

Handbook for Student Teachers and Cooperating Teachers

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*Educator as Creator of Effective Educational Environments:
Integrating Students, Subjects, Strategies, and Societies*

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INTRODUCTION TO THE CONCEPTUAL FRAMEWORK

Educator as Creator of Effective Educational Environments: Integrating Students, Subjects, Strategies, and Societies

According to the National Council for Accreditation of Teacher Education (NCATE), a conceptual framework serves to establish the shared vision for all efforts in preparing educators to work in P-12 schools. The Conceptual Framework “provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability.” It is ‘knowledge-based, articulated, shared, coherent, consistent with the ... institutional mission, and continuously evaluated. [It] provides the bases that describe the unit’s intellectual philosophy, which distinguishes graduates of the institution from those of another.” (NCATE, 2007).

Eastern Illinois University has a long and respected history of providing programs for teacher preparation. Faculty, staff and public school partners are committed to the preparation of professionals in the design and implantation of programs that advance intellectual, physical, psychological and social well-being. A brief explanation of the primary Conceptual Framework around which all professional preparation is designed is contained within this section.

The Conceptual Framework at Eastern Illinois University is “**Educator as Creator of Effective Educational Environments: Integrating Students, Subjects, Strategies and Societies**”. Underlying this framework is the conviction that programs must be well-grounded in general education, subject area concentrations, and allied subject matter. Additionally, all programs induct teacher candidates into the profession through sequenced coursework and experiences designed to develop a robust knowledge base, skills in content delivery and diverse instructional strategies, and positive dispositions for teaching.

The Educator:

- As a creator of effective educational environments suggests a learned set of behaviors requiring an extensive knowledge base and preparation.
- Must be an effective decision maker.
- Creates environments conducive to learning.
- Possesses higher level thinking skills to create effective environments.
- Is committed to life long learning.
- Develops a personal approach to the profession, keeping in mind individual identity and integrity while guided by tenets of pedagogy and concepts of diversity.
- As a professional practitioner, must believe in the science and the art of the profession.
- Must reflect, respect, and understand the diversity of students, subjects, strategies, and societies.

The overall theme of “educator as creator of effective educational environments” provides an overall focus to the five domains that in turn provide a scaffold for the structure, coherence and continuity of the unit programs. As James Banks noted: “A school is a social system in which all of its major variables are closely related” (Banks, 2004, p.22).

In creating an effective educational environment, all educators must: establish environments for positive development of learners; demonstrate professional knowledge and skills; establish environments for academic achievement; and respond to the school and community. Educators must have knowledge of students, subject areas and levels, strategies, technologies, and the diversity of societies and communities to prepare effective educational environments. The theme allows the educator to develop skills and knowledge in the areas of the five domains (in no rank order):

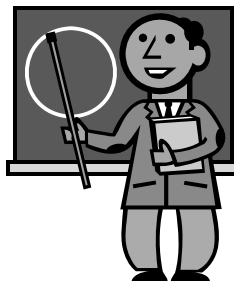
- diverse students;
- diverse strategies;
- diverse subjects and levels;
- diverse societies/communities; and
- diverse technologies.

EASTERN ILLINOIS UNIVERSITY AND COLLABORATION WITH THE PUBLIC SCHOOLS IN EDUCATION

The College of Education and Professional Studies works 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 that promote high levels of learning for all students and continued learning and professional development for teachers.

As diverse as the public partners may be, all sites:

- Promote high levels of learning for all students enrolled
- Serve as learning sites for university students preparing to become teachers
- Support continuing professional growth for teachers, and
- Encourage collaborative school-university research and inquiry about learning and teaching.

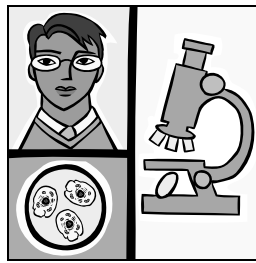


THE COOPERATING TEACHER

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. 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.



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 that 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. This may include endorsements in specific age levels or content areas.
- Have completed a minimum of three years of successful teaching experience.
- Should have earned a Master's 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

Although each situation has unique attributes, 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 the daily role model for the student teacher in training.

The cooperating teacher provides solid examples of how to:

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

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.

Get your student teacher involved 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.

Schedule extended conferences with the student teacher to discuss:

- instructional delivery
- unit/lesson planning and implementation
- specific deficiencies.

Communicate immediately with the university coordinator if:

- The student teacher appears deficient in ability, responsibility, or maturity in her/his teaching performance.
- You have questions about policy, procedure, or responsibilities.
- Other areas of concern materialize.

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 must observe their cooperating teachers.

Directed observation is best.

Focus on the student teacher's immediate need to know for a productive observation.

Student teachers should begin working with students on the first day.

Give a spelling pretest or test, work with a small group or with an individual on a specific task.

Circulate about the room and assist individuals who have questions.

Take attendance, pass out papers, or tally lunch count to help learn students' names and classroom routines.

Add responsibilities gradually.

Suggested sequence:

- Student teacher plans for one subject or class, take that over in week two.
- Add one subject or class period per week.
- This allows for development of planning, reflection of effectiveness of planning, and development of classroom management skills.

The goal is full responsibility for half of the student teaching assignment, partial responsibility for remainder.

If a student teacher does not exhibit a level of performance that makes this feasible, confer with the university coordinator to arrange an alternative schedule.

PLANNING

Cooperative planning elevates the student teacher's status to that of a partner in the teaching process, 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 must accept a major share of the responsibility for their professional growth as they work toward becoming the independent planner of future lessons.

Student teachers must have lesson plans available for review at all times.

Students may use a variety of lesson plan formats. However, ALL lesson plans should be in a complete format. Planning in and teaching from the Teacher's Weekly Planner is unacceptable.

Planning must:

- Include long-range plans – how does this lesson fit into the big picture?
- Be done sufficiently in advance of teaching to allow cooperating teacher time to review.
- Include differentiated instructional practices.
- Demonstrate alternative methods of planning.
- Help create a system which can be used in the future.

