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Handbook

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Student Teaching: Semester at a Glance!
(Suggested timeline*)

Week 1 (Ideal) & 2:   3-Way Introductions between Student teacher/Cooperating Teacher/Supervising Professor

Week 3 & 4:   First Informal Observation

Week 5:   Pre-teaching task video should be recorded

Week 6:   Pre-teaching task video should be submitted on GoReact for Peer review

Week 7 or 8:   <u>First formal Observation</u>
Requires:
1) lesson plan turned in at least 48 hours prior to the lesson
2) pre-conference with Supervisor with completed PathWise Form Documenting

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General Information about the Student Teaching Semester

Student Teaching Courses

The Illinois College Student Teaching Semester consists of four separate courses which connect with the PathWise Domains (based on the Charlotte Danielson method). A description of the Pathwise Domains is included in Appendix A of this document.

These courses area as follows:

ED 431- Organizing Content Knowledge for Student Learning (4 credits)

This student teaching course focuses on how teachers use their understanding of the community, the school, the students and subject matter to decide on learning goals, to design or select appropriate activities and instructional materials to sequence instruction in ways that will help students to meet short- and long-term curricular goals; and to design or select informative evaluation strategies

(PathWise Domain 1)

Student Teacher Evaluation

The college supervisor seeks and values input from the cooperating teacher; however, the college supervisor has responsibility for assigning the final course grade. The final assessment is based primarily on the teacher candidate's improvement and performance at the end of the professional semester, and on his/her final performance on the PathWise Observation Framework not necessarily on early performances. Preponderance of evidence will be used in making the determination of the final course grades.

The following are important requirements during student teaching that you, as the cooperating teacher, should be aware of. Please contact the supervisor or Dr. Jaime Klein (jeklein@ic.edu or 217 245-3485 (office) or 217 370-3001 (cell) if you have any concerns.

- **Attendance at School Placement:** Teacher candidates must be in the school each day for the hours scheduled for the cooperating teacher by the assigned district. With the exception of those dates scheduled for on-campus student teaching wofn8 (k)- (t)-37a1(fr(()ƬJ(t)7.91.9 (.)D- (t)) pa0.006 Tw 0

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

- **Cooperating Teacher Evaluations of Candidate**: Teacher candidates are informally observed by the cooperating teacher throughout the semester.

 o The cooperating teacher should conduct at least one formal observation of the

- Building relationships with colleagues to share insights and coordinate learning activities.

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

- Get to know the teacher candidate as an individual.
- Help the teacher candidate build on her/his assets.
- Assist in overcoming any deficiencies.
- Learn of his/her hobbies, special skills, previous experiences and current interests may contribute to the teacher candidate's capabilities during the professional semester.

