs, etc.

APPENDIX E
LESSON PLAN FORMAT FOR DIRECT INSTRUCTION
THE HUNTER MODEL

SUBJECT AREA:

CONCEPT/SKILL:

TARGET AUDIENCE:

TIME FRAME:

I. OBJECTIVE(S)

State the overall goal(s) or purpose(s) of the lesson. Include cognitive, affective, and/or psychomotor objectives written with intended pupil performance, outcomes and conditioning.

II. MATERIALS

Include those materials necessary for teaching the lesson, especially those which are unique to the lesson. Examples are: Books, audio or videotapes, slides, models, realia, and newspapers.

III. INSTRUCTIONAL PROCEDURES

Include a step-by-step account of what you are going to do. You may want to provide questions and anticipated answers.

A. Anticipatory Set

Relate new material to that previously presented. Focus student attention and develop readiness for instruction that follows. Provide for both physical and mental readiness.

B. The Lesson Objective and Its Purpose

Tell the students what you want them to accomplish and why the objectives are important to them. Use language students can understand.

C. Instructional Input

Provide information that allows students to accomplish the objective. Build background concepts and vocabulary necessary for learning. Use a variety of methods, materials and activities.

D. Modeling

Demonstrate or share a model of an acceptable finished product or process. As you explain, use an example. Say, "Watch while I do this and I'll tell you what I'm thinking as I work." Learning is enhanced if students see or hear examples of expected end products.

E. Checking for Understanding

Monitor student work to assess the ability to handle the knowledge, concepts, or skills being taught and correct any misunderstandings or mistakes. Look for evidence students are "catching on." Make use of questioning techniques that call for group responses as well as those from individuals. Make sure students understand and/or can do what you expect of them.

F. Guided Practice

Closely observe and guide student attempts in new learning situations. Most learning requires repetition and practice. Correct any misunderstandings or mistakes immediately. Directly supervise students during this step, making sure they are not practicing errors.

G. Independent Practice

When students can perform without major errors, discomfort, or confusion, they are ready to develop fluency by practicing without the assistance of the teacher. Independent practice may be homework, seatwork, writing and speaking projects, and construction projects. Independent practice should not be attempted until students exhibit appropriate understanding, skills and behavior. Reteaching is a necessary component at this step.

IV. CLOSURE

Summarize the lesson briefly reviewing what has been accomplished, reinforce key concepts, and establish a frame of reference for the next lesson.

V. EVALUATION

A. Student Objectives

Consider, before the lesson actually takes place, how to evaluate student learning. Be specific. Refer to the objectives for students to make certain there is a direct correlation between student objectives and the evaluation procedures.

B. Teacher Objectives

Perhaps a better term is "critique", meaning your evaluation of your own teaching performance.

APPENDIX F
LESSON PLAN FORMAT

Subject: _____ Grade: _____ Student Teacher: _____

Time: _____ School: _____ Room: _____ Date: _____

Anticipatory Set (Motivation): _____

Lesson Objective: _____

Materials: _____

Behavioral Obj. (Students Shall:)	Time	Procedures (Teacher Shall:)

Teaching Assignments/Evaluation: _____

Reinforcement Activities: _____

LESSON PLAN FORMAT

Subject:

Group:

Date:

Lesson Topic:

Objective:

Materials:

Procedure:

Assessment/Evaluation (Student and Teacher):

APPENDIX G
LESSON PLAN EVALUATION

Lesson topic: _____ Subject/class: _____

Instructional Objectives

Were the objectives appropriate to the developmental levels of the students?

Yes _____ No _____

Were the objectives accomplished through the learning activities in this lesson?

Yes _____ No _____

Comments/suggested changes:

Materials

Were the materials available for this lesson?

Yes _____ No _____

Did the materials accommodate the varying learning styles in the class?

Yes _____ No _____

Comments/suggested changes:

Anticipatory set/motivation

Does the anticipatory set generate interest in the lesson?

Yes _____ No _____

Is the time planned for the anticipatory set appropriate?

Yes _____ No _____

Comments/suggested changes:

Procedures

Are the teacher's roles/activities clearly stated and explained?

Yes _____ No _____

Are the learners' roles/activities clearly stated and explained?

Yes _____ No _____

Is the lesson plan logically sequenced?

