



Illinois Wesleyan  
UNIVERSITY

# **Educational Studies Department**

Student Teaching  
Handbook

2011-2012

Elementary, Secondary and  
K-12



**ILLINOIS WESLEYAN UNIVERSITY  
EDUCATIONAL STUDIES DEPARTMENT**

**2011-2012**

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## STUDENT TEACHING CALENDAR 2011-2012

The student teaching experience extends for a full semester for all participants. Fall semester student teachers report to their respective schools on the same day that teachers return from their summer break. Student teachers are expected to attend in-service workshops and all school meetings scheduled during the term.

Illinois Wesleyan University students observe the holiday schedule of the school district in which they are placed. University vacations are not observed during the student teaching period unless they coincide with public school holidays. Chicago Center student teachers begin as directed by that office, and end the last day of classes.

Early housing arrangements may be made through Illinois Wesleyan for the duration of student teaching, but placement must be made prior to August 1st through the Office of Residential Life, or the Assistant Dean of Student Affairs for fraternity members. Students who move in early may purchase individual meals for the dates prior to the start of IWU classes. Contact Sodexo at 556-3167 for more information.

### School Start Dates, Fall Semester

Bloomington Public Schools, District 87 .....	August 15
Deer Creek-Mackinaw, District 701 .....	August 15
Heyworth, District 4 .....	August 15
McLean County Schools, Unit 5 .....	August 16
Morton, District 709.....	August 15

### IWU Dates, Fall Semester, 2011

Classes begin .....	August 22
Cooperating Teacher Reception .....	August 31
Student Teaching Seminar Begins .....	August 23
Career Center Presentation .....	November 29
Last Day of Student Teaching .....	December 2
Final Seminar Date .....	December 6
Mock Interviews (required) .....	December 6, 7, and 8



## SUPERVISORS OF STUDENT TEACHERS

<u>Program</u>	<u>Name</u>	<u>Telephone</u>	<u>E-Mail</u>
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## INTRODUCTION

The student teaching experience is a critical phase of the Teacher Education Program. This handbook is a guide for student teachers, cooperating teachers, principals, IWU supervisors, and other professionals involved in this vital phase of the Teacher Education Program at Illinois Wesleyan University. The aim of this handbook is to clarify the policies, procedures, and responsibilities for everyone involved in the student teaching experience.

We ask that everyone read through the entire handbook to become familiar with the roles and responsibilities of all individuals. The particular mission and philosophy of teacher education at Illinois Wesleyan University provides the framework for understanding the design and expectations of the student teaching experience. The following pages provide an overview of the student teaching experience and are addressed to all participants. Separate sections follow that are specifically addressed to student teachers, cooperating teachers, and IWU supervisors.

It is impossible to overestimate the professional contributions that are made by those individuals who have agreed to mentor our student teachers. Indeed, it is because of their dedication and cooperation that Illinois Wesleyan University has been able to graduate outstanding students who are well qualified to meet the challenges of the teaching profession.

Suggestions directed toward the improvement of the IWU Teacher Education Program on the part of the superintendents, principals, cooperating teachers, IWU supervisors, student teachers, and students are welcome at any time. Please contact Jeanne Koehler, Director of Field Placement ([jkoehler@iwu.edu](mailto:jkoehler@iwu.edu)), or Robin Leavitt, Department Chair and Director of Teacher Education ([rleavitt@iwu.edu](mailto:rleavitt@iwu.edu)).



## **OUR MISSION<sup>1</sup>**

### **Teachers Scholars for Social Justice**

At Illinois Wesleyan University, professional teacher education is grounded in the liberal arts and social justice mission of the University. Studies in the liberal arts, sciences, and humanities bring historical, philosophical, social and cultural context to the educative endeavor. The teacher's challenge requires the same spirit of inquiry, creativity of thought, skillful communication, and strength of character expressed in the university mission. As we educate future teachers, we aim to enable them to think critically and creatively about the processes and prospects of education, the place of education and the role of the teacher in a diverse and democratic society.

In particular, our mission is to educate candidates who are committed to social justice in their classrooms and schools so that the democratic ideals of equity and opportunity are realized for all students. This mission, in turn, necessitates that the university's commitment to diversity be embraced by teacher educators and future teachers alike. Given that the student population is becoming increasingly diverse while teachers remain overwhelmingly white, female, and middle class, teachers are challenged to work with students from a wide range of cultural, ethnic, and linguistic origins, abilities, and socio-economic backgrounds.

Thus, we strive to prepare teachers who understand, appreciate, and are responsive to students from diverse backgrounds, and who have the knowledge, skills and dispositions to foster learning among all children regardless of culture, race, ethnicity, language, class, gender and/or ability. We hold to a vision of teachers committed to making a meaningful difference in the lives of all students, teachers who will inspire among their students a passion for learning and acting in the world, and in so doing, who will transform the educational landscape. This is our vision of teacher-scholars committed to social justice.

### **Dispositions of Teacher Scholars for Social Justice**

(All IWU teacher candidates are expected to develop and demonstrate these dispositions.)

#### **Reflection**

Scholarly reflection involves asking questions, rethinking what one knows, posing problems, and generating possible solutions. It requires self knowledge. Collaborative reflection engages candidates in inquiry communities with their peers, their mentors, and their students. We expect candidates to re-examine their assumptions about learning and teaching, to be open to new ideas, to take seriously the tasks of self-assessment in considering how one engages all students in learning, and to engage in perspective taking to understand the experiences of students different from themselves. Teaching for social justice necessarily requires reflection about the educational implications of students' culture, ethnicity, class, language, and ability. Teacher scholars reflect upon their disciplinary knowledge and how to bring that knowledge to life for the students they teach. They examine their own practices as well as institutional practices with respect to creating inclusive, democratic classrooms.

#### **Resourcefulness**

Inquiring into one's students, one's discipline, one's teaching practices, and institutional practices while addressing the imperatives of social justice requires initiative, artistry, and creativity on the part of

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<sup>1</sup> Adopted 2008

teachers. Resourcefulness requires a commitment to ongoing learning, the ability to draw from theory, research, and disciplinary knowledge when developing curriculum and pedagogy responsive to culture, ethnicity, class, language and ability. Resourcefulness involves searching for and modifying meaningful curricular materials, engaging teaching technologies, collaborating with specialists, colleagues, families and community members to meet the learning needs of their students.

### **Responsiveness**

Inquiring into and reflecting upon the problems and prospects of schooling is not sufficient by itself if one is to adopt a commitment to teaching for social justice. One must engage in praxis. The concept of praxis comes to life in the myriad ways in which candidates respond to the lived realities of students in their classrooms. Responsiveness is required to develop authentic, reciprocal, and empowering relationships with students and their families and to develop multicultural, inclusive and democratic pedagogies. In turn, responsiveness requires an emotional capacity to enter into learning and teaching relationships, to appreciate and respect student and family diversity, and to willingly engage in collaboration with their colleagues and students' families to meet students' needs. Responsiveness demands genuine care, and concern for all students' well-being and academic success. It includes taking time to know one's students and to thoughtfully create supportive learning environments. Responsiveness involves establishing caring, inclusive, inspiring and safe learning communities in which all students feel they belong. All of this in turn requires candidates to be reflective and resourceful; thus these three themes are integrally intertwined.

## OVERVIEW

### Expectations for the Student Teaching Experience

The purpose of student teaching is to provide a structured experience for learning and refining the skills necessary to become an effective teacher of children with diverse abilities and backgrounds. The student teacher is expected to exhibit the ability to organize, plan, communicate, and evaluate learning experiences according to the indicators on the midterm and final conference forms. Student teachers will participate in all activities typically expected of their cooperating teachers, gradually assuming increasing responsibility.

Each student teacher will participate in a full semester of student teaching, *which should include no less and no more than a 2-3 week period of sustained full-day teaching*. In addition, student teachers engage in self-study and classroom inquiry throughout the semester.

