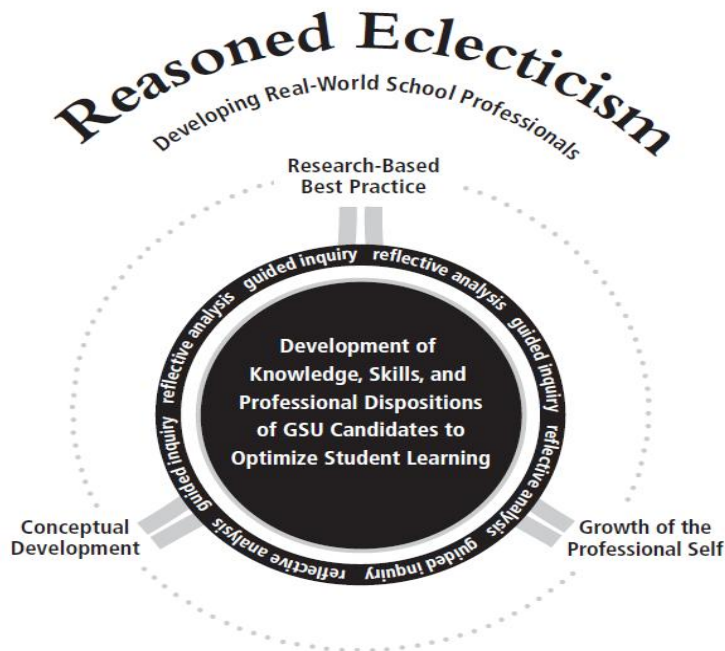




**Governors State**  
UNIVERSITY

**NCATE**

The Standard of Excellence  
in Teacher Preparation



## **Student Teaching Handbook**

B. S. in Biology Teacher Education (BTE)

B. S. in Chemistry Teacher Education (CTE)

B. A. in English Teacher Education (ETE)

B. A. in Mathematics Teacher Education (MTE)

Post-B. S./B. A. Licenses in Biology (BEDC), Chemistry (CEDC),

English (EEDC), and Mathematics Teacher Education (MEDC)

AY 2014-2015

All programs leading to the licensure of teachers and other school professionals  
are subject to change per ISBE requirements.



## Table of Contents

|   |    |
|---|----|
| <b>FACULTY AND ADVISORS</b> .....                                 | 3  |
| <b>PURPOSE</b> .....  | 7  |
| <b>OUTCOMES</b> .....   | 8  |
| <b>ROLES AND EXPECTATIONS</b> .....                               | 9  |
| Student Teacher.....  | 9  |
| Cooperating Teacher.....  | 10 |
| University Supervisor.....  | 11 |
| Principal or Designee.....  | 11 |
| Committee on Secondary Education.....                             | 11 |
| Director of Field Experiences.....                                | 12 |
| <b>TIPS FOR SUCCESS – STUDENT TEACHER</b> .....                   | 12 |
| <b>TIPS FOR SUCCESS -- COOPERATING TEACHER</b> .....              | 14 |
| <b>CONFERENCES AND ASSESSMENT</b> .....                           | 15 |
| <b>STUDENT TEACHING PLACEMENT – PROCEDURES AND CONCERNS</b> ..... | 16 |
| <b>TIMELINE FOR STUDENT TEACHING: SECONDARY EDUCATION</b> .....   | 16 |
| <b>SUPPLEMENTAL INFORMATION: BIOLOGY OR CHEMISTRY</b> .....       | 18 |
| <b>SUPPLEMENTAL INFORMATION: ENGLISH</b> .....                    | 19 |
| <b>SUPPLEMENTAL INFORMATION: MATHEMATICS</b> .....                | 20 |
| <b>WRITTEN ASSIGNMENTS -- SECONDARY EDUCATION</b> .....           | 21 |
| <b>PROGRAM COMPLETION</b> .....                                   | 22 |
| <b>WITHDRAWAL FROM STUDENT TEACHING</b> .....                     | 23 |
| <b>SPECIAL CIRCUMSTANCES</b> .....                                | 24 |
| <b>LEGISLATION RELEVANT TO STUDENT TEACHING</b> .....             | 24 |
| <b>STUDENT GRIEVANCE PROCEDURES</b> .....                         | 26 |
| <b>LICENSURE PROCEDURES</b> .....                                 | 26 |
| <b>REGIONAL OFFICES AND SUPERINTENDENTS</b> .....                 | 27 |
| <b>APPENDIX</b> .....   | 28 |
| GSU Five & Ten Week Student Teaching Formative Assessment.....    | 29 |
| Secondary Education Student Teaching Practicum Agreement.....     | 42 |
| Summative Evaluation.....   | 43 |
| Student Teaching Schedule.....                                    | 44 |
| Cooperating Teacher Evaluation .....                              | 45 |
| School Principal Or Designee Evaluation.....                      | 47 |
| Withdrawal from Student Teaching.....                             | 48 |
| Classroom Observation Form .....                                  | 49 |
| University Supervisor Record.....                                 | 51 |
| Secondary Education Teacher Licensure Exit Interview Form .....   | 52 |

**FACULTY AND ADVISORS**

|   |                |  |
|---|----------------|--|
| Duane Davis   |                | <a href="mailto:ddavis14@govst.edu">ddavis14@govst.edu</a>     |
| Assistant Professor of English Education<br>Academic Advisor for Secondary English<br>University Student Teacher Supervisor   |                |  |
| Pamela Guimond  | (708) 534-4546 | <a href="mailto:pguimond@govst.edu">pguimond@govst.edu</a>     |
| Associate Professor of Biology Education<br>Chairperson, Committee on Secondary Education<br>Program Coordinator and Academic Advisor for Secondary Science<br>University Student Teaching Supervisor |                |  |
| Dianna Galante  | (708) 534-4127 | <a href="mailto:dgalante@govst.edu">dgalante@govst.edu</a>     |
| Associate Professor of Mathematics Education<br>Academic Advisor for Secondary Mathematics<br>University Student Teaching Supervisor  |                |  |
| Cheryl Hague  | (708) 534-4587 | <a href="mailto:chague@govst.edu">chague@govst.edu</a>         |
| University Senior Lecturer of English<br>Academic Advisor for Secondary English<br>University Student Teaching Supervisor   |                |  |
| Rashidah Jaami` Muhammad  | (708) 534-6974 | <a href="mailto:rmuhammad@govst.edu">rmuhammad@govst.edu</a>   |
| Professor of English and Secondary Education<br>Program Coordinator for English Program<br>Academic Advisor for Secondary English<br>University Student Teaching Supervisor                           |                |  |
| Nancy Paus  | (708) 534-8047 | <a href="mailto:npaus@govst.edu">npaus@govst.edu</a>           |
| University Lecturer of Mathematics<br>Director of Microteaching Program<br>University Student Teaching Supervisor   |                |  |
| Angela Thompson   | (708) 235-2808 | <a href="mailto:athompson7@govst.edu">athompson7@govst.edu</a> |
| Assistant Professor of Mathematics Education<br>Program Coordinator for Secondary Mathematics<br>University Student Teaching Supervisor   |                |  |

## Orientation and Seminar Dates 2014-2015

### Fall 2014

#### Orientation

August 1, 2014

10:00 a.m. – 3:30 p.m.                      Engbretson Hall

#### Seminar Dates

August 28                      3:00 – 5:30 p.m.      E Lounge

September 4                      3:00 – 5:30 p.m.      E Lounge

September 18                      3:00 – 5:30 p.m.      E Lounge

October 16                      3:00 – 5:30 p.m.      E Lounge

October 24                      9:00 – 3:00 p.m.      E Lounge

November 14                      3:00 – 5:30 p.m.      E Lounge

\*\*\*edTPA is due November 23, 2014

### Spring 2015

#### Orientation

December 5, 2014

10:00 a.m. – 3:30 p.m.                      E Lounge

#### Seminar Dates

January 15                      3:00 – 5:30 p.m.      E Lounge

January 22                      3:00 – 5:30 p.m.      E Lounge

February 5                      3:00 – 5:30 p.m.      E Lounge

March 5                      3:00 – 5:30 p.m.      E Lounge

March 27                      9:00 – 3:00 p.m.      E Lounge

April 2                      3:00 – 5:30 p.m.      E Lounge

\*\*\*edTPA is due April 6, 2015

**Note: E Lounge is the preferred location, but may not be available. E-mails will be sent in the event of room assignment changes.**

## EdTPA Timeline Fall 2014

| Segment     | Need to do  | Write  | Due dates   |
|-------------|---|--|---|
| Planning    | Select the class for video; send home release forms.  | Research on the school, demographics, community, and special needs of the students in that class.  | 8/29/14   |
| Planning    | Select a learning segment, 3-5 days.<br>Identify central focus, content standards, and objectives.                | Start the unit plan, handouts, assignments, and assessments you will use.  | 9/5/14  |
| Planning    | Consider academic language critical to understanding and determine how you will teach it.                         | Complete lesson plans for each lesson-include all instructional materials and assessments.   | 9/19/14<br>Submit on LiveText   |
| Planning    | Find research justifications for your planning decisions.<br>Remember academic language is important throughout.  | Planning Commentary template.<br>Remember academic language is important throughout.<br>Cite research and include references.<br><b>Finish all of TASK 1 before videotaping.</b> | 9/26/14<br>Submit on LiveText   |
| Instructing | Teach the lessons<br>Remember academic language is important throughout.  |  | Week of 9/29/14<br>or 10/6/14   |
| Instructing | Video-record your classroom teaching- choose one to two video clips <b>according to your assessment handbook.</b> |  | Week of 9/29/14<br>or 10/6/14   |
| Instructing | Videotaped segments due- bring to seminar. We will help with commentary and video compression.                    | <b>ALL DAY EDTPA SESSION<br/>9:00-3:00<br/>E Lounge</b>  | 10/24/14  |
| Instructing |   | Instruction Commentary<br>Remember academic language is important throughout.<br>Cite research and include references.   | 10/24/13<br>Submit this section, including commentary, with video on LiveText™. |
| Assessing   | Use the assessment that you selected to evaluate your students' developing knowledge and skills.                  |  | 10/24/14  |

|  |   |   |  |
|--|---|---|--|
| Assessing                                  | Provide a copy of the evaluation criteria (rubric).   |   | Week of 10/24/14   |
| Assessing                                  | Collect student work from entire class and analyze student performance to identify patterns of understanding.                     |   | Week of 10/24/14   |
| Assessing                                  | Three student work samples – at least one of the students must have identified learning needs. <b>Scan these as ONE document.</b> |   | 10/24/14   |
| Assessing                                  | Document evidence of feedback.  |   | 10/24/14   |
| Assessing                                  |   | Assessment Commentary<br>Remember academic language is important throughout.<br>Cite research and include references.         | 10/24/14<br>Submit this section, including commentary, on LiveText |
| Analyzing                                  | Review notes and reflections and analyze what you learned about your teaching, your students and their learning.                  |   | 10/31/14   |
| Analyzing                                  |   | Analyzing Teaching Commentary<br>Remember academic language is important throughout.<br>Cite research and include references. | 10/31/14<br>Submit this section, including commentary, on LiveText |
| <b>Submit completed edTPA via LiveText</b> |   |   | <b>11/3/14</b><br><b>Upload completed edTPA by 11:59 pm</b>        |

## STUDENT TEACHING HANDBOOK

### PURPOSE

Student teaching is the culminating experience of Governors State University's pre-service teacher education program. As such, it incorporates activities and measures of candidates' performances that correspond to the Professional Education Unit's expected student outcomes for clinical practice in Secondary Education: the ability to employ a reasoned eclectic approach to the mastery of appropriate content and pedagogical knowledge and skills within a specific discipline; the development of professional dispositions appropriate for a beginning teacher; and the achievement of student learning in the real-world context of secondary classrooms within the diverse region served by the University.