Yes _____ No _____

Did the activities provide for individual differences in learning?

Yes _____ No _____

Were the time estimates for activities realistic?

Yes _____ No _____

Were transitions between activities identified and appropriate?

Yes _____ No _____

Was an adequate variety of interesting activities incorporated into the lesson?

Yes _____ No _____

Was an effective closure planned?

Yes _____ No _____

Was time allowed for closure?

Yes _____ No _____

Comments/suggested changes:

Assessment/evaluation

Were appropriate learning comprehension checks built into the lesson?

Yes _____ No _____

Were the objectives of the lesson met by the students?

Yes _____ No _____

Comments/suggested changes:

Assignments/follow-up/reinforcement

Was the assignment of independent work appropriate to the lesson?

Yes _____ No _____ Not applicable _____

Were reinforcement activities appropriate for the students?

Yes _____ No _____ Not applicable _____

Comments/suggested changes:

APPENDIX H

GUIDELINES FOR ANECDOTAL OBSERVATION

For what should the student teacher look while observing a lesson? The following questions are intended to guide observations that are recorded anecdotally.

1. How do the available facilities, such as the room or area, heating, lighting, ventilation, displays, bulletin boards, seating arrangements, or instructional aids add to or detract from the teaching and learning atmosphere?
2. What kind of teaching is taking place? Is it teacher-centered or student-centered? Is it lecture, discussion, laboratory, or some other type?
3. What teaching technique is the teacher using? Is effective use made of questions, audiovisual aids, assignments, textbooks, drills, practice sessions, study time, etc.?
4. What motivational methods does the teacher employ? How are pupils rewarded?
5. What kind of learning is taking place? Is it factual? Rote? Are skills being developed? Are attitudes being examined? Are methods of thinking being taught and used?
6. How are students reacting? How effective is the teaching vis-a-vis the reactions of the students?
7. What is the nature of the learning atmosphere? Controlled? Open? Formal? Informal? Does the atmosphere detract from learning?
8. What classroom management techniques does the teacher use? How effective are they?
9. Does the classroom include students with disabilities? How does the teacher respond to their unique needs?
10. Do the students in the class represent multicultural backgrounds? How are the students responding to the multicultural elements? Are the interests of multicultural students being fairly addressed?
11. What three adjectives can you use to summarize the entire lesson?

It may not be possible, necessary, or even desirable to comment on all points mentioned above. A sample anecdotal observation report appears on the following page.

SAMPLE ANECDOTAL OBSERVATION

November 7, General Mathematics, 10:00 am

The students in this class are mostly low achieving sophomores. The topic for the lesson today is the basics of long division.

The classroom is comfortable and well-lighted. The desks are arranged in 5 rows of 6 chairs and there are 23 students in the class. A colorful bulletin board on Sir Francis Galton is displayed on one side of the room.

The instructor gave the students 10 minutes to study the materials at the beginning of the hour. He said he wanted the material to be “fresh” in students’ minds when they began class discussion and that this was one way of accomplishing that.

The instructor then started going over the assignment. He used an overhead projector to review troublesome problems. The overhead enabled him to maintain visual contact with the class; this seemed to work better than a chalkboard. Some students were quietly asked to stop talking and pay attention; this seemed to work in this class. Several students were asked to go to the board to work some problems while the other students completed the same problems at their desks. The instructor moved around the classroom helping students at the board or in their seats. At the end of each problem, he asked questions about the solution to the problem. Students were required to explain to others how they did the problems. This seemed to be an effective technique; students seemed to learn very well when they were asked to explain their procedures to others.

The atmosphere in this class is formal. Discipline problems were kept to a minimum because the instructor was alert and stopped any misbehavior quickly and quietly. Students were rewarded verbally as soon as they completed a problem correctly.

The students appeared to be catching on to long division, but it was a slow process. Most of them didn’t seem to be too interested, but they grudgingly participated in class though they appeared bored with the subject matter. Near the end of the class period students were given several problems to complete on their own for homework. The instructor moved around the class and checked each student. He helped those who needed assistance.

Summary: This was an interesting class, and the teacher handled the group very well. The instruction seemed effective for this subject and this group of students. I thought the use of giving time at the beginning of class to refresh their minds on the subject and the use of the overhead were effective and worked well with this class. Though the students participated I might explore alternative teaching strategies if this were my class.

