College of Education and Health Services
School of Education
Student Teaching Handbook

Benedictine University
5700 College Road
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Benedictine University educators are Effective Practitioners, committed to Scholarship, Lifelong Inquiry, Leadership and Social Responsibility

2014 - 2015
CONCEPTUAL FRAMEWORK
School of Education
Benedictine University

Benedictine University educators are effective practitioners, committed to scholarship, lifelong inquiry, leadership and social responsibility.

These four strands are woven into the education curriculum and are reflected in the expectations we have for our graduates:

Scholarship
Benedictine University’s education program requires that students have a firm understanding of the subject matter and a well-rounded background in sound pedagogical principles that promote understanding of the content. They stay abreast of research and technological advances and apply innovative strategies that enhance teaching and learning.

Lifelong Inquiry
Students readily approach issues and challenges in a proactive way by questioning and critically reflecting upon their current understandings. They seek out information, both individually and collectively, and formulate an in-depth knowledge base, grounded in research that informs their thinking and decision making.

Leadership
Benedictine educators are prepared for and willing to assume leadership roles that enable them to affect change and improve educational practice through the application of sound theory and ethical principles. They have learned how to be flexible, supportive, ethical and responsible and they use their knowledge to promote effective educational initiatives that enrich learning experiences.

Social Responsibility
Educators in Benedictine’s programs are dedicated to creating fair and equitable environments that support and enhance the learning of all students. They are able to accommodate their teaching practices in order to address individual differences. They strive to maximize each person’s potential by fostering self-esteem and motivation, and developing strategies that help learners deal with potential intellectual and social challenges. They promote professional relationships with others (colleagues, parents, agencies) to improve educational practice.
# TABLE OF CONTENTS

## Introduction 4

## Policies and Procedures
- Application and Admission to Student Teaching 6
- Placement Procedures 6
- Eligibility for Placement 8
- Time Commitment for Student Teaching 9
- Nature of Experience 9
- Duration 9
- Attendance and Absence 9
- Procedures for Initial Meeting 10

## Student Teaching Guidelines
- Seminars 10
- Supervision 10
- Secondary Education - Supervisor within Discipline 11
- Student Expectations and Responsibilities 12
- Ring Binder Instructions 13
- Assessment and Evaluation 13
- Licensure, Entitlement and Endorsement 14
- University Supervisor Expectations and Responsibilities 14
- Cooperating School/Teacher Expectations and Responsibilities 15

## General Policies and Procedures
- Academic Honesty and Ethical Behavior 16
- Academic Accommodations for Religious Obligations 16
- Termination of Placement 16
- Governing Policies 17

## Concluding Statement 17

## Appendices
- Student Teaching Schedule: Time Record Form A
- Student Teacher and Placement Information form B
- Secondary Education Observation Form C
- Daily Notes and Reflections Template D
- Interim Student Teaching Lesson Plan E
- Assessment and Evaluation of Student Teaching Experience F
- Professional Portfolio Presentation Directions and Rubrics G
- Rubric for Student Teaching H
- Illinois Professional Teaching Standards I
- Suggested Activity Schedule: Undergraduate Program J
- Suggested Activity Schedule: Graduate Program K
- Student Evaluation of Experience L
- Student Teacher Remediation Plan M
INTRODUCTION

This Handbook includes policies and procedures for student teaching candidates. Additional, detailed information regarding Benedictine University’s teacher licensure programs can be found in Student’s Handbook for Preclinical Experience or the Teacher Education Handbook for Elementary, Secondary, and Special Education.

Please do not hesitate to ask for any assistance or information that you might need. Our mutual goal is to make the University-student partnership satisfying and productive for everyone.

Conceptual Framework

This handbook as well as all other aspects of the teacher education curriculum are guided and enhanced by the School of Education’s conceptual framework that is grounded in Benedictine values and traditions that promote community, concern for the individual and responsible stewardship.

According to the conceptual framework, the School of Education’s major goal is to create effective practitioners who are committed to scholarship, lifelong inquiry, leadership and social responsibility. These enduring outcomes are developed and nurtured through the curriculum. Educators develop scholarship by acquiring a breadth and depth of knowledge in the field. As scholars, they develop lifelong inquiry by immersing themselves in a process of on-going questioning and reflecting that results in informed thinking and decision-making. They assume leadership roles in a variety of venues where they can affect change and improve practice. Their leadership is guided by a sense of social responsibility to create fair and equitable environments that support and enhance learning in order to maximize each individual’s potential.

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STUDENT TEACHING EXPERIENCE

The student teaching experience is the final component of the professional teacher education program, and it enables student teaching candidates seeking licensure to engage in a clinical experience that gives them full responsibility in a classroom setting. The experience provides the candidate, as well as professional preparation personnel, with opportunities to evaluate the competence of the candidate for certification.

The following statements describe the goals of the student teaching experience at Benedictine University.

Student teaching candidates will:

- Apply integrated concepts related to effective teaching/learning through direct teaching experiences;
- Demonstrate satisfactory mastery of teaching methods, planning, establishing an effective learning environment, class management, and teacher-student interactions;
- Participate in and design learning experiences for students of diverse abilities and cultures;
- Demonstrate satisfactory proficiency of basic skills, command of subject matter, and an understanding of state and federal laws concerning education;
- Establish learner outcomes, facilitate learners’ achievement of those outcomes, evaluate learner achievement, and evaluate his/her own performance as a teacher;
- Effectively interact with and use the support systems within the school, including but not exclusive to:
  - Curriculum and Instruction (e.g., resource center, audio-visual aids; print material);
  - Education Personnel (e.g., other teachers; librarian; school administrators); and
  - Student Support Staff (e.g., counselors; therapists; school nurse; paraprofessionals)
- Access and use systems external to the school that support the curriculum (e.g., state goals, professional standards; professional organizations);
- Actively participate in out-of-class activities that are:
  - Directly supportive of instruction (e.g., grading papers, writing lesson plans; participating in faculty development and inservice training activities);
  - Indirectly supportive of instruction (e.g., attending faculty meetings, participating in related co-curricular activities), and
  - Expected of all faculty (e.g., hall and/or playground monitoring, participating in the arrival and departure of students on school busses);
- Exhibit personal and professional behavior in keeping with the University and Illinois Educator code of ethics, and demonstrate the desire to improve as needed;
- Fulfill the role of student teacher at a high performance level, with at least a “meets” level of performance (e.g., “Meets Standards;” “Adequate Performance”)

5
POLICIES AND PROCEDURES

APPLICATION AND ADMISSION TO STUDENT TEACHING

The student teacher candidate must file an Application for Student Teaching, at least one year in advance of the student teaching semester (see guidelines for the student teaching application process posted on the School of Education website). The deadline for filing is announced in the University Academic Calendar and posted within the School of Education offices. Candidates must schedule an appointment to meet with their advisors, at least four weeks prior to the application due date. This will allow adequate time for candidates to make modifications recommended by their advisors, before submitting their applications to the Director of Student Placement, by the posted application due date.

Applications submitted after the posted filing deadline will be accepted only for very extenuating reasons. A typed petition to the Director of Student Placement must accompany all late applications, and are subject to approval by the Chair of the School of Education.

Since applications must be acted upon, even though all requirements are not yet satisfied, placements are conditional and are formalized only after all requirements detailed on page 8 of this Handbook are met. A candidate who does not meet the requirements and prerequisites for student teaching may appeal for consideration to the Chair of the School of Education. Only when the candidate has completed all requirements for Checkpoint #3 and is approved (tentatively) for student teaching, will the placement process begin.

In compliance with Illinois State Board of Education policy, Benedictine University requires that all students must pass the content area test(s) for their major at least six months prior to the start of the student teaching experience. Under no circumstances are candidates permitted to student teach until they have passed their Illinois Licensure Testing System (ILTS) content area test(s).

PLACEMENT PROCEDURES

The University is favorably located among many excellent and diverse school settings, both public and private. The University establishes contractual agreements with schools and school districts that provide quality experiences for Student teaching candidates.

Upon receipt of your approved application (from your academic advisor) and verification of having passed your Content Area test, a placement will be sought by the School of Education Placement Office. Your personal suggestions for placement should indicate 2-4 preferred broad (multiple-city) geographic areas for placement that total at least 6-8 different cities. To the greatest extent possible, these areas should be within 25 miles of the BU campus. Consideration will be given to your personal geographic preferences for placement; however, there is no guarantee that a candidate will be placed at a specific location or in a specific school district of their choice.

Student teaching placements are processed by the School of Education Office, not by the student teaching candidate. The Director of Placement will make all contacts with schools and forward the Student Teaching Application to them, on the candidate’s behalf. As per contractual agreement with our schools and school districts, candidates and/or their representatives (e.g., friends; family members) are not allowed to make contact with schools, in search of a placement.
Please be advised that it is the School of Education’s policy **not** to place a candidate where they have:
a) attended school as a student; b) completed a preclinical experience; c) are or have been employed; d) have a relative employed; or e) have children who attend that school. According to Illinois State Teaching Standards efforts are made to place student teaching candidates in settings that are rich in cultural diversity.

The following factors are considered when processing placement:

- The candidate’s field of study and certificate sought;
- The list of schools already approved as student teaching sites;
- Preferences of the candidate (e.g., grade level; geographic area) which are appended to the application; and
- The availability of appropriate sites.