Student teaching is the segment of a candidate's program during which he or she is responsible for directing the learning of a group of students under the competent supervision of a licensed classroom teacher. The student teacher is guided through experiences designed to allow him/her to apply the knowledge, skills, and professional dispositions gained through previous course work and in the pre-service classroom. In essence, the student teacher performs the major functions of a licensed teacher with appropriate responsibilities and supervision.

During the student teaching experience, the student teacher gains further understanding of the basic processes of learning and becomes more adept at applying the many methods and techniques needed to facilitate student growth. The student teacher develops competency in planning activities which will help students with various learning styles and from varied cultural backgrounds develop academically, socially and emotionally. At the conclusion of the student teaching experience, the student teacher should have developed the ability to implement teaching/learning strategies associated with pertinent educational theories.

Throughout the practicum, the student teacher gradually comes to understand that classroom climate, established by the teacher, increases a sense of community and the desire to learn; and that each student is unique and valuable in his or her own right. The student teacher also comes to understand that educating youth requires the building of positive working relationships, and that change is possible and more probable through interacting and sharing with professional colleagues.

The student teaching experience is an important stage in the developmental process of attaining professional competence. That process begins with exposure to ideas, skills, and pedagogical knowledge in University classes and is enhanced by clinical field work. These pre-service activities culminate in student teaching where the student teacher demonstrates readiness to enter the teaching profession. The student teaching experience, however, should not be viewed as the end of teacher preparation. It is, rather, the beginning of a continuing process of learning through which teachers are enabled to grow toward the highest standards of excellence in teaching. In working toward this goal, teachers extend their professional training through in-service workshops, conferences, and formal graduate education.



## OUTCOMES

### Based on Illinois Professional Teaching Standards [24.100]

Student teachers are expected to perform in a competent and professional manner and to demonstrate the following:

***Standard 1 - Teaching Diverse Students*** – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

***Standard 2 - Content Area and Pedagogical Knowledge*** – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

***Standard 3 - Planning for Differentiated Instruction*** – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

***Standard 4 - Learning Environment*** – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

***Standard 5 - Instructional Delivery*** – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

***Standard 6 - Reading, Writing, and Oral Communication*** – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

***Standard 7 - Assessment*** – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

***Standard 8 - Collaborative Relationships*** – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

***Standard 9 - Professionalism, Leadership, and Advocacy*** – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

## ROLES AND EXPECTATIONS

### Student Teacher

The basic role of the student teacher is to demonstrate ability in classroom teaching under the direction of the cooperating teacher and the guidance of the university supervisor. This role requires contributing constructively to the school and enhancing the continuing growth and development of students. The student teacher will:

- Be expected to participate for the full 15 week experience. If major illnesses or family emergencies occur which result in student teacher absence, all lesson plans must be submitted to the cooperating teacher prior to the absence; if such emergencies, or work stoppages, occur which require the student teacher to miss more than 3 days, the student teaching term may be extended beyond the 15 week time frame;
- Become acquainted with the roles of personnel within the school affecting the classroom and the school decision-making process;
- Acquaint the cooperating teacher with his/her background, interests, and goals;
- Learn the names of students and become familiar with their backgrounds;
- Prepare daily, weekly, and unit lesson plans and materials according to standards identified in conference with the university supervisor;
- Exhibit necessary initiative;
- Attend individual and group conferences and University seminars;
- Attend institutes, faculty meetings, parent conferences, and participate in at least one extracurricular activity;
- Maintain a professional demeanor in all settings;
- Participate in formal and informal self-evaluation;
- Complete the requirements of the "Student Teaching Practicum Agreement." (See Appendix).

The classrooms and schools to which student teachers are assigned are microcosms of the larger community. Student teachers are expected to become familiar with that community and with its educational goals and values. They should also become aware of resources within the community that can be utilized to extend student learning (such as public and private social agencies, educational institutions like libraries and museums, and individuals available to contribute time and talent to the schools).

**NOTE:** The State requires that student teaching be performed without pay to the student teacher. Moreover, the student teacher will not be used as a substitute teacher.

## Roles and Expectations

### Cooperating Teacher

The cooperating teacher has direct, immediate impact upon the quality of the student teaching program. In order to make the student teaching experience profitable for both student teacher and students, the cooperating teacher will:

- Prepare the students to accept the student teacher as the cooperating teacher's colleague;
- Become acquainted with the student teacher's background;
- Orient the student teacher to the policies and procedures of the school;
- Help the student teacher review school records, test materials, teacher resources, and special services;
- Discuss the "Student Teaching Practicum Agreement" with the student teacher;
- Present to the student teacher an outline of the long-range goals and the organization of the classroom;
- Develop with the student teacher a tentative assignment of teaching responsibilities and a time line for their assumption;
- Demonstrate effective teaching/learning practices and assist the student teacher in analyzing and understanding why these are effective;
- Assist the student teacher in preparing and critiquing written lesson plans that include objectives and activities;
- Facilitate independence and self-confidence by taking an inconspicuous position in the room while the student teacher is in charge. The student teacher should be allowed to handle, independently, all but the most awkward or dangerous situations. Most questions raised by students should be directed to the student teacher while he or she is in charge. The cooperating teacher should share supplemental information and correct flagrant errors in a supportive and tactful way;
- Take observation notes to be shared with the student teacher in a post-observation conference as soon as possible;
- Leave the classroom when appropriate and safe to do so, allowing the student teacher to assume instructional responsibility for the classroom (See "Legislation Relevant to Student Teaching," Section 10-22.34, Non-certified Personnel, paragraph H); and
- Confer with the university supervisor and principal regarding progress and problems. Any serious problems should be brought to the attention of the university supervisor at once.

NOTE: Upon successful completion of the above criteria, the cooperating teacher is granted a 3 credit hour tuition waiver for his/her service to Governors State University.

## **Roles and Expectations**

### **University Supervisor**

The university supervisor is responsible for coordinating all supervisory activities. A minimum of three evaluative conferences should be held with the student teacher. Whenever possible, the cooperating teacher should participate in these conferences.

The university supervisor will:

- Visit and observe the student teacher;
- Orient the student teacher to the student teaching experience;
- Orient the cooperating teacher to the student teaching experience;
- Supervise and evaluate the student teacher's development, performance, and progress;
- Evaluate lesson plans and assignments in LiveText;
- Attend scheduled university seminars for student teachers;
- Evaluate all aspects of the student teaching program; and
- Serve as liaison during the student teaching experience.

### **Principal or Designee**

The principal or designee will:

- Orient the student teacher to the school, school policies, school philosophy, physical plant, staff, students, and community;
- Evaluate the work of the cooperating teacher and maintain communication with the university supervisor regarding the appropriate progress of the student teaching experience; and
- Assure that appropriate experiences in addition to classroom experiences are provided for the student teacher.

### **Committee on Secondary Education**

Overall, leadership and coordination for each program is furnished through the Committee on Secondary Education.

The Committee on Secondary Education will:

- Interpret the student teaching program to the public school community, administration, and faculty;
- Coordinate and communicate schedules, deadlines, and other information in fulfilling the program goals;
- Work with program faculty in carrying out policies and procedures relating to eligibility, selection, and retention of student teachers;
- Guide the student teacher as needed and as allowed in completing the edTPA;

- Serve as a resource to the student teacher, cooperating teacher, and university supervisor; and
- Recommend the 3-credit hour tuition waiver for cooperating teachers.

### **Director of Field Experiences**

- Select public schools and cooperating teachers to participate with the University;
- Assign each student teacher to a specific school and cooperating teacher;
- Review the student teacher's records, including the completion of the pre-student teaching field experience requirement (100 clock hours) and recommend approval for licensure; and
- Coordinate the development of in-service workshops for cooperating teachers.

### **TIPS FOR SUCCESS – STUDENT TEACHER**

- Learn about the school and the district to which you are assigned.

Call the district office to see if there are brochures or district newsletters available. Drive through the district. Walk through the area near your school. Visit the local public library. Knowing the school environment can help you become a part of it.

- Be punctual and attend every day.

Most teachers arrive at school well before their students. Find out when your cooperating teacher arrives and be there at that time each day. Plan to remain after school as long as your cooperating teacher stays. Arrange your personal life so that you can be at school every day. Your responsibility to students involves before- and after-school preparation and daily attendance.

- Become a real professional.

Professional conduct involves dressing and acting like a professional. As a neophyte in the school, you are the one who makes an impression. Careless dress and inappropriate speech are not professional. Complaints about the school and its students are also inappropriate. A professional is proud of his/her school and loyal to it.

- Introduce yourself to other teachers in the school.

Your cooperating teacher will know you but other teachers in the school will not. Take the initiative and be friendly with everyone who works in the school (Some student teachers have written a short letter introducing themselves and placed copies of the letter in each staff mailbox, after obtaining approval from the cooperating teacher and the principal).

- Be willing to accept all of the responsibilities undertaken by teachers in the school.

Teaching involves more than planning and presenting instruction. Most teachers have other duties: hall monitoring, lunchroom supervision, bulletin boards, etc. They also attend

regular faculty and in-service meetings, PTA meetings, after-school parent conferences, and special workshops. You will be expected to undertake each of the responsibilities your cooperating teacher does.

- Use your special skills and abilities to add to the classroom and school program.

If you have special talents and skills, share them with the students and the school. The more initiative you take in adding something of yourself to the class, the more your students will benefit.

- Ask questions about everything you do not understand.

There is a lot to learn during the first few weeks of student teaching. Be sure you really understand what you are observing and what you are told about class and school rules and routines. Do not be afraid to question anything about which you need more information. Do not challenge -- Inquire.

- Be honest with your cooperating teacher.

You need to develop an honest, open relationship with your cooperating teacher because the two of you will be sharing a classroom for fifteen weeks. If you have concerns or fears, talk about them. The first step in solving a problem is the willingness to discuss it.

- Maintain communication with your university supervisor.

Your supervisor is there to facilitate your progress and to help you succeed. If you have special needs, contact your supervisor. Let your supervisor know when you are doing something special in the classroom that you would like him/her to see.

- Learn to be a self-evaluator.

Take a few minutes at the end of each day to evaluate your experience. What went well? What could be improved? How might you make things better tomorrow? Your ability to evaluate yourself will help you become a better teacher.

## TIPS FOR SUCCESS -- COOPERATING TEACHER

- Be prepared for your student teacher. The first day is an anxious experience for a student teacher. Familiar as your classroom is to you, it will be a new and strange environment for your student teacher. These things will make the first day easier:
- Have a space in the room for the student teacher--a desk drawer for keeping materials and personal items, a chair, a desk or a small table at which to work.

Give your student teacher a copy of your daily schedule. Provide access to teacher guides and other materials you use on a regular basis. Give your student teacher copies of district and school handbooks, discipline policy, staff register, etc. A planning book may also be provided for student teacher lesson plans.

- Introduce your student teacher to your classes and to other staff members in your building.

Plan your introduction to the classes. It is best to introduce the student teacher as another teacher who will be teaching with you for fifteen weeks. Be sure students understand that you will continue to be with them throughout the rest of the year. Make sure parents know there will be a student teacher in your class. A letter home telling parents a little bit about the student teacher and talking enthusiastically about the extra help students will receive with two teachers in the room can serve to allay parental concerns. Walk through the building with your student teacher so he/she becomes familiar with the school. Introduce the student teacher to fellow staff members, including special teachers who work with your class.

- Be clear about your expectations for your student teacher from the first day.