Regardless of form and length of plan, basic elements of a plan include:

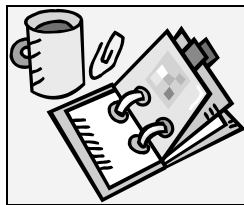
- Who will be taught?
- What is to be taught?
- Why should it be taught?
- When is it to be taught?
- How will it be taught?
- How will it be evaluated?

REMEMBER:

A student teacher needs to understand that good 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 should provide an atmosphere in the classroom that allows the student teacher to feel comfortable while being observed. Accomplish this 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 that 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 are important. As the student teacher assumes more responsibility for the classroom, the cooperating teacher should continue to observe and provide feedback. Observations may be 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 that need to be addressed. The university coordinator can 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. Identify successes as well as areas for improvement. Feedback may be written or verbal. Discuss written feedback 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. Weekly conferences are suggested. These are to be 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.

Remember:

"The greatest good you can do for another is not just to share your riches but to reveal to him his own."

Benjamin Disraeli

WORKING WITH STUDENT TEACHERS WITH PROBLEMS

It is normal to have a few 'rocky' days with a student teacher, but if there seem to be ongoing concerns, please contact the University Coordinator. After a student teacher begins her/his assignment, problems may begin to develop.

Indicators of problems include, but are not limited to:

- Poor interpersonal skills
- Poor attendance
- Frequent illness
- Complaining
- Blaming
- Limited concentration
- Failure to follow through with responsibilities
- Resistance to suggestions for change or improvement
- Changes in grooming or appearance
- Avoiding communication with students, the cooperating teacher, and/or other building staff

As stated above, contact the University Coordinator for assistance.

⇒ Develop a *Growth Plan*

- State the problem(s).
- Give specific behavioral expectations 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.

The University Coordinator is available to you and your student teacher to develop action plans, facilitate discussion, and assist in reaching a positive solution for all involved. If a student is experiencing significant difficulty, and intervention has not been successful, the University Coordinator will inform you of the options available to the student. Removal from the student teaching placement may be considered.



STUDENT TEACHER EVALUATIONS

- The Cooperating Teacher should formally evaluate the student teacher at least twice during the assignment period.
- The evaluation instrument is online at www.eiu.edu/~clinical, and is included in this handbook (Appendices K & L).
- Use the same form for Mid-Term and Final Evaluations.
- 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.
- The University Coordinator may be a part of these meetings.
- Ideally, complete the Final Evaluation in conference with the university coordinator.
- The University Coordinator is responsible for submitting the FINAL Evaluation electronically.
- 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 receive as a final grade on her/his transcript.

Cooperating Teachers should write a narrative as part of the FINAL evaluation. This may be in the form of a reference letter if you so desire. The University Coordinator will collect this Narrative with the Final Evaluation.

Topics that may be included are below:

1. **Classroom setting** –Grade level(s), Courses, Population of the school and community if especially relevant.
2. **Special skills and competencies** – Note especially those things the student teacher did well or added to the classroom.
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. 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.



THE STUDENT TEACHER

Many teachers identify the student teaching experience as the most important part of their initial preparation. It is a time of exciting challenges, intense reflection, and exhilarating rewards. Student teaching is the capstone experience, where knowledge, skills and dispositions come together and are implemented over an extended period in a consistent setting.

This section contains vital information about behavior, policy, and expectations for all student teachers.

PRELIMINARY VISIT TO STUDENT TEACHING SITE

You must make a preliminary visit to your assigned school. As soon as you receive your potential placement, 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. Treat this visit as a job interview, for a school may opt not to accept you based upon the impression you make.

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.
- 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 you. Follow these and report the visit to the university coordinator in the designated manner.

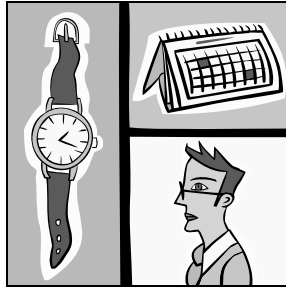
COURSE WORK AND EMPLOYMENT DURING STUDENT TEACHING

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 should 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.

Taking additional coursework during the student teaching semester is rarely allowed. Students who wish to take any other course through EIU during the student teaching semester must receive a waiver from the Academic Waiver Appeals Committee (AWAC). Contact your Academic Advisor immediately if you have questions about this.

If additional coursework interferes with the student teaching experience, as determined by the student teacher's cooperating teacher, the University coordinator and/or school administrator, the student will be required to discontinue the additional coursework or student teaching if the student teaching performance does not meet acceptable standards.

Use the *Outside Employment Verification Form (Appendix A)* to report outside employment. Complete and return the form to the university coordinator. If a student teacher's after school activities or work schedule interfere with the student teaching experience, the student will be required to make changes in those activities or work schedule so they do not interfere with meeting acceptable standards during the professional semester. "Changes" may include adjusting work hours, ending outside employment, or dropping student teaching.



ATTENDANCE

- Full semester student teachers must begin the day that the school district requests, including workshop days for new teachers and/or in-service meetings. Once the assignment begins the calendar of the district in which the student teacher is placed must be followed.
- 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. Students may begin earlier if they desire and the school agrees.
- **Regardless of the starting date, no student teacher will end his/her regular student teaching assignment prior to the Friday of the 15th week of EIU's semester.**
- Usually the student teacher's **regular assignment** does not go beyond the Friday of EIU's Final Exam week.
- Make-up days due to absence, or additional observation days for STG 4000, may be required beyond these dates. If students go beyond the Friday of Eastern Illinois University's Final Exam week, a grade of "Incomplete" is assigned in the course(s) until all requirements are fulfilled.
- The student teacher must 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. Verifiable illnesses, personal or family emergency or school closings (such as those due to inclement weather) are allowable absences. These days must be made up. Student teachers may NOT take "vacation", "personal", or otherwise non-approved days off. 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 and/or through a school district notification system. Ask the cooperating teacher what stations announce closings for that district and make sure to listen daily.

Attendance is required at Student Teaching Seminars. Absences due to Seminars are not counted as absences.

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, respecting others and confidentiality are all parts of being professional.