When a placement has been tentatively approved, candidates will be informed in writing, and provided with a [Tentative Student Teaching Placement Form](#) and a [Verification of Student Teaching Placement Form](#). The Placement Form will provide information regarding the candidate’s tentative school placement, cooperating teacher, and contact person.

The candidate must contact the person designated on the Placement Form, **within 48 hours**, to arrange a meeting and an interview. Do not expect the contact person to return your call immediately -- be patient. The purpose of this initial meeting is for the district to determine your final placement approval and (if granted) to establish your student teaching schedule. You should consider this meeting as a formal “job” interview and come prepared to discuss your teaching experience and educational philosophy. You should also become familiar with the placement district’s mission and special initiatives, prior to the interview. If final placement approval is granted, **you must acquire the appropriate signatures** on the [Verification of Student Teaching Placement Form](#) and return the form to the Director of Student Placement, in the School of Education Office, **within one week** of your meeting with the teacher.

The student teaching candidate is placed at the grade level(s) which is (are) compatible with the certificate sought. A candidate for elementary licensure generally teaches at either the primary or intermediate grade levels. Elementary education candidates who desire to teach at the middle school must complete all content area requirements for the subject they choose to teach. Candidates seeking a K-12 special education certificate have half of the experience at the elementary level (multiple grade levels) and half at the middle school or high school level. Candidates seeking secondary licensure generally teach at the high school level (multiple grade levels), but may elect to teach at the middle school level.

All student teachers **must furnish or arrange their own transportation to and from their placement school site.** A site within walking/biking distance cannot be guaranteed.

**No changes will be made in a placement, once it has been confirmed.** Any candidate who subsequently chooses not to student teach at their assigned placement must wait until all other student teaching candidates have been placed, before an alternative placement will be sought for them. Candidates who elect not to student teach at their assigned placement will not be guaranteed a second placement.
ELIGIBILITY FOR PLACEMENT

The minimum standards for student teaching eligibility established by Benedictine University follow. Candidates should be aware; however, that many school districts have requirements that exceed these minimum standards. For example, many districts require that student teaching candidates have a grade point average of at least 3.0 on a 4.0 scale. Some districts further require that candidates have no less than a grade of “B,” in courses within their content area.

A. To be eligible for consideration for student teaching, the candidate must have fulfilled the following:

- Successful completion of all requirements for Checkpoint #3;
- Admission to the Teacher Education Program (TEP);
- Undergraduate Students: Cumulative GPA of 2.75, based only on courses completed at Benedictine University;
  - Graduate Students: Cumulative GPA of 3.0;
- Undergraduate Students: Major GPA of 3.00; education courses with grade of “C” or higher; secondary education minors 3.00 GPA for education courses
  - Graduate Students: Successful completion of all professional coursework with a grade of “B” or higher;
- Completion of all general education course requirements;
- Satisfactory completion of all requisite preclinical experiences and accompanying recommendations to continue in the program;
- Successful Ratings on Professional Behaviors/Dispositions in all courses and preclinical experiences; (any ratings below three will require a plan for professional growth);
- Senior or graduate standing;
- Successful passage of the Illinois Test of Academic Proficiency (TAP) or minimum required score on ACT/SAT;
- Successful passage of the Illinois Content Area Test(s) for your major;
- Approval from the Teacher Education Committee;
- Evidence of health and stamina necessary for the rigors of teaching;
- National and state background check clearance:
  - Fingerprint based criminal history records check (completed at the school district where the student teaching experience will be completed)
  - Check of the Statewide Sex Offender Database
  - Statewide Child Murderer and Violent Offender Against Youth Database
    (www.CertifiedBackground.com and enter package code: BC93)
- IL Department of Children and Family Services (DCFS) Mandatory Reporting of Abuse and Neglect (completed prior to beginning of preclinical experience)
- TB Test as required by school district
- Evidence of personal/professional qualities essential for teaching (e.g., integrity, character, ethics, mental fitness, and personality adjustment).
- The APT should be passed prior to student teaching. However, it must be passed before degree or licensure can be granted.
TIME COMMITMENT FOR STUDENT TEACHING

In order to maximize full potential for success in the student teaching experience, the student teacher candidate should devote full time to the professional semester. The Benedictine School of Education believes that there is a cause and effect relationship between effort (amount and quality) and success in the experience. It is strongly recommended that the student plan in advance to free himself/herself from outside activities requiring a substantial time and energy commitment (e.g., academic classes, extracurricular University activities, service functions, and outside employment). Additionally, it is expected that the student work within the calendar of the respective school, follow the vacation schedule of the school, and be present during the entire teacher day (including before and after school meetings, as well as teacher training institutes and extracurricular activities as may be required).

NATURE OF EXPERIENCE

The student teaching experience involves only minimal amounts of initial directed observation and teacher assistant roles. At the earliest possible time, the student should begin actively participating in the design and implementation of instructional activities. This usually occurs by the second or third week. (See Appendix G and H for a suggested schedule of activities).

The Student Teacher is expected to gradually increase the number of teaching responsibilities, until he/she assumes all of the responsibilities normally fulfilled by the Cooperating Teacher. It is expected that the Student Teacher will be in charge of the class for at least four to six full weeks of the placement (in a full semester placement). Earlier transfer of all responsibilities is recommended and is at the discretion of the Cooperating Teacher, in consultation with the Student Teacher and the University Supervisor.

DURATION OF EXPERIENCE

Each undergraduate student teacher will have sixteen weeks of experience. Graduate students complete twelve weeks of experience. Those seeking an Initial Special Education Certificate (K-12) will have a full (16- or 18-week) experience with pupils who have high incidence disabilities (e.g., mild intellectual disabilities; learning disabilities; behavioral disorders; Asperger’s syndrome; etc.).

ATTENDANCE AND ABSENCE

The Student Teacher is expected to attend school each day it is in session, unless an absence is necessitated for reasons of illness, emergency, or professional activities (preapproved by the University Supervisor, in consultation with the Cooperating Teacher). Absences due to participation in University athletic events will not be tolerated, and disciplinary action will be taken unless they are preapproved by the School of Education Department Chair. Request for participation in athletic events must be in the form of a typed petition. University Supervisors and cooperating teachers have been informed of the School of Education’s policy on attendance and are required to report any discrepancies.

For unplanned absences, the Student Teacher must notify the Cooperating Teacher and the University Supervisor, as soon as the impending absence is realized, preferably the day before the absence is to occur. The placement school’s office should also be notified, as per school policy. If the student is unable to reach the University Supervisor, he/she must contact the Director of Student Placement.

Make-up days for absences may be requested by the University Supervisor (in consultation with the Cooperating Teacher), especially if the student demonstrates a pattern of absences and/or has missed three or more days of student teaching.
PROCEDURES FOR INITIAL MEETING

Within one to two weeks following the formalized placement (refer to section on Placement Procedures), the Student Teacher must arrange for a visit with the Cooperating Teacher to clarify the nature of the experience and to establish a schedule. During this visit the Student Teacher should:

- Review the necessary materials and forms with the Cooperating Teacher including the:
  - Student Teaching Handbook for Student Teachers and Cooperating Teachers,
  - Student Teacher Evaluation form (Appendix C)
- Establish a schedule/timeline for assuming classroom responsibilities and activity completion;
- Review the University’s student teaching materials with the Cooperating Teacher
- Clarify expectations regarding teaching responsibilities in collaboration with the University Supervisor; and,
- Obtain confirmation about expectations of teachers (e.g., health and safety precautions; attire, arrival/departure time; holidays, institutes, conferences; parking) and about the school (e.g., student handbook; faculty handbook; emergency procedures).

STUDENT TEACHING GUIDELINES

SEMINARS

Student teachers are required to participate in all scheduled Student Teaching Seminars and other scheduled meetings, as well as the edTPA LiveText Professional Portfolio Presentation, during the semester of student teaching. These seminars are held during the late afternoon or early evening and include the opportunity to meet with supervisors and collaborate with peers. The University Supervisor may schedule up to three additional cluster sessions. Seminars will be located on campus at Benedictine University. Typically 8-10 seminars, one LiveText Professional Portfolio Presentation, and 1-4 special training workshops are conducted during the student teaching semester. During at least half of the seminars, student teachers will be meeting with their University Supervisors for a minimum of 30 minutes to collaborate and confirm visitations.

SUPERVISION

As soon as possible, arrange for the initial visit by the University Supervisor. The visit should occur no later than the second or third week of the experience. The identity of your University Supervisor will be announced at the first Student Teaching Seminar. Provide your university supervisor with:

- A copy of your schedule (Appendix A) including inclusive dates;
- The name/title of cooperating teacher;
- Contact information (i.e. your phone numbers and e-mail address, as well as contact information for your Cooperating Teacher and school) and directions to the school, location of the school parking lot, and your classroom location. (See form in Appendix J.)

Qualified personnel, including University faculty and field site personnel, supervise all student teaching experiences. The standard for determining qualified personnel includes licensure, expertise in the subject, pedagogy and/or supervision knowledge and experience, at least a Master’s Degree or comparable professional development, and classroom teaching experience.
University personnel will conduct a minimum of 5-6 visits during the semester-long student teaching experience.