Tell your student teacher when you expect him/her to arrive in the morning and how long to stay after school. Share information about extra duties, responsibilities, and special meetings. Be specific about what you want the student teacher to do each day. Student teachers spend time observing during approximately the first two weeks but can also begin to work with individual students or small groups at your direction.

- Schedule a time each day for conferencing with your student teacher.

Review what you did with students, and why and what you plan to do the next day. Your student teacher can function better by knowing your plans. Discuss special student needs and problems. The more the student teacher knows about students and their needs, the better prepared he/she will be to work with them. Review the curriculum to give the student teacher an overview of instructional content.

- Communicate with your student teacher openly and honestly.

Discuss the student teacher's performance and attitude directly and in a professional manner. The university supervisor can facilitate communication about performance and attitude. Special visits can be arranged if necessary.

## CONFERENCES AND ASSESSMENT

### Conferences

The cooperating teacher should schedule at least one evaluative conference with the student teacher each week. Some student teachers may need to devote two to three hours per week to these conferences. In addition, brief daily conferences are recommended. Conferences should be scheduled to avoid interruptions.

Conferences should focus on constructive plans and suggestions for the student teacher. The tenor of these conferences should be straightforward and objective, yet thoughtful and friendly. Both strengths and weaknesses should be discussed. Suggestions should be incorporated into future lessons. The student teacher and cooperating teacher should strive to establish a climate that encourages sharing of information, a disposition to raise questions, and the expression of concerns.

Specific purposes for these conferences could include orientation, lesson plan development, student records assessment, evaluation of work already completed, and so on. As the conferences develop, the student teacher should take increasing responsibility for conferencing and planning. Conferences should conclude with participants feeling positive and having specific direction for subsequent student teaching activities.

A written record should be kept of each conference. This record will be of value in assessing growth and development of the student teacher throughout the semester.

### Assessment

Three formal evaluations are held during the fifteen-week period: at the end of the fifth, tenth and fourteenth weeks. The first two of these evaluations are formative in nature and do not become part of the student teacher's permanent record (placement file). The third is the summative evaluation of the total experience and is included in the student teacher's permanent record. Forms used for these evaluations are included in the Appendix.

The Formative Evaluations are completed by all three participants--the student teacher, the cooperating teacher, and the university supervisor. The Summative Evaluation is completed by the cooperating teacher and the university supervisor. Whenever feasible, all three participants attend the conferences at which these evaluations are discussed. The university supervisor determines and assigns the final grade.



## STUDENT TEACHING PLACEMENT – PROCEDURES AND CONCERNS

Student Teaching Applications can be downloaded from the LiveText™ website ([www.livetext.com](http://www.livetext.com) and typing in the Visitor Pass 71F07462) and are due to their program's coordinator by December 1 for the fall semester and January 31 for the spring semester. Applications must be typed, and are to be reviewed by the student's Academic Advisor to determine that necessary course work has been completed and that each student has a GPA of 3.0 or higher in all core content and professional education courses. Students may indicate a choice of three school districts in which they desire placement. Wherever possible they will be placed in a school of their choice.

After review by the Secondary Education Student Progress Committee, the chair of the Committee obtains copies of student transcripts and the student teaching application and forwards these papers to the Director of Field Experiences in the College of Education for further processing. Frequently, schools request that a potential student teacher interview for the position. When a student has been accepted for placement, the Student Teaching Application is signed by the appropriate administrator and returned to the University. At that point the placement is considered official and the student is advised to contact his/her cooperating teacher to begin plans for the practicum.

Students will be advised of the date, time and location of the Secondary Education Student Teacher Orientation. The Orientation is usually held immediately prior to the beginning of Student Teaching. During the semester, students attend a series of student teaching seminars focused on topics of interest to the professional development of secondary school teachers. It is a mandatory requirement that students attend the Orientation and each of the seminars.

Progress of the student teacher through the tasks on this timeline may vary according to the preferences of the cooperating teacher and the readiness of the student teacher to assume independent responsibility. Although the cooperating teacher has the right to determine the amount and type of student teacher involvement, the student teacher should demonstrate his/her readiness and initiative by volunteering to take over instructional groups at the minimal pace indicated by the following timeline.

### TIMELINE FOR STUDENT TEACHING: SECONDARY EDUCATION

#### Fall 2014 Schedule for Student Teaching EDUC 4999

|               |              |  |
|---------------|--------------|--|
| <b>Week 1</b> | August 11    | Observe and assist cooperating teacher   |
| <b>Week 2</b> | August 18    | Teach one prep, 1 – 2 sections; observe  |
| <b>Week 3</b> | August 25    | Teach one prep, 1 – 2 sections; observe  |
| <b>Week 4</b> | September 1  | Teach one prep, 1 – 2 sections; observe  |
| <b>Week 5</b> | September 8  | Teach one prep, 2 – 3 sections; observe ( <i>first formative observation</i> ) |
| <b>Week 6</b> | September 15 | Teach one prep, 2 – 3 sections; observe  |
| <b>Week 7</b> | September 22 | Teach two preps, 2 – 3 sections; video tape practice                           |
| <b>Week 8</b> | September 29 | Teach two preps, 2 – 3 sections; video tape selected class                     |

|                |             |   |
|----------------|-------------|---|
| <b>Week 9</b>  | October 6   | Teach two preps, 2 – 3 sections; video tape selected class  |
| <b>Week 10</b> | October 13  | Teach two preps, 2 – 3 sections, ( <i>second formative evaluation</i> )<br><b><u>Required</u> all day on-campus workshop, Friday October 18</b> |
| <b>Week 11</b> | October 20  | Teach two preps, 2 – 3 sections;<br><i>Optional</i> workshop, Friday October 24 (must RSVP to your GSU supervisor)                              |
| <b>Week 12</b> | October 27  | Teach up to three preps, 4 sections   |
| <b>Week 13</b> | November 3  | edTPA due by 11:59 p.m. on Nov. 3; Teach up to three preps, 5 sections  |
| <b>Week 14</b> | November 10 | Teach up to three preps; 5 sections ( <i>final summative evaluation</i> )   |
| <b>Week 15</b> | November 17 | Ease out of student teaching; observe other teachers in school  |

### Weekly Schedules/Lesson Plans

Each week the student teacher is required to submit the following to the university supervisor by 6:00 p.m. Sunday evening:

- Lesson Plans for the following week
- Student Teaching Schedule

## **SUPPLEMENTAL INFORMATION: BIOLOGY OR CHEMISTRY**

Student teaching in Biology or Chemistry is designed as a culminating experience in which candidates demonstrate their abilities to teach Biology or Chemistry at a specified level of competency. Student Teachers are also to demonstrate their ability to perform certain teaching-related tasks. Some of these competencies will have been acquired before the candidate enrolls in Student Teaching; others will be acquired as part of the experience itself. As part of the prerequisite competencies for Student Teaching in Biology or Chemistry, the student teacher:

- Possesses knowledge of Biology or Chemistry appropriate to the curriculum taught at the secondary school level;
- Has identified, analyzed, and tested a variety of curriculum materials that facilitate the learning process;
- Possesses and can use basic teaching skills, i.e., questioning, reinforcement, closure, etc.;
- Has written teaching plans which include behavioral objectives, curriculum content and materials, teaching strategies, and evaluation measures;
- Has identified, developed, and used a variety of evaluation techniques to determine achievement of identified behavioral objectives;
- Has demonstrated methods of adapting curriculum materials to meet the intellectual and social characteristics of students;
- Has demonstrated an ability to relate to students in a manner such that relationships are established and deepened;
- Has developed and taught a laboratory investigation using inquiry/discovery strategies;
- Has demonstrated professionalism and appropriate dispositions in contact with parents, staff, and community in a variety of settings;
- Has demonstrated an ability to relate to students in a manner such that relationships are established and deepened;
- Has used appropriate techniques to describe the student teacher's own teaching behavior and student learning behavior as part of student/teacher interaction so that desired changes in behavior were identified; and
- Has demonstrated the ability to change his or her own behavior in a desired direction.

Should candidates demonstrate a need for additional experiences in order to bring their competencies to the desired level, they may be required to take additional courses, work with other student teachers, or delay Student Teaching until they are better prepared.

## SUPPLEMENTAL INFORMATION: ENGLISH

Student Teaching in English is designed as a culminating experience in which candidates demonstrate their abilities to teach a language, literature and composition curricula at a specified level of competency and to perform certain teaching-related tasks. Some of the competencies will have been acquired before the student may enroll in Student Teaching; others will be acquired as part of the experience itself. As part of the prerequisite competencies for Student Teaching in English, the student teacher:

- Possesses knowledge of English language (oral and written), literature, and composition appropriate to the curriculum taught at the secondary school level;
- Has identified, analyzed, and tested a variety of curriculum materials that facilitate the learning process;
- Possesses and can use basic teaching skills, i.e., questioning, reinforcement, closure, etc.;
- Has written teaching plans which include behavioral objectives, curriculum content and materials, teaching strategies, and evaluation measures;
- Has identified, developed, and used a variety of evaluation techniques to determine achievement of identified behavioral objectives;
- Has demonstrated methods of adapting curriculum materials to meet the individual intellectual and social characteristics of students;
- Has demonstrated an ability to relate to students in a manner such that academic relationships are established and deepened;
- Has demonstrated professionalism in contact with school staff, parents, and community; and
- Has used appropriate techniques to describe the student teacher's own teaching behavior and student learning behavior as parts of student teaching interaction so that desired changes in behavior were identified and
- Has demonstrated the ability to change his/her own behavior in a desired direction.

Should candidates demonstrate a need for additional experiences in order to bring their competencies to the desired level, they may be required to take additional courses, work with other student teachers, or delay Student Teaching until they are better prepared.

## SUPPLEMENTAL INFORMATION: MATHEMATICS

Student Teaching in Mathematics is designed as a culminating experience in which candidates demonstrate their abilities to teach mathematics at a specified level of competency. Students are also to demonstrate their ability to perform certain teaching-related tasks. Some of these competencies must have been acquired before the student may enroll in Student Teaching; others may be acquired as part of the experience itself. As part of the prerequisite competencies for Student Teaching in Mathematics, the student teacher:

- Possesses knowledge of mathematics, problem-solving and mathematics-related technology appropriate to the curriculum taught at the secondary school level;
- Has identified, analyzed, and tested a variety of curriculum materials that facilitate the learning process;
- Possesses and can use basic teaching skills, i.e., questioning, reinforcement, closure, etc.;
- Has written teaching plans which include behavioral objectives, curriculum content and materials, teaching strategies, and evaluation measures;
- Has identified, developed, and used a variety of evaluation techniques to determine achievement of identified behavioral objectives;
- Has demonstrated methods of adapting curriculum materials to meet the individual intellectual and social characteristics of students;
- Has demonstrated an ability to relate to students in a manner such that relationships are established and deepened;
- Has demonstrated professionalism in contact with parents, staff and community; and
- Has used appropriate techniques to describe the student teacher's own teaching behavior and student learning behavior as parts of student teaching interaction so that desired changes in behavior were identified and
- Has demonstrated the ability to change his/her own behavior in a desired direction.

Should candidates demonstrate a need for additional experiences in order to bring their competencies to the desired level, they may be required to take additional courses, work with other student teachers, or delay Student Teaching until they are better prepared.

