



**GUIDE TO COLLABORATIVE STUDENT TEACHING AT
ELMHURST UNIVERSITY**

2025-2026

TEACHER EDUCATION GOALS AT ELMHURST UNIVERSITY

1. Develop and implement innovative approaches to content knowledge development that integrate cross-disciplinary knowledge through culturally responsive pedagogy.
2. Demonstrate how instructional planning and delivery utilize the multiplicity of literacies present in our changing and interdependent world.
3. Transform student learning opportunities using equitable and responsive assessments.
4. Create classroom environments that are inclusive and representative of students' cultural backgrounds within the classroom, school, and community.
5. Engage in authentic experiences with all invested parties (learners, families, colleagues, community) to develop collaborative practices both in and outside of the classroom that cultivate equitable and socially just learning environments.
6. Engage as a critical reflective practitioner who is committed to inclusive schools that ensure a quality anti-racist education for all students.

DEPARTMENT OF EDUCATION CORE VALUES

Advocacy

We will listen, communicate, and question to provide the best possible educational environment and experience for all students and their families.

Anti-racism

We will explore and identify inequalities in educational systems and processes to provide inclusive and equitable experiences and opportunities for ALL students.

Collaboration

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

Reflectiveness

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

DEPARTMENT OF EDUCATION PRIMARY CONTACTS FOR STUDENT

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OVERVIEW OF COLLABORATIVE STUDENT TEACHING

Student teaching is an important professional experience that rewards 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 university supervisor, it represents a culminating 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.

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 potential 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 University 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.

Educating Young Children (EYC)

1 full semester in a primary K-2nd Grade classroom or in a Pre-K classroom.

Elementary Education (ELM)

1 full semester in a K-6th grade classroom.

Elementary Special Education (SPEL)

1 full semester in a K-6th grade elementary general and special education settings in the same school.

Special Education (SPE)

1 full semester in a K-12th grade general education classroom, resource classroom, or self-contained classroom.

Secondary and Middle Grades Education (SEC)

- 5th-8th grade programs (Science, Math, Social Science; Middle Grades English and Secondary English: 1 placement. PreK-12th World Language and Theater: 1 placement.
- PreK-12th grade Physical and Music Education programs: choose 2 placements from grades K-5th, 6-8th, and 9th-12th.



REQUIREMENTS FOR ADMISSION TO STUDENT TEACHING

Student teaching application materials must be received by the announced deadline. Late applications may not be able to be processed in time, which could delay the student teaching semester.

Checkpoint 2

- Growth and development in the Department of Education's goals.
- Positive evaluations from Elmhurst University 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 Background Investigation Check (CBI) with the school district.
- Maintenance of a cumulative grade point average of 2.75 or above (i.e., all University coursework).
- Maintenance of a major grade point average of 2.75 or as designated by the major school.
- Documentation of a minimum of 100 hours of field experiences that meet program-wide and program-specific requirements. At least 50 hours must be documented in diverse field experiences.
- 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 before student teaching.

PROFESSIONAL STANDARDS AND EXPECTATIONS

Collaborative student teaching is aligned to the Illinois Professional Educator Standards (IPES), Culturally Responsive Teaching and Leading Standards (CRTL), the Department of Education REACH Professional Expectations, and content area standards. These standards and expectations provide direction for students during their programs. To ensure alignment, our goals, values, standards, and expectations work together to create a cohesive and supportive framework for our students.

Illinois Professional Educator Standards (IPES)

- Learning Environment: The competent teacher designs and provides a learning environment (e.g., policies, procedures, routines, and physical arrangement) that is safe, healthy, equitable, accessible, developmentally appropriate, collaborative, and responsive.
- Instruction: The competent teacher plans and implements instruction that is justifiable, equitable, accessible, developmentally appropriate, challenging, and engaging.
- Instructional Assessment: The competent teacher creates and facilitates instructional assessment that is justifiable, equitable, accessible, developmentally appropriate, challenging, engaging, collaborative, supportive, protective, and informative.



- Collaboration and Cooperation: The competent teacher collaborates and communicates with families, colleagues, and the community to enhance educational opportunities and the learning experience for all learners.
- Professional Expectations and Growth Opportunities: The competent teacher meets professional expectations and pursues growth opportunities through analysis, reflection, and goal setting.