When a Student Teacher works with more than one teacher at the cooperating school, it is expected that one of the individuals serve as the primary supervisor. The site supervisor is determined by the designated administrator of the school.

**Secondary Education Students: Observation by Supervisor within Discipline**

Student Teachers at the secondary level are supervised five to six times by a University Supervisor in the School of Education. Should the University Supervisor not be certified in the student’s teaching discipline, at least one visit by a BU faculty member from the student’s respective discipline (see faculty list that follows). Should a faculty member not be available, then the content area Department Chair of the placement school site may conduct the evaluation. This requirement applies to both undergraduate and graduate student teachers.

Visits by a supervisor within the student’s discipline are typically made during the seventh to ninth week of the semester, and must be arranged by the Student Teacher. The supervisor in the student’s discipline is required to complete and sign a Secondary Education Student Teacher Observation Information Sheet (Appendix B). The student must then sign and submit the form to the University Supervisor for a portion of the student teaching grade. This form is due by the 9th week of student teaching for graduate students and the 12th week of student teaching for undergraduate students.

**Content Area Contact List**

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STUDENT TEACHER EXPECTATIONS AND RESPONSIBILITIES

The general goals and objectives for student teaching are outlined at the beginning of this document. Accepting a student teaching placement means accepting the accompanying professional and educational responsibilities of a teacher. For this reason, students are expected to perform in a manner that exemplifies professional conduct and professional ethics. Elements of professional conduct include, but are not limited to:

- Complying with the Illinois Educator Code of Ethics (http://www.isbe.net/rules/archive/pdfs/22ARK.pdf)
- Maintaining the dignity necessary to gain the respect of pupils;
- Showing high regard and respect for each pupil and enthusiasm for teaching;
- Maintaining confidentiality of information about pupils and their families;
- Being a good example for pupils: physically, mentally, ethically, and humanistically;
- Exhibiting professional courtesy when relating to or about others;
- Assuming no authority other than that delegated by the site supervisor; and
- Being resourceful, displaying initiative, being responsible, and being responsive to constructive criticism

Duties & Tasks

Other duties and tasks address the educational and instructional component of student teaching. These should be accomplished in a timely and thorough fashion. Among these duties are the following:

- Initiate conferences with the Cooperating Teacher, as needed. It is important that there be regularly scheduled planning and evaluation sessions. Arrange visits by the University Supervisor. Have a conference with the Supervisor following each visit, and sign the assessment form (with optional comments).

- Maintain a Student Teaching Ring Binder. This binder normally includes templates for lesson plans, a daily notes and reflections, assessments, and a section for miscellaneous information (e.g., resource materials; teacher tools and forms; samples). The binder should be made available to the Cooperating Teacher and the University Supervisor, at each supervisory visit.

- Write Daily Notes and Reflections. These daily are a reflection of instructional techniques observed and used, teaching methodology, classroom management strategies, etc. Use the “Daily Notes and Reflections” electronic template to submit your notes to your Student Teaching Supervisor (see hardcopy of template in Appendix B).

- Prepare a written Interim Lesson Plan for each class segment taught. Each lesson plan should be prepared at least 2-3 days in advance of the day during which the corresponding lesson will be taught, unless the Cooperating Teacher determines otherwise. This enables the Cooperating Teacher to provide feedback on the plan with sufficient time to make modifications. All plans (cumulative plans as well as the plan for the day) are to be available to the University Supervisor during visits. An electronic lesson plan template will be provided for use by student teachers.

- Complete the edTPA Assessment and Evaluation of Student Teaching Experience Forms at midterm and review the assessment with the Cooperating Teacher and University Supervisor. Submit the assessment with the signature of the Cooperating Teacher to the University Supervisor.
• Prepare a Professional Portfolio via LiveText (see the Professional Portfolio Handbook)

Students are expected to exhibit professionalism in appearance, competence, and appropriate demeanor, while assuming responsibility for their role in relation to students, cooperating teacher, and the University. Please be aware that, as a student teacher, you are a guest in the school and can be asked to leave at anytime during your experience, for inappropriate appearance or behavior, or for poor performance.

**Student Teaching Ring Binder Instructions**

The Ring Binder is a part of the student teaching experience and will be evaluated. The Ring Binder is property of the Student Teacher. The binder should be divided into the following sections, with a tabbed divider inserted in front of each section:

- Divider: edTPA and Student Teaching Handbooks
- Divider: Placement/Schedule (Appendix A)
- Divider: Daily Notes and Reflections
- Divider: edTPA Lesson Plans
- Divider: edTPA Assessments/Evaluations
- Divider: Professional Portfolio Artifacts
- Divider: Miscellaneous Artifacts (e.g., teacher tools, forms, resources; records and certificates related to professional development activities; etc.)

**Student Teaching Ring Binder Purpose**

The Ring Binder serves several purposes:

- A reference for expectations and responsibilities of the Student Teacher and University Supervisor(s);
- A file into which the Student Teacher will assemble relevant planning and evaluative materials;
- A file for future reference and source of artifacts for a portfolio; and
- A record of the Student Teacher’s activities, achievements, and reflections.

**Ring Binder Uses and Responsibilities**

For the Student

Make the Ring Binder available to the Cooperating Teacher and the University Supervisor. The University Supervisor(s) will expect to review the contents during each visit and at other times, as requested.

For the Cooperating Teacher

Periodically review the Ring Binder to assess the Student Teacher’s ability to plan, reflect, and evaluate.

For the University Supervisor

Systematically review the Ring Binder to assess/evaluate the Student Teacher’s ability to plan, reflect, and evaluate. Return the Ring Binder to the Student Teacher at the conclusion of the experience.
ASSESSMENT AND EVALUATION

All Illinois student teachers are assessed using the Teacher Performance Assessment (edTPA). Student teaching assessment and evaluation procedures are delineated in the edTPA Handbook corresponding to each student’s academic major (e.g., Elementary Education; Special Education; Secondary Education Mathematics; etc.). All edTPA timelines must be followed very closely, as failure to do so could delay the issuance of your teaching license. Additional information will be provided during scheduled Student Teaching Seminars.

All student teaching materials should be filed with the University Supervisor, within one week of completion of the student teaching experience. The University Supervisor will use this information to determine your student teaching grade. Once this process has been completed, the University Supervisor will file the evaluations and rubrics with the School of Education. Please make copies of your evaluations for your records, before submitting them to your supervisor. Although it is not required that a student obtains a written recommendation from one of his/her Student Teaching Supervisors or cooperating teacher, it is strongly encouraged to do so.

LICENSURE, ENTITLEMENT AND ENDORSEMENT

Guidelines and policies regarding teacher licensure, entitlement, and endorsement are contained within the School of Education Teacher Education Handbook. Please be aware that ISBE regulations are constantly changing, and the School of Education policies must adjust to meet those changes.

UNIVERSITY SUPERVISOR EXPECTATIONS AND RESPONSIBILITIES

In support of the Student Teacher, the placement school, and the Cooperating Teacher who is working with us, the University Supervisors accept responsibility for:

- Orienting the student to the experience, including intended student outcomes, policies, procedures, and responsibilities of all parties involved;

- Providing the opportunity to meet with the Cooperating Teacher for a brief orientation, during the first week of the semester;

- Providing qualified supervisory personnel who will visit according to the following schedule:
  - Full semester experience: 5 - 6 visits (minimum)
  - Half semester experience: 2 - 3 visits (minimum)

- Systematically reviewing and monitoring the student’s ability to plan, reflect, and evaluate;

- Providing the cooperating school with information about the student and student teaching experience, concurrent with the request for placement;

- Serving as a liaison and resource person between the cooperating school and the University, which includes providing supportive assistance to school personnel and visiting appropriate school administrators;
• Completing an assessment form, signed by the University Supervisor and the student, at each visit; and collecting all assessment forms completed by the Student Teacher and Cooperating Teacher;

• Attending seminars for student teachers that entail student teacher-supervisor conferences. University supervisors shall conduct group sessions with their student teachers during those seminars, and will participate in the seminars, as appropriate;

• Providing the overall evaluation of the student (refer to section on Evaluation and Grading) and reviewing the evaluation with the student;

• Assessing the Student Teacher’s professional portfolio, as part of their overall grade, as per the guidelines set forth in the portfolio rubric.

COOPERATING SCHOOL AND TEACHER EXPECTATIONS AND RESPONSIBILITIES

Benedictine University and its students have always depended upon the expertise and support of the schools and teachers who give so generously to our programs and students. Over time, we have come to know that the following tasks will be accomplished for and with our student teachers:

For the Cooperating School

• Provide a qualified supervisor (Cooperating Teacher) who provides direct supervision and advisement. (In the event that the Student Teacher works with two or more supervisors, one individual shall serve as the primary supervisor); and

• Orientate students to expectations, school setting, faculty, and staff.