APPENDIX I
PROFESSIONAL MEMBERSHIP SURVEY

Interview five (5) educators in your building regarding their membership in professional organizations and the resources provided by these organizations. Focus on areas or age levels of personal interest. Record the information collected below. Determine if a professional library exists in your school building or district and what materials it contains.

Teacher #	Grade level(s)/ Subject area(s)	Professional Memberships	Brief Description of Organization	Journal/ Newsletter
1				
2				
3				
4				
5				

What professional journals/books/materials are available in this school?

APPENDIX J
COOPERATING TEACHER REVIEW

COOPERATING TEACHER _____

DISTRICT/SCHOOL _____

GRADE LEVEL/CONTENT AREA _____

DIRECTIONS: Indicate your level of agreement with the following statements based on your experience working with the cooperating teacher indicated above. Use the following key to complete the review. Place any additional comments on reverse side of this form.

SA Strongly Agree	N	Neutral/Uncertain	D	Disagree
A Agree				SD Strongly Disagree

The Cooperating Teacher...

- _____ 1. Demonstrated concern for her/his students.
- _____ 2. Was concerned about the student teacher's growth.
- _____ 3. Provided specific, constructive feedback to the student teacher.
- _____ 4. Shared teaching files/ideas.
- _____ 5. Provided a positive and professional role model.
- _____ 6. Provided freedom to try new things.
- _____ 7. Was receptive to the student teacher's ideas/opinions.
- _____ 8. Shared planning responsibilities with the student teacher.
- _____ 9. Shared classroom management and discipline plan with student teacher.
- _____ 10. Assisted student teacher in developing a variety of teaching strategies.
- _____ 11. Gave responsibility for classroom to student teacher in appropriate manner.
- _____ 12. Helped student teacher expand her/his content knowledge.
- _____ 13. Provided realistic expectations for student teacher.
- _____ 14. Observed student teacher's classroom performance on frequent occasions.
- _____ 15. Assisted the student teacher is becoming acquainted with the faculty and school staff.
- _____ 16. Had a reasonable timetable for the release of responsibilities to the student teacher.
- _____ 17. Should be considered as a cooperating teacher in the future.

EASTERN ILLINOIS UNIVERSITY

STUDENT TEACHER EVALUATION

Mid-term Final

Student Teacher :	Student Teacher's Soc. Sec. Number:
Grade level/Subject:	
School:	District:
School Address:	City/State/Zip:
Cooperating Teacher: Name printed or typed	Signature Date
EIU Student Teaching Coordinator: Name printed or typed	Signature Date

**CONCEPTUAL FRAMEWORK: EDUCATOR AND CREATOR OF EFFECTIVE EDUCATIONAL ENVIRONMENTS:
INTEGRATING STUDENTS, STRATEGIES, SUBJECTS, SOCIETIES AND TECHNOLOGY**

STUDENTS			
ELEMENT	UNSATISFACTORY	SATISFACTORY	PROFICIENT
Knowledge of characteristics of age groups	Student teacher displays minimal knowledge of developmental characteristics of age group/grade level. Instruction not designed/modified to meet student needs.	Student teacher displays generally accurate knowledge of developmental characteristics of age group/grade level. Instruction designed/modified to meet student needs may not always be consistent.	Student teacher displays understanding of typical developmental characteristics of age group/grade level as well as exceptions to general patterns. Instruction designed/modified to meet their current needs.
	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 5