### Sequence of Responsibilities for the Student Teacher

The term of student teaching involves a gradual and sequential introduction to, and eventual assumption of, the full range of experiences associated with teaching. The following schedule is a general one that allows student teachers to assume increased teaching responsibilities over the term. As always, student teachers and cooperating teachers should consider the particular requirements of the classroom setting, students, and school. Additional expectations are explicated in the section, "To the Student Teacher" (p. 18). Please note that the Illinois State Board of Education does not allow the student teacher to be used as a teacher or substitute teacher, or receive remuneration for work performed in connection with the student teaching experience.

During all phases, student teachers should attend

- Staff development sessions and in-service days
- Faculty meetings (The student teacher's primary role at these meetings is to listen and learn, unless asked for specific input.)
- Parent-teacher conferences
- Parent-student-teacher conferences
- Student-teacher conferences
- School projects/committees
- Faculty social events
- Special education (IEP) meetings
- School events such as athletic events and concerts

### Prior to the Start of School

Student teachers should contact their cooperating teachers well before the start of the school year – no later than August 1. All student teachers should plan on spending time during the summer (or winter break) reviewing curriculum materials, Illinois learning goals, school handbooks, and any other materials provided by the cooperating teacher. As early in the semester as possible, student teachers and cooperating teacher should collaborate to plan as many teaching experiences as possible so that the student teacher can demonstrate mastery of the performance standards cited on the midterm and final conference forms (see appendices, p. 31) and the content standards <http://www.iwu.edu/edstudies/teachers/>.

## **Phase I: Introductions, Orientation, and Planning**

**Introductions.** On the first day of school, the IWU student teacher should introduce him or herself to the students in all classes he or she will be teaching. Depending upon the age of the students, the introduction should provide an explanation of the role of the student teacher, and note that student teachers are there to learn from the students as well as teach them. During the first week, student teachers may observe in the classroom, actively assist the cooperating teacher, and work with individual and small groups of students.

Early in the term student teachers should get acquainted with the students. This includes learning their names, about the communities in which they live, and their cultural, linguistic, and racial backgrounds. Student teachers should also learn about those students receiving special education services.

**Orientation.** During the first two weeks, student teachers should study school regulations and policy, and learn classroom information, as indicated in the table below. This is also a good time to contact teachers who supervise extra-curricular activities and ask how to become involved.

### **School Regulations and Policies**

- Codes of conduct for students and teachers
- School discipline policies and procedures
- Referrals to counselor or principal
- Parent involvement
- Faculty handbook
- Student handbook
- Fire drill/emergency procedures
- Accident/incident reporting
- Home/school communication
- Classroom/school rules
- Health and safety procedures
- Other teacher responsibilities, such as bus duty or playground supervision
- Telephone use

### **Classroom Information**

- Class rosters
- Information about students with special needs and IEPs
- Classroom supplies
- Lesson plan format
- Curriculum, resources, and materials
- Textbooks, teacher guides, workbooks, and worksheets
- Teaching technologies in the classroom and at the school
- Assessment instruments and procedures:
  - Anecdotal records
  - Cumulative records
  - Diagnostic tests
  - Individual Educational Plans
  - Observation checklists
  - Portfolios
  - Report cards
  - Standardized tests, including state exams, and the interpretation of results
  - Student self-evaluations
  - Teacher designed tests
  - Grade book/grading procedures

Over the course of the term, student teachers also should have experience with the people and places listed below:

**People**

- Principal
- Assistant Principals
- Grade level team and/or department members
- Parents
- Librarians/media staff
- Information Technology staff
- Nurse
- Psychologist
- Social Worker
- Counselor
- Special Education Personnel (LD, EMH, TMH, Speech, Etc.)
- Secretarial Staff
- Custodial Staff

**Places**

- Administrative Offices
- Workroom/copy machine
- Teachers' lounge/lunchroom
- Student lunchroom
- Restrooms
- Specialist areas (art, PE, music, etc.)
- Library/media center
- Staff mailboxes

**Planning.** Each student teacher and cooperating teacher should together review the performance indicators on the student teaching conference form for the specific program (<http://www.iwu.edu/edstudies/teachers/>) and make a plan as to how and when the student teacher will have an opportunity to demonstrate the expected competencies.

**Phase II: Gradual Increase in Teaching Responsibility**

After one or two weeks, the student teacher may start teaching one subject or skill to a small group or an entire class. The student teacher should begin with one area of concentration and gradually assume additional teaching responsibilities until full-time teaching is conducted. This period is the time for student teachers to identify their self-study/classroom inquiry projects, required data collection, and to seek consents. Details will be explained during the seminar.

As the student teacher gradually assumes teaching responsibilities, he or she is responsible for:

- (a) Planning the instruction and related activities.
- (b) Gathering additional resources and materials.
- (c) Implementing the instructional plan.
- (d) Assessing students' understanding and knowledge.
- (e) Documenting student learning.

**All instructional plans must be written, discussed with, and have the advance approval of the cooperating teacher.** Lesson plans should include the following (in addition to seminar instructor, IWU supervisor, and cooperating teacher requirements):

- Illinois and other learning goals for students, including those with varied abilities and learning styles;
- Content area standards for teachers addressed in the lesson;
- Possible comments and questions to pose to students;
- Specific content addressed;
- Potential challenges anticipated and possible responses;

- Instructional strategies and procedures which accommodate students varied abilities and learning styles;
- Materials, resources, and technologies required; and
- Evaluation criteria: student learning and one's teaching. Note the evidence of student learning to be collected to document the effectiveness of your teaching.

*Prior to full-time teaching, elementary student teachers should have complete responsibility for a morning, an afternoon, and a day. High school student teachers should assume the responsibility of teaching one course (preparation) which may be taught more than once a day, and then gradually assume teaching responsibility for the other courses (preps) until they reach the full teaching load.*

### **Phase III: Full-time Teaching Responsibility** (by the 9th or 10th week)

**Complete responsibility for classroom instruction should be at least two weeks in length, but no longer than three weeks.** Planning and implementation of the educational program is the entire responsibility of the student teacher in consultation with the cooperating teacher who provides assistance, makes suggestions, and provides evaluative feedback. Pre-assessments of student learning may take place prior to the full-time teaching period.

The student teacher should implement the Teaching and Learning Plan (once approved by the cooperating teacher) specified for the Senior Portfolio during this time at <http://www.iwu.edu/edstudies/teachers/>. We ask that the cooperating teacher allow the student teacher to try alternative approaches to teaching and learning in the classroom. During this time student teachers should *videotape* themselves teaching various lessons, and use the recordings to engage in self-assessment and for inclusion in the Senior Portfolio. The IWU supervisor should make at least one evaluative observational visit while the student teacher assumes full responsibility.

During Phases II and III, the plans regarding the performance assessment of the student teacher should be reviewed and modified as necessary.

### **Phase IV: Gradual Release of Teaching Responsibility**

Upon completion of full-time teaching, the student teacher should decrease his or her teaching responsibility, gradually returning the instructional program to the cooperating teacher. Younger children (elementary grades) will require an explanation of the student teacher's impending departure from the classroom and their lives. We recommend that the student teacher take some time to observe other classrooms in the building, with the teacher's permission.

## Evaluation of Student Teaching

The student teaching experience is performance-oriented; that is, the student teacher is evaluated on the basis of demonstrated competencies. All candidates for certification are expected to demonstrate the proficiencies outlined in each indicator of the new Illinois Professional Teaching Standards which take effect with the IWU graduating class of 2012. In addition, each student teacher should demonstrate mastery of those standards specific to his or her content area. The IPTS standards and content specific standards are available at <http://www.iwu.edu/edstudies/teachers/>. The evaluation criteria also includes expectations specific to the IWU Teacher Education Program mission and the corresponding dispositions of *reflection, resourcefulness, and responsiveness*.

The evaluation of the student teaching experience is an ongoing process that is the shared responsibility of the IWU supervisor, the seminar instructor, the cooperating teacher, and the student teacher. Student teachers are expected to engage in self-assessment and reflection in addition to being assessed by their cooperating teacher(s) and supervisor. Student teachers and cooperating teachers should have regularly scheduled conferences in which students' on-going self-assessments and the cooperating teachers' evaluative comments are discussed. During each evaluation session, the student teacher's strengths and areas of further growth are identified and documented. Please consult with the IWU faculty supervisor if you have any questions about how to interpret state standards, the particular teacher education mission of IWU with respect to assessing candidate performance.

