ILLINOIS STATE

UNIVERSITY

Department of Special Education

Cooperating Teacher Section
From Spring 2019 Student Teaching Handbook

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*   **Full Student Teaching Handbook is available upon request.**

Student Teaching Guidelines
Displaying the Professional Dispositions Essential to Teaching

Following the guidelines that have been established by the Department of Special Education will help to assure that you are successful in displaying the disposition necessary for special education. In addition to displaying the knowledge and skills required of a teacher, successful teacher candidates display the maturity, motivation and readiness for teaching. **Teacher candidates who display poor judgment or performance in one or more of these areas may not be recommended for certification or may receive a grade that reflects reservations regarding readiness for the profession.**

District Policy/Emergency Procedures

The teacher candidate is to request and read student and staff handbooks, crises management and emergency plans, and other pertinent school and district policy materials prior to each placement or on the first day of attendance. Candidates are encouraged to discuss any questions regarding these policies with Cooperating Teacher and/or University Supervisor immediately as they will be accountable for following and enforcing school policy.

Teacher candidates will be given emergency information forms to complete. These forms must be submitted to the school office for each placement, supervisors, and one copy will be maintained by ISU Special Education.

Medical Management/Health and Safety/Daily Living Activities

Among the first tasks of the teacher candidate is to clarify school policy regarding medication administration and other medical procedures. Teacher candidates need to become aware of the specialized needs of students assigned to their classroom, as well as emergency policies and health and safety practices necessary in their placement. Candidates must be supervised by, that is within sight of, paid school personnel in order to participate in toileting and dressing activities with learners.

Relationships with Students/Student Families/Colleagues

Teacher candidates need to remember that an important part of their professional growth during student teaching is making the transition from student to teacher. Appropriate language, grammar, use of humor, physical contact, dress and appearance, posture, and choice of instructional materials are important. Teacher candidates are not to have contact with students or student families outside of school or school sponsored activities. The Cooperating Teacher should approve all contacts with student families.

Teacher candidates and their Cooperating Teachers and other colleagues need to maintain a professional relationship. Teacher candidates are to avoid provision of babysitting, cleaning and other personal services for Cooperating Teachers. Students are encouraged to use good judgment in how they interact with other faculty in professional contacts, and to limit social contacts to school sponsored activities until the end of the experience. Poor judgment in this area may cause the termination of a placement and/or failure of a teacher candidate. Ask your University Supervisor if you are unsure about a given situation.

Confidentiality

Teacher candidates are to maintain confidentiality regarding information about students and colleagues. In no case is student behavior, performance or personal life be discussed outside of school nor are student names be used in discussion or written materials outside of school. In-school communication is expected to be on a "need to know" basis with other professionals, and to be carried out in a manner that is respectful to students and student families. Written materials are to identify students by first name and initial only unless the materials are necessary to the student's school records. Pictures of students may **NOT** be posted on Facebook or other social network sites.

Managing Student Behavior Punishers/Aversive, Restrictive and Intrusive Behavior Interventions

All behavior change programs must receive approval from the teacher candidate's cooperating teacher prior to implementation. The Department of Special Education requires that positive, educative measures of behavior change be first choice methodology in any behavior change program designed by Illinois State University teacher candidates. Documentation that nonrestrictive interventions were ineffective must be provided by

teacher candidates prior to the implementation of more restrictive programs.   Any behavior change program requiring restrictive interventions is to be shared with the University Supervisor prior to implementation. The supervisor will then advise the teacher candidate on the appropriateness of the program. **Teacher candidates from Illinois State University may not initiate the implementation of nor participate in the use of corporal punishment or other negative or aversive interventions.**   Teacher candidates who do not adhere to this policy risk immediate dismissal from the program. Teacher candidates are responsible for communicating with University Supervisors regarding the management of student behavior.

Concerns About Students

Teacher candidates are to enforce district policy and relevant laws regarding substance abuse and the reporting of signs of child abuse. Should a candidate suspect abuse is taking place, he or she is to follow the Mandated Reporter requirements (All candidates completed the required Mandated Reporter training session prior to clinical experiences). Mandated reporters are required to report suspected child maltreatment immediately when they have "reasonable cause to believe" that a child known to them in their professional or official capacity may be an abused or neglected child". (ANCRA Sec.4) This is done by calling the DCFS Hotline at 1-800-252-2873 or1-800-25ABUSE.

