



*Preparing Competent and Caring
Teachers for Leadership and Service*





Professional Semester
Student Teaching Handbook
2010-2011

(Updated, 2/2011)

Table of Contents

	Page
Student Teaching Calendar	1
Introduction	2
Student Teaching Syllabus	3
Code of Ethics.	16
Role of the Cooperating Teacher	20
Summary of PATHWISE Domains	23
Student Teaching Guidelines	24
Portfolio Suggestions for Four Domains	32
Illinois College Online Forms for Student Teachers, Cooperating Teachers, and Supervisors	36

Tentative Student Teaching Calendar Spring 2011

<i>Date (Day)</i>	<i>Activity</i>	<i>Time</i>	<i>Place</i>
January 17 (Monday)	Student Teacher Orientation	9:00am-3:00pm	Crispin 220
January 18 (Tuesday)	First Day of Student Teaching	Entire School Day (Defined by District)	Assigned Placements
January 25 (Tuesday)	Co-Teaching Model of Student Teaching Professional Development Seminar Meeting	4:00-6:00 pm.	TBA
Jan. 21–Feb. 8, 2011 	ICTS Emergency Registration	http://www.icts.nesinc.com/	Online ICTS Registration
Jan. 24–Feb. 8, 2011 	Deadline for February 12 Test		
February 11 (Friday)	Student Teacher Seminar	9:45-noon 1-3 pm	TBA
February 12 (Saturday)	ICTS Scheduled Testing Date		ICTS Location
February 23 (Wednesday)	Co-Teaching Session Pairs Training I	4:00-6:00 pm	TBA
March 04 (Friday)	Student Teacher Seminar Midterm for Illinois College	9:45-noon 1-3 pm	TBA
March 04 (Friday)	ICTS Regular Registration Deadline for April 16 Test	http://www.icts.nesinc.com/	Online ICTS Registration 
TBA	Co-Teaching Session Pairs Training II	4:00-6:00 pm	TBA
April 1 (Friday)	Student Teacher Seminar	9:00-noon 1:00-3:00 pm	TBA
April 11 (Monday)	TPAC Final Draft Due (hard copy)	5:00 PM	Supervisor
April 16 (Saturday)	ICTS Scheduled Testing Date		ICTS Location
April 22 (Friday)	ICTS Regular Registration Deadline for June 4 Test	http://www.icts.nesinc.com/	Online ICTS Registration 
April 28 (Thursday)	Last Day of Student Teaching		Assigned placement(s)
April 29 (Friday)	Student Teacher Seminar	9am-12 noon 1-3pm	TBA
TBA	Co-Teaching Session 4		TBA
May 5 (Thursday)	Professionalism Portfolio due	TBA	TBA

INTRODUCTION

This handbook contains information that “introduces” the entire student teaching experience, which is often referred to as the **professional semester**:

1. The **calendar** for the semester indicates those dates during which the candidates will be teaching and those dates on which they will be expected to be on campus for seminars and other activities.
2. The **syllabus** that is included outlines the expectations for the 400 level courses for which candidates receive their credits for student teaching.
3. The documents which outline the role of the cooperating teacher are intended to help answer questions about what we expect of those who “mentor” our candidates during their professional semester.
4. The **Summary of PATHWISE Domains** and the **Student Teaching Guidelines** explain the basis for the criteria which are used to evaluate candidates’ teaching.
5. The document **Suggestions for Portfolio Support Materials for the Four Domains** provides ideas for artifacts from the professional semester that candidates could use in finalizing their **Teacher Professionalism Portfolios**.
6. The final document in this Student Teaching Handbook, **Illinois College Online Forms for the Professional Semester**, is intended to guide cooperating teachers, Illinois College supervisors, and student teachers to both the ancillary forms to be completed at the beginning and end of student teaching, observation forms, and non-printable samples of the PATHWISE Observation Program used in the student teaching formal evaluation process.

**Illinois College
Education Department**

Preparing Competent and Caring Teachers for Leadership and Service

EDUC 431, 432, 433, 434

Spring 2011

Student Teaching (16 Semester Hours)

Affirmation of Community Responsibility

Illinois College has adopted the *Affirmation of Community Responsibility*, the text of which appears below. The intent of the *Affirmation* is to help establish a culture of learning across our campus, as well as to instill a sense of common responsibility among all members of our campus community. The faculty and administration hope this statement will facilitate intellectual and personal development in our community such that all members of our campus community will understand their respective obligations in campus life. The instructor believes this statement is useful in achieving these ends. Students are expected to understand and comply with this statement.

Illinois College is committed to the development and welfare of every member of our community: students, faculty, staff, and administration.

To achieve the working and learning environment most conducive to everyone's well-being and growth at the College, all members of the community must assume responsibility. Individually and collectively, we should:

- *pursue excellence in academic and co-curricular experiences, and in all activities which support the academic program,*
- *exhibit integrity in intellectual development,*
- *practice responsible and effective communication, and*
- *foster tolerance and respect in our community.*

We affirm that we are all caretakers of our community and recognize that our individual responsibilities are essential for nurturing collaborative relationships, critical exploration, and global awareness in our community. A quality liberal education requires our commitment to excellence, integrity, communication, tolerance, and shared responsibility for the success of Illinois College.

EDUC 431, 432, 433, 434 – Course Description:

EDUC 431 – Organizing Content Knowledge for Student Learning (4)

This student teaching course focuses on how teachers use their understanding of the community, the school, the students and subject matter to decide on learning goals, to design or select appropriate activities and instructional materials to sequence instruction in ways that will help students to meet short- and long-term curricular goals; and to design or select informative evaluation strategies. (Pathwise Domain A; TE Tasks 1, 2, 4, 5, and parts of 3)

EDUC 432 – Creating an Environment for Student Learning (4)

This student teaching course addresses issues of fairness and rapport, of helping students to believe that they can learn and can meet challenges and the issues of establishing and maintaining constructive standards for behavior in the classroom. It enables candidates to consider all

environmental factors that impact student learning, ranging from the physical setting to the subgroups and learning needs of individual students (Pathwise Domain B; TE Task 3 & Video clip or clips and parts of Tasks 1, 2, 4, and 5).

EDUC 433 – Teaching for Student Learning (4)

This student teaching course focuses on the act of teaching and its overall goal: helping students to learn. Candidates are expected to make learning goals and instructional procedures clear to students, encourage students to extend their thinking, monitor students' understanding of content through various forms of assessments, design and implement effective instruction, and use time effectively (Pathwise Domain C; TE Tasks 1,3,4,5)

EDUC 434 – Teacher Professionalism (4)

In this student teaching course, candidates are assessed on their abilities to reflect on and analyze the extent to which learning goals were met, their demonstration of a sense of efficacy, their professional relationships with colleagues, their communication with parents, and their ability to develop plans for self-improvement. Participation in all department-sponsored seminars augment these skills (Pathwise Domain D; TE Tasks 1-5, Professionalism Portfolio & Presentation)

Illinois Professional Teaching Standards

At the conclusion of the student teaching experience, the teacher candidate will be able to demonstrate proficiency in the following Illinois Professional Teaching Standards. Concomitantly, proficiency in the core standards of Technology, Language Arts, and Special Education (IPTs) should be demonstrated throughout the professional semester.

#1 Content Knowledge—The teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.

#2 Human Development and Learning—The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

#3 Diversity—The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#4 Planning for Instruction—The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

#5 Learning Environment—The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#6 Instructional Delivery—The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

#7 Communication—The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#8 Assessment—The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

#9 Collaborative Relationships—The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well being.

#10 Reflection and Professional Growth—The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

#11 Professional Conduct—The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well being.

Course Content and Goals

The primary goal of the professional semester (student teaching) is to provide teacher candidates with the opportunity to be competent and caring practitioners serving diverse communities of learners who assume, integrate, and refine roles as classroom leaders through reflective practice.

As competent and caring teachers, student teachers will be organizing content for student learning (planning), creating an environment for student learning (management), teaching for student learning (lesson execution), and developing their professional skills and relationships (teacher professionalism). They will also be developing several important dispositions and values. These include:

1. Self-reflection, which will enable them to critique, constructively, their performance and to make and support judgments and instructional decisions with respect to the learning of individuals or groups of students.
2. A deeper insight into the nature of the learning process and a greater knowledge of human development. As noted in the Illinois College Conceptual Framework, the thoughtful examination of the unique characteristics of children, adolescents, and adult learners within cultural contexts, allows educators to continuously refine their teaching practices.
3. An understanding of the roles of the many different individuals engaged in the teaching-learning process and of collaborative partnerships that can work together for common purposes.
4. A realization of the importance of their own personal and professional goals.
5. Proficiency in instructional competencies and classroom management techniques through direct experiences and the thoughtful analysis and continual revision of effective approaches to teaching and learning.
6. Knowledge of the resources and materials available to the classroom teacher and ability to adapt and/or incorporate available resources and materials into the instructional program.
7. Increased skill in performing routine administrative duties including the maintenance of required records and the submission of required reports.

Student Teaching and the Illinois College Conceptual Framework:

The Illinois College teacher candidate should be a competent and caring teacher [prepared] for leadership and service. EDUC 431, 432, 433, and 434 will address many elements of the Illinois College Conceptual Framework throughout the student teaching semester. For example:

- **Caring**: Candidates will be placed in diverse classrooms in Jacksonville and schools in surrounding communities. Each placement will reflect diversity in one or more of the following: socio-economic status, ethnicity, ability levels, and various exceptionalities. Candidates shall identify and develop accommodations for meeting their students' unique needs and abilities, and they should be coached on how to help all children learn.
- **Competence**: Candidates should be knowledgeable in their field of study. They should use the tools of scholarship, including technology, to research their content area before constructing lessons and to research, examine, and become familiar with the state and local standards and performance-based outcomes.
- **Reflective Practice**: For each lesson that candidates teach, they should be asked to summarize the results of their evaluation of student learning. They should identify strengths and/or weaknesses and cite evidence and examples. Suggestions for planning future lessons should be included. Candidates should record daily reflections of the strengths and weaknesses of each lesson and how they would improve future instruction.