DRESS AND APPEARANCE

In matters of dress in the classroom, all student teachers must abide by the guidelines and standards set by the school system and specific school to which they are 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. Jewelry in facial piercings must be removed, and earrings should be limited in both size and quantity. Tattoos should be covered. Good grooming, including personal hygiene, is expected of all student teachers. Dress should be conservative and allow for easy and comfortable movement.

GENERAL COURTESY AND INTERPERSONAL RELATIONSHIPS

Be enthusiastic. 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.

You are a guest in the classroom and the school. 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. If you are experiencing difficulty, these people are there to help you.

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.

E-PORTFOLIO SUBMISSIONS

Eastern Illinois University uses the software program [LiveText](#) for e-portfolio submissions and assessment of teacher education candidates. During the Student Teaching semester, ALL student teachers must have their own LiveText account. LiveText is used for a *minimum* of two submissions by all student teachers. All students will submit a Unit or Learning Center Plan and a Self-Evaluation. Templates are available under "project templates" for these submissions.

The Unit or Learning Center Plan is required of ALL student teachers. This Unit or Learning Center must be taught or implemented by the student teacher during the student teaching semester. The [Impact on P-12 Learning](#) rubric is used to assess this assignment. A summary of this rubric is available on the Student Teaching website. At this time, only Special Education majors are not assessed with the [Impact on P-12 Learning](#) rubric, although they must still plan, teach, and submit a Unit or Learning Center plan via LiveText.

The Self-Evaluation is an integral part of the Final Student Teaching evaluation. ALL student teachers, without exception, must complete it. If a student has more than one placement, s/he will submit a final self-evaluation for *each* placement. Many student teaching coordinators require LiveText for other types of submissions (e.g. lesson plans) throughout the semester. Students are encouraged to use LiveText for planning and implementation of instruction.

SEMINARS

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. Attendance at seminars is mandatory.

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 cannot serve as a substitute for their cooperating teacher or for any other licensed personnel. Student teachers cannot receive compensation 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."

APPLICATION FOR TEACHING LICENSURE

The Student Teaching Coordinators will distribute applications. 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. Students will go online and create an OTIS Private Educator Account with the Illinois State Board of Education at <http://www.isbe.net/otis> or <http://www.isbe.net/ecs>

Entitlement is not granted to a candidate without successful completion of the student teaching semester, all University requirements, and passing scores on the Assessment of Professional Teaching (APT).

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 must not 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, the assignment may be extended, depending upon the total student teaching days permissible according to the university calendar.

If a student teacher is 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 are 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. Termination may or may not result in reassignment during the current or any subsequent semester. The student teaching coordinator will notify the student teacher and the Chair of Student Teaching.

Causes for termination may include, but are not limited to:

- Inability to perform duties required of a student teacher
- Inappropriate language
- Inappropriate dress
- Inappropriate behavior
- Breach of school district policy
- Illegal activity on the part of the student teacher

The University Coordinator may be asked to escort the student teacher from the school. All school property (textbooks, keys, materials) must be returned to the school. Usually, students whose assignments have been terminated are not allowed to return to the school for any reason.

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 AND THE STUDENT TEACHER

The university coordinator is an important part of the student teaching semester and is a valuable resource for the student teacher. The University considers 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 that 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 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 agree about the directions required for growth or improvement.

COOPERATING TEACHERS' EXPECTATIONS FOR STUDENT TEACHERS

Cooperating teachers undoubtedly have great impact upon each individual student teacher. Student teachers work 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 are correctable and both student teachers and class members will learn through that process.

Cooperating Teachers Appreciate:

- 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 that 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

The learning objectives are identified by the Illinois State Board of Education as the "Illinois Professional Teaching Standards". Each objective articulates expectations within a specified domain. The university student teaching coordinator files all reports relative to the student teaching experience.

- The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.
(Content Knowledge)
- The teacher understands how individuals grow, develop and learn, and provides learning opportunities that support the intellectual, social, and personal development of all students.
(Human Development and Learning)
- The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
(Diversity)
- The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.
(Planning for Instruction)
- The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
(Learning Environment)
- The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
(Instructional Delivery)
- The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
(Communication)
- The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.
(Assessment)
- The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.
(Collaborative Relationships)
- The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.
(Reflection and Professional Growth)
- The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.
(Professional Conduct and Leadership)

DISPOSITIONS FOR EDUCATORS

DISPOSITIONS are the attitudes, perceptions or beliefs that form the basis for behavior.

The five primary dispositional areas identified for EIU educator candidates are:

- Interactions with Students
- Professional Ethics and Practices
- Effective Communication
- Planning and Teaching for Student Learning
- Sensitivity to Diversity and Equity

Interaction with Students (IWS) Interaction with students encompasses those behaviors that evidence the candidate's regard for the learners. These include acts of fairness, respectful tone of voice, positive use of humor, and interest in students as individuals. In addition, candidates should evidence a supportive and encouraging atmosphere for learning through their interactions with students.

Professional Ethics and Practices (PEP) Professional ethics and practices are often the most easily observed of the dispositional behaviors. Respect for the professional environment is evidenced through acceptable dress and grooming, and timeliness, not only in arrival and departure, but in completion of tasks. Appropriate use of language, academic integrity and honesty, and the ability to keep professional confidences are in this dispositional category.

Effective Communication (EC) Easily identified as a skill domain, effective communication within a dispositional framework refers to one's regard for honest, fair, and accurate communication. Effective communication encompasses the belief that teachers must model effective communication for their students. Honorable and non-judgmental professional discourse, especially in relation to the candidate's progress, is essential for growth. Effective communication considers the audience as well as the message.

Planning and Teaching for Student Learning (PTSL) Planning and teaching for student learning in the dispositional arena refers to the beliefs about student learning and how these are evidenced in the acts of planning and teaching. Positive dispositions in this area are reflected in rich and varied teaching approaches.

Sensitivity to Diversity and Equity (SDE) Sensitivity to diversity and equity goes beyond the acknowledgement or awareness of differences in the classroom or community. A positive disposition in this area may be evidenced by seeking out alternative materials, careful use of appropriate language and naming, equal disbursement of resources, and a lack of ethnocentric or gender-specific generalizations.



