

Student Teaching Handbook

*English Department
College of Liberal Arts and Sciences
Northern Illinois University*

EDUCATOR LICENSURE PROGRAM

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The NIU Community of Learners builds on knowledge, practice, and reflection to produce Exemplary Educators. The Community encompasses scholars, education professionals, and pre-service teachers in an interaction that develops the strengths that embody excellence in education. These strengths include creative and critical thinking, scholarship, and caring. Application of these strengths emerges through the collaborative efforts of a diverse community which supports lifelong learning.

STUDENT TEACHING HANDBOOK

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**College of Liberal Arts and Sciences
General Policies: Student Teaching**

1. **Student teaching placement policies:** The College of Liberal Arts and Sciences at NIU offers a variety of student teaching placements throughout northern Illinois. Every effort is made to place student teachers in schools which best meet their needs. Students are not to attempt to make their own arrangements with schools for student teaching assignments; this leads to misunderstanding among all parties involved. Also, except in unusual circumstances, students will not be allowed to student teach in a school from which they have graduated or a school in which a relative is a student, staff member, or board member.
2. **Criminal Background Check:** NIU requires all initial licensure students who will be placed in a school for a clinical or student teaching experience to submit to a criminal background check. The candidate for a teaching license works with the host school(s) to arrange for the criminal background check. It is the student's responsibility to contact the appropriate person at the site of the clinical experience or student teaching to determine how, when, and where the criminal background check will be conducted.
3. **Pre-Student Teaching Testing Requirement:** The Illinois State Board of Education (ISBE) and NIU require all student teachers to pass the ICTS Basic Skills Test or the Test of Academic Proficiency (TAP) and the appropriate ICTS Content-Area Test and the Assessment of Professional Teaching, Grades 6-12, prior to the beginning of student teaching.
4. **Payment:** The Illinois State Board of Education (ISBE) does not allow student teaching to be a paid experience.
5. **Substitute teacher responsibility:** School districts where the student teacher is placed are not to use the student teacher as a substitute teacher. If the cooperating teacher is absent for any reason during the student's period of student teaching, the district is responsible for finding, and paying for, an appropriate substitute teacher.
6. **Extra responsibilities:** Student teachers are responsible for the cooperating teacher's classroom assignment. The district may not assign student teachers responsibilities other than those in the regular classroom teacher's job description.
7. **Working/taking courses:** While student teaching, the student's primary responsibility should be the student teaching assignment. Student teachers are strongly discouraged from holding employment or taking any additional coursework during the semester of student teaching.
8. **Calendar:** During the student teaching semester, the student follows the school district's calendar regarding breaks and holidays, NOT the NIU calendar, except for honoring the university's beginning and ending dates for the semester.
9. **Mismatch between Student Teacher and Cooperating Teacher:** Should the cooperating teacher or the student teacher suspect a personality "mismatch" or other potential problem, the university supervisor should be contacted immediately. A successful student teaching experience is based upon having a good working relationship between the cooperating teacher and the student teacher.

10. **Absences, Cooperating teacher:** No one is immune from a necessary absence, so communication is the key. When the cooperating teacher is absent, the student teacher should be notified and the certified substitute teacher becomes the supervisor for the student teacher. If the cooperating teacher has a prolonged absence (more than two consecutive days of absence) or frequent absences, the university supervisor must be notified in order to maintain the integrity of the experience for the student teacher.
11. **Absences, Student teacher:** If the student teacher is absent, notification must be given to the cooperating teacher and to the university supervisor if a visit is scheduled for that day. If the absences during the student teaching experience are excessive (number of days to be determined by the program coordinator), make-up time or other necessary steps will be mandatory.
12. **Temporary disability/medical condition during student teaching:** If a student teacher's classroom performance is affected by a temporary disability or medical condition (i.e., physical, mental, emotional), the university supervisor shall consult with the cooperating teacher, the major department, and any other outside experts necessary to determine the disposition of the case. Should the decision be made to terminate the student teaching experience, the professional opinions of the cooperating teacher and university supervisor should be discussed with the major department before termination.
13. **Class responsibility of Cooperating Teacher:** The classes being taught are the responsibility of the cooperating teacher. The cooperating teacher has been generous to share the teaching of the classes with the student teacher, but the end result is that the cooperating teacher is held responsible for the material the classes will be taught and for the final evaluation of the students.
14. **Definition of School Day:** Student teachers are expected to adhere to the cooperating teacher's school day. In general, this means being at school at least 20 minutes before the first period and staying at least 30 minutes after school dismissal for the day. However, the schedule at the cooperating school takes precedence, if it is longer. Student teachers are expected to attend department and faculty meetings, parent conferences, institute/in-service days and other such activities. Student teachers must act and dress in a professional manner at all school functions.
15. **Extra-curricular activities:** A student teacher's primary responsibility is to the classroom. Interested student teachers may help with extra-curricular activities if they continue to meet their classroom responsibilities and if their help is desired. A student teacher's participation in extra-curricular activities is optional (at the discretion of the student teacher) and cannot be made mandatory for a student teacher. At no time should a student be paid for his/her extra-curricular activities.
16. **Harassment:** Harassment must be taken seriously. If any hint of harassment is noted by any of the participants, it must be reported immediately. This may mean the student teacher reporting harassment by a student or another teacher; it may mean the student teacher reporting harassment between students or between students and adults to school authorities.

17. **Litigation involvement during student teaching:** If a student is involved in litigation of any kind that may impact on his/her ability to perform as a student teacher, he/she will be requested to submit a written statement regarding such litigation to his/her discipline coordinator. After review of the written statement by the discipline coordinator, the student will be given an opportunity to make an oral statement concerning the litigation if appropriate. The student's discipline coordinator, in consultation with the NIU legal counsel and the student's major department, shall decide whether the student teacher will be allowed to continue student teaching at that time.
18. **Striking public schools:** In the event that a work stoppage action is taken by some or all of the school employees during the time when students are assigned to the school, students will be encouraged to assume the role of neutral persons.

Students shall not be required by any union to participate in picketing or other work stoppage actions. Students shall not be required by the school district to cross picket lines or to report for work when such action would constitute a breaking of the work stoppage.

If, in any event, the student participates on either side of the work stoppage, such participation shall be as an individual, not as a university agent, and Northern Illinois University disclaims any liability or responsibility for any action or the consequences of any action taken by such individual as a result of his/her participation.

Students placed in school districts where such a work stoppage has occurred are required to notify their discipline coordinators as soon as they receive notice of the work stoppage. It is the student's responsibility to maintain contact with the discipline coordinator regarding the ongoing status of any such work stoppage.

In the event that the work stoppage continues for a week or more, the university may make arrangements for an extended experience or an alternate placement.

19. **Liability insurance for student teachers:** Illinois statutes expressly include student teachers in both indemnification and insurance provisions for school personnel. 105 ILCS 5/10-20.20 provides that the board has a statutory duty to "indemnify and protect student teacher against civil rights damage claims and suits, constitution rights damage claims and suits, and death and bodily injury and property damage claims and suits" when such claims arise out of alleged negligent or wrongful conduct committed in the scope of employment or under the direction of the board. Student teachers should not be placed in schools that do not carry liability insurance that covers student teachers.

The Significance of a Practicum Experience

The Educator Licensure program in English at Northern Illinois University does much to position candidates to contribute significantly to English language arts learning in schools. Candidates devote several semesters to learning their discipline and to understanding learning theory. They work diligently to design units of instruction and to refine individual lessons. Under simulated conditions in university classrooms, candidates grapple with professional issues, study various kinds of assessment data, and engage in team problem solving. While these learning experiences are important to the development of the emerging teachers, they are no substitute for the actual experience of being in a school and executing the daily responsibilities of the teacher. The clinical experiences and student teaching allow the candidate to apply the university preparation to the critical work with students, colleagues, and parents.

The quality of an individual's development during student teaching depends heavily on the quality of the mentoring that the cooperating teacher provides. Many of the details and complexities of a teacher's work cannot be simulated in the university classroom or anticipated fully as part of the preparation. All teaching and learning occurs in a specific context, defined by the characteristics of the learners, the culture of the school, and the values, interests, and resources in a community. A teaching candidate must be immersed in the specific teaching context in order to learn how to be a teacher. Any teacher candidate will rely heavily on the guidance of a mentor teacher in order to navigate through the complexities of day-to-day life in a school.

Teacher preparation is more complicated than ever before. The evaluation of a teaching candidate is more complex than ever before. This Handbook should provide substantial guidance in moving through the student teaching process, from initial exploration and induction to final evaluation. The Handbook is not a stand-alone resource. The student teacher, the cooperating teacher, and the university supervisor will work in concert to prepare for student teaching, to foster the candidate's development over time, and to reflect on growth and ongoing professional development.

FINAL CLINICAL EXPERIENCE: ENGL 482

Clinical hours: 50 hours in the same school where the candidate will student teach the following semester. The exception involves student teachers in the professional development model, where the experience involves at least 70 hours.

Cooperating teachers: Usually 1-2

Subject areas: All 50 hours are usually with the cooperating teacher(s) for student teaching.

Course overview: English 482 is the final discipline-based clinical experience preceding student teaching and takes place in the school in which the candidate will student teach the following semester. The course prepares candidates for the student teaching experience by allowing them to familiarize themselves with their cooperating schools and to gain experience in preparing and presenting lessons to secondary-level students. Candidates develop an understanding of their school and their subject area department and establish professional working relationships within that department.

The final clinical experience gives candidates the opportunity to put into practice theories on creating and managing productive classroom environments, working with diverse populations, and engaging students in active learning. In this final clinical experience, each discipline coordinator designs activities for his or her teacher candidates and links these requirements to the teaching methods course in which the candidates are simultaneously enrolled. Enrollment in the clinical allows the student to use the secondary classroom as an "observation laboratory" for the methodology course, so that the course might move beyond theory to practice to prepare the student teachers for success in the classroom.