- **Collaboration:** The student teaching experience will present teacher candidates with a myriad of opportunities to test and refine their competence. These opportunities will include making curriculum decisions, identifying and/or selecting appropriate teaching strategies, identifying and/or selecting appropriate strategies and techniques for classroom management, and identifying and/or selecting appropriate evaluation tools and strategies. They will work in a collaborative arrangement with their cooperating teacher to identify and solve the problems that are a part of the fabric of instruction and management.
- **Professional relationships:** Student teachers are viewed as integral team members of each school's faculty. Teacher candidates should build professional relationships with colleagues to share teaching insights and to coordinate learning activities for students. They should attend faculty meetings, departmental/team meetings, child study team meetings, in-service programs and IEP meetings. They should also be provided with numerous opportunities for communicating with parents/guardians. As appropriate, written, telephone and personal communications should be initiated and maintained with the parents/guardians of students.

Course Objectives:

In addition to emphasizing the Illinois College Conceptual Framework, the student teaching semester is organized with the following outcomes in mind. These outcomes are divided into four sections called “**domains.**” Each domain (A-D) focuses on a particular dimension of the teaching process. As a result of their experiences in student teaching, teacher candidates will be able to do the following:

Domain A: Organize content knowledge for student learning. That is, they will:

- 1) Become familiar with relevant aspects of students' background;
- 2) Articulate clear learning objectives which are appropriate for their students;
- 3) Demonstrate an understanding of the connections between content learned previously, the current content, and that which remains to be learned in the future;
- 4) Create or select appropriate teaching methods, learning activities, and instructional materials or other resources; and
- 5) Create or select evaluation strategies that are appropriate for the students and aligned with lesson objectives.

Domain B: Create an environment for student learning. That is, they will:

- 1) Create a climate that promotes fairness;
- 2) Establish and maintain rapport with students in ways that are appropriate to their developmental needs;
- 3) Communicate challenging learning expectations to each student;
- 4) Establish and maintain consistent standards of mutually respectful classroom interaction and behavior; and
- 5) Make the physical environment safe and conducive to learning.

Domain C: Teach for student learning. That is, they will:

- 1) Make learning objectives and instructional procedures clear to students;
- 2) Make content comprehensible;
- 3) Encourage students to extend their thinking;
- 4) Monitor students' understanding, provide feedback to assist learning, and adjust learning as the situation demands; and
- 5) Use instructional time effectively.

Domain D: Demonstrate teacher professionalism. That is, they will:

- 1) Reflect on the extent to which instructional objectives were met;
- 2) Demonstrate a sense of efficacy;
- 3) Build professional relationships with colleagues to share teaching insights and to coordinate learning activities; and
- 4) Communicate with parents or guardians about student learning.

Required Texts, Templates, and Technology:

Student Teaching Handbook: This handbook provides information regarding the student teaching program including the candidates' responsibilities as student teachers and suggestions regarding procedures and activities to employ during the student teaching period.

The Lesson Planner Template: This is the lesson plan template teacher candidates are required to use when required to complete a formal lesson plan. Electronic copies of *The Lesson Planner Template* and the rubric for evaluating those lesson plans will be shared with all teacher candidates, cooperating teachers, and supervisors.

Pathwise Observation Program and Forms: The Pathwise System Evaluation Forms will be used as part of the formal evaluation process during the student teaching semester. Samples of each of the Pathwise Evaluation forms are available online on the link to the Illinois College Education Department. Please note that these sample forms are provided for you to read only. The forms are not printable. Supervisors will provide hard copies of the necessary forms to the teacher candidates prior to the formal evaluation.

Performance Assessment Teaching Event (PACT) Assignment: The Teaching Event Handbook for each content area provides the specific guidelines for completing a teaching event. The *PACT* website listed below provides candidates with direct online access to teaching event handbooks and to the rubrics for each TE, as well as other resources.

Live Text: Use of Live Text is required. Formal lesson plans should be sent to the Illinois College Supervisor via Live Text. Journaling may also be completed and shared using Live Text.

Teacher Candidate Resources Available Online:

IC Education Department Web pages:

After logging on to the Education Department webpage, candidates can access "Information for Student Teachers" by clicking on *Handbooks* in the sidebar. The sample Pathwise Evaluation Forms can be found in the list of documents/forms provided.

PACT Website: <http://www.pacttpa.org>

Teacher candidates can access Multiple Subject (Elementary) Teaching Event Handbooks and Single Subject (Secondary) Teaching Event Handbooks, as well as, rubrics for each TE by visiting the PACT website and clicking on "*Supporting Documents for Candidates*" in the sidebar.

Illinois Certification Testing System: www.icts.nesinc.com

All teacher candidates must take and pass the APT (Assessment of Professional Teaching Test) before he/she can be credentialed and certified to teach. Teacher candidates may access testing dates for the APT online at the ICTS website. Further, reminders of registration deadlines may be found on the "Tentative Student Teaching Calendar for Spring 2011" provided in this syllabus.

Update from ICTS home page: The Illinois State Board of Education (ISBE) has implemented the following new ICTS testing policy effective January 12, 2010:

"Subsequent to January 12, 2010, no individual may attempt to pass the same test more than five times in any combination of the two formats [computer-based or paper-based testing]."

Format of the Course:

Over the course of the student teaching experience, teacher candidates should engage in a variety of activities and experiences designed to enable them to apply, adapt, revise, and revisit that which they have learned about teaching and learning and to engage in reflective practice to develop competence and demonstrate caring in the school and community to which they are assigned. Specifically, they should engage in guided observations designed to acquaint them with students, with classroom management techniques and with instructional methods, strategies, available instructional technology, and district, school, and classroom based materials and resources. Candidates should plan, implement, evaluate, etc. daily lesson plans, as well as develop and implement larger projects such as an instructional unit. They should be evaluated using criteria that reflect the course objectives; and they should receive feedback, suggestions, and guidance from the college supervisor and the cooperating teacher. As was the expectation throughout the teacher candidate's Illinois College experience, the student teacher is expected to demonstrate clear and effective oral and written communication at a proficient level in both informal and formal situations. Finally, they should engage in self-reflection or reflective practice; i.e., they should engage in thoughtful analysis and continual revision of their approaches to teaching and learning. The following course activities, assignments and requirements are designed for these purposes.

Course Activities/Assignments/Requirements

Instructional Schedule: This schedule is flexible and dependent on decisions made by the cooperating teacher, the teacher candidate, and the college supervisor. Utilization of co-teaching strategies, team teaching, and solo teaching throughout the semester is strongly encouraged. The teacher candidate and the cooperating teacher are encouraged, early in the semester, to make long-range plans for the term. However, the degree to which planned schedules are followed should be determined by the overall readiness of the student teacher to assume the next level of responsibility.

1. The College Supervisor Evaluation Time: Teacher candidates will be observed a **minimum** of six (6) times by the college supervisor. Two of the visits will consist of (1) an observation of the teacher candidate teaching a complete lesson, (2) a short conference with the cooperating teacher, and (3) a post conference with the teacher candidate. At least two of the visits will be formal evaluations of lessons. These visits will consist of (1) the student teacher submitting a formal lesson plan (Instructional Plan for a Single Lesson) via *Live Text* and the teacher candidate's completion and submission of the required Pathwise Formal Evaluation Forms in hard copy format, (2) a pre-observation conference, (3) the college supervisor conducting a formal observation, (4) the student teacher completing the Lesson Reflection form on the lesson plan template and the Pathwise Reflection Questions form, (5) the college supervisor conducting a conference with his/her student teacher during which they discuss items on the Formal Observation Summary instrument, and (6) the college supervisor conducting a conference with the cooperating teacher.

3-Way Conference: During the semester, usually at midterm and during the final week of student teaching, the college supervisor, the cooperating teacher, and the student teacher will schedule a conference to discuss the candidate's performance. The 3-Way Conference form should be used to record data and document the conference. Please note that this form aligns with the elements, evaluative criteria, and ratings of Pathwise for each of the four domains.

Professionalism in attitude, behavior, and communication is expected throughout the evaluation process.

2. Cooperating Teacher Evaluations: Teacher candidates will be informally observed by the cooperating teacher throughout the semester. The cooperating teacher should take special care to communicate any concerns to both the student teacher and to the college supervisor. The cooperating teacher should conduct at least one formal observation of the student teacher by following the same procedures outlined above (See item 2). The teacher candidate and cooperating teacher should use the forms that are provided by the college supervisor. Results of these observations and documents pertaining to them should be shared with the college supervisor during 3-Way conferences or earlier if the need exists.
3. Full-Time Teaching Responsibility: The teacher candidate, in order to successfully complete the student teaching experience, will complete a **minimum** of two weeks in which he/she has the full responsibility for the classroom. Co-Planning and Co-Teaching can still be used during this time. However, the teacher candidate will be leading the Co-Planning and making Co-Teaching decisions as he/she plans lessons and assessments. Although both the cooperating teacher and the college supervisor will monitor this time, the teacher candidate will plan, teach, evaluate, etc., as if he/she were the teacher. Moving the student teacher into full time teaching is based upon the assumption that the candidate has demonstrated proficiencies, which indicate that he/she is ready for those responsibilities. Co-teaching and team teaching, during the weeks the teacher candidate assumes full time teaching responsibilities, remain viable options for delivery of instruction.
4. Weekly Teaching Schedule: The teacher candidate will provide the college supervisor with a weekly teaching schedule by 8:00 a.m. every Monday via *LiveText or email* as directed by the supervisor. Deviations from regular schedules should be called to the supervisor's attention as soon as possible.
5. Lesson Plans: The teacher candidate is expected to keep *detailed lesson plans* with copies placed in a three-ring binder which will be available to the college supervisor and cooperating teacher at all times. The lesson plan will follow "*The Lesson Planner*" format or the "*UCSB Lesson Plan*" format. Lesson plans will be submitted to the college supervisor prior to each classroom observation via *Live Text*.

