



# Collaborative Student Teaching Handbook

2024-2025

UPDATED August 2024

*The School of Education at Elmhurst University prepares innovative and responsive professionals to uphold diversity, equity, and social justice through engagement in transformative education.*

## *A Note to Cooperating Teachers*

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Student teaching is an important professional experience with rewards for everyone involved in the process. For the student teacher, it is an opportunity to apply the research, theories, methods, and philosophies studied in coursework. For the professor and university supervisor, it represents a culminating teaching experience in guiding student teachers as they apply their knowledge and skills in classrooms. For the cooperating teacher, the experience provides the satisfaction of mentoring a new educator into the profession.

At Elmhurst University, we value collaborating with area schools and educators to mentor new teachers into our profession. Our goal is to provide all student teachers with cooperating teachers who will be able to help them realize their fullest potentials and develop a respect for and love of learning, a deep appreciation for diversity, and a commitment to social responsibility. In addition, all faculty members at Elmhurst University are former classroom teachers and we are committed to student teaching experiences that benefit the PK-12 students, the student teachers, and the cooperating teachers.

We want to thank all cooperating teachers and school administrators for providing our student teachers with the opportunity to complete this important milestone in their schools. May this be a most rewarding and valued experience for everyone.

### **THE SCHOOL OF EDUCATION FACULTY**

### **ELMHURST UNIVERSITY**

This *Student Teaching Handbook* is updated to conform to the present requirements of the Elmhurst University School of Education and the State of Illinois as of the last revision, August 2024. Specific program questions are to be directed to the appropriate program director. Please contact the School of Education and we will direct your questions to the appropriate faculty member.

### **ELMHURST UNIVERSITY SCHOOL OF EDUCATION**

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## **SCHOOL OF EDUCATION MISSION**

*The School of Education at Elmhurst University prepares innovative and responsive professionals to uphold diversity, equity, and social justice through engagement in transformative education.*

The School's mission statement describes qualities of teachers that all PK-12 students need: innovative and responsive professionals who uphold diversity, equity and social justice. Each teacher education program integrates content specialization, professional knowledge, and practice-centered learning. Teacher preparation programs at Elmhurst University take place within the context of liberal education. For program candidates, this underscores the interdependence among theory, research, and practice, and positions our candidates to be advocates for students and leaders in our profession.

*Elmhurst University inspires its students to form themselves intellectually and personally and to prepare for meaningful and ethical work in a multicultural, global society.*

From the Elmhurst University Mission Statement (2009)

### **TEACHER EDUCATION Goals & Outcomes (Aligned with 2013 Illinois Professional Teaching Standards)**

<b>Teacher Education Goals</b>	<b>Teacher Candidate Outcomes</b>		
#1: Develop and implement innovative approaches to content knowledge development that integrate cross-disciplinary knowledge through culturally responsive pedagogy.	1A: Implement and evaluate innovative, responsive, and evidence-based practices to advance content knowledge while affirming student identity. (IPTS 1, 2, 5)	1B: Utilize culturally relevant, critical, and anti-racist pedagogies demonstrating use of diverse and complex materials with opportunities for critical thinking to fully engage the curriculum. (IPTS 1, 3, 5)	
#2 Demonstrate how instructional planning, delivery, and assessment utilizes multiplicity of literacies present in our changing and interdependent world.	2A: Apply a multiplicity of literacies required for learning new content knowledge in order to guide students in processes to navigate their communities. (IPTS 2, 3, 5, 6)	2B: Apply multi-textual, multicultural, and multi-modal resources representing diverse ways of thinking within learning concepts. (IPTS 2, 3, 5)	
#3: Transform student learning opportunities using equitable and responsive instructional practices and assessments.	3A: Ensure equitable student-driven engagement in learning by leveraging student diversity through culturally responsive teaching. (IPTS 1, 5)	3B: Meet the individual needs of all students through developmentally appropriate practices with high expectations. (IPTS 2, 3, 5)	3C: Utilize non-biased assessments of student learning coupled with meaningful student feedback and self-assessment. (IPTS 1, 7)
#4: Create classroom environments that are inclusive and representative of students' cultural backgrounds within the classroom, school, and community.	4A: Uses classroom organizational routines and norms that align with restorative justice practices and are responsive to democratic and cultural values of all students and their families. (IPTS 4)	4B: Create an inclusive community of learners by using systems of support, materials, resources, and authentic artifacts that are welcoming and representative of all students and their families. (IPTS 4)	

#5 Engage in authentic experiences with, stakeholders (learners, families, colleagues, community) to develop collaborative practices both in and outside of the classroom that cultivate equitable and socially just learning environments	5A: Candidates will collaborate with stakeholders to create learning opportunities that affirm the lived experiences, diverse histories, and languages of the learning community. (IPTS 8)	5B: Candidates will collaborate with stakeholders to create equitable, supportive, and reflective learning environments. (IPTS 4, 8)	5C: Candidates will use a variety of resources to develop relationships with families and community agencies to recognize, develop, and implement plans that address the impacts of prejudice, bias, discrimination, and racism on student learning. (IPTS 8, 9)
#6 Engage as critical reflective practitioners who are committed to inclusive schools that ensure a quality anti-racist education for all students.	6A: Explains how critical reflection is utilized before, during, and after instruction through collaboration with others, interaction with theory and research, and analysis of student data and feedback. (IPTS 9)	6B: Advocates for self, students, and families by listening, communicating, and questioning that lead to the evaluation and adaptation of instructional practices and supports to address the needs of all students and families. (IPTS 9)	6C: Identifies issues relating to inequalities in teaching and learning by analyzing school policies and practices and ways to serve as agents of change in the school and community. (IPTS 9)

### ***CORE VALUES***

The values of the School of Education at Elmhurst University provide the foundation for all of our professional interactions and teacher education programs. Our core values are grounded in an understanding of learning that permeates in all coursework and clinical experiences.

#### **Advocacy**

We will listen, communicate, and question to provide the best possible educational environment and experience for all students and their families.

#### **Anti-racism**

We will explore and identify inequalities in educational systems and processes to provide inclusive and equitable experiences and opportunities for ALL students.

#### **Collaboration**

We value collaboration as the basis for developing and sustaining strong relationships with students, school partners, families, colleagues, and program alumni and alumnae.

#### **Reflectiveness**

We achieve excellence through on-going reflection, professional development, scholarship, and participation in collaborative learning communities.

### **Alignment of Standards and Dispositions**

Our courses and performance assessments are aligned to the Illinois Professional Teaching Standards (2013), Content Area Standards, Culturally Responsive Teaching Standards (CRTL) and our own student expectations in terms of dispositions. The teaching standards provide direction for our students throughout their programs.

To ensure alignment, our core values, mission, goals and objectives, and standards work together to create a holistic framework for our students. The Capstone aligns with the CRTL standards.

## THE ILLINOIS PROFESSIONAL TEACHING STANDARDS (2013) and R-E-A-C-H DISPOSITIONS

**Standard 1 - Teaching Diverse Students** - The competent student teacher creates learning experiences that are developmentally appropriate for each student's characteristics and abilities.

**Standard 2 - Content Area and Pedagogical Knowledge** – The competent student teacher demonstrates strong content knowledge when teaching, questioning, or assessing.

**Standard 3 - Planning for Differentiated Instruction** – The competent student teacher creates and adjusts differentiated lessons and units of instruction to meet all students' characteristics and needs.

**Standard 4 - Learning Environment** - The competent student teacher creates and maintains a safe, organized learning environment that is responsive to the diverse learning needs of all students.

**Standard 5 - Instructional Delivery** - The competent student teacher differentiates instruction by incorporating a variety of evidenced-based strategies and made modifications based on student feedback.

**Standard 6 - Reading, Writing, and Oral Communication** – The competent student teacher applies content area reading, writing, and oral communication to support student learning of content knowledge, strategies, and skills.

**Standard 7 – Assessment** - The competent student teacher creates and analyzes ongoing formative and summative assessments that guide instructional approaches and evaluates student learning outcomes.

**Standard 8 - Collaborative Relationships** - The competent student teacher builds and maintains equitable partnerships with school personnel and families to develop supportive processes for academic and social growth.

**Standard 9 - Professionalism, Leadership, and Advocacy** - The competent student 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 and acts according to R-E-A-C-H.

### **Dispositions according to R-E-A-C-H**

- **Responsibility.** Follows school guidelines, policies, and procedures (i.e. follows schools rules, arrives on time).
- **Ethics.** Upholds academic and professional integrity; maintains accurate and confidential school records; uses technology appropriately (i.e. phones, email); follows copyright and fair use practices.
- **Attitude.** Demonstrates a positive attitude towards students and staff; accepts and acts upon critical feedback.
- **Collegiality.** Asks colleagues for and acts upon constructive feedback; initiates and participates with colleagues in positive ways.
- **Honor.** Dresses and interacts respectfully; engages the learning community professionally; works to ensure all students have optimal opportunities to learn.