Enrollment in the final clinical will also give cooperating teachers and students an opportunity to become acquainted with the clinical student prior to the beginning of student teaching. In addition, teacher candidates will become familiar with their cooperating teacher's expectations, the school's rules and regulations, and the curriculum, enabling them to begin student teaching at the beginning of the semester with some knowledge of the school at which they are teaching.

We encourage all of our candidates to be **active** participants during this clinical experience rather than passive observers, because licensure candidates who interact regularly and meaningfully with both teachers and students in this context more easily make the transition to student teaching.

Final Clinical Experience Course Objectives:

Note: These are the general objectives for the course. Each facilitator for the Clinical Experience will produce a specific course syllabus with the objectives listed. Students should share a copy of the course syllabus with their cooperating teacher early in the semester, so that the two can plan together for fulfillment of course assignments.

Students in the Final Clinical will accomplish the following objectives:

1. Further develop a philosophy of teaching.
2. Identify and observe learning and teaching styles in their major field.
3. Observe and develop ways to engage students to learn and apply concepts in the subject area to be taught.
4. Observe strategies for establishing a positive and productive learning environment.
5. Observe how lessons are adapted to meet the special needs of individual students.
6. Observe and, if possible, practice classroom management techniques.
7. Establish a professional working relationship with colleagues.
8. Observe uses of technology in the classroom.
9. Become familiar with the school's curriculum and the particular courses most likely to be taught during student teaching.
10. Acquaint themselves with the department's/school's general policies and rules of procedure concerning attendance, academic honesty, classroom disruptions, and the like.
11. In consultation with the cooperating teacher, develop and present several mini-lessons (15 minutes or less) and/or one full-length lesson in their discipline.
12. Reflect on their reasons for and interest in a career in teaching and the personal consequences resulting from their making a commitment to teaching.

List of Suggested Activities, Final Clinical Experience (ENGL 482)

The following activities are suggested as representative of experiences in which a clinical candidate might be involved. While it is not intended that every candidate have all of the suggested experiences, this list can serve as a guide for the candidate and the classroom supervisor as they plan for involvement in the classroom. We would hope that the licensure candidate would have direct contact with students approximately **70%** of the time. The remaining time should be spent becoming acquainted with other tasks and responsibilities associated with classroom teaching.

1. Work with an individual student or group of students on a special problem.
2. Assist the teacher in administering a test.
3. Supervise small group work.
4. Using a class roster, keep a careful check of verbal activity in the classroom. Two columns might be used to indicate when questions, directions, commands, etc. are initiated by the teacher or by students.
5. Help individual students with make-up work.
6. Check understanding of individual students or groups for clarification of assignments.
7. Set up resources or exhibits related to current units of instruction.
8. Teach the whole class for short periods under the supervision of the classroom teacher.
9. Plan and execute a teaching activity that calls for collaborative learning groups.
10. Assist informally, and with the permission of the cooperating teacher, in preparing students for speech, dramatic, or other academic contests.
11. Read school manuals and policy statements regarding such issues as attendance, student behavior, and curriculum. Later, discuss these thoroughly with the cooperating teacher.
12. Correct tests, daily papers/homework, or compositions. Discuss grading policies with the cooperating teacher and become familiar with whatever record-keeping procedure is in place.

13. Attend a team meeting, department meeting, or faculty meeting.
14. Tour the building and meet with support staff such as the media coordinator, computer lab supervisor, guidance director, dean of students, school nurse, assistant principal, and principal.
15. Learn procedures for duplicating materials and for accessing equipment for media presentations.
16. Spend time with the special education professionals in your building; learn how to adapt materials for diverse student needs.
17. Find and read the school report card (<http://iirc.niu.edu>). Ask appropriate questions if you are uncertain as to the significance/interpretation of the information included in that document.

Evaluation of the Teacher Candidate: Please note that the cooperating teacher completes an evaluation of the student teacher by the end of the semester. The evaluation involves completing the “matrix” that appears in Appendix I of this Handbook.

Student Teaching: ENGL 485; ENGL 649

Duration of Student Teaching

The actual starting and ending dates for the student teaching experience will be determined according to the needs and/or desires of the cooperating teacher(s), in consultation with the student teacher's discipline coordinator. The starting and ending dates will be delineated in the "Visit Report to Confirm Student Teaching Assignment," which will be completed the semester prior to student teaching. The beginning and ending dates for student teaching typically conform to the dates that indicate the start and end of classes for a semester on the NIU academic calendar. This form is to be signed by the cooperating teacher, a school administrator, the student teacher and the student teacher's discipline coordinator.

Goals of Student Teaching

Upon completion of the NIU-CLAS Educator Licensure Programs, initial educator licensure candidates will be able to:

1. Demonstrate the competencies characteristic of an individual who has a strong liberal education background and comprehensive knowledge of one or more discipline.
2. Communicate this knowledge effectively to students, parents, administrators, and the community at large.
3. Plan and execute lessons that are well-paced, logically sequenced, and focused in accordance with clearly stated objectives and course goals.
4. Implement a variety of teaching strategies that reflect current and relevant educational research to meet the needs of diverse learners.
5. Integrate assessment and instruction while utilizing a variety of assessment instruments.
6. Create and maintain a productive, respectful, and positive learning environment.
7. Incorporate educational technology into classroom practice to meet instructional objectives and goals.
8. Perform duties in a professional manner and uphold the standards of confidentiality and conduct expected in the public schools.
9. Reflect on teaching performance with an eye toward continued professional growth.

Roles and Responsibilities of the Student Teaching Team: Student Teacher, Cooperating Teacher, and University Supervisor

The experience of student teaching increases the ability of the candidate to perform all the duties of the professional teacher successfully. In order to ensure this success, it is essential that the responsibilities of each member of the student teaching team be clearly understood and that each member become directly involved in the process.

Student Teacher Expectations and Responsibilities

Student teachers are expected to be dependable, enthusiastic, and cooperative. They need to demonstrate initiative, flexibility, and emotional maturity. They must have a strong background in subject content, educational philosophy and theory, as well as a strong commitment to meeting the needs of all learners. Student teachers must recognize the importance of establishing and maintaining lines of communication between themselves and their cooperating teachers and between themselves and the university supervisor.

Successful student teachers honor the following obligations:

- attend pre-student teaching conferences and seminars as deemed appropriate by the school or district.
- learn about the various physical facilities of the school building, the resources available in the school system and the resources of the community as they relate to the student teaching assignment.
- prepare adequate lesson plans and submit them to the cooperating teacher for approval well in advance of actual classroom teaching and to the university supervisor as required.
- report promptly and regularly to class [**All absences should be cleared by the cooperating teacher and/or university supervisor, especially in the case of extended absence.**]
- become familiar with school policies and procedures, especially as they relate to behavior of students.
- communicate honestly, openly, and regularly with the cooperating teacher and with the university supervisor.
- maintain a high level of professionalism in areas of dress, speech, and behavior.
- participate in professional activities such as staff meetings, committee meetings, and parent conferences.
- discuss possible participation in extra-curricular activities with both the cooperating teacher and the university supervisor well in advance of formal commitment.
- understand the role of other professionals in the building or district such as the guidance counselor, dean of students, special education teacher, reading specialist, principal, and assistant principal.
- conform to the cooperating teacher's school day, typically arriving at least 20 minutes before first period and staying at least 30 minutes after dismissal after the last class period of the day.

In summary, exemplary student teachers arrive at school well in advance of the students and leave with the rest of the faculty at the end of the day. They listen carefully to the suggestions of their cooperating teacher and university supervisor. They prepare their lessons thoroughly and try to provide variety in their instructional approach. They collaborate, when appropriate, with colleagues, administrators, and parents to meet the needs of their students. And perhaps most importantly, they are reflective practitioners who are not afraid to admit shortcomings and to adjust plans and behavior accordingly.

Cooperating Teacher's Responsibilities

The cooperating teacher's willingness to encourage, to advise, to support, and to share ideas helps form the student teacher's view of the profession. It is the cooperating teacher's responsibility to work with the student teaching team in designing an experience that best prepares the candidate to be a professional teacher while maintaining instructional quality. Therefore, the cooperating teacher is expected to contribute in the following ways:

- ensure adequate continuity, class contact and supervision of the student teacher.
- explain clearly the nature and scope of the student teacher's duties and responsibilities. In particular, the cooperating teacher should clarify his/her expectations regarding the writing of formal lesson plans, the securing and organizing of instructional materials, and the evaluating of student work. *See Appendix H for a lesson plan template.*

- ensure that the student teacher's induction into actual teaching is at a rate that seems appropriate for that student teacher.
- conduct regularly scheduled conferences to keep the student teacher informed of his/her progress and to offer suggestions and constructive criticism.
- alert the student teacher to the importance of keeping student information and records confidential.
- participate in regular, honest, and open communication with the university supervisor regarding the progress of the student teacher.
- assist the student teacher in setting goals for continued growth and development during beginning, middle and final stages of student teaching.
- encourage the student teacher to develop the teaching style best suited to the individual.
- provide a formative written evaluation and engage in a three-way conference half-way through the student teaching experience. This evaluation will be used to help set expectations for the second half of the student teaching experience.
- arrange a time for the university supervisor to talk to the student teacher before or after each observation, and a time to talk to you, the cooperating teacher.
- complete the final evaluation (and interim evaluations, if requested to do so) and inform the student teacher of its contents.
- facilitate the ISBE-required video recording of lessons, following the protocol required by the edTPA model.

See the attached summary of responsibilities for further directions.

