

REALIZING THE DEMOCRATIC IDEAL: TEACHER EDUCATION AT ILLINOIS STATE UNIVERSITY

Illinois State University has a historic and enduring commitment to educate teachers who will be responsive to the moral and intellectual demands a democratic society places upon them. To teach in a democracy is self-consciously to take up the burden of improving the moral and intellectual quality of our societal dialogue by including in it as many educated voices as possible. The democratic ideal unites caring and knowing: the more voices we elicit and the less fettered the mutual exchange among those voices becomes the truer our convictions and conclusions will be. This is, in a way, a democratic article of “faith,” and it is why our graduates aspire to teach *everyone*, especially those on the margins, those who have been or are in danger of being excluded.

This democratic conception of education informs all aspects of teacher education at Illinois State University. In our view, the kind of teacher appropriate to the challenges and rewards of teaching in a democratic society unites the moral and intellectual aspects of teaching by embodying what one might call its virtues.

The moral virtues are:

- sensitivity toward the varieties of individual cultural diversity
- disposition and ability to collaborate ethnically and effectively with others
- reverence for learning and seriousness of personal, professional, and public purpose
- respect for learners of all ages and a special regard for childhood and adolescence

The intellectual virtues are:

- wide general knowledge and deep knowledge of the content to be taught
- knowledge and appreciation of the diversity among learners
- understanding of what affects learning and of appropriate teaching strategies
- interest in and ability to seek out informational, technological, and collegial resources
- contagious intellectual enthusiasm and courage enough to be creative

Of the challenges facing teachers in the next millennium, none is more pressing than for them to develop and maintain a strong sense of their moral and intellectual roots - a professional identity. Toward this end, Illinois State University prepares teachers who have a strong sense of themselves and their mission as teachers: through caring and knowing they realize the democratic ideal. This, along with a high level of competence in their chosen areas, makes them teachers for whom we are thankful and of whom we are proud.

Introduction

Illinois State University has a long and proud tradition of Teacher Education. Clearly, this success has been due to the quality of the students and teachers participating in these programs of preparation. The present system of school staffing demands well educated teachers who are prepared to perform multiple roles with minimum supervision. Therefore, beginning teachers must be prepared to serve as genuine professionals, not merely educational technicians. The components of a good teacher preparation program include a broad general education, a sound preparation in one or more academic specializations, and a variety of practical experiences working with children in school settings. Excellent teacher preparation programs foster the continuation of exciting ideas and informed practice. Such programs require the careful integration of both campus and field-based instruction over a substantial amount of time. This handbook provides an overview of purposes and objectives as related to student teaching and certification. Guidelines for individuals involved in ISU's Teacher Preparation Program are also included.

Student Teaching Statement of Purpose

Student teaching is that part of the teacher education program when a student is responsible for guiding, directing, and evaluating the learning activities of a group of pupils under the guidance and supervision of a professionally certified and competent member of the teaching profession.

ISU believes that the preparation of future teachers is a serious pursuit, one which demands dedication from all involved. The College of Education appreciates all those who assist in this cooperative venture including the public school district's staff and faculty who are instrumental in obtaining this goal.

Illinois Professional Teaching Standards

1. Content Knowledge – The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.
2. Human Development and Learning – The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students
3. Diversity – The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. Planning for Instruction – The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.
5. Learning Environment – The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Instructional Delivery – The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
7. Communication – The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
8. Assessment – The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.
9. Collaborative Relationships – The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

General Information

10. Reflection and Professional Growth – The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.
11. Professional Conduct – The teacher understands education as a profession, maintains standards of professional conduct and provides leadership to improve student learning and well-being.

The following policies have been established by the College of Education at Illinois State University.