## Culturally Responsive Teaching Standards (2024)

Standard	Observable Behaviors
<p><b>Standard 1: Self-Awareness and Relationship to Others</b> Understand and value the notion that multiple lived experiences exist and that there is often not one “correct” way of doing or understanding something.</p> <p>Understand that what is seen as “correct” is most often based on our lived experiences.</p>	<ul style="list-style-type: none"> <li>• Candidate analyzes their own behavioral expectations for cultural bias.</li> <li>• Candidate invites lived linguistic experiences to the classroom.</li> <li>• Candidate uses oral history as evidence and part of research.</li> </ul>
<p><b>Standard 2: Systems of Oppression</b> Understand the differences between prejudice, discrimination, and racism, and how to operate at the interpersonal, intergroup, and institutional levels.</p> <p>Understand how the system of inequity has impacted them as an educator.</p> <p>Understand how current curriculum and approaches to teaching impact students who are not a part of the dominant culture.</p> <p>Understands how this system of inequity reinforces certain suppositions as the norm.</p>	<ul style="list-style-type: none"> <li>• Candidate uses school data to work with colleagues to identify unique needs of students based on their racial, gender, and other significant identity markers.</li> <li>• Candidate creates ways within their lessons and assessments to address the differing needs of students related to their identities.</li> <li>• Candidate identifies disproportionality in discipline statistics and names them as part of a system of inequity.</li> <li>• Candidate identifies areas for improvement based on data analysis and actively pursues solutions to the disproportionality represented in the data.</li> </ul>
<p><b>Standard 3: Students as Individuals</b> Learns from and about their students’ culture, language, and learning styles to make instruction more meaningful and relevant to their students’ lives.</p> <p>Develops positive, strength-based partnerships with students and their families by learning about them, soliciting their opinions, and valuing their expectations, especially with those marginalized by schools in the past.</p> <p>Shares the classroom systems and policies (expectations, agreements, recognition, and incentive practices, etc.) used in the classroom with students’ families and aligns them to the values and cultural norms of those families.</p>	<ul style="list-style-type: none"> <li>• Candidate finds opportunities to connect with students in the school setting outside of the classroom (e.g., join lunch time in the cafeteria).</li> <li>• Candidate encourages and provides opportunities for small conversations (e.g., makes intentional time to build one-on-one relationships).</li> <li>• Candidate educates themselves on students’ communities, cultures, and histories through discussion and exploration.</li> <li>• Candidate conducts home visits, shops in the school community, or volunteers for community events in an effort to understand local community culture beyond simple classroom conversations.</li> </ul>
<p><b>Standard 4: Students as Co-Creators</b> Consistently solicits students’ input on the curriculum (e.g., interests, people, or concepts).</p> <p>Co-creates — with students — the collective expectations</p>	<ul style="list-style-type: none"> <li>• Candidate provides students with regular opportunities to share their experiences, thoughts, and perspectives.</li> <li>• Candidate facilitates check-in</li> </ul>

<p>and agreements regarding the physical space and social-emotional culture of the classroom and school.</p> <p>Creates and embeds student leadership opportunities into the student experience (e.g., peer-led discussion, student-led workshops, and student-run schoolwide initiatives).</p>	<p>circles.</p> <ul style="list-style-type: none"> <li>• Candidate asks students to add their experiences and backgrounds where possible (e.g., How are our norms/class values similar to or different from your own values and those of your family?).</li> <li>• Candidate uses restorative practices to support and sustain equitable student voice.</li> <li>• Candidate creates opportunities for others to join the conversation by asking questions, listening to and acknowledging the opinions of others, and being open-minded to peers.</li> </ul>
<p><b>Standard 5: Leveraging Student Advocacy</b> Offers guidance to students on how to develop a self-advocacy plan to inform decisions and choices.</p> <p>Helps students identify actions that can be taken to apply learning to develop opportunities and relationships for alliances.</p> <p>Creates a risk-taking space that promotes student advocacy.</p> <p>Researches and offers student advocacy content with real-world implications.</p>	<ul style="list-style-type: none"> <li>• Candidate informs students on what self-advocacy means for learning (e.g., an affluent background with more power in decision-making).</li> <li>• Candidate differentiates assignments, creating a democratic classroom with student input opportunities (processes, products, policies, practices).</li> <li>• Candidate provides space and time (in the classroom/school setting) to allow for student feedback and for that feedback to be implemented in an authentic way.</li> <li>• Candidate is aware of the power of real transformative shifts that have happened in society (grassroot social justice movements) and allows students to think critically about them.</li> <li>• Candidate shares restorative justice principles and other similar techniques.</li> </ul>
<p><b>Standard 6: Family and Community Collaboration</b> Regularly interacts with students, families, and communities in both English and home language through methods of their preference.</p> <p>Actively seeks multiple perspectives and contributions from families and the community and invites them to actively share their opinions, feedback, and concerns that impact the school community.</p> <p>Invites family and community members to teach about topics that are culturally specific and aligned to the classroom curriculum and/or content area.</p> <p>Collaborates effectively over time with the local community and community agencies, when and where</p>	<ul style="list-style-type: none"> <li>• Candidate communicates by email, text, phone, and/or letter; attends events; schedules and attends impromptu conferences; surveys families and partners; includes digital and in-person formats; invites family and community to participate in class visits; and works on collaborative projects with teaching peers.</li> <li>• Candidate invites families to the classroom, school, and events, and co-creates events and activities with families and community members.</li> <li>• Candidate provides regular updates through newsletters and progress</li> </ul>

<p>appropriate, to promote a positive environment for student learning.</p>	<p>reports, facilitates access to resources, and offers supplementary materials.</p>
<p><b>Standard 7: Content Selections in All Curricula</b>  Identifies and articulates the purposeful ways in which marginalized communities are represented in curriculum, including print, digital media, and other classroom resources.</p> <p>Ensures text selections reflect students’ classroom, community, and family culture.</p> <p>Ensures teacher and students co-create content that encourages critical thinking about culture and includes counternarratives to dominant culture.</p>	<ul style="list-style-type: none"> <li>• Candidate ensures students are represented in the curriculum by examining it for diverse representation in authors of both informative and literary text, characters, and settings.</li> <li>• Candidate creates relevancy statements for each unit of instruction in order to connect abstract content to the lives of the students.</li> <li>• Candidate considers biases in language and experiences with assessments, such as tests that require background knowledge of a lived experience (e.g., flying on an airplane).</li> <li>• Candidate allows students to choose the way they are assessed within a given discipline, unit, or context to offer a menu of assessment options within a lesson.</li> </ul>
<p><b>Standard 8:  Student Representation in the Learning Environment</b></p> <p>Verifies that course materials are representative of all students, including materials for centers, stations, labs, classroom libraries, etc.</p> <p>Ensures classroom and building decorations are inclusive of all students throughout the building or within the community or city at large.</p>	<ul style="list-style-type: none"> <li>• Candidate encourages inclusive language and space inside and outside of the classroom.</li> <li>• Candidate conducts periodic walk-throughs of the school and/or surveys the student body to learn students’ perspectives on how well their experiences are represented throughout the learning environment.</li> <li>• Candidate uses decorations in the classroom and building that are representative of the cultures and identities of all students.</li> </ul>



## OVERVIEW OF STUDENT TEACHING

Student teaching is the culmination of every teacher preparation program. It is one of the most important experiences in the education of new teachers. The prospective teacher has the opportunity to assume increasing responsibility for guiding the learning of a group of students over a span of consecutive weeks. Under the guidance of a cooperating teacher, the student teacher observes and then participates in the same activities as the classroom teacher. When the experience is successfully completed, in conjunction with fulfilling other programmatic and licensure requirements, the student teacher will be eligible for induction into the teaching profession. A “semester” corresponds to the dates of the University term. The length of the student teaching varies by licensure program:

<b>Licensure Program</b>	<b>Student Teaching Requirements</b>
<b><u>Early Childhood Education</u></b>	<ul style="list-style-type: none"> <li>• 1 full semester –in a primary K-2 classroom or in a PreK early childhood classroom</li> <li>• University supervisors visit a minimum of 6 visits for the full semester placement</li> </ul>
<b><u>Elementary Education</u></b>	<ul style="list-style-type: none"> <li>• 1 full semester in a grade 1-6 elementary school classroom</li> <li>• University supervisors visit a minimum of 6 visits for the full semester placement</li> </ul>
<b><u>Secondary &amp; Middle Grade Education</u></b>	<ul style="list-style-type: none"> <li>• 1 full semester in a 5-8 middle school classroom <b>OR</b></li> <li>• 1 full semester in a 9-12 secondary classroom</li> <li>• University supervisors visit a minimum of 6 visits for the full semester placement</li> <li>• 1 full semester, 2 placements for PK-12 licensure (art, music, theater or physical education); one (1) placement in a K-5 assignment AND one (1) placement in a 6-12 assignment</li> <li>• University supervisors visit a minimum of 3 visits for each placement, total 6 visits</li> </ul>
<b><u>Special Education</u></b>	<ul style="list-style-type: none"> <li>• 1 full semester in K-12 general education classroom/resource classroom OR in a K-12 self-contained special education classroom.</li> <li>• University supervisors visit a minimum of 6 visits for the full semester placement</li> </ul>

## **TEACHER PERFORMANCE ASSESSMENT**

In previous years, student teachers completed a performance-based assessment (edTPA), to demonstrate their understanding of teaching and student learning. It required student teachers to develop and teach a learning segment of three to five lessons, and collect a variety of artifacts - including learning materials, video footage of instruction, and student work. In August 2023, a bill was passed by the Illinois General Assembly that no longer requires the use of the edTPA. The bill also creates a task force to study different evaluation tests for teachers, and looks at creating a new one that could be implemented across the state. Teacher candidates completing student teaching in Fall 2024 will have their edTPA requirement waived. The Illinois General Assembly will let us know what will be required in Spring 2025 and whether the edTPA will return as a requirement.

Regardless of the edTPA waiver, university supervisors and student teachers will provide mentors and cooperating teachers with specific guidelines related to our Teacher Performance Assessments using an ePortfolio and a Capstone.

## **AUGUST EXPERIENCES**

School faculty members typically participate in institute activities at the outset of the school year as well as spend time preparing for the school year. Fall student teachers are required to participate in these opening school year activities as part of their student teaching assignment. August experiences for Spring student teachers vary by program. August experiences are valuable because they allow the student teacher to become acquainted with school personnel, students, and the host school prior to the official beginning of full-time student teaching. Additionally, many Spring semester student teachers will be required to observe and participate in classroom experiences on a regular basis throughout the Fall semester. In this way, student teachers are able to begin their student teaching assignments at the active participation and teaching levels in the suggested phases of student teaching. While teacher candidates participate in August experiences, the official student teaching experience coordinates with the Elmhurst University academic calendar.

## **STUDENT TEACHING PLACEMENTS**

The program director must initially approve all student teaching placements. The Director of Field Experiences, who oversees field experiences and student teaching placements in the School of Education, then sends the student teacher's academic records, resume, and other pertinent data to a district superintendent or

designated administrative personnel. The school district representative determines whether the student teacher can be assigned within the district and where the assignment will be.