For the Cooperating Teacher

• Provide opportunities for the Student Teacher to participate in experiences which relate to the Cooperating Teacher’s role. These in-class and out-of-class tasks may include the following:

  ➢ Perform clerical and classroom organizational activities;
  ➢ Instruct individual students, small groups, and whole class activities;
  ➢ Assist with the design of experiences for students who are English Language Learners, culturally diverse, gifted, and those who have disabilities;
  ➢ Identify and employ curriculum materials/texts to facilitate appropriate lesson plans;
  ➢ Identify learner outcomes;
  ➢ Create and develop lesson plans and classroom instruction;
  ➢ Self-assess/evaluate teaching (may include videotaping teaching experience);
  ➢ Prepare instructional materials and evaluate student achievement;
  ➢ Assist with supervisory responsibilities associated with all facets of the teacher’s role;
  ➢ Assume the total role of the teacher for at least four to six full weeks;
  ➢ Have school and extracurricular experiences supportive of instruction (e.g., interact with school administrators and other professional personnel; participate in all school events; attend faculty meetings; attend teacher training institutes; observe other classes; interact with parents; interact with school support personnel);
  ➢ Provide systematic and ongoing feedback regarding lesson planning, teaching, performing as a professional, and other responsibilities of the Student Teacher;
➢ Provide ongoing feedback to the teacher and complete formal midterm and final self-evaluations.

- Communicate with the University Supervisor on the Student Teacher’s performance and achievements, share ideas and suggestions, and collaborate on student teacher’s final grade.

- Provide feedback to the University regarding the overall preparation of the Student Teacher to perform, in reference to job-relatedness (via completion of an annual survey); and

- Write a recommendation for the student’s credential file, if requested and if amenable.

GENERAL POLICIES AND PROCEDURES

Academic Honesty and Ethical Behavior

Students who compromise the integrity of the student teaching experience are subject to disciplinary action, on the part of the School of Education and the University. Violations of integrity include:

- Forgery, falsification, or alteration of any documents pertaining to academic records;
- Plagiarism or using the work of others as one’s own;
- Cheating in any form, whether in formal examinations or elsewhere; and,
- Disruptive behavior in a course of study or abusiveness toward faculty, fellow students, cooperating teachers, or students at a school placement site.

Academic Accommodations for Religious Obligations

A student whose religious obligation conflicts with a requirement within the student teaching experience should discuss this conflict with the University Supervisor and Cooperating Teacher. Should an accommodation be deemed warranted, students must make such requests in writing by the end of the second week of the student teaching experience.

Termination of Placement

In the event that a student does not complete his/her student teaching experience, either by a decision of the cooperating school, the University, or the individual student teacher, the Student Teacher must arrange a meeting with the School of Education Chair and Director of Student Placement, to determine the appropriate steps to be taken regarding the situation.

The following list includes, but is not limited to, possible reasons for termination of a student teaching placement:

- Unprofessional behavior;
- Frequent absences;
- Insubordination to school and/or University personnel;
- Failure to comply with directives of the Cooperating Teacher(s) and/or the University Supervisor
- Failure to conform to school policies;
- Ineffective teaching performance; and/or
- Failure to complete lesson plans and/or daily reflections in a timely manner.
If a student teacher’s experience is terminated for any reason (voluntary or involuntary), the student must withdraw from the course as required by university policy. A second placement will subsequently not be sought for that student, during the term in which the termination occurs.

Students who elect to terminate their placement due to circumstances beyond their control (e.g., a severe illness) will be granted a second placement during a subsequent semester. Students who are terminated by their placement school will not be provided a second placement, until such time as they successfully complete an individually prescribed remediation program.

**Governing Policies**

The following two policies govern all student teaching situations, and all participating parties must observe them scrupulously:

- The Student Teacher may not receive remuneration for the student teaching experience.
- The Student Teacher may not serve as a substitute for the regular teacher. However, he/she may assume responsibility for the class, if judged capable by a school administrator, and if a qualified substitute teacher is assigned.

**CONCLUDING STATEMENT**

To our Cooperating Schools and Teachers:

Benedictine University wishes to thank you for your investment of time and effort on our students’ behalves. We hope your relationship with our students is both satisfying and productive. Our students report that student teaching was the most important component of their teacher training. Successful student teaching is the gateway to a rewarding profession and career. The faculty and staff of Benedictine University, in collaboration with schools and classroom teachers, make every effort to help make the student teaching experience both productive and enjoyable for each of our students.
APPENDICES
## BENEDICTINE UNIVERSITY
### STUDENT TEACHING SCHEDULE: TIME RECORD

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
</table>
STUDENT TEACHER AND PLACEMENT INFORMATION
For University Supervisor

Please complete this form and hand in to your University Supervisor at the first Student Teacher Seminar. [If you have two placements, please complete a form for each placement.]

Name ____________________________________________
Address ____________________________________________

__________________________________________
Email ____________________________________________

Cell Phone ___________________________ Home Phone ___________________________

Name of School where you are student teaching ____________________________
Address ____________________________________________

__________________________________________
Phone ____________________________________________

Location of the main entrance or door that should be used ____________________________

Directions to the School from Benedictine University (include mileage and directional landmarks, such as names of stores at key street corners; large signs, significant sites; etc.)

Name of Cooperating Teacher(s) ____________________________________________
Phone number of Cooperating Teacher(s) ____________________________________________
Email address(s) ____________________________________________

Grade level _________ Subject(s) ____________________________________________

Dates of student teaching at this location
First Day: ___________________________ Last Day: ___________________________

Name of Discipline/Subject Supervisor (if applicable) ___________________________
Phone and Email address ____________________________________________
SECONDARY EDUCATION
Student Teacher Observation Information Sheet
Please complete this form AT LEAST 6 Weeks into your student teaching experience.
E-mail or drop off to the supervisor within your major.

Name __________________________ E-Mail Address __________________________

Day Phone Number __________________________ Cell Phone Number __________________________

Name of middle/high school where you are student teaching __________________________

School phone number __________________________

School Address __________________________

Location of the main entrance or door that should be used __________________________

Location of the Visitor parking spots __________________________

Directions to the middle/high school from Benedictine University, including mileage and directional landmarks (e.g., stores at key street corners; large signs, significant sites; etc.)

Total mileage from Benedictine University to the middle/high school __________________________

Average driving time from Benedictine University to the middle/high school __________________________

Name of school Cooperating Teacher __________________________

Phone number of Cooperating Teacher __________________________

Name of University Supervisor __________________________

Phone number of University Supervisor __________________________

Names of the classes you are teaching, start and stop times, days of the week, and room numbers for each course.

Last date of student teaching __________________________

Holidays, vacations, non-school days, test dates __________________________

Have a copy of the Evaluation Form ready on the day of the observation. Thank you.
### DAILY NOTES AND REFLECTIONS

**Student Teacher:**

**School:**

Summarize what you did, saw, and learned today.

<table>
<thead>
<tr>
<th>Identify 2-3 Illinois Professional Teaching Standards Targeted</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Describe activities that occurred today which addressed the Teaching Standards identified above.</td>
<td></td>
</tr>
<tr>
<td>Describe the impact of the above activities on student learning</td>
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</tr>
<tr>
<td>Identify 2-3 additional strategies you would recommend to enhance student learning.</td>
<td></td>
</tr>
<tr>
<td>Describe additional activities of “note” that occurred today.</td>
<td></td>
</tr>
<tr>
<td>General comments and observations.</td>
<td></td>
</tr>
</tbody>
</table>
# BENEDICTINE UNIVERSITY SCHOOL OF EDUCATION

## Interim Lesson Plan

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson/Activity:</strong> (Brief Statement)</td>
<td><strong>Common Core or Illinois Learning Standards:</strong> [Use teachers guide or district documents for guidance, plus information at <a href="http://www.isbe.net">www.isbe.net</a>.]</td>
</tr>
<tr>
<td><strong>Learner Objectives:</strong> [Use performance verbs to identify what the learner will be able to do/use as a result of the lesson.]</td>
<td><strong>Teaching Materials:</strong> [List teacher manual pages, student text pages, worksheets, websites, teaching materials, technology, etc.]</td>
</tr>
<tr>
<td><strong>Setup/Preparation</strong> [List specific things you must do to prepare (e.g., reminders to students, listing steps on the board, distributing materials etc.).]</td>
<td><strong>Assessment and Documentation of Student Performance</strong></td>
</tr>
<tr>
<td><strong>Assessment and Documentation of Student Performance</strong></td>
<td><strong>Formative</strong> (during the lesson):</td>
</tr>
<tr>
<td></td>
<td><strong>Summative</strong> (later point in time - after the lesson or group of lessons):</td>
</tr>
<tr>
<td><strong>Lesson Introduction</strong> [Include specific statements, procedures or demonstrations you do to focus student attention, activate prior knowledge and clearly state lesson objective.]</td>
<td><strong>Instructional Activities</strong> [List sequence of instruction including relevant vocabulary.]</td>
</tr>
<tr>
<td></td>
<td><strong>Conclusion / Culminating Activity</strong> [Describe “culminating/wrap-up” activity and include restatement of lesson objective and vocabulary, directions for cleanup, and expected behavior when complete.]</td>
</tr>
<tr>
<td></td>
<td><strong>Differentiation of Instruction</strong> [Describe adapted input, output, time, level of difficulty, level of support and/or degree of participation, as pertinent to your students.]</td>
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<tr>
<td></td>
<td><strong>Self-Assessment and Reflection</strong> What was the impact of the lesson on student learning?</td>
</tr>
<tr>
<td></td>
<td>What went well and why?</td>
</tr>
<tr>
<td></td>
<td>What did not go well and why:</td>
</tr>
<tr>
<td></td>
<td>What unexpected things happened and how did I respond?</td>
</tr>
</tbody>
</table>
| | What will you do next time to improve the lesson?
BENEDICTINE UNIVERSITY
SCHOOL OF EDUCATION
ASSESSMENT AND EVALUATION OF STUDENT TEACHING EXPERIENCE - R

Benedictine University educators are effective practitioners, committed to scholarship, lifelong inquiry, leadership and social responsibility.