Culturally Responsive Teaching and Leading (CRTL) Standards

- Self-Awareness and Relationship to Others: Culturally responsive teachers and leaders are reflective and gain a deeper understanding of themselves and how they impact others, leading to more cohesive and productive student development as it relates to academic and social-emotional development for all students.
- Systems of Oppression: Culturally responsive teachers and leaders understand that there are systems in our society especially, but not limited to, our school system, that create and reinforce inequities, thereby creating oppressive conditions. Educators work actively against these systems in their everyday roles in educational institutions.
- Students as Individuals: Culturally responsive teachers and leaders view and value their students as individuals within the context of their families and communities.
- Students as Co-Creators: Culturally responsive teachers and leaders who fundamentally believe all students are capable center learning around students' experiences and position them as co-creators, with emphasis on prioritizing historically marginalized students.
- Leveraging Student Advocacy: Culturally responsive teachers and leaders will support and create opportunities for student advocacy and representation in the content and classroom.
- Family and Community Collaboration: Culturally responsive teachers and leaders will partner with families and communities to build rapport, form collaborative and mutual relationships, and engage in effective cross-cultural communication.
- Content Selections in All Curricula: Culturally responsive teachers and leaders intentionally embrace student identities and prioritize representation in the curriculum. In turn, students are not only given a chance to identify with the curriculum, they become exposed to other cultures within their schools and both their local and global communities.
- Student Representation in the Learning Environments: Culturally responsive teachers and leaders ensure the diversity of their student population is equally represented within the learning environment. In turn, all members of the student population feel seen, heard, and affirmed. Exceptionally well-versed culturally responsive teachers and leaders provide exposure to underrepresented or misrepresented minority groups, even when they are not present within the population of their school and community at large.



Department of Education REACH Professional Expectations

Responsibility

- Demonstrates timeliness in attendance and responsibilities.
- Attends placement on time and does not interrupt by leaving early or arriving late.
- Follows syllabus guidelines. Completes assignments on time.
- Communicates in a timely and appropriate manner. Makes an appointment to ask individual questions or discuss progress.
- Remains fully engaged and present by refraining from extraneous technology use, including but not limited to cell phones.

Ethics

- Practices academic integrity and honesty. Clearly cites ideas from other sources and acknowledges the assistance of others. Uses AI only as directed by the instructor.
- Does not use portions of assignments for credit in different courses without pre-approval by both professors.
- Submits accurate accounts of field experiences, including artifacts of student work, instructional plans, and materials.
- Maintains confidentiality in all field assignments and discussions of fieldwork.
- Reports field hours accurately; communicates change in status of your criminal background check.

Attitude

- Participates regularly and positively. Uses electronic tools for coursework or activities directly related to the field experience; refrains from off-task electronic use.
- Demonstrates respect for others' contributions and appreciation of diversity and new ideas.
- Responds positively to feedback. Uses feedback from instructors and mentor teachers to improve practice.
- Takes initiative in all matters related to professional growth through active participation, reflection, and inquiry.

Collegiality

- Demonstrates the ability to professionally collaborate in team decision-making, planning, implementation, and evaluation.
- Makes equitable contributions and gives maximum efforts in the field.
- Maintains commitments to students and mentor teachers in the field, including making up field experiences missed for personal reasons.
- Communicates professionally (during a typical school day) and collaborates effectively with mentor teachers and university supervisors to coordinate and implement course-based field assignments.

Honor

- Communicates high regard for the profession, educators, students, caregivers, and school communities.



- Demonstrates a professional demeanor (e.g., conduct and attire) in school settings.
- Views experiences as opportunities to enhance pedagogical and content area knowledge and skills.
- Demonstrates professionalism in the quality of planning and materials used in fieldwork (e.g., lesson plans, student and instructional materials).
- Takes initiative in all matters related to professional growth through active participation, reflection, and inquiry.

TEACHER CANDIDATE ATTENDANCE DURING THE SEMESTER

Attendance at the School Site

- Attend school for the full day and follow the requirements for teacher arrival and departure. The Department of Education recommends that student teachers arrive at school 30 to 60 minutes before student arrival and leave no earlier than one hour after student departure.
- Follow the school district's calendar for teachers, not Elmhurst University's schedule. Student teachers are expected to attend all school activities that are required for the cooperating teacher except for responsibilities for which the cooperating teacher receives a stipend or for which the building administrator does not consider attendance appropriate for a student teacher.
- Report absences to the cooperating teacher and the university supervisor before 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 and university supervisor to miss student teaching for any other reason (e.g., job interview).
- Participate (unless participation is restricted) in all the school district trainings, professional development activities, safety drills, and institute days.