THE UNIVERSITY STUDENT TEACHING COORDINATOR

The university student teaching coordinator performs numerous roles in fulfilling her/his responsibilities as a representative from higher education. Primary responsibilities are performed away from the university, usually in a public school setting. The Coordinator has the initial responsibility of facilitating a placement. Additionally, the Coordinator performs visitations and observations, and acts as seminar director, liaison, counselor, supervisor, consultant, mediator, and evaluator.

The university student teaching coordinator is prepared both professionally and emotionally to accept a variety of identities. The university student teaching coordinator participates in the following activities, and functions in the following identifiable roles:

- Establish a liaison between student teacher, university administration, university department, participating agency (school or institution), cooperating teacher, and the public.
- Perform analyses, evaluations, and selection of participating agencies and cooperating teachers in cooperation with the chair of student teaching.
- Interpret the student teaching program to student teachers, participating agencies, cooperating teachers, and principals.
- Serve as counseling and placement agent to match the education and experience of each student teacher with an appropriate agency and cooperating teacher.
- Explain assignment policy and program structure to all individuals involved.
- Provide preventive and diagnostic supervision.
- Serve as a mediator as the situation warrants.
- Perform as a public relations agent for the program.
- Assist in the appraisal and evaluation of the student teacher's efforts.
- Implement the University's electronic portfolio system for assessment in two primary areas: Impact on P-12 Learners, and Final Evaluation of the Student Teaching Experience.
- Serve as a resource person, confidante, and in some circumstances, a technician.
- Accumulate relevant data and prepare necessary reports.
- Continuously appraise and evaluate toward improvement of the program.
- Disseminate necessary information relative to the program.
- Perform as active, interested, resourceful, and tactful co-worker.
- Provide continuous communication with student, cooperating teacher and the Department of Student Teaching.

The university student teaching coordinator will enter into the preceding with complete dedication to the end that each student teacher receives 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 or Early Childhood Education, who will be formally observed/evaluated a minimum of five times in the 16-week experience.

STUDENT TEACHING ACTIVITIES

Teaching is a multi-faceted profession. Far more than disseminating information in the classroom is required of the teacher. The teacher must 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 that 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. Some are required, others are at the discretion of the university coordinator, though all address expectancies for the Eastern Illinois University student teacher and will contribute to the individual student teacher's growth as a teacher.

Supporting materials for select activities are in the indicated appendices.

Activities required of all student teachers are indicated with an asterisk.*

THE TEACHING SCHEDULE*

The University Coordinator requires an accurate copy of the student teacher's schedule to facilitate visits. 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 must follow the university coordinator's directions. Be sure to include your name, teacher's name, school, room number, etc. on your schedule.



CLASSROOM MANAGEMENT AND DISCIPLINE PLAN*

Classroom and behavior management are essential parts of the productive learning environment. The student teacher manages classroom routines, pupil conduct and learning behaviors in a manner that contribute to a classroom environment that facilitates learning. The student teacher must 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. The student teacher should 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.

Complete this activity within the first week of student teaching.



LESSON PLANS*

Planning is an essential component of successful teaching. As a student teacher, you must 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 is 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.

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
- 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. However, the student teacher must meet any lesson plan requirements as set forth by the cooperating teacher, university coordinator, and/or school policy.

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.

The university coordinator may have specific requirements for planning activities.

Student teachers are encouraged to use LiveText for lesson planning and teaching, when applicable.

Lesson plans are DUE TO YOUR COORDINATOR as s/he specifies.

Late lesson plans are unacceptable.



JOURNALS*

Keeping a journal during student teaching helps to reflect on the experience day to day, and to provide a record of the experience that 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 can help the student teacher explore thoughts about becoming a teacher, hopes for students and self, satisfaction or dissatisfaction with teaching performance, and reactions to events of the school day. The journal captures the growth process of student teaching on paper and allows the student teacher to review the progress made in developing a teaching style.

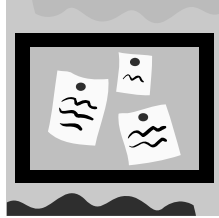
The university coordinator will provide the journal format and necessary guidelines for sharing the writings. The coordinator may provide journal prompts for specific entries. Journals may be in paper or electronic format, according to the specific coordinator.

UNIT PLAN / LEARNING CENTER*

Each student teacher must develop and teach 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 teacher with specific directions and requirements for this project. However, a template for a Unit Plan / Learning Center Overview is in LiveText. This overview is required of all student teachers. With the exception of Special Education Majors, this overview is assessed using the Impact on P-12 Learning Rubric.

Use the Overview Template in LiveText as a guide when planning the Unit Plan / Learning Center. Doing so will ensure the appropriate elements are included in the Unit Plan / Learning Center.



SELF-EVALUATION*

The student teacher receives feedback from 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. Students are required to complete a Self-Evaluation through LiveText and submit it to their university coordinator. Failure to do so will result in a grade of "No Credit" or "Incomplete" for the student teaching semester. The university coordinator will identify deadlines for submission of the Self-Evaluation. A tutorial is available online for assistance with this requirement.



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, newsletter or letter to parents, 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.

ANYTHING sent home with students must be proofread and approved by the Cooperating Teacher.

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 Individualized Education Programs (IEPs) (and/or assist in writing IEPs), attend IEP meetings and staffings, attend Teacher Assistance Team (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 aware 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 can complete the *Professional Development Survey* in Appendix I.

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.

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 occur throughout the student teaching experience, due to the changing perspective of the student teacher as s/he matures as a classroom teacher.

Advantages to frequent observations:

- Teaching techniques, even those observed in subjects other than the student teacher's responsibilities include, may be useful in her/his own classes.
- The student can learn methods of classroom management and discipline from experienced teachers.
- The student may wish to find out how some of his own students perform in other classes.
- 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 must 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 provides specific guidelines regarding the completion of observations, and preferred recording formats.

ACTION RESEARCH PROJECT

Completion of an action research project can contribute to the student teacher's growth as a reflective decision-maker. Action research is 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 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:

- Observe a specific educational situation (behavior or academic; entire class, small group or individual).
- Define the problem or set the goal. What is it that needs improvement or that might be developed as a new skill or solution?
- 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.
- 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?
- Develop procedures and conditions. What are the particular things you will do in an attempt to test your hypothesis or meet your objectives?
- Establish evaluation criteria, measurement techniques, and other means of acquiring useful feedback.
- Analyze the data and evaluate the outcomes. What has been found once the research has been conducted?
- 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 student teacher should create a professional portfolio, designed to demonstrate professional competencies. A professional portfolio may be a useful tool when interviewing for teaching positions. An electronic portfolio is assembled in LiveText. There are tutorials and templates available for assistance in this project.