1. **Assignment to Student Teaching:** See Teacher Education Requirements section, “Assignment to Student Teaching,” in the ISU Undergraduate Catalog.
2. **Attendance:** Illinois State University student teachers follow the same schedule regarding attendance that applies to the classroom cooperating teachers. Regular attendance is required of all student teachers placed in a clinical field assignment. Excused absences will be taken into consideration but must be approved by the classroom cooperating teacher and the university supervisor. Unauthorized or lengthy absence may require extension of the student teaching experience.
3. **Appearance:** Appropriate dress and conduct is expected of all student teachers. As a rule, student teachers should be guided by the dress code of their assigned school.
4. **Calendar:** Student teaching assignments begin and end on the dates indicated in the student’s official confirmation letter sent by the Office of Clinical Experiences. During this period of time the student is expected to follow the school calendar of the district in which he/she is student teaching.
5. **Corporal Punishment:** A student teacher is **NEVER** to administer corporal punishment as a means of discipline.
6. **Liability:** Student teachers in the state of Illinois have professional status under the state’s written statutes similar to regular teachers with the exception of salary, tenure, retirement, workmen’s compensation and other fringe benefits. This provides legal bases for assigning responsibilities and provides legal protection for student teachers while in the performance of their duties within the policies of the school.
7. **Outside Activities for Student Teachers:** The primary responsibility of the student teacher is the instructional experience. All student teaching and special responsibilities, including work in special methods (Secondary [6-12] and Special [K-12]), take precedence over all other responsibilities. Students are urged not to have out-of-school employment or enroll in additional course work during student teaching. Participation in athletics, speech, music performance and other university activities are discouraged during student teaching. Special responsibilities of the student teaching situation (e.g. coaching athletics after school) should be closely monitored so that such activities do not interfere with instructional responsibilities, unless it is directly related to the student teaching assignment.
8. **Professional Conduct:** Illinois State University student teachers are guests in the schools in which they teach and serve. They must abide by all regulations established by the principal, school administration, and school district.
9. **Termination/Dismissal Policy:** Student teachers may be dismissed for failing to meet any of the established student teaching standards, for demonstrating ineffectiveness so that progress of children is impaired, for failing to comply

with school/faculty norms, for defying reasonable requests, or for any other reason for which a classroom cooperating teacher might be dismissed. Three unresolved disposition concerns are grounds for termination/dismissal. Students wishing to appeal any decision related to assessment, retention, or certification should read the Students Rights & Responsibilities and confer with the Director of the Office of Clinical Experiences (309-438-5416) regarding specific procedures.

10. **Substitute Teachers:** Student teachers cannot be used legally as substitute teachers in those cases where a classroom cooperating teacher is absent from the school or unavailable for other reasons. If an absence of the consulting teacher from the classroom is necessary, another person in the building must be designated as a supervisor.
11. **Work Stoppage and/or Strikes:** Students must contact the Office of Clinical Experiences and their university supervisor in the event of a strike. Illinois State University student teachers do not report to school or go near their assigned building in the event of a teacher strike or work stoppage. An alternate plan for the student teacher is developed by his/her university supervisor in cooperation with the major department.
12. **Observation by University Supervisor:** A university supervisor will plan to make visits every two weeks during the teaching practicum to observe the student teacher's performance and to confer with the cooperating teacher. After each observation, the student teacher should plan to spend time in conference with the university supervisor.
13. **Observations by Student Teachers:** When possible, student teachers will have an opportunity to observe teachers in other classrooms or in special rooms. These arrangements may be made by the student teacher in consultation with the cooperating teacher and the principal. The purpose for such observations is to broaden the student teacher's perspective as to teaching styles, classroom environments and methods of classroom management. It also helps to acquaint the student teacher with responsibilities of special teachers.

Before You Leave
Campus Be Sure
To Have:

Please read the statements listed below and complete the items before you leave campus to begin your student teaching experience;

- _____ 1. applied in Moulton 107 for a refund of insurance and partial reduction of fees when applicable; (**See Appendix A**)
- _____ 2. left an updated address with the Registration Office, Moulton 107;
- _____ 3. filed an Application for Graduation with the Office of Undergraduate Evaluations, Moulton 106;
- _____ 4. made arrangements to begin a placement file for your teaching credentials and an e-recruiting account for receiving current information about teaching vacancies from Illinois State University
5. Career Center.

Responsibilities of the Student Teacher

As the student teacher assumes the responsibilities of the classroom teacher, he/she is provided the opportunity to use knowledge and skills developed through the teacher education program. While guiding and directing the learning of pupils, the student teacher is helped to develop insight into the fundamental processes of learning and the ability to use many methods and techniques. The student teacher is responsible for the following:

1. completing all requirements to be eligible to student teach before leaving campus;
2. contacting the classroom cooperating teacher prior to the starting date of his/her assignment;
3. following the school district calendar of the student teaching site;
4. following assignment dates as specified on the confirmation letter as printed by the Office of Clinical Experiences and Certification Processes;
5. submitting required reports on a timely basis, including **appendix B, C, D**.
6. conferring with the classroom cooperating teacher, building principal, and university supervisor regarding roles and expectations during the experience;
7. reporting all absences to the classroom cooperating teacher and university supervisor;
8. attending specified campus seminars;
9. conducting himself/herself, at all times, in a professional manner appropriate to that of a professional educator;
10. developing competence that will enable a successful entry into the induction phase of teaching;
11. submitting written and detailed lesson plans in advance with copies shared with the classroom cooperating teacher, and university supervisor, when requested;
12. adhering to local school policies and procedures.