Expectations and Restrictions:

- May attend a job fair or interview if they receive the approval of their cooperating teacher and supervisor. The student teacher must also leave plans for any classes for which they are responsible.
- May need to leave their schools before the end of the school day to travel to campus for a student teaching seminar.
- May not be excused for any sport-related activities that occur during the school day. If student teaching candidates are participants in a sport, they must student teach during the term when the sport is not active. Participation can occur during Friday evenings, Saturdays, and Sundays if the activity does not interfere with the student teaching responsibilities.
- May not attend study away courses or take personal vacations that would cause them to miss any days that their school is in session.



Attendance at University Seminars

Student teaching seminars are scheduled before the student teaching semester and in a series of sessions during full-time 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. Seminar attendance is required of all student teachers and, depending on the seminar schedule, may necessitate leaving their schools before the end of the school day to travel to campus.

Seminars provide information, instruction, and opportunities to reflect on teaching and assist student teachers in the teacher performance assessments. Teacher licensure requirements, legal aspects of teaching, and professional preparation for employment are reviewed during seminars. They 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.

August Experiences

Cooperating teachers 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 as part of their student teaching assignment. August experiences for spring student teachers vary by program. These experiences are valuable because they allow the student teacher to become acquainted with school personnel, students, and the host school before the official beginning of full-time student teaching.

Additionally, many spring-semester student teachers will be required to observe and participate in classroom experiences regularly throughout the Fall semester. In this way, student teachers can begin their student teaching assignments at active participation and teaching levels in the suggested phases of student teaching. Although teacher candidates participate in August experiences, the official student teaching experience aligns with the Elmhurst University academic calendar.

UNIVERSITY SUPERVISOR AND COOPERATING TEACHER QUALIFICATIONS

University Supervisors

Supervision from the University should have a positive impact on student teacher growth. The University 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 university supervisor should exceed the minimums specified for the cooperating teacher in the school.

Each supervisory visit should provide sufficient time to allow the University 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 university supervisor to take an active part in the final evaluation of the student teacher.

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

Cooperating Teacher

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

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 around 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 semester.

The Cooperating Teacher's workload, including teaching, extra-curricular activities, and committee assignments, should not be heavier than that normally assigned to other teachers. The Cooperating Teacher cannot supervise more than one student teacher at the same time.

ROLES AND RESPONSIBILITIES OF THE TRIAD

During student teaching, the three members of the team are referred to as a triad. The triad consists of the teacher candidate, mentor teacher, and the university supervisor. Their roles and responsibilities are as follows.

Teacher Candidate

The teacher candidate is expected to approach the practicum with enthusiasm, a readiness to learn, and a willingness to take initiative. Early in the placement, candidates should introduce themselves to all team members and school personnel, actively ask questions, and participate in professional discussions. Collaboration is key; candidates are encouraged to share ideas, work cooperatively, and remain flexible in their approach. They are responsible for planning engaging, standards-based lessons for both small and whole group instruction, as aligned with their course assignments. Constructive feedback must be received openly and applied thoughtfully.

Clear and proactive communication is crucial, especially when questions or concerns arise. These should be promptly addressed with the university supervisor. Throughout the practicum, candidates should exhibit respectful behavior, be reflective in their practice, and show patience with both themselves and their mentor teacher. Understanding and applying the policies and procedures of the school, district, and state, especially as a



mandated reporter, is essential. In the event of illness or an emergency that prevents attendance, candidates must immediately contact their mentor teacher and practicum supervisor by phone or email.

It is important to acknowledge that the legal and professional responsibilities of the classroom always remain with the mentor teacher. However, the teacher candidate is expected to actively participate in managing the classroom efficiently and effectively, with an emphasis on fostering student motivation and maintaining discipline. Confidentiality must be maintained regarding all student information, and the candidate must also adhere to any district's technology acceptable use policy.

Mentor Teacher

The mentor teacher plays a pivotal role in creating a welcoming and supportive environment for the teacher candidate. This involves sharing resources and ideas, observing the candidate during instruction or student interactions, and offering constructive feedback. Modeling effective teaching practices and professional conduct is a vital aspect of this mentorship. Flexibility is encouraged, allowing the candidate to experiment with new instructional approaches, while clear communication of expectations and patience are essential qualities for successful mentorship.