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, Scholarships or Certificates
- ❖ Service
 - Community Activities, University Activities
- ❖ Teaching/Learning Experiences
 - 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

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 M, *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:

Appendix A	Outside Employment Verification Form
Appendix B	Teaching Schedule
Appendix C	Classroom Management and Discipline Plan Part I – Student Teacher Part II – Cooperating Teacher
Appendix D	Guidelines for Writing an Instructional Unit Plan or Learning Center
Appendix E	Lesson Plan Format for Direct Instruction: Hunter Model
Appendix F	Lesson Plan Format: General
Appendix G	Lesson Plan Evaluation – <i>for use by Cooperating Teachers</i>
Appendix H	Guidelines for Anecdotal Observation
Appendix I	Professional Development Experiences Survey
Appendix J	Directions for Completing the Student Teaching Evaluation (Final)
Appendix K	Student Teaching Evaluation
Appendix L	Student Teaching Evaluation Scoring Rubric (<i>optional</i>)
Appendix M	Perception of the Student Teaching Experience - <i>for use by Student Teacher</i>

Eastern Illinois University
College of Education and Professional Studies
Department of Student Teaching and Clinical Experiences
Outside Employment Verification Form

 Last Name

 First Name

 Phone Number where you can be reached

 EIU Email Address

 Address (while Student Teaching)

Please check the appropriate response:

_____ I am not working at an outside job during Student Teaching. (If you check this response, continue to the information at the bottom of the page regarding travel to your Student Teaching Site.)

_____ I am working at an outside job during Student Teaching. *(If you check this response, fill in the following information before continuing to the bottom of the page regarding travel to your Student Teaching Site.)

_____ Approximate number of hours per week I plan to work outside of student teaching.

_____ Total number of hours per month I plan to work outside of student teaching.

- These hours are primarily weekend hours.
- These hours are primarily during the week, after my student teaching duties.
- These hours are both weekday and weekend hours.

*Per departmental policy, if the performance of your student teaching duties appears to be compromised due to outside employment, you will be asked to cut back on your employment, cease employment, or cease student teaching. You may not leave your student teaching assignment for outside work purposes.

Travel to Student Teaching

I will travel approximately _____ miles or _____ minutes from my residence to my student teaching site.

 Student Signature

 Date

APPENDIX B TEACHING SCHEDULE

STUDENT TEACHER _____
 COOPERATING TEACHER _____
 BUILDING PRINCIPAL _____
 SCHOOL _____ 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 are not in session):

PART I: THE STUDENT TEACHER

DIRECTIONS: Answer the questions below indicating your personal preferences and ideas. Complete Part I prior to observing/interviewing the cooperating teacher and completing Part II. Once both parts of this activity are completed, identify the significant differences between your preferences and the cooperating teacher's approach. Through discussion with the cooperating teacher and university coordinator (if necessary), develop a classroom management and discipline plan which will allow you (the student teacher) to work in a coordinated manner with the cooperating teacher in her/his classroom.

1. What are your needs as a classroom teacher and what personal traits do you bring into the classroom with you that will influence your classroom management and discipline (i.e. noise level, room arrangement, organizational skills, self-control)?

2. What needs and traits exist among the class(es) you are assigned to teach, either individual or group, which will influence classroom management and discipline?

3. What rules governing classroom behavior do you feel are important?

4. What are logical consequences for breaking these rules?

5. What preventive strategies do you feel confident you can employ in the classroom?

6. What intervention strategies do you feel confident you can employ in the classroom?

7. What follow-up strategies do you feel confident you can employ in your classroom management and discipline?

8. What are positive consequences for behavior that you would like to use in the classroom?

What other factors, if any, do you believe are an issue in your classroom management and discipline style?

PART II: THE COOPERATING TEACHER

DIRECTIONS: Based on multiple observations of various classroom activities and discussions with your cooperating teacher, complete the checklist below. Check any items that you observe, and 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 manipulate successfully the subject in her/his own terms. The student sees off-task behaviors as an unattractive alternative.
- Teacher is alert to all student behaviors keeping them continuously occupied in interesting activities.
- Teacher maintains respect for students rights, safety, and self-esteem.
- Teacher provides many opportunities for student academic and social successes.
- Students feel accountable for behavior.

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.

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:

YOU ARE ENCOURAGED TO USE THE UNIT PLAN/LEARNING CENTER OVERVIEW TEMPLATE IN LIVETEXT AS A GUIDE FOR COMPLETING THIS REQUIREMENT.

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. Generally, instructional units lose their effectiveness as recognizable units of learning when they last much longer than three weeks.

A Unit Plan / Learning Center Overview will be completed and submitted to the Student Teaching Coordinator via LiveText.

CONTENT OF THE UNIT PLAN

Unit Title:

How does the title of the Unit reflect the content?

Can you name the Unit in such a way as to interest the learners?

Length of Unit and Unit Schedule

How many class periods will this Unit last?

Statement of Learning Goals and Objectives

List your learning Goals and Objectives for the Unit .

Be sure that your goals and objectives are MEASURABLE, and that you address them in your assessments.

Illinois Learning Standards addressed in this Unit

Include any other Learning Standards required by your district (e.g. District goals).

Lesson Plans for each portion of the Unit

You must have a complete lesson plan for each part of the Unit.

Diverse Students

How will you address Diverse Students (i.e. learning styles, cognitive and social needs, and developmental stages)?

Diverse Instructional Strategies

How will you address Diverse Instructional Strategies (i.e. consistency with learning goals and objectives, appropriateness to learners' academic and behavioral needs)?

Diverse Subject Areas and Levels

How will you address Diverse Subject Areas and Levels?

Diverse Societies and Communities

How will you address Diverse Societies and Communities (i.e. addressed your students' cultures, communication strategies for diverse learners)?