The teacher candidate will generally be expected to provide formal lesson plans at the following times: a) when a lesson is being formally observed, b) when asked to do so by the college supervisor or the cooperating teacher, and c) for all lessons which are part of the *Teaching Event*. Ordinarily, student teachers will not be preparing more than two sets of formal lesson plans at the same time.

NOTE: Except for the times indicated above, the college supervisor and cooperating teacher may approve "abbreviated" lesson plans after the teacher candidate has demonstrated satisfactory planning skills.

6. Performance Assessment Teaching Event: The main source of information for completing the Performance Assessment Teaching Event is available in the TPAC Handbook. Some resources on the PACT website: www.pacttpa.org may also prove

helpful. (See previous section: Required Texts, Templates, and Technology for further details.)

The TPAC Pilot Coordinator will provide electronic copies of the TPAC Handbook enabling the teacher candidate, the cooperating teacher, and/or the supervisor to locate and download the TPAC Handbook for the specific subject area in which a teacher candidate will complete his/her Teaching Event. The assessment rubrics with which that specific Teaching Event will be scored are embedded in the TPAC Handbook.

Since Illinois College was the private institution in Illinois chosen to pilot the TPAC assessment, it is expected that candidates will need support to be able to complete this assignment independently. If assistance is needed, the teacher candidate should ask his/her mentor teacher and/or the college supervisor for assistance. The Illinois College cooperating teacher and supervisor may only offer “acceptable forms of support” as defined by the handout; *Guidelines on Assistance to Candidates Completing Teaching Events* provided them by the Education Department.

The TPAC Handbooks, in the directions for various tasks, specifically direct candidates to have professional conversations with the cooperating teacher. Supervisors and the TPAC Pilot Coordinator should be contacted if clarification and/or additional support is needed.

A Performance Assessment Teaching Event Calendar will be provided to all candidates, supervisors, and cooperating teachers to guide the teacher candidate as he/she develops a timeline for preparing for and implementing his/her learning segment, for drafting each Task, and for submitting a final draft to his/her supervisor on or before the due date, April 11.

Pass/Fail: The Performance Assessment Teaching Event is scored as a pass/fail. A passing score on the Teaching Event will entitle a teacher candidate to be credentialed given all other student teaching requirements are successfully met. If a Teaching Event does not pass, even after double or triple scoring, the candidate will enter the remediation process and will not be entitled to be credentialed until he/she successfully completes the remediation process.

All Illinois College, Teacher Candidates are held to the same passing standard as all other candidates and do not pass the entire TE if they do not meet the standard. Candidates’ advisors, advisory teams, and program leaders will meet to determine next steps on an individual, case-by-case basis. Next steps may include re-doing the Teaching Event.

Passing Standard:

Following PACT guidelines, candidates do not pass the Teaching Event if:

They receive more than one score of “1” in any task (Planning, Instruction, Assessment, Reflection, and Academic Language)

and

Have more than 2 failing scores of “1” across all rubrics.

Multiple Scorings: All TEs that do not pass on the first round of scoring will be double scored. A third scorer will score the TE if the two scorers disagree.

Remediation Process: If a candidate's TE does not pass after being triple scored, he/she will be contacted personally prior to distributing scores to remaining candidates. An individual plan will be designed for each candidate. Feedback on the Teaching Event will be combined and given to an advisor or advisory team assigned to the candidate.

An Advisor or an Advisory Team will support candidates by:

- Meeting with candidates
- Discussing work and feedback
- Explaining remediation plan including deadlines

After completing the remediation as described in a candidate's individual plan, TE Tasks are re-scored. If Tasks are again scored as non-passing, they are again double-scored. All Illinois College Teacher Candidates are held to the same passing standard as all other candidates and do not pass the entire TE if they do not meet the standard. Candidates' advisors, advisory teams, and program leaders will meet to determine next steps on an individual, case-by-case basis. Next steps may include re-doing the Teaching Event.

7. Reflective Journal: The teacher candidate is required to keep a journal for reflective self-evaluation of his or her teaching progress. The purpose of the journal is to provide a venue for thoughtful evaluation and reflective analysis of professional progress and of broader issues, situations, and dilemmas encountered in daily teaching and learning activities. Each entry should identify a problem or an issue and a thoughtful analysis of the outcome, including alternative solutions. The journal should reflect personal analysis of events including interaction with students, parents/families, and faculty and staff, classroom procedures and management, lesson designs and presentation, personal and student successes and frustrations, and any other concerns about the experience of teaching. This journal should be available to the college supervisor and cooperating teacher at all times.

The teacher candidate may create the journal entries in *Live Text* and share them with his or her supervisor. Copies of journal entries should be kept in the work folio if you plan to prepare an electronic portfolio when seeking a teaching position.

NOTE: Journal entries, which should be written at least once a week, should be shared with the cooperating teacher and the supervisor for his or her comments and feedback. Supervisors and cooperating teachers may require additional journaling tasks.

8. Learning Communities: Supervisors may wish to form learning communities with the teacher candidates whom they are assigned to supervise. Some supervisors may choose to join with other supervisors and their teacher candidates to establish learning communities. Candidates are required to attend and actively participate in learning community meetings scheduled by their Illinois College Supervisor.
9. Supporting Student Learning: At least **two** of the following should be completed:
 - a. One bulletin board, approved in advance by the cooperating teacher, and directly related to the class content, will be designed and displayed in the classroom, when and where appropriate. The teacher candidate should identify the primary learning

outcome to which the board pertains. The bulletin board may be interactive (containing material that will actively involve the students) or informative.

- b. A learning center, approved in advance by the cooperating teacher, may be planned to complement the performance teaching event or other current classroom objectives. The teacher candidate should identify the primary learning outcome and instructional use.
 - c. A website may be created to complement the performance teaching event or other current classroom objectives. The teacher candidate is to identify the primary learning outcome and instructional use.
 - d. A website may be created to communicate with family members by sharing student work and information pertaining to the classroom curriculum and related learning activities. Further, the website may be developed to actively involve parents/ families/ guardians /caregivers in supporting the educational program and their student at home.
 - e. Another "Supporting Classroom Learning" activity related to current classroom objectives that have been approved by the cooperating teacher and college supervisor.
10. Videotaped Self-Assessments: The teacher candidate will benefit from videotaping himself or herself teaching one practice lesson during the first few weeks of the student teaching semester as required in the Performance Assessment Teaching Event Calendar. The "Video-Taped Lesson Self-Evaluation" form is available online. (Please see the previous section: Required Texts, Templates, and Technology for further details.)

Supervisors and/or cooperating teachers may decide to require the teacher candidate to videotape more often during the semester to assess and showcase a teacher candidate's growth over time.

For each taped lesson, the teacher candidate will submit a lesson plan and a critique of his/her performance. Analysis will identify (a) three teaching behaviors perceived to be areas of strength; (b) three teaching behaviors perceived to be areas for improvement; and (c) three recommendations for improving the behaviors identified in (b) above. The appropriate form is provided online. (The college supervisor will decide how to make the best use of this experience. See suggestions in the student teaching Performance Assessment Teaching Event Calendar.)

11. Self-Assessments: Following the Pathwise formal post-observation conferences, the teacher candidate will complete a critique of his/her teaching performance at the mid-term and final week of the student teaching period. The critique will include three parts: (1) teaching strengths, (2) needed improvements, and (3) specific suggestions for improvement.
12. Student Teaching Competence Work Folio: The teacher candidate should maintain a student teaching work folio that could be helpful when preparing an electronic portfolio for prospective employers. The work folio should be organized according to the following sections:
- a. Organizing Content Knowledge for Student Learning (Domain A)
 - b. Creating an Environment for Student Learning (Domain B)
 - c. Teaching for Student Learning (Domain C)
 - d. Teacher Professionalism (Domain D)
- See the "Suggestions for Portfolio Support Materials" located in this Student Teaching Handbook for suggested artifacts to include in the portfolio.

NOTE: Selected artifacts from this work folio should be included in the professional portfolio, which will represent each candidate's proficiency in the Illinois Professional Teaching Standards. These artifacts might also be used as part of the final Teacher Professionalism Portfolio and presentation.

13. Teacher Professionalism Portfolio/Interview: At the end of the professional semester, the teacher candidate will be required to submit a portfolio focused on professional engagement and development over the course of the student teaching semester. The portfolio should include evidence in the form of both artifacts and written commentary related to the elements and the components of the Pathwise Professionalism Domain 4. (Please see pages 18-32 of this document for more information.) When finished the Professionalism Portfolio will be scored by the college supervisor in LiveText using the appropriate rubric.

The teacher candidate and supervisor will schedule an exit interview on Reading Day, Thursday, May 5. At that time, the teacher candidate will present his/her professionalism portfolio to his/her supervisor and answer any questions the supervisor may have.

***Supervisors and candidates may elect to complete these portfolio interviews in cohorts or individually.**

The supervisor will score the Professionalism Portfolio using the appropriate rubric and submit that assessment in Live Text.

Note: The Professionalism Portfolio is to be completed in Live Text and will be scored by the Illinois College Supervisor in Live Text. The score will be part of the grade for ED434, Teacher Professionalism. Domain 4 of the Pathwise Formal Observation System assesses professionalism, as well. The Domain 4 rubric will be used twice during the professional semester to assess the candidate and to help the candidate set objectives to improve professionalism during the semester and as he/she enters the profession as a novice teacher. Ratings from both the midterm and final assessment should be submitted via Live Text.

15. Seminar Attendance: The teacher candidate will attend the seminars as listed on the student teaching schedule (see the calendar for the semester). Seminar topics include "RTI," "Academic Language," "differentiated instruction," and others deemed appropriate. Attendance at the seminars is mandatory and may require the teacher candidate to be absent from student teaching or leave his/her school early that day.