Below is a summary of the rights of each participant in the student teaching experience.

### **Student teachers have the right to:**

- Participate in structuring the learning experience and defining reciprocal expectations;
- Discuss, explore, make discoveries and mistakes;
- Take responsibility for assessing his or her own work;
- Contribute meaningfully to his or her own evaluation; and to
- Expect confidentiality.

### **Cooperating teachers have the right to:**

- Assign the student teacher classroom responsibilities according to his or her interpretation of what is in the best interests of the students;
- Participate in formal midterm and final conferences; and
- Expect prompt response to, and collaborative resolution of, any reported problems and expect an immediate response from the supervisor to any reported crisis situation.

### **IWU Supervisors have the right to expect:**

- Ten reflections from the student teacher over the course of the term.
- Student teachers to be prepared for site visits and conferences;
- The cooperating teacher to provide feedback on the student teacher's progress; and
- Support from IWU faculty colleagues.

After the first introductory visit, the IWU supervisor should make five evaluative visits to the classroom, during which he or she writes field observations that serve as the basis for evaluative comments and suggestions. The cooperating teacher, student teacher, and IWU supervisor should make every effort to

review comments and suggestions at the conclusion of each visit, or as soon as possible thereafter. Student teachers and cooperating teachers should receive a copy of the IWU supervisor's comments.

### **Performance Evaluation Conferences**

Conferences are held at midterm (typically after the third observation) and at the end of the semester (after the fifth evaluation during full-time student teaching), to share comments and perspectives of all three individuals.

**Effective fall 2012 there are separate midterm and final conference forms to be completed by each participant: the student teacher, the cooperating teacher, and the supervisor.** A template for each form may be found in the Appendices (p. 31). Actual forms specific to each program and to be used by each participant are located at <http://www.iwu.edu/edstudies/teachers/>. All participants in the final conference individually complete their respective forms prior to meeting. The student teacher takes the lead in each conference by presenting and explaining his or her portfolio-in-progress, specifically evidence of proficiency with respect to state standards and the TEP mission. Comments of all participants are integrated into one final form completed by the IWU supervisor and signed by all parties.

Any serious deficiencies in the student teacher's performance must be noted in writing by the IWU supervisor in the midterm conference and final evaluation. The specific tasks and behaviors necessary for the student teacher to improve his or her teaching competency should be outlined in writing in consultation with the student teacher, supervisor, and cooperating teacher. This ongoing dialogue among all participants is critical to the success of the student teaching experience. All evaluations and accompanying documentation are kept in the student teacher's program file in the Educational Studies Department.

The final grade for student teaching is determined by the IWU supervisor. The grade is based on observation and conferencing. The supervisor consults with the cooperating teacher, student teacher, seminar instructor prior to the assignment of a grade.

The University supervisor will give a grade of "A" in student teaching when exemplary performance is demonstrated. "A-" "B+," and "B," signify the student teacher has demonstrated proficiency across all standards. These are good grades and indicate that the student teacher should be a successful teacher. Grades of "B-" or lower usually indicate the candidate still needs development or has performed unsatisfactorily. These grades earn the candidate academic credit for student teaching, however, candidates earning such grades will not be recommended for certification by the Department.

### **Withdrawal from Student Teaching**

The student teacher will be subject to removal from student teaching for the remainder of the semester under any of the circumstances listed below:

- Engaging in unprofessional conduct, including failure to adhere to confidentiality protocols, DCFS reporting requirements, and/or the Illinois Educator Code of Ethics (<http://www.isbe.state.il.us/rules/archive/pdfs/22ARK.pdf>).
- Non-responsiveness to supervisor or cooperating teacher feedback and suggestions for professional development.
- Demonstrating an uncooperative or disrespectful attitude or immaturity.

- Exhibiting ongoing emotional or personal problems.
- Demonstrating an inability to work professionally with children, youth, or adults.

If a change in the student teaching placement seems advisable, the student teacher, cooperating teacher, IWU supervisor, and seminar instructor will be informed of this decision immediately. In case of withdrawal, all parties will be consulted and informed.

## TO THE STUDENT TEACHER

The student teaching experience is a critical phase of the Teacher Education Program. The student teaching experience allows the integration of theory, knowledge, pedagogy, and practice. This is a time for you to establish your own teaching identity. You will have the opportunity to develop competencies, assess your professional strengths and needs, and adapt to challenging teaching situations and conditions. Some challenges you may encounter include responding to students' behaviors and experiencing a limited familiarity with a particular subject matter. On the other hand, your proficiency will improve if you view teaching as a continuous process of study, reflection, practice, and adaptation. Reflection, resourcefulness, and responsiveness, and the ability to learn from mistakes are characteristics of good teachers.

You are responsible to your cooperating teacher for carrying out all professional obligations that fall within day-to-day teaching duties, including any after school or evening assignments, such as rehearsals and performances. Most cooperating teachers will be open to your ideas and desire to experiment – if they receive full and advance communication about your intentions. You must keep in mind, however, that your cooperating teacher is responsible for his or her classroom and has the ultimate decision-making authority. You must always yield to your cooperating teacher's wishes.

Your cooperating teacher wants you to succeed, but he or she can't know what help you need unless you communicate. Take the initiative to *ask for advice and help*. Ask your cooperating teacher how he or she prefers to maintain ongoing communication with you and then consult with him or her on a regular basis.

Student teaching is a learning experience: be receptive to the suggestions of your cooperating teacher and IWU supervisor. If differences arise between you and your cooperating teacher, discuss them *first* with your cooperating teacher as soon as possible. If assistance is needed, consult with your IWU supervisor and seminar instructor regarding the best way to negotiate any conflicts. Do not let unresolved conflicts escalate.

Do not publicly contradict or challenge school personnel. Although you may be working at and contributing to the school, you are a guest and a representative of IWU and should conduct yourself accordingly. Students engaging in unprofessional behavior jeopardize their status in the Teacher Education Program and field placements for all IWU students.

### Guidelines for Student Teachers

#### Transportation and Parking

*You are responsible for your own transportation.* Some schools are within walking distance of IWU and public transportation goes to all local schools. If you drive your own car, note that school parking resources are usually limited. Ask school personnel where to park and then only use designated parking spaces. Failure to do so interferes with transportation for students and teachers and compromises access to the school by emergency vehicles. Your car may be towed at your expense if you do not park in designated areas.

When in your car, DO NOT pass the school buses as they load and unload. When the buses are loading and the stop arm is out, it is illegal, and extremely dangerous to pass – even in a parking lot. The bus drivers are watching and will report drivers who violate the law to the police.

### **Security Protocol**

Learn the procedures for admittance to the school building, including signing in and out at the office each day you are at the school. Do NOT sign out at the same time you sign in. There are often circumstances when school personnel may need to know if you are in the building, and failing to follow this protocol can be very problematic.

Wear your IWU lanyard and ID sleeve with your IWU ID card at all times. Alternatively, you may wear ID provided by the school. You may not be admitted to the school, or be asked to leave the school, if you are not wearing your ID.

**Never leave your classroom unattended.** If you must leave the classroom, notify the office or teacher next door.

### **Confidentiality**

*Maintain confidentiality* about individual students, families, and teachers connected with the school. Refrain from casual discussion about students in their presence, or the presence of other adults, including teachers and school personnel, when not warranted. You must sign a *Confidentiality Agreement*.

The exception to confidentiality is if you believe that a student is in danger of harming him/herself or someone else, or if you suspect abuse or neglect, in which case you are obliged to report the information to appropriate school officials immediately. Inform the student that you cannot maintain confidentiality under these circumstances. You must not leave the school building before you report concerns about a student to a counselor, your cooperating teacher, or another person of authority. You must also contact and inform your supervisor of your concerns and actions within 24 hours of an incident to debrief: 1) what you saw/heard; 2) what the student did; and 3) to whom you reported. Please ask faculty for assistance in processing critical events. Complete an *Incident Report Form* ([www.iwu.edu/edstudies](http://www.iwu.edu/edstudies) - Forms & Applications link) and turn it in to your supervisor, who will forward it to the Department Chair.