Diverse Technologies

How will you address Diverse Technologies (in planning, implementing, record keeping and instruction)?

Assessment

What assessments will you use? Pre-tests? Quizzes? Skills testing? Oral? Written? Group? Individualized? Post-tests? Will you design your own assessment tools, or were they part of an existing curriculum?

Be prepared to use data gathered from your assessments to describe the extent to which your learning goals and objectives were met in this Unit.

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. Include stated learning goals in this section.

II. MATERIALS

Include those materials necessary for teaching the lesson, especially ones that are unique to the lesson. Examples are books, audio or videotapes, slides, models, and newspapers.

III. INSTRUCTIONAL PROCEDURES

Include a systematic 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. Re-teaching is a necessary component at this step.

IV. CLOSURE

Summarize the lesson by 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*

Your evaluation of your own teaching performance.

APPENDIX F LESSON PLAN FORMAT GENERAL

Subject: _____ Grade: _____ Student Teacher: _____

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

Anticipatory Set (Motivation): _____

Lesson Objective: _____

Materials: _____

Behavioral Objectives. (Students shall :)	Time	Procedures (Teacher / Students shall :)

Teaching Assignments/Evaluation:

Reinforcement Activities:

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 ____

Materials

Were the materials available for this lesson? Yes ____ No ____

Did the materials accommodate the varying learning styles in the class? Yes ____ No ____

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 ____

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 ____

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 ____ NA ____

Assignments/follow-up/reinforcement

Was the assignment of independent work appropriate to the lesson? Yes ____ No ____ NA ____

Were reinforcement activities appropriate for the students? Yes ____ No ____ NA ____

Comments/suggested changes:

The following questions are intended to guide observations that are recorded anecdotally. Your coordinator may identify specific items for you to appraise. It may not be possible, necessary, or even desirable to comment on all points.

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, audio-visual 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-à-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?

APPENDIX I PROFESSIONAL DEVELOPMENT / EXPERIENCES SURVEY

Document all professional experiences that contribute to your personal professional development.

Professional Organizations:

Interview:	Organization(s):	Benefit(s) :	Why recommend?
1. Cooperating Teacher			
2. Building Administrator			
3. Teacher			
4. Self			

School/District Meetings Attended:

	Date(s):	Topic(s) Discussed:
<u>School Board</u>		
<u>PTA/PTO</u>		

Committee Meetings Attended, i.e. curriculum, curriculum mapping, school improvement, Special Education, team meetings, departmental, etc:

Date(s):	Committee:	Purpose:	Accomplishment(s):

(Attach additional page, if necessary.)

Staff Development/In-service, Parent/Teacher Conferences, Professional Conference(s) Attended:

Date(s):	Type/Title:	Usefulness/Effectiveness:

(Attach additional page, if necessary.)

The Final Evaluation may be completed in three ways:

The Cooperating Teacher may copy the Evaluation (pp. 38-43) and mark directly on the Evaluation Instrument by filling in a number, 1 – 5, in the “Rating” column.

OR

The Cooperating Teacher may copy the Scoring Rubric Pages (pp.44 – 47) and fill in a number, 1-5, in relation to the Evaluation Instrument, adding comments as desired;

OR

The Cooperating Teacher may fill out an online version of the full Evaluation or the Scoring Rubric, [print the results](#), and then click on “Clear Form”. www.eiu.edu/~clinical

OR

The Cooperating Teacher may print out the full evaluation and/or the Scoring Rubric, and fill in the information by hand.
www.eiu.edu/~clinical

When possible, Cooperating Teachers should consult with the Coordinator when completing the Final Evaluation.

Please make comments when and where desired, but remember to complete a Narrative (as described below and on page 10) to give to the University Coordinator.

Cooperating teachers should write a narrative as part of the FINAL evaluation. This may be in the form of a reference letter if you so desire. The University Coordinator will collect this Narrative with the Final Evaluation.

Topics that may be included are below:

1. **Classroom setting** – Grade level(s), Courses, Population of the school and community if especially relevant.
2. **Special skills and competencies** – Note especially those things the student teacher did well or added to the classroom.
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. 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.

Student Teaching Evaluation

_____ Midterm _____ Final

Student Name _____

Semester and Year _____

School Name _____

City/Town _____

Cooperating Teacher _____

Subject and/or Grade(s) _____

Student Teaching Evaluation - Diverse Students

ST = Student Teacher

Standard	(1) Does Not Meet Standard	(2) <i>Occasionally Meets</i>	(3) Meets Standard	(4) <i>Occasionally Exceeds</i>	(5) Exceeds Standard	Rating
1. Knowledge of characteristics of age groups	Displays minimal knowledge of developmental characteristics of age group/grade level. Instruction not designed/modified to meet student needs.		Displays generally accurate knowledge of developmental characteristics of age group/grade level. Instruction designed/modified to meet student needs may not always be consistent.		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.	
2. Knowledge of students' skills, knowledge, and learning modes	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.		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.		Displays understanding of students' skills, knowledge, disabilities and learning preferences. ST uses this knowledge of each individual, as well as the class as a whole, to make appropriate provisions through varied instructional strategies to meet the needs of all students.	
3. Knowledge of students' interests or culture	Displays little knowledge of students' interests or cultural heritage and fails to indicate that such knowledge is valuable.		Recognizes the importance of understanding students' interest or cultural heritage, but displays this knowledge only for the class as a whole.		Displays students' interests and/or cultural heritage and makes use of this knowledge with groups of students as well as individuals.	
4. Teacher interaction with students	ST – student interactions are inappropriate concerning individual cultural, religious, socioeconomic status, gender, or sexual orientation. Interaction may be negative, sarcastic, or demeaning.		ST – student interactions are generally appropriate, but may be inconsistent concerning individual cultural, religious, socioeconomic status, gender, or sexual orientation.		Demonstrates ability to interact in a positive and appropriate manner with varied personalities, without regard to individual cultural, religious, socioeconomic status, gender, or sexual orientation.	
5. Student interaction	ST allows inappropriate, negative student behaviors toward one another, teacher(s), or administration.		ST's classroom atmosphere and expectations of student behavior may be inconsistent toward one another, teacher(s), or administration.		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.	
6. Student pride and expectations for learning and achievement	ST 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.		ST conveys moderate expectations of goals, activities, interactions, and environment. Students occasionally accept responsibility to do good work.		ST's goals, activities, interactions, and classroom environment convey a high expectation for each student to achieve. Student sets individual goals that are achieved by his/her work being of the highest possible quality.	