Course Evaluation:

Evaluation criteria for Four Domains will be based on the Pathwise Observation Program that is located online at <http://www.ic.edu/Academics> > [Academic Majors and Departments](#) > [Education - Teacher Preparation Program](#) > Handbooks >

Two formal lesson plans will be assessed by the Illinois College supervisor during the professional semester. Teacher candidates may choose either *The Lesson Planner* format developed in the Department of Education at UC Irvine or the UCSB format which the Illinois College Education Department will be adopting and using in Junior Block courses during the spring 2011 semester. Because teacher candidates and supervisors are familiar with *The Lesson Planner* (UCI), this may

be the preferred format for most. However, the teacher candidate and/or supervisor have the option of deciding to select the format from UCSB. Once the decision is made, the teacher candidate and the college supervisor are to consistently use that selected lesson plan format throughout the professional semester. The template and rubric(s) specific to each of the two lesson plans will be accessible on Live Text so that the lesson plans for the teacher candidate's formal evaluations can be submitted via Live Text to be scored by the Illinois College supervisor. These scores can be submitted for data collection purposes, program evaluation, and program improvement.

The cooperating teacher's comments on the formal evaluations and the mid-term and final evaluations, the supervisor's observations, the teacher candidate's self-evaluations, seminar attendance and participation, attendance at and active participation in learning community meetings scheduled by the supervisor, the weekly submissions of required work, and the candidate's performance on the formal Pathwise evaluations, and attendance and participation in professional development experiences offered by the school, the district, the region, or outside professional development opportunities approved by the cooperating teacher, the supervisor, and the Illinois College Education Department will all contribute to the candidate's final grade which will be assigned by the college supervisor.

The professional semester consists of four courses for which 16 semester credits are awarded. These four courses include: ED 431 *Organizing Content Knowledge for Student Learning*, ED 432 *Creating an Environment for Student Learning*, ED 433 *Teaching for Student Learning*, and ED 434 *Teacher Professionalism*

In addition to conferences during routine visits, 3-Way conferences among the teacher candidate, cooperating teacher, and college supervisor are held at midterm and at the conclusion of the student teaching experience. The college supervisor seeks input from the cooperating teacher; however, the college supervisor has responsibility for assigning the final course grade. The final assessment is based primarily on the teacher candidate's improvement and performance at the end of the period, and on his/her performance on the Pathwise Observation Framework Evaluation, not necessarily on early performances.

Attendance Policy

Teacher candidates must be in the school each day for the hours scheduled for the cooperating teacher. Teacher candidates who arrive late, leave early, or are absent without prior notification are subject to removal from the school setting. There should be no absences during student teaching. If absences are necessary due to emergencies or illness, both the school/cooperating teacher and the college supervisor must be notified at the earliest possible time. The teacher candidate will schedule appointments or other business so as not to interfere with the school day. **WARNING!** Absences (even those meeting the above criteria) totaling three days or more require review of the teacher candidate's placement and may result in extension or cancellation of the student teaching experience. Student teachers are to adhere to the cooperating school's regulations governing teacher behavior. **NOTE:** Athletes who know they are going to be gone for several days should make plans to begin student teaching early or to extend their time at the end of the semester.

Special Needs Statement

Students requiring classroom accommodations or modification because of a documented disability should discuss this need with the department chair and his/her college supervisor at the beginning of the semester.

Professional Attitude and Behavior

The teacher candidate is expected to exhibit the dispositions that are discussed in the Conceptual Framework and to adhere to the Profession's Code of Ethics at all times. The teacher candidate should become knowledgeable of the school's policies and procedures, and respect the boundaries of the profession when working with students, colleagues, and families. The teacher candidate is expected to adhere to the cooperating school's regulations governing teacher attire and behavior and to the Illinois School Code. The Code of Ethics of the Education Profession adopted in 1975 by the National Education Association Representative Assembly follows.

ILLINOIS REGISTER
STATE BOARD OF EDUCATION
NOTICE OF PROPOSED RULES
TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 22
CODE OF ETHICS FOR ILLINOIS EDUCATORS

Section

22.10 Purpose and Applicability

22.20 Code of Ethics

AUTHORITY: Implementing Article 21 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21 and 2-3.6].

SOURCE: Adopted at 34 Ill. Reg. _____, effective _____

Section 22.10 Purpose and Applicability

This Part establishes core principles, values and responsibilities that shall apply to all Illinois educators.

- a) The purpose of this Part is to set expectations for educators; guide educational practice; and inspire professional excellence in relation to federal, State, and local policies and rules, and locally established collective bargaining agreements
- b) For the purpose of this Part, “educator” refers to individuals who:
 - 1) hold or are applying for a valid Illinois teaching or administrative certificate issued pursuant to Article 21 [105 ILCS 5/Art. 21];
 - 2) are not required to hold a certificate but who hold or are applying for approval (e.g., paraprofessionals, teacher aides, educational interpreters) for their positions issued pursuant to requirements set forth in 23 Ill. Adm. Code 25; and
 - 3) are enrolled in an Illinois preservice education preparation program.
- c) Neither this Part nor any provisions within this Part shall be construed to in any way affect the State Superintendent of Education's authority to initiate an action under Article 21 of the School Code to suspend or revoke an educator's certificate.

Section 22.20 Code of Ethics

a) Responsibility to Students

The Illinois educator is committed to creating, promoting, and implementing a Learning environment that is accessible to each student, enables students to achieve the highest academic potential, and maximizes their ability to succeed in academic and employment settings as a responsible member of society. Illinois educators:

- 1) Embody the Standards for the School Service Personnel Certificate (23 Ill. Adm. Code 23), the Illinois Professional Teaching Standards (23 Ill. Adm. Code 24), and Standards for Administrative Certification (23 Ill. Adm. Code 29), as applicable to the educator, in the learning environment;
- 2) Respect the inherent dignity and worth of each student by assuring that the learning environment is characterized by respect and equal opportunity for each student, regardless of race, color, national origin, sex, sexual orientation, disability, religion, language or socio-economic status;
- 3) Maintain a professional relationship with students at all times;
- 4) Provide a curriculum based on high expectations for each student that addresses individual differences through the design, implementation, and adaptation of effective instruction; and
- 5) Foster in each student the development of attributes that will enhance skills and knowledge necessary to be a contributing member of society.

b) Responsibility to Self

Illinois educators are committed to establishing high professional standards for their practice and striving to meet these standards through their performance. Illinois educators:

- 1) Assume responsibility and accountability for their performance and continually strive to demonstrate proficiency and understanding of current trends in both content knowledge and professional practice;
- 2) Develop and implement personal and professional goals with attention to professional standards through a process of self-assessment and professional development;
- 3) Represent their professional credentials and qualifications accurately; and
- 4) Demonstrate a high level of professional judgment.

c) Responsibility to Colleagues and the Profession

The Illinois educator is committed to collaborating with school and district colleagues and other professionals in the interest of student learning. Illinois educators:

- 1) Collaborate with colleagues in their respective schools and districts to meet local and State educational standards;
- 2) Work together to create a respectful, professional, and supportive school climate that allows all educators to maintain their individual professional integrity;
- 3) Seek out and engage in activities that contribute to the ongoing development of the profession;
- 4) Promote participation in educational decision-making processes;
- 5) Encourage promising candidates to enter the education profession; and
- 6) Support the preparation, induction, mentoring, and professional development of educators.

d) Responsibility to Parents, Families and Communities

The Illinois educator will collaborate, build trust, and respect confidentiality with parents, families, and communities to create effective instruction and learning environments for each student. Illinois educators:

- 1) Aspire to understand and respect the values and traditions of the diversity represented in the community and in their learning environments;
- 2) Encourage and advocate for fair and equal educational opportunities for each student;
- 3) Develop and maintain professional relationships with parents, families, and communities;
- 4) Promote collaboration and support student learning through regular and meaningful communication with parents, families, and communities; and
- 5) Cooperate with community agencies that provide resources and services to enhance the learning environment.

e) Responsibility to the Illinois State Board of Education

Illinois educators are committed to compliance with the School Code and its implementing regulations, and to State and federal laws and regulations relevant to their profession. Illinois educators:

- 1) Provide accurate communication to the Illinois State Board of Education concerning all certification matters;

- 2) Maintain appropriate certification for employment; and
- 3) Comply with State and federal laws and regulations.

The Role of the Cooperating Teacher

While each teacher and each classroom are unique entities, basic ground rules for the role that the cooperating teacher assumes as “mentor” are helpful in order that the college supervisor, the cooperating teacher and the teacher candidate may work together with clarity and goal direction.

The cooperating teacher is regarded as the daily role model for the teacher candidate. The cooperating teacher provides solid examples of how to do the following:

1. Organize content knowledge for student learning, including, but not limited to, the following:
 - Becoming familiar with relevant aspects of students’ background knowledge and experiences.
 - Articulating clear and appropriate standards-based learning goals for the lesson/unit.
 - Demonstrating an understanding of the connections between the content that was learned previously, the current content and the content that is to be learned.
 - Creating or selecting appropriate teaching methods, learning activities, materials and resources
 - Creating or selecting evaluation strategies, which are, appropriate for the students and aligned with the goals of the lesson.
2. Create and maintain a climate that promotes student learning, including, but not limited to, the following:
 - Creating a climate that promotes fairness.
 - Establishing and maintaining rapport with students.
 - Communicating challenging learning expectations to each student.
 - Establishing and maintaining consistent standards of classroom behavior.
 - Making the physical environment as safe and conducive to learning as possible.
3. Teach for student learning, including, but not limited to the following:
 - Making learning goals and instructional procedures clear to students.
 - Making content comprehensible to students.
 - Encouraging students to extend their thinking.
 - Monitoring students’ understanding of content through a variety of means, providing feedback to students to assist learning and adjusting learning activities accordingly.
 - Using instructional time effectively.
 - Exhibit professionalism, including, but not limited to, the following:
 - Reflecting on the extent to which learning goals were met.
 - Demonstrating a sense of efficacy.
 - Building relationships with colleagues to share insights and coordinate learning activities.