Moral and Intellectual Virtues for Assessment

All student teachers are evaluated throughout the student teaching assignment with evaluative instruments provided by the Office of Clinical Experiences. The student teacher evaluations are based on the moral and intellectual virtues as listed below. (See **Appendix E for Assessment Rubric**). Individual departments may also have additional evaluations of their student teachers.

Moral Virtues:

Sensitivity to varieties of individuals

- Develops learning goals and activities suitable for diverse learners
- Demonstrates a belief that he/she can impact student learning

Collaboration

- Develops positive working relationships with other educational professionals
- Includes families in the educational process

Reverence for learning and purpose

- Seeks to enhance knowledge and skills
- Makes appropriate decisions
- Uses reflection to improve instruction
- Develops a philosophy of education that influences professional practice

Respect for learners

Advocates for all students
Demonstrates persistence in helping all students learn

Intellectual Virtues:

General Knowledge and content knowledge

Demonstrates knowledge of content
Uses effective written, verbal and nonverbal communications

Knowledge and appreciation of diversity among learners

Demonstrates knowledge of individual student skills and knowledge

What affects learning

Uses effective classroom management skills
Plans and develops lessons to meet instructional goals
Uses multiple assessment strategies
Demonstrates a positive impact on student learning

Resources

Integrates instructional resources, including technology into the curriculum

Enthusiasm and Creativity

Models enthusiasm for learning

The University Supervisor in collaboration with the **cooperating teacher** completes the **Mid-Term Assessment of Student Teacher** at the end of the week nearest the mid-point of the student teaching assignment. The **teacher**, the **supervisor** and the **student** all sign the assessment. (**Appendix F**)

At the conclusion of the assignment, the **university supervisor** in collaboration with the **cooperating teacher** completes the final **Realizing the Democratic Ideal Assessment of Student Teaching**. After discussing the completed assessment with the student teacher and obtaining the required signatures, the **university supervisor** mails (or gives) this completed assessment to the **Office of Clinical Experiences and Certification Processes**. The final grade is recorded on this form.

Student Teaching References: The Family Rights and Privacy Act allow students to select contributions for their placement files. Nothing can be placed in these files without the students' permission. As a student teacher you will likely elect to have your cooperating teacher and/or your university supervisor write a reference for your use when seeking a job. The Illinois State University [Career Center](#) recommends that you request a letter of reference from your cooperating teacher that would be written on school stationary. In addition, at the end of this handbook find two other choices you have of forms from the Illinois State University [Career Center](#) that you may duplicate and use in place of the letter of reference. The student teacher may submit references to the [Career Center](#) for his/her placement file.

Evaluations: The following standards are prepared for arriving at final grades in student teaching. Illinois State University does not use plus and minus with letter grades, however, several programs use split grades for the hours earned in student teaching. The university supervisor will provide criteria to be used when this is an option to assigning a single letter grade.

1. The "A" student teacher demonstrates beginning level competencies to such a degree that he/she can be recommended without reservation to a prospective employer.
2. The "B" student teacher demonstrates beginning level competencies to such a degree that he/she can be highly recommended to a prospective employer.
3. The "C" student teacher demonstrates potential beginning level competencies which would allow him/her to be recommended to a prospective employer.

4. The “D” student teacher demonstrates such limited potential for teaching that he/she will not be recommended to the state for certification.
5. The “F” student teacher is so completely ineffective as a teacher that he/she would not be awarded any college credit for student teaching nor be recommended under any circumstances for certification. Individuals who demonstrate such inadequate performance should be counseled early in the experience to consider dropping out of student teaching.

The degree of success realized in the building and maintaining of cooperative working relationships during student teaching is dependent upon the ability of the student teacher, classroom cooperating teacher and university supervisor to plan and conduct conferences throughout the student teaching program.

To insure full benefits from the supervised student teaching experience, the student teacher and supervisory personnel should hold conferences frequently throughout the assignment. Conferences help to establish rapport, maintain good working relationships, and prevent the compounding of minor difficulties frequently caused by misunderstandings or communication. Conferences provide a means for continuous evaluation.

Conferences

Informal conferences between the student teacher and the classroom cooperating teacher are held as needed. Immediate feedback is given related to the teaching strategies observed that day.

Formal conferences are scheduled weekly and have a planned agenda. The student teacher is provided information as to specific observed strengths as well as observed weaknesses with specific suggestions for improvement.

Initial conference: At the beginning of the semester, the university supervisor will visit with the classroom cooperating teacher and the student teacher candidate to discuss the student teaching program and the responsibilities of the participants.

Mid-Semester conference: The university supervisor will meet, individually or jointly, with the classroom cooperating teacher and the student teacher to discuss the mid-semester evaluation of the teacher candidate.

Final conference: The university supervisor will meet individually with the classroom cooperating teacher and the student teacher to discuss the work of the student teacher and to determine the grade which the student teacher will receive.