Remember, it is not your role to determine if there is *actual* danger or abuse. When in doubt as to what to do, contact a school official or your Professor. You may also refer to the Illinois Department of Children and Families website for a free on-line version of *A Manual for Mandated Reporters* ([http://www.state.il.us/DCFS/docs/CFS\\_1050-21\\_Mandated\\_Reporter\\_Manual.pdf](http://www.state.il.us/DCFS/docs/CFS_1050-21_Mandated_Reporter_Manual.pdf)). You must follow school protocols for reporting any concerns about a student. Failure to do so will affect the assessment of your professional conduct in the Teacher Education Program.

### **Attendance**

You are now assuming a professional role and must be prompt and regular in attendance. *The only excusable absences are those due to personal illness, family emergency, or a death in the immediate family.* Athletes may not miss school days or after hours school commitments. In the event of an excusable absence, take the following steps in the order presented below:

- Immediately notify your cooperating teacher or building principal by telephone *and* email. If you will miss scheduled classroom responsibilities, provide the cooperating teacher with your plans.
- Call your IWU supervisor and seminar instructor.
- In the case of illness, go to IWU Health Services.
- If there is a family emergency requiring you to leave campus, call the Dean of Students, in addition to your IWU supervisor and seminar instructor.
- Call your IWU supervisor and seminar instructor on the day you return to school so accurate records of your absences may be kept.

If you accumulate a total of five absences, you will be required to meet with your University supervisor and cooperating teacher to discuss the effect of the absences on your performance.

If a teacher strike or work stoppage occurs prior to the start of the student teaching experience or after the student teaching assignment has begun, you should not report to the assigned school but instead contact your IWU seminar instructor or the Chair of the Educational Studies Department for further instructions. During a strike or work stoppage, or at any other time, no Illinois Wesleyan University student teacher may act as a substitute teacher.

### **Planning and Preparation**

Exemplary teaching requires careful, thorough, and thoughtful preparation and planning. This helps to eliminate haphazard procedures, and aids in the organization of materials and in the sequencing of activities. As a student teacher, you will need to spend more time on planning and writing detailed lesson plans than would be expected of more experienced or expert teachers. Regardless of experience, all teachers rely upon planning to organize their instructional program.

The cooperating teacher is ultimately responsible for his or her class(es) and must approve your teaching plans as they develop. The cooperating teacher is authorized to delegate teaching responsibilities to a student teacher only when the student teacher has demonstrated competency to assume such responsibility. In addition, you must share your written lesson plans with your University supervisor upon each observation visit. Maintain a portfolio of lesson plans for evaluative purposes.

### **Extra-Curricular Activities**

Student teaching requires your extensive time, commitment, and involvement. It is expected that your full and undivided attention will be given to student teaching and the student teaching seminar. You will find that you need many hours each week in order to meet the demands of teaching. Providing for the needs of the students in your classroom(s) will consume more time than you have previously invested in a semester of coursework. Pursuit of extra-curricular activities during student teaching places you at risk with respect to your professional performance. While you are not prohibited from engaging in employment or extra-curricular activities, *under no circumstances may these activities prevent you from attending school every day or participating in any late afternoon or evening school activities required of teachers.* Of primary concern to the IWU supervisor and the cooperating teacher is your demonstrated commitment to, and performance of, teaching and those professional activities related to teaching. Student teachers are encouraged, however, to become involved in extra-curricular school activities at the placement site.

### **Student Teaching Seminar**

The student teaching seminar meets on campus once a week after school hours. The seminar is worth one unit of credit (student teaching is three units). The seminar provides an opportunity to address challenges encountered during the student teaching experience, and have support while you develop your Senior Portfolios and conduct your self-studies. Seminar topics reflect the instructors' assessment of your needs as student teachers. The seminar is an opportunity to step back from the classroom and reflect on your performance. It is an essential and required part of your student teaching experience. See [www.iwu.edu/edstudies](http://www.iwu.edu/edstudies), and select Courses of Study; Teacher Certification for more information.

### **Senior Portfolio**

The Portfolio is one way Educational Studies faculty invite you to participate in the assessment of your teaching self by involving you in the process of presenting the evidence of your own success in mastering the knowledge and skills required of teachers. As you work on your portfolio, you will find that you are well-prepared for your final student teaching evaluation conference with your cooperating teacher and IWU supervisor. The Portfolio will give you a voice and empower you to take the lead in these conferences by presenting select evidence of your teaching proficiencies.

Constructing your portfolio is meant to engage you in a holistic, integrated, and reflective process of self-assessment not only of your own teaching, but of your students' learning. Your portfolio provides evidence of your performance and commitment with respect to the TEP mission of becoming a reflective, resourceful and responsive teacher-scholar for social justice. You will also document the competencies you have demonstrated with respect to Illinois State Board of Education standards for all teachers, including those specific to your content area. It is our hope that you also will be creative, and produce a document that reflects who you are and where you are in your journey of becoming a teacher.

You will receive more guidelines and information about portfolio expectations during the student teaching seminar. The concurrent 490 seminar is an important forum for faculty and peer support as you work on your Portfolio.

### **Program Evaluation**

The quality of the Teacher Education Program and the student teaching experience is assessed on an ongoing basis. We ask, therefore, that you anonymously evaluate your cooperating teacher and your IWU supervisor. These forms are sent electronically toward the end of your student teaching semester.

## **Certification<sup>2</sup>**

Graduates of the Teacher Education Program at Illinois Wesleyan University become eligible for Initial Teaching certificates with highly qualified status in the State of Illinois. Candidates do not automatically receive a certificate upon graduation. Application for certification must be made through the Educational Studies office after successfully completing all requirements of the Program. Students are recommended for certification when the following requirements have been met:

- Completion of student teaching with no less than a B.
- Completion of Educ 498: *Issues in Educational Inquiry* with a minimum grade of C.
- Satisfactory Senior Portfolio review (no less than a C+ grade).
- Passing score on the ISBE APT exam.
- Final cumulative grade point average of 3.0, and in the major and professional education.
- Completion of all IWU graduation requirements. Note: If degree requirements are not completed by the last day of May Term your certificate will be processed after September 1st.

The IWU Licensure Officer holds a meeting at the end of each semester to review the process for obtaining your Illinois teaching certificate.

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<sup>2</sup> Graduates pursuing certification in other states should complete the Illinois process to facilitate the procedure. You will then need to apply for certification in the state you wish to teach. Specific requirements vary by state.

## TO THE COOPERATING TEACHER

Teachers selected for mentoring student teachers are professionals in whom the University has great confidence. You have been invited to participate in this endeavor because of your excellent professional record and because you have indicated an earnest desire to provide beginning teachers the best possible introduction to teaching. Illinois Wesleyan University is deeply grateful to you for your willingness to mentor our candidates.

### Qualifications and Experience of Student Teachers

Candidates admitted to student teaching have successfully completed the following prerequisites:

- A minimum of six courses in their major or content area.
- Professional education coursework with an emphasis on social justice issues in education, and child and adolescent development and assessment. All candidates have successfully completed curriculum and pedagogy courses in their content areas of certification. The IWU Teacher Education curriculum embeds content addressing technology and students with exceptionalities in all education courses. For course descriptions, see [www.iwu.edu/edstudies](http://www.iwu.edu/edstudies) - Courses of Study link.
- A minimum 3.0 Educational Studies, major, and general education grade point average.
- Passed the ISBE Basic Skills and Content Area Exam.
- Completed Illinois State Police and FBI fingerprint criminal background screening.
- Completed mandated reporter training.
- Verified negative TB test.
- Demonstrated professionalism in prior field experiences (100 hours required).

### Responsibilities of the Cooperating Teacher

We believe that becoming a teacher is a life-long process requiring continual reflection. We ask, therefore, that cooperating teachers engage student teachers in ongoing discussion about their performance and ways to improve their practice. Moreover, we encourage you to communicate with the IWU supervisor about any significant success or challenges the student teacher is experiencing, and any concerns *you* may have.

