The Department of Education at Elmhurst College is committed to the preparation of knowledgeable and caring teachers for a global society. Through collaboration and diverse practice-centered experiences, we strive to prepare educators to be dedicated, ethical leaders in their learning communities.
A Note to Cooperating Teachers

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

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

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

THE DEPARTMENT OF EDUCATION FACULTY
ELMHURST COLLEGE

This Student Teaching Handbook has been updated to conform to the present requirements of the Elmhurst College Department of Education and the State of Illinois as of July 1, 2014. Specific program questions should be directed to the appropriate program director. Please contact the Department of Education and we will direct your questions to the appropriate faculty member.

ELMHURST COLLEGE DEPARTMENT OF EDUCATION

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DEPARTMENT OF EDUCATION MISSION

The Department of Education at Elmhurst College is committed to the preparation of knowledgeable and caring teachers for a global society. Through collaboration and diverse practice-centered experiences, we strive to prepare educators to be dedicated, ethical leaders in their learning communities. (Revised 2010)

The Department's mission statement describes qualities of teachers that all PK-12 students need: knowledgeable and caring teachers for our rapidly changing global society. Each undergraduate and graduate teacher education program integrates content specialization, professional knowledge, and practice-centered learning. Teacher preparation programs at Elmhurst College take place within the context of liberal education. For program candidates, this underscores the interdependence among theory, research, and practice, and positions our candidates to be advocates for students and leaders in our profession.

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

From the Elmhurst College Mission Statement (2009)

DEPARTMENT OF EDUCATION UNIT GOALS & OUTCOMES (endorsed 06.11.13)

Goal #1: Integrate content knowledge across disciplines and construct pedagogical content knowledge to provide culturally relevant instruction that prepares all students for the literacies needed in a changing and interdependent world.

Outcome 1A: Candidates will demonstrate subject area content knowledge in planning, instructional delivery, and assessment. (IPTS 2 & 5)

Outcome 1B: Candidates will apply culturally relevant pedagogical content knowledge in planning, instructional delivery, and assessment. (IPTS 2 & 5)

Outcome 1C: Candidates will use best practices in literacy so all students can acquire subject area content knowledge. (IPTS 6)

Goal #2: Apply differentiation, evidence-based practices and assessments, and innovative technologies to meet the characteristics and needs of all students.

Outcome 2A: Candidates will apply differentiation and evidence-based practices to address the diverse characteristics and needs of all learners (IPTS 1 & 3)

Outcome 2B: Candidates will use developmentally-appropriate teaching strategies and innovative technologies that encourage critical thinking and problem solving. (IPTS 5)

Outcome 2C: Candidates will use a variety of assessments to identify and evaluate learning targets by analyzing data to make instructional decisions. (IPTS 7)

Goal #3: Provide safe, caring classroom environments that demonstrate and encourage creative, engaged learning to become lifelong learners, critical thinkers, and responsible citizens.

Outcome 3A: Candidates will use effective communication, organization, and behavior management strategies to support a safe and healthy learning environment. (IPTS 4)

Outcome 3B: Candidates will implement strategies to successfully engage all students in purposeful learning. (IPTS 4)

Goal #4: Collaborate with students, families, colleagues, and community members to create learning communities that value diversity.

Outcome 4A: Candidates will engage families while creating learning experiences that value diverse student needs. (IPTS 8)

Outcome 4B: Candidates will collaborate with colleagues to create and sustain supportive learning environments. (IPTS 8)

Outcome 4C: Candidates will use community resources to expand learning opportunities. (IPTS 8)

Goal #5: Act as reflective and ethical professionals who are committed to schools and the profession.

Outcome 5A: Candidates will use reflective practices that directly contribute to student learning and development. (IPTS 8)

Outcome 5B: Candidates will advocate for students and their families. (IPTS 9)

Outcome 5C: Candidates will demonstrate leadership as part of their ethical responsibility to their colleagues and the profession. (IPTS 9)
**CORE VALUES**

The values of the Department of Education at Elmhurst College provide the foundation for all of our professional interactions and teacher education programs.

**Collaboration**

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

**Integrity**

We believe integrity is essential for continued growth and development of the members of our profession.

**Practice-centered Teaching & Learning**

We value teaching and learning experiences grounded in research-based practices and real-world applications.

**Professional Excellence**

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

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**THE ILLINOIS PROFESSIONAL TEACHING STANDARDS 2010 & R-E-A-C-H DISPOSITIONS**

Expectations for Elmhurst College Student Teachers at the completion of student teaching:

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

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

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

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

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

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

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

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

**Standard 9 - Professionalism, Leadership, and Advocacy** - The competent student teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession and acts according to R-E-A-C-H.
**Dispositions according to R-E-A-C-H**

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

**OVERVIEW OF STUDENT TEACHING**

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

**Early Childhood Education:**

*1 full semester*— one (1) placement in a pre-kindergarten/kindergarten/early childhood special education assignment and one (1) placement in a primary assignment

☑ College supervisors visit 4 times for each placement

**Elementary Education:**

*1 full semester* in an elementary classroom

☑ College supervisors visit 6 times, including once the previous semester

**Secondary Education:**

*1 full semester for 6-12* in a middle school or high school assignment

☑ College supervisors visit 6 times for a *full semester* placement

*1 full semester for K-12* art and physical education majors — one (1) placement in a K-5 assignment and one (1) placement in a 6-12 assignment

☑ College supervisors visit 4 times for each placement

*1 full semester for K-12* music education majors — one (1) placement in a K-5 assignment and one (1) placement in a 6-12 assignment

☑ College supervisors visit 3 times for each placement

**Special Education:**

*1 full semester*— one (1) placement in an elementary placement and one (1) placement in a middle or high school; one (1) placement in a mild to moderate assignment and one (1) placement in a moderate to severe assignment

☑ College supervisors visit 4 times for each placement
TEACHER PERFORMANCE BASED ASSESSMENT (edTPA)

The teacher performance-based assessment (edTPA) is designed to engage student teachers in demonstrating their understanding of teaching and student learning in authentic ways. It requires student teachers to develop and teach a learning segment of three to five lessons. Student teachers will collect a variety of artifacts - including video footage of instruction, student work, and learning materials - to complete three to four tasks: 1) Planning for Instruction and Assessment, 2) Instructing and Engaging Students in Learning and 3) Assessing Student Learning. EdTPA is mandated by the Illinois State Board of Education and must be completed prior to licensure. Student teachers must secure permission to digitally record classroom instruction from school administration, faculty, students and families / guardians. College supervisors and student teachers will provide cooperating teachers with specific guidelines related to edTPA.