Conference Responsibilities of the Student Teacher:

1. to be available for conferences at the time convenient for the other participant(s);
2. to arrive promptly for all scheduled conferences;
3. to prepare adequately for the conference by bringing a list of specific questions, topics to be discussed, and documentation from lessons taught since the last conference;
4. to be an active participant and attentive listener;
5. to seek self-growth in the ability to analyze one’s own teaching strategies; and
6. to seek additional clarification and request special conferences as the need arises.

As you plan your student teaching experiences, aim for a wide range of well balanced activities and experiences. You may find this guide useful for referral in planning the involvement so that key areas are not slighted.

Planning

- Daily
- Weekly
- Long Range
- Unit

Units

- Planned
- Taught
- Evaluated

Instructive Technology

Used:

- TV/video tapes
- Films/film strip
- Overhead
- Computer
- Assistive Technology
- Other

Materials

- Teacher-made
- Used outside material
- Wise selection of material
- Previewed materials Before using

School Curricular Activities

- PTA
- Open House
- Faculty Activities:
- Faculty / Staff Meetings
- Inservice

Others:

- Clubs
- Athletic Events
- Board Meetings
- Professional Meetings

Pupil Progress Reporting

Evaluation Experiences:

- Daily assignments
- Teacher made tests
- Informal tests
- Standardized tests
- End of book tests
- Achievement tests
- Grade cards
- Staffing
- IEP Updates
- Behavior Management/ Data Collection

Routine Tasks

- Attendance
- Lunch Money
- Room Environment
- Library and Bookmobile Visits

Field Trips

- Pre-planning
- Making the visit
- Follow-up teaching

Parent Conferences

- Prepared for
- Observed
- Participated
- Telephone Conferences
- Written notes to parents
- Other

Curriculum Areas

Observed Taught

- | | | |
|--------------------------|--------------------------|---------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Math |
| <input type="checkbox"/> | <input type="checkbox"/> | Reading |
| <input type="checkbox"/> | <input type="checkbox"/> | Social Studies |
| <input type="checkbox"/> | <input type="checkbox"/> | Art |
| <input type="checkbox"/> | <input type="checkbox"/> | Music |
| <input type="checkbox"/> | <input type="checkbox"/> | Physical Ed |
| <input type="checkbox"/> | <input type="checkbox"/> | Ind. Arts |
| <input type="checkbox"/> | <input type="checkbox"/> | Foods/Textiles |
| <input type="checkbox"/> | <input type="checkbox"/> | Science |
| <input type="checkbox"/> | <input type="checkbox"/> | Health |
| <input type="checkbox"/> | <input type="checkbox"/> | Literature |
| <input type="checkbox"/> | <input type="checkbox"/> | Language Arts |
| <input type="checkbox"/> | <input type="checkbox"/> | Adaptive Curriculum |

Resource Personnel

- Invited resource persons
- Planned visit to use resource personnel/paraprofessionals

Special Teachers

- Awareness of Roles
- Collaboration with discussed other resources

Requirements for Exit from Student Teaching

Please refer to the Student Teaching Information located in the GENERAL TEACHER EDUCATION section of the Illinois State University's Undergraduate Catalog for a complete explanation of the requirements for student teaching.

A checklist for eligibility for exit from student teaching includes the following:

- _____ ISU Realizing the Democratic Ideal Final Student Teaching Assessment
- _____ Student Teaching Grade (C or better)
- _____ Reflective Essay
- _____ All Required Program Assessments
- _____ Instructional Technology Passport System #10 (Portfolio)
- _____ Other Departmental Requirements