In order to impart both knowledge and experience to the teacher candidate, a cooperating teacher should attempt to meet the following objectives as the mentor of the teacher candidate.

1. Get to know the teacher candidate as an individual.
 - Help the teacher candidate build on her/his assets.
 - Assist in overcoming any deficiencies.

- Learn of his/her hobbies, special skills, previous experiences and current interests may contribute to the teacher candidate's capabilities during the professional semester.

2. Allow the teacher candidate to be the Co-Teacher from the first.

The Education Department at Illinois College has transitioned from the traditional phase-in and phase-out model of student teaching to the Co-Teaching model of student teaching developed, implemented, and researched at St. Cloud State University College of Education by Dr. Nancy Bacharach and Dr. Teresa Heck.

Co-teaching as defined by Dr. Teresa Heck in an October 2007 newsletter, is two teachers working together with groups of students; sharing the planning, organization, delivery and assessment of instruction as well as the physical space. (Heck, Teresa, "Co-Teaching in Student Teaching," St. Cloud University College of Education Newsletter, October 2007)

Implementing the co-teaching model of student teaching allows our candidates and co-cooperating teachers to share the students and the classroom using co-teaching strategies, true team teaching, and solo teaching throughout the professional semester to increase student achievement. Illinois College teacher candidates need to observe only for the purpose of gathering specific observational information on students or the instructing (teacher). Reviewing records and other sources of information about the students is important and should be accomplished on an as need to know basis.

Why Co-Teach?

Co-Teaching enables the teacher and the teacher candidate to focus on teaching for student learning by reducing the student to teacher ratio and increasing instructional choices to better meet the diverse needs of the classroom community of learners. In addition, applying the Co-Teaching model improves and strengthens classroom management, allows for greater student participation and active engagement, as well as developing and enhancing collaboration skills. (Heck, 2008)

Four two-hour Co-Teaching training sessions will be held during the professional semester for cooperating teachers and teacher candidates. (CPDU's on a per session basis) Information for the sessions will be emailed to all cooperating teachers. Please check your email for updates.

3. Schedule daily conferences with the teacher candidate during which the mentor gives attention to appropriate topics such as these:

- Reviewing activity plans
- Analyzing instructional delivery
- Discussing progress
- Brainstorming for new ideas and methods to utilize in working with students
- Making short and long range planning
- Improving classroom management
- Working with parents
- Meeting diverse student needs
- Explaining your expectations
- Evaluating student learning

- Becoming familiar with building policies.

4. **Role in TPAC Pilot 2011:** Read the Teacher Performance Assessment Handbook. Be aware of your role in the **Performance Assessment Teaching Event** assignment which your teacher candidate is required to complete this semester. Because teacher candidates are learning how to teach and being guided by more experienced cooperating teachers and college supervisors, professional conversations about teaching and learning are not only appropriate, but desirable. Utilizing the experience and expertise of these mentors through true professional discussions should be ongoing throughout the student teaching experience. The Teaching Event can and should allow teacher candidates to draw upon these conversations as they create their own understandings of teaching and learning and apply them in the teaching decisions they make. While the cooperating teacher, the college supervisor, and the candidate's peers may offer acceptable forms of support following PACT/TPAC guidelines, as support providers their task is to "ensure that the teaching decisions and thinking reflected in the Teaching Event are the candidate's own integration of their own experience, research and theory, and insights by other educators about the type of teaching and learning reflected in the learning segment." (*Guidelines on Assistance to Candidates Completing the Teaching Event*. PACT Central. 2006)

Note: A Performance Assessment Teaching Event Calendar will be provided to all candidates, supervisors, and cooperating teachers to guide the teacher candidate as he/she develops a timeline for preparing for and implementing his/her learning segment, for drafting each Task, and for submitting a final draft on or before the due date of April 11. You will be asked to verify the authenticity of the candidates work by signing a Statement of Authenticity.

The TPAC Handbook specific to your content area will be emailed to you. Downloading and printing out a hard copy of the Handbook is permissible. If you have any questions, please ask the Illinois College supervisor with whom you are working or contact the TPAC Coordinator, Joan McQuillan. jmcquill@ic.edu or 217-245-3297.

5. Communicate immediately with the college supervisor if the teacher candidate appears deficient in ability, responsibility, or maturity in his/her teaching performance.
6. Assuming that the candidate is growing and improving, expect the teacher candidate to assume a greater role in the co-planning and co-teaching responsibilities each week.
7. Allow the teacher candidate to express his/her individuality while keeping within previously established guidelines. When the teacher candidate tries something new, it should be evaluated carefully and sympathetically. Encourage appropriate risk taking.
8. Expect the teacher candidate to attend professional meetings, staffings, etc. and to take advantage of professional development opportunities offered within the district, region, and/or state.
9. Collaborate with the student teacher and college supervisor to design a plan that takes into account the due date for the Performance Assessment Teaching Event and yet allows the student teacher to move toward full time teaching responsibilities.

Summary of PATHWISE Four Domains

Domain A: Organizing Content Knowledge for Student Learning

Domain A focuses on how teachers use their understanding of students and subject matter to decide on learning goals, to design or select appropriate activities and instructional materials, to sequence instruction in ways that will help students to meet short- and long-term curricular goals, and to design or select informative evaluation strategies.

Knowledge of relevant information about the students themselves is an integral part of this domain. How the teacher thinks about the content to be taught is evident in how the teacher organizes instruction for the benefit of the students.

The college supervisors will seek evidence for these criteria from the Class Profile Sheet, from information about the instructional profile for the class, and from the pre-observation interview.

Domain B: Creating an Environment for Student Learning

Domain B relates to the social and emotional components of learning and focuses on the human interactions in the classroom. These interactions include teacher to student, and student to student. Domain B addresses issues of fairness and rapport, of helping students to believe that they can learn and can meet challenges, and of establishing and maintaining constructive standards for behavior in the classroom. It also includes the physical learning environment or setting. All behavioral standards and teacher-student interactions should be grounded in a sense of respect for students as individuals. Supervisors will obtain evidence of these criteria during classroom observations.

Domain C: Teaching for Student Learning

Domain C focuses on the act of teaching and its overall goal: helping students to connect with the content. Content refers to the subject matter of a discipline and may include knowledge, skills, perceptions, and values in a domain: cognitive, social, artistic, physical, etc. Teachers monitor learning, making certain that students assimilate information accurately and that they understand and can apply what they have learned. Teachers must also be sure that students understand what is expected of them procedurally during the lesson and that class time is used to good purpose.

The college supervisors will obtain evidence of these criteria from classroom observations.

Domain D: Teacher Professionalism

Domain D focuses on the teachers evaluating their own instructional effectiveness in order to plan specific future lessons and to improve their teaching over time. They should be able to discuss the degree to which different aspects of a lesson were successful in terms of instructional approaches, student responses, and learning outcomes. Sharing appropriate information with other professionals and with families in ways that support the learning of diverse student populations is also an important criterion to this domain.

The college supervisor will obtain evidence of these criteria during the post-observation interview.

Student Teaching Guidelines

Criteria for Four Domains

Domain A – Organizing Content Knowledge for Student Learning (Planning)

The Competent and Caring Teacher organizes content knowledge for student learning.

A-1: BECOMES FAMILIAR WITH RELEVANT ASPECTS OF STUDENTS' BACKGROUND KNOWLEDGE AND EXPERIENCES.

1. Develop a CLASS/GROUP PROFILE.
2. Observe students and take notes on each student, considering developmental levels and unique characteristics and features. Use a special notebook reserving at least one page for each child.
3. Develop and complete a Class Summary Sheet-- identify special students who need accommodations
4. Talk to students, cooperating teachers, parents, specialists, and support personnel.
5. Study cumulative files, portfolios, IEP's, student journals, report cards, etc.
6. Conduct an INTEREST SURVEY

A-2: WRITES CLEAR LEARNING GOALS/OBJECTIVES FOR THE LESSON THAT ARE APPROPRIATE TO THE STUDENTS.

1. Write general goals for each lesson.
2. Formulate differentiated objectives based upon the Class Summary Sheet and other considerations.
3. Do not confuse objectives with activities which are the tools used to attain the objectives.
4. Align objectives with the state standards.

A-3: DEMONSTRATES AN UNDERSTANDING OF CONNECTIONS BETWEEN THE CONTENT THAT WAS LEARNED PREVIOUSLY, THE CURRENT CONTENT, AND THE CONTENT THAT REMAINS TO BE LEARNED IN THE FUTURE.

1. State what was taught in the previous lesson(s). Indicate if it is an introductory lesson introducing a new concept/topic/unit.
2. State what will be taught in the future lesson(s). Indicate if it is a final lesson of a concept/topic/unit.
3. Explain how the lesson fits into larger goals of the discipline.
4. Explain how other content areas are connected to this lesson.

A-4: CREATES/SELECTS TEACHING METHODS, LEARNING ACTIVITIES, AND INSTRUCTIONAL MATERIALS OR OTHER RESOURCES THAT ARE APPROPRIATE TO THE STUDENTS AND ALIGNED WITH THE GOALS OF THE LESSON.

1. Use a variety of methods, activities, and materials appropriately taking into consideration the age, needs, interests, learning styles and exceptionalities of your students. (Multiple Intelligences/Gardner.)
2. Consider the Constructivist approach when planning methods and activities. Respect what students know and build on it. Allow students to discover and develop the concept/skill by themselves under your skillful guidance. Use the inquiry approach in all content areas not only in science. Develop scenarios and materials that will encourage students to discover concepts/skills instead of lecturing, talking and telling.
3. Plan a multi-sensory approach for all lessons in all content areas. (visual, auditory, kinesthetic, and tactile strategies/Dimension of Learning.)
4. Use the cooperative learning approach for a variety of purposes, not only during practice sessions. Instead encourage your students to discover patterns and develop concepts in pairs and groups as part of the instructional input as a motivational activity. Consider the social and academic skills in planning, implementing, and evaluating this type of lesson.