AUGUST EXPERIENCES

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

STUDENT TEACHING PLACEMENTS

The program director must initially approve all student teaching placements. The Director of the Satellite Network & Student Teaching, who oversees field experiences and student teaching placements in the Department of Education, then sends the student teacher’s academic records, resume, and other pertinent data to a district superintendent or designated administrative personnel. The school district representative determines whether the student teacher can be assigned within the district and where the assignment will be.

STUDENT TEACHING MEETINGS

Student teaching seminars are scheduled prior to the student teaching semester and in a series of alternating weekly sessions during student teaching. Semester calendars, which include seminar dates and times, are distributed to student teachers and their cooperating teachers at the beginning of the semester and are included in the materials sent in the student teaching request packet. Seminar attendance is required of all student teachers and may necessitate them leaving their schools before the end of the school day to travel to campus.

The seminars provide information, instruction, and opportunities to reflect on teaching. Teacher licensure requirements and school district application guidelines are reviewed during seminars. The seminars also provide opportunities for student teachers to share their experiences during student teaching. These discussions enrich new teachers’ understandings of the variety of educational contexts and insights into teaching methods.

Cooperating teachers, principals, and other interested personnel are always welcome to attend the seminars.
ADMISSION AND ELIGIBILITY REQUIREMENTS FOR STUDENT TEACHING

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

1. Completion of all Student Teaching Application materials by the deadline.
2. Successful completion of Portfolio Review and Checkpoint #2, which includes evidence of:
   • Growth and development in Program and Department of Education goals.
   • Positive professor evaluations from Elmhurst College faculty in program courses.
   • Successful field experiences with positive evaluations from mentor teachers.
   • Maintenance of a record of professional conduct and submission of an updated Criminal Finger Print Background Check (CBI).
   • Maintenance of a cumulative grade point average of 2.750 or above [all college coursework].
   • Maintenance of a major grade point average of 2.750 OR as designated by the major department.
   • Documentation of a minimum of 100 hours of field experiences that meet program-wide and program specific requirements
   • Completion of all licensure courses with earned grades of “C” or higher and major course requirements. No incompletes may be pending.
   • Passing score on the appropriate content area test(s) for licensure.

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

DEFINITION OF COLLABORATIVE TEACHING

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

CO-TEACHING STRATEGIES - Within these models the teachers NEED to switch roles.

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

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

1. The student teacher and the cooperating teacher ARE REQUIRED to attend the first student teaching Seminar Workshop:
2. Fall student teachers will attend the first Seminar Workshop in August.
3. Spring student teachers will attend the first Seminar Workshop in January
4. The Cooperating teacher and Student Teacher must set aside time to co-plan at least once per week.
5. Student teachers must complete the Requirements for Program Completion as outlined in Section 4 of the Policies and Procedures.

LEVELS OF PROGRESSION IN STUDENT TEACHING

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

LEVEL I: PURPOSEFUL OBSERVATION & ASSISTANT TO THE TEACHER

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

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

Suggested Activities:
1. Learn about the students through reviewing permanent records, taking attendance, collecting and grading papers, and observing in-class and out-of-class activities.
2. Review the textbooks, teaching manuals, instructional units, and other teaching materials used and teach some lessons as determined by the mentor teacher.
4. Know the responsibilities of the cooperating teacher, the school policies (e.g., mandated reporting, emergency response procedures, crisis intervention protocol, problem solving with colleagues, professional growth, family participation), classroom procedures, and schedules.
5. Learn about special services available through the library/resource centers, student services, computer/technology labs, etc.
6. Observe additional teachers at other levels and assignments at the student teaching site.
LEVEL II: PLANNING & PARTICIPATION

Typically Week 1 of student teaching, IF the student teacher did not participate in the classroom previously.

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

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

LEVEL III: COLLABORATIVE TEACHING UNDER GUIDED SUPERVISION

Typically begins in Week 2 of the student teaching placement.

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

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

LEVEL IV: TEACHING: TEACHER CANDIDATE IS LEAD COLLABORATOR

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

<table>
<thead>
<tr>
<th>Placement Type</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>4 weeks during each placement</td>
</tr>
<tr>
<td>Elementary</td>
<td>8 weeks during a full semester placement</td>
</tr>
<tr>
<td>Secondary</td>
<td>8 weeks during a full semester placement, OR 4 weeks during each K-12 placement</td>
</tr>
<tr>
<td>Special Education</td>
<td>4 weeks during each placement</td>
</tr>
</tbody>
</table>

Typical Activities:
1. Pre-assess, develop, administer, and evaluate classroom assessments.
2. Develop and implement teaching units, lessons, and learning based on assessment data with the assistance of the cooperating teacher and the college supervisor.
3. Plan and implement instruction for extended periods without the direct supervision of the cooperating teacher.
4. Assume routine responsibilities, such as taking attendance, reporting absences, distributing newsletters, grading assignments, recording grades, attending meetings, working with other staff members, communicating with families, and attending to daily administrative matters.
“PHASING OUT”

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

Typical activities:

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

2. During finals week student teachers will participate in a capstone experience and some student teachers may be required to attend a meeting on campus.

**Attendance during Student Teaching**

Student teachers attend school for the full day and are expected to follow the requirements for teacher arrival and departure. The Department of Education recommends that student teachers arrive at school 30 to 60 minutes prior to student arrival and leave no earlier than one hour after student departure.

Student teachers follow the school district’s calendar for teachers, not Elmhurst College’s schedule. Student teachers are expected to attend all school activities that are required for the cooperating teacher with the exception of responsibilities for which the cooperating teacher receives a stipend or for which the cooperating teacher does not consider attendance appropriate for a student teacher.