How to Apply for State of Illinois Certification

- Students must notify the Director of Clinical Experiences and Certification Processes (CECP) if they have been **convicted of a felony or any sex, narcotics, or drug offense**. Certain convictions preclude teacher certification in the State of Illinois.
- All candidates for teaching certificates in Illinois must pass tests in "the basic skills of reading, writing, grammar, and mathematics" and "content knowledge in the specific major field." As of October 1, 2003 the Assessment of Professional Teaching (APT) must be taken also. The **Illinois Certification Testing System's** applications and study guides are available in the CECP office, at any Regional Office of Education or you can register online as of October 1, 2002 at www.icts.nesinc.com.
- Students may go to Student Accounts or Student Service & Referral Center and request an **official transcript** to be sent to them once degrees are posted. A \$6.00 fee will be assessed, and the student's signature is required. Off-campus students may write to the Office of University Registrar, Campus Box 2207, Normal, IL 61790-2207 (include name, social security number, signature, address to sent transcripts and check to Illinois State University,) or access the proper form and information at www.arr.ilstu.edu. You will also need original transcripts from any other institutions from which you have received credit.
- After completing a teaching program at Illinois State University you may apply for your teaching certification on line. Once your final semester's grades are recorded, your record audited, and the degree posted, you will receive a **letter from Evaluation Services** verifying completion of your approved program and providing instructions on how to apply for your certificate directly through the OTIS web site using your MasterCard or VISA credit card.
- Once your certificate has been received, you will need to register it at a Regional Office of Education in the county in which you are planning to teach. If you do not know the location of the Regional Office of Education you wish to contact, you may call Evaluation Services at (309) 438-2282 for the address and telephone number.
- **NOTE** All majors who complete programs leading to a Special (K-12) certificate may choose to split the Special certificate into an Elementary (K-9) and a High School (6-12) certificate.
- Students who are not US citizens or are unable to apply for a teaching certificate using the online format will need to fill out the Application for Teaching Certificate form and file it with Evaluation Services, 106 Moulton, during the last semester before graduation. Forms are available on line at <http://www.isbe.state.il.us/teachers/Forms/F73-03C.pdf>, or at Evaluation Services. Non-citizens also need to supply a copy of their employment authorization (green card) to Evaluation Services.
- **Early Checkout:** Students who complete certification requirements before the end of a semester may request an early checkout at CECP in 56 DeGarmo Hall and Evaluation Services in Moulton, 107. This can be processed only if all course work has been completed, all grades have been submitted, and a early checkout transcript has been requested, (can also be done on the transcript request form at www.arr.ilstu.edu)

Further questions concerning certification issues should be directed to Evaluation Services 309-438-2282.

Insurance Responsibilities

One of the requirements for participation in Clinical Experiences is that each student have adequate health/accident insurance coverage in force during the entire period of participation. Coverage must be either privately procured or obtained through the University Group Health Insurance Plan.

- I understand that any medical/dental expenses incurred while participating in Clinical Experiences are my sole responsibility, not that of Illinois State University, the Board of Regents or their agents or employees.
- I understand that if I register for nine (9) or more credit hours, I will be automatically assessed for, and included in, the student group insurance plan.
- If I am registered for fewer than nine hours, I am eligible to purchase student group insurance. Contact the Student Insurance Office, 438-2515 if you have further questions.

**OFFICE OF CLINICAL EXPERIENCES
AND CERTIFICATION PROCESSES**

STUDENT TEACHER INFORMATION SHEET

Name _____ Date _____
Last First Middle

Social Security Number _____ E-mail _____ Phone _____
Area Code & Number

Student Teaching Address _____ City _____

Student Teaching School _____ Subject(s) Grade level(s) _____

Supervising Teacher (s) _____

College Supervisor _____

List school telephone number where you and the Supervising Teacher can be reached: _____
Area Code & Number

SCHOOL VACATION CALENDAR

Please list below the dates of school vacations, institute days, school assemblies, field trips, or any other times when your school will NOT be in session during our term of student teaching.

DATE	ACTIVITY

Mail this student information sheet to your University Supervisor only at the end of your first week of student teaching.

Weekly Reflection Worksheet

CHECK (✓): ML _____ ELE _____ SED _____ PAS _____ Secondary _____ K-12 _____ ECE _____

Student's Name _____

Name of Teaching School _____

Grade Level(s)/Subject(s) Taught _____

Week of (dates): _____

Activities	NOTES
Direct Student Contact (Teaching Individuals, Small Groups, Entire Class, Individual Assistance, etc.)	
Observations (Students, Teachers)	
Other Teaching Duties (Field Trips, Grading Papers, Extra Classroom Activities)	
Preparation (Lesson Plans, Bulletin Boards, Learning Materials)	
Conferences (Cooperating Teacher, College Supervisor, Principal, Parents)	
Professional Meetings (Faculty Meetings, In-Service, PTA, Seminars)	
Other Activities	

PURPOSE OF THE WEEKLY REFLECTION WORKSHEET

We wish to secure from you a continuous brief record of your student teaching experiences so that we may be more effective in helping you to develop the competencies, which you need for successful teaching. These reports should also help you to appraise the experiences that you are gaining and to plan with your supervising teacher(s) the continuing experiences which will be most useful to you as you prepare to assume the role of a teacher. Additional forms are available at the following website:

Reflections are Required Each Week

1. Summarize your teaching experiences during the past week. Include activities and highlights which had particular significance for you.
2. Describe two strengths that you noticed in your teaching this week.
3. Describe two weaknesses that you noticed in your teaching this week.
4. Describe how you could improve these weaknesses.
5. Write one goal for yourself that you will work on next week.

Student's Signature _____

Date _____

Cooperating Teacher's Signature _____

Date _____

Mail to your university supervisor each Friday.