### STUDENT TEACHING SEMINARS

Student teaching seminars are scheduled prior to the student teaching semester and in a series of sessions during full time student teaching. Semester calendars, which include seminar dates and times, are distributed to student teachers and their cooperating teachers at the beginning of the semester.

**Seminar attendance is required of all student teachers and, depending on the seminar schedule, may necessitate leaving their schools before the end of the school day to travel to campus.**

The seminars provide information, instruction, and opportunities to reflect on teaching and assist student teachers in the teacher performance assessments. Teacher licensure requirements, legal aspects of teaching, and professional preparation for employment are reviewed during seminars. The seminars also provide opportunities for student teachers to share their experiences during student teaching. These discussions enrich new teachers' understandings of the variety of educational contexts and insights into teaching methods. Cooperating teachers, principals, and other interested personnel are always welcome to attend the seminars.

### ADMISSION AND ELIGIBILITY REQUIREMENTS FOR STUDENT TEACHING

Elmhurst University teacher candidates, who have been accepted to a teacher education program, must fulfill the following to be admitted to student teaching.

1. Completion of all *Student Teaching Application* materials by the announced deadline. Late applications will **not** be accepted.
2. Successful completion of Portfolio Review and Checkpoint #2, which includes evidence of:
  - Growth and development in Program and School of Education goals.
  - Positive professor evaluations from Elmhurst University faculty in program courses.
  - Successful field experiences with positive evaluations from mentor teachers.
  - Maintenance of a record of professional conduct and submission of an updated Criminal Background Investigation Check (CBI) with the school district.
  - Maintenance of a cumulative grade point average of 2.750 or above [all University coursework].
  - Maintenance of a major grade point average of 2.750 OR as designated by the major school.

- Documentation of a minimum of 100 hours of field experiences that meet program-wide and program specific requirements. At least 50 hours must be documented in diverse field experiences.
- Completion of all licensure courses with earned grades of “C -” or higher and major course requirements. No incompletes may be pending.
- Passing score on the appropriate content area test(s) for licensure prior to student teaching.

Prospective student teachers’ academic records and requirements are reviewed and approved formally by the School of Education faculty and then by the Teacher Education Committee.

### **DEFINITION OF COLLABORATIVE TEACHING**

A mentoring process where the cooperating teacher and the teacher candidate build a strong teaching relationship through the development and use of communication, collaboration, planning, and reflection in order to provide shared instruction for all learners. Both the cooperating teacher and the teacher candidate utilize the co-teaching strategies and are actively involved and engaged in all aspects of the instructional cycle (planning, instruction and assessment).

**CO-TEACHING STRATEGIES - Within these models, the teachers NEED to switch roles. Collaborative Teaching needs to occur during at least one or more class(es)/periods/blocks per day throughout the student teaching semester.**

- ✓ **One Teach, One Observe** – One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher.
- ✓ **One Teach, One Assist** – One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.
- ✓ **Station Teaching** – The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station.
- ✓ **Parallel Teaching** – Each teacher instructs half the students. The two teachers address the same instructional objectives. This can be taught the same way or differentiated to meet the needs of the learners.
- ✓ **Alternative Teaching** – This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.
- ✓ **Team Teaching** – Well-planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Both teachers are actively involved in the lesson, from a student’s perspective. There is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

## EXPECTATIONS OF COLLABORATION DURING STUDENT TEACHING

**Seminar I: Shared Practices to Enhance Learning for All.** All programs and majors must attend the first shared seminar. All other seminars are planned per program (e.g., Early Childhood/Special Education, Elementary Education, and Secondary Education).

1. The Cooperating Teacher and Student Teacher must set aside time to co-plan at least once per week.
2. Student teachers must complete the Requirements for Program Completion as outlined in Section 4 of the Policies and Procedures Handbook.

## LEVELS OF PROGRESSION IN STUDENT TEACHING

The levels of experience in student teaching are suggested to help the cooperating teacher direct the activities of the student teacher while providing for a gradual progression into full-time classroom instruction. "Full-time" is the typical contractual schedule of a licensed full-time lead teacher in a school district (i.e., the cooperating teacher). Time limits have been suggested for the various levels, but the length of each period will depend upon the "readiness" of each student teacher to move from one level to the next.

### **LEVEL I: PURPOSEFUL OBSERVATION & ASSISTANT TO THE TEACHER**

Typically purposeful observation occurs during field experience in the semester **prior** to student teaching and will be monitored formatively by the University supervisor. (Supervisors use the first page of the University Supervisor Observation Form for this formative evaluation.)

During the semester prior to student teaching, the prospective student teacher begins teaching to become familiar with the students, curriculum, and classroom routines. In the term just prior to full time student teaching, the mentor/cooperating teacher will be emailed a formative evaluation on the prospective student teacher to help the program director determine readiness for student teaching.

Suggested Activities:

1. Learn about the students through reviewing permanent records, taking attendance, collecting and grading papers, and observing in-class and out-of-class activities.
2. Review the textbooks, teaching manuals, instructional units, and other teaching materials used and teach some lessons as determined by the mentor teacher.
3. Understand assessments, individualized education plans, and Tier I, II, & III interventions.
4. Know the responsibilities of the cooperating teacher, the school policies (e.g., mandated reporting, emergency response procedures, crisis intervention protocol, problem solving with colleagues, professional growth, family participation), classroom procedures, and schedules.

5. Learn about special services available through the library/resource centers, student services, computer/technology labs, etc.
6. Observe additional teachers at other levels and assignments at the student teaching site.

## **LEVEL II: PLANNING & PARTICIPATION**

*Typically, **Week 1** of full-time student teaching, **IF** the student teacher did **NOT** participate in the classroom previously.*

During this period, the student teacher participates in the routine teacher duties in the classroom.

Suggested Activities:

1. Prepare materials for classroom use, i.e., charts, bulletin boards, and duplicated seat work.
2. Work with groups of students or individual students.
3. Participate in lunch duty, hall duty, and related supervision activities.

## **LEVEL III: COLLABORATIVE TEACHING UNDER GUIDED SUPERVISION**

*Typically begins in **Week 2** of the full-time student teaching placement.*

The student teacher is responsible for classroom instruction under the guidance and supervision of the cooperating teacher. Follow-up conferences are held daily.

Suggested Activities:

1. Develop lesson plans with the assistance of the cooperating teacher and University supervisor.
2. Conduct instruction under the supervision of the cooperating teacher.
3. Assist the cooperating teacher in preparing, administering, and evaluating assignments as well as formal and informal assessments. Engage in selected co-teaching strategies.
4. Assist with assembly programs, class meetings, and extra/co-curricular activities.

## **LEVEL IV: TEACHING: TEACHER CANDIDATE IS LEAD COLLABORATOR**

*Typically begins when the student teacher has demonstrated readiness to assume all instructional responsibilities. A formative evaluation (midterm) will be sent to the cooperating teacher to be completed at the end of the student teacher's **first full week of total responsibility**. Depending on the length of the student teaching assignment, the student teacher is expected to assume full responsibility for a minimum number of weeks:*

- Early Childhood placements: 8 weeks during a full semester placement
- Elementary placements: 8 weeks during a full semester placement
- Secondary & Middle placements: 8 weeks during a full semester placement, OR 4 weeks during each K-12 placement
- Special Education placements: 8 weeks during a full semester placement

Typical Activities:

1. Pre-assess, develop, administer, and evaluate classroom assessments.

2. Develop and implement teaching units, lessons, and learning based on assessment data with the assistance of the cooperating teacher and the University supervisor.
3. Plan and implement instruction for extended periods **without the direct supervision of the cooperating teacher**.
4. Assume routine responsibilities, such as taking attendance, reporting absences, distributing newsletters, grading assignments, recording grades, attending meetings, working with other staff members, communicating with families, and attending to daily administrative matters.

#### **LEVEL V: “PHASING OUT”**

*All student teachers will remain in their assignments for the prescribed amount of time.*

Typical activities:

1. During the final week of a student teaching placement, the student teacher:
  - will assist with instructional responsibilities as the cooperating teacher resumes primary responsibility for instruction.
  - **may be required to arrange a specified number of observations of other teachers’ classes.** These observations are often very meaningful because the student teacher has the added perspective from teaching students over an extended period of time.
5. During finals week, student teachers will participate in a capstone experience and some student teachers may be required to attend meetings on campus.

#### **ATTENDANCE DURING STUDENT TEACHING**

- Student teachers attend school for the full day and are expected to follow the requirements for teacher arrival and departure. The School of Education recommends that student teachers arrive at school 30 to 60 minutes prior to student arrival and leave no earlier than one hour after student departure.
- Student teachers follow the school district’s calendar for teachers, not Elmhurst University’s schedule. Student teachers are expected to attend all school activities that are required for the cooperating teacher with the exception of responsibilities for which the cooperating teacher receives a stipend or for which the building administrator does not consider attendance appropriate for a student teacher.
- Student teachers must report absences to the cooperating teacher, University supervisor, and the program director prior to the start of the school day on which the absence will occur. Absences should be for personal emergencies, illness, or death in the family. There are no excused absences. Depending on the length of student teaching, multiple absences will result in an extension of or an “incomplete” grade in student teaching. Student teachers must have pre-approval from the cooperating teacher, University supervisor, and program director to miss student teaching for any other reason (e.g., job interview).
- Student teachers can attend a job fair/interview if they gain the approval of their cooperating teacher

and supervisor. The student teacher must also leave plans for any classes for which they are responsible.

- Student teachers are expected to participate (unless participation is restricted) in all the school district trainings, professional development activities, safety drills, and Institute Days.
- Student teachers are NOT excused from student teaching for any sport related activities which occur during the school day. If student teaching candidates are participants in a sport, they are instructed to plan to student teach during the term their sport is not active. Participation can occur during Friday evenings, Saturdays, and Sundays as long as the activity does not interfere with the student teaching responsibilities.
- Student teachers cannot attend study away courses or take personal vacations that would cause them to miss any days that their school is in session.



## **SUGGESTED ACTIVITIES IN COLLABORATIVE STUDENT TEACHING**

(Through collaboration with the cooperating teacher, the student teacher, and the University supervisor, these suggested levels may be modified to meet individual needs and situations.)