## WRITTEN ASSIGNMENTS -- SECONDARY EDUCATION

### 1. Philosophy of Education *DUE: Last Week of Student Teaching*

This paper should reflect your beliefs about teaching and learning as these are developed during your coursework and during the student teaching experience. It is important to formulate and write your philosophy because you may be asked to express your philosophy during job interviews. This paper will be submitted in your portfolio. Consider the following issues in writing your philosophy of education paper:

- What does it mean to be a secondary education teacher?
- What are my pedagogical goals and how do I plan to implement them?
- What will be my policy on the creation and use of lesson/unit plans?
- What criteria will I use in the selection of textbooks and additional literature?
- What will be my assessment and evaluation policies and procedures?
- What do I believe to be the essentials of a well-managed classroom?
- What pedagogical adjustments will I make for students who do not seem to perform well in my classroom?
- What will be my policy-making role in conjunction with colleagues, administrators and my school communities both in and out of school?

### 2. Portfolio of Original/Modified Plans and Teaching Materials

During student teaching, you are required to prepare thorough written daily lesson plans. These typed plans are to be submitted to your cooperating teacher and university supervisor, as negotiated. In many schools you will have access to files of teaching materials prepared by and shared among teachers at the school. While you are encouraged to use these files, you will be expected to modify materials based on the learning styles of students. In all cases you should attempt to incorporate questioning strategies that promote problem-solving and critical thinking skills. You are also required to develop original teaching materials to add to the cooperating teacher's files. Do not count on having files available to you at your first teaching position.

During the semester you will compile and submit your teaching materials as an electronic portfolio for the edTPA and into LiveText for CAEP (Council for the Accreditation of Educator Preparation) (formerly NCATE) as determined by each program in accordance with the directions on the syllabus. Details for your portfolio will be provided during seminars by the Program Coordinators.

Your portfolio, at minimum should contain the following:

- Philosophy of Education paper;
- At least one instructional unit including original lesson plans;
- Any other materials that can demonstrate your excellence as a new teacher -- samples of class record-keeping, rules, grading scale, etc.; pictures and/or video, whenever possible;
- Additional assignments as described in the EDUC 4999 syllabus; and
- Additional requirements for the edTPA will be explained during Student Teaching seminars.

### **3. Unit Plan**

During the Student Teaching Practicum you are required to prepare and submit at least one teaching unit that includes:

- formal goals and objectives;
- individual daily lesson plans;
- copies of all handouts/activity sheets;
- copies of all quizzes, tests, or other evaluation measures;
- reflections related to your unit assessment results; and
- other appropriate teaching materials.

### **4. edTPA**

- Teaching video and
- See content area edTPA Handbook for details

## **PROGRAM COMPLETION**

The completed "Student Teaching Practicum Agreement" and completed evaluation forms are submitted to the university supervisor during the last week of student teaching (see Appendix: STUDENT TEACHING PRACTICUM AGREEMENT - SECONDARY EDUCATION).

All evaluation forms are submitted by the university supervisor to the Program Coordinator. The Director of Field Experience reviews the student teaching information and checks the 100-clock-hour documentation to ensure that the minimum 100 clock hours of clinical experiences has been completed. When all academic requirements have been completed, the program coordinators inform the university licensure officer who approves the state licensure application and informs the Registrar's Office of completion of the 100-clock-hour requirement.

The Registrar's office records upon the student's official transcript that the 100-clock-hours clinical experience requirement has been satisfied.

## WITHDRAWAL FROM STUDENT TEACHING

During student teaching, each candidate must comply in a professional manner with the policies, regulations, and standards of the school or other host agency. In the event of non-compliance, a candidate may be withdrawn from the setting by the agency or the University (see appendix: *Withdrawal from Student Teaching*). A candidate may also choose to withdraw himself or herself from student teaching. A candidate demonstrating a more gradual pace in attaining acceptable performance may be requested to extend his or her student teaching experience beyond the expected 15 week completion framework. A review of the circumstances for withdrawal will be held by the cooperating teacher or other agency representative, the university supervisor, and the Committee on Secondary Education. Recommendations will be forwarded to the appropriate division chairperson. A candidate who disagrees with the recommendation has recourse through the University grievance procedure.

## UNSUCCESSFUL COMPLETION OF STUDENT TEACHING

A candidate who has earned a grade lower than a "B" in student teaching will not be recommended for licensure. The student may be advised by the university supervisor to:

- a. Petition to re-enroll in student teaching;
- b. Take additional courses before re-enrolling in student teaching; or
- c. Withdraw from the program.

Additionally, a candidate who displays unprofessional dispositions will not be recommended for licensure.

A candidate who disagrees with the university supervisor's decision may have recourse through the University grievance procedure. In any grievance procedure or discussion with the Secondary Education Student Progress Committee (SESPC), candidates can make use of an advisor. Since grievance and SESPC meetings are not legal proceedings, advisors can only assist with student teachers' answers to questions.

## JOB PLACEMENT

Once student teaching has been successfully completed and the student teacher has applied for licensure, questions about how to obtain employment arise. The following procedures are recommended:

- Candidates should develop a placement file through Career Services at GSU. The file should include a resume, transcripts from all schools attended, and at least three letters of professional recommendation.
- Candidates may enhance their employment opportunities by serving as a substitute teacher. To qualify as a substitute teacher candidates need to obtain a substitute teacher license. Application forms may be obtained from local school district superintendent's office. Candidates may call school districts near their homes to have their name placed on the districts' lists of substitute teachers.



- Candidates may send letters of inquiry requesting an application for a teaching position to districts in which they are interested.
- Candidates may contact Regional Offices of Education for their lists of teacher vacancies.
- Candidates may check the GSU Employment Opportunities bulletin boards and the want ads in Chicago and suburban area newspapers on a regular basis.

### **SPECIAL CIRCUMSTANCES**

During student teaching, if a strike should occur at the school, the student teacher should return to the University and report to the Director of Field Experiences for a temporary or new assignment.

If a strike occurs at the University or it is closed for any reason, the candidate will continue with his/her teaching assignment.

### **LEGISLATION RELEVANT TO STUDENT TEACHING**

**10-20.20. 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 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 authorized volunteer, or a student teacher at the time of the incident from which the claim arises.

**10-21.21.** All statutes governing the elementary, high school, and standard special license require close and competent supervision during student teaching.

**10-22.3. Liability insurance for school board members, school board employees, and student teachers.** To insure against any loss or liability of the school district, members of school boards, employees, and student teachers by reason of 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 allegedly committed during the scope of employment or under the direction of the school board. Such insurance shall be carried in a company licensed to write such coverage in this State.

**10-22.34. Non-licensed personnel.** School Boards may employ non-teaching personnel or utilize volunteers for non-teaching duties not requiring instructional judgment or evaluation of pupils.

School Boards may further utilize volunteer non-licensed personnel or employ non-licensed personnel to assist in the instruction of pupils under the immediate supervision of a teacher, holding a valid license, directly engaged in teaching subject matter or conducting activities. The teacher shall be continuously aware of the non-licensed person's activities and shall be able to control or modify them. The State Board of Education, in consultation with the State Teacher Licensure Board, shall determine qualifications of such personnel and shall prescribe rules for determining the duties and activities to be assigned to such personnel.

School boards may also employ students holding a bachelor's degree from a recognized institution of higher learning as part-time teaching interns when such students are enrolled in a college or university internship program which has prior approval by the State Board of Education, in consultation with the State Teacher Licensure Board, leading to a master's degree.

Nothing in this Section shall require constant supervision of a student teacher enrolled in a student teaching course at a college or university, provided such activity has the prior approval of the representative of the higher education institution and teaching plans have previously been discussed with and approved by the supervising teacher and further provided that such teaching is within guidelines established by the State Board of Education in consultation with the State Teacher Licensure Board.

Nothing in this Section shall be applicable to municipalities having a population in excess of 500,000 inhabitants.

**21-21.1. Denial of recommendation for licensure.** Each college or university providing a teacher education program approved and recognized pursuant to the provisions of this Article shall establish procedures and standards to assure that no student is denied the opportunity to receive the institutional recommendation for licensure for reasons which are not directly related to the candidate's anticipated performance as a licensed employee. Such standards and procedures shall include the specific criteria used by the institution for admission, retention, and recommendation for licensure, periodic evaluations of the candidate's progress toward an institutional recommendation, counseling and other supportive services to correct any deficiencies which are considered remedial, and provisions to assure that no person is discriminated against on the basis of race, color, national origin or a handicap unrelated to the person's ability to perform as a licensed employee. Each institution shall also establish a grievance procedure for those candidates who are denied the institutional recommendation for licensure. Within 10 days of notification of the denial, the college or university shall notify the candidate, in writing, of the reasons for the denial of recommendation for licensure. Within 30 days of notification of the denial, the candidate may request the college or university to review the denial. If, after an additional 30 days to complete such review, the candidate is denied recommendation for licensure, the candidate may appeal to the State Teacher Licensure Board within 10 days of notification for a review of the institution's decision. The candidate shall have the right to be present any such review to present evidence and to be represented by counsel. Upon such review, the State Teacher Licensure Board shall recommend appropriate action to the State Superintendent of Education. Each institution's standards and procedures, including the criteria for admission, retention, and the institutional recommendation for licensure, and the institution's grievance procedures, shall be provided with a copy of the procedures established pursuant to this section.

When seeking a teaching position, applicants should be aware that Section 10-21.9 of the Illinois School Code requires applicants for employment with a school district to authorize an investigation to determine if such applicants have been convicted of any enumerated criminal or drug offenses.

The following sections are especially pertinent for prospective school personnel:

|         |  |       |                                    |
|---------|--|-------|------------------------------------|
| 11-15.1 | (Soliciting for a Juvenile Prostitute) | 12-15 | (Criminal Sexual Abuse)            |
| 11-19.1 | (Juvenile Pimping)                     | 12-16 | (Aggravated Criminal Sexual Abuse) |
| 11-19.2 | (Exploitation of a Child)              | 701   | et seq except 704a, 704b, 705a     |
| 11-20   | (Obscenity)                            |       | (Cannabis Control Act)             |
| 11-21.1 | (Child Pornography)                    | 110   | et seq (Controlled Substances Act) |
| 11-21   | (Harmful Material)                     |       |                                    |
| 12-13   | (Criminal Sexual Assault)              |       |                                    |
| 12-14   | (Aggravated Criminal Sexual Assault)   |       |                                    |

## STUDENT GRIEVANCE PROCEDURES

Student Grievance Policy and Procedure (Policy 5) <http://www.govst.edu/policies/>

## LICENSURE PROCEDURES

New procedures for licensure are being developed by the Illinois State Board of Education. You will receive all of the necessary information from the GSU licensure officer at one of the later student teaching seminars.

### Licensure Criteria

To be recommended by GSU for a Professional Educator License, an applicant must:

- Have earned the required degree from an institution recognized by ISBE for teacher education;
- Have earned at least a "B" or better in student teaching;
- Have completed the State approved program in secondary education;
- Have passed the state of Illinois Basic Skills/TAP/ACT with writing and content area exams, edTPA and the Assessment of Professional Teaching (APT) exam;
- Have demonstrated performance and behavior suitable to a professional educator;
- Be at least 19 years of age;
- Be in good health;
- Possess good moral character; and
- Be a U.S. citizen or have filed a declaration of intent to become a citizen, except when applying for a transitional bilingual license.

### Tests Required for License

All applicants for a Professional Educator License must pass examinations required and administered by the State of Illinois. These examinations include Illinois Basic Skills/Test of Academic Proficiency (TAP), Content Area Exam, Assessment of Professional Teaching Exam (APT) and the edTPA. For information, contact your Academic Advisor.

### Licensure Eligibility

Secondary education students at Governors State University must enroll as degree-seeking students and complete the approved secondary education program in their designated content areas. Students who hold a bachelor's degree from a recognized teacher education institution must present evidence of completing the equivalent of each course or experience required by Governor State University's program. Requirements include general education courses, content area courses, clinical experience, and professional education requirements as described in the GSU Catalog.