During the early weeks of student teaching, cooperating teachers should observe frequently and give plenty of feedback. **Once student teachers have taken on a full load, however, they need to be left alone with their classes for a significant amount of time, including whole class periods, on a routine basis.** If the cooperating teacher feels unwilling to leave the classroom, undoubtedly the student teacher has not made sufficient progress and the university supervisor needs to be contacted immediately. *(See Appendix A for the summary that cooperating teachers receive as part of the early communication about the student teaching assignment.)*

University Supervisor's Responsibilities

The university supervisor is the third member of the student teaching team. The supervisor and the cooperating teacher will need to confer regularly throughout the semester to establish common goals and to monitor the progress of the student teacher. In the end, the university supervisor, in consultation with the cooperating teacher, is the person who assigns the course grade for the candidate. The university supervisor is expected to complete the following duties:

- assist the student teacher and cooperating teacher in the planning and administration of the student teaching assignment which will generally include the videotaping of at least one lesson.
- hold periodic meetings with the student teacher and cooperating teacher so that issues of mutual concern may be addressed.
- observe the student teacher approximately once every two weeks and confer with him/her as soon as possible after the observation. Observation reports, which should evaluate the teaching observed and make suggestions for improvement, should be made available to both the student teacher and the cooperating teacher.
- act as a liaison between the student teacher and the university by keeping him/her informed of university meetings, conferences, and policies that may directly affect the student teacher's licensure or future employment.
- complete a final evaluation form (and interim evaluation, if applicable) and discuss its contents with the student teacher.
- designate the grade (satisfactory or unsatisfactory) at the completion of the student teaching experience.
- Visits by the university supervisor are arranged in advance. Student teachers should take responsibility for making mutually satisfactory arrangements for these visits. Visits will generally take place at two-week intervals, but could occur more frequently, should circumstances require more attention. For these visits, the student teacher should supply the university supervisor with detailed lesson plans, tests, quizzes, and other materials needed for the lesson. *See Appendix H for a lesson plan template.*

Development of a Phase-In and Phase-Out Strategy

Since there are many individual differences in student teachers and many variations in the settings to which they are assigned, an exact timetable of experiences appropriate for all student teachers cannot be specified. The following guidelines are, therefore, not to be construed as an inflexible agenda to be observed for every student teacher, but they do reflect a desirable model suggested by past experience.

While student teachers will work in a host school for 16 weeks, a viable plan for a phasing in and a phasing out of the experience will serve the transition from veteran teacher to student teacher and back again. A typical phase-in plan would assign the student teacher one preparation near the beginning of a term and add responsibilities over time, up to three preparation and five classes. The pace of the phase-in will depend on the emerging confidence that the student teacher, the cooperating teacher, and the university supervisor recognize together. Similarly, a planned phase-out will allow the student teacher to return to the role of observer, including the observing of teachers other than the cooperating teacher.

Transition from Final Clinical Experience to Student Teaching:

The Educator Licensure Program in English features a final clinical experience (minimum of 50 hours) in the school to which the candidate has been accepted for student teaching. This final clinical experience is the beginning of the phase-in process. As the candidate becomes familiar with the school, department, and students in his/her student teaching assignment, he/she should begin to participate in classroom activities.

During the first several weeks of the final clinical, the student teacher candidate's primary responsibility should be to observe the cooperating teacher and to learn class procedures and the students' names and personalities. The student teacher candidate should take notes about specific practices for students with special needs to discuss later with the cooperating teacher. The cooperating teacher and student teacher candidate should discuss the objectives and methods for each lesson and how the lesson fits into the long-term plan.

Toward the last half of the final clinical experience, the student teacher candidate must become actively involved by assisting during small-group activities or by tutoring individual students who are experiencing difficulty.

Phase-In Period:

Student teachers should begin the process of "phasing-in" to teaching the first preparation as soon as possible. It is also helpful for the student teacher to do some mini-teaching involving enrichment, remediation, or regular instruction before taking over the entire class. The student teacher and cooperating teacher should also construct a tentative schedule to follow as the student teacher progresses from teaching one class to a full load. The university supervisor should be informed of this schedule as quickly as possible to facilitate the arrangement of class visitations.

When the student teacher takes over the primary responsibility for a class, he or she may choose to distribute a written statement of his/her academic and behavioral expectations to the students.

Student teachers should discuss these statements carefully with their cooperating teachers in order to prevent abrupt changes in teaching styles, procedures and policies that may detract from learning. This procedure should be repeated for each preparation assumed.

As student teachers grow more confident, they should take on another class until reaching a full load, which is typically defined as a maximum of five classes with three distinct preparations but could be a minimum of four classes with two distinct preparations. [Note: If your school is on a block schedule, a full load will be defined as two to three classes per day, to be determined by the cooperating teacher and university supervisor.] In addition, student teachers may also be expected to assume one additional duty period, such as study hall.

Full Load:

Student teachers are expected to set objectives, develop lesson plans, correct homework, develop quizzes and tests, and evaluate student performance. If “departmental tests” are used in a school, then a student teacher might develop a review quiz for practice. The cooperating teacher should remain in the classroom for each period until the day that he/she feels comfortable leaving. The cooperating teacher might begin by leaving the classroom during the last minutes of the period, then progressing to leaving the room for the entire hour while remaining nearby. As the student teacher grows in confidence, the cooperating teacher remains out of the student teacher’s sight consistently for at least one week to give the student teacher the opportunity to learn to handle both in-class and between-class matters without your assistance, which is very important in helping to develop a sense of responsibility on the student teacher’s part. As the experience progresses, the student teacher typically teaches independently for six to eight weeks, with consultation, rather than constant supervision, from the cooperating teacher. During this time, the cooperating teacher should encourage the student teacher to ask questions and should freely give advice and feedback, both written and oral.

STUDENT TEACHERS PLEASE NOTE: The classes being taught are the responsibility of the cooperating teacher. The cooperating teacher has been generous to share the teaching of classes with the student teacher, but the end result is that the cooperating teacher is ultimately responsible for the material the classes will be taught and for the final evaluation of the students.

Phase-Out Period:

Toward the final weeks of student teaching, the student teacher should begin to shift teaching responsibilities back to the cooperating teacher. These shifts should occur at obvious breaking points in the content. This period should also provide additional opportunities for the student teacher to see other teaching and learning situations at their school or “feeder” schools. Student teachers should take advantage of the phase-out period to observe other classrooms both in and outside their fields of expertise. Classes taught by a school’s exemplary teachers are appropriate for observation, provided that the teachers consent.

EVALUATION

1. Informal evaluation (Feedback and Constructive Criticism)

Student teachers need to have feedback, both complimentary and critical, from those who observe them. Feedback and constructive criticism should be given on a regular basis. The cooperating teacher should make his/her expectations clear to the student teacher at the beginning of student teaching, and should continue to do so throughout the student teaching experience. It is important that the lines of communication be kept open at all times to avoid misunderstandings. If any difficulties arise between the cooperating teacher and the student teacher, the university supervisor should be notified immediately so that he/she can work with the appropriate student teaching team members to help resolve the problem(s).

2. Formal evaluation

Evaluation should occur continuously throughout the student teaching experience. The primary purpose of all evaluations during the experience should be to identify the student teacher's areas of strength and to analyze where continued growth is needed. Evaluation should be related not only to performance but to planning, attitudes, and personal characteristics of the student teacher. Student teachers are evaluated on both a formative and summative basis.

Formative evaluations: Formative evaluations include the Visitation Reports that are completed at each of the University Supervisor's visits. This report evaluates the observed teaching and makes appropriate suggestions for improvement. In addition, most programs request that both the university supervisor and the cooperating teacher complete one or more interim evaluations. The student teacher should be encouraged to continually evaluate his or her own growth as a teacher. Opportunities to discuss this growth and areas of strength and weakness should be provided throughout the semester with both the cooperating teacher and the university supervisor. One very important formative evaluation is the three-way conference that takes place at a mid-way point in the student teaching experience. The cooperating teacher should be prepared to provide written comments based on materials and guidance provided by the university supervisor. This feedback will be used to set expectations for the remainder of the student teaching experience.

Summative evaluation: One of the most important (and often difficult) responsibilities of the cooperating teacher and of the university supervisor is making a final evaluation of the student teacher's performance as a teacher. Both the cooperating teacher and the university supervisor complete the Final Evaluation. Although written separately, these evaluations, taken in combination, reflect the combined judgment of those who have been responsible for the student teacher's professional growth throughout the semester.

Part of the formal evaluation is the completion of the evaluation "matrix," which prompts judgments about competencies related to a set of established standards. *The evaluation "matrix" appears as Appendix I of this Handbook.*

The Final Evaluation should be the most positive evaluation possible for the student teacher. Any weaknesses mentioned in it should be classified as to whether they are due to lack of experience or are symptomatic of a general weakness that would continue to affect the teacher's performance in the future. Both the cooperating teacher's and the university supervisor's final evaluations will become a permanent part of the student teacher's credential/placement file.

Note: The Final Evaluation should take the form of a letter of recommendation. It is to be typed on the school letterhead. (*Please see Appendix B for guidelines for writing the letter of recommendation.*) The guidelines below suggest the typical contents and structure of a letter of recommendation. The letter, which serves as the final evaluation, may be returned to the university supervisor at the final visit, or may be mailed to the university program coordinator. The student teacher's credential file is incomplete until both the university supervisor's and the cooperating teacher's final evaluations have been submitted.

The student teacher will have access to both the university supervisor's and the cooperating teacher's final evaluations once they have been placed in the credential file.

The university supervisor will advise the cooperating teacher about the possibility of nominating the candidate for an Exemplary Student Teacher Award. The nomination would include a written recommendation and a completed evaluation form.



Appendix A

Summary of Cooperating Teachers' Role and Responsibilities

Cooperating teachers play a crucial role in the development of pre-service teachers. Cooperating teachers serve as role models and as the professional liaisons between the university and the schools where the new teachers will begin practice. We appreciate your commitment and contribution to the development of a new teacher and suggest that your role in the student teacher's development include the following responsibilities:

Regular Feedback: Typically, a cooperating teacher will provide the student teacher with regular oral and written feedback on performance. A written record of progress documents the student teacher's development and notes candidly the areas of strength and the areas for growth.