Please familiarize yourself with the responsibilities and expectations for student teachers outlined in the preceding pages of this handbook (pp. 11-17) so that you can collaborate effectively with your student teacher. The following guidelines may also be helpful:

1. The student teaching experience is most successful when the student teacher is accepted as a professional colleague. Please introduce the student teacher to your class(es) as **a teacher, co-teacher, or team teacher**.
2. Share your semester plans with the student teacher. Gradually induct the student teacher into full-time teaching. We suggest that the following tasks be assigned to students **prior** to their assuming full-time teaching responsibility:
  - Keep the room neat and arrange the room for class activities.
  - Prepare seating charts and learn students' names.
  - Gather resource materials and prepare teaching materials.
  - Become familiar with instructional materials, equipment, and technology.
  - Maintain student records.

- Observe your teaching strategies and the teaching of your colleagues.
- Observe parent-teacher conferences.
- Visit the school library and/or learning center.
- Assume responsibility for bulletin boards.
- Take attendance.
- Correct papers.
- Conduct short class periods.
- Tutor individual students.
- Work with small groups of students.
- Teach a group or an entire class for two or three consecutive lessons in one subject.
- Independently plan and teach specific subjects or classes.
- Independently plan and teach a unit.
- Take complete responsibility for a morning, an afternoon, and a day before assuming full-time responsibility.

3. Encourage the student teacher to become involved with students from the beginning of the term by systematically taking on teaching responsibilities.

4. Give the student teacher increasing responsibility as soon as he or she appears ready for it, but not at the expense of the students in your classroom(s).

5. Plan for the student teacher to become familiar with the total school environment (see pp. 12-13).

6. Allow the student teacher to try new and creative ideas. Assign extra-curricular activities as appropriate.

7. The student teacher will make the usual mistakes of the beginner. We ask that you the teacher understand and correct his or her mistakes so he or she can learn from them. We also encourage you to share what you have learned from your experiences.

8. The student teacher has had coursework in child and adolescent development; however, he or she will need help in applying developmental knowledge in the classroom.

9. The student teacher has had coursework in lesson and unit planning. These skills are in the formative stages, however, and he or she will need your assistance in the development and refinement of these skills.

10. The student teacher needs critical feedback on his or her teaching. On an ongoing basis, assess his or her teaching competencies. Meet regularly with the student teacher to discuss your observations and his or her self-assessments.

11. Discuss alternative approaches to different situations, allowing the student teacher to find his or her own way.

12. Communicate daily with the student teacher about classroom plans and assessment of students' learning.

13. Discuss with the student teacher your own teaching philosophy and methods.

14. Leave the student teacher alone with the class only when you feel he or she is competent to assume this responsibility.

15. Be firm, honest, exact, and consistent in your directives and expectations. Consult with the IWU supervisor about any concerns or questions.

16. We use feedback from cooperating teachers to assess the Teacher Education Program and specifically the student teaching experience. At the end of the semester you will be directed to an online evaluation form to complete and submit to the Educational Studies Department.

17. Assist the student teacher in gaining student and parental consent for collecting evidence from the student teaching experience for his or her Senior Portfolio and self-study projects (see <http://www.iwu.edu/edstudies/teachers/>). This includes student work, assessments of student learning, and teaching video clips. The student teacher will modify consent letter templates provided by the Educational Studies department and approved by the university Institutional Review Board.

The IWU supervisor makes an introductory visit and five evaluative observations over the semester. We urge you to be as candid as possible with the IWU supervisor, for if a problem of any kind exists, it is better for the student teacher to address it directly and promptly. In this way, the student teacher will be offered maximum opportunity to improve during the semester.

We believe that student teachers should be given as much encouragement as possible. At the same time, if a student has been given a teaching assignment which he or she seems not able to handle or which seems undesirable for all involved, IWU Educational Studies faculty expect you to communicate this to us and to the student so that steps may be taken to rectify the situation. Occasionally, differences between a student teacher and a cooperating teacher may occur and these may become serious. When any differences cannot be reconciled, they should be brought to the attention of the IWU supervisor or Robin Leavitt (rleavitt@iwu.edu), Chair of the Educational Studies Department at once. Any student who displays a lack of cooperation, indifference to his or her responsibilities, insolence, antagonism, or social-emotional problems also should be reported early. Although such occurrences are rare, you can count on the cooperation of Illinois Wesleyan University faculty to resolve any problems that might occur.

### **Evaluation**

In addition to the informal regular conferences with the student teacher and IWU supervisor, cooperating teachers participate in a midterm and a final evaluation of the student teacher. Prior to the midterm and final conferences the cooperating teacher and student teacher should complete their respective conference forms. During these conferences the student teacher will present his or her evidence and solicit feedback on his or her performance from the cooperating teacher and IWU supervisor. During these conferences, the student teacher should be viewed as a beginning teacher and given specific, written feedback regarding his or her competencies. Student teachers should be offered guidance in areas requiring further growth. After the conference the IWU supervisor will provide a consensus form for all participants to sign. The midterm and final conference forms may be accessed online, <http://www.iwu.edu/edstudies/teachers/>.

### **Letters of Recommendation**

We ask that you write a letter of recommendation (on school stationery) for the student teacher. The IWU Career Center, in response to school district requests, prefers that letters be submitted in electronic form, so we ask that you sign and then save your letter as a pdf before emailing it directly to

the Career Center (snoonan@iwu.edu). Please email an additional copy to the Educational Studies office (edstudy@iwu.edu).

You may find the general guidelines below helpful in writing the letter of reference. Provide examples that illustrate the student's competencies in the following areas:

**Planning for and Assessment of Student Learning:** Discuss the student teacher's ability to develop and implement lessons that set high expectations for students; his or her creativity and resourcefulness evidenced in the ability to plan for a range of individual differences (e.g., ability, backgrounds, interests); and his or her ability to adapt instructional methods and curriculum materials to the setting in which they are used.

**Content Knowledge:** Discuss the student teacher's understanding of content taught at this particular grade level. Give examples of the student teacher's particular strengths and weaknesses related to specific content areas. Provide examples of the student teacher's impact on student learning.

**Learning Environment and Relationships with Students:** Discuss the student teacher's ability to establish and maintain a classroom environment that facilitates instructional goals; his or her ability to respond appropriately to unpredictable events; his or her ability to set and enforce limits, to communicate and empathize with students; and his or her awareness of the academic, personal, and social characteristics of individual students.

**Diversity and Communication:** Describe the ways in which the student teacher displayed sensitivity and responsiveness toward individual differences (e.g., developmental, intellectual, cultural, social, gender, racial, and physical) within the classroom. Address the extent to which the student teacher demonstrated a willingness to assume an active role in facilitating students' understandings of and respect for individual differences through the use of teaching methods and materials and in his or her daily interactions. Discuss the student teacher's communicative effectiveness with students and professional colleagues.

**Collaboration, Professional Conduct, Professional Growth, and Reflection:** Discuss the degree to which the student teacher demonstrated a willingness to take on responsibility and exercise initiative; the extent to which he or she followed through on commitments; and his or her ability to engage in reflection and self-evaluation.

### **Recognition of Services**

Illinois Wesleyan University and the Educational Studies Department recognize the valuable role provided by cooperating teachers in the education of our candidates. As a token of our appreciation, a stipend check is paid to teachers at the end of the term. (Note: Payment cannot be made without the submission of the W-9 form.)

In addition, cooperating teachers are eligible for an IWU Ames Library card and an affiliate Identification card which provides discount tickets for theater productions, reduced admission to IWU athletic events, and use of the Shirk Athletic Center. The affiliate card is a photo card, which requires cooperating teachers to have their picture taken at the IWU Security Office located at 110 E Graham Street. The security office hours are Monday through Friday 8-4:30 p.m. The card is valid for one year.

## TO THE IWU SUPERVISOR

Student teachers are supervised by faculty within the Educational Studies Department. IWU supervisors are selected for their experience and expertise in the discipline and in their teaching. To a great extent, the success of the student teacher's experience will depend upon your understanding of the student teaching situation and the communication that you establish with the student teacher and the cooperating teacher. The ISBE requires that student teaching be conducted under "close and competent" supervision. The Educational Studies Department, therefore, requires supervisors to observe and evaluate student teachers in the field at least five times over the term. We will provide you with an IWU ID lanyard to wear when in the field, as well as IWU business cards.