## REGIONAL OFFICES AND SUPERINTENDENTS

### SOUTH SUBURBAN COOK COUNTY

Dr. Vanessa Kinder  
Executive Director  
Office of Education  
253 W. Joe Orr Road  
Chicago Heights, IL 60411  
(708) 754-6600

### IROQUOIS KANKAKEE

Gregg Murphy  
Regional Superintendent  
Kankakee County Office Building  
189 East Court Street, Suite 600  
Kankakee, IL 60901  
(815) 937-2950

### WILL

Shawn Walsh  
Regional Superintendent  
702 W. Maple Street  
New Lenox, IL 60451  
(815) 740-8360

### DUPAGE

Darlene J. Ruscitti  
Regional Superintendent  
421 County Farm Road  
Wheaton, IL 60187  
(630) 407-5800

### FOR CHICAGO RESIDENTS

Illinois State Board of Education  
Chicago ROE Services  
100 N. First Street  
Springfield, IL 62777  
(217) 557 - 6763

**APPENDIX**

|   |    |
|---|----|
| GSU Five & Ten Week Student Teaching Formative Assessment                             | 29 |
| Student Teaching Practicum Agreement  | 42 |
| Summative Evaluation of Teacher Candidate (14th Week)                                 | 43 |
| Student Teaching Schedule   | 44 |
| Cooperating Teacher Evaluation: Student Teacher Preparation                           | 45 |
| School Principal or Designee Evaluation: Student Teaching Program                     | 47 |
| Withdrawal from Student Teaching  | 48 |
| Classroom Observation Form  | 49 |
| University Supervisor Record  | 51 |
| Secondary Education Teacher Licensure Exit Interview Form<br>(for program withdrawal) | 52 |

## GSU Five & Ten Week Student Teaching Formative Assessment

- Student Teacher** \_\_\_\_\_  
**School** \_\_\_\_\_
- Cooperating Teacher** \_\_\_\_\_  
**Grade** \_\_\_\_\_
- University Supervisor** \_\_\_\_\_  
**Semester** \_\_\_\_\_
- Indicate a grade/subject area** \_\_\_\_\_

Check the box above  to indicate the rater of this form.

This form is used to assess student teachers after 5 weeks and after 10 weeks. Since this is a formative assessment, it is used by the university supervisor and cooperating teacher to help identify areas in which the student teacher is making satisfactory progress and areas in which students should work to improve. In addition, the student teacher reflects on his or her own performance.

The form is organized according to the Illinois Professional Teaching Standards. There are one, two, or three elements listed for each of the 9 standards. The rubric describes four levels of performance for each element: Unsatisfactory, Basic, Proficient, and Distinguished. Under each element are two blanks where ratings--U, S, P, or D - are recorded, the fifth-week rating in the first blank and the tenth-week rating in the second blank. Since performance in all areas may not have been observed after 5 weeks, some areas may not have a rating recorded. It is hoped that it will be possible to rate the student teacher in all areas by the tenth week. Please read the descriptions of the performance levels carefully. It is expected that students will receive Basic ratings in many categories and may receive several Proficient ratings by week 10. Since student teachers are just beginning to develop their abilities in many areas, Distinguished ratings will occur infrequently and should be used to recognize exceptional performance. Space is provided below for additional comments.

Fifth-week comments

Date \_\_\_\_\_

Tenth-week comments

Date \_\_\_\_\_

|  | Unsatisfactory (2 pts)  | Basic (3 pts)   | Proficient (4 pts)   | Distinguished (5 pts)  |
|--|---|---|--|--|
| <b>DOMAIN 1</b>  |   |   |  |  |
| <b>1a Knowledge of content and the structure of the discipline</b><br>IL-PTS-2012.2.B<br>IL-PTS-2012.2.D | In planning and practice, the teacher makes content errors or does not correct errors made by students.   | The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another.                                   | The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.              | The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.                                      |
| <b>1a Knowledge of the prerequisite relationships</b><br>IL-PTS-2012.2.G                                 | The teacher displays little understanding of prerequisite knowledge important to student learning of the content.   | The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete.   | The teacher demonstrates accurate understanding of prerequisite relationships among topics.  | The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. |
| <b>1a Knowledge of the content-related pedagogy</b><br>IL-PTS-2012.2.F                                   | The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. | The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.  | The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.         | The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.           |
| <b>1b Knowledge of child and adolescent development</b><br>IL-PTS-2012.2.A                               | The teacher displays minimal understanding of child and adolescent development.   | The teacher displays generally accurate knowledge of child and adolescent development.  | The teacher attains information about levels of development for groups of students.  | The teacher acquires information about levels of development for individual students.  |
| <b>1b Knowledge of the learning process</b><br>IL-PTS-2012.2.A<br>IL-PTS-2012.2.C                        | The teacher displays minimal understanding of their varied approaches to learning.  | The teacher displays generally accurate knowledge of their varied approaches to learning.   | The teacher understands the active nature of student learning and addresses the groups of students' varied approaches to learning. | The teacher understands the active nature of student learning and addresses the individual students' varied approaches to learning.  |
| <b>1b Knowledge of students' skills, knowledge, and language proficiency</b><br>IL-PTS-2012.2.H          | The teacher displays minimal understanding of students' skills, knowledge, and language proficiency.  | The teacher displays generally accurate knowledge of students' skills, knowledge, and language proficiency.   | The teacher purposefully investigates students' skills, knowledge, and language proficiency.                                       | The teacher systematically acquires knowledge about students' skills, knowledge and language proficiency.  |
| <b>1b Knowledge of students' interests and cultural heritage</b><br>IL-PTS-2012.1.A<br>IL-PTS-2012.1.C   | The teacher displays minimal knowledge of students' interests and cultural heritages—and does not indicate that such knowledge is valuable.   | The teacher displays generally accurate knowledge of students' interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole. | The teacher purposefully acquires knowledge from several sources about groups of students' interests and cultural heritages.       | The teacher systematically acquires knowledge from several sources about individual students' interests and cultural heritages.  |
| <b>1b Demonstrating Knowledge of students' special needs</b><br>IL-PTS-2012.1.L                          | The teacher displays minimal understanding of students' special needs—and does not indicate that such knowledge is valuable.  | The teacher displays generally accurate knowledge of students' special needs, yet may apply this knowledge not to individual students but to the class as a whole.                    | The teacher purposefully acquires knowledge from several sources about groups of students' special needs.                          | The teacher systematically acquires knowledge from several sources about individual students' special needs.   |

|   | <b>Unsatisfactory (2 pts)</b>  | <b>Basic (3 pts)</b>  | <b>Proficient (4 pts)</b>   | <b>Distinguished (5 pts)</b>  |
|---|--|---|---|---|
| <b>1c Value, Sequence and Alignment of Instructional Outcomes</b><br>IL-PTS-2012.3.A                                | The outcomes represent low expectations for students and lack of rigor and do not follow an organized progression. Not all of these outcomes reflect important learning in the discipline. | Outcomes represent moderately high expectations and rigor and follow a somewhat organized progression. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. | Most outcomes represent rigorous and important learning in the discipline. The outcomes follow a mostly organized progression and are mostly aligned to the activities.                             | All outcomes represent high-level learning in the discipline. The outcomes are organized in a perfect progression and are completely aligned to the activities.   |
| <b>1c Clarity of Instructional Outcomes</b><br>IL-PTS-2012.3.B  | Outcomes are stated as student activities, rather than as outcomes for learning.   | Outcomes are based on global assessments of student learning.   | Most outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.   | All outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.   |
| <b>1c Balance of Instructional Outcomes</b><br>IL-PTS-2012.3.I  | Outcomes reflect only one type of learning and only one discipline.  | Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration.  | Outcomes reflect several different types of learning and opportunities for coordination.  | Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration.   |
| <b>1c Suitability for Diverse Learners</b><br>IL-PTS-2012.3.B<br>IL-PTS-2012.3.O                                    | The outcomes represent low expectations for students and lack of rigor and are suitable for only some students.  | Outcomes represent moderately high expectations and rigor and are suitable for most of the students in the class.   | Most outcomes represent rigorous and important learning in the discipline and they are differentiated, in whatever way is needed, for different groups of students.                                 | All outcomes represent high-level learning in the discipline and are differentiated, in whatever way is needed, for individual students.  |
| <b>1d Resources for Classroom Use</b><br>IL-PTS-2012.1.G<br>IL-PTS-2012.2.I<br>IL-PTS-2012.5.C                      | The teacher is unaware of classroom resources beyond materials provided by the school or district.   | The teacher displays some awareness of classroom resources beyond those provided by the school or district.   | The teacher displays awareness of classroom resources beyond those provided by the school or district, including those on the Internet.   | The teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.            |
| <b>1d Resources to Extend Content Knowledge and Pedagogy</b><br>IL-PTS-2012.3.Q<br>IL-PTS-2012.4<br>IL-PTS-2012.5.O | The teacher is unaware of resources to extend one's own professional skill.  | The teacher displays some awareness of resources for extending one's professional skill but does not seek to expand this knowledge.   | The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for extending one's professional skill, and seeks out such resources. | The teacher's knowledge of resources for extending one's professional skill is extensive, including those through the school or district, in the community, through professional organizations and universities, and on the Internet. |
| <b>1d Resources for Students</b><br>IL-PTS-2012.1.G<br>IL-PTS-2012.2.I<br>IL-PTS-2012.3.E<br>IL-PTS-2012.6.J        | The teacher is unaware of resources to assist student learning beyond materials provided by the school or district.  | The teacher displays some awareness of resources to assist student learning beyond those provided by the school or district.  | The teacher displays awareness of resources to assist student learning beyond those provided by the school or district, including those on the Internet, and seeks out such resources.              | The teacher's knowledge of resources to assist student learning is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.   |
| <b>1e Learning Activities</b><br>IL-PTS-2012.3.A  | Learning activities are poorly aligned.  | Some of the learning activities are aligned with the instructional outcomes.  | Most of the learning activities are aligned with the instructional outcomes.  | All the learning activities are aligned to instructional goals.   |



|  | Unsatisfactory (2 pts)  | Basic (3 pts)   | Proficient (4 pts)  | Distinguished (5 pts)   |
|--|---|---|---|---|
| <b>1e Instructional Materials and Resources</b><br><b>IL-PTS-2012.3.N</b><br><b>IL-PTS-2012.5.N</b>                            | Little or no materials or resources have been included in the lessons or unit other than those provided by the school or district.                                  | Some materials and resources have been included in the lessons or unit other than those provided by the school or district.   | The teacher has provided a great deal of materials and resources in the lessons or unit well beyond those provided by the school or district, including those on the internet.  | The teacher has provided exemplary materials and resources in the lessons or unit to assist student learning, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. |
| <b>1e Instructional Groups</b><br><b>IL-PTS-2012.4.C</b><br><b>IL-PTS-2012.4.N</b><br><b>IL-PTS-2012.5.I</b>                   | Instructional groups are not suitable to the activities and offer no variety.   | Instructional groups partially support the activities, with some variety.   | Learning activities have some differentiation for different groups of students and varied use of instructional groups.  | Learning activities are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.  |
| <b>1e Lesson and Unit Structure</b><br><b>IL-PTS-2012.2.C</b><br><b>IL-PTS-2012.3.B</b>  | Lessons or unit do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. | Lessons or unit represent moderate cognitive challenge, but with no differentiation for different students. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations. | Lessons or unit follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. | The sequence of learning activities follows a coherent sequence and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners.  |
| <b>1f Congruence with Instructional Outcomes</b><br><b>IL-PTS-2012.5.J</b><br><b>IL-PTS-2012.7.K</b><br><b>IL-PTS-2012.7.L</b> | Assessment procedures are not congruent with instructional outcomes.  | Assessment procedures are partially congruent with instructional outcomes.  | All the instructional outcomes may be assessed by the proposed assessment plan.   | All the instructional outcomes may be assessed by the proposed assessment plan. The plan contains evidence of student contribution to its development.  |
| <b>1f Criteria and Standards</b><br><b>IL-PTS-2012.7.E</b>   | Assessment procedures lack criteria by which student performance will be assessed.  | Assessment criteria and standards have been developed, but they are not clear.  | Assessment criteria and standards are clear.  | The assessment plan has clear criteria for assessing student work.  |
| <b>1f Design of Formative Assessments</b><br><b>IL-PTS-2012.7.A</b>  | The teacher has no plan to incorporate formative assessment in the lesson or unit.  | The teacher's approach to using formative assessment is rudimentary.  | The teacher has a well-developed strategy for using formative assessment.   | The approach to using formative assessment is well designed.  |