Phase In and Phase Out: While student teachers will work in a host school for 16 weeks, a viable plan for a phasing in and a phasing out of the experience will serve the transition from veteran teacher to student teacher and back again. A typical phase-in plan would assign the student teacher one preparation near the beginning of a term and add responsibilities over time, up to three preparation and five classes. The pace of the phase-in will depend on the emerging confidence that the student teacher, the cooperating teacher, and the university supervisor recognize together. Similarly, a planned phase-out will allow the student teacher to return to the role of observer, including the observing of teachers other than the cooperating teacher.

Cooperation and Coordination with the University Supervisor: Timely communication between the cooperating teacher and the university supervisor is important, especially at times when there are concerns. The university supervisor will initially want to observe classes without the cooperating teacher present, and will ask the cooperating teacher, if necessary, to substitute for a class in order to accommodate a post-observation conference. On these occasions, it is appropriate for the student teacher to prepare the sub plans. As the semester advances, the university supervisor may request a joint meeting with the cooperating teacher and the student teacher. This is especially important for a status report approximately midway in the semester.

Recognition of Complete Professional Role: Under the guidance and monitoring of the cooperating teacher, the student teacher should assume all of the responsibilities of a practicing teacher, including communication with parents, contributions to curriculum teams, assessment of student progress, participation in staff meetings, and general supervision of students. Part of experiencing the reality of teaching requires experience with the many components of a teacher's role.

Cautions Against Extra Duties: Debilitating fatigue is one of the hazards of teaching for the first time. While student teachers experience the full work of a practicing teacher, the early phase of development is not the time to take on significant extracurricular responsibilities. The work of planning lessons, attending to assessment, and completing regular daily responsibilities will be sufficient to represent the nature and value of teachers' work.

Adherence to School and Department Policies and Procedures: While student teachers assume the professional responsibilities of being teachers by following the local policies regarding attendance, punctuality, holidays, and sick days, they remain students enrolled at Northern Illinois University and should complete the student teaching assignment within the university calendar. While student teachers

often visit their host schools before and after the official term of the university, they should not be teaching during those visits.

Attention to Lesson Plans: As part of their preparation at the university, student teachers have written instructional plans for full units. You may require a student teacher to provide written lesson plans regularly, according to local practice. Typically, the university supervisor will discuss a lesson plan before an observation. *See Appendix H for a lesson plan template.*

Facilitation of the edTPA Process: In Illinois, teaching candidates are now expected to produce an electronic portfolio that exhibits many artifacts that evaluators will judge as evidence of the candidate's qualifications for earning a teaching license. The teacher candidate should seek the support and encouragement of the cooperating teacher while the student teacher works through the edTPA process, but the ultimate responsibility for compiling the documentation falls to the teacher candidate. In the edTPA process, the cooperating teacher's role may include the following actions:

- Moving the teacher candidate toward teaching lessons in the assigned secondary subject as soon as is feasible.
- Providing suggestions regarding specifics of the context of the classroom, the characteristics of the learners, and the features of the community.
- Facilitating the teacher candidate's efforts to reflect on instructional plans and on the efficacy of the candidate's attempts at delivering instruction.
- Helping the teacher candidate to secure parental consent for video recording of lessons.

Assessment of Progress and Performance: Cooperating teachers record their assessment of student teachers' progress and performance and their judgments about the university's field experience program in three ways:

- A rating of the student teacher's performance on a series of key proficiencies, according to a rating form that also serves as a mid-term check
- A letter of recommendation that will enter into the student teacher's placement file
- An on-line survey of your experience as a cooperating teacher for an NIU student teacher

Additional Possibilities: The university supervisor might advise you about the possibility of nominating the student teacher for a university or department award or recognition.

Appendix B

Some Suggestions for Writing Letters of Recommendation

([Adapted from Morehead, M. A., Lyman, L., & Foyle, H. C. (2009).
Working with Student Teachers: Getting and Giving the Best, 2nd ed.
Rowan & Littlefield])

In general, the letter of recommendation should fit on one page of school letterhead. It should accurately reflect your perception of the candidate as a beginning teacher and his or her potential for the future. Usually, a letter of recommendation will be positive, but if serious weaknesses still exist after every effort has been made to help the candidate during the semester, professional responsibility requires mention of those weaknesses. Whenever possible, include a specific example or two to support your general statements. You may find the suggestions in the following four-paragraph format to be helpful.

Paragraph One: Provide a sentence or two summarizing the student teaching assignment—the courses taught and some general information about class size, student demographics, curriculum, or other relevant features. Add sentences describing strong characteristics and traits such as enthusiasm, creativity, willingness to work hard, understanding of subject matter, rapport with students, staff, and parents, etc.

Paragraph Two: Provide sentences describing the candidate’s planning and organizational skills, ability to determine appropriate learning goals, ability to use a variety of methods and strategies to help students reach those goals, and ability to assess student work effectively. You may also mention the candidate’s accuracy and promptness in record keeping.

Paragraph Three: Provide sentences describing the candidate’s ability to motivate and manage students, to keep students interested and involved, and to provide for individual student differences.

Paragraph Four: Provide an overall summary of the candidate’s student teaching performance and your prediction for the candidate’s success in full-time teaching.

Qualifying words are helpful in making distinctions in describing performance:

<i>Strong performance:</i>	Miss Smith demonstrated <i>excellent</i> rapport with students.
<i>Acceptable performance:</i>	Mr. Smith <i>usually</i> managed incidents of classroom misbehavior appropriately and fairly.
<i>Strong recommendation:</i>	Mr. Smith <i>will do very well</i> in future teaching.
<i>Acceptable performance:</i>	Miss Smith <i>should do well</i> in future teaching.
<i>Qualified recommendation:</i>	Miss Smith <i>may do well</i> in future teaching <i>if provided with strong guidance and supervision.</i>

The following descriptive words may be helpful when developing letters of reference:

Excellent performance

extraordinary
excellent
distinguished
superb
exceptional
special
noteworthy
extensive
remarkable
outstanding
gifted

Good Performance

good
capable
effective
appropriate
proper
competent
above average
positive
productive
thoughtful

Fair Performance

adequate
sufficient
fair
satisfactory
acceptable
average
passable
ordinary

Poor Performance

below expectations
unprepared
inadequate
unqualified
unacceptable
unfit
inappropriate
sub-par

Appendix C

edTPA Overview Licensing and the Assessment of Teacher Performance

In Illinois, as with many states, teaching candidates seeking a *license* will have to meet the requirements specified in the Teacher Performance Assessment or *edTPA*. According to the Stanford Center for Assessment, Learning and Equity (SCALE), edTPA is “a nationally available performance assessment of readiness to teach for novices. The assessment is designed with a focus on student learning and principles from research and theory” (edTPA Assessment Handbook, 2012, p. 1). According to the Handbook, successful teachers need to accomplish the following:

- develop knowledge of subject matter content standards and subject-specific pedagogy
- develop and apply knowledge of varied students’ needs
- consider research and theory about how students learn
- reflect on and analyze evidence of the effects of instruction on student learning

The edTPA process is “designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways” (edTPA Assessment Handbook, 2012, p. 1).

The edTPA extends the role of the Cooperating Teacher in *mentoring* the teaching candidate in completing several of the key tasks that are necessary for demonstrating proficiency with the standards that distinguish a capable teacher. *Mentoring* in this context should be distinguished from *coaching*. As a *mentor*, the cooperating teacher can remind the candidate about deadlines, assist with logistics (e.g., collecting consent forms, video recording), and facilitate reflective conversations. At the same time, the cooperating teacher should not edit the candidate’s written statements, direct classroom performance, or assume authorship for reflections.

The materials contained in the following pages should assist the Cooperating Teacher in helping the teacher candidate to navigate through the process. The University Supervisor is also an important partner in the process, as the student teacher, Cooperating Teacher, and University Supervisor work together to promote high quality teaching and to demonstrate to others that the teaching candidate is prepared to earn a license to teach in Illinois.

Appendix D

Timeline

Navigating the Teacher Performance Assessment (edTPA)*

Major Tasks

Learning about the Community, School, and the Learners
Planning and Preparation
Establishing a Positive Learning Environment
Delivering Instruction
Assessing the Impact on Student Learning
Reflection on Efficacy
Distinguishing Academic Language

Timeline for Completing Tasks and Areas of Emphasis

- Weeks 1 & 2:** Gathering information about the community, school, and the learners
Taking care of logistics and transitioning into classes
Products: *Narrative statement about the school and the learners; written consents for videos*
- Weeks 3:** Emphasizing planning and preparation, with special provisions for assessment of learning
Products: *Detailed lesson plans and elaborated statement of rationale and commentary about the plans*
- Weeks 4 – 8:** Expanding the teaching assignment and pedagogical repertoire, with an emphasis on establishing a positive classroom environment and effectively delivering instruction, with differentiation
Products: *Images of the classroom and written commentary on the process and need for establishing a positive learning environment*
- Weeks 9 – 12:** Capturing video clips of teacher in action: e.g., setting goals, facilitating large group discussion, managing and monitoring small group activities
Products: *Video clips and written commentary of the video segments*
- Weeks 13 – 16:** Collecting summative assessment data to judge the impact on student learning; transitioning out of student teaching
Product: *Assessment data and written analysis of the impact on student learning, including plans for adjustment of instruction and differentiation for specific learners*

*See attached summary and guides for further details about the edTPA process and requirements.

Appendix E

Summary of Teacher Performance Assessment Process*

1. Planning for Instruction and Assessment:
 - Context for Learning information: The candidate ***gathers information*** about the school's policies and procedures, the classroom's curricula, schedule, classroom management strategies, etc.
 - The candidate ***gathers information*** about the learning environment and children's prior knowledge and experiences, including their academic content knowledge; language development; physical, cognitive, and social and emotional development; family/cultural assets; interests and lived experiences; as well as any identified learning needs.
 - Candidates proceed to ***plan lessons*** complete with formative and summative assessments.
 - They ***write a planning commentary*** for the 3-5 lessons Learning Segment (about a week of teaching)

2. Candidates next ***video-record themselves teaching*** the 3-5 lessons.
 - They ***choose 2 video clips of no more than 15 minutes total in length***. The first clip should show whole-group interaction, and the second clip should show small-group interaction. The interactions in the clips should demonstrate how they engage students in developing an understanding of the material presented.
 - The candidate then ***writes an Instructional Commentary*** explaining how the instruction (tasks, activities, discussions, and/or teaching strategies) depicted in the clips motivated and intellectually engaged children in developing skills and processes that promote learning. In the commentary, candidates make the invisible visible as they explain the decision making behind their actions.