Collaborative Teaching needs to occur during at least one or more classes/periods/blocks.

<b>Suggested Levels of Progression</b>	<b>Full Term – 1 Placement 15 weeks</b>	<b>Full Term – 2 Placements, 8 weeks per placement</b>	<b>Responsibilities of Pair</b>
<i>Level 1: Observation and Assistant to the Teacher</i>	Practicum prior to ST OR Week 1	Practicum prior to ST	<ul style="list-style-type: none"> <li>• Identify cultural/community assets</li> <li>• Identify 1 content area/period/block for collaborative teaching</li> <li>• Observe and collect data on classroom management, instructional methods, individual student strengths/needs</li> <li>• Conduct informal interviews with school professionals (e.g., Social Worker, Speech-language Pathologist, SPED teacher, ESL teacher)</li> <li>• Assist teacher with instructional methods, strategies, and classroom responsibilities</li> <li>• Complete collaboration survey and debrief with the Triad</li> </ul>
<i>Level 2: Planning and Participation</i>	Weeks 1-2 (Full time ST)	Week 1 (Full time ST)	<ul style="list-style-type: none"> <li>• Begin planning with Cooperating Teacher (CT) for collaborative class</li> <li>• Implement a consistent collaborative planning time for the pair</li> <li>• Assist teacher with instructional methods, strategies, and assessment</li> <li>• Utilize a variety of co-teaching strategies during collaborative class</li> <li>• Reflect with Cooperating Teacher after each lesson</li> </ul>
<i>Level 3: Collaborative Teaching under Guided Supervision</i>	Weeks 2-4	Weeks 2-3	<ul style="list-style-type: none"> <li>• Transition to Lead Collaborator</li> <li>• Initiate collaboration for meeting student needs</li> <li>• Assume responsibility for teaching additional classes</li> <li>• Utilize a variety of co-teaching strategies during collaborative class</li> <li>• Print daily lesson plans for the collaborative teaching class/period/block and put in binder</li> <li>• Reflect with Cooperating Teacher after each lesson</li> <li>• After reflection with CT, communicate with supervisor about goals for teaching</li> </ul>
<i>Level 4: Teacher Candidate becomes Lead Collaborator</i>	By week 4 By week 6	By week 4	<ul style="list-style-type: none"> <li>• Assume full responsibility for planning, instructing, and assessing ALL instructional classes/periods/blocks</li> <li>• Initiate ideas for lessons and plan lessons</li> <li>• Seek resources within the families, school, and community to enhance lessons</li> <li>• Utilize a variety of co-teaching strategies</li> <li>• Print daily lesson plans and put in binder</li> <li>• Reflect with CT about strengths and areas for improvement</li> </ul>
<i>Level 5: Phasing Out</i>	Week 14	Week 8	<ul style="list-style-type: none"> <li>• Develop a “phase-out” plan</li> <li>• Observe selected teachers in school</li> <li>• Debrief <i>Collaborative Student Teaching</i> with CT and Supervisor</li> </ul>

\*Collaborative Teaching needs to occur during at least one or more classes/periods/blocks\*

## **ROLES AND RESPONSIBILITIES AND SUPPORTS OF THE TRIAD**

During the collaborative student teaching experience, the three members of the team are referred to as a triad. The triad consists of the student teacher candidate, the cooperating teacher, and the University supervisor. The roles and responsibilities of each triad member follow.

### **Student Teacher's Role and Responsibilities**

Although the cooperating teacher assumes primary responsibility for guiding the student teacher, the student teacher must assume certain responsibilities to help make the student teaching experience a success. Some of the roles and responsibilities of the student teacher include but are not limited to:

- ✓ Come ready to learn, be enthusiastic and show initiative.
- ✓ Introduce yourself to team members and school personnel.
- ✓ Ask questions and discuss professional issues; share ideas and work cooperatively to be flexible.
- ✓ Plan engaging standards-based lessons, know and implement co-teaching strategies.
- ✓ Accept feedback and put suggestions for improvement into practice.
- ✓ Be proactive in initiating communication with your triad members. Any questions and concerns should be immediately communicated to your University supervisor.
- ✓ Demonstrate respectful behaviors.
- ✓ Be reflective in your practice, be patient with yourself and your cooperating teacher.
- ✓ Implement the rules, regulations, policies, and curriculum of the district, school and classes in an informed manner, including State and school district policies and procedures as a mandated reporter.
- ✓ Attend all faculty meetings, including faculty/school/team meetings, parent conferences, parent-teacher meetings, and institute days; attend all student related extra-curricular activities for which the cooperating teacher may or may not be compensated.
- ✓ Report to the cooperating teacher, the University supervisor, and program director as soon as possible by telephone or e-mail if illness or an emergency makes it impossible to attend school; provide substitute plans for instructional responsibilities.
- ✓ Acknowledge that the professional and legal responsibilities of the classroom remain with the cooperating classroom teacher at all times.
- ✓ Prepare school reports and keep class records accurately and efficiently.
- ✓ Attend all student teaching seminars as scheduled. In the event of unavoidable absence, the University supervisor must be notified and a written explanation must be filed with the program director.
- ✓ Assume responsibilities associated with efficient and effective classroom management, particularly in its relation to student motivation and discipline.
- ✓ Maintain confidentiality in the sharing and use of student information.
- ✓ Complete Time Logs, as well as other program requirements, and submit them to the University supervisor or program director at the end of the student teaching period.
- ✓ Adhere to the Technology Acceptable Use Policy of the district.
- ✓ Completing ePortfolio and Capstone assessments and securing artifacts and recordings
- ✓ Securing signed permission forms before/during the first week of student teaching – consulting with University faculty if permission is not granted
- ✓ Presenting signed permission forms to their seminar instructor

- ✓ Collaborating with mentor teacher to determine focus of learning/teaching
- ✓ Completing all requirements for program completion
- ✓ Enter and verify all student teaching hours in the Sonia database

### **Cooperating Teacher's Role, Responsibilities, and Supports**

The cooperating teacher has a central role in making the student teaching program a successful experience.

The cooperating teacher's roles and responsibilities include but are not limited to:

- ✓ Help the student teacher feel comfortable and welcome.
- ✓ Share materials and ideas.
- ✓ Know and implement the co-teaching strategies.
- ✓ Observe and provide constructive feedback during collaborative teaching practice.
- ✓ Model effective teaching strategies and professional behavior.
- ✓ Be flexible, allow the student teacher to try new ideas.
- ✓ Communicate your expectations.
- ✓ Be understanding and patient.
- ✓ Become acquainted with the background of the assigned student teacher, the information in the Student Teaching Application packet, and the Student Teaching Handbook.
- ✓ Know and implement co-teaching strategies with the student teacher.
- ✓ Acquaint the student teacher with the overall school program, including school regulations and policies, the inter-relationships of various areas and schools, administrative forms, curriculum patterns, curriculum and instructional materials, and student needs.
- ✓ Guide the student teacher in the preparation and implementation of daily and long-range lesson plans and gradually increase the student teacher's responsibilities in these areas.
- ✓ Create an atmosphere conducive to a harmonious working relationship and guide the student teacher in the development of the skills, knowledge, and dispositions needed for developing professional teaching competencies.
- ✓ Observe and conference with the student teacher on a daily basis to provide feedback and concrete suggestions for improvement, to support the self-assessment of personal and professional qualities of the student teacher; help the student teacher assess progress, strengths, and areas where instructional improvement is needed.
- ✓ Apprise the University supervisor immediately in the event of a problem or concern, large or small.
- ✓ Assist the University supervisor in assessing the progress of the student teacher by meeting with the supervisor at each visit, completing a mid-term assessment, and conferencing regularly with the student teacher and supervisor to discuss growth and development as well as any areas for concern.
- ✓ Submit an electronic formative midterm evaluation and a \*\*final summative evaluation.
- ✓ Prepare a letter of recommendation/evaluation on school district letterhead and send to the School of Education at the end of the student teaching period.
- ✓ Verify the Student Teaching Time Log in the Sonia Database

*\*\*Please be advised that summative evaluations by the cooperating teacher are required by the Illinois State Board of Education for students to be entitled for licensure. Students cannot exit the program without these results being recorded. Therefore, receipt of the final summative evaluation in a timely manner is not only appreciated but necessary. All cooperating teacher honorariums and vouchers are dependent on the receipt of the final evaluation and letter of recommendation.*

#### Support Teacher Performance Assessments:

- ✓ Asking open-ended or probing questions; allowing candidate to reach his/her own conclusions
- ✓ Debriefing observations; aim at improving teacher competencies aligned with program values and rubric constructs (when shared)
- ✓ Explaining general design of curriculum materials or instruction and assessment strategies
- ✓ Assisting with filming, set up in the classroom
- ✓ Discouraging any attempts to fabricate evidence or plagiarize work
- ✓ Editing is not permitted

### **University Supervisor's Role, Responsibilities, and Supports**

The University supervisor is the liaison between Elmhurst University and school personnel and works in collaboration with the cooperating teacher and student teacher to make the student teaching program a successful experience. The University supervisor's roles and responsibilities are essential to the student teaching experience and include but are not limited to:

- ✓ Provide a systematic and consistent presence during the student teaching experience.
- ✓ Act as a confidante for both the cooperating teacher and the student teacher.
- ✓ Be an advocate for the student teacher.
- ✓ Help the team build good communication and facilitate positive interactions.
- ✓ Set clear expectations; be honest about the student teacher's performance, growth, and development.
- ✓ Stress the importance of dispositions and professionalism.
- ✓ Handle the difficult situations that might arise.
- ✓ Be knowledgeable in and supportive of the use of co-teaching strategies.
- ✓ Contact the program director **immediately** with any concerns or questions as the need arises during the student teaching experience – no matter how insignificant.
- ✓ Acquaint school personnel with the requirements and student teaching policies of Elmhurst University.
- ✓ At the first visit, during the second week of the placement, meet with the student teacher and the cooperating teacher to familiarize them with the contents of the *Student Teaching Handbook*, with an emphasis on the individual responsibilities and the evaluation process.
- ✓ Visit and observe the student teacher on a regular basis as per the recommended schedule in this handbook.
- ✓ Evaluate progress during the student teaching period on a continuous basis and provide the student teacher with suggestions for improvement and opportunities to self-assess teaching strengths and weaknesses.
- ✓ Confer at **each visit** with the cooperating teacher and the student teacher regarding the student teacher's strengths, needs, and areas of concern, planning for remediation if necessary.