The mentor teacher should also help the candidate understand the broader school context by familiarizing them with school policies, administrative procedures, curriculum materials, and the specific needs of students. By fostering a supportive and harmonious working relationship, the mentor teacher helps the candidate develop the skills, knowledge, and dispositions necessary for professional teaching. Regular observation and weekly conferences allow the mentor teacher to provide feedback, promote self-reflection, and assist the candidate in identifying both strengths and areas for growth.

In cases of concern, whether large or small, the mentor teacher is expected to notify the university supervisor promptly. They collaborate with the supervisor to assess the candidate's development, meet during each supervisory visit as feasible, and maintain ongoing communication. At the end of the term, the mentor teacher submits a final electronic summative evaluation through a Qualtrics survey.

Please note: The student teacher is never to be used as a substitute teacher even under the supervision of an administrator or other licensed professional.

University Supervisor

Serving as a liaison between Elmhurst University and the host school, the university supervisor works closely with both the mentor teacher and the teacher candidate to ensure a productive and positive experience. At the beginning of the semester, the supervisor consults with the mentor teacher about expectations, including required teaching responsibilities and hours. The supervisor also acts as a confidante and advocate



for both the candidate and the mentor, ensuring that communication remains clear and supportive.

In addition to facilitating collaboration, the supervisor helps the mentor-candidate team establish realistic and attainable goals. They address any sensitive or challenging issues that arise, keeping the Director of Field Experiences and Associate Chair of Licensure informed of any concerns. During site visits, the supervisor confers with both the candidate and mentor teacher about the candidate's strengths, challenges, and any necessary remediation plans. Their feedback is honest and constructive, focusing on classroom performance and professional growth.

The supervisor guides the evaluation process by clarifying the final evaluation procedures to the mentor teacher and offering insights to support the mentor's evaluation. Regular support is provided throughout the practicum, and additional visits may be conducted if necessary. The supervisor is responsible for submitting two formative electronic monitoring review forms and one summative review for each candidate.

ROLES AND RESPONSIBILITIES OF SCHOOL DISTRICT PERSONNEL

Superintendent or Designee

- Assist 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.
- Collaborate with University representatives by making necessary contractual arrangements.
- Encourage the participation of qualified teachers in the student teaching program.
- Provide information and district policies, as required by the University, for the efficient and effective implementation of the student teaching program.

Principal or Designee

- Work directly with the superintendent or designated administrator in recommending cooperating teachers and in placing student teachers.
- Orient student teachers to the school, its policies, operating procedures, the community, and its educational goals, problems, and approaches.
- Communicate the student teaching program to parents, school faculty, and students.
- Establish a school atmosphere that is conducive to a positive learning experience for the student teacher.
- Secure a substitute teacher in the cooperating teacher's absence who will supervise the student teacher.
- Assist the cooperating teacher and the University supervisor in evaluating the University programs and individual student teachers.

Please note: The student teacher is never to be used as a substitute teacher even under the supervision of an administrator or other licensed professional.

COLLABORATIVE TEACHING FRAMEWORK AT ELMHURST UNIVERSITY

The cooperating teacher and the teacher candidate build a strong teaching relationship through the development and use of communication, collaboration, planning, and reflection to provide shared instruction for all learners. Both the cooperating teacher and the teacher candidate utilize the co-teaching strategies and are actively involved and engaged in all aspects of the instructional cycle (i.e., planning, instruction, and assessment). The cooperating teacher and teacher candidate must set aside time to co-plan at least once per week. Within the strategies that follow, the teachers switch roles. Collaborative student teaching occurs during at least one or more classes, periods, or blocks during the day.

Co-Teaching Strategies

- 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 are available to assist students and answer questions.

LEVELS OF PROGRESSION DURING STUDENT TEACHING

The levels of progression are suggestions to help the cooperating teacher direct the activities of the student teacher while providing for a gradual progression into full-time classroom instruction. Full-time refers to the typical contractual schedule of a licensed full-time lead 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 depends on the readiness of each student teacher to move from one level to the next.

Levels of Progression	EYC, ELM, SPEL*, SPE	SEC 5 th -8 th	SEC PreK-12th (Music and Physical Education)
Level 1: Observation and Teacher Assistant	Semester before student teaching	SEC 450	SEC 450
Level 2: Planning and Instruction	Week 1	Week 1	Week 1
Level 3: Collaborative Teaching Under Guided Supervision	Weeks 2-3	Weeks 2-3	Weeks 2-3
Level 4: Teacher Candidate As Lead Collaborator	Minimum of 8 weeks	Minimum of 8 weeks	Minimum of 4 weeks per placement
Level 5: Phasing Out	Week 14	Week 14	Placement 1: Week 8 Placement 2: Week 14

*Minimum of 8 or 4 weeks, depending on the school's organization.