5. Differentiate assignments for students or groups by actually developing different activities rather than assigning less/more of the same. Use contracts, centers, and choice of activities, peer tutoring to individualize. Fill out section on student characteristics with care; describe the exceptionality of the students and design appropriate accommodations.

A-5: CREATES AND SELECTS EVALUATION STRATEGIES THAT ARE APPROPRIATE FOR THE STUDENTS AND THAT ARE ALIGNED WITH THE GOALS OF THE LESSON.

1. Your evaluation strategies must tie into your specific objectives. They should be ongoing, systematic, and performance related. Look for evidence of goal mastery all along, instead of waiting for the traditional Friday quiz or end of unit test to measure instructional success.
2. Develop charts that list students' names and specific objectives (concepts/skills) for each content area. Carry a clipboard and chart while circulating. Design simple rubrics and evaluate while you assist/check students during independent practice and group activities. This allows for immediate reteaching and remediation. Develop special evaluation criteria for cooperative group work that include additional elements such as readiness, focus on task participation, effort, etc. The students under your guidance may develop these criteria.
3. Involve students in self- and peer- evaluations. These techniques are quite successful when evaluating products such as projects, reports, and oral presentations. Develop specific evaluation forms that must reflect the criteria of the assignment.
4. Evaluation should consider each student's needs and abilities.

Domain B - Creating an Environment for Student Teaching

The Competent and Caring Teacher creates an environment for student learning that serves diverse classroom communities.

B-1: CREATES A CLIMATE THAT PROMOTES FAIRNESS

B-2: ESTABLISHES RAPPORT WITH STUDENTS

1. Show interest and genuine concern. Talk to students and listen to them.
2. Show respect for each student's inner dignity as a unique and worthwhile human being. Avoid speaking "down to students". Do not need to speak louder or harsher with them just because there are so many of them and or because they are children; avoid developing a loud impersonal teacher's voice. Speak with a natural, friendly, and respectful intonation.
3. Make eye contact when speaking; smile and use a sense of humor.
4. Respect students' differences in background and appearance.
5. Be happy with students. Work with them and celebrate with them creating high points and occasions to look forward to.
6. Make sure physical contact and humor are age-appropriate; avoid sarcasm on the elementary level.
7. Don't carry grudges; "wipe the slate clean" and make a fresh start each day, no matter what happened the previous day.
8. Share some age-appropriate, personal experiences.

B-3: COMMUNICATES CHALLENGING LEARNING EXPECTATIONS TO EACH STUDENT

1. Convey to students that school is a place to learn and that all students can learn.
2. Communicate high expectations to each individual student; learn about each student's innate potential, in order to adjust expectations to a realistic level.
3. Communicate confidence in each student's ability.
4. Encourage students to verbalize and formulate their own goals and expectations. Examples: Individual goal charts in the Writing Project; journal entries which formulate goals set and met, etc.

B-4: ESTABLISHES AND MAINTAINS CONSISTENT STANDARDS OF CLASSROOM BEHAVIOR

1. Establish a basic classroom philosophy, which demonstrates to the students the essential elements of respect for all students and teachers as people in general, and the respect for the right of each student to learn in the least restrictive school environment possible.
2. Set specific standards for acceptable classroom behavior which are grounded in this philosophy of mutual respect and of each student's right to learning. Involve students in the development of these standards and the articulation of rules, procedures, and resulting consequences.
3. Take into account a variety of considerations when formulating the standards such as at the students' developmental levels, cultural backgrounds, lesson types, etc. For instance, interaction during inquiry group sessions may allow for different levels of noise or informality.
4. Develop specific strategies and techniques for transitions.
5. Systematically teach expected behavior by modeling desired behavior patterns, by discussing reasons for rules, and by reviewing rules and consequences daily.
6. Accentuate the positive; be proactive by participating and avoiding conflict.
7. Apply elements of various researched discipline models. Be able to identify the models that were used.

B-5: MAKES PHYSICAL ENVIRONMENT AS SAFE AND CONDUCTIVE TO LEARNING AS POSSIBLE

1. Shape the physical environment of the class to reflect learning by exhibiting student work and content taught. Develop and post teaching charts, attractive posters for rules and procedures, word walls examples of student work, and projects, etc.
2. Involve students actively in creating bulletin boards and displays. Give them an important role in planning and executing displays. Form bulletin board committees, etc.
3. Reflect the diversity of the student population in the physical setting of the classroom. Display pictures of all ethnic groups, reading materials, centers, posters and stations that reflect minority issues such as "Women Scientists," "Famous Civil Rights Leaders," etc.
4. Consider student safety when arranging access to tools and materials. Make sure all materials used are nontoxic.
5. Organize the physical space of the class considering special physical needs of all students. Children with poor eye sights or hearing problems should be seated in front of the room, accommodation for wheel chairs need to be considered, etc.
6. Set aside a discovery area/space where students are invited to interact with challenging materials of all sorts, which are rotated, and backgrounds, lesson types, etc.

Domain C - Lesson Execution

The Competent and Caring Teacher recognizes diversity and teaches for Student Learning

C-1: MAKES GOALS/INSTRUCTIONAL PROCEDURES CLEAR TO STUDENTS

1. In traditional direct instruction lessons, goals/objectives are stated explicitly at the beginning of a lesson by the teacher: "Today we will..."
2. The constructivist approach allows students to infer the lesson objective. The teacher creates a motivational activity that allows students to eventually identify and formulate the goal and purpose of the lesson by themselves. The instructional procedures and specific expectations need to be clearly communicated to all students (STSC) by:
 - a. Verbalizing steps/information clearly, in simple language
 - b. Visualizing steps/information on chalkboard
 - c. Having steps/information repeated by individual students and/or groups in unison (whispering, shouting, rapping, using movements, clapping when appropriate.) Ask a struggling student to repeat directions.
3. Verbalized and visualized expectations need to include the following specific aspects:
 - a. Length of assignment ("Draw at least 5 different... write at least 10 sentences...")
 - b. Time limit ("You have 15 minutes... until the big hand is on the ...")
 - c. Expected behavior and noise level

- d. Provisions for students who finish quickly (special folders, centers, etc.)

C-2: MAKES CONTENT COMPREHENSIBLE TO STUDENTS

1. Involve students actively.
 - a. Avoid lecturing, telling, and talking too much. Students need to be encouraged to discover, understand, and verbalize in response to your prompting, and as a direct result of interacting with materials and each other (GROUP WORK/COMPLEX INSTRUCTION/INQUIRY).
 - b. Make sure students are active listeners. When teachers are busy at the board and their students are sitting passively, listening to individuals contribute ideas in response to teacher prompts, make sure the group is involved in a meaningful fashion. Ask them to take notes, list new facts, and information while watching movies or film strips, judge what they saw, hear (What I liked, what I did not like, what I found interesting, why, etc.)
 - c. Respect the students' contributions. Write their ideas on the board/chart as often as possible. Initialing each idea as a motivating effect will result in increased productivity.
2. Model and extend guided practice. Avoid assigning independent activities/practice before students are secure and understanding exactly what to do. Continuously check for understanding. Learn to use an overhead projector and don't forget homework also needs to be modeled and explained extensively. Use closure to have students review and judge what they learned, and predict what they might learn next.
3. Utilize a wide variety of approaches.
 - a. Consider individual and developmental needs - learning types and intelligences, attention spans, exceptionalities, etc. (See planning domain.)
 - b. Apply a variety of instructional formats; change the younger students' positions frequently; avoid having children sit passively on the carpet listening for long periods of time; find out developmental attention spans; build a short movement/song/game periods; alternate between whole group activities, individual exploration, group work, working in pairs, peer instruction, projects, research, etc.
 - c. Use manipulatives and concrete/authentic materials in all content areas. Manipulatives and materials can be commonly available items such as pasta, buttons, newspapers, menus, schedules, old telephone books, catalogues and their order forms, programs, etc.
 - d. Encourage students to formulate questions in verbal and written form. Examples: Ask them to write their own questions after reading a story compile these and use a comprehension follow-up for class. Students formulate questions in KWL situations, science and math journals about content they may not have understood or want to explore further.
 - e. Always ask students to justify and explain their thinking in oral and written words.
 - f. Use role playing/dramatization to practice and review in all subjects, in language arts, reading, mathematics, social studies, and science ("I am an insect and I have three body parts..." Explain long division to a Martian acting out a conversation, etc.)
 - g. Create learning charts. Visualize essential concepts as they are developed. Examples:
 1. For a lesson on a silent e changing short vowels to long vowels: Create a chart that includes the definition of long vowel sounds, depicts the process, rules and examples.
 2. For a lesson on long division: Illustrate on a chart the exact steps using descriptive labels and different colors. These charts are excellent tools for practice and review.
 - h. Encourage students to draw, sketch, construct three-dimensional models, compile booklets, travel brochures, recipe books, posters, bulletin boards, etc to enhance comprehension and to internalize concepts. Examples: Students illustrate examples of similes and metaphors, depict a conversation including the three different models of direct quotes in writing, form clay models of stages of metamorphosis, create a model of their own fantasy plant based on learned concepts, etc.
4. Suggestions for mathematics:
 - a. Start week/each class with a think problem; this could be the theme of a bulletin board.
 - b. Start week/end class by reviewing skills; students could plan and implement this session
 - c. Create problem-solving opportunities that establish a purpose and need to use the mathematical skills and concepts to be taught. Problems need to be within the students' range of interest and be part of their everyday lives. Use order blank, newspaper articles, graphs, maps, advertisements, etc.