Student teachers must report absences to the cooperating teacher, college supervisor, and the program director prior to the start of the school day on which the absence will occur. Absences should be for personal emergencies, illness, or death in the family. There are no excused absences. Depending on the length of student teaching, multiple absences will result in an extension of or an “incomplete” grade in student teaching. Student teachers must have pre-approval from the cooperating teacher, college supervisor, and program director to miss student teaching for any other reason (e.g., job interview).

Student teachers can attend a job fair/interview if they gain the approval of their cooperating teacher and supervisor. The student teacher must also leave plans for any classes for which they are responsible.

Student teachers are expected to participate (unless participation is restricted) in all the school district trainings, professional development activities, safety drills, and Institute Days.
**SUGGESTED ACTIVITIES IN A COLLABORATIVE STUDENT TEACHING**

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

<table>
<thead>
<tr>
<th>Suggested Levels of Progression</th>
<th>Full Term – 1 Placement 15 weeks</th>
<th>Full Term – 2 Placements 8 weeks per placement</th>
<th>Responsibilities of Pair</th>
</tr>
</thead>
</table>
| **Level 1**: Observation and Assistant to the Teacher | Week 1 | Practicum prior to ST | • Identify cultural/community assets  
• Identify 1 content area/period/block for collaborative teaching  
• Observe and collect data on classroom management, instructional methods, individual student strengths/needs  
• Conduct informal interviews with school professionals (e.g., Social Worker, Speech-language Pathologist, SPED teacher)  
• Assist teacher with instructional methods, strategies, and classroom responsibilities  
• Complete collaboration survey and debrief with the Triad |
| **Level 2**: Planning and Participation | Weeks 1-2 | Week 1 | • Begin planning with Cooperating Teacher (CT) for collaborative class  
• Implement a consistent collaborative planning time for the pair  
• Assist teacher with instructional methods, strategies, and assessment  
• Utilize a variety of co-teaching strategies during collaborative class  
• Reflect with Cooperating Teacher after each lesson |
| **Level 3**: Collaborative Teaching under Guided Supervision | Weeks 2-4 | Weeks 2-3 | • Transition to Lead Collaborator  
• Initiate collaboration for meeting student needs  
• Assume responsibility for teaching additional classes  
• Utilize a variety of co-teaching strategies during collaborative class  
• Print daily lesson plans for the collaborative teaching class/period/block and put in binder  
• Reflect with Cooperating Teacher after each lesson  
• After reflection with CT, communicate with supervisor about goals for teaching |
| **Level 4**: Teaching Teacher Candidate becomes Lead Collaborator | By week 4  
By week 6 | By week 4 | • Assume full responsibility for planning, instructing, and assessing ALL instructional classes/periods/blocks  
• Initiate ideas for lessons  
• Seek resources within the families, school, and community to enhance lessons  
• Utilize a variety of co-teaching strategies  
• Print daily lesson plans and put in binder  
• Reflect with CT about strengths and areas for improvement |
| Phasing Out | Week 14 | Week 8 | • Develop a “phase-out” plan  
• Observe selected teachers in school  
• Debrief **Collaborative Student Teaching** with CT and Supervisor |

*Collaborative Teaching needs to occur during at least one or more classes/periods/blocks.*
ROLES AND RESPONSIBILITIES AND SUPPORTS OF THE TRIAD

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

Student Teacher’s Role and Responsibilities

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

- Come ready to learn, be enthusiastic and show initiative.
- Introduce yourself to team members and school personnel.
- Ask questions and discuss professional issues.
- Share ideas and work cooperatively to be flexible.
- Plan engaging standards-based lessons.
- Know and implement co-teaching strategies.
- Accept feedback and put suggestions for improvement into practice.
- Be proactive in initiating communication with your triad members. Any questions and concerns should be immediately communicated to your college supervisor.
- Demonstrate respectful behaviors.
- Be patient in your practice.
- Be patient with yourself and your cooperating teacher.
- Implement the rules, regulations, policies, and curriculum of the district, school and classes in an informed manner, including State and school district policies and procedures as a mandated reporter.
- Attend all faculty meetings, including faculty/department/team meetings, parent conferences, parent-teacher meetings, and institute days; attend all student related extra-curricular activities for which the cooperating teacher may or may not be compensated.
- Report to the cooperating teacher, the college supervisor, and program director as soon as possible by telephone or e-mail if illness or an emergency makes it impossible to attend school; provide substitute plans for instructional responsibilities.
- Acknowledge that the professional and legal responsibilities of the classroom remain with the cooperating classroom teacher at all times.
- Prepare school reports and keep class records accurately and efficiently.
- Attend all student teaching seminars as scheduled. In the event of unavoidable absence, the college supervisor must be notified and a written explanation must be filed with the program director.
- Assume responsibilities associated with efficient and effective classroom management, particularly in its relation to student motivation and discipline.
- Maintain confidentiality in the sharing and use of student information.
- Complete Time Logs, as well as other program requirements, and submit them to the college supervisor or program director at the end of the student teaching period.
- Adhere to the Technology Acceptable Use Policy of the district.
- Responsibilities for edTPA:
  - Reading respective handbook
  - Securing signed permission forms before/during the first week of student teaching – consulting with college faculty if permission is not granted
  - Presenting signed permission forms to their seminar instructor
  - Collaborating with mentor teacher to determine focus of learning/teaching
  - Securing and compiling student artifacts, video clips
  - Preparing edTPA submission per the provided protocols and adhering to time lines provided on syllabi
  - Earning a passing score is required for program completion
  - Adhering to Program directives if there is a need to resubmit
Cooperating Teacher’s Role, Responsibilities, and Supports

The cooperating teacher has a central role in making the student teaching program a successful experience. The cooperating teacher's roles and responsibilities include but are not limited to:

- Help the student teacher feel comfortable and welcome.
- Share materials and ideas.
- Know and implement the co-teaching strategies.
- Observe and provide constructive feedback during collaborative teaching practice.
- Model effective teaching strategies and professional behavior.
- Be flexible, allow the student teacher to try new ideas.
- Communicate your expectations.
- Be understanding and patient.
- Become acquainted with the background of the assigned student teacher, the information in the Student Teaching Application packet, and the Student Teaching Handbook.
- Know and implement co-teaching strategies with the Student Teacher.
- Acquaint the student teacher with the overall school program, including school regulations and policies, the inter-relationships of various areas and departments, administrative forms, curriculum patterns, curriculum and instructional materials, and student needs.
- Guide the student teacher in the preparation and implementation of daily and long-range lesson plans and gradually increase the student teacher's responsibilities in these areas.
- Create an atmosphere conducive to a harmonious working relationship and guide the student teacher in the development of the skills, knowledge, and dispositions needed for developing professional teaching competencies.
- Observe and conference with the student teacher on a daily basis to provide feedback and concrete suggestions for improvement, to support the self-assessment of personal and professional qualities of the student teacher; help the student teacher assess progress, strengths, and areas where instructional improvement is needed.
- Apprise the college supervisor immediately in the event of a problem or concern, large or small.
- Assist the college supervisor in assessing the progress of the student teacher by meeting with the supervisor at each visit, completing a mid-term assessment, and conferencing regularly with the student teacher and supervisor to discuss growth and development as well as any areas for concern.
- Submit an electronic formative midterm evaluation and a final summative evaluation.
- Prepare a letter of recommendation/evaluation on school district letterhead and send to the Department of Education at the end of the student teaching period.
- Verify the Student Teaching Time Log.
- Support edTPA:
  - Asking open-ended or probing questions; allowing candidate to reach his/her own conclusions
  - Debriefing observations; aim at improving teacher competencies aligned with program values and rubric constructs (when shared)
  - Explaining general design of curriculum materials or instruction and assessment strategies
  - Assisting with filming, set up in the classroom
  - Discouraging any attempts to fabricate evidence or plagiarize work
  - Editing is not permitted

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

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

- Provide a systematic and consistent presence during the student teaching experience.
- Act as a confidante for both the cooperating teacher and the student teacher.
- Be an advocate for the student teacher.
- Help the team build good communication and facilitate positive interactions.
- Set clear expectations; be honest about the student teacher’s performance, growth, and development.
- Stress the importance of dispositions and professionalism.
- Handle the difficult situations that might arise.
- Be knowledgeable in and supportive of the use of co-teaching strategies.
- Contact the program director **immediately** with any concerns or questions as the need arises during the student teaching experience – no matter how insignificant.
- Acquaint school personnel with the requirements and student teaching policies of Elmhurst College.
- Schedule a meeting during the second week of the placement with the student teacher and the cooperating teacher to familiarize them with the contents of the *Student Teaching Handbook*, with an emphasis on the individual responsibilities and the evaluation process.
- Visit and observe the student teacher on a regular basis as per the recommended schedule on page 4 of this handbook.
- Evaluate progress during the student teaching period on a continuous basis and provide the student teacher with suggestions for improvement and opportunities to self-assess teaching strengths and weaknesses.
- Confer at **each visit** with the cooperating teacher and the student teacher regarding the student teacher’s strengths, needs, and areas of concern, planning for remediation if necessary.
- Serve as a discussion leader and resource person during scheduled seminars and feedback sessions with student teachers.
- Assist the cooperating teacher in the procedures for completing the student teacher’s midterm assessment and final evaluation.
- Schedule a conference to discuss the cooperating teacher’s midterm formative feedback.
- Schedule additional conferences and visits as needed to provide guidance during each student teaching phase.
- Submit an electronic summative evaluation for the student teacher.
- Write a letter of recommendation/evaluation for each student teacher and submit these letters to the Department of Education by the designated date.

**Support edTPA:**

- Access Elmhurst College Blackboard page, ISBE website
- Ask open-ended or probing questions
- Expect candidates to complete their own analysis of students and commentaries
- Use rubrics or rubric language to debrief observations
- Attend scheduled seminars to further discussions for edTPA
- Expect candidates to make selections for videos and artifacts (do not tell candidates which clips to select.)
- Discourage any attempts to fabricate evidence or plagiarize work.
- Editing is not permitted.
RESPONSIBILITIES OF SCHOOL PERSONNEL

The Superintendent or Administrative Designee

The superintendent’s or designee’s responsibilities include:

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

The Principal or Designee

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

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

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

Cooperating teachers complete on-line formative early term evaluations. This formative early term feedback form is to be completed at the end of the first week of full-time instructional responsibilities and should assess the student teacher’s performance at that time. If a student teacher’s performance is Un satisfactory in any area or indicates two or more Needs Improvement areas, a three-way Intervention Conference is held. The college supervisor summarizes the meeting in writing, outlining the reason(s) for the area(s) of concern and the actions needed for demonstrating proficiency in each area. Copies of the summary are reviewed by the student teacher and cooperating teacher; then the college supervisor submits the written summary of the meeting to the program director. Upon receipt of the Intervention Conference report, the program director will complete a review to determine the conditions for the successful completion of the placement. As part of the program director’s review, a field observation may be completed by the program director. The program director will provide a written summary of the review to the student teacher with copies to the cooperating teacher, college supervisor, and department chairperson.

A summative student teaching evaluation is completed on-line at the completion of the student teaching experience and follows a similar format with a similar rating scale. As stated on page 12 of this handbook, summative evaluations by the cooperating teachers are required by the State of Illinois for students to be entitled for licensure. The summative ratings for this student teacher should reflect the readiness of a beginning first year teacher.

The ratings for both feedback forms are:

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

PROFICIENT = The teacher candidate performing at this level consistently meets expectations and standards for a beginning teacher. This candidate requires minimal support and shows continuous improvement in all areas. The candidate demonstrates strong potential for success as a first-year teacher.
**NEEDS IMPROVEMENT** = The teacher candidate performing at this level is below the expectations and standards or performs in a manner that is inconsistent with the expectations and standards in one or more critical areas and needs additional time and support to develop. The candidate is not yet ready to assume the responsibilities of a first-year teacher.

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

### OVERALL RATING OF STUDENT TEACHER

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

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

(Please see the Levels of Performance on page17 to help guide this rating.)

