

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

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

2009-2010

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.

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INTRODUCTION

This Handbook includes policies and procedures for student teaching candidates. Additional, detailed information regarding Benedictine University's teacher certification 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 candidates seeking certification 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.

Students 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 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")

POLICIES AND PROCEDURES

PLACEMENT PROCEDURES

The University is favorably located among many excellent and diverse school settings, both public and private. The University enters into agreements with schools that are able to provide quality experiences for students.

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. **Candidates are not allowed to make contact with schools**, in search of their own placement.

Upon receipt of your approved Student Teaching Application from your academic advisor, a placement will be sought by the School of Education Placement Office. Students may request general geographic areas (not specific schools or school districts) for their placement sites, and efforts will be made to honor those requests. However, there is no guarantee that the preferred geographic location of placement sites can be secured by the University or that a school or school district within that geographic area will approve our request. The University reserves the right to make all placements.

A student will not be placed at a school where a relative or close associate is either an employee or a pupil, where the student attended, where the student has been employed, or, in general, where he/she has completed a preclinical experience. Efforts are made to place each student 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; location; school) which are appended to the application; and
- The availability of appropriate sites.

When a placement has been tentatively approved, you 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 your tentative school placement, cooperating teacher, and contact person.

You should contact the person designated on the Placement Form, within two weeks, to arrange a meeting and an interview. Do not expect the contact person to return your call immediately -- be patient. The purpose of this meeting is to receive final placement approval (if granted) and to establish your student teaching schedule. If final approval is granted, you must acquire the appropriate signatures on the Verification 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 is placed at the grade level(s) which is (are) compatible with the certificate sought. A candidate for elementary certification generally teaches at either the primary or intermediate grade levels; one seeking a K-12 special education certificate has half of the experience at the

elementary level (multiple grade levels) and half at the middle school or secondary level; and one seeking secondary certification generally teaches at the secondary level (multiple grade levels). With respect to elementary and secondary certificates, a student may complete the experience at the middle school level, if the student meets minimal subject matter requirements.

The student teacher must provide for his/her own transportation. A site within walking/biking distance cannot be guaranteed.

ELIGIBILITY FOR PLACEMENT

To be eligible for consideration for **undergraduate student teaching**, the candidate must have fulfilled the following:

- Successful completion of all professional courses (2.5 GPA; based only on Benedictine University coursework);
- Successful completion of all courses in the major (2.5 GPA; based only on Benedictine University coursework);
- Acceptance to the Teacher Education Program (TEP);
- A 2.5 cumulative GPA based only on courses completed at Benedictine University;
- Senior standing;
- Satisfactory completion of all requisite preclinical experiences and accompanying recommendations to continue in the program;
- Proficiency in basic skills:
 - Oral communication (C or higher in course or proficiency)
 - Written communication (C or higher in course or proficiency)
 - Mathematics (C or higher in course or proficiency)
- Successful passage of the Illinois Test of Basic Skills;
- Successful passage of the Illinois Content Area Test;
- Approval from the Teacher Education Committee;
- Successful completion of all requirements for checkpoint #3;
- Evidence of health/stamina necessary for the rigors of teaching;
- Background clearance; and,
- Evidence of personal/professional qualities essential for teaching (e.g., integrity, character, ethics, mental fitness, and personality adjustment).

To be eligible for consideration for **graduate student teaching**, the candidate must have fulfilled the following:

- Successful completion of all professional coursework (“B” or higher); and general education requirements;
- A 3.0 cumulative GPA;
- Acceptance to the Teacher Education Program;
- Satisfactory completion of all preclinical experiences and accompanying recommendations to continue in the program;
- Approval from the Teacher Education Committee;
- Successful passage of the Illinois Test of Basic Skills;
- Successful passage of the Illinois Content Area Test;
- Successful completion of all requirements for checkpoint #3;

- Evidence of health/stamina necessary for the rigors of teaching;
- Background clearance; and,
- Evidence of personal/professional qualities essential for teaching (e.g., integrity, character, ethics, mental fitness, and personality adjustment).

TIME COMMITMENT FOR STUDENT TEACHING

In order to maximize full potential for success in the student teaching experience, the student should devote his/her full time to the professional semester. Benedictine faculty 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 voluntary activities requiring a substantial time and energy commitment (e.g., academic classes, extracurricular University activities, and service functions).