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| <b>If Use for Planning IL-PTS-2012.7.E<br/>IL-PTS-2012.7.G<br/>IL-PTS2012.7.I<br/>IL-PTS-2012.7.K<br/>IL-PTS-2012.7.L</b>                              | The unit assessment includes no use of assessment data for planning purposes.   | The unit assessment includes partial use of assessment data for planning purposes.   | The unit assessment is well designed and includes group as well teacher use of the assessment information.   | The unit assessment is well designed and includes individual student as well as teacher use of the assessment information.   |
| <b>Domain 1 - Planning and Preparation Summary</b>   | Teacher's plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.  | Teacher's plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals.  | Teacher's plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.  | Teacher's plans, based on extensive content knowledge and understanding of students, are designed to engage students in significant learning.  |
| <b>DOMAIN 2</b>  |   |  |  |  |
| <b>2a Teacher Interaction With Students<br/>IL-PTS-2012.4.A<br/>IL-PTS-2012.4.Q</b>  | Patterns of classroom interactions between teacher and students are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior. | Patterns of classroom interactions between teacher and students are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.          | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Students exhibit for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks. | Classroom interactions between teacher and students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher. The net result is an environment where all students feel valued and are comfortable taking intellectual risks. |
| <b>2a Student Interactions With Other Students<br/>IL-PTS-2012.1.K<br/>IL-PTS-2012.4.E<br/>IL-PTS-2012.4.F<br/>IL-PTS-2012.4.L<br/>IL-PTS-2012.9.I</b> | Patterns of classroom interactions among students are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict.  | Patterns of classroom interactions among students are generally appropriate but may reflect occasional disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. | Interactions among students are generally polite and respectful. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.   | Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.  |
| <b>2b Importance of the Content<br/>IL-PTS-2012.4.D</b>  | The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand.  | The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions."  | The classroom culture is a place where learning is valued by all.  | The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning.   |

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| <b>2b Expectations for Learning and Achievement</b><br>IL-PTS-2012.3.H                          | High expectations for learning reserved for only one or two students.   | High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.   | The teacher conveys high expectations for both learning and hard work for most students.  | The teacher conveys high expectations for learning for all students and insists on hard work.   |
| <b>2b Student Pride in Work</b><br>IL-PTS-2012.3.H<br>IL-PTS-2012.3.I<br>IL-PTS-2012.4.J        | Hard work and the precise use of language are not expected or valued.   | Students indicate that they are interested in the completion of a task rather than the quality of the work.  | Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.            | Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language. |
| <b>2c Management of Classroom Routines and Procedures</b><br>IL-PTS-2012.4.A                    | Much instructional time is lost due to inefficient classroom routines and procedures. There is little evidence that students know or follow established routines. | Some instructional time is lost due to partially effective classroom routines and procedures. With regular guidance and prompting, students follow established routines. | There is little loss of instructional time due to effective classroom routines and procedures. With minimal guidance and prompting, students follow established classroom routines. | Instructional time is maximized due to efficient and seamless classroom routines and procedures. Routines are well understood and may be initiated by students.       |
| <b>2c Management of Instructional Groups</b><br>IL-PTS-2012.4.B                                 | There is little or no evidence of the teacher's managing instructional groups.  | The teacher's management of instructional groups is inconsistent, leading to some disruption of learning.  | The teacher's management of instructional groups is consistently successful.  | Students take initiative in the management of instructional groups.   |
| <b>2c Management of Transitions</b><br>IL-PTS-2012.1.J<br>IL-PTS-2012.4.M                       | There is little or no evidence of the teacher's managing transitions.   | The teacher's management transitions are inconsistent.   | The teacher's management of transitions is consistently successful.   | The teacher's management of transitions is flawless.  |
| <b>2c Management of Materials and Supplies</b><br>IL-PTS-2012.4.M                               | There is little or no evidence of the teacher's handling of materials and supplies effectively.   | The teacher's handling of materials and supplies, or both, is inconsistent, leading to some disruption of learning.  | The teacher's handling of materials and supplies, or both, are consistently successful.   | Students take initiative in the handling of materials and supplies.   |
| <b>2c Performance of Non-instructional duties</b><br>IL-PTS-2012.4.M<br>IL-PTS-2012.5.R         | Considerable instructional time is lost in performing non-instructional duties.   | Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.   | Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.  | Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.                     |
| <b>2c Supervision of Volunteers and Paraprofessionals</b><br>IL-PTS-2012.8.J<br>IL-PTS-2012.9.N | Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.  | Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.  | Volunteers and paraprofessionals are productively and independently engaged during the entire class.  | Volunteers and paraprofessionals make a substantial contribution to the classroom environment.  |
| <b>2d Expectations</b><br>IL-PTS-2012.3.H<br>IL-PTS-2012.4.J                                    | There appear to be no established standards of conduct, or students challenge them.   | Standards of conduct appear to have been established, but their implementation is inconsistent.  | Standards of conduct have been established and student behavior is generally appropriate.   | Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct.   |
| <b>2d Monitoring of Student Behavior</b><br>IL-PTS-2012.4.Q                                     | There is little or no teacher monitoring of student behavior.   | The teacher tries, with uneven results, to monitor student behavior.   | The teacher monitors student behavior against established standards of conduct.   | Teacher monitoring of student behavior is subtle and preventive.  |
| <b>2d Response to Student Misbehavior</b>   | Response to students' misbehavior is repressive or disrespectful of   | The teacher tries, with uneven results, to respond to student misbehavior.   | Teacher response to student misbehavior is consistent, proportionate, and respectful to   | The teacher's response to student misbehavior is sensitive to individual  |

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| <b>IL-PTS-2012.4.O</b>   | student dignity.  |  | students and is effective.   | student needs and respects students' dignity.  |
| <b>2e Safety and Accessibility<br/>IL-PTS-2012.4.G<br/>IL-PTS-2012.4.I</b>                               | The classroom environment is unsafe, or learning is not accessible to many.   | The classroom is safe, and essential learning is accessible to most students.  | The classroom is safe, and students have equal access to learning activities.  | The classroom environment is safe, and learning is accessible to all students, including those with special needs.   |
| <b>2e Arrangement of Furniture and Use of Physical Resources<br/>IL-PTS-2012.4.J<br/>IL-PTS-2012.4.M</b> | There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.   | The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.                            | The teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.  | The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.   |
| <b>Domain 2 Classroom Environment Summary</b>  | Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals. | Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect.       | Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.                              | Teacher's plans, based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher's plans - instructional outcomes, learning activities, materials, resources, and assessments - are in complete alignment and are adapted as needed for individual students. |
| <b>DOMAIN 3</b>  |   |  |  |  |
| <b>3a Expectations for Learning<br/>IL-PTS-2012.3.B<br/>IL-PTS-2012.3.I</b>                              | The instructional purpose of the lesson is unclear to students.   | The teacher's attempt to explain the instructional purpose has only limited success.   | The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning.   | The teacher links the instructional purpose of the lesson to the larger curriculum.  |
| <b>3a Directions and Procedures<br/>IL-PTS-2012.4.J</b>  | The directions and procedures are confusing.  | The directions and procedures must be clarified after initial student confusion.   | Directions and procedures are explained clearly and may be modeled.  | The directions and procedures are clear and anticipate possible student misunderstanding.  |
| <b>3a Explanations of Content<br/>IL-PTS-2012.2.C<br/>IL-PTS-2012.2.J<br/>IL-PTS-2012.5.L</b>            | The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use.   | The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. | The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. | The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used.   |
| <b>3a Use of Oral and Written Language</b>   | The teacher's spoken or written language contains errors of   | The teacher's spoken language is correct but uses vocabulary that is either limited or   | The teacher's spoken and written language is clear and correct and is suitable to  | The teacher's spoken and written language is expressive, and the teacher   |

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| <b>IL-PTS-2012.6.C</b><br><b>IL-PTS-2012.6.N</b>  | grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.   | not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.   | students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.   | finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.  |
| <b>3b Quality of Questions</b><br><b>IL-PTS-2012.2.C</b><br><b>IL-PTS-2012.2.K</b>  | The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession.   | The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.  | While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding.  | The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.  |
| <b>3b Discussion Techniques</b><br><b>IL-PTS-2012.4.K</b><br><b>IL-PTS-2012.6.S</b>   | Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. | Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved.   | The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking.  | Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions.  |
| <b>3b Student Participation</b><br><b>IL-PTS-2012.4.K</b><br><b>IL-PTS-2012.5.I</b><br><b>IL-PTS-2012.5.L</b><br><b>IL-PTS-2012.6.S</b> | Only a few students participate in the discussion.  | The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.  | The teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.   | Students themselves ensure that all voices are heard in the discussion.  |
| <b>3c Activities and Assignments</b><br><b>IL-PTS-2012.1.C</b><br><b>IL-PTS-2012.1.J</b>  | The learning tasks /activities are poorly aligned with the instructional outcomes, or require only rote responses with only one approach possible.  | The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. | The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. | Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. |
| <b>3c Instructional Materials and Resources</b><br><b>IL-PTS-2012.5.C</b>   | The learning materials and resources are poorly aligned with the instructional outcomes.  | The learning materials and resources are partially aligned with the instructional outcomes.  | The learning materials and resources are fully aligned with the instructional outcomes.   | The learning materials and resources are fully aligned with the instructional outcomes and provide challenging content that require complex thinking by students.  |
| <b>3c Grouping of Students</b><br><b>IL-PTS-2012.4.C</b><br><b>IL-PTS-2012.4.D</b>  | The groupings of students are unsuitable to the activities.   | The groupings of students are moderately suitable to the activities.   | The groupings of students are suitable to the activities.   | There is evidence of some student initiation of inquiry and student contributions to the exploration of  |