Student Name: ___________________________ University Supervisor Visit: _____

Date of Assessment: ______________________ Cooperating Teacher. Midterm: _____

Cooperating Teacher: ______________________ University Supervisor Midterm: _____

Student Self-Eval. Midterm: ____

Semester (Date) of Experience: ________________ Cooperating Teacher Final: _____

Subject(s) ______________________________________ School: _______________________

Cooperating Teacher: ______________________ University Supervisor Final: _____

Student Self-Eval. Final: ______

University Supervisor ______________________________________________________

Note: The Cooperating Teacher should complete this evaluation every 3-4 weeks during the student teaching experience for a total of four evaluations. The University Supervisor will complete an evaluation at every visit.

DIRECTIONS: Please indicate in the correct box to what extent the following descriptors are observed during the student’s instruction. Comments can be made following each standard area as well as at the end of the evaluation. Please use the following rating scale as a guide: N = Lack for basis of judgment at this time; 1 = No progress toward competency at a pre-service teaching level; 2 = Minimal competency at a pre-service teaching level; 3 = Approaching competency at a pre-service teaching level; 4 = Demonstrates competency at a pre-service teaching level; 5 = Exceeds competency at a pre-service teaching level.

1. Teaching Diverse Learners: (Scholarship; Lifelong Inquiry; Leadership; Social Responsibility)

<table>
<thead>
<tr>
<th>Ability to adjust time and tasks to meet needs of all students.</th>
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<tbody>
<tr>
<td>Modifies content to meet needs of all students.</td>
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<tr>
<td>Models and fosters a climate of respect, acceptance and community.</td>
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<tr>
<td>Uses cultural diversity to enrich instruction.</td>
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<tr>
<td>Identifies student needs and employs a variety of methods to address the needs (e.g., multiple intelligences, learning styles, and performance modes).</td>
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</tbody>
</table>

Comments: __________________________________________________________

2. Content Area & Pedagogical Knowledge: (Scholarship; Lifelong Inquiry)

<table>
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<tr>
<th>Displays an understanding of major discipline concepts.</th>
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<tbody>
<tr>
<td>Uses inquiry processes.</td>
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<tr>
<td>Use multiple explanations and examples to present key ideas.</td>
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<tr>
<td>Makes connections to other subjects and real life.</td>
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<tr>
<td>Designs learning experiences that integrate technology.</td>
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Comments: __________________________________________________________
### 3. Planning for Differentiated Instruction: *(Scholarship; Lifelong Inquiry)*

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<tr>
<td><strong>Evidences high but appropriate expectations for student accomplishment.</strong></td>
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<tr>
<td><strong>Incorporates experiences into instructional practices that relate to a student's life.</strong></td>
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<tr>
<td><strong>Learning experiences planned meet the needs of all students in the class.</strong></td>
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<td><strong>Each lesson plan indicates timing/pacing and multiple learning activities.</strong></td>
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<td><strong>Learning objectives for the lesson are clearly stated.</strong></td>
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<td><strong>Each lesson plan indicates methods of checking for understanding and evaluation of student comprehension of instruction.</strong></td>
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<tr>
<td><strong>Develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction.</strong></td>
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<tr>
<td><strong>Accesses and uses a wide range of information and instructional technologies to enhance a student's ongoing growth and achievement.</strong></td>
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<tr>
<td><strong>Reflection is used in the planning process.</strong></td>
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<td><strong>Comments:</strong></td>
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### 4. Learning Environment *(Scholarship; Leadership; Social Responsibility)*

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<tr>
<td><strong>Creates an atmosphere of community that is conducive to learning for all.</strong></td>
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<tr>
<td><strong>Students work cooperatively and productively in groups.</strong></td>
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<tr>
<td><strong>Encourages and motivates students to be responsible.</strong></td>
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<tr>
<td><strong>Manages time, materials and space effectively (smooth transitions, clear directions etc.).</strong></td>
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<tr>
<td><strong>Provides opportunities to work collaboratively and independently.</strong></td>
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<tr>
<td><strong>Comments:</strong></td>
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### 5. Instructional Delivery: *(Scholarship; Lifelong Inquiry; Social Responsibility)*

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<tr>
<td><strong>Uses correct and appropriate language.</strong></td>
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<tr>
<td><strong>Explains objective(s) of the lesson.</strong></td>
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<td><strong>Implements an anticipatory set.</strong></td>
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<td><strong>Uses alternative explanations to assist student understanding.</strong></td>
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<tr>
<td><strong>Prepares examples that show linkages to past learning and real life.</strong></td>
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<td><strong>Asks questions that go beyond the recall level of knowledge.</strong></td>
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<td><strong>Adjusts instruction based upon student responses.</strong></td>
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<tr>
<td><strong>Uses technology to support instruction.</strong></td>
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<td><strong>Provides closure at the end of the lesson.</strong></td>
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<tr>
<td><strong>Takes a variety of instructional modes: e.g., instructor, facilitator, coach audience.</strong></td>
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<tr>
<td><strong>Comments:</strong></td>
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</tbody>
</table>
### 6. Reading, Writing, & Oral Communication: (Scholarship; Lifelong Inquiry)

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<tbody>
<tr>
<td>Selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student.</td>
<td></td>
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<tr>
<td>Facilitates the use of appropriate word identification and vocabulary strategies to develop each student's understanding of content.</td>
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<tr>
<td>Uses modeling, explanation, practice, and feedback to teach students to monitor and apply comprehension strategies appropriate to the content.</td>
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<tr>
<td>Teaches students to analyze, evaluate, synthesize, and summarize information in text.</td>
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<tr>
<td>Teaches students to develop written text appropriate to the content areas.</td>
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<tr>
<td>Integrates reading, writing, and oral communication to engage students in content learning.</td>
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<tr>
<td>Stimulates discussion in the content areas for varied instructional and conversational purposes.</td>
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<td>Comments:</td>
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### 7. Assessment: (Lifelong Inquiry; Social Responsibility)

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<tr>
<td>Understands assessment as a means of diagnosing, remediating and improving instruction.</td>
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<tr>
<td>Uses Illinois Academic Standards as an assessment guide.</td>
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<tr>
<td>Uses assessment as a tool of reflection and content modification.</td>
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<tr>
<td>Displays the ability to select, construct and use assessment strategies to improve instruction.</td>
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<td>Demonstrates the ability to identify student learning needs.</td>
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<td>Demonstrates the ability to develop learning strategies to address diagnosed needs.</td>
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<tr>
<td>Works to involve students in self-assessment.</td>
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<tr>
<td>Keeps accurate records of student work and performance.</td>
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<tr>
<td>Communicates progress to students, parents and administration in a knowledgeable and responsible manner.</td>
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<td>Comments:</td>
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### 8. Collaborative Relationships (Leadership; Social Responsibility)

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<tr>
<td>Understands the place of school in the community.</td>
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<tr>
<td>Understands the need for collaboration and cooperation.</td>
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<tr>
<td>Practices collaborative skills.</td>
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<td>Seeks and uses community resources.</td>
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<tr>
<td>Works to develop positive rapport with students, parents and colleagues.</td>
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<tr>
<td>Initiates collaboration with others to create opportunities that enhance student learning.</td>
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<tr>
<td>Uses digital tools and resources to promote collaborative interactions.</td>
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<tr>
<td>Uses effective co-planning and co-teaching techniques to deliver instruction to each student.</td>
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<tr>
<td>Participates in the design and implementation of individualized instruction for students with special needs.</td>
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<td>Comments:</td>
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### 9. Professional Leadership & Advocacy: *(Leadership; Social Responsibility)*

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<tbody>
<tr>
<td>Is punctual and responsible.</td>
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<td>Dress in an appropriate manner.</td>
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<tr>
<td>Understand and respects school organization and policy</td>
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<tr>
<td>Is open and respectful when constructive criticism is offered</td>
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<tr>
<td>Consistently follows recommendations offered by cooperating teacher and university supervisor</td>
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<tr>
<td>Demonstrates flexibility, cooperation, enthusiasm and initiative.</td>
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<tr>
<td>Models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect.</td>
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<tr>
<td>Understands and practices reflective self-assessment.</td>
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<tr>
<td>Participates in professional dialogue and is interested in continuous learning.</td>
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<tr>
<td>Willingly shares knowledge and skills with others.</td>
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<tr>
<td>Understands teacher’s role as student advocate.</td>
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</table>

**Comments:**

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**Signature of University Supervisor:** ____________________________  **Date**

**Signature of Cooperating Teacher:** ____________________________  **Date**

**Signature of student:** ____________________________  **Date**

**General Comments:**

---

To be completed by the University Supervisor ONLY, at **midterm** and **at completion** of the student teaching experience:

- Student demonstrates competency at a pre-service teaching level.
  Special strengths include:

- Student needs to improve in the following area(s):

**Overall Performance Evaluation**

Teaching and overall school performance reflect a high level of commitment, preparedness, and effort.