- ✓ Serve as a discussion leader and resource person during scheduled seminars and feedback sessions with student teachers.
- ✓ Assist the cooperating teacher in the procedures for completing the student teacher's midterm assessment and final evaluation.
- ✓ Schedule a conference to discuss the cooperating teacher's midterm formative feedback.
- ✓ Schedule additional conferences and visits as needed to provide guidance during each student teaching phase.
- ✓ Submit an electronic early term feedback form and a summative evaluation for the student teacher.
- ✓ Write a letter of recommendation/evaluation for each student teacher and submit these letters to the School of Education by the designated date.
- ✓ Access Elmhurst University Blackboard page, ISBE website
- ✓ Ask open-ended or probing questions (editing is not allowed)
- ✓ Expect candidates to complete their own analysis of students and commentaries
- ✓ Use rubrics or rubric language to debrief observations
- ✓ Attend scheduled seminars to further discussions for ePortfolios and Capstones
- ✓ Encourage the completion of all requirements for licensure
- ✓ Discourage any attempts to fabricate evidence or plagiarize work

## **RESPONSIBILITIES OF SCHOOL PERSONNEL**

### **The Superintendent or Administrative Designee**

The superintendent's or designee's responsibilities include:

- Assisting in the formulation and establishment of a receptive attitude and professional philosophy toward the student teaching program by school board members, principals, teachers, students, and parents.
- Collaborating with University representatives in making necessary contractual arrangements.
- Encouraging the participation of qualified teachers in the student teaching program.
- Providing information and district policies, as required by the University, for the efficient and effective implementation of the student teaching program.

### **The Principal or Designee**

The school principal or designee assumes the administrative responsibility for the student teaching program in the respective building. These responsibilities include:

- Working directly with the superintendent or designated administrator in recommending cooperating teachers and in placing student teachers.
- Orienting student teachers to the school, its policies, operating procedures, the community, and its educational goals, problems, and approaches.
- Communicating the student teaching program to parents, school faculty, and students.
- Establishing a school atmosphere that is conducive to a positive learning experience for the student teacher.
- Securing a substitute teacher in the cooperating teacher's absence who will supervise the student teacher.
- Assisting the cooperating teacher and the University supervisor in evaluating the University programs and individual student teachers.

## EVALUATION OF THE STUDENT TEACHER

Evaluation is a continuous, collaborative process involving the cooperating teacher, University supervisor, and the student teacher, as well as the building administrator, whenever possible. Both professional and instructional characteristics are considered in the evaluation process. Evaluations enable the student teacher to assess professional growth and determine strengths and areas for improvement. Cooperating teachers serve as the key professionals in the evaluation process. Daily observation of and conferences with the student teacher maximize opportunities to guide professional growth and development. Positive accomplishments should be emphasized whenever possible. Self-evaluations by the student teacher are expected throughout student teaching to help develop reflective practice. The University supervisor contributes to the evaluation process through periodic observations of instruction and conferencing. The University supervisor, student teacher, and the cooperating teacher collaborate in developing an action plan that will support the student teacher's continuous improvement, remediate any weaknesses, and promote reflective practice as a beginning teacher.

Cooperating teachers and University supervisors complete on-line **formative early term** evaluations. This formative *Early Term Feedback Form* is to be completed at the end of the first week of full-time instructional responsibilities and should assess the student teacher's performance at that time. If a student teacher's performance is **Unsatisfactory** in any area or indicates two or more **Developing OR Needs Improvement** ratings, a three-way Intervention Conference is held. The University supervisor summarizes the meeting in writing, outlining the reason(s) for the area(s) of concern and the actions needed for demonstrating proficiency in each area. Copies of the summary are reviewed by the student teacher and cooperating teacher; then the University supervisor submits the written summary of the meeting to the Program Director. Upon receipt of the Intervention Conference report, the Program Director will complete a review to determine the conditions for the successful completion of the placement. As part of the Program Director's review, a field observation may be completed by the Program Director. The Program Director will provide a written summary of the review to the student teacher with copies to the cooperating teacher, University supervisor, and School Dean.

If the cooperating teacher(s) and/or school district conclude the student teacher is not fulfilling the responsibilities related to planning, instruction, assessment, professional dispositions, and any other student teacher related responsibilities based on frequent and regular evaluation feedback and data that has been shared with the student teacher, and terminates the placement, a formal review will be conducted by the School Dean and include the cooperating teacher, University supervisor, Program Director, and field director. All evaluation data submitted by the cooperating teacher and the University supervisor will be reviewed, along with the affiliation agreement, to determine if the teacher candidate will be formally removed from student teaching and the licensure program (see

Policies and Procedures Handbook: section 2.63). All removal decisions can be appealed to the University-wide Teacher Education Committee.

A **summative** student teaching evaluation is completed on-line at the **completion** of the student teaching experience and follows a similar format with a similar rating scale. Summative evaluations by the cooperating teachers are required by the Illinois State Board of Education for students to be entitled for licensure. The summative ratings for this student teacher should reflect the readiness of a **beginning** first year teacher.

**The ratings for both feedback forms are:**

**EXCELLENT** = The teacher candidate performing at this level consistently surpasses expectations and standards and demonstrates the potential to quickly become an instructional leader inside and outside the classroom. This candidate requires no support to provide a high level of instruction and is ready to assume classroom responsibilities as a first-year teacher.

**PROFICIENT** = The teacher candidate performing at this level consistently meets expectations and standards for a beginning teacher. This candidate requires minimal support and shows continuous improvement in all areas. The candidate demonstrates strong potential for success as a first-year teacher.

**DEVELOPING**= (only used in Early Term and Mid-Term evaluations) The teacher candidate performing at this level is able to articulate knowledge, but has not yet demonstrated performance for a beginning teacher. This candidate will require support to fully demonstrate knowledge which can be observed through their teaching in the classroom. The candidate is not yet ready to assume responsibilities but has potential for success with some additional support and resources.

**NEEDS IMPROVEMENT** = The teacher candidate performing at this level is below the expectations and standards or performs in a manner that is inconsistent with the expectations and standards in one or more critical areas and needs additional time and support to develop. The candidate is not yet ready to assume the responsibilities of a first-year teacher.

**UNSATISFACTORY** = The teacher candidate performing at this level consistently performs below expectations and standards. The candidate requires additional clinical practice before licensure.

## OVERALL RATING OF STUDENT TEACHER

**PASS** = An overall rating of **EXCELLENT** or **PROFICIENT** with *NO MORE THAN TWO "NEEDS IMPROVEMENT" RATINGS, AND NO UNSATISFACTORY RATINGS* indicates a **PASS** for Student Teaching

**NO PASS** = An overall rating of **NEEDS IMPROVEMENT** or **UNSATISFACTORY** indicates a **NO PASS** for Student Teaching

(Please see the Levels of Performance on page 18 to help guide this rating.)

This rating is determined by the cooperating teacher(s) on the **summative** evaluation and recommended to the Program Director. If a *No Pass* overall rating is submitted, it must have been preceded by a conference with the Program Director, the University supervisor, the student teacher, and the cooperating teacher(s). The Program Director will post the final grade/rating, which is dependent on completion of all student teaching requirements as well as the cooperating teacher(s)' and University supervisor's evaluations. Any questions concerning the final grade and/or **summative** evaluation rating must be addressed to the Program Director.

If a Program Director recommends licensure for a student teacher without a *Passing* evaluation, the candidate must appear with the University supervisor and Program Director at a Licensure Review prior to the recommendation for licensure. If a Program Director does not recommend licensure for a candidate who completed all requirements but earned two or more Needs Improvement ratings on the cooperating teacher evaluation, a Licensure Review must be held. The candidate must appear with the University Supervisor and Program Director at a licensure review meeting prior to any entitlement for an educator license. The Licensure Review Committee consists of the School Dean, the Licensure Officer, and a Program Director chosen by the School Dean. This three-person committee will determine by a majority vote to endorse or not to endorse the recommendation for licensure. The Committee's decision will stand. However, a candidate may appeal the denial of licensure to the Teacher Education Committee.

Cooperating teachers also submit a letter of recommendation/evaluation at the culmination of the student teaching experience. The University will provide additional instructions for completing all evaluations and letters of recommendation through email and the University supervisor. A copy of the letter of recommendation/evaluation will be retained in the student teacher's folder in the School of Education for five years.