- d. Encourage students to develop and apply strategies. Illustrate steps of different strategies on a chart, so students can refer to them when necessary.
 - e. *Require students to write in math class.* Let them create their own problems. Compile them and use in class. Encourage them to write definitions, justifications, questions, procedures, etc.
 - f. Decrease excessive rote learning and practice. Place the emphasis upon thinking and reasoning.
5. Suggestions for writing and reading
- a. Mini lessons are often too short to introduce an important writing or reading skill and thoroughness. To avoid superficial treatment of an important skill or concept, expand mini lessons into maxi lessons or divide the presentation into several mini lessons.
 - b. Sharing is very important and should occur daily if at all possible. Not only finished pieces should be shared; the technique of sharing should be used in an ongoing informal fashion for the purpose of encouragement, modeling, and inspiration. Students need to be instructed in the etiquette of sharing. Children who share should be trained to expect positive comments from their peers but more importantly need to be encouraged to ask for constructive, helpful suggestions: "I am stuck...I need help..." Sharing should also be viewed as an opportunity to apply and review taught mini lesson skills. "Let's listen for colorful words, details, exciting introductions, smooth transitions, etc."
 - c. Introduce specific reading concepts/skills through special lessons and align activities that allow students to apply the learned concepts and skills. Examples: trace the development of characters, settings, plot, and problems/conflicts and their resolutions. Use charts (large for whole group input, individual activity sheets for each child). Ask students to sequence, summarize, predict (write down predictions and compare to actual events), to identify main ideas, messages and morals, etc.
 - d. Empower students to a certain extent to determine their own vocabulary and spelling development by encouraging them to compile personal glossaries ("My Challenge Words," "Words I Stumbled Over," "Tricky Words," etc.) These lists can be compiled during reading, entered into a chart that asks for definitions and the application of the word in a sentence.
 - e. *Avoid the exclusive use to the traditional whole group read-aloud technique.* Instead give students a purpose for reading, set goals for them, allow them to read in pairs, etc.

C-3: ENCOURAGES STUDENTS TO EXTEND THEIR THINKING

Students can be encouraged to think creatively, critically, and independently in response to open-ended questioning and prompting techniques and through the involvement in challenging tasks and activities.

Structure a teaching style in a fashion that invites students to do the following:

- a. Analyze - categorize, compare/contrast, infer "Tell why you think... what you learned... what is true/real..." etc.
- b. Synthesize - create something new, invent, develop, build/construct, "What else... what would be better... pretend what will come/happen next, think up..." etc.
- c. Evaluate/judge - summarize, prove, explain, decide, rate, predict, "Tell why you agree/disagree/... why you think it is better/worse..." etc.

Often these opportunities arise spontaneously throughout instructional situations. Nevertheless, these specific questioning techniques need to be employed and practiced deliberately, and activities need to be planned with care to ensure the inclusion of these very important instructional strategies.

C-4: MONITORS STUDENTS' UNDERSTANDING OF CONTENT

Teachers need to be constantly aware of their students' various responses during the learning process and need to acquire the flexibility to adjust lessons. To accomplish this, teachers must be willing to do the following:

- a. Listen informally to nonverbal or verbal cue such as general restlessness of class, whispered conversations, students looking at neighbors' papers, stunned silence, frustrated outbursts, and/or refusals to do assignment in extreme cases, etc. "What did she say? I didn't get it...show me..." etc.
- b. Ask questions or do informal group surveys to ensure comprehension before assignments.
- c. Circulate and take anecdotal notes or fill in checklists to pinpoint and document problems.

- d. Maintain ongoing and accurate records of student learning/progress.
- e. Give encouraging feedback to students who are on the right track, share their work to model for the class in ongoing, informal fashion.
- f. Tutor individual children or form small flexible groups for immediate reteaching.
- g. Stop the activity of the whole class and re-explain, using a different approach or additional visualization and student repetition.

C-5: USES INSTRUCTIONAL TIME EFFECTIVELY

To ensure time on task and to make the most of valuable instructional time, consider the following suggestions:

- a. All essential lesson elements need to be present and paced appropriately, considering the students' developmental and personal needs and the character of the content. Avoid introductions that are too long; make sure to allow time for thorough concept development and plan for closures.
- b. Learn to watch the clock, respect the schedules of others. Set a timer and/or appoint a "time watcher."
- c. Avoid spending excessive time on non-instructional processes such as disciplining individuals in front of the class and prolonged, unstructured transition periods. Accelerate the smooth, efficient running of the class by reestablishing well thought out routines for all non-instructional processes.
- d. Identify genuinely valuable teachable moments or what simply constitutes an often deliberately student-designed moment of instructional irrelevance.
- e. Develop a fast paced personal teaching style; don't allow students to get bored, "sweep them off their feet" with enthusiasm, and a high level of expectations for them, and rapid questioning/prompting style. However, allow for sufficient wait time; it's a difficult balancing act!

Domain D - Professionalism

The Competent and Caring Teacher demonstrates reflective practice and teacher professionalism

D-1: REFLECTS ON THE EXTENT TO WHICH THE LEARNING GOALS WERE MET

- 1. Reflections will be executed in verbal and written form.
 - a. Discuss issues and concerns with the cooperating teacher before and after teaching a lesson and with the college supervisor during his or her visits.
 - b. Analyze all instructional aspects of each lesson in writing utilizing the given format at the end of a lesson plan.
 - c. Include elements of success and aspects of necessary improvement in all areas when reflecting.
- 2. Student evaluation should take into consideration the needs and abilities of individual student groups.
- 3. Evaluation results should be the basis for future lesson planning; they will determine the necessity for re teaching, remediation, reinforcing, and expansion.

D-2: DEMONSTRATES A SENSE OF EFFICACY

- 1. Assume full responsibility for the development of the students in the class, always considering and respecting students' special needs and backgrounds.
- 2. View difficulties as a professional challenge. Search actively for the very best solutions and techniques to assist students in developing their potential to the fullest.
- 3. Avoid making excuses, scapegoating, and placing blame on other factors. This attitude will weaken teaching efforts. The students in the class are the professional responsibility of the teacher.
- 4. Persevere in the search for alternatives. Be positive and optimistic! There is a way to solve each problem! Through careful observation and collaboration, creative thinking and research one can find a solution.

D-3: BUILDS PROFESSIONAL RELATIONSHIPS WITH COLLEAGUES TO SHARE TEACHING INSIGHTS AND TO COORDINATE LEARNING ACTIVITIES FOR STUDENTS

1. Collaborate by asking other teachers and professionals for help. Ask for materials and advice in all areas related to teaching. For instance, posting a note in the teachers' lounge may help solicit materials for a new unit. Librarians and specialist teachers will be able to assist in enriching instructional programs. Art and music teachers may be able to supply materials or may even be willing to plan presentations and lessons of their own to enrich a unit.
2. Collaborate by coordinating programs and lessons that involve other classes and different grade levels:
 - a. Work with different grade levels and classes in peer reading, tutoring, and pen pal programs.
 - b. Direct volunteers and paraprofessionals.
 - c. Collaborate with other teachers in developing integrated science and social studies units
 - d. Plan and consult with special education teachers in mainstreamed instructional settings.
 - e. Ask specialist teachers to teach lessons to the class which are aligned with the topic of the integrated unit.
 - f. Invite classes or special groups for guest speaker presentations, plays, etc.

D-4: COMMUNICATES WITH PARENTS OR GUARDIANS REGARDING STUDENT LEARNING

1. View parents/guardians as true partners in the process of their children's educational process. Communicating with parents is one of the most essential ingredients to ensure academic success in working with students and is the foundation for establishing an effective discipline program.
2. Parents need to be informed and involved, in order to be able to function as true partners. Parents are interested in hearing about things, such as these:
 - a. Their children's academic progress and social-emotional development
 - b. Their children's specific curriculum and new trends in education in general
 - c. The discipline program, its rules and consequences, established in the class and school
 - d. Special events and happenings in their children's class
 - e. Their assistance needed in the daily school life that may involve them as resource persons, helpers, organizers, and tutors.
3. Communication can assume many forms.
 - a. Telephone calls are an important way to communicate with parents.
 - b. Newsletters communicate newsworthy information concerning the classroom. Teachers often write newsletters, but the best results are achieved if students are involved in the process. Ask the class to prepare shapes that are to contain the newsletter, to write part of the newsletter by reporting on school events and achievements, or organize the class to manage the reporting to parents independently, with teacher guidance.
 - c. Parent/teacher conferences, written notes, point cards, weekly progress reports, homework books and, of course, report cards are some additional forms of parent communication.
4. All forms of communication need to emphasize the underlying philosophy of partnership in education and need to be handled in a non-threatening way that reflects respect for all aspects of cultural diversity in the community.

PERSONAL ATTRIBUTES - DISPOSITIONS

P1: ORGANIZATION means keeping things in good order.

1. Preparing materials and having them ready before students enter building
2. Straightening up room after each lesson and at the end of the day
3. Organizing student work (filing, labeling, folders, trays, box lids, etc.)
4. Keeping student teaching notebook organized (most recent lesson plans on top)
5. Using a calendar to organize workload, due dates, seminars, events, etc.

P2: INITIATIVE means doing such things as these:

1. Getting involved with students immediately (interact; observe; take anecdotal notes; study students' portfolios, writing folders, files IEPs, etc.)

2. Volunteering, offering without being told to do these things:
 - a. Plan and prepare materials
 - b. Organize field trips, guest speakers for entire grade level, etc
 - c. Assist with housekeeping duties
 - d. Assist with extracurricular activities (Family Night, School Carnival, Open House, Math League, Science Olympiad, etc.)
3. Generating, implementing and offering new ideas, such as these:
 - a. Classroom management
 - b. Physical environment
 - c. Organizational structure of class
 - d. Introduce parent communication strategies such as take-home folders, newsletter station, authors' teas, garden parties, poetry readings in the class coffee house, etc.
 - e. Do research, find resources and materials to share with colleagues
 - f. Provide unique experiences for students
 - g. Using technology creatively in the classroom
4. Getting involved with parents, staff and peers
 - a. Use parent communicators
 - b. Share with colleagues
 - c. Share at seminars and workshops
5. Discussing any concerns with the cooperating teacher and supervisor.
6. Familiarizing oneself with materials, resources, and programs in a classroom and district.
7. Exhibiting energy, excitement, and enthusiasm.