IWU adopts a clinical and inquiry-based approach to supervision of student teachers. Reflection, decision-making, resource and information gathering, self-direction, in addition to communication, collaboration, and support are key elements of this approach. The goal is to foster within novice teachers an orientation of reflective inquiry that will support the development of their own resourcefulness, skills, and self-directed practice. Please refer to the manual provided at the fall supervisor orientation for more information on the clinical approach to supervision and what it means in practice.

### The Supervisor's Responsibilities

#### ***With Cooperating Teachers:***

- Introduce yourself to student teachers and cooperating teachers.
- Act as a liaison between student teacher, cooperating teacher, and the Educational Studies Department.
- Explain the IWU supervision process to student teachers and cooperating teachers.
- Provide support for cooperating teachers.
- Ask cooperating teachers to share their observations of the student teacher's progress.
- Ask cooperating teachers to share their classroom decision-making processes with student teachers, and to engage them in discussion of educational issues, teaching, learning, students, and student-teaching issues and concerns.
- Communicate through your behavior that the cooperating teacher is not the one being evaluated, but that he or she is a valued colleague in teacher education.
- Encourage cooperating teachers to call and e-mail you to discuss anything – even seemingly minor concerns.
- Support the cooperating teacher when in discussion with a student teacher, especially when addressing any dissonance.

#### ***With Student Teachers:***

- Provide support and encouragement to student teachers.
- Encourage student teachers to form a collaborative relationship with his or her cooperating teacher.
- See that student teachers have experience with all teacher responsibilities in consultation with the student teacher and cooperating teacher.
- Recognize and respond to the emotions experienced by the student teacher. Help the student teacher understand how their personal concerns fit into the larger context of teaching and learning.
- Maintain professional boundaries with student teachers.

- Help student teachers accept and respond to criticism.
- Direct student teachers to relevant materials to broaden their knowledge and skills.
- Write a letter of reference for each student teacher (see the suggested criteria on pp. 25-26). A signed electronic copy of the letter should be sent to both the Career Center and the Educational Studies office *no later than January 10*.

### **To the University**

- Attend two Educational Studies department meetings focused on supervision and the annual reception for cooperating teachers.
- Provide oversight regarding the completion of student teaching requirements.
- Apply ISBE/IWU performance criteria for assessing student teaching.
- Engage in data-based assessment (specific behaviors).
- Act as liaison between the University and the cooperating teacher.
- Mediate any issues arising between cooperating teacher and student teacher.
- Communicate concerns about student teachers to the Department Chair *before* they escalate.

### **Observation and Evaluation of the Student Teacher**

1. Make an introductory visit to each school the first week in order to make yourself known to the cooperating teacher and the school principal.
2. Require the student teacher to give you his or her teaching schedule so that you can plan each visit in advance at mutually agreeable times.
3. Plan to make an evaluative visit (the 2<sup>nd</sup> visit) before the end of the third week of the student teaching term. Let the student teacher and the cooperating teacher know when to expect you.
4. Make at least **five** evaluative visits during the semester. Additional visits may be made at the request of the cooperating teacher, student teacher, seminar instructor, Department Chair, or when you deem necessary.
5. Schedule visits so that the student teacher is seen at regular intervals throughout the period in order to note progress and/or to resolve any possible difficulties.
6. During each visit, write your observations and comments in narrative form, and provide copies to the student teacher and cooperating teacher. Be sure to include length of observation, lessons observed, and information discussed during the conference. Observation forms may be obtained from the Educational Studies office, or <http://www.iwu.edu/edstudies/teachers/>. One copy of the completed form is placed in the file of the student teacher in the Department office at the end of the term. Keep precise and detailed notes, for these observation forms are important sources of information for the midterm conference, final evaluation and for the ISBE accreditation review.
7. After each visit, take the time to talk with the student teacher and cooperating teacher, or make arrangements for a later conference as soon as possible. Follow up these discussions with e-mail or telephone communications, if helpful.
8. Arrange for a midterm and final conference to assess the student teacher's performance. These conferences typically occur after the 3<sup>rd</sup> and 5<sup>th</sup> site visit. The cooperating teacher, supervisor, and

student teacher each complete their respective forms prior to the conference. The supervisor should then produce **one final document** after the conference, for all parties to sign. The purpose of these conferences is to share evaluative observations and to discuss areas of progress and deficiency. At midterm, goals should be set for the remainder of the term and dates for full-time teaching should also be determined.

9. The midterm and final conference forms should be submitted electronically to the Educational Studies office at the end of the term. Paper copies of the signature pages must be turned into the Educational Studies Office.

10. At the conclusion of the student teaching experience, submit the following to the Educational Studies Office in the folders provided by **December 19**:

- Student Teaching Observation forms.
- Midterm conference form – paper copy of signature page.
- Final evaluation form –paper copy of signature page.
- Mileage reimbursement form (<http://www.iwu.edu/edstudies/teachers/>). Mileage is based on distance from IWU to the school. Mileage reimbursements will not be processed until all forms have been submitted.

11. You will also be asked to complete an evaluation of the cooperating teacher. You will be sent a link to complete the evaluation.

Supervisors of student teachers have a critical role in the mentoring of future teachers. We appreciate the diligent and thoughtful attention supervisors dedicate to this process. Questions or comments about your role, or the supervision process, should be directed to Robin Leavitt, Chair of the Educational Studies Department.

**Note: Any critical events or circumstances observed during the student teaching experience that affect the physical or emotional health of the IWU student, or the relationship between the host school and IWU (including individual persons) should be *immediately* brought to the attention of the Department Chair, Robin Leavitt: 309-556-3504.**



## APPENDICES

### **IWU Student Teaching Conference Form Templates**

Program specific forms with indicators are located at <http://www.iwu.edu/edstudies/teachers/>

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Midterm and Final Conference form: Cooperating Teacher .....	37
Midterm Conference Form: IWU supervisor .....	39
Final Evaluation by IWU supervisor .....	41



**IWU MIDTERM CONFERENCE: STUDENT TEACHER (template)**

**Student Teacher:**  
**IWU Supervisor:**  
**Subjects and/or grade:**

**Cooperating Teacher:**  
**School:**  
**Date:**

**General Directions:**

All participants in the midterm conference individually complete their respective forms prior to meeting. This form and portfolio and other evidence may be exchanged and previewed prior to the conferences. Comments of all participants are integrated into one final form completed by the IWU supervisor and signed by all parties. The student teacher must bring his or her portfolio-in-progress to the conference, and be prepared to orally present evidence speaking to proficiency with respect to each standard. Evidence may speak to more than one indicator. Evidence may include the following:

- Student Teaching Checklist (portfolio requirement)
- Teaching Context Narrative (portfolio requirement)
- Collegial Coaching reflection
- Digital videos of student presentations (with permissions)
- Recorded field observations of students
- Materials from professional conferences or in-service days
- Slide shows of one’s teaching and student work
- Photos of one’s teaching and classroom (with permissions or students’ faces must be blurred)
- Journal entries or Reflection essays (dated and labeled by topic)
- Communications to parents written by student teacher
- Lesson plans in specific content areas
- Assessment instruments developed and used by student teacher
- Sample student work (with identifying information removed)
- Sample student work (with identifying information removed)
- Sample student work (with identifying information removed)

<i>Performance indicators for each standard are listed on the actual program specific form on the Educational Studies website.</i>	<b>Check (X) one or two of the columns below, as applicable.</b>		
	<b>Performance evidence</b>	<b>Artifact evidence</b>	<b>No or little evidence</b>
<b>TEACHER SCHOLARS FOR SOCIAL JUSTICE</b>			
<b>SJ1:</b> Demonstrates the belief that <i>all</i> students can learn.			
<b>SJ2:</b> Responds to the educational needs of all students in a caring, non-discriminatory, and equitable manner.			
<b>SJ3:</b> Demonstrates the knowledge, skills, and professional dispositions that facilitate <b>all</b> students’ learning, regardless of race, culture, ethnicity, language, class, gender, and/or ability.			
<b>Dispositions:</b>			
<b>R1:</b> Engages in ongoing and thoughtful <b>reflection</b> .			
<b>R2:</b> Demonstrates <b>resourcefulness</b> .			
<b>R3:</b> Demonstrates <b>responsiveness</b> .			
<b>TEACHING DIVERSE STUDENTS (IPTS 1)</b>			
Applies understandings of the diverse characteristics and abilities of each student and the context of his or her social, economic, cultural, linguistic, and academic experiences to create instructional opportunities that maximize student learning.			
<b>CONTENT AREA AND PEDAGOGICAL KNOWLEDGE (IPTS 2)</b>			
Creates meaningful learning experiences for each student, applying in-depth understanding of content area knowledge-including content area literacy, pedagogical knowledge, and evidence-based practice.			
<b>PROGRAM SPECIFIC CONTENT AREA STANDARDS/INDICATORS</b> <i>See individual program forms on the Educational Studies website.</i>			
<b>PLANNING FOR DIFFERENTIATED INSTRUCTION (IPTS 3)</b>			
Plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. Plans for ongoing student growth and achievement.			
<b>LEARNING ENVIRONMENT (IPTS 4)</b>			
Structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.			