WEEKLY SCHEDULE FOR FULL-TIME STUDENT TEACHING

Check (✓):ML _____ ELE _____ SED _ PAS _____ Secondary _____ K-12 _____ ECE _____

NAME _____ Student Teaching Address _____ City _____

Schedule for the week beginning (Date) _____ Phone: () _____

REPORT NUMBER (Circle appropriate number) 1 2 3 4 5 6 7 8 9 10 11 12

*SCHOOL VACATION CALENDAR -- list below the dates of school vacations, institute dates, school assemblies, field trips, etc. for next week, if any.

ACTIVITY _____ DATE _____

Period	Hour	Number	Monday	Tuesday	Wednesday	Thursday	Friday	After School Activities Related to Student Teaching

- Directions:
1. Plan weekly schedules in conference with your cooperating teacher. You may use both sides of this sheet.
 2. A schedule should be planned one week in advance of every week spent in the school.
 3. Write in the appropriate spaces the activities scheduled for each period in the week, such as observations, teaching, conferences, group work, and any other activity related to student teaching.
 - *4. Remember to indicate above any dates/hours when you will NOT be teaching or school will not be in session.

MAIL THIS WEEKLY SCHEDULE TO YOUR UNIVERSITY SUPERVISOR EACH FRIDAY.

REV7/02

**Illinois State University
Student Teaching Assessment Rubric**

Moral Virtue 1

The teacher candidate demonstrates sensitivity toward the varieties of individual and cultural diversity.

(Exceeds expectation is equivalent to the practice of an experienced teacher and not expected of the typical student teacher)

Indicators	Unacceptable	Meets Expectations	Exceeds Expectation	Possible Evidence
A. Develops learning goals and activities that are suitable for diverse learners.	Candidate displays little knowledge for preparing activities for diverse learners. No evidence of planning experiences appropriate for students with diverse learning needs is available.	Candidate modifies goals and activities to meet the needs of diverse students.	Candidate's goals and learning activities consistently take into account the distinctive needs of individual students. Candidate incorporates and celebrates aspects of student diversity in lessons.	Goal statements Individual lessons plans Unit plans Teacher work sample Teacher-made materials IEP
B. Demonstrates a belief that he/she can impact student learning.	Candidate is uncertain of his/her interest in or capability in teaching.	Candidate displays enthusiasm and commitment to entering the teaching profession and believes he/she can help students learn.	Candidate is confident in his/her ability to help children learn and realizes the impact will vary among students.	Articulated statement of their mission as a teacher Reflections Video of Lesson

Moral Virtue 2

The teacher candidate demonstrates a disposition and ability to collaborate ethically and effectively with others.

Indicators	Unacceptable	Meets Expectations	Exceeds Expectation	Possible Evidence
A. Develops positive working relationships with other teachers, educational support personnel, and the university supervisor.	Candidate's relationship with colleagues is negative, self-serving or non-collaborative.	Candidate supports and cooperates with colleagues and behaves in a courteous and civil manner.	Candidate not only supports and cooperates with colleagues, but also takes the initiative to develop professional relationships. Candidate displays sensitivity and demonstrates professional courtesy.	Involvement in team or other Professional meetings Cooperating Teacher reports University Supervisor reports Written communications Peer critique Team developed and taught lesson plans
B. Includes families in the educational process.	Candidate rejects parental involvement and displays a negative attitude towards family interaction.	Candidate encourages families to participate in the educational program and builds rapport with families.	Candidate arranges multiple opportunities for family participation in the educational process.	Attendance at PTO meetings or other family school functions Phone Logs Newsletters

Moral Virtue 3

The teacher candidate demonstrates a reverence for learning and a seriousness of personal, professional, and public purpose.

Indicators	Unacceptable	Meets Expectations	Exceeds Expectation	Possible Evidence
A. Enhances content knowledge and pedagogical skills.	Candidate declines to participate in professional development activities to enhance knowledge or pedagogical skill.	Candidate seeks out opportunities for professional development to enhance content knowledge and pedagogy.	Candidate applies new knowledge gained from professional development.	Reflections on attendance at professional conferences Membership in professional organization

B. Makes appropriate, sound, fair and logical decisions.	Candidate makes decisions based on self-serving interests, on emotion, or on folklore rather than the best interests of the students, school, or community.	Candidate makes decisions that reflect researched based principles of education, the needs of the students and school policies.	Candidate always bases decisions on what is best for students and forwards ideas for ongoing decision-making.	Reflective Journals Lesson Plans
C. Uses reflections to improve instruction.	Candidate does not make subsequent changes to future lessons based on information gained from previous lessons.	Candidate reflects and writes action statements showing intent to improve learning experiences based on information gained from previous lessons and supervisor feedback.	Candidate not only responds to written reflective analyses, but can respond with appropriate changes during lessons.	Lesson plans Videos, Reflective Essays Cooperating Teacher and University Supervisor's feedback
D. Has a developed philosophy of education that influences professional practice.	Candidate cannot articulate a personal philosophy of education.	Candidate can discuss a personal philosophy of education and provide examples of instruction supported by that philosophy.	Candidate has a personal philosophy of education based on best practices in current research and all professional activity demonstrates that philosophy.	Portfolio including essay (position paper) Reflections Supervisor Reports Lesson Plans

Moral Virtue 4

Candidate demonstrates a respect for learners of all ages and a special regard for children and adolescents.