P3: WRITES COHERENTLY WITH CORRECT GRAMMAR

P4: ARTICULATES CLEARLY USING CORRECT GRAMMAR

P5: MANAGES TIME AND WORK EFFECTIVELY

1. Giving lesson plan to cooperating teacher at least two days prior to teaching
2. Submitting weekly schedule on time
3. Being punctual (arriving at least 15 minutes before teachers are expected to be in the building; arriving at seminars and ETE workshops on time; submitting assignments on time)
4. Grading, recording grades and returning student work in a timely fashion
5. Handing in assignments on time

P6: RESPONSIBILITY (See A-1)

1. Attending all school events and district and university meetings
2. Attending parent/teacher conferences during the school day and in the evening
3. Staying with cooperating teacher after school for planning and coaching/mentoring
4. Avoid doing personal work/assignments during the school day. Whenever the cooperating teacher is teaching, observe, take notes, collect ideas, monitor the class, etc.
5. Meeting with cooperating teacher prior to placement as requested
6. Responding to coaching/suggestions in a professional manner
7. Notifying cooperating teacher and coordinator of schedule changes (assemblies, appointments, etc.) ahead of time
8. Presenting a professional product (professional format, proofreading, and organization)
9. Listening respectfully to presentations during meetings and workshops
10. Accepting assignments and the total workload with a positive, professional mindset (no excuses or negative comments)

Suggestions for Portfolio Support Materials for the Four Domains

Candidates are encouraged to keep all four standards in mind at all times and to watch for relationships among the different standards and to take advantages of opportunities to use artifacts more than once. The information below is intended to help candidates think about what kinds of materials might be used as artifacts for the four domains of criteria that are used to evaluate their student teaching. Although they are not exactly the same, the four domains do parallel the 4 Standards discussed in our Conceptual Framework.

Since this is a student teaching handbook, it seems appropriate to provide the following list of support materials that candidates will create and/or encounter during that professional semester. These materials may be used to prepare the final Teacher Professionalism portfolio and presentation.

Domain A: Organizing Content Knowledge for Student Learning

A1: Students' background, knowledge, experience

1. Student interest inventories
2. Student biography projects
3. Student journal entries
4. Class profiles

A2: Articulation clear/appropriate learning goals for the lesson

1. Lesson plans that include the following:
 - a. Student-centered activities
 - b. Questioning and teaching techniques
 - c. Assignments that lead to higher level thinking
 - d. Goals and objectives that are linked with state and national standards
2. Reflective paragraph on how these plans worked and how you would increase student achievement the second time you taught this lesson

A3: Connections between previous, current, future content

1. A week's overview of goals, objectives, activities, evaluations
2. A timeline for a unit
3. Address in a paragraph, diagram, or event sequence how you identify prior knowledge and how you tap into it for your lessons
4. Include lesson extensions that move students on to the next topic of the curriculum

A4: Creating/Selecting teaching methods, learning activities, instructional material, etc. appropriate for students and aligned with the goals

1. Evidence demonstrating methods learned during the block experience, i.e. discovery, inquiry, collaborative learning, etc.
2. Evidence demonstrating use of multiple evaluation and assessment methods
3. Evidence that represents the variety of instructional **materials** that were employed during any field experience

A5: Creating or selecting evaluation strategies appropriate for students and aligned with goals of the lesson.

1. A rubric created to assess an assignment. Include the assignment, the rubric, and any adaptations to meet needs of diverse learners
2. Evidence demonstrating use of multiple evaluation and assessment methods
3. Evidence of alternative assessments used that reflect student achievement

Domain B: Creating an Environment for Student Learning

B1: Creating a climate that promotes fairness

1. Gender neutral assignments, activities, language
2. Inclusive assignments, activities, language
3. Evidence provided by cooperating teacher, Illinois College supervisor, or peer
4. A copy of how you assigned seating in the room to promote fairness
5. Evidence of the use of multicultural aspects in your subject area
6. Evidence of what you introduced or taught to students that promoted understanding diverse cultures

B2: Establishing and maintaining rapport with students_

1. Evidence of attendance at extra-curricular activities/participation in school wide activities
2. Evidence of personal communication with students (notes, letters)
3. A compilation of comments on student papers/projects
4. Evidence provided by cooperating teacher, methods instructor, peer
5. Phone log of calls made to parents or concerned adults about students
6. A copy of a letter sent to parents introducing candidate and what he or she intends to do
7. Summaries of meetings with students, the purpose of the meeting and the outcome

B3: Communicating challenging learning expectations to each student

1. Projects that include alternatives for various learning styles, intelligences, abilities
2. Evidence provided by cooperating teacher, Illinois College supervisor, peer
3. Copy of information sheet given to all students that lists candidate's expectations for the class
4. Copy of the letter to parents that identifies candidate's classroom rules and consequences

B4: Establishing and maintaining consistent standards of classroom behavior

1. A case study involving issues of classroom behavior
2. A candidate-created discipline plan with expectations and consequences
3. Candidate created class rules/expectations/policies within a content area
4. Evidence provided by cooperating teacher, Illinois College supervisor, peer
5. Copy of candidate's behavior log: what happened and what the consequences were

B5: Making the physical environment as safe and conducive to learning as possible

1. Room plan (seating chart, teacher station, computers, etc.) for candidate's vision of an ideal classroom
2. Reflective piece on room arrangement of field experience including diagram of room

Domain C: Teaching for Student Learning

C1: Learning goals and instructional procedures clear to students

1. Syllabus of assignment sheet for a unit
2. Scripting or transcription of introduction, instructions, conclusion to a lesson
3. Capturing in writing or transcription of audio of student(s) reaction to a lesson
4. Evidence provided by cooperating teacher, Illinois College supervisor, peer

C2: Making content comprehensible to students

1. Evidence of use of manipulatives
2. Evidence of use of demonstrations
3. Evidence of use of case studies
4. Evidence of use of groups, cooperative learning styles

C3: Encouraging students to extend their thinking

1. Evidence of elaboration, use of extensions to lessons
2. Evidence of using questioning to achieve higher level thinking
3. Evidence of use of alternative assessment techniques
4. Evidence of students being encouraged to explore a concept through a variety of learning styles

C4: Monitoring student's understanding of content through a variety of means, providing feedback, adjusting learning activities as situation demands

1. Evidence of feedback to students through a compilation of remarks/methods
2. Evidence of a changed lesson plan or reteaching of a concept
3. Copies of student work that represent student achievement
4. Copies of candidate's grading rubrics and how the candidate responded to student work using these rubrics
5. Copies of candidate's records of student achievement

C5: Using instructional time effectively

1. A timeline for a class showing planned timing and real time of teaching/learning activities
2. Evidence of back-up activities linked to the lesson created as enrichment for use when activities are accomplished before the class has ended
3. Copies of Ausabelian advanced organizers used in candidate's classes

Domain D: Teacher Professionalism**D1: Reflecting on the extent to which the learning goals were met**

1. Journal entry reflecting upon student learning based upon an assessment
2. Post-conference summary with cooperating teacher, Illinois College supervisor, or peer on the success of a lesson
3. Email exchange concerning issues in teaching
4. Pre & post assessment of students on learning or on candidate's performance in the field experience
5. Copies of student reflections on their learning

D2: Demonstrating a sense of efficacy

1. Evidence of adjusting lesson plans to meet special needs
2. Original and revised lesson plans showing adaptations based upon perceived and real student needs and learning
3. Capturing the process of building a case study
4. Compilation of journal entries capturing ideas to improve teaching
5. Evidence provided by cooperating teacher, Illinois College supervisor, peer
6. Evidence of the transfer of research in content or methodology that enhances student learning

D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students

1. Evidence of collaboration on lesson plans within content area or across the curriculum
2. Evidence of team or collaborative teaching
3. Interviews with teachers on classroom practices and philosophies with accompanying reflections by the candidate
4. Summary of a scenario with teacher, **support** personnel, special education colleague about a student
5. Summary of in-service that candidate attended with a signature from cooperating teacher as evidence of attendance

D4: Communicating with parents or guardians about student learning

1. Letter of introduction to parents
2. Copies of notes to parents concerning student achievements/behavior
3. Examples of a telephone log or email log with parents
4. Classroom newsletter
5. Summaries of meeting for problem solving, parent/teacher conferences
6. Reflections on parent night attendance and programs
7. Class webpage with parent communication and/or suggested home/school activities to connect parents/families/students to the curriculum and to assist parents/families in supporting the student at home.

ILLINOIS COLLEGE ONLINE FORMS FOR THE PROFESSIONAL SEMESTER

All of the forms referenced below are accessible online. <http://www.ic.edu/Academics> > [Academic Majors and Departments](http://www.ic.edu/Academic%20Majors%20and%20Departments) > [Education - Teacher Preparation Program](http://www.ic.edu/Education%20-%20Teacher%20Preparation%20Program) > Handbooks >

This section of the Student Teaching Handbook refers the teacher candidates, cooperating teachers, and Illinois College supervisors to two kinds of online forms: First are the various **forms which need to be completed during the semester** by various parties: the student teacher, the cooperating teacher, and the college supervisor. The directions on each form specify who should complete the form and when it should be submitted. Further, the forms are categorized by user.

Second, non-printable samples of the various Pathwise Observation forms that the college supervisor and the teacher candidate will complete and use as part of the two required formal evaluations. They can be viewed on the webpage.

Note: The Illinois College supervisor will provide the teacher candidate with the specific Pathwise forms to be used during the formal evaluation process. These forms are copyright protected and are to be used by the supervisor and teacher candidate as directed by the Pathwise Framework Observation Program.

IC Education Department Web Pages: <http://www.ic.edu/Academics> > [Academic Majors and Departments](http://www.ic.edu/Academic%20Majors%20and%20Departments) > [Education - Teacher Preparation Program](http://www.ic.edu/Education%20-%20Teacher%20Preparation%20Program) > Handbooks >

After logging on to the Education Department webpage, candidates can access the forms page by clicking on *Handbooks* in the sidebar. All forms **except** *Pathwise* forms are printable.