- Allow the teacher candidate to be the Co-Teacher from the first week. The Education Department at Illinois College has transitioned from the traditional phase-in and phase-out model of student teaching to the Co-Teaching model of student teaching developed, implemented, and researched at St. Cloud State University College of Education by Dr. Nancy Bacharach and Dr. Teresa Heck. Co-teaching as defined by Dr. Teresa Heck in an October 2007 newsletter, is tw5 ( )10.6(e)-eTaI/e ar. (n)5.3 (tr)6 (n)[d)2.3 (D)-5nh3rchhere3.2 9 (h)2.8[g (n)te -
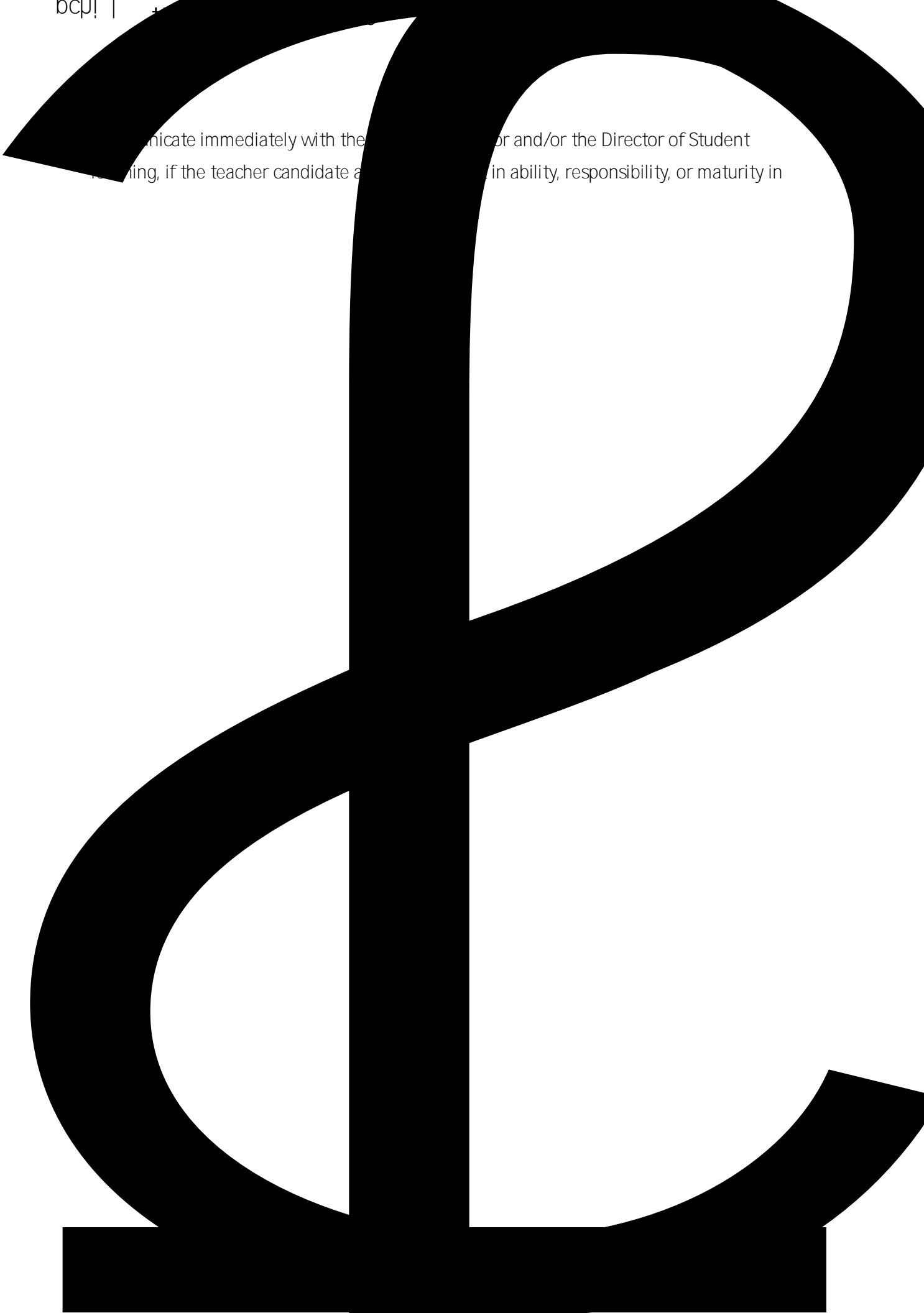
communicate immediately with the ~~~~~~ or and/or the Director of Student teaching, if the teacher candidate ~~~~~~ in ability, responsibility, or maturity in

Appendix : SUMMARY OF PATHWISE DOMAINS

Domain 1 Organizing Content Knowledge for Student Learning

Domain 1 focuses on how teachers use their understanding of students and subject matter to decide on learning goals, to design or select appropriate activities and instructional materials, to sequence instruction in ways that will help students to meet short- and long-term curricular goals, and to design or select informative evaluation strategies.

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

Student Teacher Cooperating Teacher and Supervisor

Complete this form prior to midterm and final conference.
Evaluate the student teacher's ability across all domains.

'   Midterm

'   Final

Assessment of Teaching Practice

Feedback Form

Teacher _____   **Observer(s)** _____

Grade Level(s) _____   **Subject(s)** _____   **Date** _____

DIRECTIONS:

With the teacher, examine all the evidence generated by the lesson.

Look jointly at the Levels of Performance by component for each domain. Highlight or circle the relevant part(s) of the statements. Together, review the Domain Summaries and develop suggestions for future practice.

Summary of Teaching Performance

Areas Needing Improvement

Suggestions / Next Steps

DOMAIN 1: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE	
	UN-SATISFACTORY	BASIC

DOMAIN 2: THE CLASSROOM ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UN-SATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

DOMAIN 3: INSTRUCTION

COMPONENT	LEVEL OF PERFORMANCE			
	UN-SATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Communicating with Students				

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

COMPONENT   LEVEL OF PERFORMANCE

	UN-SATISFACTORY	BASIC	PROFICIENT	

Evidence Collection Record
Observer Notes

Teacher

Domain 2: The Classroom Environment
Component Level Evidence

2a Creating an Environment of Respect and Rapport
Teacher interaction with students • Student interactions with other students

2b Establishing a Culture for Learning
Importance of the content • Expectations for learning and achievement • Student pride in work

2c Managing Classroom Procedures
Management of: Instructional groups • Transitions • Materials and supplies • Performance of noninstructional duties • Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
Expectations • Monitoring of student behavior • Response to student misbehavior

2e Organizing Physical Space
Safety and accessibility • Arrangement of furniture and use of physical resources

Pathwise