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

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

Cooperating teachers also submit a letter of recommendation/evaluation at the culmination of the student teaching experience. (Please see page 23.) The College will provide additional instructions for completing all evaluations and letters of recommendation through email and the college supervisor. A copy of the letter of recommendation/evaluation will be retained in the student teacher's folder in the Department of Education for five years.
**Department of Education: LEVELS OF PERFORMANCE – STUDENT TEACHERS**

Illinois [http://www.isbe.state.il.us/peac/html/faqs.htm](http://www.isbe.state.il.us/peac/html/faqs.htm)

DOE endorsed using the same levels of performance that have been adopted and are being used to evaluate teachers and administrators in Illinois. The four performance categories are:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>DESCRIPTION for Student Teachers</th>
<th>LOOK FORS *Goals listed on page 2 &amp; IPTS listed on page 3 of handbook</th>
</tr>
</thead>
</table>
| EXCELLENT = 3| The teacher candidate performing at this level consistently surpasses expectations and standards and shows the potential to quickly become an instructional leader inside and outside the classroom. This candidate requires no support to provide a high level of instruction and is ready to assume classroom responsibilities as a first-year teacher. | Demonstrates excellence as a beginning teacher:  
- Outstanding content knowledge and skills (Goal 1) {IPTS 2, 5, & 6}  
- Effectively uses cultural responsive processes in developing and assessing content knowledge (Goal 1) {IPTS 2, 5, & 6}  
- Highly successful differentiated instruction that consistently demonstrates a positive impact on all students’ learning (Goal 2) {IPTS 1, 3, 5, & 7}  
- Engagement of all students in a positive learning environment (Goal 3) {IPTS 4}  
- Exemplary collaboration and communication (Goal 4) {IPTS 8}  
- A role model for other teachers and the profession (Goal 5) {IPTS 8 & 9} |
| PROFICIENT = 2| The teacher candidate performing at this level consistently meets expectations and standards for a beginning teacher. This candidate requires minimal support and shows continuous improvement in all areas. The candidate shows strong potential for success as a first-year teacher. | Shows high levels of proficiency and continuous growth in all of the following:  
- Proficiency in content knowledge and skills (Goal 1) {IPTS 2, 5, & 6}  
- Develops content knowledge that connects students’ cultural frames of reference (Goal 1) {IPTS 2, 5, & 6}  
- Appropriately planned instruction that has a positive impact on learning for each student (Goal 2) {IPTS 1, 3, 5, & 7}  
- Maintaining a positive learning environment (Goal 3) {IPTS 4}  
- Using effective collaboration and communication (Goal 4) {IPTS 8}  
- Demonstrating the willingness and ability to become an excellent classroom teacher (Goal 5) {IPTS 8 & 9} |
| NEEDS IMPROVEMENT = 1| The teacher candidate performing at this level is below the expectations and standards or performs in a manner that is inconsistent with the expectations and standards in one or more critical areas and needs additional time and support to develop. The candidate is not yet ready to assume the responsibilities of a first-year teacher. | Requires additional support and time for developing in one or more of the following areas:  
- Content knowledge and skills (Goal 1) {IPTS 2, 5, & 6}  
- Culturally responsive pedagogy (Goal 1) {IPTS 2, 5, & 6}  
- Planning instruction that has a positive impact on student learning (Goal 2) {IPTS 1, 3, 5, & 7}  
- Maintaining a positive learning environment (Goal 3) {IPTS 4}  
- Effective collaboration or communication (Goal 4) {IPTS 8}  
- Willingness or ability to assume teaching responsibilities (Goal 5) {IPTS 8 & 9} |
| UNSATISFACTORY = 0| The teacher candidate performing at this level consistently performs below the expectations and standards. The candidate requires additional clinical practice before licensure. | Is unable to demonstrate one or more of the following:  
- Content knowledge and skills (Goal 1) {IPTS 2, 5, & 6}  
- Culturally responsive pedagogy (Goal 1) {IPTS 2, 5, & 6}  
- Planning instruction that has a positive impact on student learning (Goal 2) {IPTS 1, 3, 5, & 7}  
- Maintaining a positive learning environment (Goal 3) {IPTS 4}  
- Effective collaboration or communication (Goal 4) {IPTS 8}  
- Willingness or ability to assume responsibilities of a teacher (Goal 5) {IPTS 8 & 9} |


updated 7-17-13 student teacher performance levels
Cooperating Teacher Early Term Feedback Form

Date:___________________________________________________
Student teacher: __________________________________________
Grade Level(s)/Subject Area:_____________________________
School:__________________________________________________
Student Teaching Term:  Fall_______   Spring _______
Cooperating Teacher:_______________________________________
College Supervisor_____________________________________

DIRECTIONS:  Please rate the student teaching to reflect the expected growth and development at this time of a beginning student teacher.

The ratings for this formative feedback form are:

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

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

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

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

### RATINGS

<table>
<thead>
<tr>
<th>Standard</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching Diverse Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Content &amp; Pedagogical Knowledge</td>
<td></td>
<td></td>
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<tr>
<td>3. Planning for Differentiated Instruction</td>
<td></td>
<td></td>
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<td>4. Learning Environment</td>
<td></td>
<td></td>
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<tr>
<td>5. Instructional Delivery</td>
<td></td>
<td></td>
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<tr>
<td>6. Reading, Writing, and Oral Communication</td>
<td></td>
<td></td>
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<tr>
<td>7. Assessment</td>
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<tr>
<td>8. Collaborative Relationships</td>
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<tr>
<td>9. Professionalism, Leadership, and Advocacy</td>
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</tbody>
</table>

### DISPOSITIONS

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

Additional Comments:
**SAMPLE: COOPERATING TEACHER SUMMATIVE EVALUATION**

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

Cooperating Teacher Summative Student Teacher Evaluation

Student teacher: __________________________________________ Grade Level(s)/Subject Area: ______________________________________
School: __________________________________________________ Student Teaching Term: Fall _______ Spring _______
Cooperating Teacher: _________________________________________ College Supervisor: _________________________________

**DIRECTIONS:** Please rate the student teaching indicating the readiness to assume the responsibilities of a beginning teacher.