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| <b>IL-PTS-2012.4.K</b><br><b>IL-PTS-2012.4.N</b>   |  |   |  | important content; students may serve as resources for one another.  |
| <b>3c Structure and Pacing</b><br><b>IL-PTS-2012.1.J</b><br><b>IL-PTS-2012.4.L</b><br><b>IL-PTS-2012.4.M</b><br><b>IL-PTS-2012.5.I</b>   | The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.                        | The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.” | The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. | The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding. |
| <b>3d Assessment Criteria</b><br><b>IL-PTS-2012.7.L</b><br><b>IL-PTS-2012.7.Q</b>  | Students do not appear to be aware of the assessment criteria.   | Students appear to be only partially aware of the assessment criteria.  | Students appear to be aware of the assessment criteria.  | Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.   |
| <b>3d Monitoring of Student Learning</b><br><b>IL-PTS-2012.7.B</b><br><b>IL-PTS-2012.7.I</b><br><b>IL-PTS-2012.7.K</b>   | There is little or no monitoring of student learning;  | The teacher monitors student learning for the class as a whole.   | The teacher monitors student learning for groups of students.  | Assessment is fully integrated into instruction, through extensive use of formative assessment. Questions and the assessments regularly to diagnose evidence of learning by individual students.                               |
| <b>3d Feedback to Students</b><br><b>IL-PTS-2012.7.N</b>   | Feedback is absent or of poor quality.   | Feedback to students is general, and few students assess their own work.  | Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.  | A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning.   |
| <b>3d Student Self-Assessment and Monitoring of Progress</b><br><b>IL-PTS-2012.7.A</b><br><b>IL-PTS-2012.7.E</b><br><b>IL-PTS-2012.7.G</b><br><b>IL-PTS-2012.7.I</b><br><b>IL-PTS-2012.7.K</b><br><b>IL-PTS-2012.7.L</b><br><b>IL-PTS-2012.7.P</b> | Students do not engage in self- or peer assessment.  | Questions and assessments are rarely used to diagnose evidence of learning.   | Questions and assessments are regularly used to diagnose evidence of learning.   | Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students’ misunderstandings.  |
| <b>3e Lesson Adjustment</b><br><b>IL-PTS-2012.5.E</b>  | The teacher makes no attempt to adjust the lesson even when students don’t understand the content.                   | Adjustment of the lesson in response to assessment is minimal or ineffective.   | If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.   | The teacher successfully adjusts and differentiates instruction to address individual student misunderstandings.   |
| <b>3e Response to Students</b><br><b>IL-PTS-2012.1.L</b>   | The teacher ignores students’ questions.   | The teacher is somewhat successful in accommodating students’ questions.  | The teacher successfully accommodates students’ questions and interests.   | The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students’ interests.   |
| <b>3e Persistence</b><br><b>IL-PTS-2012.2.M</b><br><b>IL-PTS-2012.3.N</b><br><b>IL-PTS-2012.3.Q</b>  | When students have difficulty learning, the teacher blames them or their home environment for their lack of success. | The teacher has only a limited repertoire of strategies to use. The teacher accepts responsibility for the success.   | Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.                             | Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.                   |

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| <b>Domain 3 Instruction Summary</b>  | Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified. | Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to students' interests and their success in learning. | All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher and students make productive use of assessment. The teacher demonstrates flexibility in contributing to the success of the lesson and of each student. | All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher persists in the search for approaches to meet the needs of every student. |
| <b>DOMAIN 4</b>  |   |   |   |   |
| <b>4a Accuracy<br/>IL-PTS-2012.7.I IL-PTS-2012.9.K</b>   | The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson.   | The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.  | The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.  | The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.   |
| <b>4a Use in Future Teaching<br/>IL-PTS-2012.5.H<br/>IL-PTS-2012.7.J<br/>IL-PTS-2012.9.K</b>         | The teacher has no suggestions for how a lesson could be improved.  | The teacher makes general suggestions about how a lesson could be improved.   | The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.  | Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.   |
| <b>4b Accurate Records Student Completion of Assignments<br/>IL-PTS-2012.7.M<br/>IL-PTS-2012.9.J</b> | The teacher's system for maintaining information on student completion of assignments is nonexistent or in disarray.  | The teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.  | The teacher's system for maintaining information on student completion of assignments is fully effective.   | The teacher's system for maintaining information on student completion of assignments is fully effective. Students contribute information and participate in maintaining the records.   |
| <b>4b Accurate Records for Student Progress in Learning<br/>IL-PTS-2012.7.M<br/>IL-PTS-2012.9.J</b>  | The teacher's system for maintaining information on student progress in learning is nonexistent or in disarray.   | The teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.   | The teacher's system for maintaining information student progress in learning is fully effective.   | The teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in maintaining the records.  |
| <b>4b Non-instructional Records<br/>IL-PTS-2012.7.M IL-PTS-2012.9.J</b>                              | The teacher's records for non-instructional activities are in disarray, the result being errors and confusion.  | The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.   | The teacher's system for maintaining information on non-instructional records is fully effective.   | The teacher's system for maintaining non-instructional records is fully effective. Students contribute information and participate in maintaining the records.  |

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| <b>4c Communicating Information About the Instructional Program</b><br>IL-PTS-2012.9.L  | The teacher provides little information about the instructional program to families.         | The teacher makes sporadic attempts to communicate with families about the instructional program.   | The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. | The teacher communicates information about the instructional program frequently with families in a culturally sensitive manner, with students contributing to the communication.       |
| <b>4c Communicating Information About Individual Students</b><br>IL-PTS-2012.9.L  | The teacher's communication about students' progress is minimal.                             | The teacher makes sporadic attempts to communicate with families about the progress of individual students.   | The teacher conveys information about individual student progress in a culturally sensitive manner.   | The teacher communicates information about individual student progress frequently with families in a culturally sensitive manner, with students contributing to the communication.     |
| <b>4c Engagement of Families in the Instructional Program</b><br>IL-PTS-2012.8.D<br>IL-PTS-2012.9.N   | The teacher does not respond, or responds insensitively, to parental concerns.               | The teacher does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families. | The teacher makes some attempts to engage families in the instructional program.  | The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful. |
| <b>4d Relationships With Colleagues</b><br>IL-PTS-2012.9.N  | The teacher's relationships with colleagues are negative or self-serving.                    | The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.   | The teacher's relationships with colleagues are characterized by mutual support and cooperation.  | The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.          |
| <b>4d Involvement in a Culture of Professional Inquiry</b><br>IL-PTS-2012.9.P   | The teacher avoids participation in a professional culture of inquiry.                       | The teacher participates in the school's culture of professional inquiry when invited to do so.   | The teacher actively participates in a culture of professional inquiry.   | The teacher takes a leadership role in promoting a culture of professional inquiry.  |
| <b>4d Service to the School</b><br>IL-PTS-2012.8.E<br>IL-PTS-2012.9.O   | The teacher resisting opportunities to become involved.                                      | The teacher participates in school events when specifically asked.  | The teacher volunteers to participate in school events making a substantial contribution.   | The teacher volunteers to participate in school events making a substantial contribution and assuming a leadership role in at least one aspect of school life.                         |
| <b>4d Participation in School and District Projects</b><br>IL-PTS-2012.8.D<br>IL-PTS-2012.8.H<br>IL-PTS-2012.8.P<br>IL-PTS-2012.8.Q<br>IL-PTS-2012.8.T<br>IL-PTS-2012.9.N | The teacher avoids becoming involved in school or district projects.                         | The teacher participates in school and district projects when specifically asked.   | The teacher volunteers to participate in school or district projects, making a substantial contribution.  | The teacher volunteers to participate in school or district projects, making a substantial contribution and assuming a leadership role in at least one aspect of district life.        |
| <b>4e Enhancement of Content Knowledge and Pedagogical Skills</b><br>IL-PTS-2012.2.F<br>IL-PTS-2012.9.D<br>IL-PTS-2012.9.O  | The teacher engages in no professional development activities to enhance knowledge or skill. | The teacher participates to a limited extent in professional activities when they are convenient.   | The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.  | The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research to enhance content knowledge and pedagogical skill.          |
| <b>4e Receptivity to Feedback From</b>  | The teacher resists feedback on teaching performance from either                             | The teacher engages in a limited way with colleagues and supervisors in professional  | The teacher actively engages with colleagues and supervisors in professional  | The teacher solicits feedback on practice from both supervisors and colleagues.  |



|   |   |  |   |   |
|---|---|--|---|---|
| <b>Colleagues</b><br><b>IL-PTS-2012.8.L</b><br><b>IL-PTS-2012.9.O</b>   | supervisors or more experienced colleagues.   | conversation about practice, including some feedback on teaching performance.  | conversation about practice, including feedback about practice.   |   |
| <b>4e Service to the Profession</b><br><b>IL-PTS-2012.9.O</b><br><b>IL-PTS-2012.9.P</b>   | The teacher makes no effort to share knowledge with others or to assume professional responsibilities.  | The teacher finds limited ways to assist other teachers and contribute to the profession.  | The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.  | The teacher initiates important activities to contribute to the profession.   |
| <b>4f Integrity and Ethical Conduct</b><br><b>IL-PTS-2012.9.I</b>   | The teacher displays dishonesty in interactions with colleagues, students, and the public.  | The teacher is honest in interactions with colleagues, students, and the public.   | The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.   | The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.   |
| <b>4f Service to Students</b><br><b>IL-PTS-2012.1.L</b><br><b>IL-PTS-2012.9.Q</b>   | The teacher is not alert to students' needs.  | The teacher's attempts to serve students are inconsistent.   | The teacher is active in serving students.  | The teacher is highly proactive in serving students, seeking out resources when needed.   |
| <b>4f Advocacy</b><br><b>IL-PTS-2012.9.F</b>  | The teacher contributes to school practices that result in some students being ill served by the school.  | The teacher unknowingly contributes to some students being ill served by the school.   | The teacher works to ensure that all students receive a fair opportunity to succeed.  | The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.                   |
| <b>4f Decision Making</b><br><b>IL-PTS-2012.8.K</b>   | The teacher makes decisions and recommendations that are based on self-serving interests.   | The teacher's decisions and recommendations are based on limited though genuinely professional considerations.   | The teacher maintains an open mind in team or departmental decision making.   | The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.   |
| <b>4f Compliance With School and District Regulations</b><br><b>IL-PTS-2012.8.C</b><br><b>IL-PTS-2012.9.B</b><br><b>IL-PTS 2012.9.C</b><br><b>IL-PTS-2012.9.E</b><br><b>IL-PTS-2012.9.I</b><br><b>IL-PTS-2012.9.P</b><br><b>IL-PTS-2012.9.Q</b><br><b>IL-PTS 2012.9.R</b> | The teacher does not comply with school and district regulations.   | The teacher must be reminded by supervisors about complying with school and district regulations.  | The teacher complies fully with school and district regulations.  | The teacher complies fully with school and district regulations, taking a leadership role with colleagues.  |
| <b>Domain 4 Professional Responsibilities Summary</b>   | The teacher demonstrates low ethical standards and levels of professionalism, with poor record-keeping systems and skills in reflection, little or no | The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary record keeping systems and skills in reflection, modest communication with families or colleagues, | The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating | The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership |

|  |  |   |   |  |
|--|--|---|---|--|
|  | <p>communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth.</p> | <p>and compliance with expectations regarding participation in school and district projects and activities for professional growth.</p> | <p>frequently with families, actively participating in school and district events, and engaging in activities for professional development.</p> | <p>roles in both school and district projects, and extensive professional development activities. Where appropriate, students contribute to the systems for record keeping and family communication.</p> |
|--|--|---|---|--|

Adapted from the work of Charlotte Danielson, 2007.

## SECONDARY EDUCATION STUDENT TEACHING PRACTICUM AGREEMENT

**Student Teacher** \_\_\_\_\_ **Grade/Subject** \_\_\_\_\_

**Cooperating Teacher** \_\_\_\_\_ **Dates** \_\_\_\_\_

The practicum agreement is intended to give direction to activities agreed upon by the student teacher, the cooperating teacher, and the university supervisor.

- The first nine activities are to be checked by the Cooperating Teacher upon successful completion. The cooperating teacher signs the form after successful completion of all activities.
- The last four activities are to be checked by the University Supervisor upon successful completion, and then signed after successful completion of all activities.