Level 1 - Observation and Teacher Assistant (Before Student Teaching)

For Educating Young Children, Elementary Education, Elementary Special Education, Special Education, the first level typically occurs during the semester before student teaching and is monitored formatively by the university supervisor.

Suggested Activities

- Learn about the students through reviewing permanent records, taking attendance, collecting and grading papers, and observing in-class and out-of-class activities.
- Review the textbooks, teaching manuals, instructional units, and other instructional materials used and teach some lessons as determined by the mentor teacher.
- Understand assessments, individualized education plans, and Tier I, II, & III interventions.
- 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.

- Learn about special services available through the library/resource centers, student services, computer/technology labs, etc.
- Observe additional teachers at other levels and assignments at the student teaching site.

Level 2 - Planning and Instruction (Week 1)

The second level begins during the first week of full-time student teaching if the student teacher did not participate in the classroom previously. During this level, the student teacher participates in the routine duties in the classroom.

Suggested Activities

- Prepare materials for classroom use (e.g., charts, bulletin boards, and student work).
- Work with groups of students or individual students.
- Participate in lunch duty, hall duty, and related supervision activities.
- Begin planning with the cooperating teacher for a collaborative lesson or period.
- Implement a consistent collaborative planning time.
- Assist the teacher with instructional methods, strategies, and assessment.
- Reflect with the cooperating teacher regularly.

Level 3 - Collaborative Teaching Under Guided Supervision (Weeks 2-3)

The third level begins during the second week of the full-time student teaching placement. During this level, the student teacher becomes responsible for instruction under the guidance and supervision of the cooperating teacher.

Suggested Activities:

- Transition to lead collaborator.
- Initiate collaboration to meet student needs.
- Assume responsibility for teaching additional classes.
- Utilize a variety of co-teaching strategies.
- Develop and organize daily lesson plans.
- Conduct instruction under the supervision of the cooperating teacher.
- Assist the cooperating teacher in preparing, administering, and evaluating assignments as well as formal and informal assessments.
- Engage in selected co-teaching strategies.
- Assist with assembly programs, class meetings, and extra/co-curricular activities.

Level 4 - Teacher Candidate as Lead Collaborator (Minimum of 8 or 4 Weeks)

The fourth level begins so that the student teacher can assume responsibility for a minimum of eight weeks in (a) Educating Young Children, (b) Elementary Education, (c) Elementary Special Education, (d) Special Education, and (e) Secondary and Middle Placements. Students in Physical Education and Music Education should assume a minimum of four weeks as lead collaborator in each of their two placements.

Suggested Activities

- Assume full responsibility for planning, instructing, and assessing all instructional times.
- Initiate ideas for lessons and plan lessons.
- Seek out resources within the families, school, and community to enhance lessons
- Utilize a variety of co-teaching strategies
- Pre-assess students and develop, administer, and evaluate classroom assessments.
- Develop and implement teaching units, lessons, and learning based on assessment data with the assistance of the cooperating teacher and the university supervisor.
- Plan and implement instruction for extended periods without the direct supervision of the cooperating teacher.
- Assume routine responsibilities (e.g., 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).

Level 5 - Phasing Out (Week 14)

The fifth and final phase occurs during the final week of the student teaching placement. During this level, the student teacher will assist with instructional responsibilities as the cooperating teacher resumes primary responsibility for instruction.

EVALUATION OF THE STUDENT TEACHER

Evaluation is a continuous, collaborative process involving the cooperating teacher, university supervisor, student teacher, and, whenever possible, the building administrator. 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 University supervisor, student teacher, and cooperating teacher collaborate in developing an action plan that supports the student teacher's continuous improvement, addresses any weaknesses, and promotes reflective practice as a beginning teacher.

Formative and Summative Ratings

The ratings for formative and summative evaluations are as follows.

Excellent

- Surpasses standards and expectations, needing no support.
- Shows the potential to become an instructional leader inside and outside the classroom quickly, requiring no support in providing a high level of
- Demonstrates readiness to assume responsibilities as a first-year teacher.

Proficient

- Consistently meets standards and expectations, needing minimal support.
- Shows strong potential for success and high levels of ability in providing instruction.
- Demonstrates readiness to assume responsibilities as a first-year teacher.