3. The Assessing Student Learning task asks the candidate to ***submit multiple sources of evidence to assess and analyze the learning of three children***. They are to provide evidence of their ability to do the following:
 - ***Develop evaluation criteria*** that are aligned with the central focus, standards, and learning objectives.
 - ***Analyze students' performance*** on an assessment in relation to the identified learning objectives.
 - ***Provide feedback to students.***
 - Use this information to ***identify next steps of instruction***.
 - Candidates then ***summarize whole-class performance*** in narrative and/or graphic form (e.g., table or chart).
 - They then ***discuss what children appear to understand well and where they continue to struggle***.

4. In this final task, the candidates ***write an Analyzing Teaching commentary*** explaining 2-3 things they would do differently to improve the learning of these students based on their varied needs and characteristics.
 - Candidates must also ***cite evidence***, from their experience teaching this Learning Segment, ***explaining why they would expect these changes to make a difference*** in student learning.
5. Academic Language Takeaways: Academic Language is the oral and written language used for academic purposes. It is the language students must have in order to learn content in schools.
 - Academic language is different from everyday language. Some students are not exposed to this language outside of school.
 - Much of academic language is discipline-specific.
 - Unless we make academic language explicit for learning, some students will be excluded from classroom discourse and future opportunities that depend on having acquired this language.

Rubric Progression: early novice to expert teacher; teacher focus to student focus; whole class to generic groups to individuals; rubrics as additive and analytic; expanding repertoire of skills and strategies; deepening of rationale and reflection

Timeline: Because it takes time to gather the contextual factors of the classroom, plan lessons, videotape, complete all assessments, analyze student learning, and plan next steps, it is recommended the TPA be done over a period of 12 weeks.

Note: *The Student Teacher should have access to the complete edTPA Handbook for English Language Arts. Please see also the sample Consent Forms (Appendix G) that support the video recording of classroom activities.*

*Adapted from *edTPA Nuts and Bolts edTPA Summit*, August 24, 2012, Kathleen Ofstedal, kofstedal@stcloudstate.edu; Karen Balmer, Executive Director MN Board of Teaching

Appendix F Highlighting Academic Language

Writing process/processes	Counterargument
Idea generation strategies (brainstorming, webbing, freewriting, other heuristics)	Prompt
Draft; drafting	Reflection
Revise; revision	Rubric
Peer response	Research
Editing; peer editing	Source
Portfolio	Evaluate
	Plagiarism
Introduction	Cite; citation
Body	Summarize
Conclusion	Paraphrase
Transition	
Thesis statement	Bibliography; Works Cited
Implied thesis	
Organization	Dialogue
Focus	Interior monologue
Content	Sensory Details
Development	Pace
Support	Figurative language
Topic	
Topic sentence	Grammar
Vocabulary/word choice	Fragment
Sentence variety	Intentional fragment
Voice	Run-on
Style	Comma splice
Audience	Subject and predicate
Purpose	Noun, pronoun, verb, tense, adjective, adverb
Rhetoric	Clause; independent clause; dependent clause
Genre	Phrase
Journal; log; writer's notebook	Modifier; adjective, adverb
Personal narrative/memoir/autobiographical incident	Simple, compound, complex
Fiction; story	Syntax
Poem	Usage
Character sketch	agreement
Essay	homonyms
Argue; argument	Diction
Compare/contrast	Writing conventions
Define; definition	Mechanics
Cause/effect	Punctuation
Analyze; analysis	Standard English
Claim	
Evidence; data	
Warrant	
Explain	

Acts
Analysis
Antagonist
Archetype
Cadence
Characterization
Citation
Climax
Coherence
Comedy
Connotation
Denotation
Diction
Drama
Elements of plot
Elements of poetry
Epic
Exaggeration
Exposition
Fable
Figurative language
Folktale
Imagery
Incongruity
Inference
Irony
Juxtaposition
Meter
Narrator
Parody
Paraphrase
Persona
Plot
Point of view
Prediction
Protagonist
Reversal
Rhetorical
Satire
Scenes
Setting
Stanza
Textual
Themes
Tragedy
Verse

Appendix G

Teacher Performance Assessment (edTPA™) – Release form for student participation

Dear Parent/Guardian (or Student at least 18 years of age):

I am enrolled in the teacher preparation program at [University] and am currently student teaching in your child's classroom. Illinois participates in edTPA™, which means that, in order to complete my student teaching assignment, I have to complete an assessment called the Teacher Performance Assessment. This assessment includes submitting a video of me teaching a series of lessons in the classroom and examples of student work completed. In the course of recording my teaching, your child may appear on the video. I will gather samples of student work to submit as evidence of my teaching practice, which may include some of your child's work. This is not an assessment of your child's performance. This is an assessment of my instruction, required for me to obtain a teacher license.

No student's name will appear on any materials that are submitted, and materials will be kept confidential at all times. The video recordings and student work I submit will not be made public in any way. Materials I submit will be reviewed by my program at [University], and they may also be used by test developers under secure conditions for edTPA program development and implementation, including scorer training, and to support continued program improvement activities such as future validity and reliability studies.

This form is a request for your consent to include both your child in the video and his or her class work. Please complete the bottom half of this page and retain the top for your reference. If you have any questions about the use of this video or your child's class work, please contact my academic advisor, [name], at [phone#].

Thank you for your consideration.

RELEASE FORM FOR STUDENT PARTICIPATION

Student name: _____ Student's school: _____

I am the parent or legal guardian of the child named above. I have read and understand the project description given in the letter provided at the top of this form, and agree to the following (please check the appropriate line below):

I DO give permission for my child to appear on video recordings and my child's class work to be used in the Teacher Performance Assessment of [Student Teacher]. I understand that my child's name and any other personally identifiable information about my child will not appear on any of the submitted materials.

I DO NOT give permission for my child to appear on video recordings and my child's class work to be used in the Teacher Performance Assessment of [Student Teacher] and understand that my child will be seated outside of the recorded activities.

Signature of Parent or Guardian: _____ Date: _____

I am the student named above and am at least 18 years of age. I have read and understand the project description given in the letter provided at the top of this form, and agree to the following (please check the appropriate line below):

I am at least 18 years of age and DO give permission to for me to appear on video recordings and for my class work to be used in the Teacher Performance Assessment of [Student Teacher]. I understand that my name and any other personally identifiable information about me will not appear on any of the submitted materials.

I am at least 18 years of age and DO NOT give permission for me to appear on video recordings and for my class work to be used in the Teacher Performance Assessment of [Student Teacher] and understand that I will be seated outside of the recorded activities.

Signature of Student: _____ Date: _____ Date of birth: __/__/__

Evaluación del Desempeño Docente (edTPA™) – Formato de consentimiento para la participación del estudiante

Estimado Padre o Tutor (o estudiante de 18 años de edad mínimo):

Estoy inscrito en el programa de preparación de maestros en Northern Illinois University, y actualmente estoy practicando la enseñanza en el aula de su hijo. Illinois participa en edTPA™, lo cual significa que, con el fin de completar mi asignación de prácticas de enseñanza tengo que realizar una evaluación llamada Evaluación del Desempeño Docente. Esta evaluación incluye la presentación de un video de mi enseñanza con una serie de lecciones en el aula y ejemplos de trabajos terminados de los alumnos. En el transcurso de la grabación de mi enseñanza, su hijo puede aparecer en el video. Reuniré algunas muestras de trabajos de alumnos para presentarlas como una prueba de mi práctica docente, la cual puede incluir algunos trabajos de su hijo. Esta no es una evaluación del desempeño de su hijo. Esta es una evaluación de mi instrucción, obligatoria para mí para poder obtener una licencia de maestro.

No aparecerá el nombre de algún alumno en ningún material que sea presentado, y los materiales serán conservados en forma confidencial en todo momento. Las grabaciones de video y los trabajos de alumnos que envíe, no se harán públicos de forma alguna. Los materiales que presento serán revisados por mi programa en Northern Illinois University, y también pueden ser utilizados por el realizador de pruebas bajo condiciones seguras para el programa de desarrollo e implementación edTPA, incluyendo el scorer training, (entrenamiento de puntuación), y para apoyar las actividades de mejora del programa continuo, así como la validez y confiabilidad de futuros estudios. En caso necesario, partes de la grabaciones de video podrán ser mostradas o vistas en el futuro, con propósitos educativos de Northern Illinois University, con el fin de evaluar o demostrar el desempeño del maestro estudiante.

Este formato es una solicitud de su consentimiento para incluir a su hijo en el video y su trabajo en clase. Por favor llene la mitad inferior de esta página y conserve la parte superior para su referencia. Si usted tiene alguna pregunta sobre el uso de este video o el trabajo en clase de su hijo, por favor contacte a mi asesor académico, [nombre], al [teléfono #].

Gracias por su consideración.

FORMATO DE CONSENTIMIENTO PARA LA PARTICIPACIÓN DEL ESTUDIANTE

Nombre del estudiante: _____ Escuela del estudiante: _____

Yo soy el padre o tutor legal del niño arriba mencionado. He leído y entendido la descripción del proyecto explicado en la carta proporcionada en la parte superior de este formato, y estoy de acuerdo con lo siguiente (por favor marque la línea correspondiente que está a continuación):

SI otorgo el permiso para que mi hijo aparezca en las grabaciones de video y para que el trabajo en clase de mi hijo sea utilizado en la Evaluación del Desempeño Docente de [Maestro Estudiante]. Entiendo que el nombre de mi hijo, y cualquier otra información de identificación personal acerca de mi hijo, no aparecerán en cualquiera de los materiales presentados.