Indicators	Unacceptable	Meets Expectations	Exceeds Expectation	Possible Evidence
A. Advocates for all students	Candidate accepts school practices that result in some students being ill served by the school.	Candidate works within the classroom and school to ensure that all students receive a fair opportunity to succeed.	Candidate takes action to challenge negative attitudes and practices and helps ensure that all students, particularly those underserved, are provided opportunities to succeed	Reflective journals Lesson Plans Video of lessons Supervisor's Report
B. Demonstrates persistence in helping all students learn.	Candidate either gives up or blames the student or the environment for the student's lack of success or learning difficulties.	Candidate persists in seeking effective approaches for students who need help, using a variety of strategies and soliciting additional resources.	Candidate uses an extensive repertoire of strategies and resources to encourage all students to develop their potential.	Reflections Lesson Plans IEPs Referrals Supervisor Reports

Intellectual Virtue 1

The teacher candidate demonstrates a wide general knowledge and a deep knowledge of the content to be taught.

Indicators	Unacceptable	Meets Expectations	Exceeds Expectation	Possible Evidence
A. Demonstrates knowledge of content.	Candidate makes content errors, does not correct student's content errors, or correct those found in other resources.	Candidate displays accurate content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Candidate displays accurate and extensive (depth and breadth) content knowledge and makes connections within and across disciplines.	Lesson/Unit/Curr. Plans Bulletin boards Student work samples Goal statements Enhancement Activities
B. Demonstrates effective use of written, verbal and nonverbal communications tools.	Candidate writes and speaks without expression, succinctness and professional language.	Candidate models professional communication skills such as good grammar and spelling to engage students in active learning.	Candidate demonstrates enthusiasm, fluency, and accuracy across curriculum areas and shows pride in use of proper communication tools.	Bulletin boards Lesson Videos Letters to parents Notes to students Candidate-made materials

Intellectual Virtue 2

The teacher candidate demonstrates knowledge and appreciation of the diversity among learners.

Indicators	Unacceptable	Meets Expectations	Exceeds Expectation	Possible Evidence
A. Demonstrates knowledge of individual student's skills and knowledge.	Candidate disregards all information such as information from parents, IEPs, other professionals, concerning individual students' skills and learning needs.	Candidate makes accommodations in lesson activities for individual students needs. Accommodations required in IEPs are implemented.	Candidate assesses individual needs and appropriateness of accommodations and incorporates that knowledge in planning and teaching.	Lesson Plans Assessments Reflections Curriculum plans. Observation plans.

Intellectual Virtue 3

The teacher candidate demonstrates an understanding of what affects learning and of appropriate teaching strategies.

Indicators	Unacceptable	Meets Expectations	Exceeds Expectation	Possible Evidence
A. Uses appropriate guidance and discipline strategies to create a positive environment for student learning.	Candidate has not established nor maintained a standard of appropriate student conduct. Student behavior is not monitored. Candidate's response to misbehavior is inconsistent	Candidate maintains a classroom with appropriate student behavior. Standards of conduct are clear to all students. The candidate is alert to student behavior and responds to misbehavior in a way that respects the student's dignity.	Candidate considers all variables that impact student behavior. Standards of conduct have been developed with student participation. Monitoring of behavior is subtle and preventive and response to misbehavior is highly effective and sensitive to individual needs.	Supervisor Reports Video of lesson Reflections
B. Lessons are well planned and designed to meet instructional goals.	Candidate develops lessons that are incomplete, superficial, or not aligned with objectives.	Candidate develops lessons that have a clearly defined structure, with materials and activities that support instructional goals. Time allocations are reasonable, and assessment is included.	Candidate develops lessons that are creative, innovative, and capture students' interests.	Lesson Plans University Supervisor reports Cooperating Teacher reports Student assessment results
C. Utilizes multiple assessment strategies effectively.	Candidate uses only one method of assessment. Candidate does not make instructional decisions based on assessments.	Candidate uses a variety of materials, media, and strategies to assess individual and group achievement. Assessments are formative and summative.	Candidate uses a variety of materials, media and strategies to continually assess student learning and uses reflections of assessment findings to guide future instruction.	Portfolio Assessments Projects Bulletin boards Student work samples Teacher-made materials
D. Has a positive impact on student learning.	Candidate cannot show evidence that students have met instructional goals.	Candidate can show student work samples and assessments that demonstrate growth in students' learning.	Candidate can show significant evidence of learning by all students.	Observations, Journal writing Pre-test/ Post-test Teacher Work Samples Student Work Samples