Please link to http://www.state.il.us/dcfs/docs/CFS_1050-21_Mandated_Reporter_Manual.pdf
for further information.

Record Keeping
Teacher candidates need to give special attention to accurate record keeping in the classroom. Attendance records, grades, and other data collection must be maintained in a consistent and accurate manner. Records of student performance are not to leave the classroom without the Cooperating Teacher's permission and must be returned the following day.

Substitute Teachers/Full Classroom Responsibility
Teacher candidates may not be used in lieu of a paid substitute teacher. Schools must provide substitutes for Cooperating Teachers in the same manner as they would if no teacher candidate was present.
After an introduction to the classroom and a gradual increase in teaching responsibilities, teacher candidates are expected to be able to maintain total responsibility for planning and implementing instruction for the classroom. During this period of time, Cooperating Teachers are encouraged to allow the teacher candidate to experience the full responsibility for planning, preparation, instruction and classroom management.
While the readiness of teacher candidates and the demands of classroom vary, teacher candidates generally "take over the room" for approximately 4 weeks (DHH Candidates "take over" for 2-3 weeks per placement). University Supervisors will conference with teacher candidates unable to maintain this level of responsibility regarding their options and their readiness to enter teaching.

Work Stoppage and/or Strikes
Students are to contact their University Supervisor, who will in turn contact the Department of Special Education and the Office of Clinical Experiences, in the event of a strike. Students are not to report to school, but will be provided with an alternate plan developed by their University Supervisor in conjunction with the Coordinator of SED Field Experiences and Student Affairs.

Liability
Student teachers in the State of Illinois have professional status under the state's written statues similar to regular teachers with the exception of salary, tenure, retirement, workmen's compensation and other fringe benefits. This provides legal bases for assigning student teachers to public schools, allows schools to delegate instructional and related responsibilities and provides legal protection for student teachers while in the performance of their duties within the policies of the school.

Attendance

Calendar: Starting and completion dates for the student teaching experience are established by the Department of Special Education for all participants. Once beginning the experience, teacher candidates are expected to follow the calendar of the school in which he or she is placed, not that of the University. Regular attendance is essential.

Scheduled Time Off: Teacher candidates do not have "personal days" and are to be present at their placement on all but scheduled school holidays. Teacher candidates are expected to schedule personal appointments outside of the school day. This includes arranging appointments for employment interviews. If the candidate believes the appointment is essential and that missing instructional time is unavoidable, he or she is to discuss the impending absence with both the cooperating teacher and the university supervisor prior to confirming the appointment and to seek approval to be excused, generally for a limited part of the day. Candidates are expected to fully prepare for any absence during instructional time as they would for a substitute teacher.

Unavoidable Absence: In the case of an unavoidable absence (i.e. illness), teacher candidates must notify Cooperating Teachers prior to the beginning of the school day and their University Supervisors as instructed. Once they have begun teaching, teacher candidates who are absent are expected to have adequate instructional plans and materials available for use by a substitute. Failure to notify supervisors as requested and/or provide adequately for instruction to be carried out by a substitute can seriously impact the evaluation of the teacher candidate's performance and may be cause for termination. Repeated absences may result in termination or extension of the experience, as determined by the University Supervisor, and may negatively impact the final performance evaluation.

Punctuality

Teacher candidates are to be punctual in their arrival at school and to be on site before and after school to complete preparation and participate in any activities expected of the Cooperating Teacher. Any variance from the schedule established with the Cooperating Teacher should be approved in advance with him or her. It is expected that the teacher candidate will plan adequately so unexpected events do not cause tardiness to school.

Assignment Deadlines

Instruction plans are to be completed prior to instruction on the timelines established by the Cooperating Teacher and University Supervisor.   Other requirements are to be completed on the timeline established by the University Supervisor. In case of an extreme emergency which prevents meeting a timeline, teacher candidates are responsible for taking the initiative to make alternative arrangements to meet their responsibilities in a manner acceptable to both the Cooperating Teacher and the University Supervisor. Failure to meet these standards will impact the final evaluation.

Personal Appearance

Teacher candidates should select clothing and accessories that are professional and conservative in nature and appropriate to the culture of the school in which they are working. In most cases, Cooperating Teachers will serve as models as to what is appropriate. Students in secondary settings may find that dressing a little more formally will increase their acceptance by older students as a part of the faculty. University Supervisors and Cooperating Teachers will be glad to answer specific questions regarding appearance and appropriateness of dress.