Developing (early- and mid-terms only)

- Moving toward standards and expectations, needing time and/or some support.
- Requires support to fully demonstrate success in providing instruction.
- Not yet ready to assume responsibilities, but has potential for success with some additional support and resources.

Needs Improvement

- Below standards and expectations, needing frequent support.
- Performs in a manner that is inconsistent with one or more areas.
- Does not demonstrate readiness to assume responsibilities as a first-year teacher.

Unsatisfactory

- Consistently below standards and expectations, needing intensive support.
- Performs in a manner that is unable to demonstrate one or more areas of IPES.
- Does not demonstrate readiness to assume responsibilities as a first-year teacher.

Formative Evaluations

- Supervisors must observe student teachers a minimum of six times in the Educating Young Children, Elementary Education, Elementary Special Education, Special Education, and 5th-8th and 9th-12th grade Secondary Programs.
- Supervisors must observe student teachers a minimum of three times per placement (six total observations) in the PreK-12th grade Physical Education, Music Education, and Theater Education programs.
- University supervisors observe student teachers and, within 24 hours, electronically submit formative evaluation forms to the mentor teacher, the student teacher, and observations@elmhurst.edu.

Improvement Plans and Meetings

If a student teacher's performance indicates at least one Unsatisfactory rating or at least two Needs Improvement ratings, the supervisor must send a copy of the evaluation form to the Associate Chair of Licensure. An Improvement Plan meeting with the university supervisor, cooperating teacher, and student teacher must also occur within three days of the observation.

During the Improvement Plan meeting, the university summarizes the areas of concern and the actions needed by the student teacher to demonstrate proficiency. Copies of the Improvement Plan are reviewed by the student teacher and the cooperating teacher. Then the university supervisor submits a copy to the Associate Chair of Licensure. Upon receipt, the Associate Chair of Licensure will review the plan to determine the conditions for the successful completion of student teaching.

As part of the Improvement Plan, an observation may be completed by the Associate Chair of Licensure or designee. The Associate Chair of Licensure will provide a written review to the student teacher with copies to the cooperating teacher, the university supervisor, and the Chair of the Department of Education.

Consideration of Termination of Student Teaching

If the cooperating teacher(s) and/or school district conclude the student teacher is not fulfilling the responsibilities related to planning, instruction, assessment, professional dispositions, and any other student teacher related responsibilities based on frequent and regular evaluation feedback and data that has been shared with the student teacher, and terminates the placement, a formal review will be conducted by the Department Chair and include the cooperating teacher, university supervisor, Associate Chair of Licensure, and Director of Field Experiences.

All evaluation data submitted by the cooperating teacher and the University supervisor will be reviewed, along with the affiliation agreement, to determine if the teacher candidate will be formally removed from student teaching and the licensure program (see Policies and Procedures Handbook: section 2.63). All removal decisions can be appealed to the University-wide Teacher Education Committee.

Summative Evaluations

A summative student teaching evaluation is completed online near the end of the student teaching experience (typically in the second-to-last week) using the same rating scale as formative evaluations. These evaluations will be sent to university supervisors via e-mail through Qualtrics. Summative evaluations by the cooperating teachers are required by the Illinois State Board of Education for students to be entitled for licensure. The summative ratings for this student teacher should reflect the readiness of a beginning first-year teacher.

OVERALL RATING OF THE STUDENT TEACHER

Pass

An overall rating of Excellent or Proficient with no more than one Needs Improvement and no Unsatisfactory ratings.

No Pass

An overall rating of Needs Improvement or Unsatisfactory.

Recommendation for Licensure

The final rating is determined by the cooperating teacher on the summative evaluation and is recommended to the Associate Chair of Licensure. If a No Pass overall rating is submitted, it must have been preceded by a conference with the Associate Chair of Licensure, the university supervisor, the student teacher, and the cooperating teacher. The final rating is dependent on completion of all student teaching requirements as well as the cooperating teacher's and the university supervisor's evaluations. Any questions concerning the final grade and/or summative evaluation rating must be addressed to the Associate Chair of Licensure.

If the Associate Chair of Licensure recommends licensure for a student teacher without a Passing evaluation, the candidate must appear with the university supervisor and the Associate Chair of Licensure at a Licensure Review Meeting before the recommendation for licensure. If the Associate Chair of Licensure 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 University Supervisor and Program Director at a licensure review meeting before any entitlement for an educator license.

The Licensure Review Committee consists of the Department Chair, the Licensure Officer, and the Associate Chair of Licensure. This three-person committee will determine by a majority vote whether 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.