NO otorgo el permiso para que mi hijo aparezca en las grabaciones de video y para que el trabajo en clase de mi hijo sea utilizado en la Evaluación del Desempeño Docente de [Maestro Estudiante] y entiendo que mi hijo será situado fuera de las actividades grabadas.

Firma del Padre o Tutor: _____ Fecha: _____

Yo soy el estudiante arriba mencionado y tengo 18 años de edad mínimo. He leído y entendido la descripción del proyecto explicado en la carta proporcionada en la parte superior de este formato, y estoy de acuerdo con lo siguiente (por favor marque la línea correspondiente que está a continuación):

Yo tengo 18 años de edad mínimo y SI otorgo el permiso para que yo aparezca en las grabaciones de video y para que mi trabajo en clase sea utilizado en la Evaluación del Desempeño Docente de [Maestro Estudiante]. Entiendo que mi nombre, y cualquier otra información de identificación personal acerca de mí, no aparecerán en cualquiera de los materiales presentados.

Yo tengo 18 años de edad mínimo y NO otorgo el permiso para que yo aparezca en las grabaciones de video y para que mi trabajo en clase sea utilizado en la Evaluación del Desempeño Docente de [Maestro Estudiante] y entiendo que seré situado fuera de las actividades grabadas.

Firma del Estudiante: _____ Fecha: _____ Fecha de nacimiento: __/__/__

Appendix H

Lesson Plan Template

<p><i>Context/Rationale: Describe here the specific context for the lesson. Who are the particular students? What are the special needs that will require differentiation or accommodation? Why is the lesson content appropriate and important for this particular group of students to learn?</i></p>
<p><i>Situating the Learning: The current lesson activities follow a related sequence of learning experiences and precede subsequent learning experiences. Tell the story of what the class has been learning in the process of bringing them to the current juncture and preview where the current activities will lead (e.g., a long-term project; a summative assessment; a summative performance). You will want to share this conception of the unified plan with the students.</i></p>
<p>Learning Outcomes and Instructional Focus</p>
<p><i>Unit Goal: What is the broader learning outcome for the unit of instruction?</i></p>
<p><i>Lesson Objective(s): What are the specific learning outcomes for the current lesson? (What do you want students to know and/or be able to do?) What compelling question(s) will guide the inquiry represented by the lesson?</i></p>
<p><i>Related Learning Standards: List the most important related learning standards.</i></p>
<p><i>Academic Language: List the academic language that you plan to introduce or emphasize during the course of the lesson.</i></p>

Materials: List the materials that you and the students need to access to support the current learning activities.

Sequence of Learning Activities: Describe in detail the sequence of learning activities. It is helpful to conceive of the lesson as a series of episodes, with each episode distinguished by a change in materials, activity, or emphasis. In thinking about the sequence of activities, project the amount of time that needs to be allotted to each lesson episode, and provide for transitions from one episode to the next. The sequence should follow a logical development: e.g., moving students from individual preparation, to small group contribution, to large group participation; or moving from simple to complex, or from highly dependent on the teacher and toward more independent effort.

Assessment Procedure: What provisions have you made to determine if students have learned what the lesson was designed to help students learn? How will the assessment guide decisions for subsequent learning activities?

Homework, Related Products, or Other Follow-up Responsibilities: As a result of the lesson, what should students be prepared to do next? Will they be expected to apply what they have learned to a current project or activity? Do you expect them to complete homework to prepare for the next lesson(s)? Will the current lesson prepare students for a long-term project or performance?

**Appendix I
NORTHERN ILLINOIS UNIVERSITY
College of Liberal Arts and Sciences/English Department
EVALUATION OF PERFORMANCE: *Clinical Experience and Student Teaching in English***

Student Teacher: _____ Z-ID: _____

Cooperating Teacher: _____ Host School: _____

School Address: _____ Grade Levels Taught: _____

Specific Courses Taught (specifying the academic level): _____

Place an X under the rating that indicates your appraisal of the student teacher for each of the standards listed below. (Insufficient Evidence [IE] means **too little basis for rating**.) Then, please attach a letter of evaluation/recommendation to this matrix.

Content Knowledge (NCTE I.1, I.2, II.1, II.2, II.3) *	IE	Unsatisfactory	Basic	Proficient	Excellent
1. Demonstrates a deep understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice. (IPTS #2B & 2C) **					
2. Demonstrates a foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge. (IPTS #6F) **					
3. Demonstrates knowledge and skills in the use of the English language. (IPTS #6E) **					
4. Demonstrates knowledge of oral, visual, and written literacy. (IPTS #6F) **					
5. Demonstrates knowledge of reading processes. (IPTS #6A) **					
6. Demonstrates knowledge of different composing processes. (IPTS #6D & 6P) **					
7. Demonstrates knowledge and uses for a range of literature. (IPTS #2B) **					
8. Demonstrates knowledge and use of print and non-print media and technology in contemporary culture. (IPTS #2B) **					
9. Demonstrates knowledge of theory and findings in ELA research. (IPTS #2B) **					
Content Pedagogy: Planning Literature and Reading Instruction in ELA (NCTE III.1, III.2, III.3, III.4, III.5, III.6) *					
10. Plans instruction reading instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. (IPTS #3M & 3N) **					
11. Formulates clear lesson objectives aligned with course goals and Common Core State Standards. (IPTS #3B) **					
12. Makes meaningful connections between literature, students' lives, and developments in American culture and in modern society at large. (IPTS #3B) **					
13. Engages all learners in authentic discussion to advance the levels of thinking and discourse about complex texts and issues and to practice the procedures necessary for deep reading and elaborated writing. (IPTS #6S) **					
14. Plans lessons in reading and the study of literature that were well-paced, focused, and logically sequenced.					
15. Uses assessment data to change, expand, and modify future instruction and to collaborate with colleagues to devise appropriate interventions. (IPTS #5H) **					
16. Immerses all students in an appropriately challenging and organized sequence of inquiry to foster critical and creative thinking and students' reflection on their own intellectual, social, and emotional development. (IPTS #5M) **					
17. Incorporates technology and print/non-print media into instruction. (IPTS #5N) **					

**The categories for this assessment align with the five broad categories defined by the NCTE Standards.*

***Refers to the Illinois Professional Teaching Standards (IPTS): See the related indicators to judge proficiency with this standard.*

The complete list of the Standards appears online: http://www.isbe.net/peac/pdf/IL_prof_teaching_stds.pdf.

Content Pedagogy: Planning Literature and Reading Instruction in ELA, continued	IE	Unsatisfactory	Basic	Proficient	Excellent
18. Follows a sequence of alternative strategies and interventions to support the learning of students who appeared to need more than the core instruction. (IPTS #5C) **					
19. Differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and ongoing growth and learning. (IPTS #5I) **					
20. Adjusts the delivery of instruction to meet the needs of English language learners, especially by modifying pace, providing visual representations of concepts, tapping prior knowledge, scaffolding instruction, and building students' store of academic language. (IPTS #5I & 5P)**					
Content Pedagogy: Planning Composition Instruction in ELA (NCTE IV.1, IV.2, IV.3, IV4)*					
21. Establishes and consistently required specific, clear, and reasonable deadlines for the completion of stages in the development of written work.					
22. Demonstrates an understanding of the relationship between objectives, instructional activities, and assessments.					
23. Plans instruction that builds on students' funds of knowledge and follows a logical sequence that supports composing processes and self-reflection.					
24. Effectively uses whole class, individual, and small group instruction to support composing processes. (IPTS #4K) **					
25. Designs appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes, in order to adjust practice, as necessary. (IPTS #7K)**					
26. Provides individual students frequent feedback to advance their learning and support their self-reflection. (IPTS #6N) **					
Learners and Learning: Implementing ELA Instruction (NCTE V.1, V.2, V.3, V4)*					
27. Structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting. (IPTS #4I) **					
28. Creates an inclusive and supportive learning environment for all students. (IPTS #4I)**					
29. Enforces clear and reasonable behavioral expectations consistently. (IPTS #4J)**					
30. Keeps students focused during classroom activities. (IPTS #5R)**					
31. Demonstrates good organizational skills balanced with flexibility.					
Professional Knowledge and Skills (NCTE VI.1, V.2, VII.1, VII.2)*					
32. Builds and maintains collaborative relationships with students, parents/guardians, colleagues, and community members in order to foster students' cognitive, linguistic, physical, and social and emotional development. (IPTS #8K & 8L) **					
33. Performs duties promptly and professionally. (IPTS #9H)**					
34. Interacts professionally with students, colleagues, and parents.					
35. Exhibits professionalism by providing leadership in the learning community and by advocating for students, parents or guardians, and the profession. (IPTS #9P) **					
36. Reflects thoughtfully and candidly about the efficacy of instruction in order to guide professional growth and the improvement of instruction. (IPTS #9K)**					
37. Maintains accurate records, managed data effectively, and protected confidentiality. (IPTS #9J)**					

NOTE: Please insert any additional comments in the space provided.

Printed Name: _____

Signature: _____

Date: _____

Indicate the semester for this evaluation: _____ Final Clinical

_____ Student Teaching

**Appendix J
Evaluation of Dispositions for Teaching**

College of Liberal Arts & Sciences: Dispositions Rubric

Marking an “alert,” especially early in a pre-service teacher’s program is intended to help faculty provide appropriate guidance and remediation. Please be aware that some of the indicators under each of the seven dispositions are more appropriate for classroom instructors, others are more appropriate for cooperating teachers who are working with a student near the end of his or her program. As you evaluate dispositions, please consider the developmental level of the student (beginning, intermediate, advanced) and only check an alert(s) if it is an issue you feel the program needs to address. Thank you.