Seeking and Using Feedback

Teacher candidates should seek both daily and weekly conference time from the Cooperating Teacher. Daily conferences often focus on instruction and classroom management and provide immediate feedback. Weekly conferences should provide an overview of the schedule for the future and assist the teacher candidate in assessing strengths and weaknesses and setting goals. Teacher candidates are expected to accept this feedback in a professional manner and to act upon it in a timely manner.

University Supervisors can provide assistance to teacher candidates and Cooperating Teachers in how best to communicate within an individual situation. If teacher candidates are unsure about their progress, they are encouraged to take the initiative to seek assistance in receiving more feedback. Optional forms are provided in this manual for use in obtaining written feedback in addition that provided during formal evaluations.

Outside Activities/Extracurricular Activities

Teacher candidates who attempt to maintain employment, enroll in courses, remain active in outside activities, plan weddings, etc. most often find that they are unable to spend adequate preparation time in order to successfully meet the demands of student teaching. Outside activities must be kept to a minimum. University Supervisors will not adjust their expectations regarding the quality and quantity of preparation.

Teacher candidates are encouraged to participate in the extracurricular activities of the school, particularly those in which their Cooperating Teachers are active. However, teacher candidates are required to report this participation to their University Supervisors if the time commitment exceeds one hour daily. University Supervisors may require reduced participation if the commitment is impacting the teacher candidate's ability to perform at a proficiency level in his or her teaching responsibilities.

Social Networking

Candidates cannot "friend" students, Cooperating Teachers or other school staff while enrolled at Illinois State University.

Personal Problems/Health Concerns

Candidates who find that health concerns or personal problems have escalated to the point that they cannot fulfill their responsibilities in student teaching are to talk to their University Supervisor immediately. Supervisors will assist teacher candidates in reviewing their options and making a decision regarding whether or not to continue a placement.

Honesty

Lack of honesty in communication or academically, either directly or through evidence of the intent to deceive, will be regarded as a serious breach of ethics and lack of disposition for the profession. Such instances will be impact evaluation and may be cause for immediate dismissal from student teaching and the major.

Termination/Dismissal Policy

Student teachers may be dismissed from a site, from the student teaching experience, and/or from their major for just cause including, but not limited to, failure to follow university or school policy, impeding the progress of learners, defying reasonable requests, or for exhibiting behavior for which a teacher might be dismissed.

What if it's not for me?

Despite previous successful coursework and field experiences, it is not unusual for teacher candidates to learn during student teaching that a career in special education is no longer one that they wish to pursue. In most cases, students find that they can earn a baccalaureate degree in a non-teaching area without changing their graduation date or with only a few additional courses.   There are many options available to persons who complete a non-teaching degree. Students who wish to discuss non-teaching options should speak to their University Supervisor and make an appointment with the Coordinator of SED Field Experiences and Student Affairs.

Cooperating Teachers

The Role of the Cooperating Teacher

Cooperating teachers fill a vital role in the development of the teacher candidate, serving as models of excellence in teaching, demonstrating the organizational and interpersonal skills required of today's educators, and providing the teacher candidate with regular, immediate feedback on their progress. Both teacher candidates and university supervisors rely on the cooperating teacher to assure a successful practice teaching experience.   While final evaluations and the determination of grades remains the responsibility of the university supervisor, frequent and specific feedback from the cooperating teacher is instrumental in the professional development and evaluation process.

Among those important responsibilities for this position are:

- Collaborate with the University Supervisor to develop a plan to implement university requirements within the classroom and to monitor the development of the teacher candidate.

- Assist the teacher candidate in assimilating into the school community.

- Help the teacher candidate establish a relationship with students in which he or she is viewed as a respected teacher within the classroom and school.

- Orient the teacher candidate to emergency procedures, health and medical needs of students, and building and district policies of importance.

- Aid the teacher candidate in learning classroom routines and gradually accepting increasing responsibility for management and instruction.

- Provide the teacher candidate with verbal and written feedback on a regular basis. Discuss lessons before and after instruction, assist in identifying strengths and goal areas.

- Communicate with the University Supervisor regarding teacher candidate progress and assist in the evaluation of performance by completing the Evaluation of Instructional Practices Rubrics.