7. Accommodations to enhance student behavior/learning	ST 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.		ST 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.	
8. Monitoring student behavior	ST 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.		ST is consistently aware of student behavior. Effective use of classroom management skills to promote positive interaction amongst all learners, regardless of ability or disability.	
9. Response to student misbehavior	ST does not encourage appropriate behavior and often fails to respond to misbehavior, or response is inconsistent. Frequent disruptions to lesson.		ST usually encourages appropriate behavior, responds to misbehavior in an appropriate and timely fashion. Disruptive behavior occurs infrequently, lesson disruption is infrequent.		ST encourages appropriate behavior and responds to misbehavior in an appropriate and timely fashion. Seldom a disruption to lesson.	
10. Response to students' questions and interests)	ST inconsistently responds to students' questions and interests. Communication methods ineffective when trying to stimulate lesson interest and discussion.		ST attempts to respond to student questions and interests. Communication methods usually effective to stimulate lesson interest and discussion.		ST successfully models accurate and effective communication of ideas and information when answering students' questions. Effective use of questioning techniques stimulates interest, discussion within lessons and activities.	
11. Response to diverse students' learning styles	ST does not make an effort to accommodate, or take responsibility for, student learning styles. Places blame on the student and/ or environment.		ST accepts responsibility for the success of students, but is inconsistent or uses a limited repertoire of instructional strategies.		ST displays effective use of communication modes/teaching strategies that provide opportunities for students who may have difficulty employing traditional learning strategies.	

Student Teaching Evaluation - Diverse Strategies

Standard	(1) Does Not Meet Standard	(2) Occasionally Meets	(3) Meets Standard	(4) Occasionally Exceeds	(5) Exceeds Standard	Rating
1. 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.	
2. 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.	
3. 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.	
4. Learning activities	Learning activities are often not suitable to students' learning styles or instructional goals. No 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 of these activities is usually even/constant.	

5. Instructional materials and resources	Materials and resources do not generally support 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, brought in by the ST, support instructional goals and continue to engage students, contributing to meaningful learning.	
6. 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.	
7. 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.	
8. Assessment aligned 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.	
9. 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.		Keeps accurate and current records of assessment criteria and standards and has communicated them to students, parents, and when necessary, colleagues.	
10. Used student needs in planning	Student response/assessment is not taken into account when planning. Neither instructional modifications nor teaching style is 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.		Adjusts lesson plans, modifies instruction and teaching style to meet the needs of the class as a whole, based upon students responses through formal and informal assessment.	
11. Directions and procedures	Directions and procedures are confusing to students. Verbal and written communication unclear or incomplete.		Directions and procedures require clarification or are excessively detailed. Level of verbal and written communication inconsistent.		Communicates verbal and written directions and procedures clearly to students. Instruction contains appropriate level of detail.	
12. Levels of questions and response time	Questions are virtually all low level with little response time allowed.		Use of low and high level questions is developing. Restatement of questions frequently needed for clarification. Inadequate response time allocated.		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.	
13. Discussion techniques	Uses teacher guided discussion only, mediating all questions and answers. Little opportunity provided for input, practice effective listening, conflict resolution, and group facilitation.		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.		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.	
14. Student participation	Does not facilitate meaningful communication. Self-assessment not encouraged, nor pursued.		Attempts to employ techniques to facilitate meaningful communication opportunities for most students. Self-assessment encouraged.		Successfully employs techniques to facilitate a variety of meaningful communication opportunities for all students. Encourages self-assessment in classroom activities.	

15. 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; may not be consistent or timely. Student learning goals generally encouraged.		Feedback to students is constructive and challenges the students in a supportive and timely manner. Student goals for learning are encouraged.	
16. 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.	
17. Management of materials	Materials area handled inefficiently or not prepared.		Systems for preparing and handling materials function moderately well.		Develops an efficient system for preparing and handling materials.	
18. 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.	

Student Teaching Evaluation - Diverse Subject Areas and Levels

Standard	(1) Does Not Meet Standard	(2) <i>Occasionally Meets</i>	(3) Meets Standard	(4) <i>Occasionally Exceeds</i>	(5) Exceeds Standard	Rating
1. Knowledge of content	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.		Displays content knowledge, yet may fail to make connections with other parts of the discipline, other disciplines, or to life and career experiences.		Displays solid content knowledge and makes connections between the content and other parts of the discipline, other disciplines, and to life and career experiences.	
2. Importance of content	Conveys negative attitude toward the importance of subject/content area(s), its value, nor application to life, resulting in a negative response from students.		Communicates importance of subject/content area(s), but with limited understanding to its value and application to "the real world".		Conveys genuine enthusiasm for subjects and content area(s) and displays consistent commitment to its value and application to "the real world".	
3. Knowledge of relationship of content areas to other subjects	Plans and strategies do not display/reflect understanding of content area(s) and subject matter relationships. No connections between subjects made, nor pursued.		Plans and strategies display a limited understanding of how content area relates to other subject matter. Connections between subjects are attempted.		Plans and strategies display an understanding of how content area relates to other subject matter and makes a connection between them.	
4. Knowledge of content-related instruction/pedagogy	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.		Varies the style of instruction/pedagogy to meet the needs of the majority of the class.		Makes an effort to vary the style of instruction/pedagogy to better relate to the needs of the individual students.	
5. Verbal language	Verbal communication skills are ineffective when presenting information; contain many grammar and semantic errors and casual language (slang). Vocabulary is inappropriate for age and/or grade level.		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.		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.	