## School of Education: LEVELS OF PERFORMANCE – STUDENT TEACHERS

<https://www.isbe.net/Pages/Educator-Evaluations.aspx>

Illinois Teacher candidates in the School of Education are evaluated using the same levels of performance that have been adopted and are being used to evaluate teachers and administrators in Illinois. The four performance categories are:

CATEGORY	DESCRIPTION for Student Teachers	LOOK FORS *Goals listed on pp. 3-4 & IPTS listed on pp. 4-5 of handbook
EXCELLENT = 3	The teacher candidate performing at this level consistently surpasses expectations and standards and shows the potential to quickly become an instructional leader inside and outside the classroom. This candidate requires no support to provide a high level of instruction and is ready to assume classroom responsibilities as a first-year teacher.	Demonstrates excellence as a beginning teacher: <ul style="list-style-type: none"> <li>• Outstanding content knowledge and skills (Goal 1) [IPTS 2, 5, &amp; 6]</li> <li>• Effectively uses culturally responsive processes in developing and assessing content knowledge (Goal 1) [IPTS 2, 5, &amp; 6]</li> <li>• Highly successful differentiated instruction that consistently demonstrates a positive impact on all students' learning (Goal 2) [IPTS 1, 3, 5, &amp; 7]</li> <li>• Engagement of all students in a positive learning environment (Goal 3) [IPTS 4]</li> <li>• Exemplary collaboration and communication (Goal 4) [IPTS 8]</li> <li>• A role model for other teachers and the profession (Goal 5) [IPTS 8 &amp; 9]</li> </ul>
PROFICIENT = 2	The teacher candidate performing at this level consistently meets expectations and standards for a beginning teacher. This candidate requires minimal support and shows continuous improvement in all areas. The candidate shows strong potential for success as a first-year teacher.	Shows high levels of proficiency and continuous growth in all of the following: <ul style="list-style-type: none"> <li>• Proficiency in content knowledge and skills (Goal 1) [IPTS 2, 5, &amp; 6]</li> <li>• Develops content knowledge that connects students' cultural frames of reference (Goal 1) [IPTS 2, 5, &amp; 6]</li> <li>• Appropriately planned instruction that has a positive impact on learning for each student (Goal 2) [IPTS 1, 3, 5, &amp; 7]</li> <li>• Maintaining a positive learning environment (Goal 3) [IPTS 4]</li> <li>• Using effective collaboration and communication (Goal 4) [IPTS 8]</li> <li>• Demonstrating the willingness and ability to become an excellent classroom teacher (Goal 5) [IPTS 8 &amp; 9]</li> </ul>
NEEDS IMPROVEMENT = 1	The teacher candidate performing at this level is below the expectations and standards or performs in a manner that is inconsistent with the expectations and standards in one or more critical areas and needs additional time and support to develop. The candidate is not yet ready to assume the responsibilities of a first-year teacher.	Requires additional support and time for developing in one or more of the following areas: <ul style="list-style-type: none"> <li>• Content knowledge and skills (Goal 1) [IPTS 2, 5, &amp; 6]</li> <li>• Culturally responsive pedagogy (Goal 1) [IPTS 2, 5, &amp; 6]</li> <li>• Planning instruction that has a positive impact on student learning (Goal 2) [IPTS 1, 3, 5, &amp; 7]</li> <li>• Maintaining a positive learning environment (Goal 3) [IPTS 4]</li> <li>• Effective collaboration or communication (Goal 4) [IPTS 8]</li> <li>• Willingness or ability to assume teaching responsibilities (Goal 5) [IPTS 8 &amp; 9]</li> </ul>
UNSATISFACTORY = 0	The teacher candidate performing at this level consistently performs below the expectations and standards. The candidate requires additional clinical practice before licensure.	Is unable to demonstrate one or more of the following: <ul style="list-style-type: none"> <li>• Content knowledge and skills (Goal 1) [IPTS 2, 5, &amp; 6]</li> <li>• Culturally responsive pedagogy (Goal 1) [IPTS 2, 5, &amp; 6]</li> <li>• Planning instruction that has a positive impact on student learning (Goal 2) [IPTS 1, 3, 5, &amp; 7]</li> <li>• Maintaining a positive learning environment (Goal 3) [IPTS 4]</li> <li>• Effective collaboration or communication (Goal 4) [IPTS 8]</li> <li>• Willingness or ability to assume responsibilities of a teacher (Goal 5) [IPTS 8 &amp; 9]</li> </ul>

## SAMPLE: COOPERATING TEACHER EARLY TERM FEEDBACK FORM

The longer complete form will be e-mailed to all cooperating teachers to be completed near the end of the student teacher's first week of full-time instruction.

### Cooperating Teacher Early Term Feedback Form

Date: \_\_\_\_\_  
 Student teacher: \_\_\_\_\_  
 \_\_\_\_\_  
 Teacher: \_\_\_\_\_

Grade Level(s)/Subject Area: \_\_\_\_\_ School: \_\_\_\_\_  
 Student Teaching Term: Fall \_\_\_ Spring \_\_\_ Cooperating  
 University Supervisor: \_\_\_\_\_

**DIRECTIONS:** Please rate the student teaching to reflect the expected growth and development at this time of a beginning student teacher. The ratings for this formative feedback form are:

**Excellent (5)** = Advanced for a Student Teacher  
**Proficient (4)** = Expected for a Student Teacher  
**Developing (3)** = Some support needed

**Needs improvement (1)** = Needs additional support  
**Unsatisfactory (0)** = Not ready to assume full time responsibility

<b>RATINGS</b>	<i>3</i>	<i>2</i>	<i>1</i>	<i>0</i>	<i>Comments</i>
<b>Standard 1 – Teaching Diverse Students.</b> Creates learning experiences that are developmentally appropriate for each student's characteristics and abilities.					
<b>Standard 2 – Content &amp; Pedagogical Knowledge.</b> Demonstrates strong content knowledge when teaching, questioning, or assessing.					
<b>Standard 3 –Planning for Differentiated Instruction.</b> Creates and adjusts differentiated lessons and units of instruction to meet all students' characteristics and needs.					
<b>Standard 4 – Learning Environment.</b> Creates a safe, organized learning environment that is responsive to the diverse learning needs of all students.					
<b>Standard 5 – Instructional Delivery.</b> Differentiates instruction by incorporating a variety of evidenced-based strategies and made modifications based on student feedback.					
<b>Standard 6 – Reading, Writing, and Oral Communication.</b> Applies content area reading, writing, and oral communication to support student learning of content knowledge, strategies, and skills.					
<b>Standard 7 – Assessment.</b> Creates and analyzes ongoing formative and summative assessments that guides instructional approaches and evaluates student learning outcomes.					
<b>Standard 8 – Collaborative Relationships.</b> Builds and maintains equitable partnerships with school personnel and families to develop supportive processes for academic and social growth; implements co-planning and co-teaching strategies during instruction.					
<b>Standard 9 – Professionalism, Leadership, and Advocacy.</b> 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.					
<b>DISPOSITIONS</b>	<i>3</i>	<i>2</i>	<i>1</i>	<i>0</i>	<i>Comments</i>
• <b>Responsibility:</b> Follows school guidelines, policies & procedures (i.e. arrives on time); is reliable in preparation & participation					
• <b>Ethics:</b> Upholds academic & professional integrity; maintains accurate & confidential student records; uses technology appropriately (i.e. phones, email); follows copyright & fair use practices.					
• <b>Attitude:</b> Demonstrates a positive attitude towards students & staff; accepts and acts upon critical feedback					
• <b>Collegiality:</b> Asks colleagues for & acts upon constructive feedback; initiates & participates with colleagues in positive ways					
• <b>Honor:</b> Dresses & interacts respectfully; engages the learning community professionally; works to ensure all students have optimal opportunities to learn..					

*Additional Comments:*

## SAMPLE: COOPERATING TEACHER SUMMATIVE EVALUATION

The longer complete form will be e-mailed to all cooperating teachers at the completion of the full-time student teaching experience.

### Cooperating Teacher Summative Student Teacher Evaluation

Student teacher: \_\_\_\_\_ Grade Level(s)/Subject Area: \_\_\_\_\_  
 School: \_\_\_\_\_ Student Teaching Term: Fall \_\_\_ Spring \_\_\_ Cooperating  
 Teacher: \_\_\_\_\_ University Supervisor \_\_\_\_\_

**DIRECTIONS:** Please rate the student teaching indicating the readiness to assume the responsibilities of a *beginning teacher*.  
 The ratings for this summative feedback form are:

*Excellent (3)* = Advanced for a Student Teacher  
*Proficient (2)* = Expected for a Student Teacher

*Needs improvement (1)* = Needs additional support  
*Unsatisfactory (0)* = Not ready to assume full time responsibility

RATINGS	3	2	1	0	Comments
<b>Standard 1 – Teaching Diverse Students.</b> Creates learning experiences that are developmentally appropriate for each student’s characteristics and abilities.					
<b>Standard 2 – Content &amp; Pedagogical Knowledge.</b> Demonstrates strong content knowledge when teaching, questioning, or assessing.					
<b>Standard 3 –Planning for Differentiated Instruction.</b> Creates and adjusts differentiated lessons and units of instruction to meet all students’ characteristics and needs.					
<b>Standard 4 – Learning Environment.</b> Creates a safe, organized learning environment that is responsive to the diverse learning needs of all students.					
<b>Standard 5 – Instructional Delivery.</b> Differentiates instruction by incorporating a variety of evidenced-based strategies and made modifications based on student feedback.					
<b>Standard 6 – Reading, Writing, and Oral Communication.</b> Applies content area reading, writing, and oral communication to support student learning of content knowledge, strategies, and skills.					
<b>Standard 7 – Assessment.</b> Creates and analyzes ongoing formative and summative assessments that guides instructional approaches and evaluates student learning outcomes.					
<b>Standard 8 – Collaborative Relationships.</b> Builds and maintains equitable partnerships with school personnel and families to develop supportive processes for academic and social growth; implements co-planning and co-teaching strategies during instruction.					
<b>Standard 9 – Professionalism, Leadership, and Advocacy.</b> 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.					
DISPOSITIONS	3	2	1	0	Comments
• <b>Responsibility:</b> Followed school guidelines, policies & procedures (i.e. arrived on time); was reliable in preparation & participation					
• <b>Ethics:</b> Upheld academic & professional integrity; maintained accurate & confidential student records; used technology appropriately (i.e. phones, email); followed copyright & fair use practices.					
• <b>Attitude:</b> Demonstrated a positive attitude towards students & staff; accepted and acted upon critical feedback					
• <b>Collegiality:</b> Asked colleagues for and acted upon constructive feedback; initiated & participated with colleagues in positive ways					
• <b>Honor:</b> Dressed & interacted respectfully; engaged the learning community professionally; worked to ensure all students had optimal opportunities to learn.					

Please check an **overall** rating of the student teacher indicating the readiness to assume full time teaching.

- Overall rating – **EXCELLENT = PASS** - needs no support, consistently independent and demonstrates readiness to assume full time teaching
- Overall rating – **PROFICIENT = PASS** - needs minimal support [target] and demonstrates readiness to assume full time teaching.
- Overall rating – **Needs improvement = NO PASS** - needs frequent support and guidance and does NOT demonstrate readiness to assume full time teaching.
- Overall rating – **Unsatisfactory = NO PASS** - unsatisfactory performance with support and does NOT demonstrate readiness to assume full time teaching.