STUDENTS				
Knowledge of students' skills, knowledge, and learning modes	Student teacher is unfamiliar with, displays little knowledge of students' skills, knowledge, disabilities and learning preferences. No provisions through varied instruction made to meet the needs of individuals, nor the class as a whole.	Student teacher displays general understanding of students' skills, knowledge, disabilities and learning preferences. Makes appropriate provisions through varied instructional strategies for the class as a whole, and some individual students.	Student teacher displays understanding of students' skills, knowledge, disabilities and learning preferences. He/she uses this knowledge of each individual, as well as the class as a whole, used to make appropriate provisions through varied instructional strategies to meet the needs of all students.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5				
Knowledge of students' interests or cultural heritage	Student teacher displays little knowledge of students' interests or cultural heritage and fails to indicate that such knowledge is valuable.	Student teacher recognizes the importance of understanding students' interest or cultural heritage, but displays this knowledge only for the class as a whole.	Student teacher displays students' interests and/or cultural heritage and makes use of this knowledge with groups of students as well as individuals.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5				
Teacher interaction with students	Student teacher – student interactions are inappropriate in regard to individual cultural, religious, socioeconomic status, gender, or sexual orientation. Interaction may be negative, sarcastic, or demeaning.	Student teacher – student interactions are generally appropriate, but may be inconsistent in regard to individual cultural, religious, socioeconomic status, gender, or sexual orientation.	Student teacher demonstrates the ability to interact in a positive and appropriate manner with varied personalities, without regard to the individual cultural, religious, socioeconomic status, gender, or sexual orientation.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5				
Student interaction	Student teacher allows inappropriate, negative student behaviors toward one another, teacher(s), or administration.	Student teacher's classroom atmosphere and expectations of student behavior may be inconsistent toward one another, teacher(s), or administration.	Student teacher works consistently to create a classroom atmosphere in which all students display polite and respectful behaviors when interacting with one another, as well as teacher(s) and administration.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5				
Student pride and expectations for learning and achievement	Student teacher conveys modest or low expectations for students' achievement. Students given no responsibility to reach goals, nor show pride in their work, often choosing to merely complete tasks, rather than do quality work.	Student teacher conveys moderate expectations of goals, activities, interactions, and environment. Students occasionally accept responsibility to do good work.	Student teacher's goals, activities, interactions, and classroom environment convey a high expectation for each student to achieve. Atmosphere created in which a student sets individual goals that are achieved by his/her work being of the highest possible quality.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5				

STUDENTS				
Accommodations to enhance student behavior/learning	Student teacher does not create an atmosphere that reflects acceptance of learner abilities, or behavior. Physical arrangement is disruptive or nonconductive to learning.	Classroom atmosphere is inconsistent toward some learners. Analyzes classroom environment and creates seating/activity arrangements that enhance the entire teaching/learning process the majority of the time.	Student teacher establishes a positive classroom atmosphere that reflects general acceptance of all learners, regardless of ability/disability. Analyzes classroom environment and creates seating/activity arrangements that enhance the entire teaching/learning process.	
	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 5	
Monitoring student behavior	Student teacher is unaware of student behavior and interaction. Monitoring is limited or inconsistent. Effective classroom management skills lacking or inconsistent.	Student teacher is generally aware of student behavior and interactions, using classroom management skills with moderate success.	Student teacher is consistently aware of student behavior and makes effective use of classroom management skills to promote positive interaction amongst all learners, regardless of ability or disability.	
	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 5	
Response to student misbehavior	Student teacher does not encourage appropriate behavior and often fails to respond to misbehavior, or response is inconsistent. Frequent disruptions to lesson.	Student teacher usually encourages appropriate behavior, responds to misbehavior in an appropriate and timely fashion. Disruptive behavior occurs infrequently, lesson disruption infrequent.	Student teacher encourages appropriate behavior and responds to misbehavior in an appropriate and timely fashion. Seldom a disruption to lesson.	
	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 5	
Response to students' questions and interest	Student teacher inconsistently responds to students' questions and interests. Communication methods ineffective when trying to stimulate lesson interest and discussion.	Student teacher attempts to respond to student questions and interests. Communication methods usually effective to stimulate lesson interest and discussion.	Student teacher successfully models accurate and effective communication of ideas and information when answering students' questions. Displays effective use of questioning techniques to stimulate interest and discussion within lessons and activities.	
	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 5	
Response to diverse students' learning styles	Student teacher does not make an effort to accommodate, or take responsibility, for student learning styles. Places blame on the student and/ or environment.	Student teacher accepts responsibility for the success of students, but is inconsistent or uses a limited repertoire of instructional strategies.	Student teacher displays effective use of communication modes/teaching strategies that provide opportunities for students who may have difficulty employing traditional learning strategies.	
	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 5	