The ratings for this summative feedback form are:

- **Excellent (3)** = Advanced for a Student Teacher
- **Needs improvement (1)** = Needs additional support
- **Proficient (2)** = Expected for a Student Teacher
- **Unsatisfactory (0)** = Not ready to assume full time responsibility

### RATINGS

<table>
<thead>
<tr>
<th>Standard 1 – Teaching Diverse Students.</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creates learning experiences that are developmentally appropriate for each student’s characteristics and abilities.</td>
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<tr>
<th>Standard 2 – Content &amp; Pedagogical Knowledge.</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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</tr>
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<tbody>
<tr>
<td>Demonstrates strong content knowledge when teaching, questioning, or assessing.</td>
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<tr>
<th>Standard 3 – Planning for Differentiated Instruction.</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Creates and adjusts differentiated lessons and units of instruction to meet all students' characteristics and needs.</td>
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<tr>
<th>Standard 4 – Learning Environment.</th>
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<tbody>
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<td>Creates a safe, organized learning environment that is responsive to the diverse learning needs of all students.</td>
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<tr>
<th>Standard 5 – Instructional Delivery.</th>
<th>3</th>
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<th>1</th>
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<td>Differentiates instruction by incorporating a variety of evidenced-based strategies and made modifications based on student feedback.</td>
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<tr>
<th>Standard 6 – Reading, Writing, and Oral Communication.</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Comments</th>
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<tr>
<td>Applies content area reading, writing, and oral communication to support student learning of content knowledge, strategies, and skills.</td>
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<tr>
<th>Standard 7 – Assessment.</th>
<th>3</th>
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<td>Creates and analyzes ongoing formative and summative assessments that guides instructional approaches and evaluates student learning outcomes.</td>
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<th>Standard 8 – Collaborative Relationships.</th>
<th>3</th>
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<td>Builds and maintains equitable partnerships with school personnel and families to develop supportive processes for academic and social growth; implements co-planning and co-teaching strategies during instruction.</td>
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<th>Standard 9 – Professionalism, Leadership, and Advocacy.</th>
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<td>Is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.</td>
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### DISPOSITIONS

| Responsibility: Followed school guidelines, policies & procedures (i.e. arrived on time); was reliable in preparation & participation |
| Ethics: Upheld academic & professional integrity; maintained accurate & confidential student records; used technology appropriately (i.e. phones, email); followed copyright & fair use practices. |
| Attitude: Demonstrated a positive attitude towards students & staff; accepted and acted upon critical feedback |
| Collegiality: Asked colleagues for and acted upon constructive feedback; initiated & participated with colleagues in positive ways |
| Honor: Dressed & interacted respectfully; engaged the learning community professionally; worked to ensure all students had optimal opportunities to learn. |

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

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

Additional Comments
# College Supervisor Observation Feedback Rating Form - Observation #

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<thead>
<tr>
<th>Standard 1 - Teaching Diverse Students.</th>
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<th>0</th>
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<td>Attitude: Demonstrates a positive attitude towards students &amp; staff; accepts and acts upon critical feedback</td>
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<td>Honor: Dresses &amp; interacts respectfully, engages the learning community professionally, works to ensure all students have optimal opportunities to learn.</td>
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</table>

College Supervisor Name

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

Student Teacher: 

Observation #: 

Student Teacher Areas of Strength:

Student Teacher Areas for Improvement:

Student Teacher Goals for next observation:

At this point in the clinical semester:

☐ The student teacher is demonstrating growth and development in all instructional areas. Next observation date scheduled for:

☐ The student teacher’s performance is below expectations. An additional observation is scheduled for:

College Supervisor Name: 

Date: 

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

Email observations within 24 hrs to the applicable program directors, student teacher, and cooperating teacher:

eceobs@elmhurst.edu  eedobs@elmhurst.edu
secobs@elmhurst.edu  speobs@elmhurst.edu

College Supervisor Name:  

Date:

GUIDELINES FOR DOCUMENTING OBSERVATIONS

College supervisor will:

1. Use the Department of Education electronic observation form (type directly onto the form using a laptop) for observations and carefully follow this rubric:
   - EXCELLENT = needs no support, consistently independent and demonstrates advanced growth and development for a student teacher.
   - PROFICIENT = needs minimal support and demonstrates expected growth and development for a student teacher.
   - NEEDS IMPROVEMENT = needs frequent support and guidance and does NOT demonstrate expected growth and development for a student teacher.
   - UNSATISFACTORY = unsatisfactory performance with support and does NOT demonstrate expected growth and development for a student teacher.

2. Review the information on the observation form with the student teacher and cooperating teacher if he/she is available.

3. Send the observation form electronically to the student teacher, cooperating teacher and program director within 24 hours of the observation.

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

GUIDELINES FOR LETTER OF RECOMMENDATION

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

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

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

Body of the letter:
- description and evaluation of the student teacher’s areas of strength and/or areas of growth and/or areas of concern as observed during the experience (use any of the 9 professional teaching standards or any method that will provide information about the student teacher’s performance and impact on student learning.)

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

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

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

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

1. The college supervisor should have had preparation for supervision either through experience or professional study and should have had experience as a teacher in a PK-12 classroom. The formal degree requirements for a college supervisor should exceed the minimums specified for the cooperating teacher in the school.

2. Each supervisory visit should be of sufficient time to allow the college supervisor to understand the student teacher's instruction and consult with the student teacher, the cooperating teacher, and appropriate administrative personnel. The total time spent by the supervisor in visitation and contact in the student teaching situation should allow the college supervisor to take an active part in the final evaluation of the student teacher.

3. The number of student teachers assigned to a college supervisor should provide adequate time for individual supervision.

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

1. The Cooperating Teacher should:
   
   - Be licensed and qualified to teach in the assigned area.
   - Have a minimum of three years of teaching experience.
   - Have received a proficient or above performance rating in the most recent evaluation.
   - Be directly engaged in teaching subject matter or learning activities in the area of student teaching.
   - Have demonstrated the ability and willingness to mentor a student teacher.
   - Meet all district requirements for serving as a cooperating teacher and be endorsed by the principal or designee for supervising a student teacher for the particular semester.