CARING	
ACCEPTABLE	ALERT
A) The pre-service teacher consistently demonstrates consideration and respect for others (peers, discipline coordinator, advisor, supervisor, other NIU faculty, K-12 teachers, administrators, parents, and K-12 students).	A) The pre-service teacher makes written or oral comments that are judgmental or denigrating of others.
B) The pre-service teacher consistently demonstrates a liking for and understanding of adolescents.	B) The pre-service teacher makes written or oral comments showing a dislike for typical adolescent behaviors and/or shows a lack of understanding of adolescent interests, needs, and behaviors.
C) The pre-service teacher demonstrates concern for the social and academic progress of each student.	C) The pre-service teacher ignores or provides inappropriate responses to the social and academic needs of individual students or groups of students.
D) The pre-service teacher provides positive feedback to others, and when constructive criticism is required, presents it in a helpful manner.	D) The pre-service teacher is harshly critical when providing feedback to others.
E) The pre-service teacher demonstrates empathy and compassion and responds with sensitivity in interactions with students.	E) The pre-service teacher becomes overly involved in the problems of others or appears unapproachable or dismissive of student concerns.
F) The pre-service teacher demonstrates patience in interactions with peers, students, and educational professionals.	F) The pre-service teacher is impatient with peers, educational professionals, or with students.
G) The pre-service teacher demonstrates integrity by maintaining confidentiality and by modeling and inspiring personal and academic honesty, trustworthiness, fairness, and truthfulness.	G) The pre-service teacher gossips about students, faculty, or administrators; or allows unauthorized others access to student information; or demonstrates a lack of personal and academic honesty, trustworthiness, fairness, and truthfulness.

COLLABORATION	
ACCEPTABLE	ALERT
A) The pre-service teacher demonstrates a generally positive attitude toward working with others.	A) The pre-service teacher says he or she prefers to work alone, avoids opportunities to work with other students, or complains frequently about partners or group members; avoids requesting or accepting assistance by instructors, cooperating teachers, or university supervisor.
B) The pre-service teacher demonstrates the ability to work effectively with colleagues in small groups.	B) The pre-service teacher takes over group projects or sits back and lets others do most of the work.
C) The pre-service teacher demonstrates effective interpersonal skills with peers, NIU faculty and staff, and/or with teachers, parents, and the wider community of the public schools.	C) The pre-service teacher is unusually reticent, has difficulty sustaining eye contact, makes inappropriate comments, or does not listen to others.
D) The pre-service teacher demonstrates effective and appropriate leadership.	D) The pre-service teacher avoids leadership or leads others in an inappropriate direction.
E) The pre-service teacher demonstrates willingness to accept constructive criticism from faculty cooperating teachers, university supervisors, and peers and to incorporate those suggestions.	E) The pre-service teacher reacts negatively to constructive criticism from faculty, cooperating teachers, university supervisors, and peers and does not incorporate appropriate suggestions.
F) The pre-service teacher demonstrates the ability to collaborate with a variety of personality types.	F) The pre-service teacher collaborates only with close friends or with others who are similar to the pre-service teacher.
G) The pre-service teacher demonstrates the ability to be assertive, but not aggressive, when expressing opinions or ideas.	G) The pre-service teacher does not express opinions or intentions to others when it is appropriate to do so or becomes confrontational when expressing opinions or ideas.
H) The pre-service teacher demonstrates the ability to collaborate with other teachers to provide appropriate interventions for individual students and for groups of students.	H) The pre-service teacher is not willing to collaborate with other teachers to provide appropriate interventions for individual students and for groups of students.

CREATIVE AND CRITICAL THINKING	
ACCEPTABLE	ALERT
A) The pre-service teacher shows creativity in written work and lesson planning; the pre-service teacher is capable of original thought.	A) The majority of the pre-service teacher's written work, oral presentations, and/or lesson plans lack evidence of personal creativity or original thinking and do not engage their intended recipients.
B) The pre-service teacher is reflective—written and oral work shows the ability to understand and evaluate texts, situations, and self, seeing implications, connections, and possible consequences of events and behaviors; the pre-service teacher is able to use insights gained through reflection to plan for the future.	B) The pre-service teacher summarizes texts or events or describes own actions without demonstrating insight into their meaning or their effect on others.
C) The pre-service teacher shows the ability to identify, analyze, prioritize, and propose appropriate solutions to academic and behavioral problems.	C) The pre-service teacher is unable to identify problems and potential solutions.
D) The pre-service teacher shows the ability to accept and/or model multiple perspectives on issues; the pre-service teacher encourages creative and critical thinking among students by listening to new ideas and generating possibilities.	D) The pre-service teacher displays the belief that only certain perspectives are acceptable.
E) The pre-service teacher demonstrates the ability to design lessons that encourage students to engage in genuine inquiry and to analyze and develop solutions to problems.	E) The pre-service teacher develops only lessons that do not foster genuine inquiry or that do not encourage students to engage in meaningful problem-solving.
F) The pre-service teacher demonstrates ability to create lessons that meet the needs of students.	F) The pre-service teacher creates lessons that are too simple, too complex, too general, or otherwise not designed to meet the needs of the students for whom they are intended.

LIFELONG LEARNING AND SCHOLARSHIP	
ACCEPTABLE	ALERT
A) The pre-service teacher demonstrates a genuine love of the discipline by approaching opportunities to engage with ideas, texts, and materials with enthusiasm and by speaking positively about personal learning experiences.	A) The pre-service teacher avoids opportunities to engage deeply with the subject matter and may speak negatively about intellectual effort.
B) The pre-service teacher demonstrates intellectual curiosity and possesses the ability to stimulate curiosity in others.	B) The pre-service teacher does only the minimum that is required, does not enjoy exploring complex ideas and issues, shows little enthusiasm for discovering new ideas.
C) The pre-service teacher demonstrates willingness to take risks in order to grow intellectually and professionally.	C) The pre-service teacher avoids experimenting with methods or materials that are unfamiliar.
D) The pre-service teacher demonstrates willingness to explore current research and to develop lessons based on this research; or the pre-service teacher demonstrates willingness to do the necessary research to answer students' questions.	D) The pre-service teacher does not explore current research and does not base lessons on current research; or the pre-service teacher does not show willingness to do the necessary research to answer students' questions.
E) The pre-service teacher demonstrates a willingness to participate in professional organizations and learning opportunities.	E) The pre-service teacher refuses to participate in learning opportunities outside the classroom.
F) The pre-service teacher engages in higher order thinking and encourages such thinking in students.	F) The pre-service teacher limits himself or herself to basic concepts and does not engage self or students in higher order thinking.
G) The pre-service teacher uses data to make instructional decisions	G) The pre-service teacher does not use data or does not interpret data accurately in order to make instructional decisions.

DIVERSITY	
ACCEPTABLE	ALERT
A) The pre-service teacher interacts respectfully with diverse peers, students, instructors.	A) The pre-service teacher demonstrates disrespect toward diverse peers, students, or instructors.
B) The pre-service teacher demonstrates sensitivity and respect for diversity in terms of race/ethnicity, sexual orientation, physical/mental ability, age, and religion.	B) The pre-service teacher makes written or oral statements indicating that he or she does not see value in certain beliefs, behaviors, traditions, races, cultures, sexual orientations, or religions.
C) The pre-service teacher demonstrates understanding of diverse learning styles and uses multiple strategies and applies modifications to address the needs of all learners.	C) The pre-service teacher makes written or oral statements indicating a belief that all students should be able to learn and demonstrate learning only in specific ways.
D) The pre-service teacher demonstrates an ability to assess individual student needs and apply effective instructional strategies.	D) The pre-service teacher designs informal and formal assessments that do not assess individual learners and/or that are not used to determine appropriate subsequent instruction.
E) The pre-service teacher demonstrates willingness to include students' interests and experiences in lesson plans.	E) The pre-service teacher does not show an awareness of student interests and experiences or does not use them to encourage student engagement with a lesson.
F) The pre-service teacher demonstrates a belief that every student is capable of learning and demonstrates inclusive practices.	F) The pre-service teacher makes written or oral statements indicating that he or she believes some students cannot be successful in school or indicates that he or she prefers not to teach certain individuals or groups of students or prefers to work with certain types of students.

PROFESSIONALISM	
ACCEPTABLE	ALERT
A) The pre-service teacher demonstrates a public persona that is suitable for a middle or high school classroom—voice, demeanor, movement, dress, and cleanliness are appropriate and indicate enthusiasm for being in the classroom. Any social media presence is professional.	A) The pre-service teacher demonstrates one or more of the following characteristics: does not speak clearly, coherently, correctly, or with sufficient volume; does not communicate enthusiasm for teaching and/or for the material being presented; does not maintain professional grooming. Unprofessional social media presence raises doubts about pre-service candidate’s ability to serve as a role model for students.
B) The pre-service teacher demonstrates a positive attitude toward teaching and/or learning and contributes to creating a positive learning environment.	B) The pre-service teacher makes negative comments about learning, teaching, or the professional expectations for teachers, or the pre-service teacher behaves in a way that makes it difficult for peers or students to learn.
C) The pre-service teacher demonstrates personal organizational ability, is able to keep track of multiple details and responsibilities, is punctual, and meets deadlines, follows guidelines and regulations, completes paperwork accurately and when due.	C) The pre-service teacher often seems overwhelmed and confused, is unable to balance personal and professional responsibilities, and has difficulty keeping track of materials, misses deadlines, does not follow guidelines or regulations, does not complete paperwork accurately and when due, or is chronically late to classes or to appointments.
D) The pre-service teacher uses appropriate writing conventions to convey professional content when creating or responding to phone or written messages, including e-mail; the pre-service teacher uses a professional-sounding e-mail address and responds promptly and professionally to e-mail, phone messages, and letters.	D) The pre-service teacher uses inappropriate writing conventions or unprofessional content when creating or responding to phone or written messages, including e-mail; the pre-service teacher uses an unprofessional-sounding e-mail address or does not respond promptly and professionally to e-mail, phone messages, and letters.
E) The pre-service teacher shows flexibility, is able to deal with the unexpected and to change plans in response to situations; the pre-service teacher demonstrates the ability to respond appropriately to the unexpected and manages stress effectively.	E) The pre-service teacher is unwilling to change plans once they are made, does not see opportunities for changing or modifying lessons as they are presented, panics when the unexpected happens, or does not manage stress effectively.
F) The pre-service teacher demonstrates an appropriate and non-threatening sense of humor with students and demonstrates a sense of humor about self and situations.	F) The pre-service teacher shows little sense of humor about self or situations, is sarcastic, or uses humor intentionally to belittle others.