Additional Comments \_\_\_\_\_

**College Supervisor Observation Feedback Rating Form - Observation #**

Student Teacher:

Learning/Subject Area(s):

School:

Cooperating Teacher:

Grade(s)

Class Size

Time:

**DIRECTIONS:** Complete this observation rating form using the scale below. Comment on any needs improvement or unsatisfactory ratings. Please attach the anecdotal record.

**Excellent (3) = Advanced for a Student Teacher**

**Needs improvement (1) = Needs additional support**

**Proficient (2) = Expected for a Student Teacher**

**Unsatisfactory (0) = Not ready to assume full time responsibility**

	3	2	1	0	Comments on Standards
<b>Standard 1 – Teaching Diverse Students.</b> Creates learning experiences that are developmentally appropriate for each student's characteristics and abilities.					
<b>Standard 2 – Content &amp; Pedagogical Knowledge.</b> Demonstrates strong content knowledge when teaching, questioning, or assessing.					
<b>Standard 3 – Planning for Differentiated Instruction.</b> Creates and adjusts differentiated lessons and units of instruction to meet all students' characteristics and needs.					
<b>Standard 4 – Learning Environment.</b> Creates a safe, organized learning environment that is responsive to the diverse learning needs of all students.					
<b>Standard 5 – Instructional Delivery.</b> Differentiates instruction by incorporating a variety of evidenced-based strategies and made modifications based on student feedback.					
<b>Standard 6 – Reading, Writing, and Oral Communication.</b> Applies content area reading, writing, and oral communication to support student learning of content knowledge, strategies, and skills.					
<b>Standard 7 – Assessment.</b> Creates and analyzes ongoing formative and summative assessments that guides instructional approaches and evaluates student learning outcomes.					
<b>Standard 8 – Collaborative Relationships.</b> Builds and maintains equitable partnerships with school personnel and families to develop supportive processes for academic and social growth; <b>implements co-planning &amp; co-teaching strategies during instruction.</b>					
<b>Standard 9 – Professionalism, Leadership, and Advocacy.</b> 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.					
<b>DISPOSITIONS</b>	3	2	1	0	Comments on Dispositions
• <b>Responsibility:</b> Follows school guidelines, policies & procedures (i.e. arrives on time); is reliable in preparation & participation					
• <b>Ethics:</b> Upholds academic & professional integrity; maintains accurate & confidential student records; uses technology appropriately (i.e phones, email); follows copyright & fair use practices.					
• <b>Attitude:</b> Demonstrates a positive attitude towards students & staff; accepts and acts upon critical feedback					
• <b>Collegiality:</b> Asks colleagues for & acts upon constructive feedback; initiates & participates with colleagues in positive ways					
• <b>Honor:</b> Dresses & interacts respectfully; engages the learning community professionally; works to ensure all students have optimal opportunities to learn.					

College Supervisor Name

Date

**College Supervisor Observation Feedback Anecdotal Record**  
**Please attach any additional documents including lesson plans**

Student Teacher: \_\_\_\_\_ Observation # \_\_\_\_\_

Student Teacher Areas of Strength:

Student Teacher Areas for Improvement:

Student Teacher Goals for next observation:

**At this point in the clinical semester:**

- The student teacher is demonstrating growth and development in all instructional areas. Next observation date scheduled for: \_\_\_\_\_
- The student teacher's performance is below expectations. An additional observation is scheduled for: \_\_\_\_\_

**College Supervisor Name:** \_\_\_\_\_

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

Please attach copies of any additional documentation (e.g., copies of lesson plans).

**College Supervisor Observation Feedback Additional Comments - Observation #**

Additional Comments

Email observations within 24 hrs to the applicable program directors, student teacher, and cooperating teacher  
eecoobs@elmhurst.edu      eedobs@elmhurst.edu  
secobs@elmhurst.edu      speobs@elmhurst.edu

**College Supervisor Name:**

**Date:**

## GUIDELINES FOR DOCUMENTING OBSERVATIONS

University supervisor will:

1. Use the School of Education electronic observation form (type directly onto the form using a laptop) for observations and carefully follow this rubric:
  - EXCELLENT = needs no support, consistently independent and demonstrates advanced growth and development for a student teacher.
  - PROFICIENT = needs minimal support and demonstrates expected growth and development for a student teacher.
  - NEEDS IMPROVEMENT = needs frequent support and guidance and does NOT demonstrate expected growth and development for a student teacher.
  - UNSATISFACTORY = unsatisfactory performance with support and does NOT demonstrate expected growth and development for a student teacher.
2. Review the information on the observation form with the student teacher and cooperating teacher if they are available.
3. Send the observation form electronically to the student teacher, cooperating teacher and Program Director within 24 hours of the observation.

Keep all observation documentation (e.g., copies of lesson plans) and attach to a hard copy of the observation form. School copies of observation forms and observation documentation are submitted at the end of the term with the letter of recommendation and online supervisor evaluation.

## GUIDELINES FOR LETTER OF RECOMMENDATION

All letters must be completed on school or district letterhead, dated, and signed by the cooperating teacher. If the letters are sent electronically, they must be in a PDF format with a signature.

The letter should contain, but not necessarily be limited to, the following information regarding the student teacher and the performance.

Introduction:

- where and when the experience occurred (school, district, dates of experience)
- classroom community information (grade level, subject areas, classroom demographics)

Body of the letter:

- description and evaluation of the student teacher's areas of strength and/or areas of growth and/or areas of concern as observed during the experience (use any of the professional teaching standards or any method that will provide information about the student teacher's performance and impact on student learning.)

Conclusion:

- a recommendation as to the readiness of the student teacher to assume the role of a first-year teacher

The letter should reflect on the student teacher's experiences with the children, parents, faculty, and staff in the school. Cooperating teachers may use any measure of evaluation that is familiar and comfortable. The letter should clearly state the readiness of the student teacher to perform the responsibilities of a *first-year* teacher. These letters will be used by the student teacher on applications and for future employment. The letter should give an honest summation of the experience. If there are any questions or you need any assistance, please contact the University supervisor.

## **GUIDELINES FOR PLACEMENTS AND SUPERVISION**

The following *minimum* standards for student teaching placements and supervision are applied by the School of Education at Elmhurst University to support positive and successful student teaching experiences.

**University Supervisors.** Supervision from the University should have a positive impact on student teacher growth. The qualifications for supervision are as follows:

1. The University supervisor should have had preparation for supervision either through experience or professional study and should have had experience as a teacher in a PK-12 classroom. The formal degree requirements for a University supervisor should exceed the minimums specified for the cooperating teacher in the school.
2. Each supervisory visit should be of sufficient time to allow the University supervisor to understand the student teacher's instruction and consult with the student teacher, the cooperating teacher, and appropriate administrative personnel. The total time spent by the supervisor in visitation and contact in the student teaching situation should allow the University supervisor to take an active part in the final evaluation of the student teacher.
3. The number of student teachers assigned to a University supervisor should provide adequate time for individual supervision.

**Cooperating Teachers.** Cooperating teachers constitute the central group of professionals in the success of student teaching programs. Cooperating teachers are recognized as excellent classroom teachers qualified for their responsibilities through experience and preparation.

1. The Cooperating Teacher should:
  - Be licensed and qualified to teach in the assigned area.
  - Have a minimum of three years of teaching experience.
  - Have received a proficient or above performance rating in the most recent evaluation
  - Be directly engaged in teaching subject matter or learning activities in the area of student teaching
  - Have demonstrated the ability and willingness to mentor a student teacher.
  - Meet all district requirements for serving as a cooperating teacher and be endorsed by the principal or designee for supervising a student teacher for the particular semester.
2. The Cooperating Teacher's workload, including teaching, extra-curricular activities, and committee assignments, should not be heavier than that normally assigned to other teachers.
3. The Cooperating Teacher cannot be supervising more than one student teacher at the same time.



**Organization of the Student Teaching Program.** The student teaching program should be organized to encourage maximum professional growth on the part of the student teachers. It should include extensive and intensive experiences necessary for successful induction into teaching.

1. The student teaching experience should be organized to provide for maximum full-time instructional responsibilities to the greatest extent possible.
2. Student teaching experiences must provide the candidate with opportunities to observe and to participate in the typical out-of-classroom activities of teachers.
3. The cooperating teacher should be provided with academic background information about the student teacher needed to offer adequate mentoring.
4. The University will make the student teachers aware of P.A. 96-1452 and Section 10-21.9 of the School Code which requires the school district to direct the student teacher to obtain a Criminal History Records Information Check (FBI) with results being sent directly to the central administration of the district and also to inform them of any additional screenings required by individual school districts
5. The University will inform the cooperating teachers and prepare the student teachers to complete the Teacher Performance Assessment during the first half of the student teaching experience.
6. The University will ensure mandated reporter training and acknowledgement of mandated reporter status for every student teacher.
7. The student teacher should proceed as rapidly as possible toward full responsibility for the classroom with the expectation that readiness to do so will be achieved during the first half of the student teaching period. The final judgment in determining readiness for full responsibility rests with the cooperating teacher. It is recommended that some teaching be done in the absence of the cooperating teacher.
8. The student teacher is **never** to be used as a substitute teacher.
9. Although the student teacher is assigned to a cooperating teacher, other professional staff members such as other teachers, administrators, supervisors, and officers of local professional organizations should participate in the mentoring process.
10. The University will secure an accurate permanent record of each student teacher's experience including the clock hours spent in actual teaching in the Sonia database.
11. The final overall rating on the cooperating teacher's final evaluation is either a *PASS* or *NO PASS*. Please see pages 22-24 for full directions. This overall rating is based on the summative evaluations from the cooperating teacher and the University supervisor. If a *No Pass* overall rating is submitted, it must have been preceded by a conference with the Program Director, the University supervisor, the student teacher, and the cooperating teacher(s). A *Passing* final evaluation is a rating of *Excellent* or *Proficient*.
12. If agreement on a final rating is not possible, the Program Director will determine the final rating.
13. If a Program Director recommends licensure for a student teacher without a *Passing* evaluation, the

candidate must appear with the University supervisor and Program Director at a Licensure Review prior to the recommendation for licensure.