Intellectual Virtue 4**The teacher candidate demonstrates an interest in and ability to seek out informational, technological, and collegial resources.**

Indicators	Unacceptable	Meets Expectations	Exceeds Expectation	Possible Evidence
A. Integrates a range of available instructional resources, including technology to enhance student learning.	Candidate does not use multiple resources, including technology, for instructional purposes or uses resources in a way that does not support student learning.	Candidate selects and effectively uses a variety of instructional resources, including technology, to enhance student learning.	Candidate uses a wide variety of instruction resources, including technology, consistently and effectively in designing, implementing, and assessing learning activities.	Computer programs Essays, Interviews Individual plans Observation reports Journals, Pictures Lesson plans

Intellectual Virtue 5**The teacher candidate demonstrates a contagious intellectual enthusiasm and courage enough to be creative.**

Indicators	Unacceptable	Meets Expectations	Exceeds Expectation	Possible Evidence
A. Models enthusiasm for learning.	Candidate displays minimal energy, affect, and verbal intonation to motivate student learning.	The candidate is positive, energetic, upbeat and displays excitement and sincere interest in the content.	Candidate demonstrates an interest in exploring new content, making connections, and questioning ideas.	Video Observation during lessons Lesson plans One-on-one interactions with students

**Realizing the Democratic Ideal
Student Teaching Assessment
Illinois State University**

Midterm Assessment

Student Teacher _____
 Major _____
 School: _____
 School District _____
 Cooperating Teacher: _____

Social Security Number: _____
 Semester: _____
 University Supervisor: _____
 Grade Level(s): _____
 Subjects: _____

Appraisal Scale: U = unacceptable, N = no evidence at this time, M = meets expectations, E = exceeds expectations

	<u>Appraisal</u>	<u>Evidence</u>	<u>Location of Evidence</u>
Moral Virtue 1: Sensitivity to varieties of individuals			
Develops learning goals and activities suitable for diverse learners	_____	_____	_____
Demonstrates a belief that he/she can impact student learning	_____	_____	_____
Moral Virtue 2: Collaboration			
Develops positive working relationships with other educational professionals	_____	_____	_____
Includes families in the education process	_____	_____	_____
Moral Virtue 3: Reverence for learning and purpose			
Seeks to enhance knowledge and skills	_____	_____	_____
Makes appropriate decisions	_____	_____	_____
Uses reflection to improve instruction	_____	_____	_____
Develops a philosophy of education that influences professional practice	_____	_____	_____
Moral Virtue 4: Respect for learners			
Advocates for all students	_____	_____	_____
Demonstrates persistence in helping all students learn	_____	_____	_____

Intellectual Virtue 1: General knowledge and content knowledge

Demonstrates knowledge of content _____

Uses effective written, verbal and nonverbal communications _____

Intellectual Virtue 2: Knowledge and appreciation of diversity among learners

Demonstrates knowledge of individual student skills and knowledge _____

Intellectual Virtue 3: What affects learning

Uses effective classroom management skills _____

Plans and develops lessons to meet instructional goals _____

Uses multiple assessment strategies _____

Demonstrates a positive impact on student learning _____

Intellectual Virtue 4: Resources

Integrates instructional resources, including technology into the curriculum _____

Intellectual Virtue 5: Enthusiasm and Creativity

Models enthusiasm for learning _____

The teacher candidate has met all indicators for each standard: YES _____ NO _____

University Supervisor: _____
(Signature)

Date: _____

Cooperating Teacher: _____
(Signature)

Date: _____

Teacher Candidate: _____
(Signature)

Date: _____

UNIVERSITY SUPERVISORS SHOULD MAINTAIN A COPY OF THIS EVALUATION.

Career Center
Illinois State University
Evaluation of Candidate

(Candidate's) Last (Name)	First	Middle	Maiden (if applicable)	Social Security #
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Candidate's Signature (required) _____ Date _____

Return to: Career Center, Student Services Building, Campus Box 2520, Normal, IL 61790-2520. This form is designed for direct reproduction. All that is needed is a clear typed copy and a bold signature.

Title _____ Date _____	Signature of Author _____ Print/Type Full Name _____ School or Firm _____ Address _____
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**Effective July 1, 1995, all new letters of recommendation are open for candidate review. _____ Print/Type Last Name