Providing Feedback

Conversing frequently and openly with the student assures that the two of you are working as an effective team and nurtures the student's quest to become an effective teacher. Reviewing the student's performance at the end of each week is one way to offer constructive feedback in a timely manner, pointing out strengths and suggesting specific ideas for overcoming needs. This might also be a good time to discuss the academic and social needs of individual students.

A successful field experience should prepare a student to perform at a level that is consistent with professional standards for a beginning teacher. As the cooperating teacher you will be responsible for assisting in the achievement of that level of proficiency which will qualify the teacher candidate for entrance into the teaching profession.

The following are suggestions for ways to effectively work with a teacher candidate who is not progressing:

- Identify the problems and discuss them with the teacher candidate and university supervisor in a three way conference.

- Identify areas for growth, and create an action plan to remedy the problem.

- Arrange for the student to observe you teaching a lesson to a small group, and then have the teacher candidate teach the same lesson to another small group.

- Increase observations of student and provide continuous written and verbal feedback that includes specific examples for change.

- Provide many opportunities for the student to reflect on the instruction and assess their own performance. Use audio and video taping.

- Keep accurate records of specific instances of difficulties, and discuss with teacher candidate.

- Arrange for the principal or another teacher to observe the student, and provide feedback.

Required Forms:

<u>Evaluation of Instructional Practices Rubrics</u> Complete the rubrics by 1) circling the box in each row which most closely describes the teacher candidate's performance 2) adding highlighting, underlining and notations to point out strengths and goal areas. Discuss with the teacher candidate, then provide to the University supervisor. Rubrics are to be completed at least twice, approximately at mid-term and near the end of the experience. They may be used throughout to assist in conferencing.

<u>Candidates and Cooperating Teacher Weekly Reflection</u> Complete weekly with teacher candidate.

<u>Cooperating Teacher Evaluation of University Supervisor</u> A link with the evaluation survey will be provided.

Optional Forms:

<u>Tentative Teacher Candidate Assumption of Teaching Responsibilities Schedule</u> This form is provided to you to aid in planning with your student teaching.

<u>Feedback</u> This form is provided for your use in providing feedback to the student with whom you are working. Please discuss its use with the university supervisor. Recommended for use the first 2-3 weeks until a well-developed means of communication and feedback between you and the teacher candidate has been established. This form may be used longer if desired.

<u>Writing the Teacher Candidate's Recommendation</u> - Your teacher candidate is responsible for requesting a recommendation if one is desired.

Evaluation of Instructional Practices

Mid-Term and Final Evaluation of Teacher Candidate
Attainment of Performance Standards

Rubrics are to be completed at least twice, approximately at mid-term and near the end of the experience. They should be used throughout the experience to assist in conferencing. **Ratings reflect demonstration of performance standards with field based/student teaching support.**

Directions

1. Using the *Evaluation of Instructional Practices Scoring Rubrics*, Cooperating Teachers complete the initial mid-term or final evaluation by **highlighting any/all descriptors that describe the teacher candidate's performance**. Include evidence to clarify the evaluation.
   I <u>Significant Improvement Needed</u> Lacks independence and/or demonstrates inconsistency with evidencing accurate and/or appropriate knowledge, performance, and disposition standards; does not meet expectations for entrance into teaching; mentoring and/or revisions required to meet course expectations
   E <u>Competency Emerging</u> = Intermittently independent with steady evidence of some accurate and/or appropriate knowledge, performance, and disposition standards; steady development as a reflective, data-based practitioner with emergent decision-making and problem-solving skills; advancing expectations for entrance to teaching; further practice needed to hone skills and readiness for entrance to teaching
   P <u>Proficient</u> Consistently independent with steady evidence of accurate and/or appropriate knowledge, performance, and disposition standards; reflective, data-based practitioner, decision-maker, and problem-solver; meets expectations for entrance to teaching and course expectations

2. Teacher candidates are encouraged to complete a self-evaluation in the same manner and bring this to each evaluation conference.

3. Cooperating Teachers discuss the rationale for the scoring with the teacher candidate and add evidence to the rubrics.

4. Cooperating Teachers share the rubrics with the University Supervisor on the next visit. Ratings for each of the four domains are determined by the University Supervisor based on a synthesis of the cooperating teacher's evaluations and the University Supervisor's observation feedback, assessment of essential applications and instructional plans, professional disposition regarding reverence for learning, roles and responsibilities assigned by the supervisor and/or the program coordinator, and level of independence.