2. The Cooperating Teacher's workload, including teaching, extra-curricular activities, and committee assignments, should not be heavier than that normally assigned to other teachers.

3. The Cooperating Teacher should not be supervising more than one student teacher at the same time.
Organization of the Student Teaching Program. The student teaching program should be organized to encourage maximum professional growth on the part of the student teachers. It should include extensive and intensive experiences necessary for successful induction into teaching.

1. The student teaching experience should be organized to provide for maximum full-time instructional responsibilities to the greatest extent possible.

2. Student teaching experiences must provide the candidate with opportunities to observe and to participate in the typical out-of-classroom activities of teachers.

3. The cooperating teacher should be provided with academic background information about the student teacher needed to offer adequate mentoring.

4. The College will make the student teachers aware of P.A. 96-1452 and Section 10-21.9 of the School Code which requires the school district to direct the student teacher to obtain a Criminal History Records Information Check (FBI) with results being sent directly to the central administration of the district. Also to inform them of any additional screenings required by individual school districts.

5. The College will inform the cooperating teachers and prepare the student teachers to complete the ISBE required edTPA: An Evidence-Based Assessment of Teacher Effectiveness during the first half of the student teaching experience.

6. The College will ensure mandated reporter training and acknowledgement of mandated reporter status for every student teacher.

7. The student teacher should proceed as rapidly as possible toward full responsibility for the classroom with the expectation that readiness to do so will be achieved during the first half of the student teaching period. The final judgment in determining readiness for full responsibility rests with the cooperating teacher. It is recommended that some teaching be done in the absence of the cooperating teacher.

8. The student teacher is never to be used as a substitute teacher.

9. Although the student teacher is assigned to a cooperating teacher, other professional staff members such as other teachers, administrators, supervisors, and officers of local professional organizations should participate in the mentoring process.

10. The College will secure an accurate permanent record of each student teacher's experience including the clock hours spent in actual teaching.

11. The final overall rating on the cooperating teacher’s final evaluation is either a PASS or NO PASS. Please see page 16 for full direction. This overall rating is based on the summative evaluations from the cooperating teacher and the college supervisor. If a No Pass overall rating is submitted, it must have been preceded by a conference with the program director, the college supervisor, the student teacher, and the cooperating teacher(s). A Passing final evaluation is a rating of Excellent or Proficient.

12. If agreement on a final rating is not possible, the program director will determine the final rating.

13. If a program director recommends licensure for a student teacher without a Passing evaluation, the candidate must appear with the college supervisor and program director at a Licensure Review prior to the recommendation for licensure.

14. If a program director does not recommend licensure for a candidate who completed all requirements but earned two or more needs improvement ratings on the cooperating teacher evaluation, a Licensure Review must be held. The candidate must appear with the College Supervisor and Program Director at a licensure review meeting prior to any entitlement for an educator license.

15. The Licensure Review Committee will consist of the department chairperson, the licensure officer, and a program director chosen by the chairperson. This three-person committee will determine by a majority vote to endorse or not to endorse the recommendation for licensure. The Committee’s decision will stand. However, a candidate may appeal the denial of licensure to the Teacher Education Committee.
Selection of Schools and Cooperating Teachers.

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

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

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

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

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

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

Section 10-20.20 Protection from Suit. To indemnify and protect school districts, members of school boards, employees, volunteer personnel authorized [applicable sections of this Code] and student teachers against civil rights damage claims and suits, constitutional rights damage claims and suits and death and bodily injury and property damage claims and suits, including defense thereof, when damages are sought for negligent or wrongful acts alleged to have been committed in the scope or employment or under the direction of the board. Such indemnification and protection shall extend to persons who were members of school boards, employers of school boards, authorized volunteer personnel or student teachers at the time of the incident from which a claim arises. No agent may be afforded indemnification or protection unless he or she was a member of a school board, an employee of a board, an authorized volunteer or a student teacher at the time of the incident from which the claim arises. (Source: P.A. 79-210.) Retrieved June 15, 2004, from www.isbeweb.isbe.net.
CRIMINAL BACKGROUND POLICY FOR TEACHER CANDIDATES AT
ELMHURST COLLEGE

(Updated Fall 2012 to align with new State of Illinois rules and regulations)
(Updated Summer 2014 to align with new State of Illinois Rules and regulations)

The purpose of this policy is to outline Elmhurst College’s procedures regarding criminal background investigations for students interested in gaining admission to the College’s teacher education programs and securing fieldwork or student teaching experiences required for licensure. Among other things, this policy informs students in advance of potential problems in completing a teacher education program at the College if the student has a criminal history that appears on a criminal background investigation. Students who are not eligible for admission to a teacher education program or to be retained in program due to a criminal background review may be eligible for other degree programs at the College.

Policies and Procedures for Background Investigations

Criminal history records check results (CBI) are required in all teacher education programs at the College: (a) prior to admission to a teacher education program and (b) prior to the time a teacher candidate begins a student teaching experience. The CBI must have been completed within one year at the time of application to program. CBIs for student teachers must be completed within the academic year (i.e., after January in the year of fall student teaching; after June the year prior to spring student teaching). It is the students’ responsibility to ensure that these required investigations are performed in a timely manner and to assume any costs associated with such investigations.

The College’s requirement that all teacher candidates for Illinois licensure submit the results of any criminal history records check by the Illinois State Police to the Department of Education and provide copies of such results to all hosting schools is consistent with the Illinois law that requires Illinois school districts/boards to conduct criminal history records checks on applicants for certified and non-certified positions of employment. The College will assist teacher candidates by providing them with information about background investigations and opportunities to obtain them through outside companies or agencies. Candidates are responsible for all fees connected with this procedure. In compliance with the School Code, school districts/boards may require an FBI criminal history records check and other additional background information in addition to the criminal history records check by the Illinois State Police. Evidence of a criminal history records check must be provided upon request by any school/district official or any Department of Education faculty or staff member with responsibility for field or student teaching placements.