### COOPERATING TEACHER OBSERVATIONS

- 1. Observe classes and classrooms at every level of the school. Observe classes addressing special needs of students. Become acquainted with roles of all personnel associated with the school's functions. Study school policies.
- 2. Observe within the classroom for several days. The purpose of this activity is to become acquainted with students, instructional materials, supplemental materials, other resources, scheduling, routines, and procedures.
- 3. Prepare appropriate and adequately constructed lesson plans before each week's instruction.
- 4. Manage the teaching-learning of the classes and subgroups of students on the basis of such criteria as goals, interests, and achievements.
- 5. Design and teach at least one complete unit of study within the content area.
- 6. Assume full responsibility for the class (without cooperating teacher's presence) for a designated period of time.
- 7. Learn to use materials, resources, and procedures which enhance the learning experience of students in the classroom.
- 8. Share ideas with and listen to the suggestions of the cooperating teacher.
- 9. Attend appropriate in-service sessions, PTA/PTO, and other meetings.

**Cooperating Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### UNIVERSITY SUPERVISOR OBSERVATIONS

- 1. Keep a reflective journal on personal thoughts and feelings towards teaching while moving through the student teaching experience.
- 2. Revise and update a written philosophy of education.
- 3. Develop a portfolio documenting the student teaching experiences.
- 4. Attend classroom management workshop, student teaching orientation sessions, and all student teaching seminars.

**University Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**SUMMATIVE EVALUATION  
TO THE COOPERATING TEACHER AND UNIVERSITY SUPERVISOR**

Your evaluation of the student teacher is extremely important in considering this candidate for a teaching position. Please complete this form as follows:

1. After each category listed, check in the space that, in your judgment, most accurately represents the quality of the trait or skill of the student teacher and at the appropriate point of the "Potential to Succeed" Scale.
2. Describe the performance of the student teacher in the space below in terms of his/her emotional stability, demonstrated ability to motivate students, knowledge of subject matter, questioning and communication skills, evaluation of student learning, and general suitability for teaching.

Student Teacher: \_\_\_\_\_ Grade/Subject(s) taught: \_\_\_\_\_  
 Teaching Term/Year: \_\_\_\_\_  
 School: \_\_\_\_\_ School Address: \_\_\_\_\_

| Domain                        | Illinois Professional Teaching Standard(s) | Unsatisfactory | Basic | Proficient | Distinguished |
|-------------------------------|--|----------------|-------|------------|---------------|
| Planning and Preparation      | 1, 2, 3, 5, 6, 7, 8                        |                |       |            |               |
| The Classroom Environment     | 1, 3, 4                                    |                |       |            |               |
| Classroom Instruction         | 1, 2, 4, 5, 6, 7, 8                        |                |       |            |               |
| Professional Responsibilities | 1, 3, 6, 7, 8, 9                           |                |       |            |               |

Based on the work of Charlotte Danielson, 2007.

| Potential to Succeed as a Beginning Teacher: | Unsatisfactory | Basic | Proficient | Distinguished |
|--|----------------|-------|------------|---------------|
|  |                |       |            |               |

Comments:

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

Student Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**STUDENT TEACHING SCHEDULE**

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_ WEEK OF \_\_\_\_\_

|                  | <b>TIME</b> | <b>TIME</b> | <b>TIME</b> | <b>TIME</b> | <b>TIME</b> | <b>TIME</b> | <b>TIME</b> |
|------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>MONDAY</b>    |             |             |             |             |             |             |             |
| <b>TUESDAY</b>   |             |             |             |             |             |             |             |
| <b>WEDNESDAY</b> |             |             |             |             |             |             |             |
| <b>THURSDAY</b>  |             |             |             |             |             |             |             |
| <b>FRIDAY</b>    |             |             |             |             |             |             |             |

**GOVERNORS STATE UNIVERSITY  
COLLEGE OF ARTS & SCIENCES**

SECONDARY EDUCATION

**Cooperating Teacher Evaluation: Student Teacher Preparation**

Name of Cooperating Teacher: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Semester: \_\_\_\_\_ 20\_\_\_\_

We need your suggestions. Would you candidly share your assessment of the student teaching experience for this past semester? Thank you.

Directions: Please circle the number which best represents your evaluation.

(1) Unsatisfactory    (2) Below Average    (3) Average    (4) Above Average    (5) Superior

- 1   2   3   4   5   1. Overall, I rate the student teacher's preparation for the student teaching practicum as \_\_\_\_\_. Please explain.
- 1   2   3   4   5   2a. The student teacher's professional competence (for example, student interaction, flexibility, interest, respect, constructive discipline, and effective language skills) is rated as \_\_\_\_\_. Please explain.
- 1   2   3   4   5   2b. The student teacher's competence in planning for instruction is rated as \_\_\_\_\_. Please explain.
- 1   2   3   4   5   2c. The student teacher's command of the English language is rated as \_\_\_\_\_. Please explain.
- 1   2   3   4   5   2d. The student teacher's personal competence (for example, commitment, persistence, promptness, relations, self-evaluation, and initiative) is rated as \_\_\_\_\_. Please explain.

**Cooperating Teacher Evaluation: Student Teacher Program**

- 1 2 3 4 5 3a. Overall, I rate the university supervisor's coordination of the student teaching practicum as \_\_\_\_\_. Please explain.
- 1 2 3 4 5 3b. The university supervisor's professional competence (for example, student teacher/cooperating teacher interaction, problem solving, helpful observations, growth stimulating conferences) is rated as \_\_\_\_\_. Please explain.
- 1 2 3 4 5 3c. The university supervisor's competence in furnishing helpful honest feedback from observations is rated as \_\_\_\_\_. Please explain.
- 1 2 3 4 5 3d. The university supervisor's competence in coordinating effective, helpful conferences is rated as \_\_\_\_\_. Please explain.
- 1 2 3 4 5 3e. The university supervisor's personal competence (for example, commitment, promptness, follow through, dependability, and relationships) is rated as \_\_\_\_\_. Please explain.
- 1 2 3 4 5 4. Please list outstanding strengths of the student teaching practicum.
- 1 2 3 4 5 5. Share any other information which could be helpful in the continuing development of the student teaching experience.

COLLEGE OF ARTS AND SCIENCES  
Secondary Education

**SCHOOL PRINCIPAL OR DESIGNEE EVALUATION**  
**Student Teaching Program**

Name of Principal or Designee: \_\_\_\_\_

School: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

We would appreciate your candid assessment of the student teaching experience. Your suggestions will provide us with valuable input as we strive to improve our secondary education program at GSU. Please describe your perceptions about the following aspects and kindly return the form to the university supervisor within the last two weeks of the term.

| AREA OF EVALUATION                                     | STRENGTHS - SUGGESTIONS |
|--|-------------------------|
| <b>Program Organization</b>                            | Strengths:              |
|  |                         |
|  | Suggestions:            |
|  |                         |
| <b>University Supervisor</b>                           | Strengths:              |
|  |                         |
|  | Suggestions:            |
|  |                         |
| <b>Student Teacher Preparedness<br/>– Academic</b>     | Strengths:              |
|  |                         |
|  | Suggestions:            |
|  |                         |
| <b>Student Teacher Preparedness<br/>- Professional</b> | Strengths:              |
|  |                         |
|  | Suggestions:            |
|  |                         |



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GOVERNORS STATE UNIVERSITY

**Withdrawal from Student Teaching**

Name \_\_\_\_\_

ID # \_\_\_\_\_

Address \_\_\_\_\_

Home phone # \_\_\_\_\_ E-mail address \_\_\_\_\_

I hereby officially withdraw from my student teaching assignment for the semester of \_\_\_\_\_, in the year \_\_\_\_\_. I understand that my application will be referred to the Student Progress Committee for consideration before an assignment will be made. My reason for withdrawing is as follows:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Classroom Observation Form  
Planning and Preparation/Professional Responsibilities

| <b>Domain 1: Planning and Preparation</b>           | <b>Observed</b> | <b>Comments</b> |
|---|-----------------|-----------------|
| 1a: Demonstrating Knowledge of Content and Pedagogy |                 |                 |
| 1b: Demonstrating Knowledge of Students             |                 |                 |
| 1c: Setting Instructional Outcomes                  |                 |                 |
| 1d: Demonstrating Knowledge of Resources/Technology |                 |                 |
| 1e: Designing Coherent Instruction                  |                 |                 |
| 1f: Designing Student Assessments                   |                 |                 |

| <b>Domain 4 – Professional Responsibilities</b> | <b>Observed</b> | <b>Comments</b> |
|---|-----------------|-----------------|
| 4a: Reflecting on Teaching                      |                 |                 |
| 4b: Maintaining Accurate Records                |                 |                 |
| 4c: Communicating with Families                 |                 |                 |
| 4d: Participating in a Professional Community   |                 |                 |
| 4e: Growing and Developing Professionally       |                 |                 |
| 4f. Showing Professionalism                     |                 |                 |

**Classroom Observation Form**

| <b>Domain 2 – Classroom Environment</b>             | <b>Observed</b> | <b>Comments</b> |
|---|-----------------|-----------------|
| 2a: Creating and Environment of Respect and Rapport |                 |                 |
| 2b: Establishing a Culture for Learning             |                 |                 |
| 2c: Managing Classroom Procedures                   |                 |                 |
| 2d: Managing Student Behavior                       |                 |                 |
| 2e: Organizing Physical Space                       |                 |                 |

| <b>Domain 3 - Instruction</b>                                | <b>Observed</b> | <b>Comments</b> |
|--|-----------------|-----------------|
| 3a: Communicating with Students                              |                 |                 |
| 3b: Using Higher Level Questioning and Discussion Techniques |                 |                 |
| 3c: Engaging Students in Learning                            |                 |                 |
| 3d: Using Assessment in Instruction                          |                 |                 |

University Supervisor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student Teacher signature: \_\_\_\_\_

Date \_\_\_\_\_

Cooperating Teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Governors State University

**University Supervisor Record**

Supervisor \_\_\_\_\_

Student \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

The following forms should be turned in for every student teacher. They should be submitted to the Program Coordinator at the conclusion of the Student Teaching Practicum.

\_\_\_\_\_ **Four (4) Formative Evaluation forms** (2 from supervisor, 2 from (each) cooperating teacher)

\_\_\_\_\_ **Two (2) Summative Evaluation forms** (1 from supervisor, 1 from (each) cooperating teacher)

\_\_\_\_\_ **Classroom Observation forms**

\_\_\_\_\_ **Student Teacher Practicum Agreement**

\_\_\_\_\_ **Student Teaching Portfolio**

\_\_\_\_\_ **This University Supervisor Record sheet**

**Record of Visits**

| Date | Length of visit | Focus of Visit |
|------|-----------------|----------------|
|      |                 |                |
|      |                 |                |
|      |                 |                |
|      |                 |                |
|      |                 |                |
|      |                 |                |

**COLLEGE OF ARTS AND SCIENCES**

**Secondary Education Teacher Licensure Exit Interview Form  
(for program withdrawal)**

Student Name \_\_\_\_\_ ID # \_\_\_\_\_

Withdrawing from which program? BTE \_\_\_\_\_ CTE \_\_\_\_\_ ETE \_\_\_\_\_ MTE \_\_\_\_\_

Reason(s) for wishing to withdraw? Check all that apply:

- (1) Need to work and make money \_\_\_\_\_
- (2) Could not afford tuition and fees \_\_\_\_\_
- (3) Not receiving financial aid \_\_\_\_\_
- (4) Family responsibilities making it difficult to continue \_\_\_\_\_
- (5) Need to graduate sooner \_\_\_\_\_
- (6) Did not fully understand the requirements of this program \_\_\_\_\_
- (7) Grade problems \_\_\_\_\_
- (8) Test problems \_\_\_\_\_
- (9) Course offerings and times \_\_\_\_\_

Other issues \_\_\_\_\_

\_\_\_\_\_

Student's signature (if available): \_\_\_\_\_

Faculty advisor: \_\_\_\_\_

Date: \_\_\_\_\_