<p align="center"><b>INSTRUCTIONAL DELIVERY (IPTS 5)</b></p> <p>Differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. In doing so, demonstrates understanding that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.</p>	<b>Performance evidence</b>	<b>Artifact evidence</b>	<b>No or little evidence</b>
<p align="center"><b>READING, WRITING, AND ORAL COMMUNICATION (IPTS 6)</b></p> <p>Recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.</p>			
<p align="center"><b>ASSESSMENT (IPTS 7)</b></p> <p>Understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. Makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.</p>			
<p align="center"><b>COLLABORATIVE RELATIONSHIPS (IPTS 8)</b></p> <p>Builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. Works as a team member with professional colleagues, students, parents or guardians, and community members.</p>			
<p align="center"><b>PROFESSIONALISM, LEADERSHIP, AND ADVOCACY (IPTS 9)</b></p> <p>Engages in ethical and reflective practice, exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.</p>			

**Questions, Concerns, Needed Support or Opportunities, and/or Plans for Development:**

**Discuss with your Cooperating Teacher and Supervisor your readiness for full-time teaching responsibilities and what those will be and when you are likely to take on that task. Be sure to discuss the “Teaching and Learning Plan,” and arrangements for the video recording.**

\_\_\_\_\_ **Student Teacher signature**

\_\_\_\_\_ **date**

**IWU FINAL CONFERENCE: STUDENT TEACHER (template)**

**Student Teacher:**  
**IWU Supervisor:**  
**Subjects and/or grade:**

**Cooperating Teacher:**  
**School:**  
**Date:**

**General Directions:**

All participants in the final conference individually complete their respective forms prior to meeting. Comments of all participants are integrated into one final form completed by the IWU supervisor and signed by all parties.

The primary evidence for this conference is the *Teaching and Learning Plan* and video clips. You may provide additional portfolio or other evidence you believe necessary to make a case for your teaching proficiency, with respect to the standard indicators. Evidence may speak to more than one indicator. This form and the portfolio may be exchanged and previewed prior to the conferences. The student teacher should bring his or her portfolio-in-progress to the conference, and be prepared to orally present evidence speaking to proficiency with respect to each standard.

<i>Performance indicators for each standard are listed on the actual program specific form on the Educational Studies website.</i>	<b>Check (X) columns below, as applicable.</b>	
<b><i>Teacher Scholars for Social Justice</i></b>	<b>Performance evidence</b>	<b>Artifact evidence</b>
<b><i>Teaching Diverse Students</i></b> (IPTS 1)		
<b><i>Content Area and Pedagogical Knowledge</i></b> (IPTS 2)		
<b>Program Specific Content Area Standards/Indicators</b>		
<b><i>Planning for Differentiated Instruction</i></b> (IPTS 3)		
<b><i>Learning Environment</i></b> (IPTS 4)		
<b><i>Instructional Delivery</i></b> (IPTS 5)		
<b><i>Reading, Writing, and Oral Communication</i></b> (IPTS 6)		
<b><i>Assessment</i></b> (IPTS 7)		
<b><i>Collaborative Relationships</i></b> (IPTS 8)		
<b><i>Professionalism, Leadership, and Advocacy</i></b> (IPTS 9):		

**Candidate summary reflection on demonstrated growth and response to feedback since midterm:**

\_\_\_\_\_  
**Student Teacher Signature**

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



## IWU STUDENT TEACHING CONFERENCE: COOPERATING TEACHER (template)

**Student Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_ Midterm or Final (check one)  
**Cooperating Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Directions:**

All participants in the midterm and final evaluation conferences individually complete their respective forms prior to meeting. The student teacher should bring his or her portfolio-in-progress to the midterm and final evaluation conferences. Forms and portfolio may be exchanged and previewed prior to the conferences. Comments of all participants are integrated into one final form completed by the IWU supervisor and signed by all parties.

**Cooperating Teacher: Please provide narrative comments on the student teacher's proficiencies with respect to the standards in the left column.**

<b>Student Teaching Performance Standards</b> <i>Performance indicators for each standard are listed on the actual program specific form on the Educational Studies website.</i>	<b>Observations, Comments, and Suggestions for Professional Development</b>
<p style="text-align: center;"><b>TEACHER SCHOLARS FOR SOCIAL JUSTICE</b></p> <p><b>SJ1:</b> Demonstrates the belief that <i>all</i> students can learn.  <b>SJ2:</b> Responds to the educational needs of all students in a caring, non-discriminatory, and equitable manner.  <b>SJ3:</b> Demonstrates the knowledge, skills, and professional dispositions that facilitate <b>all</b> students' learning, regardless of race, culture, ethnicity, language, class, gender, and/or ability.</p> <p><b>Dispositions:</b>  <b>R1:</b> Engages in ongoing and thoughtful <b>reflection</b>.  <b>R2:</b> Demonstrates <b>resourcefulness</b>.  <b>R3:</b> Demonstrates <b>responsiveness</b>.</p>	
<p><b>TEACHING DIVERSE STUDENTS:</b> applies understandings of the diverse characteristics and abilities of each student and the context of his or her social, economic, cultural, linguistic, and academic experiences to create instructional opportunities that maximize student learning.</p>	
<p><b>CONTENT AREA AND PEDAGOGICAL KNOWLEDGE:</b> Creates meaningful learning experiences for each student, applying in-depth understanding of content area knowledge-including content area literacy-, pedagogical knowledge, and evidence-based practice.</p>	
<p><b>PROGRAM SPECIFIC CONTENT AREA STANDARDS/INDICATORS</b>  <i>See individual program form on the Educational Studies website.</i></p>	
<p><b>PLANNING FOR DIFFERENTIATED INSTRUCTION:</b> Plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. Plans for ongoing student growth and achievement.</p>	
<p><b>LEARNING ENVIRONMENT:</b> Structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.</p>	
<p><b>INSTRUCTIONAL DELIVERY:</b> Differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. In doing so, demonstrates understanding that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.</p>	
<p><b>READING, WRITING, and ORAL COMMUNICATION:</b> Recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.</p>	
<p><b>ASSESSMENT:</b> Understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. Makes decisions</p>	

driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.	
<b>COLLABORATIVE RELATIONSHIPS:</b> Builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. Works as a team member with professional colleagues, students, parents or guardians, and community members.	
<b>PROFESSIONALISM, LEADERSHIP, and ADVOCACY:</b> Engages in ethical and reflective practice, exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.	

**MIDTERM:** Summarize the student teacher’s major strengths and areas needing improvement during the remainder of student teaching term. Discuss with the IWU supervisor and student teacher his or her readiness for full-time teaching responsibilities and what those will be and the timeline for implementation. The student teacher should discuss the “Teaching and Learning Plan” and arrangements for video recording.

**FINAL:** Please type an “X” in the space preceding one of the sentences below:

- I am confident in this student’s ability as a novice teacher.
- I have some reservations about this student’s ability as a novice teacher (please explain below).