14. If a Program Director does not recommend licensure for a candidate who completed all requirements but earned two or more needs improvement ratings on the cooperating teacher evaluation, a Licensure Review must be held. The candidate must appear with the University Supervisor and Program Director at a licensure review meeting prior to any entitlement for an educator license.
15. The Licensure Review Committee will consist of the School Dean, the licensure officer, and a Program Director chosen by the Dean. This three-person committee will determine by a majority vote to endorse or not to endorse the recommendation for licensure. The Committee's decision will stand. However, a candidate may appeal the denial of licensure to the Teacher Education Committee.

### **Selection of Schools and Cooperating Teachers**

The School of Education at Elmhurst University has defined procedures for the assignment of student teachers. These arrangements include preparation of cooperating teachers and administrators for their duties. They encompass the following:

- Assignment of a student teacher to a school and to a cooperating teacher should be made jointly by a representative of the University and the superintendent of schools or designee with the consent of the cooperating teacher.
- Initial inquiry for obtaining student teaching assignments should always be directed to the superintendent of schools or designee. No pressure should be exerted by either the University or the school system in the process of selection.
- The schools chosen should be accredited. They should have demonstrated consistent educational policies over a number of years, should provide academic freedom and sufficient resources to their teachers, and should welcome the opportunity to have student teachers.
- The University, through the University supervisors, implements an educational process for explaining student teaching policies and procedures to new cooperating teachers and administrators. The University will furnish materials describing the roles and duties of the University, school system, and the professionals who mentor student teachers. In addition, the University will work with cooperating school systems to develop and revise such materials.

**Admission to Student Teaching.** The University uses screening procedures that will result in the acceptance of student teachers with the potential to be successful.

- At the time of admission to student teaching, the following information regarding each student teacher should be evaluated:

- Scholastic record.
  - Personal and professional record that includes information as to the student teacher's suitability for teaching.
  - Record of general education, subject matter specialization, and professional education courses, which meet the requirements of the institution's program as approved by the State Teacher Licensure Board.
- Record of passing scores on the appropriate State content area test(s).
  - Record of a criminal background investigation as per P.A. 96-1452 and Section 10-21.9 of the School Code which requires the school district to direct the student teacher to obtain a Criminal History Records Information Check (FBI) with results being sent directly to the central administration of the district.
  - If the University does not have sufficient information about a student teaching candidate to make a dependable decision at the time of admission to student teaching, admission will be delayed until the University collects the information.
  - A description of the process and standards used in screening student teacher candidates will be provided to the cooperating teacher and school by the University.
  - If the school district questions the admissibility or retention of any student teacher, the superintendent or designee may request additional information of the University.
  - Any school district may request written copies of/or additional information from the student teacher, such as medical test results, etc., as is standard practice for the district. The University will assist student teachers in obtaining this information, but it is the student teacher's responsibility to provide this information directly to the school district. The University cannot hold onto this information.
  - The administration of a school district may reject any student teacher.

## **THE LEGAL STATUS OF STUDENT TEACHERS**

*The Illinois School Code provides specific recognition of student teachers as follows:*

Section 10-22.37 Agreements with Teacher Training Institutions. To enter into agreements with teacher training institutions to provide facilities for student teachers in the schools of the district. (Source: P.A. 76-620).

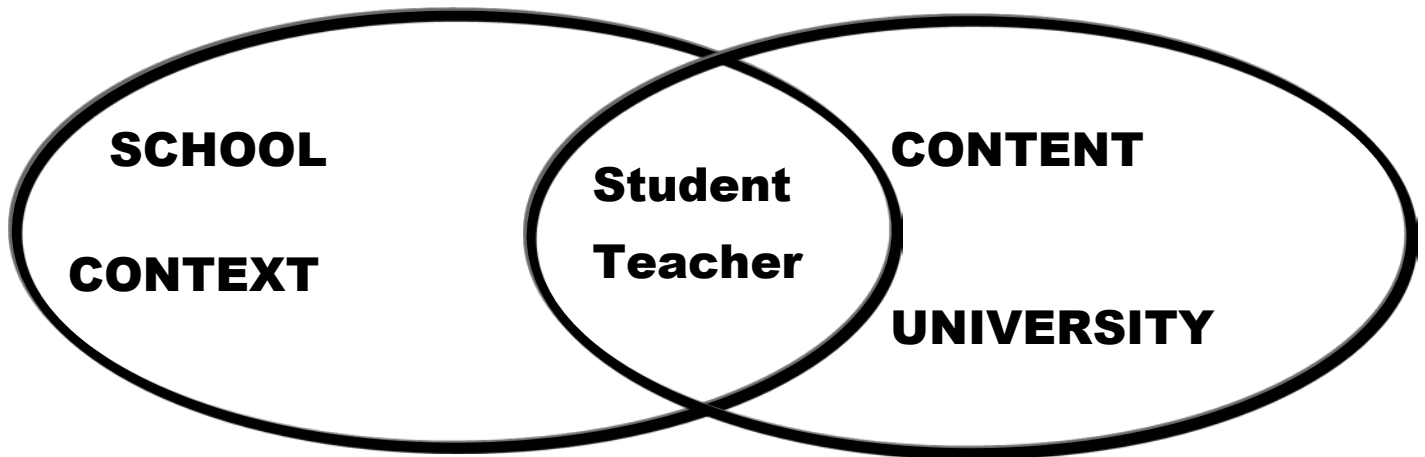
Section 10-20.20 Protection from Suit. To indemnify and protect school districts, members of school boards, employees, volunteer personnel authorized [applicable sections of this Code] and student teachers against civil rights damage claims and suits, constitutional rights damage claims and suits and 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 or employment or under the direction of the board. Such indemnification and protection shall extend to persons who were members of school boards, employers 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 they are a member of a school board, an employee of a board, an authorized volunteer or a student teacher at the time of the incident from which the claim arises. (Source: P.A. 79- 210.) Retrieved July, 23, 2009, from [www.isbe.net](http://www.isbe.net).

# ***COOPERATING TEACHER***

## ***Reference Guide***

Developed by

CHICAGO-AREA DIRECTORS OF STUDENT TEACHING (CADST)



### **Teacher Preparation Partnerships**

*“Life’s greatest gift is the opportunity to throw oneself into a job that puts meaning and hope into the lives of other people. Seizing this opportunity is the surest way to put meaning and hope into one’s own life.”*

*M. Haberman*

These recommendations are to guide cooperating teachers in the following ways:

- Fostering a positive professional relationship with student teachers
- Clarifying short- and long-term expectations for participation in the classroom
- Developing student teachers’ willingness to participate in the school community
- Ensuring consistency of communication with student teachers and University supervisors

Because of your schools’ partnerships with our university, cooperating teachers offer new teachers a context that informs the content of our university programs. These relationships critically depend on the active participation of the cooperating teacher as mentor, tutor, coach, and career professional.

**This guide should be discussed with student teachers after reviewing individual University/University guidelines. The format of this document is designed so cooperating teachers can identify which topics have been discussed at least once with the student teachers. However, cooperating teachers should revisit these topics regularly in their discussions with the student teachers.**

## **PROFESSIONALISM**

I help my student teacher develop as a professional by:

- Mentoring my student teacher in the need for teachers to display professional demeanor daily with students, colleagues, and the school community
- Discussing the Illinois Professional Teaching Standards and offering examples of how these standards can be demonstrated. <https://www.isbe.net/Documents/edTPA-IPTS-crosswalk.pdf#search=illinois%20professional%20teaching%20standards>
- Discussing the Code of Ethics for Educators and emphasizing the ethical underpinnings of the profession. <https://www.nea.org/resource-library/code-ethics-educators>

## **ORIENTATION**

I help my student teacher become familiar with the climate and culture of my school by:

- Conferencing with the student teacher and University supervisor at the beginning of the placement to discuss each of our roles and responsibilities
- Introducing the student teacher to faculty, administration, and parents
- Welcoming the student teacher to the class and explaining his/her role as an educator to students
- Encouraging participation in parent-teacher conferences, school activities, PTA/PTSA meetings, and Local School Council meetings
- Familiarizing the student teacher with school policies, resources, and protocols (e.g., lesson planning, discipline, and record keeping)

## **SCHEDULING**

I help my student teacher transition to teaching responsibilities that meet our school and University requirements by:

- Developing and sharing a timeline to phase-in teaching responsibilities that are based on University guidelines
- Scheduling times for observations, planning, and feedback
- Participating in evaluation sessions with the student teacher and University supervisor

## **CLASSROOM ENVIRONMENT**

I demonstrate effective strategies for maintaining a safe environment that is conducive to learning by providing a model or strategies for:

- Classroom management
- Building rapport with students
- Encouraging and motivating students
- Promoting fairness
- Maintaining high expectations
- Organizing time and materials
- Emergency procedures

## **PLANNING AND INSTRUCTION**

I model teaching for learning by:

- Reviewing lesson plans for meeting district and state goals for the particular grade level and/or subjects
- Sharing knowledge about students' learning styles
- Modeling a repertoire of teaching/facilitating strategies
- Showing how to accommodate diverse learners
- Exposing student teachers to available technology
- Articulating my own reflective teaching practices

## **ASSESSMENT**

I provide my student teacher with a clear picture of their teaching competencies by:

- Being in immediate contact with the University supervisor in order to remediate any concerns if problems arise Supervisor's

Name: \_\_\_\_\_

Phone: \_\_\_\_\_ E-mail address: \_\_\_\_\_

- Conferencing with the student teacher and University supervisor on a regular basis and providing ongoing written and verbal assessments during the student-teaching experience
- Completing the on-line formative and summative assessments in a timely manner.

## **COMMUNICATION**

In daily interactions with my student teacher, I provide continuous constructive feedback by:

- Communicating regularly with the student teacher and the University supervisor to clarify competencies and expectations
- Providing ongoing written and verbal feedback to the student teacher in a supportive manner
- Encouraging dialog with the student teacher about the placement experience
- Modeling strategies for effective interpersonal communication