PRIMARY PROFESSIONAL STANDARDS ADDRESSED:

Council for Exceptional Children Standards	Illinois Content Standards
Standard 2: Development and characteristics of learners	Standard 2 Characteristics of Learners
Standard 3: Individual learning differences	Standard 2 Characteristics of Learners
Standard 4: Instructional strategies	Standard 6 Instructional Delivery
Standard 5: Learning environments/social interactions	Standard 5 Learning Environment
Standard 7: Instructional planning	Standard 4 Planning for Instruction
Standard 8: Assessment	Standard 3 Assessment
Standard 9: Professional and ethical practice	Standard 8 Professional Conduct and Leadership Standard 9 Reflection and Professional Growth
Standard 10: Collaboration	Standard 7 Collaborative Relationships

Department of Special Education

Evaluation of Instructional Practices

Candidate's Name_____

Highlight in color used to score: **midterm   final**

Cooperating Teacher_____
University Supervisor_____

School_____
Level/Disability_____

Service Delivery Model:

_____Inclusion _____Resource _____Self-Contained _____Itinerant _____Other
(Describe_____)

Responsibilities (list the role that the Teacher Candidate plays in the classroom including instructional and other responsibilities):

Additional Cooperating Teacher Comments (optional) –
Midterm:

Final:

Cooperating Teacher_____

University Supervisor_____

Date_____

Evaluation of Instructional Practices Rubric

Domain 1: Planning and Preparation

1a. Demonstrating Knowledge of Content and Pedagogy

Significant Improvement Needed	Emerging	Proficient	
In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the disciple and the ability to anticipate student misconceptions.

Midterm Evidence
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Final Evidence
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1b. Demonstrating Knowledge of Students

Significant Improvement Needed	Emerging	Proficient	
The teacher displays minimal understanding of how students learn – and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages – and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

Midterm Evidence
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Final Evidence
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1d. Demonstrating Knowledge of Resources

Significant Improvement Needed	Emerging	Proficient	
The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the internet.

Midterm Evidence
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Final Evidence
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Domain 2: The Classroom Environment

2a. Creating an Environment of Respect and Rapport

Significant Improvement Needed	Emerging	Proficient	
Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

Midterm Evidence
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Final Evidence
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2c. Managing Classroom Procedures

Significant Improvement Needed	Emerging	Proficient	
Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

Midterm Evidence
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Final Evidence
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2d. Managing Student Behavior

Significant Improvement Needed	Emerging	Proficient	
There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

Midterm Evidence
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Final Evidence
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Domain 3: Instruction

3a. Communicating with Students

Significant Improvement Needed	Emerging	Proficient	
The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, other difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and served to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

Midterm Evidence
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Final Evidence
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3b. Using Questioning and Discussion Techniques

Significant Improvement Needed	Emerging	Proficient	
The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

Midterm Evidence
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Final Evidence
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3c. Engaging Students in Learning

Significant Improvement Needed	Emerging	Proficient	
The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their	The learning task and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher

The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	thinking, allowing most students to be passive or merely compliant. The groups of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime".	technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
Midterm Evidence ●		**Final Evidence** ●	

3d. Using Assessment in Instruction

Significant Improvement Needed	Emerging	Proficient	
Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self- assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individuals students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
Midterm Evidence ●		**Final Evidence** ●	

3e. Demonstrating Flexibility and Responsiveness

Significant Improvement Needed	Emerging	Proficient	
The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of the strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interest. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.
Midterm Evidence ●		**Final Evidence** ●	

Cluster 4a, 4b, 4c. Successful Learning by All Students: Reflecting on Teaching, Maintaining Accurate Records, Communicating with Families	
Has he or she sought out other resources (including parents) to support students' learning? In reflection, is the teacher aware of the success of the lesson in reaching students?	
Midterm Evidence •	**Final Evidence** •

Cluster 4d, 4e, 4f. Professionalism: Participating in Professional Community, Growing and Developing Professionally, Showing Professionalism	
To what extent does the teacher engage with the professional community (within the school and beyond) and demonstrate a commitment to ongoing professional learning? Does the teacher collaborate productively with colleagues and contribute to the life of the school? Does the teacher engage in professional learning, and take a leadership role in the school to promote the welfare of students?	
Midterm Evidence •	**Final Evidence** •