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>High/Distinguished</td>
<td>Moderate/Basic</td>
<td>Low/Unsatisfactory</td>
<td></td>
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</tbody>
</table>
edTPA Presentation Handout Requirements

Every candidate is required to write a two to three page handout that contains the following components. The completed handouts (electronic or hard copy) must be turned in to Dr. Writer by 2:00 p.m. on Monday, Dec. 9th. See the attached rubric for additional requirements.

1. **Context for Learning**: Describe student teaching placement school assignment. Include information regarding building level (elementary, Middle, or High) and grade level of your experience. Also include information regarding your subject areas of instruction and the general characteristics of the students you taught. For confidentiality purposes do not list the name of the school district or any person (student, faculty, parents, etc.).

   **Components**: 1) placement assignment; 2) building and grade level; 3) subject areas of instruction; 4) general characteristics of students taught

2. **Planning**: Describe the choices you made in the selection of instructional strategies and how are linked to research and evidenced based practices.

   **Components**: 1) choices you made in selection of strategies; 2) how strategies are supported by research; and 3) how strategies are linked to evidence-based practices

3. **Instruction**: Describe the strategies used to promote active student engagement and a positive learning environment.

   **Components**: 1) strategies used to promote active student engagement; and 2) strategies used to foster a positive learning environment.

4. **Assessment**: Provide an overview of the assessment strategies you employed during your lesson and summarize how you evaluated their impact on student learning.

   **Components**: 1) overview of assessment strategies; and 2) summary of ways in which the impact of the lesson on student learning was evaluated.

5. **Reflection**: Based upon what you learned in the execution of your lesson, what would you do differently in the future and why?

   **Components**: 1) what would you do differently in regard to your lesson; and 2) why would you make the changes you specified.

**edTPA Presentation**

You will be allowed 10 minutes to present an overview of your target lesson. Your presentation should address components two through five above (planning through reflection), along with a brief video clip of your lesson. Organize your presentation according to the time allotments listed below.

- Video Clip Excerpt from the Target Lesson – 2 minutes
- Planning – 2 minutes
- Instruction – 2 minutes
- Assessment – 2 minutes
- Reflection – 2 minutes
# Benedictine University edTPA Presentation Handout Rubric

**Name:**

**Evaluator:**

**Date:**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td><strong>Context for Learning</strong></td>
<td>3 or more required components missing.</td>
<td>1-2 required components missing.</td>
<td>All required components included.</td>
<td>All required components included.</td>
<td>All required components included.</td>
</tr>
<tr>
<td></td>
<td>No narrative.</td>
<td>1 paragraph lacking detail.</td>
<td>1 paragraph with minimal detail.</td>
<td>1 paragraph with some detail.</td>
<td>1-2 detailed paragraphs.</td>
</tr>
<tr>
<td><strong>Planning</strong></td>
<td>2 or more required components missing.</td>
<td>1 required component missing.</td>
<td>All required components included.</td>
<td>All required components included.</td>
<td>All required components included.</td>
</tr>
<tr>
<td></td>
<td>No narrative.</td>
<td>1 paragraph lacking detail.</td>
<td>1 paragraph with minimal detail.</td>
<td>2 paragraph with some detail.</td>
<td>3 detailed paragraphs.</td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td>Neither required component addressed.</td>
<td>1 required component missing.</td>
<td>All required components included.</td>
<td>All required components included.</td>
<td>All required components included.</td>
</tr>
<tr>
<td></td>
<td>No narrative.</td>
<td>1 paragraph lacking detail.</td>
<td>1 paragraph with minimal detail.</td>
<td>2 paragraph with some detail.</td>
<td>3 detailed paragraphs.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Neither required component addressed.</td>
<td>1 required component missing.</td>
<td>All required components included.</td>
<td>All required components included.</td>
<td>All required components included.</td>
</tr>
<tr>
<td></td>
<td>No narrative.</td>
<td>1 paragraph lacking detail.</td>
<td>1 paragraph with minimal detail.</td>
<td>2 paragraph with some detail.</td>
<td>3 detailed paragraphs.</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Neither required component addressed.</td>
<td>1 required component missing.</td>
<td>All required components included.</td>
<td>All required components included.</td>
<td>All required components included.</td>
</tr>
<tr>
<td></td>
<td>No narrative.</td>
<td>1 paragraph lacking detail.</td>
<td>1 paragraph with minimal detail.</td>
<td>2 paragraph with some detail.</td>
<td>2-3 detailed paragraphs.</td>
</tr>
</tbody>
</table>

**Point Total:** __________ (out of 25)
Benedictine University edTPA Presentation Rubric

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<tbody>
<tr>
<td><strong>Planning</strong></td>
<td>2 or more required components missing within the presentation.</td>
<td>1 required component missing within the presentation.</td>
<td>All required components addressed with minimal detail.</td>
<td>All required components addressed with some detail.</td>
<td>All required components addressed in detail within the presentation.</td>
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<tr>
<td><strong>Instruction</strong></td>
<td>Neither required component addressed within the presentation.</td>
<td>1 required component missing within the presentation.</td>
<td>All required components addressed with minimal detail.</td>
<td>All required components addressed with some detail.</td>
<td>All required components addressed in detail within the presentation.</td>
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<tr>
<td><strong>Assessment</strong></td>
<td>Neither required component addressed within the presentation.</td>
<td>1 required component missing within the presentation.</td>
<td>All required components addressed with minimal detail.</td>
<td>All required components addressed with some detail.</td>
<td>All required components addressed in detail within the presentation.</td>
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<tr>
<td><strong>Reflection</strong></td>
<td>Neither required component addressed within the presentation.</td>
<td>1 required component missing within the presentation.</td>
<td>All required components addressed with minimal detail.</td>
<td>All required components addressed with some detail.</td>
<td>All required components addressed in detail within the presentation.</td>
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</tr>
<tr>
<td><strong>Presentation of Video Clip</strong></td>
<td>Video clip encompassed only 1 lesson aspect targeted.</td>
<td>Video clip encompassed 2 lesson aspects targeted.</td>
<td>Video clip encompassed 3 lesson aspects targeted. Presentation of clip was minimally organized.</td>
<td>Video clip encompassed all four lesson aspects targeted. Presentation of clip was somewhat lacking in organization and detail.</td>
<td>Video clip encompassed all four lesson aspects targeted above (planning; instruction; assessment; and reflection). Presentation of clip appeared well organized with attendance to detail.</td>
</tr>
</tbody>
</table>

**Point Total:** __________ (out of 25)
**APPENDIX H**

**Rubric for Student Teaching**

(450 points Maximum)

<table>
<thead>
<tr>
<th>Does Not meet Expectations (0%-59%)</th>
<th>Minimally Meets (60%-69%)</th>
<th>Meets (70%-79%)</th>
<th>Exceeds (80%-89%)</th>
<th>Far Exceeds (90%-100 %)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Performance Evaluation (100 Points)</td>
<td>Shows low to no level of commitment, preparedness and effort. Performance well below expectations. (0-59 points)</td>
<td>Shows a minimal level of commitment, preparedness and effort. Performance below expectations. (60-69 points)</td>
<td>Shows an average level of commitment, preparedness and effort. Performance largely meets expectations. (70-79 points)</td>
<td>Consistently shows a high level of commitment, preparedness and effort. Performance exceeds most expectations. (80-89 points)</td>
<td>Consistently shows a high level of commitment, preparedness and effort. Performance far exceeds expectations. (90-100 points)</td>
</tr>
<tr>
<td>edTPA Task Completion (50 Points)</td>
<td>Few (less than 65%) artifacts for edTPA content area tasks were completed. Artifacts demonstrated a low level of mastery and accomplishment. (0-29 points)</td>
<td>Some (65%-74%) artifacts for edTPA content area tasks were completed. Artifacts demonstrated a minimal level of mastery and accomplishment. (30-34 points)</td>
<td>Many (75-84%) artifacts for edTPA content area tasks were completed. Artifacts demonstrated an average level of mastery and accomplishment. (35-39 points)</td>
<td>Most (85-94%) artifacts for edTPA content area tasks were completed. Artifacts typically demonstrated a high level of mastery and accomplishment. (40-44 points)</td>
<td>All or virtually all (95%-100%) artifacts for edTPA content area tasks were complete. Artifacts consistently demonstrated a high level of mastery and accomplishment. (45-50 points)</td>
</tr>
<tr>
<td>edTPA and Routine Lesson Plans (100 Points)</td>
<td>Lesson plans are frequently incomplete and evidence a low understanding of the lesson plan components. Does not adjust instruction according to student needs. Rarely provides lesson plans to coop. teacher and supervisor in advance of the lesson. (0-59 points)</td>
<td>Lesson plans are sometimes incomplete and evidence a minimal understanding of the lesson plan components. Rarely adjusts instruction according to student needs. Occasionally provides current lesson plans to coop. teacher and supervisor in advance of the lesson. (60-69 points)</td>
<td>Lesson plans are generally complete and evidences a moderate understanding of the lesson plan components. Addresses most components and frequently adjusts instruction according to student needs. Largely provides current lesson plans to coop. teacher and supervisor in advance of the lesson. (70-79 points)</td>
<td>Lesson plans are complete and evidences a good understanding of the lesson plan components. Thoroughly addresses all components and typically adjusts instruction according to student needs. Usually provides current lesson plans to coop. teacher and supervisor in advance of the lesson. (80-89 points)</td>
<td>Daily lesson plans are complete and evidences an in-depth and thorough understanding of the plan components. Thoroughly addresses all components and consistently adjusts instruction according to student needs. Consistently provides current lesson plans to coop. teacher and supervisor in advance of the lesson. (90-100 points)</td>
</tr>
<tr>
<td>Score</td>
<td>Does Not meet Expectations (0%-59%)</td>
<td>Minimally Meets (60%-69%)</td>
<td>Meets (70%-79%)</td>
<td>Exceeds (80%-89%)</td>
<td>Far Exceeds (90%-100 %)</td>
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<tr>
<td>30-34 points</td>
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<td>(30-34 points)</td>
<td>(36-38 points)</td>
<td>(40-44 points)</td>
<td>(45-50 points)</td>
</tr>
<tr>
<td>0-59 points</td>
<td>Evidences very minimal thought and effort while addressing some of the components of the Daily Notes and Reflections. Does not connect or apply information from one entry to the next.</td>
<td>Evidences minimal thought and effort while addressing most of the components of the Daily Notes and Reflections. Rarely connects and applies information from one entry to the next.</td>
<td>Inconsistently evidences careful thought and effort while addressing most components of the Daily Notes and Reflections. Occasionally connects and applies information from one entry to the next.</td>
<td>Typically evidences critical thought and effort while addressing all six components of the Daily Notes and Reflections. Regularly connects and applies information from one entry to the next.</td>
<td>Consistently evidences insightful, critical thought and effort while addressing all six components of the Daily Notes and Reflections. Consistently connects and applies information from one entry to the next.</td>
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<tr>
<td>60-69 points</td>
<td>(60-69 points)</td>
<td>(70-79 points)</td>
<td>(80-89 points)</td>
<td>(90-100 points)</td>
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<tr>
<td>0-29 points</td>
<td>[Enter Combined Score from Separate Handout + Presentation Rubrics]</td>
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<tr>
<td>(0-29 points)</td>
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<td>(30-34 points)</td>
<td>(35-39 points)</td>
<td>(40-44 points)</td>
<td>45-50 points</td>
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<tr>
<td>5-9 points</td>
<td>4-4.5 points</td>
<td>4.5 or higher.</td>
<td>5-6.5 points</td>
<td>6-7.5 points</td>
<td>7-8.5 points</td>
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<tr>
<td>30-34 points</td>
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<td>(35-39 points)</td>
<td>(40-44 points)</td>
<td>45-50 points</td>
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<tr>
<td>TOTAL POINTS</td>
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ILLINOIS PROFESSIONAL TEACHING STANDARDS