\_\_\_\_\_  
Cooperating Teacher Signature

\_\_\_\_\_  
Date

## STUDENT TEACHING MIDTERM ASSESSMENT: IWU SUPERVISOR (template)

**Student Teacher:**

**Date:**

**Cooperating Teacher:**

**School:**

**Directions:**

All participants in the midterm conference individually complete their respective forms prior to meeting. The student teacher should bring his or her portfolio-in-progress to the evaluation conference. Forms and supporting documents may be exchanged and previewed prior to the conferences. Comments of all participants are integrated into this one final form completed by the IWU supervisor and signed by all parties.

<b>Student Teaching Performance Standards</b> <i>Performance Indicators for each standard are listed on the actual program specific form on the Educational Studies website.</i>	<b>Comments, Observations, and Suggestions for Professional Development</b>
<p style="text-align: center;"><b>TEACHER SCHOLARS FOR SOCIAL JUSTICE</b></p> <p><b>SJ1:</b> Demonstrates the belief that <i>all</i> students can learn.</p> <p><b>SJ2:</b> Responds to the educational needs of all students in a caring, non-discriminatory, and equitable manner.</p> <p><b>SJ3:</b> Demonstrates the knowledge, skills, and professional dispositions that facilitate <b>all</b> students' learning, regardless of race, culture, ethnicity, language, class, gender, and/or ability.</p> <p><b>Dispositions:</b></p> <p><b>R1:</b> Engages in ongoing and thoughtful <b>reflection</b></p> <p><b>R2:</b> Demonstrates <b>resourcefulness</b></p> <p><b>R3:</b> Demonstrates <b>responsiveness</b></p>	
<p><b>TEACHING DIVERSE STUDENTS:</b> applies understandings of the diverse characteristics and abilities of each student and the context of his or her social, economic, cultural, linguistic, and academic experiences to create instructional opportunities that maximize student learning.</p>	
<p><b>CONTENT AREA AND PEDAGOGICAL KNOWLEDGE:</b> Creates meaningful learning experiences for each student, applying in-depth understanding of content area knowledge-including content area literacy-, pedagogical knowledge, and evidence-based practice.</p>	
<p><b>PROGRAM SPECIFIC CONTENT AREA STANDARDS/INDICATORS</b></p>	
<p><b>PLANNING FOR DIFFERENTIATED INSTRUCTION:</b> Plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. Plans for ongoing student growth and achievement.</p>	
<p><b>LEARNING ENVIRONMENT:</b> Structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.</p>	
<p><b>INSTRUCTIONAL DELIVERY:</b> Differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. In doing so, demonstrates understanding that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.</p>	
<p><b>READING, WRITING, and ORAL COMMUNICATION:</b> Recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.</p>	
<p><b>ASSESSMENT:</b> Understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. Makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.</p>	

<p><b>COLLABORATIVE RELATIONSHIPS:</b> Builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. Works as a team member with professional colleagues, students, parents or guardians, and community members.</p>	
<p><b>PROFESSIONALISM, LEADERSHIP, and ADVOCACY:</b> Engages in ethical and reflective practice, exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.</p>	

**Summarize** the student teacher’s major strengths at this point in his or her professional development and areas needing improvement during the remainder of student teaching term. Indicate when the student teacher is expected to be ready for full-time teaching responsibilities, what those will be, and the timeline for implementation. Confirm that the student teacher has discussed his or her “Teaching and Learning Plan” and arrangements for video recording with the cooperating teacher.

\_\_\_\_\_  
Student Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Cooperating Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
IWU Supervisor Signature

\_\_\_\_\_  
Date

*Signed copies of this form are to be provided to the cooperating teacher and supervisor. At the end of the term, the form should be turned into the Ed Studies Office.*

**STUDENT TEACHING FINAL EVALUATION (template):  
IWU Supervisor Summary Assessment**

**Student Teacher:**  
**IWU Supervisor:**  
**Subjects and/or grade:**

**Cooperating Teacher:**  
**School:**  
**Date:**

**General Directions:**

All participants in the final conference individually complete their respective forms prior to meeting. Comments of all participants are integrated into one final form completed by the IWU supervisor and signed by all parties.

The primary evidence for this conference is the *Teaching and Learning Plan* and video clips. Candidates may provide additional portfolio or other evidence he or she believes is necessary to make a case for teaching proficiency with respect to the standard indicators. Evidence may speak to more than one indicator. The portfolio may be exchanged and previewed prior to the conferences. The student teacher should bring his or her portfolio-in-progress to the conference, and be prepared to orally present evidence speaking to proficiency with respect to each standard.

**Performance Score Key:**

**Exemplary:** The student teacher exceeds all indicators for a standard, performs far beyond that of a novice teacher, and has provided strong evidence of his or her competence.

**Proficient:** The student teacher demonstrates competence in accord with the overall intent of the standard, as well as most indicators, and has provided sufficient evidence of having done so.

**Developing:** The student teacher is beginning to demonstrate competence across some of the indicators, but still needs improvement in or further opportunity to demonstrate competencies across the category. Partial evidence provided.

**Unsatisfactory:** The student teacher demonstrates inadequate competence across the indicators, despite opportunities to demonstrate skills. Little or no evidence provided.

**Standard/Indicators: TEACHER SCHOLARS FOR SOCIAL JUSTICE**

**SJ1:** Demonstrates the belief that *all* students can learn.

**SJ2:** Responds to the educational needs of all students in a caring, non-discriminatory, and equitable manner.

**SJ3:** Demonstrates the knowledge, skills, and professional dispositions that facilitate **all** students' learning, regardless of race, culture, ethnicity, language, class, gender, and/or ability.

**Dispositions:**

**R1:** Engages in ongoing and thoughtful **reflection**

**R2:** Demonstrates **resourcefulness**

**R3:** Demonstrates **responsiveness**

**Summative Score**

**Supporting Explanation:**

**TEACHING DIVERSE STUDENTS (IPTS 1)**

Applies understandings of the diverse characteristics and abilities of each student and the context of his or her social, economic, cultural, linguistic, and academic experiences to create instructional opportunities that maximize student learning.

**Summative Score**

**Supporting Explanation:**

**CONTENT AREA AND PEDAGOGICAL KNOWLEDGE (IPTS 2)**

Creates meaningful learning experiences for each student, applying in-depth understanding of content area knowledge-including content area literacy-, pedagogical knowledge, and evidence-based practice.

**Summative Score**

**Supporting Explanation:**

<b>PROGRAM SPECIFIC CONTENT AREA STANDARDS/INDICATORS</b>	
<b>Summative Score</b>	
<b>Supporting Explanation:</b>	
<b><i>PLANNING FOR DIFFERENTIATED INSTRUCTION</i></b> (IPTS 3)	
Plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. Plans for ongoing student growth and achievement.	
<b>Summative Score</b>	
<b>Supporting Explanation:</b>	
<b><i>LEARNING ENVIRONMENT</i></b> (IPTS 4)	
Structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.	
<b>Summative Score</b>	
<b>Supporting Explanation:</b>	
<b><i>INSTRUCTIONAL DELIVERY</i></b> (IPTS 5)	
Differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. In doing so, demonstrates understanding that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.	
<b>Summative Score</b>	
<b>Supporting Explanation:</b>	
<b><i>READING, WRITING, AND ORAL COMMUNICATION</i></b> (IPTS 6)	
Recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.	
<b>Summative Score</b>	
<b>Supporting Explanation:</b>	
<b><i>ASSESSMENT</i></b> (IPTS 7)	
Understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. Makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.	
<b>Summative Score</b>	
<b>Supporting Explanation:</b>	
<b><i>COLLABORATIVE RELATIONSHIPS</i></b> (IPTS 8)	
Builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. Works as a team member with professional colleagues, students, parents or guardians, and community members	
<b>Summative Score</b>	
<b>Supporting Explanation:</b>	
<b><i>PROFESSIONALISM, LEADERSHIP, AND ADVOCACY</i></b> (IPTS 9)	
Engages in ethical and reflective practice, exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.	
<b>Summative Score</b>	
<b>Supporting Explanation:</b>	

**Additional Comments:**

\_\_\_\_\_  
Student Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Cooperating Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
IWU Supervisor Signature

\_\_\_\_\_  
Date