STRATEGIES				
Clarity and suitability of goals and objectives	Goals and objectives are not clear, represent low expectations, no conceptual understanding nor relevance for students. Objectives do not reflect important learning or methods of assessment. Goals and objectives are not suitable for the majority of the students.	Goals and objectives are moderately clear in their expectations, conceptual understanding, and relevance for students. Some are stated as activities, rather than learning objectives. Methods of assessment are suitable for most students.	Goals and objectives are clear in their level of expectation, important to conceptual understanding, and relevant to the students. Viable methods of assessment are suitable for students in the class, including those with disabilities.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5				
Integration of goals and objectives	Goals and objectives reflect only one type of learning and one content area.	Goals and objectives reflect some diversity of learning styles, but little effort at integrating content areas.	Goals and objectives reflect diverse learning styles and provide opportunities for integrating various content areas.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5				
Resources for teaching and students	Student teacher is unaware of school or community resources, or chooses not to pursue resources beyond those given by the cooperating teacher.	Student teacher displays limited awareness and use of school and/or community resources.	Student teacher is aware of resources available through the school and/or community, and has made attempts to use as many as possible.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5				
Learning activities	Learning activities are often not suitable to students' learning styles or instructional goals. They do not follow an organized progression.	Learning activities are suitable for some learning styles and instructional goals. Progression of activities is inconsistent.	Student teacher incorporates learning activities that are suitable to students' learning styles as well as to instructional goals. Scope and sequence (progression) of these activities is usually even/constant.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5				
Instructional materials and resources	Materials and resources do not generally support the instructional goals, nor do they engage students in meaningful learning.	Some materials and resources support instructional goals and most engage students in meaningful learning.	Additional materials and resources that are brought in by the student teacher support instructional goals and continue to engage students, contributing to meaningful learning.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5				
Instructional groups	Instructional groups do not support the instructional goals and objectives and offer little variety.	Instructional groups are generally suitable to the instructional goals and offer some variety.	Instructional groups are varied, as appropriate to the different instructional goals.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5				
Lesson and unit structure	The lesson or unit has no clearly defined structure or the structure is chaotic. Time allocations are unreasonable.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5				

STRATEGIES			
Congruence of assessment with instructional goals and objectives	Content and methods of assessment lack congruence with instructional objectives. Inappropriate to developmental level of learners.	Instructional goals and objectives inconsistently assessed through proposed plan. Appropriate level of development not consistently met.	The instructional goals and objectives are adequately assessed through the proposed plan to meet the learners needs at an appropriate level of development.
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5			
Criteria and Standards	Proposed assessment criteria and standards are not developed, communication with students, parents, and colleagues lacking. Record keeping minimal or non-existent.	Accurate and/or current record keeping and communication of assessment criteria and standards are inconsistent.	Student teacher keeps accurate and current records of assessment criteria and standards and has communicated them to students, parents, and when necessary, colleagues.
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5			
Use for planning	Student response/assessment is not taken into account when planning. Instructional modifications nor teaching style are adjusted to meet student needs.	Lesson plans and instruction are modified to meet the needs of some students. Formal and informal assessment not always used for teaching or lesson modification.	Student teacher adjusts lesson plans, modifies instruction and teaching style to better meet the needs of the class as a whole, based upon students responses through formal and informal assessment.
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5			
Directions and Procedures	Student teacher's directions and procedures are confusing to students. Verbal and written communication unclear or incomplete.	Student teacher's directions and procedures require clarification or are excessively detailed. Appropriate level of verbal and written communication inconsistent.	Student teacher communicates verbal and written directions and procedures clearly to students. Instruction contains appropriate level of detail.
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5			
Levels of questions and response time	Student teacher's questions are virtually all low level with little response time allowed.	Student teacher's use of low and high level questions is developing. Restatement of questions frequently needed for clarification. Inadequate response time allocated.	Student teacher uses questions that require a combination of low and high order thinking. The questions are clearly stated and adequate time is allowed for students to think about their response.
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5			
Discussion Techniques	Student teacher uses teacher guided discussion only, mediating all questions and answers. Little opportunity provided for input, practice effective listening, conflict resolution, and group facilitation.	Student teacher relies more on teacher guided discussion, than on student guided discussion. Students are provided opportunities for input, practice effective listening, conflict resolution, and group facilitation skills with inconsistent results.	Student teacher participates in appropriate classroom discussion that is balanced between teacher and student guided. Students are encouraged to provide input, practice effective listening, conflict resolution, and group facilitation skills.
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5			