#1 Teaching Diverse Learners – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

#2 Content Area and Pedagogical Knowledge – The competent teacher has in-depth 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.

#3 Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

#4 Learning Environment – The competent teacher 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.

#5 Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

#6 Reading, Writing, and Oral Communication – The competent teacher has 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.

#7 Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

#8 Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

#9 Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.
BENEDICTINE UNIVERSITY
SUGGESTED WEEKLY ACTIVITY SCHEDULE FOR STUDENT TEACHERS
Undergraduate Program – 16 weeks

WEEK ONE:
Initial introduction to the class and school; Student Teacher is to gain knowledge of the class and pupils; may help individual pupils; may perform assigned duties.

WEEK TWO:
Student Teacher will continue as above. Discuss long and short-range plans with Cooperating Teacher. Select first subject area and prepare plans for beginning the following week. All plans must be submitted to and approved by the Cooperating Teacher at least one day in advance.

WEEK THREE:
Begin teaching a subject area with jointly created plans. Select a second area to begin the following week with joint plans. Student Teacher may begin the day and dismiss students at noon or at the end of the day. Make time for bi-weekly conference.

WEEK FOUR:
Continue teaching in two subject areas, the first now with student plans (but approved and evaluated by the Cooperating Teacher) and the second with joint plans. Begin plans (and may be teaching) for a third subject area late in the week. Cooperating Teacher may leave the room for short periods of time.

WEEKS FIVE AND SIX:
Teach three areas/class periods with carefully approved plans. Make plans for the continued take-over and full teaching duties. Be certain that the Student Teacher knows the subject requirements for the remainder of the semester and where flexibility or change may be appropriate. Standardized testing, field trips, parent conferences, institutes -- all make a difference to the Student Teacher's plans. Make time for bi-weekly conference.

WEEK SEVEN:
Move into full-time teaching as soon as seems appropriate, although there is no hurry. Be ready to give help to the Student Teacher in planning units or subjects and provide advice and/or materials as needed. Cooperating Teacher should leave the classroom occasionally for longer periods.

WEEK EIGHT:
Students should soon be in full control and responsibility. Conferences should be held daily to evaluate and to discuss the plans to follow. Cooperating Teacher will leave the room for longer periods of time -- perhaps half an hour or longer -- but observe carefully when in the room. Please keep the University Supervisor apprised of progress made. Make time for bi-weekly conference. Complete midterm evaluations (self-assessment and Cooperating Teacher).

WEEKS NINE, TEN, ELEVEN, TWELVE, THIRTEEN AND FOURTEEN:
Allow full teaching and planning responsibilities. Cooperating Teacher will leave classroom for extended periods of time but still supervise closely during the time spent in room. All plans and preparations are now in the hands of the Student Teacher. Plans must still be approved. (The Cooperating Teacher can be held legally responsible for the plans and activities of the Student Teacher). Make time for two bi-weekly conferences.

WEEKS FIFTEEN AND SIXTEEN:
Cooperating Teachers will resume part of the teaching responsibilities. The remainder of the Student Teacher’s time will be used to view the Cooperating Teacher's methodology again, as well as to visit other levels in this school and others. The Cooperating Teacher will be apprised of and approve all visiting and teaching plans. Complete Final Evaluation.
APPENDIX K

BENEDICTINE UNIVERSITY
SUGGESTED WEEKLY ACTIVITY SCHEDULE FOR STUDENT TEACHERS
Graduate Program-12weeks

WEEK ONE:
Initial introduction to the class and school; Student Teacher is to gain knowledge of the class and pupils; may help individual pupils; may perform assigned duties. Discuss long and short-range plans with Cooperating Teacher. Select first subject area and prepare plans for beginning the following week. All plans must be submitted to and approved by the Cooperating Teacher at least one day in advance.

WEEK TWO:
Begin teaching a subject area with jointly created plans. Select a second area to begin the following week with joint plans. Student Teacher may begin the day and dismiss students at noon or at the end of the day. Make time for bi-weekly conference.

WEEK THREE:
Continue teaching in two subject areas, the first now with student plans (but approved and evaluated by the Cooperating Teacher) and the second with joint plans. Begin plans (and may be teaching) for a third subject area late in the week. Cooperating Teacher may leave the room for short periods of time.

WEEK FOUR:
Teach three areas/class periods with carefully approved plans. Make plans for the continued take-over and full teaching duties. Be certain that the Student Teacher knows the subject requirements for the remainder of the semester and where flexibility or change may be appropriate. Standardized testing, field trips, parent conferences, institutes -- all make a difference to the Student Teacher's plans. Make time for bi-weekly conference.

WEEK FIVE:
Move into full-time teaching as soon as seems appropriate, although there is no hurry. Be ready to give help to the Student Teacher in planning units or subjects and provide advice and/or materials as needed. Cooperating Teacher should leave the classroom occasionally for longer periods.

WEEK SIX:
Students should soon be in full control and responsibility. Conferences should be held daily to evaluate and to discuss the plans to follow. Cooperating Teacher will leave the room for longer periods of time -- perhaps half an hour or longer -- but observe carefully when in the room. Please keep the University Supervisor apprised of progress made. Make time for bi-weekly conference. Complete midterm evaluations (self-assessment and Cooperating Teacher).

WEEKS SEVEN, EIGHT, NINE AND TEN:
Allow full teaching and planning responsibilities. Cooperating Teacher will leave classroom for extended periods of time but still supervise closely during the time spent in room. All plans and preparations are now in the hands of the Student Teacher. Plans must still be approved. (The Cooperating Teacher can be held legally responsible for the plans and activities of the Student Teacher). Make time for two bi-weekly conferences.

WEEKS ELEVEN AND TWELVE:
Cooperating Teachers will assume part of the teaching responsibilities. The remainder of time will be used to view the Cooperating Teacher's methodology again, as well as to visit other levels in this school and others. The Cooperating Teacher will be apprised of and approve all visiting and teaching plans. Complete Final Evaluation.
BENEDICTINE UNIVERSITY
SCHOOL OF EDUCATION
STUDENT TEACHER EVALUATION OF STUDENT TEACHING EXPERIENCE

This form is to be completed by the student and returned to the Education Office within one week of completion of student teaching. If you have two experiences, complete a form for each and submit both after both experiences have been completed.