Appendix K

COOPERATING TEACHER ACTIVITY CALENDAR

Cooperating Teachers: This list is meant only as a general guide for your activities in fostering the professional growth of a student teacher. One important benefit of relying on this calendar is that it allows you to anticipate approaching events and responsibilities. The calendar supports conversations between cooperating teacher and the student teacher about the pattern of activities over a 16-week experience and about preparation for significant events and responsibilities.

Preparatory to Student Teaching (e.g., during Clinical Experience)

- ___ Communicate about curriculum details and expectations for the approach to instruction.
- ___ Tour the school's facilities to reveal resources.
- ___ Help your student teacher to obtain keys, parking sticker, forms, supplies, etc. (Note: See the attached list for other logistical details.)
- ___ Introduce your student teacher to the school's office staff, including the administrative assistants.
- ___ Familiarize your student teacher with procedures for duplicating instructional materials.
- ___ Discuss how to plan for Day 1.
- ___ Describe activities for approaching Institute Days or other staff development activities.
- ___ Co-plan with the student teacher to assume responsibilities for instruction in one section of your assigned teaching load.
- ___ Other critical topics: _____

WEEK 1

- ___ Review the instructional plans for the week in all classes.
- ___ Familiarize the student teacher with any established plans (e.g., 504s, IEPs) for accommodating, intervening, and differentiating for students with special needs.
- ___ Allow the student teacher to assume the instructional lead in one section of your assigned teaching load.
- ___ Co-teach with the student teacher in the classes where you are still the lead teacher, and involve the student teacher in all classes (e.g., joining small groups, co-facilitating discussions, distributing materials, etc.).

- ___ Engage in reflective conversations with the student teacher about the experience in the one class where he/she has assumed primary responsibility.
- ___ Help your student teacher set up a gradebook.
- ___ Help your student teacher organize and/or adjust his/her seating chart and to plan for a welcoming classroom environment.
- ___ Explain procedures for book distribution and maintaining records for textbook loans.
- ___ Establish a routine (i.e., specific time and location) for collaboration.
- ___ Introduce your student teacher to other staff members.
- ___ Explain how to use student passes.
- ___ Introduce your student teacher any support staff responsible for printing/duplication, and explain the procedures for requesting copies or for making copies.
- ___ Explain any procedures the student teacher's department might have (i.e., location of textbook storage, maintenance of book records, following a curriculum map, etc.).
- ___ Discuss your department's policy regarding grades.
- ___ Review procedures for recording and reporting student attendance/nonattendance.
- ___ Other critical topics: _____

WEEK 2

- ___ Explain the procedures for using the learning center and computer labs.
- ___ Review key elements in the student handbook and behavior code.
- ___ Introduce your student teacher to the custodian in his/her area and to other key support staff.
- ___ Show your student teacher where scan forms and machines are located and how to use them.
- ___ Help set up a folder for a substitute teacher.
- ___ Discuss emergency procedures: e.g., tornado, fire, intruder, etc.
- ___ Other critical topics: _____

WEEK 3

- ___ Transition the student teacher into additional classes.
- ___ Familiarize your student teacher with available instructional resources: e.g., curriculum guides, supplementary texts, support personnel, community resources, etc.
- ___ Review strategies for handling the paper load.
- ___ Discuss the importance of wellness behaviors: eating right, sleeping regularly, exercising, coping with stress, etc.
- ___ Encourage your student teacher to communicate regularly with other new faculty members and other peers on the staff.
- ___ Engage in a planning meeting for a formal observation: review plans, revise details, and focus the observation.
- ___ Establish a pattern of regular communication with the University Supervisor.
- ___ Other critical topics: _____

WEEK 4

- ___ Complete a “formal” classroom observation, with an associated debriefing and written documentation of the assessment, including a lesson narrative, identification of strengths, and notes about areas for growth.
- ___ Discuss the procedure for sending midterm progress reports, if applicable.
- ___ Share ideas with your student teacher about effective parent/teacher communication, and discuss how to handle difficult conversations.
- ___ Review procedures for a student being added or dropped from a class.
- ___ Review the procedures related to professional routines (i.e., conference attendance, personal leave, reimbursement, etc.).
- ___ Help your student teacher to prepare for Open House, Curriculum Night, or any similar evening function.
- ___ Discuss the purpose and format for any School Improvement Day and/or Staff Development Day.
- ___ Other critical topics: _____

WEEK 5

- ___ Discuss cautions related to maintaining an online presence, using social media, and communicating with learners online.
- ___ Discuss ways your student teacher might work with counselors and social workers.
- ___ Listen as your student teacher shares his/her feedback from Open House, Curriculum Night, or any similar evening function, if this has occurred.
- ___ Review any adjustments to the instructional plan as a result of a holiday, emergency day, school improvement day, or other divergence from the routine calendar.
- ___ Discuss routines and traditions associated with the social life of the school (e.g., homecoming, arts festival, themed dances, etc.) and the student teacher's possible role in events.
- ___ Other critical topics: _____

WEEK 6

- ___ Plan for a formal classroom observation: engage in a planning conversation and determine the focus for the observation.
- ___ Discuss the student teacher's preparation of elements related to edTPA: e.g., written plans for instruction and assessment, provisions for video-recording of lessons, etc.
- ___ Discuss professional conferences: their importance; who attends; how one makes a request to attend; how to register.
- ___ Discuss any questions your student teacher might have regarding differentiation for students with special needs or second language learners.
- ___ Review procedures for completing grade reports or submitting grades online.

WEEK 7

- ___ Complete a focused classroom observation of the student teacher, and facilitate a reflective conversation.
- ___ Assist with the video recording of selected lessons.
- ___ Discuss the differences that your student teacher perceives between the anticipated experience of teaching and the actual experience.

- ___ Be an attentive listener as your student teacher shares possible areas of distress or reports instructional triumphs.
- ___ Talk to your student teacher about scheduling some well needed rest and leisure.
- ___ Help to devise strategies for contending with a challenging workload and generally managing time.
- ___ Other critical topics: _____

WEEK 8

- ___ Review procedures for sending progress reports.
- ___ Debrief regarding any communications with parents (including parent-teacher conferences) and share suggestions for improvement.
- ___ Discuss pacing of lessons in preparation for summative exams, if applicable.
- ___ Discuss the student teacher's expression of major concerns, and identify means and resources to address the concerns.
- ___ Other critical topics: _____

WEEK 9

- ___ *Engage in a mid-term reflection: Review each standard on the summative evaluation matrix (see Student Teaching Handbook), explain your rating for each standard, and collaboratively set specific goals for growth.*
- ___ *Communicate (or confer) with the University Supervisor about your mid-term ratings of the student teacher and any goal-setting.*
- ___ Listen sympathetically to your student teacher's concerns.
- ___ Discuss any social occasions or holiday traditions that may be a part of your student teacher's department.
- ___ Other critical topics: _____

WEEK 10

- ___ Discuss ways to gather student feedback about the student teacher's work as a teacher.
- ___ Engage in a planning conversation for any additional lessons that will be recording on video.

- ___ Discuss the student teacher's reflections about the video recorded lesson segments
- ___ Discuss evidence of students' growth: What data has the student teacher collected? What do the data reveal?
- ___ Help your student teacher verify that any summative exams are ready, if applicable.
- ___ Other critical topics: _____

WEEK 11

- ___ Discuss how the student teacher might adjust his/her instructional plan, based on the evidence from the video recordings, from assessments of learning, and from various impressions of students' engagement and learning.
- ___ Discuss the student teacher's plans for written reflections about student engagement and learning (see edTPA timeline).
- ___ Communicate with the University Supervisor about any lingering concerns.
- ___ Other critical topics: _____

WEEK 12

- ___ Help your student teacher to prepare summative assessments and appropriate reviews for those assessments.
- ___ Review procedures for submitting semester grades and alerting parents and counselors about failures.
- ___ Discuss the possibility for having a school administrator observe the student teacher, and arrange for that circumstance.
- ___ Other critical topics: _____

WEEK 13

- ___ Discuss plans for transitioning back into the classroom.
- ___ Discuss the means for the student teacher to bring lesson sequences to closure.
- ___ Discuss with the student teacher the processes involved in job search, application, and interviewing.
- ___ Arrange for an administrator or other school leader to interview the student teacher.
- ___ Other critical topics: _____

WEEK 14

- ___ Make arrangements for your student teacher to visit the classrooms of other teachers during the remaining weeks, in order to see a variety of instructional contexts and models.
- ___ Discuss preparations for summative assessments.
- ___ Collect the information and complete the observations necessary to complete the Final Evaluation matrix.
- ___ *Communicate with the University Supervisor about the likely ratings on the Final Evaluation matrix. Compare and discuss ratings.*
- ___ Other critical topics: _____

WEEK 15

- ___ Assume responsibility for classes again.
- ___ Discuss the student teacher's responsibilities for completing any remaining assessments (i.e., papers to return, tests to grade, grades to record).
- ___ Engage in a reflective conversation with the student teacher about impressions from observations.
- ___ Other critical topics: _____

WEEK 16

- ___ Engage your student teacher in a reflective conversation about the highlights and challenges for the entire student teaching experience.
- ___ Complete the **Final Evaluation** matrix and **review your ratings** with the student teacher.
- ___ Complete a **letter of recommendation** on school letterhead and share it with the student teacher.
- ___ *Submit the Final Assessment (matrix) and letter of recommendation to NIU.*