STRATEGIES				
Student participation	Student teacher does not facilitate meaningful communication. Self-assessment not encouraged, nor pursued.	Student teacher attempts to employ techniques to facilitate meaningful communication opportunities for most students. Self-assessment encouraged.	Student teacher successfully employs techniques to facilitate a variety of meaningful communication opportunities for all students. Encourages self-assessment in classroom activities.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5				
Feedback to students	Supportive feedback is either not provided, not constructive, or not challenging. Students are not encouraged to develop goals for learning.	Some supportive, constructive, and challenging feedback is given, that may not be consistent or timely. Student goals for learning are generally encouraged.	Student teacher's feedback to students is constructive and challenges the students in a supportive and timely manner. Student goals for learning are encouraged.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5				
Management of transitions	Time is lost due to inefficient transitions.	Transitions are sporadically efficient, resulting in some loss of time.	Transitions occur efficiently, with little loss of time.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5				
Management of materials	Materials area handled inefficiently or not prepared.	Systems for preparing and handling materials function moderately well.	Student teacher develops an efficient system for preparing and handling materials.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5				
Classroom arrangement and accessibility	Furniture arrangements are often not suited to lesson activities and/or physical resources are poorly used and often not accessible to some students.	Furniture is often adjusted for lessons or lesson adjusted to room arrangements with moderate effectiveness; resources are adequate and accessible.	Furniture arrangement is usually a resource for learning activities; physical resources used skillfully with learning opportunities accessible to most students.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5				
SUBJECT AREAS AND LEVELS				
Knowledge of content	Student teacher displays basic content knowledge, however, makes errors with details of content and may fail to correct student errors. Connections within content area, other disciplines, or to life and career experiences not made, nor pursued.	Pre -service teacher displays content knowledge, yet may fail to make connections with other parts of the discipline, other disciplines, or to life and career experiences.	Student teacher displays solid content knowledge and makes connections between the content and other parts of the discipline, other disciplines, and to life and career experiences.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5				
Importance of content	Student teacher conveys negative attitude toward the importance of subject/content area(s), its value, nor application to life resulting in a negative response from students.	Student teacher communicates importance of subject/content area(s), but with limited understanding to its value and application to "the real world".	Student teacher conveys genuine enthusiasm for subjects and content area(s) and displays consistent commitment to its value and application to "the real world".	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5				

SUBJECT AREAS AND LEVELS			
Knowledge of relationship of content areas to other subjects	Student teacher's plans and strategies do not display/reflect understanding of content area(s) and subject matter relationships. No connections between subjects made, nor pursued.	Student teacher's plans and strategies display a limited understanding of how content area relates to other subject matter. Connections between subjects are attempted.	Student teacher's plans and strategies display an understanding of how content area relates to other subject matter and makes a connection between them.
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5			
Knowledge of content-related instruction/pedagogy	Student teacher does not understand varying instruction/pedagogy to better meet the needs of the class as a whole, nor the individual students. No effort made to remedy.	Student teacher varies the style of instruction/pedagogy to meet the needs of the majority of the class.	Student teacher makes an effort to vary the style of instruction/pedagogy to better relate to the needs of the individual students.
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5			
Verbal language	Student teacher's verbal communication skills are ineffective when presenting information, contains many grammar and semantic errors and casual language (slang). Vocabulary is inappropriate for age and/or grade level.	Student teacher usually models effective grammar and pronunciation when presenting ideas and information. Uses casual language (slang) at times. Vocabulary is generally age and instructional level appropriate.	Student teacher models effective verbal skills, using correct grammar and pronunciation, when presenting ideas and information to students. Avoids use of casual language (slang). Vocabulary is age and instructional level appropriate.
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5			
Written language	Student teacher's written language is often illegible, with frequent errors resulting in inaccurate instructions and information.	Student teacher usually models effective and concise written skills when presenting ideas and information. Grammar and semantic errors may occur, but instructional information is usually clear to students.	Student teacher models effective and concise written skills when presenting ideas and information to the students, parents, and colleagues. Great care is taken to prevent casual grammar and semantic errors.
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5			