6. Written language	Written language is often illegible, with frequent errors resulting in inaccurate instructions and information.		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.		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.	
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Student Teaching Evaluation- Diverse Societies and Communities

Standard	(1) Does Not Meet Standard	(2) Occasionally Meets	(3) Meets Standard	(4) Occasionally Exceeds	(5) Exceeds Standard	Rating
1. Accurate assessing and reflecting for responsible teaching	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.		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.		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.	
2. Responsible record-keeping and organizational skills	System for maintaining and organizing paperwork and grades is ineffective. Does not recognize the importance of good organization.		System for maintaining and organizing paperwork and grades is moderately effective. Organizational skills continue to improve.		System for maintaining and organizing paperwork and grades is effective; recognizes the value of good organization.	
3. Articulation of the instructional program and student progress	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.		Provides accurate information about the instructional program and student progress when requested. Takes responsibility, as needed, to initiate and respond to parent/guardian concerns.		Committed to providing accurate and timely information about instructional program and student progress. Takes responsibility to initiate and respond to parent/guardian concerns.	
4. Values collaborative and cooperative relationships	Does not seek, nor values, the cooperation of other teachers, staff, and administrators to enhance student learning, as well as personal teaching skills.		Occasionally seeks out the cooperation of other teachers, staff, and administrators to enhance student learning, as well as personal teaching skills.		Actively seeks and values the cooperation of other teachers, staff, and administrators to enhance student learning, as well as personal teaching skills.	
5. Participation in service to school and/or district	Avoids becoming involved in school and district events and programs. Systems for performing non-instructional duties are inefficient or absent.		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.		Volunteers to participate in school and/or district programs or events. Efficient systems for performing non-instructional duties are in place.	
6. Commitment to professional dialogue	Chooses not to attend or seek out opportunities to participate in professional dialogue committed to enhancing content knowledge and pedagogical skills.		Occasionally attends or seeks out opportunities to participate in professional dialogue committed to enhancing content knowledge and pedagogical skills.		Eagerly attends or seeks out opportunities to participate in professional dialogue committed to enhancing content knowledge and pedagogical skills.	

7. Commitment to professional practice and behavior	Does not model appropriate professional practice and behavior, including punctuality, professional standards in dress and appearance, nor a commitment to the profession.		Usually models appropriate professional practice and behavior, including punctuality, professional standards in dress and appearance, and commitment to the profession.		Models appropriate professional practice and behavior, including punctuality, professional standards in dress and appearance, and strong commitment and enthusiasm to the profession.	
8. Ethical and responsible behavior	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.		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.		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.	
9. Respect for confidentiality	Disregards and is disrespectful of student and family/guardian privacy and confidentiality.		Respects and values student and family/guardian privacy and confidentiality most of the time.		Respects and values the privacy and confidentiality of information in support of students and their family/guardian.	

Student Teaching Evaluation - Diverse Technologies (Technology Standards)

Standard	(1) Does Not Meet Standard	(2) <i>Occasionally Meets</i>	(3) Meets Standard	(4) <i>Occasionally Exceeds</i>	(5) Exceeds Standard	Rating
1. Knowledge of technology-related use and practices	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.		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.		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.	
2. Responsible use of technology	Use of technology was not responsible and did not reflect consideration of ethical, social and human issues.		Use of technology was responsible involving the consideration of ethical, social, and human issues.		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.	
3. Use of technology for professional development and life-long learning	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.		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.		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.	

APPENDIX L SCORING SHEET – STUDENT TEACHING EVALUATION (optional)

STUDENT TEACHING EVALUATION

____ Midterm ____ Final

Student Name

Semester and Year

School Name

City/Town

Cooperating Teacher

Subject and/or Grade(s)

1 = Does Not Meet Standard 2 = Occasionally Meets Standard 3 = Meets Standard
4 = Occasionally Exceeds Standard 5 = Exceeds Standard

Diverse Students	Rating 1-5	Comments
1. Knowledge of characteristics of age groups		
2. Knowledge of students' skills, knowledge, and learning modes		
3. Knowledge of students' interests or culture		
4. Teacher interaction with students		
5. Student interaction with one another		
6. Student pride and expectations for learning and achievement		
7. Accommodations to enhance student behavior/learning		
8. Monitoring student behavior		
9. Response to student misbehavior		
10. Response to students' questions and interests		
11. Response to diverse students' learning styles		

1 = Does Not Meet Standard 2 = Occasionally Meets Standard 3 = Meets Standard
 4 = Occasionally Exceeds Standard 5 = Exceeds Standard

Diverse Strategies	Rating 1-5	Comments
1. Clarity and suitability of goals and objectives		
2. Integration of goals and objectives		
3. Resources for teaching and students		
4. Suitability of learning activities		
5. Instructional materials & resources		
6. Instructional groups		
7. Lesson and unit structure		
8. Assessment aligns with instructional goals and objectives		
9. Criteria and standards		
10. Uses student needs in planning		
11. Directions and procedures		
12. Levels of questions and response time		
13. Discussion techniques		
14. Student participation		
15. Feedback to students		
16. Management of transitions		
17. Management of materials		
18. Classroom arrangement and accessibility		

1 = Does Not Meet Standard

2 = Occasionally Meets Standard

3 = Meets Standard

4 = Occasionally Exceeds Standard

5 = Exceeds Standard

Diverse Subject Areas & Levels	Rating 1-5	Comments
1. Knowledge of content		
2. Importance of content		
3. Knowledge of relationship of content areas to other subjects		
4. Knowledge of content-related instruction/pedagogy		
5. Verbal language		
6. Written language		

Diverse Societies & Communities	Rating 1-5	Comments
1. Accurate assessing and reflecting for responsible teaching		
2. Responsible record-keeping and organizational skills		
3. Articulation of the instructional program and student progress		
4. Values collaborative and cooperative relationships		
5. Participation in service to school and/or district		
6. Commitment to professional dialogue		
7. Commitment to professional practice and behavior		
8. Ethical and responsible behavior		
9. Respect for confidentiality		

1 = Does Not Meet Standard 2 = Occasionally Meets Standard 3 = Meets Standard
4 = Occasionally Exceeds Standard 5 = Exceeds Standard

Diverse Technologies	Rating 1-5	Comments
1. Knowledge of technology-related use and practices		
2. Responsible use of technology		
3. Use of technology for professional development and life-long learning		

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 A – Agree N – Neutral D – Disagree 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 me and my cooperating teacher.
- _____ 5. Was a collaborative effort between me 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: