



ILLINOIS WESLEYAN
UNIVERSITY

**STUDENT TEACHING
HANDBOOK**

August 2025 Edition

IWU School of Educational Studies
Teacher Scholars for Social Justice

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INTRODUCTION

The particular mission of the IWU Teacher Education Program and the state of Illinois requirements for all teachers provide the framework for understanding the design and expectations of the student teaching experience. This handbook describes the policies, procedures, and responsibilities for everyone involved in the student teaching experience: student teachers, cooperating teachers, principals, IWU supervisors and seminar faculty. An overview of the student teaching experience is provided in the following pages. Separate sections follow that are specifically addressed to student teachers, cooperating teachers, and IWU supervisors.

It is impossible to overestimate the professional contributions 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 from cooperating teachers, superintendents, principals, IWU supervisors, and student teachers for improving the IWU student teaching experience are welcome at any time. Please contact Lisa Hensey, Director of Field Placement (lhensey@iwu.edu), or Leah Nillas, Dean of the School of Educational Studies and Director of Teacher Education Program (lnillas@iwu.edu), or the Head of the Music Education Department Scott Whitman (swhitman@iwu.edu).

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OUR MISSION

Teacher Scholars for Social Justice

At Illinois Wesleyan University, 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 educational 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, and the role of education and the teacher in a diverse and democratic society.

In particular, our mission is to educate teachers 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. Due to the fact that the student population is becoming increasingly diverse, 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, sexual orientation, 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 while acquiring self-knowledge. Collaborative reflection engages candidates to participate in inquiry communities with their peers, mentors, and 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 can best help all students learn, and to engage in relational thinking so that one can understand and appreciate the experiences of students different from oneself. 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 examine 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 determining how best to create inclusive, democratic classrooms.

Resourcefulness

Inquiring about the needs of and examining the nature of one's students, one's discipline, one's teaching practices, and various institutional practices, while addressing the imperatives of social justice requires initiative, artistry, and creativity. Resourcefulness requires a commitment to ongoing learning, the ability to draw from theory, research, and disciplinary knowledge, when developing curricula and pedagogy that are responsive to culture, ethnicity, class, language, sexual orientation, and ability. Resourcefulness involves searching for and modifying meaningful curricular materials, engaging with teaching technologies, and collaborating with specialists, colleagues, families and community members to meet the learning needs of students.

Responsiveness

If one is to adopt a commitment to teaching for social justice, inquiring into and reflecting upon the problems and prospects of schooling is not sufficient. One must also engage in praxis. The concept of praxis comes to life in myriad ways as candidates respond to the lived realities of students in their classrooms. Responsiveness is required in order 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 collaborate with 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 where all students feel they belong. All of this in turn requires candidates to be reflective and resourceful; thus these three themes are integrally intertwined.

STUDENT TEACHING CALENDAR

The student teaching experience takes place over a full semester for all participants. Fall semester student teachers report to their respective schools on the first institute day, or earlier at the teacher's request. Student teaching ends on the last day of IWU classes. Chicago Semester education student teachers begin and end their student teaching as directed by that office.

Early housing arrangements may be made through Illinois Wesleyan 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 and sorority residents. Students who move in early may purchase individual meals for the dates prior to the start of IWU classes. Contact Sodexo at 309-556-3167 for more information.

Student teachers are expected to attend school and district 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.

Public School Teacher Start Dates, Fall Semester, 2025

LeRoy	
.....	August 11th
Fieldcrest.....	
.....	August 12th
Bloomington Public Schools, District	
#87.....	August 13th
El-Paso	
Gridley.....	
.....	August 13th
Tri-Valley.....	
.....	August 13th
McLean County District	
#5.....	August 18th

IWU Dates, Fall Semester, 2025

Student Teaching Seminar (elementary and secondary) begins	August 18th
Student Teaching Seminar (music education) begins.....	August 29th
Final Seminar Date (elementary and secondary).....	December 1st
Final Seminar Date (music education).....	December 1st
Last Day of Student Teaching.....	December 5th
Signed evaluation forms due Reading Day.....	December 8th
Students expected to follow IWU academic calendar until last day of finals.....	December 12th

Supervision / Site Observation Schedule (a minimum of six site visits is required)¹

Supervisor meeting	August 27th
First supervisor site visit (introductory)	end of August
First and second supervisor site observations	September
Midterm conference (may follow or be concurrent with third site visit); first two weeks of October	
Fourth observation	October, during full-time student teaching
Fifth observation	November, during full-time student teaching
Final evaluation conference	by December 5th

¹ In some cases, additional observations or adjustments to the proposed schedule may be needed to address needs of the student teacher. Split placements in Music Education may require an alternate observation schedule.

SEQUENCE OF STUDENT TEACHING RESPONSIBILITIES

The purpose of student teaching is to provide a structured experience for learning, allowing for a refining of the skills necessary to become a reflective, resourceful, and responsive teacher of children with diverse abilities and backgrounds. As a student teacher, you are expected to exhibit the ability to organize, plan, deliver, and assess learning experiences according to the ISBE standards for all teachers. You will participate in all activities typically expected of cooperating teachers, gradually assuming increasing levels of responsibility. In addition, you will complete any state mandated performance assessments and conduct a self-study during the student teaching experience. A passing score must be achieved prior to graduation.

During your student teaching you will be exposed to 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 will allow you to successfully assume increased teaching responsibilities over the term. As always, you and your cooperating teacher should consider the particular requirements of the classroom setting, the students, and the school in adhering to this schedule.

During all phases, you are expected to 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 or parent-student-teacher conferences
- Student-teacher conferences
- School projects/committee meetings
- Special education (IEP and 504) meetings
- Open Houses and parent nights
- School concerts, before/after school rehearsals, and weekend musical events (music)

Prior to the Start of School

Complete a fingerprint-based criminal background check through the district in which you are student teaching and any paperwork and/or health requirements the district might need before you can begin student teaching.

You are expected to arrive in the classroom one week before the first day of school unless a prior time has been negotiated with the cooperating teacher. It is your responsibility to contact your cooperating teacher no later than August 1 to confirm when she/he wants you to arrive for your first day. You are expected to spend time during the summer (spring music student teachers should make use of winter break) reviewing curriculum materials, Illinois learning goals, ISBE professional standards and relevant standards in your content area, school handbooks, and any other materials provided by the cooperating teacher. Secondary music student teachers should contact their cooperating teachers for the dates of pre-school camps and rehearsals and plan to attend those events.

Phase I: Introductions, Planning, and Orientation (weeks one and two)

Introductions. On the first day of school, you will introduce yourself to the students in all classes. Depending upon the age of the students, the introduction provides an explanation of the role of the student teacher, including the fact that you are there to learn from the students as well as teach them. During the first week, you may observe in the classroom, actively assist the cooperating teacher, and work with individual and small groups of students.

Early in the term is the time for you to get acquainted with your students. This includes learning their names, finding out about the communities in which they live, and their cultural, linguistic, and racial backgrounds. You must also learn about those students receiving special education services.

Planning. You are strongly encouraged to meet with your cooperating teacher(s) to construct a semester plan that will give you the opportunity to demonstrate mastery of the ISBE performance standards expected for all teachers as well as those that are specific to the content area

<https://www.isbe.net/Pages/Learning-Standards.aspx>. ***It is important to note that elementary student teachers placed in classrooms specializing in one or two content areas are still responsible for providing evidence that they have mastered all ISBE standards in the elementary content area.*

Orientation. During the first two weeks, you need to 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 the 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
- Cell phone/telephone use
- Other teacher responsibilities, such as bus duty or playground supervision

Classroom Information

- Class rosters
- Information about students with special needs, i.e. IEP, RTI and 504 plans
- Classroom supplies
- Lesson plan format
- Curriculum resources and materials
- Teaching technologies
- Assessment instruments and procedures:
 - Anecdotal records
 - Cumulative records
 - Diagnostic tests
 - Individual Educational Plans
 - Observation checklists
 - Portfolios
 - Standardized tests, including state exams, and the interpretation of results
 - Student self-evaluations
 - Teacher designed tests
 - Grade book/grading procedures/ Report cards

Over the course of the term, you are expected to have experience with the people and places listed below:

<u>People</u>	<u>Places</u>
● Principal	● Administrative offices
● Assistant Principals	● Workroom/copy machine
● Grade level team and/or department members	● Teachers' lounge/lunchroom
● Parents	● Student lunchroom
● Librarians/media staff	● Restrooms
● Information Technology staff	● Specialist areas (art, PE, music, etc.)
● Nurse	● Library/media center
● Psychologist	● Staff mailboxes

• Social Worker	
• Counselor	
• Special Education personnel (e.g., LD, EMH, TMH, Speech)	
• Secretarial staff	
• Custodial staff	

Phase II: Gradual Increase in Teaching Responsibility (weeks 3-7, *suggested*)

After one or two weeks, you may start teaching one subject or skill to a small group (elementary) or an entire class (secondary). Begin with one area of concentration and gradually assume additional teaching responsibilities until full-time teaching is conducted. This period is also the time for elementary and secondary student teachers to identify their self-study projects and corresponding data collection, and to seek cooperating teacher and parental consent for both their self-study project and any state required assessment.

Prior to full-time teaching, you need to experience success in the following:

- Teaching a group or an entire class for two or three consecutive lessons in one subject.
- Independently planning and teaching specific subjects or classes.
- Independently planning and teaching a unit.
- Assessing student learning in at least one content area.
- Having complete responsibility for a morning, an afternoon, and a day before assuming full-time responsibility (elementary). High school student teachers need to successfully plan and teach one course which may be taught more than once a day and then gradually assume planning and teaching responsibility for additional courses until they take full responsibility for a teaching load.

Music Education student teachers with two placements may not follow this schedule. The student teacher should assume teaching responsibilities as determined by the cooperating teacher and the IWU Music supervisor.

Phase III: Full-time Teaching Responsibility (weeks 8-12, *suggested*)

In consultation with your cooperating teacher, you will assume complete responsibility for classroom instruction for approximately 4 weeks (approximately 20 consecutive school days). Elementary candidates assume responsibility for all content areas and the completion of at least one full unit of instruction in one content area. High school student teachers also assume full responsibility for each class assignment. In some cases, the completion of a unit may require full-time student teaching to go beyond four weeks. Music Education student teachers should assume responsibility for at least two weeks of full-time teaching, but no longer than three weeks.

While you assume entire responsibility for student learning, your cooperating teacher provides ongoing assistance, makes suggestions, and provides evaluative feedback on a daily basis. We ask that the cooperating teacher allow you to try alternative approaches to teaching and learning in the classroom after appropriate consultation.

The IWU supervisor conducts at least one evaluative observational visit and debriefing session while the student teacher assumes full classroom responsibilities.

Phase IV: Gradual Release of Teaching Responsibility (weeks 13-16, *suggested*)

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

During this time, you will be focused on completing any performance assessments and organizing your self-study data, in addition to preparing for the final evaluation conference. *However, with the exception of teaching lessons, all other work for the assessments is to be completed during designated prep times or outside of school hours. You are not to be working on the assessments or non-classroom related paperwork while students are in the classroom, regardless of whether you or your cooperating teacher are responsible for classroom lessons and activities.*

Please see the calendar in this handbook for the last day of student teaching, which is the last day of classes at Illinois Wesleyan University. Unless you are required to make up absences during finals week, you must obtain permission from your cooperating teacher and seminar instructor to return to the field after the last day of classes. You are expected to remain on campus during finals week to complete your assessments and seminar requirements in consultation with your seminar professor.

These phases serve as a guideline for students, cooperating teachers, and university supervisors. Given the necessary accommodations to public school scheduling that may occur, any adjustments to this recommended schedule can be made in consultation with the Director of Field Experience and the Director of Teacher Education.

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 licensure are expected to demonstrate the proficiencies specified by each indicator of the Illinois Professional Educator Standards (IPES) in addition to those standards particular to the content area. The IPES standards and content-specific standards are available at <https://www.isbe.net/Pages/Educator-Licensure-Colleges-and-Universities.aspx>. All candidates for licensure are expected to demonstrate the proficiencies specified by each indicator of the [Culturally Responsive Teaching and Leading Standards](#). The evaluation criteria also include expectations specific to the IWU Teacher Education Program mission to prepare teacher scholars for social justice 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 in addition to being assessed by their cooperating teachers and supervisors. We ask that cooperating teachers have regularly scheduled conferences with student teachers to discuss their ongoing development and identify and document areas of strength and areas for further growth. Please consult with the IWU faculty supervisor if you have any questions about how state standards and the IWU teacher education mission are used with respect to assessing candidate performance. However, the determination of a final grade for the student teaching experience is that of the University supervisor alone.

After the first introductory visit, the IWU supervisor will conduct at least five evaluative observations, at least two of which will be prior to the midterm conference. The timing of the third observation may take place at the discretion of the IWU supervisor, pending the needs of the student teacher and her/his progress (see supervision schedule). For split placements (music), a modified schedule is followed. Supervisors choose one of the two supervisor observation forms to record field observations, comments, and suggestions (see appendices). Observation Forms may be accessed at [handbooks and forms](#). The cooperating teacher, student teacher, and IWU supervisor will make every effort to review comments and suggestions at the conclusion of each site visit, or as soon as possible thereafter. Student teachers will receive a copy of the IWU supervisor's observations. The nature of the evaluative observations, and midterm and final conferences, may be adjusted in light of instructional settings changes.

Performance Evaluation Conferences

The supervisor will coordinate with the student teacher and cooperating teacher to schedule conferences at midterm (typically after the third site visit) and at the end of the semester (after the final observation during full-time student teaching), which will serve as formative and summative assessments. For split placements (music), the midterm evaluation (typically after the third observation) will serve as the final evaluation for the first placement site. The final evaluation for the second placement site will take place at the end of student teaching. It is the responsibility of the IWU supervisor to explain the evaluation process and form to cooperating teachers prior to midterm and final conferences.

A template for the student teaching evaluation may be found in the appendices. Program-specific forms will be provided by the Director of Field Placement. Cooperating teachers and student teachers are asked to use these forms to prepare for the midterm and final evaluation conferences. The student teacher has an active role in each conference as they present and discuss select evidence of proficiency with respect to state standards and the TEP mission. Reference the evaluation template for types of evidence. The IWU supervisor will produce a summary based on the evidence discussed at each conference to be reviewed by each party. The final summary will be signed by all parties.

Cooperating teachers and supervisors are asked to focus their written and oral comments on the strengths the student teacher has demonstrated and any areas of needed improvement. Any serious deficiencies in the student teacher's performance must be noted in writing by the IWU supervisor on the midterm and final evaluation forms. The specific tasks and behaviors necessary for the student teacher to improve their teaching competency will 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 documentation must be maintained by the IWU supervisor, and at times, submitted to the Dean of the School of Educational Studies.

As has been noted, after gathering all relevant information, the final grade for student teaching will be determined by the IWU supervisor, alone, according to the criteria on the evaluation form.

Student of Concern Corrective Action Plan

A Corrective Action Plan may be developed for a student teacher due to dispositional and/or academic/field performance reasons. The plan allows the student teacher to continue in the placement while understanding that failure to fulfill their part in accomplishing specific outcomes will result in a lowered grade and/or change in placement.

Dispositional reasons include, but are not limited to:

- An uncooperative attitude toward learning and supervision

- Repeated concerns about professionalism in conduct, language, attire, confidentiality, punctuality, and/or attendance
- Inappropriate physical or verbal interactions
- Failure to adhere to confidentiality protocols, DCFS reporting requirements, and the Illinois Educator Code of Ethics https://www.isbe.net/Documents/educator_COE_0311.pdf
- Behavior that is irresponsible, damaging, or possibly harmful to students
- Mental or physical health issues that affect the student teacher's performance

Academic/Field Performance reasons include, but are not limited to:

- Repeated inaccurate or incomplete content instruction
- Repeated ineffective use of teaching strategies
- Repeated failure to secure and maintain an effective learning environment
- Failure to complete the student teaching requirements outlined in the Student Teaching Handbook

The Student of Concern Corrective Action Plan should include the following:

- Statement of area(s) of needed improvement (dispositional and/or field performance)
- Documentation of meetings/conferences/phone calls and names of individuals in attendance.
- Specific outcomes desired and the person(s) responsible for the verification of those outcomes
- Target dates for accomplishing specific outcomes
- Consequences of not fulfilling the Corrective Action Plan requirements (refer to the ST handbook)

Change in Placement

If either the cooperating teacher or the IWU supervisor believes the student teacher is not fulfilling the responsibilities of student teaching, as outlined in this handbook, or will not fulfill the Corrective Action Plan requirements, one or more of the following steps may be taken by the Director of Field Placement:

1. Extend the student teaching placement by 1-10 days.
2. Transfer the student teacher to a different cooperating teacher, grade, subject area, and/or school.
3. Continue in the assigned placement with reduced responsibilities. Academic credit will be earned for the experience but no recommendation for professional licensure will be forwarded to the college.
4. Immediately terminate student teaching without credit. Note - Unsuccessful student teaching may result in loss of academic credit (potentially affecting completion of academic requirements for graduation), tuition, fees, financial aid, and health insurance.

Re-enrolling in Student Teaching

Candidates who withdraw from or are removed from student teaching may petition to re-enroll in student teaching the following year. A favorable response to the petition will depend upon the severity of the concerns that prompted removal from student teaching, consideration of the candidate's growth over the intervening year, and whether the candidate appears developmentally ready to take on the responsibilities of student teaching. **Ninth semester reduced tuition is not available to candidates who have been removed from student teaching.**

TO THE STUDENT TEACHER

The student teaching experience is designed to integrate 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, collaborating with families, and adjusting your teaching practices to meet the needs of diverse learners. On the other hand, your proficiency will improve if you view teaching as a continuous process of study, reflection, practice, and adaptation. Take responsibility for assessing your own performance. Reflection, resourcefulness, and responsiveness, as well as the ability to learn from mistakes are essential 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 Open Houses, parent conferences, rehearsals, and performances. Most cooperating teachers will be open to your ideas about trying new pedagogies if they receive full and advance communication about your intentions. Keep in mind, however, that your cooperating teacher is responsible for their classroom and has the ultimate decision-making authority. You must always yield to your cooperating teacher's judgment.

To a great extent, the success of your student teaching experience depends on the relationship you establish with your cooperating teacher. Be proactive in establishing regular times to co-plan with your cooperating teacher. You will need to take responsibility for explaining IWU performance expectations, including your self-study and assessment requirements. Take the initiative to seek feedback from your cooperating teacher on all aspects of your student teaching performance. Let the cooperating teacher know when you feel ready for additional classroom responsibility, or alternatively, when expectations for your responsibilities are not understood.

Your cooperating teacher wants you to succeed, but they can't know what help you need unless you communicate with them. Take the initiative to ask for advice and help. Ask your cooperating teacher how they prefer to maintain ongoing communication with you, and then consult with them on a regular basis.

Student teaching is a learning experience. Be receptive to the suggestions of your cooperating teacher and IWU supervisor. If differences or communication issues 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 are expected to conduct yourself accordingly. Students engaging in unprofessional behavior jeopardize their status in the Teacher Education Program and field placements for all IWU students. If you have questions about classroom or school policies and practices, consult with your IWU supervisor and seminar faculty on how to engage in discussions with your cooperating teacher.

Expectations of Student Teachers

Attendance

You are assuming a professional role and must be prompt and regular in your attendance. 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 student 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. Music student teachers are not permitted to participate in any IWU ensemble during the semester of student teaching, regardless whether “x” credit is offered. While you are not prohibited from engaging in employment or extracurricular activities, *under no circumstances may these activities prevent you from attending school consistently or participating in any late afternoon or evening school activities required of teachers.* If participation in extracurricular activities or employment beyond 10 hours a week negatively affects your student teaching performance or overall well-being, your cooperating teacher and/or IWU supervisor will speak to you and you will be expected to remediate the situation. Of primary concern to the IWU supervisor and the cooperating teacher is your demonstrated commitment to, and performance of, those responsibilities that comprise your teaching activities.

You are expected to adhere to the contractual hours set for teachers by the district. You should arrive at least 5 minutes before teachers are required to be at school so that you can plan, prepare, and consult with your cooperating teacher. Similarly, you are expected to remain present after students have been dismissed to allow time for planning and conferencing and other after school events and extra-curricular activities. You may not leave school earlier than the time when teachers are allowed to leave, unless you need to do so in order to arrive at your seminar on time. Please discuss such exceptions to the rule with your cooperating teacher in advance or if student-athlete see section below.

IWU Study Abroad and Fall Athletes

Students who study abroad during the fall of their senior year must complete a 9th semester of student teaching. Email the Dean of the School of Educational Studies for 9th semester application and process.

Students who participate on an IWU athletic team that competes during any part of the fall semester are encouraged to consider the possibility of a 9th semester student teaching experience. Ninth semester student teaching allows the athlete to participate fully with their team for all four years of eligibility without the added pressure and responsibility of student teaching. If the student-athlete chooses to student teach while simultaneously participating on an athletic team that competes during the fall semester, the student-athlete must submit a “Student Teacher-Athlete Release Request” to the Director of Field Placement during **the preceding spring semester.**

The Director of Field Placement and the student teacher will discuss the request in accordance with School of Educational Studies policy. **The Student Teacher-Athlete Release Request must be agreed to by the Head Coach, Cooperating Teacher, Dean of the School of Educational Studies, Director of Field Placement, and the student.** This signed agreement will be made available to all signees as well as the Athletic Director and Principal. It will be a binding document outlining the schedule for the student teacher for the fall semester. Once all listed individuals have signed the document, no changes will be made.

Any student teacher/athlete who does not submit such a request will not be allowed to participate in both student teaching and with one's athletics during the fall semester.

Absences

The only excusable absences are those due to illness, family emergency, or a death in the immediate family. This rule applies both to the school day and any after-hours school commitments. Absences are not permitted for athletic, sorority or fraternity activities, theater or non-student teaching-related music performances, or any other extra-curricular activities unless agreed upon in contract form prior to the start of student teaching. In the event of any 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 complete lesson plans.
- Call your IWU supervisor and seminar instructor.
- In the case of illness, go to IWU Arnold Health Services and provide your supervisor with a note from Health Services.
- If there is a family emergency requiring you to leave campus, call the Dean of Students (309-556-3111), in addition to your IWU supervisor and seminar instructor.
- Let your IWU supervisor and seminar instructor know the day you return to school.

If you are absent from your placement for any other reason, you will be required to meet with your IWU supervisor to discuss the implications of the absences on your performance evaluation. The School of Educational Studies may require student teachers to make up all missed time in the field, regardless of the reason.

If you accumulate five or more absences due to illness or family emergency, consult with your IWU supervisor and cooperating teacher to discuss the effect of the absences on your performance.

Transportation and Parking

You are responsible for your own transportation and any related expenses. You will be held accountable to all statements of the **Student Teaching Agreement Form** and can be found in the [Teaching Titans Canvas](#). Please note that you may be placed in any district within a 60 mile radius. You are responsible for your own transportation and any concurrent expenses that may arise. You must notify the Director of Field Placement well in advance if your ability to secure transportation has changed. However, even if such changes occur, the responsibility for securing transportation to and from your field sites remains yours alone. 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 will report drivers who violate the law to the police.

Security Protocol

Learn the procedures for entrance to the school building, including whether or not you need to sign in and out of the building each day. Wear your IWU lanyard and ID sleeve with your IWU ID card at all

times. Alternatively, you may wear the 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 have another person sign you in or out of your school building.

Obey all school protocols including the wearing of face masks, submission to temperature checks and other forms of testing, frequent hand washing, and other measures to protect your health and the health of others inside and outside of the school community.

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

Teacher Strike or Work Stoppage

If a strike appears to be imminent prior to the start of student teaching or anytime during the term, do not report to the assigned school. Instead, contact your IWU seminar instructor or the Director of Field Placement for further instructions. Let your cooperating teacher know you are following University procedures in these circumstances.

- During a strike or work stoppage, no IWU student teacher may act as a substitute teacher.
- While you may have your opinions of the issues under contention, do not get involved in the dispute.
- Do not cross any picket line or resume student teaching until the strike is settled.
- If your cooperating teacher invites you to attend union meetings, you may do so as a learning experience. You must, however, remain silent at any such meetings.
- Stay in touch with your IWU supervisor and seminar instructor regarding what you do with your time during any strike. Do not leave campus unless you have asked for and received permission to do so.

Professional Behavior

Dress

A good rule of thumb is to dress as if every day in the field is for a job interview. Wear clothes that are comfortable, but professional in appearance. Ask your cooperating teacher if and when wearing blue jeans is permitted. Follow your cooperating teacher's lead for "casual days." Professional and unprofessional dress and appearance include, but are not limited to, the examples listed below. *School personnel may require you to adhere to more specific dress codes.* Your professionalism will be judged in part by your appearance and demeanor.

Professional	Unprofessional
Business casual	College casual
Dress shoes or dress sandals	Rubber flip flops, old tennis shoes, high heels (more than 2")
Khaki pants, dress or trouser jeans	Athletic pants, sweatpants
Clean-shaven or neatly trimmed beards	Rugged or scraggly facial hair
Limited jewelry	Excessive jewelry that is distracting to students
Clean hands and nails	Chipped nail polish or dirt underneath fingernails
Shirts with collars	T-shirts (inappropriate language or graphics is unacceptable)
Clean, neat, and well-fitting clothing suitable for the active life of teaching	Torn, tight, sheer, or ill-fitting clothes that do not appropriately cover your body; visible undergarments
Clean personal hygiene	Not showering or bathing
	Wearing sports caps or sunglasses inside the building

Cell Phones

Silence and put away your cell phone when you enter the school. Unapproved use of one's cell phone on a school site may be grounds for one's removal from one's placement.

Food

Follow classroom policy regarding eating, drinking, or chewing gum. If you are diabetic or have other health concerns, please let your cooperating teacher know for your well-being.

Communicating with Teachers

Address your cooperating teacher as Mr., Ms., Mx. [last name], unless asked by them to do otherwise. Clarify any questions about your classroom roles or responsibilities with your cooperating teacher on an ongoing basis. Teachers want to be supportive, but they can't help you unless you communicate with them. Talk with them before and after classes, during lunch, or before and after school. You may need to schedule a time when both of you are available. Learn how the cooperating teacher wants to maintain ongoing communication with you.

The cooperating teacher's first responsibility is to their students. Demonstrate to your cooperating teacher that you are an asset and not a burden in the classroom. Never 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 are expected to conduct yourself accordingly. *This is your opportunity to demonstrate your professionalism.* If you have concerns about your participation, discuss them with your professor, the Director of Field Placement, or the Head of the Music Education Department. Students engaging in unprofessional behavior on a repeated basis will be withdrawn from student teaching.

Interactions with Students

Learn your students' names as early as possible. Treat your students with respect but demonstrate *appropriate distance* from them. Do not allow them to call you by your first name. Students should refer to you as Ms., Mr., Mx. (Last Name). If you are uncomfortable with these titles, please talk with the Director of Field Placement to discuss alternatives. Do not divulge information of a personal nature, and do not socialize with students outside of school. Do not provide students with your personal email address and do not communicate with students through social media sites (Facebook, Twitter, Instagram, etc). *Be aware that students may find a way to access your Facebook, Twitter, Instagram, etc. during student teaching without your approval; be extremely selective when sharing information and thoughts, as well as posting pictures.* Be conscious of the tone of your language as well as your choice of words – in many cases that means adopting a formal demeanor and language. Learn the school's policy regarding touching students. If you are inappropriate in your interactions, school personnel will let us know. Maintain a professional rapport and you will have a successful placement.

Be advised that having any kind of sexual or intimate relationship with a minor (under age 18) may constitute unlawful sex with a minor or sexual assault in the eyes of the law. Candidates engaged in any such behavior will be dismissed from the Teacher Education Program with no possibility of re-admission. A conviction for sex with minors under the age of consent would eliminate all possibility for teacher licensure. *All students engaged in field work, especially those working in high school settings, should take care to avoid any appearance of impropriety regarding their relationships with students and should, under no circumstances, be in a dating relationship with a minor.*

When assuming full-time teaching responsibilities, it is best if your cooperating teacher remains in the classroom, or close by. In the latter case, leave the classroom door open. When you need to have individual conferences with students, leave the classroom door open. While you may escort groups of

students to the playground or bus, it is best that you not escort any one student alone outside the school building. Do not transport students in your car.

Consult with your cooperating teacher and IWU supervisor for advice on how to manage challenging student behavior. Refrain from using inappropriate language in addressing students.

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 and turn in a *Confidentiality Agreement* during the first seminar session.

Reporting Child Abuse or Neglect. The exception to confidentiality arises if you believe that a student is in danger of harming themselves or someone else, or if you suspect abuse, neglect, a drug problem or signs of suicidal intentions. In such circumstances, you are obliged to report the information to appropriate school officials immediately. If a student shares information with you indicating they may be at risk, 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 IWU 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](#) found Education Studies website or in [Teaching Titans Canvas](#) and turn it in to your IWU supervisor, who will forward it to the Dean of School of Educational Studies and Director of Teacher Education.

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 IWU supervisor. Review the mandated reporter training course, <https://mr.dcfstraining.org/UserAuth/Login!loginPage.action> or refer to the Illinois Department of Children and Families *Manual for Mandated Reporters* (https://www.illinois.gov/dcf/safekids/reporting/Documents/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.

Incident Reporting Protocol. In the event you perceive that a student is likely to do harm to self or others, an immediate report must be made to school personnel. When there is some question as to what constitutes a critical incident, err on the side of caution. Do not leave the school building before you report concerns about a student to a counselor, your cooperating teacher, or another person in authority. Contact and inform your University supervisor of your concerns and actions within 24 hours of an incident to debrief, that is, share (1) what you saw/heard; (2) what the student did; and (3) to whom you reported. Please ask the School of Educational Studies faculty for assistance in processing critical events. Complete an [Incident Report Form](#) and turn it in to your University Supervisor, who will forward it to the Director of Teacher Education and the Dean of School of Educational Studies within the 24 hour period. These confidential records are kept until deemed no longer necessary.

Teaching Responsibilities

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 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 their 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 IWU supervisor well before each observation visit.

Instructional plans must be in written form and approved by the cooperating teacher. Advance notice typically requires 48 hours, not including weekends, ahead of the instructional event. Some cooperating teachers may require a week's notice so that any necessary modifications to one's plans may be made prior to implementation. Learn your cooperating teacher's expectations within the first week of the term. The *minimal* requirements for lesson plans include all of the following:

- Brief title indicating content to be learned.
- Illinois and other learning goals for students.
- Prerequisite student knowledge needed/expected for the lesson.
- Materials, resources, and technologies required.
- Instructional strategies and procedures which accommodate students with varied abilities and learning styles.
- Possible comments and questions to pose to students.
- Potential challenges anticipated and possible responses.
- Pre- and post-assessments of student learning, including modified assessments as required by individualized IEP's.
- IPES and CRTL standards considered and guided by the lesson.
- Cooperating teachers may require additional information in the lesson plan.

Student Teaching Seminar

The student teaching seminar meets on campus once a week after school hours. For elementary and secondary students, the seminar is worth one unit of credit (student teaching is worth three units of credit). The seminar provides an opportunity to address challenges encountered during the student teaching experience and offers support while you work on your assessment and conduct your self-study (elementary and secondary). 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. Refer to the seminar syllabus for specific attendance policies. Students participating in the Chicago semester program are also required to complete a student teaching seminar, designed to meet their specific needs.

Self-Study/Teacher Inquiry (*elementary/secondary candidates*)

Learning to teach and inquiring into teaching are intricately intertwined. During the fall term, you will initiate a study with the guidance and support of your seminar faculty and peers. The primary purpose for conducting a systematic study focused on one area of your professional development is to improve your own teaching practice and simultaneously your students' learning, and to link both to becoming a teacher for social justice. A focused inquiry has the power to energize and inspire you to grow in new ways, and the process is then one of personal and professional transformation. Your self-study will be a written record of this process. You will receive more information about the inquiry project during the student teaching seminar.

Evaluation

The quality of the Teacher Education Program and the student teaching experience is assessed on an ongoing basis. We ask that you evaluate your IWU supervisor at the end of the student teaching semester; this survey will be sent to you electronically.

Licensure

Graduates of the Teacher Education Program at Illinois Wesleyan University become eligible for a Professional Educator License (PEL) in the State of Illinois. Candidates do not automatically receive a license upon graduation. Application for licensure is made through the Educator Licensure Information System (ELIS) after successfully completing all requirements of the program. Students are recommended for licensure by the IWU Licensure Officer. Students will be notified by email to apply for the license once the following criteria has been met:

- Completion of student teaching with no less than a B grade.
- Completion of EDUC 498 with a minimum grade of C- (elementary and secondary) (state requirement).
- Passing score on the ILTS Content Exam in the initial endorsement/PEL/major program logged in ELIS account (state requirement). The university's study supports for the exam are only available while on campus as enrolled students.
- Final cumulative, major, and professional education grade point average of 3.0.
- All grades of C- or higher in any course intended to meet licensure requirements, regardless of grade point average (state requirement).
- School of Educational Studies or Music Education Department recommendation.
- If applicable, all subsequent endorsement tests recommended to be taken by April 15th (November 15th if December graduate) of senior year so posted on ELIS by April 30th / November 30th.
- Completion of ISBE and IWU graduation requirements. *Note: If degree requirements for licensure are not completed by the last day of May Term, processing of your license will not be guaranteed. If processed by the School of Education Studies office, the submission of paperwork may be delayed.*

The Assistant Director for Teacher Licensure and Assessment conducts a meeting each semester to review the process for obtaining your Illinois teaching license. You will be notified by email of the day and time.

If you are pursuing licensure in other states, complete the Illinois process to facilitate the procedure. You will then need to apply for licensure in the state in which you wish to teach. Specific requirements vary by state so consult with the Assistant Director for Teacher Licensure and Assessment.

TO THE COOPERATING TEACHER

Cooperating 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 with the best possible introduction to teaching. Illinois Wesleyan University is deeply grateful to you for your willingness to mentor our candidates.

Qualifications and Experiences of Cooperating Teachers

In accordance with 23 Illinois Admin. Code, Part 25.620(d) referencing requirements for cooperating teachers:

Beginning with student teaching conducted in the 2014-15 school year, student teaching must be done under the active supervision of a cooperating teacher who is licensed and qualified to teach in the area, has three years of teaching experience, has received a proficient or above performance rating in their most recent evaluation, and is directly engaged in teaching subject matter or conducting learning activities in the area of student teaching.

Per ISBE request, the school district will be asked to provide documentation of a cooperating teacher's years of experience and confirmation that a cooperating teacher has earned a proficient or above performance rating.

Qualifications and Experience of Student Teachers

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

- A minimum of six courses in the major or content area.
- Professional education coursework with an emphasis on social justice issues in education, and child and adolescent development and assessment, including children with disabilities. All candidates have successfully completed curriculum and pedagogy courses in their content areas of licensure.
- A minimum professional education, major, and cumulative grade point average of 3.0.*
- Completed criminal history information checks and other district requirements.
- Completed mandated DCFS reporter training.
- Demonstrated professionalism in prior field experiences (100 hours required).

*An exception may be made due to unique circumstances, if compelling evidence of subject mastery is presented.

Expectations of the Cooperating Teacher

We believe that becoming a teacher is a life-long process requiring continual reflection. We ask that cooperating teachers engage student teachers in ongoing discussions 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 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 (See Sequence of Student Teaching Responsibilities).
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 they appear ready for it, according to your interpretation of what is in the best interests of your students.
5. Plan for the student teacher to become familiar with the total school environment.
6. Allow the student teacher to try new and creative ideas. Assign extracurricular activities as appropriate.
7. The student teacher will make the usual mistakes of the beginning teacher. We ask that you understand and correct their mistakes so they can learn from them. We encourage you to share what you have learned from your experiences.
8. The student teacher has had coursework in child and adolescent development; however, they will need help in applying developmental knowledge in the classroom.
9. The student teacher has completed coursework in lesson and unit planning. These skills are in the formative stages, however, and they will need your assistance in the development and refinement of these skills. The student teacher has been directed to share written instructional plans with you at least 48 hours in advance (you may ask for an earlier review) of the actual teaching of the lesson so that modifications can be made, information can be checked, and teaching strategies can be discussed (see Teaching Responsibilities: Planning and Preparation).
10. The student teacher needs feedback on their teaching. On an ongoing basis, assess teaching competencies. Meet regularly with the student teacher to discuss your observations and self-assessments. We encourage you to be forthcoming and matter of fact during these discussions.
11. Discuss alternative approaches to different situations, allowing the student teacher to find their own way.
12. Communicate daily with the student teacher about instructional plans and an 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 they are competent to assume this responsibility. Please remain nearby.
15. Be firm, honest, direct, and consistent in your communication with and feedback offered to the student teacher. Consult with the IWU supervisor about any concerns or questions.
16. Assist the student teacher in gaining student and parental consent for collecting evidence from the student teaching experience for any state or university assessment and self-study projects (refer to these sections of the handbook and <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 School of Educational Studies and approved by the IWU Institutional Review Board. Questions about the self-study may be directed to the seminar professor.
17. Communicate with the IWU supervisor. The IWU supervisor will make an introductory visit early in the semester. The supervisor will then conduct at least five evaluative observations and arrange for midterm and final evaluation conferences with the student teacher and cooperating teacher (see Appendices). 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 student teachers should be given as much encouragement as possible. At the same time, if a student has been given a teaching assignment that they seem not able to handle or that seems undesirable for all involved, IWU faculty expect you to communicate this to us and to the student immediately 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 differences cannot be reconciled, they should be brought to the direct attention of the IWU supervisor; the Director of Field Placement, or the Head of the Music Education Department. Any student who displays a lack of cooperation, indifference to their responsibilities, insolence, antagonism, or social-emotional difficulties should be reported early to the individuals listed above. Although such occurrences are rare, you can count on the cooperation of Illinois Wesleyan University faculty to resolve any problems that might occur. You may expect an immediate response from the IWU supervisor to any reported crisis situation and a collaborative resolution of any reported problems.

Evaluation

In addition to informal regular communication with the student teacher and IWU supervisor, cooperating teachers participate in a midterm and a final evaluation of the student teacher. We ask that you review the form specific to the student teacher's program (e.g., music, elementary) prior to the midterm and final conferences. An evaluation template is provided in Appendix C. Program-specific forms may be requested by the cooperating teacher from the student or supervisor after they have downloaded from the Teaching Titan Moodle/Canvas/SMS.

During these conferences the student teacher takes an active role presenting and discussing their evidence and soliciting feedback on their performance from the cooperating teacher and IWU supervisor. The student teacher is viewed as a beginning teacher and is given specific, written feedback regarding their competencies, and is offered guidance in areas requiring further growth. After the final conference the IWU supervisor will write a summary of understandings for all participants to sign. However, the final student teaching grade is determined by the IWU supervisor, alone.

Letter of Recommendation

Your student teacher may ask that you write a letter of recommendation, and we hope that you will be in a position to do so. Most school districts prefer letters on school stationery in electronic form, so please sign and save your letter as a pdf before emailing it directly to the student teacher. You may find it useful to draw upon the final evaluation to write the letter of reference. Additional suggestions are listed below.

Content Knowledge: Discuss the accuracy, depth, and breadth of the student teacher's content knowledge. Describe how the student teacher engaged students in reading, writing, and oral communication to facilitate content learning.

Planning for Differentiated Instruction: Describe how the student teacher's instructional plans set high expectations for students, demonstrated resourcefulness, and included accommodations for differences in students' learning styles, abilities, and prior knowledge. Discuss the quality of the student teacher's lesson and unit plans and their alignment with Common Core, state, and district learning goals.

Learning Environment: Discuss the student teacher's effectiveness in managing the classroom learning environment. For example, how well did they communicate clear expectations and encourage students to take responsibility for their behavior and learning? Provide examples of how

the student teacher facilitated cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, and mutual respect.

Instructional Delivery: Discuss the teaching strategies used by the student teacher to foster students' content learning and critical thinking. Comment on the ways the student teacher varied instruction in response to students during and after lessons. Describe the teaching technologies effectively applied to support student learning.

Assessment: Discuss the strategies used by the student teacher to assess student learning and use assessment information to plan for student learning. Describe how the student teacher engaged students in self-assessment and how well they shared and solicited information about student learning with parents or guardians.

Student and Family Diversity: Describe how the student teacher demonstrated appreciation and respect for diversity (e.g., developmental, intellectual, cultural, social, gender, racial, and physical) among students and their families. Discuss how the student teacher integrated multicultural perspectives into the curriculum. Describe how the student teacher assumed an active role in facilitating students' understandings of and respect for individual differences through the use of teaching methods and materials and in daily interactions.

Professionalism: Discuss the student teacher's professional conduct, for example, adherence to confidentiality, ethical behavior, personal responsibility, and advocacy on behalf of students. Share your observations of how the student teacher engaged in reflection and modified their practices to improve teaching and student learning.

Collaborative Relationships: Discuss the quality of the student teacher's collaboration with you and other school personnel to support student learning and well-being. Comment on the student teacher's relationships and collaboration with parents and guardians. Describe the student teacher's communication with families and responsiveness to parental concerns.

If, for some reason, you feel you cannot write a letter of recommendation for your student teacher, please contact the Director of Field Placement.

Recognition of Services

Illinois Wesleyan University and the School of Educational Studies recognize the valuable role provided by cooperating teachers in the education of our candidates. As a token of our appreciation, a stipend is paid to teachers at the end of the term. (Note: Payment cannot be made without the submission of a new 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 IWU theater productions, reduced admission to IWU athletic events, and use of the Shirk Athletic Center. Your IWU Affiliate card will be mailed to you upon request.

Evaluation

We use feedback from cooperating teachers to assess the Teacher Education Program and specifically the student teaching experience. We will contact you at the end of the semester with a request to complete a brief online survey.

Professional Development Credit for Cooperating Teachers - using PD+ on ELIS

- Thirty Professional Development hours will be issued for supervising a student teacher for an entire semester. Fifteen Professional Development hours will be issued for supervising a student teacher for half of a semester.
 - Professional Development hours will be awarded on a 1:1 basis with a cap of 30
 - Hosting a student teacher can be counted once during the course of five years.

Cooperating Teachers should submit the following to the School of Educational Studies Office: Ben Wells
Licensing Officer (bwells@iwu.edu)

IWU Professional Development Log:

- Completed log will evidence time spent on activities resulting in the cooperating teacher's professional growth.

Illinois Wesleyan University will register the Cooperating teacher in PD+ and send them a link once the Cooperating Teacher has submitted a Professional Development Log to IWU. This log documents time spent on activities during student teaching that resulted in the cooperating teacher's professional growth.

TO THE IWU SUPERVISOR

Student teachers are supervised by faculty within the School of Educational Studies. 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. Thus, all supervisors are expected to observe and evaluate student teachers in the field at least five times over the term, including at least two evaluative observations prior to midterm. The School of Educational Studies office provides supervisors with an IWU ID lanyard to wear when in the field and IWU business cards.

IWU adopts a clinical and inquiry-based approach to the 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. For more information on the clinical approach to supervision and what it means in practice, please speak with the Dean of the School of Educational Studies, Leah Nillas.

The Supervisor's Responsibilities

With Cooperating Teachers:

- Introduce yourself to each cooperating teacher before the end of August.
- Act as a liaison between the student teacher, cooperating teacher, and the Teacher Education Program.
- Explain the IWU supervision process and evaluation form to student teachers and cooperating teachers prior to midterm and final conferences.
- Familiarize the cooperating teacher with the Student Teaching Handbook as needed.
- 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 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 they are a valued colleague in teacher education.
- Encourage cooperating teachers to call and email 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:

- Establish a means of regular communication with student teachers and invite them to reflect on their learning experiences – challenges and successes. All supervisors will share similar expectations of student teachers and will refrain from significantly adding to student teachers' workloads. Optimal means of meaningful supervisor-student teacher communication will be discussed at the first meeting of supervisors, and communication expectations will be shared with student teachers at the start of the term. Supervisors will have access to the syllabus and course schedule.

- Coordinate site observations and evaluation conferences.
- Provide support and encouragement to student teachers.
- Encourage student teachers to form collaborative relationships with their cooperating teachers.
- Consult with the student teacher and cooperating teacher to ensure that student teachers experience all teacher responsibilities.
- Recognize and respond to the emotions experienced by each student teacher while maintaining professional boundaries. Help the student teachers understand how their personal concerns fit into the larger context of teaching and learning.
- Help student teachers prepare for midterm and final evaluation conferences.
- Help student teachers accept and respond to criticism.
- Direct student teachers to relevant materials to broaden their knowledge and skills.
- If you feel comfortable doing so, write a letter of recommendation for each student teacher. Send a signed electronic copy of the letter to the student teacher no later than January 31. Supervisors who believe they cannot write a supporting letter of reference should explain in person to the student teacher their reluctance to do so and communicate this decision to the Director of Field Placement.

To the University:

- Attend all meetings focused on supervision.
- Apply ISBE/IWU performance criteria for assessing student teaching.
- Engage in data-based assessment (specific behaviors).
- Act as a liaison between the School of Educational Studies and the cooperating teacher.
- Mediate any issues arising between the cooperating teacher and student teacher.
- Coordinate support of students through the assessment process with seminar supervisors.
- Communicate concerns about student teachers to the Dean of the School of Educational Studies or Head of the Music Education Department before they escalate. This includes documenting concerns in written Student Concern Reports.

Observation and Evaluation of the Student Teacher

1. Before the end of August, make an introductory visit to each school to meet the cooperating teacher and school principal, and to check in with the student teacher (see schedule on page 4).
2. Require the student teacher to give you their teaching schedule so that you can plan each visit in advance at mutually agreeable times.
3. After the first introductory site visit, conduct at least five evaluative observations; two should be conducted prior to the October midterm conference. The timing of the third observation (before, concurrent with, or after the midterm conference) may take place at the discretion of the IWU supervisor, pending the student teacher's needs and progress.
4. Conduct at least one evaluative observation and debriefing after the midterm conference and during full-time student teaching. Additional visits may be made at the request of the cooperating teacher, student teacher, seminar instructor, Dean of the School of Educational Studies or Head of the Music Education Department, or when you may deem a visit is necessary.
5. Use one of the two forms for supervisor site [observations](#) or in the [Teaching Titans Canvas](#). Provide an electronic or hard copy to the student teacher when you have your debriefing session. *Please note that the completed forms are confidential communications between you and the student teacher.* Maintain a file of your observations of each student for three years. Adjunct supervisors turn in their observations forms to the School of Educational Studies office at the end of the term.

Keep precise and detailed notes, for these observation forms are important sources of information for the midterm and final evaluations and the ISBE program approval review.

6. After each visit, take the time to talk (debrief) with the student teacher and cooperating teacher, or make arrangements for a later discussion as soon as possible. Follow up these discussions with email or telephone communications, if helpful. Provide the student teacher with a copy of the site observation.
7. Arrange for a midterm and final conference to assess the student teacher's performance. These conferences typically occur after the second or third and final evaluative observation. The purpose of these conferences is to review the student teacher's performance, referencing the evaluation form, and to discuss areas of progress and needed development. During the midterm conference, goals are to be set for the remainder of the term and dates for full-time teaching are to be determined. The supervisor will produce one summary document after each conference for all parties, with the final evaluation signed by all parties. The final scores will be entered only after all parties have agreed that the final evaluation narrative is accurate and complete.
8. The midterm conference form is formative, and thus a copy of the form is shared with the student teacher and another copy filed with the supervisor's observation records. The final evaluation form is to be submitted *electronically* to Licensing Officer (bwells@iwu.edu) or to the School of Educational Studies Office 3rd floor CLA on IWU's campus.
9. At the conclusion of the student teaching experience, submit the following documents to the School of Educational Studies Office:
 - Midterm evaluation form –and paper copy of signature page (adjuncts only).
 - Final evaluation form.
10. [Mileage reimbursement form](#). Mileage is based on distance from IWU to the school. Mileage reimbursements will not be processed until all evaluation forms have been submitted. Complete an evaluation of the school placement. The survey link will be emailed to you.

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. Direct questions or comments about your role or the supervision process to the Dean of the School of Educational Studies or the Head of the Music Education 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 Dean of the School of Educational Studies or the Head of the Music Education Department.

APPENDICES

A. IWU Student Teaching Evaluation Form Templates

- IWU Supervisor Site Observation Form Option 1
- IWU Supervisor Site Observation Form Option 2
- Student Teaching Evaluation Template

Appendix A
IWU Student Teaching Supervisor Observation Form Template

Option 1

Student Name	Supervisor	Date and Time
Grade	School	Observation Number

Performance observations are to be discussed with the student teacher at the conclusion of each visit, or as soon as possible thereafter. Consult with the cooperating teacher during each site visit. Student teachers receive a copy of the IWU supervisor's comments. IWU faculty supervisors maintain copies of their observations for three years; adjunct supervisors turn in all observations to the School of Educational Studies office at the end of each term.

Observation notes (e.g., running record, event sampling, salient situations)

Indicate which of the IWU's [Dispositions](#), [Culturally Responsive Teaching and Leading Standards \(CRTL\)](#), and [Illinois Professional Educator Standards \(IPES\)](#)¹ were observed during this observation.

	IWU Disposition: Teacher Scholar for Social Justice		IPES: Learning Environment (LE)
	IWU Disposition: Reflection		IPES: Instruction (IN)
	IWU Disposition: Resourcefulness		IPES: Instructional Assessment (A)
	IWU Disposition: Responsiveness		IPES: Collaboration and Cooperation (CC)
	Culturally Responsive Teaching and Leading Standards		IPES: Professional Expectations and Pursuit of Growth Opportunities (PR)

Ongoing Student Teaching Development

1. Describe two or three strengths that you observed during this site visit.

2. Describe two or three professional development goals for the candidate to focus on prior to the next observation.

¹ Detailed IPES and content area standards are posted to <http://www.iwu.edu/edstudies/teachers/>.

IWU Student Teaching Supervisor Observation Form Template
Option 2

Student Name	Supervisor	Date and Time
Grade	School	Observation Number

Performance observations are to be discussed with the student teacher at the conclusion of each visit, or as soon as possible thereafter. Consult with the cooperating teacher during each site visit. Student teachers receive a copy of the IWU supervisor's comments. IWU faculty supervisors maintain copies of their observations for three years; adjunct supervisors turn in all observations to the School of Educational Studies office at the end of each term.

Observation notes (e.g., running record, event sampling, salient situations)

Notes	Relevant ISBE standards (letter/number code)

Ongoing Student Teaching Development

1. Describe two or three strengths that you observed during this site visit.
2. Describe two or three professional development goals for the student teacher to focus on prior to the next observation.



School of Educational Studies

Student Teaching Evaluations -Midterm & Final Evaluation Conferences

MIDTERM EVALUATION

The Student Teacher prepares for the midterm conference by identifying which of the bulleted items under each performance indicator they have already met. They provide evidence by typing **blue font**, explaining how they have fulfilled each of the expectations. (Evidence may address more than one performance indicator.) During the conference, the student teacher takes the lead by presenting and discussing *selected* evidence of their demonstrated teaching abilities in relation to the performance indicators.

The Cooperating Teacher prepares for the midterm conference by reflecting on the primary strengths and areas of continuing development for each of the 7 performance indicators. They type on the document (MIDTERM) in **purple font**.

The IWU Supervisor prepares for the midterm conference by also reflecting on the primary strengths and areas of continuing development for each of the 7 performance indicators. They contribute their feedback (MIDTERM) in **green font**. After the conference, the supervisor will update the document in **green font** based on (1) the *quality* of evidence provided by the student teacher, (2) the cooperating teacher's evaluative comments, (3) any information from prior evaluation conferences, and (4) site observation records. No scores are recorded on the midterm evaluation. The completed document will be shared with the student teacher, cooperating teacher, and the School of Educational Studies.

FINAL EVALUATION

The Student Teacher prepares for the final conference by identifying which of the bulleted items under each performance indicator they have met since the midterm. They provide evidence by typing in **bold blue font** to demonstrate how they have met the expectations.

The Cooperating Teacher prepares for the final conference by reflecting on the student teacher's success in meeting each of the 7 performance indicators. They type on the document (FINAL Evaluation Comments) in **bold purple font**.

During the final conference, the focus is on the student teacher's growth since the midterm, reflecting a summative assessment of their performance according to each of the performance indicators. After the conference the supervisor will update the form in **bold green font**, considering (1) the *quality* of evidence provided by the student teacher, (2) the cooperating teacher's evaluative comments, (3) any information from prior evaluation conferences, and (4) site observation records. The completed final evaluation form is reviewed by the student teacher and cooperating teacher within one week of the final conference, no later than December 6th. All parties must sign the form, and each will receive a final copy that will also be submitted to the School of Educational Studies.

IWU Student Teaching Evaluation Template

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

Cooperating Teacher:
School:
MIDTERM Conference Date:
FINAL Conference Date:

DIRECTIONS-download program specific templates from Teaching Titan Canvas/SMS and provide to Cooperating Teacher

The Student Teacher takes the lead in each conference by presenting and discussing *select* evidence of their demonstrated teaching abilities with respect to the performance indicators on this form. Evidence may address more than one performance indicator. Since not all performance indicators yield physical evidence, student teachers may provide oral or narrative evidence. Supporting observations from the cooperating teacher and IWU supervisor are critical in those instances. Evidence may include the following:

<ul style="list-style-type: none">· Student Teaching Checklist (requirement)· Teaching Context information· Unit and lesson plans in specific content areas· Digital videos of teaching and student learning (with permissions)· Photos of one's teaching and classroom (with permissions)· Communications to parents written by student teacher	<ul style="list-style-type: none">· Recorded field observations of students· Journal entries or reflection essays (dated and labeled by topic)· Assessment instruments developed and used by student teacher· Sample student work (with identifying information removed)· Any work completed for the state or university Assessment
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The Cooperating Teacher shares their written and oral observations with the IWU supervisor and student teacher.

The IWU Supervisor completes the evaluation form, taking into consideration (1) the *quality* of evidence provided by the student teacher, (2) the cooperating teacher's evaluative comments, (3) any information from prior evaluation conferences, and (4) site observation records.

Midterm evaluation: During the midterm conference, note the competencies demonstrated thus far and speak to areas of needed development and opportunities for the remainder of the student teaching term that would allow the student teacher to meaningfully demonstrate competency across all indicators. No scores are recorded on the midterm evaluation for elementary and secondary student teachers.

Final evaluation: During the final conference, focus on areas of growth since the midterm to reflect the summative assessment of the student teacher's performance according to the performance indicators specified by the IWU Teacher Education Program and the Illinois State Board of Education. The student teacher, cooperating teacher, and IWU supervisor all contribute to the final assessment and develop a consensus as to whether or not the student teacher is to be recommended for licensure. The student teaching grade is assigned by the IWU supervisor.

The completed final evaluation form is reviewed by the student teacher and cooperating teacher within one week of the final conference. The conference must be held on or before the last day of Illinois Wesleyan classes. The evaluation form must be signed within one week. The student teacher receives a copy of the signed form. The IWU supervisor submits an electronic copy of the completed evaluation form to the Assistant Director for Teacher Licensure and Assessment no later than the one week after the last day of class.

All records should be kept on file for three years. Adjunct supervisors should turn this form into the School of Educational Studies Office at the end of the term, with all other observation and evaluation forms.

Scoring Key for Final Evaluation:

Target	4	The student teacher has provided sufficient, consistent, and strong evidence of their competence across the performance indicators for the standard. Supporting observations from the cooperating teacher and supervisor indicate that the student teacher is performing at the expected level of competence for a novice teacher. These are scores for all student teachers to strive toward.
Progressing toward target	3	The student teacher provided some high quality evidence of their competence across the performance indicators for the standard, is aware of needed areas of growth, and has plans to reach target performance goals during the remainder of the semester (midterm) or during first year teaching (final).
Developing with support	2	The student teacher provided some evidence of their competence across the performance indicators for the standard, but of mixed consistency and quality, or is not demonstrating independence with respect to performance expectations. Supporting observations from the cooperating teacher and supervisor indicate mixed or inconsistent performance and significant and/or continuing areas for improvement. There are concerns about the student teacher's readiness to independently assume teaching responsibilities.
Unsatisfactory	1	The student teacher has provided minimal or poor quality evidence of their competencies despite opportunities to do so. Supporting observations from the cooperating teacher and IWU supervisor indicate seriously problematic performance.

Performance Indicators

I. Commitment to Social Justice
<p>Demonstrates the belief that <i>all</i> students can learn regardless of race, culture, ethnicity, language, class, gender, and/or ability by</p> <ul style="list-style-type: none"> · establishing high expectations for each student's learning; · encouraging critical thinking and problem solving; · conducting fair and non-discriminatory assessments of student learning; · demonstrating honesty, integrity, personal responsibility, confidentiality, altruism, and respect; and · serving all students and their families with equity and honor, and advocating on their behalf to ensure the learning and well-being of each child in the classroom. <p>(IPES IN13., A13., A3.) (CRTL g) 5), h) 2), h) 10))</p>
<p>Demonstrates ongoing and thoughtful reflection on professional practice by</p> <ul style="list-style-type: none"> · engaging in self-assessment of teaching students from diverse backgrounds and those with disabilities, and drawing upon ongoing reflection to adjust practices to support all students' learning; · considering the impact of one's communication and interactions with students, parents, and other professionals in the learning community; · being receptive to feedback from mentors; and · setting goals for professional growth and development. <p>(IPES A13., PR2., PR3.) (CRTL a) 4), a) 5), a) 9))</p>
<p>Demonstrates resourcefulness by</p> <ul style="list-style-type: none"> · taking initiative and being self-directed; · learning about individual children, their families, and communities to create meaningful learning opportunities; · drawing upon prior learning and research to inform practice; · being creative, going beyond use of commercial texts and instructional resources; · researching services and resources to assist students with exceptional learning needs; and · seeking ways to improve practice and grow professionally. <p>(IPES PR.4, PR1., LE8., CC1., CC4., CC7.) (CRTL f) 2), f) 4), g) 8), h) 8))</p>
<p>Demonstrates responsiveness by</p> <ul style="list-style-type: none"> · facilitating a learning community in which individual differences are appreciated and respected; · developing caring, compassionate, and respectful relationships with <i>all</i> students and their families; · implementing multicultural perspectives when planning curriculum and teaching; and · trying alternative and inclusive approaches to teaching and learning, such as alternatives to ability grouping, authentic assessments beyond testing, and alternatives to traditional classroom discipline. <p>(IPES CC6., CC5.) (CRTL c) 4), c) 7), d) 5), d) 6), d) 7))</p>

<p>Summary: Teacher Scholars for Social Justice. The student teacher is committed to social justice in the classroom and school and works toward equity and opportunity for all students. The student teacher has demonstrated reflection, resourcefulness and responsiveness.</p> <p>MIDTERM (formative) Primary strengths:</p> <p>Areas of continuing development:</p> <p>FINAL Evaluation Comments (summative)</p>	Score

II. CONTENT KNOWLEDGE AND PEDAGOGY	
<p>Accurately applies knowledge to integrate reading, writing, and oral communication when planning for, teaching, and assessing students' content learning. In doing so:</p> <ul style="list-style-type: none"> · meets the reading, writing, and oral communication needs of each student (including ELLs, and struggling and advanced readers); · selects and modifies materials and resources; · adjusts and modifies instruction; · uses modeling, explanation, practice, and feedback to facilitate word identification, vocabulary, fluency and comprehension strategies to develop each student's understanding of content; · teaches students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts, including electronic resources; · teaches students to develop written text appropriate to the content areas that utilizes organization (e.g., compare/contrast, problem/solution), focus, elaboration, word choice, and standard conventions (e.g., punctuation, grammar); and · stimulates discussion in the content areas for varied instructional and conversational purposes. <p>(IPES LE4., LE5., LE6., IN19., IN10., IN11., IN12., IN15., IN19.) (CRTL h) 1), h) 2), g) 1), g) 3), e) 3), e) 6). d) 3))</p>	
<p>Effectively integrates different content areas across the curriculum and facilitates connections to life experiences when planning for, teaching, and assessing student learning.</p> <p>(IPES LE7., LE8., IN2., IN17., IN19.) (CRTL h) 3), e) 4), e) 6), d) 2), d) 3))</p>	
<p>Selects, modifies, and uses content-accurate teaching resources; printed, visual, or auditory materials; and online resources and technologies that support student learning across the content areas.</p> <p>(IPES IN9., IN10., LE4.) (CRTL g) 3), g) 8) g) 10))</p>	
<p>Facilitates students' conceptual understandings, and makes subject matter accessible to each student, including those with disabilities, by anticipating and addressing common misunderstandings, encouraging critical and creative thinking, presenting diverse perspectives, using alternate explanations and concept representations that capture key ideas, using content area literacy strategies, adjusting practices and implementing accommodations, and using assistive and other technologies appropriate to the disciplines.</p> <p>(IPES IN5., IN6., IN7., LE3.) (CRTL d) 3), d) 5), h) 3))</p>	
<p>Summary: Content Knowledge and Pedagogy. The student teacher creates meaningful learning experiences for each student - drawing effectively and accurately upon content knowledge and evidence-based pedagogy when planning for, teaching, and assessing student learning.</p> <p>MIDTERM (formative) Primary strengths:</p> <p>Areas of continuing development :</p> <p>FINAL Evaluation Comments (summative)</p>	Score
III. PLANNING for DIFFERENTIATED INSTRUCTION	

Plans take into account knowledge of students' everyday experiences, class, cultural, ethnic, and linguistic backgrounds, as well as abilities and interests so that new ideas are linked to familiar ideas and experiences. Plans take into account students' prior learning and prerequisite skills: what students know, what they can do, and what they are learning to do. (IPES IN12., IN14., IN16., IN17., A4. A9., CC3., CC4., CC7.) (CRTL c) 1), c) 2), c) 5), c) 7), e) 8),f) 10))	
Plans clearly <i>specify expectations for student learning that are</i> aligned with the Common Core or other state and/or national learning standards specific to each discipline. (IPES IN3., A2.) (CRTL c) 5), f) 12), h) 12))	
Plans specify materials, resources, technologies, and strategies for differentiating instruction. (IPES LE9., IN9., IN.12) (CRTL e) 6), g) 3), g) 10), h) 3))	
Short-term and long-term plans specify adaptations, accommodations, and supports for different learners (e.g., students with IEPs, Ells, struggling or underperforming students, gifted students). (IPES IN7., IN9., IN10, IN12.) (CRTL e) 4), e) 5), e) 8))	
Plans specify formative and/or summative assignments/assessments/criteria that will be used to evaluate student learning and adjust subsequent lessons. Student assessment data is used to plan and adapt the curriculum and instructional strategies and materials so that the individual learning needs of each student are accommodated, including students with disabilities. (IPES A4., A5., A8. A9., IN7.) (CRTL g) 3), e) 1), e) 3), e) 7), g) 6))	
Reflects on the effectiveness of short- and long-term lessons with respect to all students' learning and one's professional development. (IPES IN7., LE4. PR3.) (CRTL g) 8) g) 10))	
<p><i>Summary: Planning for Differentiated Instruction.</i> <i>The student teacher plans and designs instruction based on content knowledge, diverse student characteristics, student performance information, curriculum goals, and the community context. Plans for students' ongoing growth and development.</i></p> <p><u>MIDTERM (formative)</u></p> <p>Primary strengths:</p> <p>Areas of continuing development:</p> <p><u>FINAL Evaluation Comments (summative)</u></p>	Score
IV. LEARNING ENVIRONMENT	
Creates a smoothly functioning learning community in which clear expectations for behavior are communicated, students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in meaningful learning activities. (IPES LE6.) (CRTL d) 4))	
Establishes a classroom community in which all students experience acceptance, respect, and success. Inclusive classroom management strategies enhance cultural and linguistic responsiveness, positive social relationships, emotional well-being, student motivation, and equitable engagement of students in meaningful learning. (IPES LE3.) (CRTL d) 2), h) 2))	
Analyzes the classroom environment and effectively organizes, allocates, and manages time, materials, technology, and physical space to maximize student learning. (IPES LE4., IN9.) (CRTL d) 4), h) 3))	
Analyzes student behavior and modifies the learning environment (e.g., schedule and physical arrangement) and uses strategies, interventions, and supports to facilitate positive behaviors for students with diverse learning characteristics. (IPES IN7.) (CRTL h) 4), e) 4))	

<p>Summary: Learning Environment. 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><u>MIDTERM (formative)</u> Primary strengths:</p> <p>Areas of continuing development:</p> <p><u>FINAL Evaluation Comments (summative)</u></p>	<p>Score</p>
<p>V. INSTRUCTIONAL DELIVERY</p>	
<p>Uses multiple evidence-based teaching strategies and technologies to engage students in active learning, promote the development of critical and creative thinking and problem-solving. (IPES IN1., IN9., IN13. IN19.) (CRTL h) 3), h) 9))</p>	
<p>Varies role (e.g., instructor, facilitator, audience) and adjusts strategies in response to students to meet their learning goals and needs. (IPES IN6., IN8.) (CRTL e) 3), h) 9))</p>	
<p>Differentiates strategies, materials, technologies, and language to introduce concepts and principles so that they are meaningful to students who vary in development, ability, and experience. (IPES IN7. IN12.) (CRTL e) 6), h) 8))</p>	
<p>Models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. (IPES IN4.) (CRTL h) 3))</p>	
<p>Summary: Instructional Delivery. 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><u>MIDTERM (formative)</u> Primary strengths:</p> <p>Areas of continuing development:</p> <p><u>FINAL Evaluation Comments (summative)</u></p>	<p>Score</p>
<p>VI. IMPACT ON STUDENT LEARNING (ASSESSMENT)</p>	
<p>Uses nondiscriminatory assessment strategies and technologies that take into consideration the impact of disabilities, primary language and communication, cultural background, and information from parents and guardians when evaluating the understanding, progress, and performance of individual students and the class as a whole. (IPES A5., CC2) (CRTL g) 3), g) 8))</p>	
<p>Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning. (IPES A4., A6.) (CRTL g) 4), c) 1))</p>	
<p>Uses assessment results to determine expectations for student performance, identify learning targets, select appropriate research-based instructional strategies, and modify and implement instruction to support each student's learning. (IPES A1., A2., A7.) (CRTL h) 12), g) 12))</p>	
<p>Maintains records of student work and performance and accurately interprets and clearly communicates student performance information to students, parents or guardians, colleagues, and the community while maintaining confidentiality in compliance with the Illinois law and FERPA. (IPES A10. A12.) (CRTL f) 9), f) 10))</p>	

<p>Summary: Student Learning. Ensures student learning through differentiated instruction and the use of appropriate formative and summative assessments for determining student needs, monitoring student progress, and evaluating student learning and growth. Makes curricular decisions driven by information about instructional effectiveness and adjusts practices to meet the needs of each student.</p> <p>MIDTERM (formative) Primary strengths:</p> <p>Areas of continuing development:</p> <p>FINAL Evaluation Comments (summative)</p>	<p>Score</p>
<p>VII. COLLABORATION and PROFESSIONALISM</p>	
<p>Demonstrates reliability, conscientiousness, and seriousness of purpose. Assumes responsibility for their performance.</p>	
<p>Participates in collaborative decision-making and problem-solving with colleagues and other professionals in the planning, delivery, and assessment of instruction so that all students achieve success, using digital tools and resources as appropriate. (IPEs LE9., IN19., CC3., CC7., A8., PR3.) (CRTL g) 3), g) 10))</p>	
<p>Develops respectful and responsive relationships and collaborative partnerships with parents and guardians with the shared goal to assess and support student learning and well-being fairly and equitably, and moreover, protects the confidentiality of information pertaining to each student and family. (IPEs A14., CC1., CC3., CC4., PR2.) (CRTL f) 2), f) 10))</p>	
<p>Collaborates with school personnel to design and implement individualized instruction and assessment for students with special needs, including English Language Learners, students with disabilities, and students labeled as gifted. (IPEs IN8., IN9., IN10., IN11., IN12., IN13., IN14.) (CRTL h) 2), h) 4))</p>	
<p>Summary: Collaboration and Professionalism. Engages in ethical practice, demonstrates professionalism and collaborates with colleagues, students, parents or guardians, and community members to foster student learning and development.</p> <p>MIDTERM (formative) Primary strengths:</p> <p>Areas of continuing development:</p> <p>FINAL Evaluation Comments (summative)</p>	<p>Score</p>

<p>CLINICAL PRACTICE Summative Score (sum/7):</p>	
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SIGNATURES: Student Teacher, Cooperating Teacher and IWU Supervisor



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