Additional Professional Responsibilities			
			Evidence/Comments
• Lesson plans completed two days in advance	**Yes**	**No**	
• Makes decisions independently	**Yes**	**No**	
• Attends IEP meetings, faculty/team meetings or other opportunities	**Yes**	**No**	
• Enhances content knowledge/pedagogical skill; uses own resources	**Yes**	**No**	
• Receptive to and implements feedback from colleagues	**Yes**	**No**	
• On time to the site	**Yes**	**No**	
• Manages paraprofessionals effectively	**Yes**	**No**	
• Consistent attendance	**Yes**	**No**	
			# of Absences: _____

Candidate and Cooperating Teacher
Weekly Reflection

(To be completed weekly for each content area taught)

For this content area:

1. Give 1 example of an effective instructional strategy or support you utilized.

2. What would you change about your teaching to better support or extend learners' performance?

3. Describe next steps for instruction to:

    • Reinforce current progress toward or attainment of the associated lesson objectives and

    • Support further progress in the curriculum after achievement of the lesson objectives.

Cooperating Teacher Comments (regarding reflection above and any other comments):

_____

Cooperating Teacher Signature   Date

TENTATIVE TEACHER CANDIDATE ASSUMPTION OF TEACHING RESPONSIBILITIES SCHEDULE

Cooperating Teacher: _____Grade: _____
Teacher Candidate: _____

During the first week of the experience the cooperating teacher and teacher candidate should tentatively schedule the assumption of teaching responsibility. List the new subjects to be added each week. The teacher candidate needs to observe the cooperating teacher teaching the subject, and have the long range planning completed before assuming responsibility for teaching the subject.

Week 1   Week 10

Week 2   Week 11

Week 3   Week 12

Week 4   Week 13

Week 5   Week 14

Week 6   Week 15

Week 7   Week 16

Week 8

Week 9

Feedback

DATE:

SUBJECT or ACTIVITY:

STRENGTHS:

WEAKNESSES:

SUGGESTIONS

WRITING THE TEACHER CANDIDATE'S RECOMMENDATION

If the teacher candidate requests a recommendation and you have agreed to provide it, these suggestions may be helpful in composing narrative sections. These are suggestions only, there may be other items that you feel are more significant and should be stressed. The rubrics you used for evaluation of instruction should also prove helpful.

It is recommended that comments be factual and descriptive of what the teacher candidate actually did... generally comments as to initiative, cooperation and other disposition strengths or weaknesses are most helpful if they are tied to a specific event or accomplishment, such as *'Displayed initiative in planning a unit on weather."*

1. What was the scope of the student teaching experience? For example *"Mary student taught in my 8th grade resource classroom for 8 weeks".*

2. What range of experiences characterized the teacher candidate's involvement? Provide information as to your class --- grade level, disabilities included, curricular areas, service delivery option.

3. Describe the kinds of experiences the teacher candidate had in your room including any special projects that the student completed, collaborative opportunities, extensive professional development opportunities, MDC participation, etc.

4. What are your perceptions of the teacher candidate's working relationship with you--was it cooperative, was initiative displayed and were all expected responsibilities assumed.

5. What is your evaluation of the student's ability to plan and organize? Was the teacher candidate able to plan appropriate content for the pupils in the classroom?

6. Was the teacher candidate able to plan instruction to meet the varying needs of the students? Provide evidence of his/her attempts to individualize or adapt instruction.

7. Did learning take place as a result of the instruction delivered? How was classroom management?

8. What did your observations reveal as to the teacher candidate's ability to collaborate and to become part of the school culture?

Writing a recommendation for your teacher candidate is optional. Teacher candidates should request a recommendation if they wish to have one.

Stipends and Professional Development Hours

Stipends/Tuition Waivers

If a cooperating teacher is interested in possibly receiving a tuition waiver, please contact Susan Connor at srconne@ilstu.edu. HOWEVER, please note that the school district/coop (agency) has determined what is available to the cooperating teacher.

Professional Development Hours

If you are seeking professional development hours for mentoring a student teacher, please go to the following webpage… https://forms.illinoisstate.edu/forms/pd to start the process. The Office of Clinical Experiences and Licensure Processes (CELP) will only be able to process these requests in January (for fall semester Cooperating Teachers) and June (for spring semester Cooperating Teachers). Please allow ample processing time to meet your ISBE deadlines. Thank you.