Name _______________________________ University Supervisor ________________________________

Semester________________________ Year ________________________________

Site _______________________________ District (if applicable) ________________________________

Cooperating Teacher____________________ Grade Level(s) ________________________________

I. Was this site conducive to the following? Not at All Satisfactory Good Excellent

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<td>a. Work on small and large group instructional activities</td>
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<td>b. Work on small and large group behavior management techniques</td>
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<td>c. The improvement of my professional communication skills, both written and verbal</td>
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<td>d. Carrying out methods class assignments and applying methods learned through coursework</td>
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<td>e. Providing assistance such as clarifying expectations, giving feedback and giving support</td>
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<td>f. Providing opportunities to be integrated into the culture of the school</td>
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<td>g. Providing opportunities for varied responsibilities/experiences</td>
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<td>h. Was this site generally appropriate for your professional interests</td>
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Additional Comments:
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36
II. Please rate your University Supervisor on the following:

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<tr>
<td>a. Providing feedback</td>
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<td>b. Providing time for answering</td>
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<td>d. Supporting you in trying new</td>
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Are there assignments/areas that you feel should also be covered in methods classes?

Are there any specific items you feel were unclear, unnecessary, or inappropriate to your classroom? List them and your concerns.

Is there any way in which you feel the School of Education at Benedictine University could better support your placement?

Are there ways in which you felt this experience was positive and contributed to your growth as a professional?
Benedictine University - School of Education
Student Teacher Remediation Plan

Semester: __________ Year: ______ Today’s Date: ____________________

Student Teacher: ___________________________ Student ID: __________

Cooperating Teacher: _______________________ University Supervisor: __________

Cooperating School: ________________________ Subject/Grade/Level: __________

Candidate Major: ___________________________

State the purpose for meeting:

__________________________________________________________________________

__________________________________________________________________________

Specific Area(s) for Remediation

Area 1: Knowledge of Subject Matter

☐ **Context:** When presenting information to the class:
  ☐ Conveys false or incomplete information to students.
  ☐ Finds it difficult to answer students’ questions.
  ☐ Lacks fluency in giving examples (or nonexamples) to illustrate principles or concepts.
  ☐ Makes content unnecessarily confusing to students.
  ☐ Misses opportunities to extend students’ thinking.

☐ **Context:** When planning lessons or units of instruction:
  ☐ Conforms exclusively to the textbook in making curriculum decisions.
  ☐ Assigns tasks with little cognitive challenge.
  ☐ Avoids teaching difficult concepts or ideas that are appropriate for students.
  ☐ Other:

☐ **Context:** When planning and/or implementing assessments of student learning:
  ☐ Misaligns assessments and instructional objectives.
  ☐ Makes errors in computing scores or grades.
  ☐ Misinterprets results of assessments.
  ☐ Focuses feedback on mistakes and not on accomplishments.
  ☐ Fails to acknowledge levels of effort or to reward approximations of excellent work.
  ☐ Other:

General Comments (include the student’s area(s) of strength):

__________________________________________________________________________

__________________________________________________________________________

Steps for Remediation

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Area 2: Instructional Problem Solving

- **Context:** When diagnosing learning difficulties experienced by a student or a group of students:
  - Does not consider “the teacher” or the “instruction” as a potential source of student difficulty.
  - Lacks concern when it is evident that the goals of the lesson or unit were not attained.
  - Misses opportunity to help students who are not meeting objectives.
  - Finds causal factors for student learning difficulties exclusively in the past (last year’s teacher), or in the learner’s traits such as laziness or low ability.

- **Other:**

- **Context:** When planning or implementing a lesson after receiving feedback about previous lessons:
  - Makes no effort to incorporate prior feedback in planning.
  - Repeats the same major mistakes, which have been previously identified.

- **Other:**

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Area 3: Relationships with Students

- **Context:** When speaking informally with students outside of a “lesson” context:
  - Acts with coolness, aloofness, and “at a distance,” making no personal contacts or exchanges with students.
  - Fails to listen to what students are saying.
  - Communicates indifference to student interests.
  - Does not use student names in the classroom or in the hallways.

- **Other:**

- **Context:** When given appropriate opportunities to learn about the lives of students outside of the classroom:
  - Makes no effort to learn about the lives of students outside of the classroom.
  - Fails to link lesson topics and activities to the lives of students.

- **Other:**

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Area 4: Engaging Students in Active Learning

- **Context:** When planning and implementing lessons:
  - Fails to engage students in meaningful group projects.
  - Provides no opportunity for students to make choices about how to respond to classroom tasks.
  - Provides no opportunity for students to share their own, personal ideas.
  - Does not encourage independent thinking on the part of the students.
  - Other:

- **Context:** When leading discussions in small groups or with a whole group:
  - Accepts responses from very few students, with others remaining passive during the period.
  - Talks for long periods of time.
  - Continues with too many students “off-task.”
  - Does not provide time for students to reflect before responding to questions or task.
  - Other:

**General Comments (include the student’s area(s) of strength):**

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Area 5: Managing Student Behavior and Classroom Activities

- **Context:** When conveying expectations for student roles in a lesson or activity:
  - Fails to convey expectations for student tasks.
  - Fails to convey to students a sense of urgency to learn, to participate, and to achieve.
  - Fails to connect teacher expectations to what the students may view as important or valuable.
  - Other:

- **Context:** When responding to disruptions in the class routine:
  - Loses control of emotions.
  - Does not make use of alternative strategies to address the problem.
  - Responds in ways that are perceived as inconsistent or unfair.
  - Transforms an issue into a personal one or a “power struggle,” for example, “me vs. them.”
  - Fails to establish a system of “consequences” for antisocial, unproductive student behaviors.
  - Lacks a system of cuing students before, during, and after transitions.
  - Other:
Context: When involving students in instructional activity:
- Fails to provide an environment where students are at minimal risk of harm.
- Wastes student time and instructional opportunity through inefficient procedures.
- Other:

**General Comments (include the student’s area(s) of strength):**

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**Area 6: Conscientiousness as a Teacher**

Context: When making promises to students, cooperating teachers, and/or to university supervisors:
- Doesn’t follow through.
- Makes excuses instead of taking responsibility.
- Other:

Context: When committing time to student teaching assignments:
- Accepts outside employment, which interferes with the quality of the student teaching effort.
- Accepts as “satisfactory,” practices that are weak approximations of what is expected.
- Doesn’t have written lesson plans for each lesson taught.
- Fails to provide Cooperating Teacher a copy of lesson plans at least 2-3 days in advance of the corresponding lesson being taught.
- Daily “Notes and Reflections” aren’t completed in a timely manner (i.e., they are not written on each day of the student teaching experience).
- Appears to be “disorganized” by being late to class, late in correcting papers, late in handing in grades, and/or late in filing reports.
- Does not complete college/university assignments such as keeping 3-ring binder updated, organized, and available for review.
- Other:

Context: When teaching a lesson:
- Teaches in a manner that lacks energy, enthusiasm, or conviction.
- Teaches in a manner that indicates a lack of preparation.
- Behaves in a passive manner—more in a reactive mode than in a proactive one.
- Other:

**General Comments (include the student’s area(s) of strength):**
Area 7: Quality of Professional Judgments

- **Context**: When relating to other professionals in the classroom or in the building:
  - Conveys disrespect for others’ views, opinions, or responsibilities.
  - Is indiscreet in sharing information with others.
  - Other:

- **Context**: When conversing with class or individuals in a lesson or outside of a formal classroom situation:
  - Uses inappropriate language or examples.
  - Makes statements or comments that convey disrespect for individuals or groups of individuals.
  - Establishes inappropriate relationships with an individual student or a group of students.
  - Other:

- **Context**: When preparing to come to school:
  - Elects to wear inappropriate clothing or jewelry.
  - Displays poor habits of grooming and/or hygiene.
  - Other:

- **Context**: Selecting topics and/or assessments for the class:
  - Chooses topics that are not appropriate for students.
  - Chooses as assessment tasks that are inappropriate for students.
  - Applies inappropriate standards to student work.
  - Other:

**General Comments (include the student’s area(s) of strength):**

The areas checked above jeopardize the student’s successful completion of student teaching and must be remediated as outlined. Failure to successfully remediate as scheduled will result in removal from the student teaching experience.

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University Supervisor – Date  
Cooperating Teacher – Date  
Department Chair – Date  
Student Teacher – Date  
Director of Student Placement – Date

Copies to Student Teacher, University Supervisor, Cooperating Teacher, Director of Student Placements, and Academic Advisor. Original to be placed in student’s advising file.
# Student Teacher Remediation Follow-Up Report

**Semester:** ____________  **Year:** ______  **Today’s Date:** ____________________________  
**Student Teacher:** __________________________  **Student ID:** ____________________________  
**Cooperating Teacher:** ______________________  **University Supervisor:** _________________  
**Cooperating School:** _______________________  **Subject/Grade/Level:** ____________________  
**Candidate Major:** __________________________

The Student Teacher Remediation Plan was completed on __________________________.  
The results of the remediation steps were:

- _____ The remediation steps are in progress.
- _____ The remediation steps were successfully completed.
- _____ The remediation steps were not successfully completed and the candidate:
  - _____ withdrew from student teaching with a grade of _____.
  - _____ was removed from student teaching with a grade of _____.

**Cooperating Teacher’s Comments:**
______________________________________________________________
______________________________________________________________
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**University Supervisor’s Comments:**
______________________________________________________________
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________________________  
**University Supervisor – Date**  
**Student Teacher – Date**  
**Cooperating Teacher – Date**  
**Director of Student Placements – Date**  
**Department Chair – Date**

Copies to Student Teacher, University Supervisor, Cooperating Teacher, Director of Student Placements, and Academic Advisor. Original to be placed in student’s advising file.