DISPOSITION AND PROFESSIONAL RESPONSIBILITIES WITHIN SCHOOLS AND COMMUNITIES (SOCIETIES)				
Accurate assessing and reflecting for responsible teaching	Student teacher does not display commitment to accurate assessment of lesson effectiveness or achievement of goals. Changes made to lesson only if told and given detailed procedures to follow. Does not take suggestions or constructive feedback well. Does not take responsibility for lesson failure.	Student teacher displays moderate commitment to accurate assessment of lesson effectiveness, the extent to which goals were achieved, makes changes when made aware. Utilizes suggestions and constructive feedback most of the time. Usually takes responsibility for decisions.	Student teacher is committed to accurate assessment of lesson effectiveness and the extent to which goals were achieved, makes changes when necessary, and can justify those decisions. Appreciates suggestions and constructive feedback for future teaching from cooperating teacher and/or coordinator, taking responsibility for decisions.	
	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 5	
Responsible record keeping and organizational skills	Student teacher's system for maintaining and organizing paperwork and grades is ineffective. Does not recognize the importance of good organization.	Student teacher's system for maintaining and organizing paperwork and grades is moderately effective. Organizational skills continue to improve.	Student teacher's system for maintaining and organizing paperwork and grades is effective, recognizes the value of good organization.	
	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 5	
Articulation of the instructional program and student progress	Student teacher chooses not to provide, or cannot provide, accurate and timely information about instructional program or student progress. Does not take responsibility to initiate or respond to parent/guardian concerns.	Student teacher provides accurate information about the instructional program and student progress when requested. Takes responsibility, as needed, to initiate and respond to parent/guardian concerns.	Student teacher is committed to providing accurate and timely information about instructional program and student progress. Takes responsibility to initiate and respond to parent/guardian concerns.	
	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 5	
Value collaborative and cooperative relationships	Student teacher does not seek, nor values, the cooperation of other teachers, staff, and administrators to enhance student learning, as well as personal teaching skills.	Student teacher occasionally seeks out the cooperation of other teachers, staff, and administrators to enhance student learning, as well as personal teaching skills.	Student teacher actively seeks and values the cooperation of other teachers, staff, and administrators to enhance student learning, as well as personal teaching skills.	
	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 5	
Participation in service to the school and/or district	Student teacher avoids becoming involved in school and district events and programs. Systems for performing non-instructional duties are inefficient or absent.	Student teacher participates in programs and events for the school and/or district programs or events when asked. Systems for performing non-instructional duties are moderately efficient.	Student teacher volunteers to participate in school and/or district programs or events. Efficient systems for performing non-instructional duties are in place.	
	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 5	
Commitment to professional dialogue	Student teacher chooses not to attend or seek out opportunities to participate in professional dialogue committed to enhancing content knowledge and pedagogical skills.	Student teacher occasionally attends or seeks out opportunities to participate in professional dialogue committed to enhancing content knowledge and pedagogical skills.	Student teacher eagerly attends or seeks out opportunities to participate in professional dialogue committed to enhancing content knowledge and pedagogical skills.	
	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 5	