As outlined on the application to teacher education and the application materials for placement in student teaching, teacher candidates may not be admitted to a teacher education program, retained in the program, or approved for student teaching if a background investigation determines that they have been convicted of criminal behavior that, by law, automatically prohibits them from obtaining Illinois licensure. Offenses that automatically prohibit licensure currently include first degree murder, any Class X felony, juvenile pimping, soliciting a juvenile prostitute, exploitation of a child, obscenity, child pornography, criminal sexual assault, aggravated criminal sexual assault, criminal sexual abuse, aggravated criminal sexual abuse, some offenses set forth in the Cannabis Control Act, and some crimes defined in the Illinois Controlled Substances Act. Teacher candidates are responsible for knowing which offenses are automatically disqualifying. Information on the legal requirements for obtaining an Illinois teaching license and being hired by an Illinois school district are available at any Regional Office of Education and on the Illinois State Board of Education website. Students who are ineligible for a teaching license or to be employed in Illinois public schools will not be admitted to or retained in a teacher education program.

If a background investigation reveals a criminal history that does not automatically disqualify the candidate from being certified or employed as a teacher in Illinois, then an administrative review will be held to determine the impact of a student’s criminal history on his or her status in the teacher education program. A teacher candidate will be informed in writing of the potential consequences of this history by the Department of Education Chairperson or designee. Candidates will be asked to acknowledge this formal notification and to allow the Department of Education to discuss the criminal history records check information with any school district/board officials in which field experiences or student teaching are being requested. An administrative review will be conducted by the Department’s Performance Review Committee as outlined in the Department’s Guide to Policies and Procedures for Undergraduate and Licensure Programs. The Committee will recommend whether the candidate should be retained in the program and will inform the teacher candidate of the right to appeal its decision to the
College’s Teacher Education Committee. The decision to accept a teacher candidate with an offense on his or her criminal history for all school placements will be made by the school district/board, not by the College. Candidates should be aware that some schools districts/boards may limit or deny their presence in a school based on charges rather than convictions or based upon offenses that are not automatically disqualifying under Illinois state law.

At no time should students represent themselves as Elmhurst College teacher candidates and work with PK-12 students if they have a record of any criminal offense unless they have been expressly approved to work with PK-12 students by the school district/board in question. To participate in schools with any offense requires that the Department of Education communicate this status to the hosting school and that the teacher candidate provides the school with a copy of the results of a current criminal background investigation before any field experience is undertaken. As noted above, the school district/board retains the authority and discretion to determine whether to accept a student for field experiences or for student teaching. Concealment or misrepresentation of a criminal history is a violation of the Department of Education’s Academic Integrity policy as outlined in the Department’s Guide to Policies and Procedures for Undergraduate and Licensure Programs and will result in a recommendation to remove the student from the teacher education program. The Department of Education’s policies and procedures are not a substitute for actions that may be taken by Elmhurst College as set forth in the E-Book.

A copy of the criminal history records check results will only be retained by the Department when an offense is recorded. All copies of criminal history records check results and any accompanying records will be retained in a separate file by the Department of Education Chairperson or designee. The documentation will be shared only with Elmhurst faculty and staff on a “need to know” basis. This documentation will also be available to the student upon request. All copies of criminal history records check results as well as other required documentation (e.g., TB test results) must be provided by teacher candidates directly to their hosting school districts. The College does not provide copies of any criminal history records check results directly to schools. The College informs school districts/boards of this policy in communications regarding field experiences, in formal placement documentation for field experiences, and as part of the contracts signed by school districts/boards that accept Elmhurst student teacher candidates for student teaching.
DEPARTMENT OF EDUCATION AT ELMHURST COLLEGE

PROGRAM CONTACT INFORMATION

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**Elementary** (K-8) Dr. Debbie Cosgrove, Director
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Music (K-12) Mr. Joseph Manfredo, Department of Music
Physical Education (K-12 & 6-12) Dr. Krista Diedrich, Department of Kinesiology
Broadfield Science (6-12) Dr. Theresa Robinson, Department of Education
Broadfield Social Science (6-12) Dr. Theresa Robinson, Department of Education
Theater (6-12) Ms. Janice Pohl, Department of Communication Arts & Sciences
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UPDATED 6/17
Teacher Preparation Partnerships

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

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

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

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

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

I help my student teacher develop as a professional by:

- Mentoring my student teacher in the need for teachers to display professional demeanor daily with students, colleagues, and the school community
- Discussing the Illinois Professional Teaching Standards and offering examples of how these standards can be demonstrated. [http://www.isbe.state.il.us/profpre/PDFs/ipts.pdf](http://www.isbe.state.il.us/profpre/PDFs/ipts.pdf)
- Discussing the Code of Ethics for Educators and emphasizing the ethical underpinnings of the profession. [http://www.nea.org/aboutnea/code.html](http://www.nea.org/aboutnea/code.html)

ORIENTATION

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

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

SCHEDULING

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

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

CLASSROOM ENVIRONMENT

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

- Classroom management
- Building rapport with students
- Encouraging and motivating student
- Promoting Fairness
- Maintaining high expectations
- Organizing time and materials
- Emergency procedures
PLANNING AND INSTRUCTION

I model teaching for learning by:

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

ASSESSMENT

I provide my student teacher with a clear picture of his/her teaching competencies by:

- Being in immediate contact with the College supervisor in order to remediate any concerns if problems arise
  
  Supervisor’s name: __________________________________________________________
  
  Phone: ______________________________ E-mail address: _________________________

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

COMMUNICATION

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

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

ADDITIONAL RESOURCES

Chicago Public Schools Student-Teaching Initiative
http://www.cps-humanresources.org/sti

We, the Chicago Area Directors of Student Teaching (CADST), wish to thank you for your dedication to our profession. Working together to prepare teachers puts meaning and hope in all of our lives and the lives of our students. As College directors of student teaching, we are uniquely aware of the vital role that cooperating teachers play in acculturating potential teachers to the profession.
NOTES

College Supervisor Name________________________________________________________

College Supervisor Email address________________________________________________

College Supervisor Phone_______________________________________________________