Eastern Illinois University
Revised Course Proposal
STG 4001, Student Teaching

1. Catalog description

Student Teaching. (Arr.-Arr.-12, 14, 16) (Credit/No Credit)

Students complete 15 weeks of student teaching for 14 semester hours of credit with the exception of Family and Consumer Sciences majors and ASEP students who complete 15 weeks of student teaching for 12 semester hours of credit. Special Education majors, Early Childhood Education majors, and Early Childhood Education majors with dual certification in Elementary Education complete 16 weeks of student teaching for 16 semester hours of credit. See your major department for specific requirements. Student Teaching may not commence until passing scores on the Illinois Basic Skill Test and the Illinois Content Area Test, specific to the major, are verified. Credit for student teaching is earned by successful completion of the student teaching experience, and completion of all departmental requirements which may apply.

2. Objectives and Evaluation of the Course

All teacher education programs are designed to assure the beginning teacher has met University and departmental requirements, specialty professional association standards and the Illinois Professional Teaching Standards. Student Teaching is a capstone experience in which a student practices and demonstrates his/her levels of competence relative to the Illinois Professional Teaching Standards.

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

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

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

Standard 4: Planning for Instruction  The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.
**Standard 5: Learning Environment**  The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

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

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

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

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

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

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

Methods of Assessing Students’ Achievement of these Standards/Objectives

Each student teacher is assigned to a classroom teacher who serves as the cooperating teacher. In some settings, the student teacher has two or more cooperating teachers. A University coordinator is responsible for placement, supervision, and acts as the University liaison. The cooperating teacher/teachers observe the student teacher on a daily basis. The coordinator makes a minimum of four visits (five for Special Education majors) completing both informal and formal evaluations of student teacher performance. Evaluations by the cooperating teacher and coordinator are verbal and written with the mid-term and final evaluation (see attached) completed and co-signed by the coordinator and cooperating teacher.
3. Outline of the Course.

STG 4001: STUDENT TEACHING

COURSE OUTLINE

Student Teaching 4001 is a fifteen-week experience with the exception of Early Childhood and Special Education majors. The content of the experience is as follows:

Phase I. Student Teaching

A. Getting to Know the School, Classroom, Cooperating Teacher, Students, and Community
B. Observations and Reflections: Student Teacher
C. Activities supporting classroom instruction
D. Planning: Student Teacher and Cooperating Teacher
E. Observations: Cooperating Teacher
F. Articulate University program requirements, Illinois Professional Teaching Standards, unit conceptual framework and personal philosophy of education
G. Visitations and Observations: University Student Teaching Coordinator
H. Conferencing: Student Teacher, Cooperating Teacher, University Student Teaching Coordinator

Phase II. Student Teaching

A. Assuming Increasing Responsibilities for Teaching: Student Teacher and Cooperating Teacher
B. Focus on Content Skills
C. Planning: Student Teacher and Cooperating Teacher
D. Observations: Cooperating Teacher
E. Observations: University Student Teaching Coordinator
F. Conferencing: Student Teacher, Cooperating Teacher, University Student Teaching Coordinator
G. Solving Problems: Student Teacher, Cooperating Teacher, University Student Teaching Coordinator
H. Midterm Evaluation: Cooperating Teacher and University Student Teaching Coordinator and self-evaluation
I. Involvement with School Community and Professional Responsibilities

Phase III. Student Teaching

A. Assuming Full Responsibility for Teaching: Student Teacher and Cooperating Teacher (Minimum of four weeks)
B. Final Evaluation of the Student Teaching Experience:  
   Student Teacher, Cooperating Teacher, University  
   Student Teaching Coordinator  
C. Reflective practice relative to specialty professional  
   association standards, Illinois Professional Teaching  
   Standards and the personal philosophy of education.  

   * Evaluation will be done at mid-term as a formative  
   evaluation and at the conclusion of student teaching as a  
   summative evaluation using a rubric based on the Illinois  
   Professional Teaching Standards.  

Each phase shall include seminars. Seminar topics will include:  

- Multicultural Issues/Disability Issues  
- IDEA-97 (P.L. 105-17)  
- School and Classroom Management  
- Communicating with Parents  
- Assessment/Interpreting Standardized Test Scores  
- Certification and Professional Development  
- Student Health concerns, including blood borne pathogens  
- Illinois Learning Standards  
- Illinois Professional Teaching Standards  
- Professional Teaching Dispositions and Reflection  

4. Rationale  
   A. This course is the capstone course for all teacher education  
      candidates, except those pursuing Communication Disorders and  
      Sciences licensure.  
   
   B. As a capstone course this course is a senior level experience.  
   
   C. Prerequisites are major specific and can be found in the catalog in the  
      section describing Student Teaching.  
   
   D. There is no similarity to existing courses.  
   
   E. This is a required experience for all teacher education candidates,  
      except Communication Disorders and Sciences.  

5. Implementation  
   A. Student teaching coordinators will make placements, supervise and  
      evaluate the student teaching experience. Experience will be a grade  
      and subject area appropriate setting. The certification of the  
      "Cooperating Teacher" shall be consistent with the certificate being  
      pursued by the student teacher and the teacher shall demonstrate an  
      appropriate background of experience
B. No additional costs

C. No text; students are provided a Student Teaching Handbook.

D. This is a revision of an existing course.

6. Community College Transfer

A community college course will not be judged equivalent to this 4000-level course.

7. Revision approved by the department: October 23, 2003

8. Date approved by the College or School Curriculum Committee:

   September 8, 2003

9. Date version approved by COTE: ___________________

10. Date version approved by CAA: __November 13, 2003__