DISPOSITION AND PROFESSIONAL RESPONSIBILITIES WITHIN SCHOOLS AND COMMUNITIES (SOCIETIES)				
Commitment to professional practice and behavior	Student teacher does not model appropriate professional practice and behavior, including punctuality, professional standards in dress and appearance, nor commitment to the profession.	Student teacher usually models appropriate professional practice and behavior, including punctuality, professional standards in dress and appearance, and commitment to the profession.	Student teacher models appropriate professional practice and behavior, including punctuality, professional standards in dress and appearance, and strong commitment and enthusiasm to the profession.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2		<input type="checkbox"/> 3 <input type="checkbox"/> 4		<input type="checkbox"/> 5
Ethical and responsible behavior	Student teacher is irresponsible in one or more areas: ethically, morally, personally, or professionally in relationship to school policy as well as local, state, and federal laws governing students with disabilities.	Student teacher performs at moderate levels of ethical, moral, personal behaviors. Usually understands professional responsibilities in relationship to school policy as well as local, state, and federal laws governing students with disabilities.	Student teacher consistently performs with high levels of ethical, moral, and personal behaviors. Understands professional responsibilities in relationship to school policy as well as local, state, and federal laws governing students with disabilities.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2		<input type="checkbox"/> 3 <input type="checkbox"/> 4		<input type="checkbox"/> 5
Respect for confidentiality	Student teacher disregards and is disrespectful of student and family/guardian privacy and confidentiality.	Student teacher respects and values student and family/guardian privacy and confidentiality most of the time.	Student teacher respects and values the privacy and confidentiality of information in support of students and their family/guardian.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2		<input type="checkbox"/> 3 <input type="checkbox"/> 4		<input type="checkbox"/> 5
TECHNOLOGIES SUPPORT TEACHING AND LEARNING				
Knowledge of technology-related use and practices	Student teacher displays little understanding of available instructional technology and/or adaptive devices, shows little or no interest in helping students, and/or fails to use technology in planning, teaching, or assessment. Technological support of teaching did not include design, delivery, and assessment of instruction.	Student teacher displays basic understanding of available instructional technology and/or adaptive devices for teaching assessment. Sometimes encourages students to use technology in the learning process. Technological support of teaching inconsistently includes design, delivery, and assessment of instruction.	Student teacher displays excellent command of available instructional technology and/or adaptive devices for the teaching, learning, and assessment process to meet instructional objectives. Technological support of teaching includes design, delivery, and assessment of instruction.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2		<input type="checkbox"/> 3 <input type="checkbox"/> 4		<input type="checkbox"/> 5
Responsible use of technology	The student teacher's use of technology was not responsible and did not reflect consideration of ethical, social and human issues.	The student teacher's use of technology was responsible involving the consideration of ethical, social, and human issues.	The student teacher's use of technology was consistently responsible involving the active and obvious consideration of ethical, social, and human issues with those considerations clearly communicated to the students.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2		<input type="checkbox"/> 3 <input type="checkbox"/> 4		<input type="checkbox"/> 5
Use of technology for professional development and life-long learning	The student teacher did not use technology as a tool for educational research, a vehicle for personal and professional productivity, or in the pursuit of life-long learning.	The student teacher demonstrated the skills for technology as a tool for educational research, a vehicle for personal and professional productivity, and in the pursuit of life-long learning but did so infrequently or inconsistently in the teaching environment.	The student teacher demonstrated effective uses of technology as a tool for educational research, a vehicle of personal and professional productivity, and in the pursuit of life-long learning.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2		<input type="checkbox"/> 3 <input type="checkbox"/> 4		<input type="checkbox"/> 5

NARRATIVE: (The midterm narrative should include goals for the student teacher, a list of strengths, and a list of areas in which the student teacher needs to improve. The final narrative must be typed, preferably on school letterhead, and attached to this final evaluation rubric. Copies of both the midterm and the final evaluations should be made for the cooperating teacher and the student teacher. All original forms and narratives must be given to the university coordinator.)

Name:

Signature: _____

APPENDIX L
**STUDENT TEACHER PERCEPTIONS
OF THE STUDENT TEACHING EXPERIENCE**

STUDENT TEACHER _____

DISTRICT/SCHOOL _____

GRADE LEVEL/CONTENT AREA _____

DIRECTIONS: Indicate your level of agreement with the following statements based on your student teaching experience. Use the following key to complete this form. Write your answers to the final three items in the space provided or on the reverse side.

SA	Strongly Agree	N	Neutral/Uncertain	D	Disagree
A	Agree			SD	Strongly Disagree

My Student Teaching Experience . . .

- _____ 1. Was a positive learning experience.
 - _____ 2. Measured up to my expectations.
 - _____ 3. Was of sufficient length.
 - _____ 4. Was a collaborative effort between myself and my cooperating teacher.
 - _____ 5. Was a collaborative effort between myself and my university coordinator.
 - _____ 6. Allowed me to feel that I was an accepted member of the faculty.
 - _____ 7. Was the most beneficial experience of my teacher education program.
 - _____ 8. Has sufficiently prepared me to begin teaching.
 - _____ 9. Provided me with beneficial and/or relevant seminars.
 - _____ 10. Provided me with sufficient opportunities to be totally responsible for a classroom.
 - _____ 11. Allowed me to develop my individual teaching and classroom management style.
-

12. What I liked best about my student teaching experience was . . .

13. What I liked least about my student teaching experience was . . .

14. My suggestions for improvement of the student teaching experience are . . .