

Student Teaching Handbook

2009-2010

Illinois Wesleyan University

Educational Studies Department

**ILLINOIS WESLEYAN UNIVERSITY
EDUCATIONAL STUDIES DEPARTMENT**

2009-2010

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STUDENT TEACHING CALENDAR 2009-2010

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 throughout the student teaching period. 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 the University 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. Student teachers must make arrangements for meals when the IWU dining room is closed.

Fall Semester, 2009

Music education students are required to attend mini-camps prior to the start of school.

Unit 5	August 17
District 87	August 17
IWU classes begin	August 24
Cooperating Teacher Reception	September 2
Student Teaching Seminar Begins	August 25
Music Education Students' Seminar Begins	August 26
End of First Student Teaching Experience (Music)	October 9
Start of Second Student Teaching Experience (Music)	October 12
Last Day of Student Teaching	December 4

Spring Semester, 2010: Music student teachers

Student Teaching Begins (report to school)	January 4
University Classes Begin	January 6
Music Education Students' Seminar Begins	January 6
End of First Student Teaching Experience	February 19
Start of Second Student Teaching Experience	February 22
Last Day of Student Teaching	April 23

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 student teachers, cooperating teachers, school administrators, and university supervisors. 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 Amy Jacobi, Field Placement Coordinator (ajacobi@iwu.edu), or Ana Floriani, supervisor of student teaching (aflorian@iwu.edu).

OUR MISSION¹

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.

¹ Adopted 2008

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 competencies outlined on the evaluation form and the corresponding standards. Student teachers will participate in all activities typically expected of their cooperating teachers, gradually assuming increasing responsibility.

Student teaching demands a reflective commitment to flexible problem-solving. Each student teacher will participate in a full semester of student teaching, *which will include no less and no more than a 2-3 week period of sustained full-day teaching.*

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 students 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 program. Additional expectations as they align with the IWU mission and ISBE standards are explicated in the section, "To the Student Teacher" (p. 14). 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.

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.

Level I: Orientation and Introduction

On the first day of school, the IWU student teacher should be introduced to students in all classes he or she will be teaching. During the first week, the student teacher may observe in the classroom, actively assist the cooperating teacher, and work with individual and small groups of students. This time can also be used for student teachers to get acquainted with the students, study school regulations and policy, and learn classroom procedures, as indicated below.

Procedures

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

Classroom information

- Class rosters
- Grade book/grading procedures
- Information about students with special needs
- Classroom supplies
- Lesson plan format
- Curriculum, resources, and materials
- Textbooks
- Assessment instruments

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

People

- Principal
- Assistant Principal
- Grade level team and/or department members
- Parents
- Librarians/media staff
- Information Technology staff
- Nurse
- Psychologist
- Social Worker
- Counselor
- Special Ed. Staff (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

Level 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 elementary, secondary, and foreign language student teachers to identify their senior research project, 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, and (d) assessing the students' understanding and knowledge. **All instructional plans must be discussed with and have the advance approval of the cooperating teacher.** Lesson plans should include the following (in addition to seminar instructor or cooperating teacher requirements):

- Learning goals for students, including those with varied abilities and learning styles
- Specific content addressed
- Instructional strategies and procedures which accommodate students varied abilities and learning styles
- Materials and resources required
- Possible comments and questions to pose to students
- Potential challenges anticipated and possible responses
- Evaluation criteria: student learning and one's teaching

Level III: Full-time Teaching Responsibility

(by the 9th or 10th week; 5th or 6th week for music student teachers in two placements.)

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.

Level 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. If possible, we recommend that student teachers take some time to observe other classrooms in the building.

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 competencies outlined by the Illinois State Board of Education: The Standards for All Teachers, Technology Standards, and Language Arts Standards (www.isbe.state.il.us/profprep/standards.htm). In addition, each student teacher should demonstrate mastery of those standards specific to his or her content area. Evaluation criteria also includes expectations specific to the IWU Teacher Education Program mission and the corresponding dispositions of reflection, resourcefulness, and responsiveness.

Detailed evaluation criteria may be found on pages 35-60 of this handbook. The evaluation of the student teaching experience is an ongoing process that is the joint responsibility of the IWU supervisor, the seminar instructor, the cooperating teacher, and the student teacher. The student teacher is expected to engage in self-assessment and reflection in addition to being assessed by their cooperating teacher(s) and supervisor. The 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, or the evaluation criteria detailed in this handbook 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 from the supervisor; and expect an immediate response to any reported crisis situation.

IWU Supervisors Have the Right To:

- Expect student teachers to be prepared for site visits and conferences;
- Expect the cooperating teacher to provide feedback on the student teacher's progress; and
- Expect support from faculty colleagues and department chair.

The IWU supervisor makes six 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 receive a copy of the IWU supervisor's comments.

Comprehensive evaluation conferences are held at midterm (typically after the third observation) and at the end of the semester (typically after the sixth evaluation), to share comments and perspectives of all three individuals. Evaluation forms may be accessed at http://www2.iwu.edu/edstudies/Forms/eval_list.shtml or see p. 33 for a generic template. Student teachers are to come prepared for these conferences with supportive evidence and specific reflections on the following:

- Strengths noted since the last conference;
- An area of practice, or understanding, or knowledge that needs improvement;
- A new realization about him or herself, his or her teaching, and/or his or her students that emerged from practice and reflection;
- Something new learned from the cooperating teacher, the students, or a colleague;
- Concerns; and
- Assistance needed from cooperating teacher and/or supervisor.

Any serious deficiencies in the student teacher's performance must be noted by the IWU supervisor in these evaluations. The specific tasks and behaviors necessary for the student teacher to improve his or her teaching competency should be outlined 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'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, conferencing, and completion of seminar requirements. Students must satisfactorily complete all seminar requirements in order to pass student teaching. The supervisor consults with the cooperating teacher, student teacher, seminar instructor, and other professionals involved in the experience.

The University supervisor will give a grade of "A" or "A-" in student teaching when outstanding or superior performance is demonstrated. "B+," "B," and "B-" signify above-average performance; these are good grades and indicate that the student teacher should be a successful teacher. Grades lower than B- 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;
- Demonstrating an uncooperative or disrespectful attitude or immaturity;
- Exhibiting ongoing emotional or personal problems; or
- 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.