A student having a cumulative GPA of 3.0 or higher shall use his/her discretion regarding participation in non-student teaching activities that include additional coursework and employment. A student having a GPA of 2.5 to 3.0, who believes that he/she has extenuating circumstances that may preclude adherence to this (no coursework/employment) standard, may petition (with accompanying rationale) to the School of Education Chair, concurrent with the application to student teach. If a petition is approved; and it is subsequently determined that the quality of the student teaching experience is being jeopardized, the student may be requested to drop the activity or activities, or the student teaching experience may be terminated.

APPLICATION AND ADMISSION TO STUDENT TEACHING

One year in advance of student teaching, the student files an Application for Student Teaching, which includes his/her advisor's signature and current transcripts, to the Director of Student Placement. The deadline for filing is announced in the University Calendar and posted within the School of Education offices. Applications submitted after the deadline will be accepted only for extenuating reasons, and they are subject to approval by the Chair of the School of Education. A petition to the Director of Student Placement must accompany such applications.

Since applications must be acted upon, even though all requirements are not yet satisfied, placements are conditional and are formalized only after all data are available. A student who does not meet the requirements and prerequisites for student teaching (refer to the preceding sections) may appeal for consideration to the Chair of the School of Education. Only when the student is approved (tentatively) for student teaching, will the placement process begin. Benedictine University requires that all students must pass their content area test(s) prior to student teaching. This is in compliance with Illinois State Board of Education policy. **Under no circumstances are student teacher candidates permitted to student teach until their content area test(s) is successfully passed.**

It is expected that the student will conscientiously devote his/her time to the professional semester of student teaching. Additionally, it is expected that the student will work within the calendar of the respective school, follow the vacation schedule of the school, and be present during the entire teacher day (including participating in extracurricular activities and after school staff meetings, as may be required).

NATURE OF EXPERIENCE

The student teaching experience involves minimal amounts of 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 week*. (See Appendix G and H for a suggested schedule of activities).

The Student Teacher is expected to gradually increase the number of his/her 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 experiences in two schools, each for a minimum of eight weeks, or six weeks for graduate students.

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. University Supervisors and cooperating teachers have been informed of the School of Education's policy on attendance and are required to report any discrepancies.

Make-up days 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 more than three (3) days of student teaching.

For unplanned absences, the Student Teacher must notify the Cooperating Teacher and the University Supervisor, as soon as the impending absence is realized. If the student is unable to reach the University Supervisor, he/she must contact the Director of Student Placement.

PROCEDURES FOR INITIAL MEETING

Within 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:

- Present the Cooperating Teacher with the necessary materials and forms including the:
 - Student Teaching Handbook for Student Teachers and Cooperating Teachers,
 - Evaluation form (Appendix C)
- Establish a schedule/timeline;

- Review the University's student teaching materials with the Cooperating Teacher and ask if there is a standard school lesson plan form/format;
- Clarify expectations regarding teaching responsibilities; 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 meetings, as well as the LiveText Professional Portfolio Presentation, during the semester of student teaching. These seminars are usually held during the late afternoon or 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 we hold 4-8 seminars, 1-3 LiveText instruction workshops, and one LiveText Professional Portfolio Presentation. During the majority of seminars, student teachers will be meeting with their University Supervisors for a minimum of 30 minutes during the scheduled time 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);
- Directions to the school, location of the school parking lot, and your classroom location.

Qualified personnel, including University faculty and field site personnel, supervise all student teaching experiences. The standard for determining qualified personnel includes certification, 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.

Supervisory visits by university personnel are made in accordance with the following:

- Full semester experience: a minimum of 4-6 visits, and
- Two (2) half semester experiences: a minimum of 2-3 visits each site.

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.

NOTE: For students seeking a secondary education certificate, one visit is arranged during the seventh through ninth week of the student teaching semester by a faculty member within the student's major. It is the Student Teacher's responsibility to arrange the visit.

Secondary Education Students: Observation by Supervisor within Discipline

Student Teachers at the **secondary level** are supervised four 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 faculty member from the student's respective discipline must be conducted. 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 a Secondary Education Student Teacher Observation Information Sheet (Appendix B) must subsequently be completed by the supervisor in the student's discipline, then signed by the student and submitted to the University Supervisor for a portion of the student teaching grade. This form is due by the 9th week of student teaching.

Undergraduate Students: If your major advisor is unable to observe you, please contact the respected department chairs, or contact person listed below to schedule another supervisor.

Graduate Students: All graduate students who did not receive their bachelor degree from Benedictine University, and do not have an advisor in their respective discipline, must contact the department chair or the contact person listed below in their subject area, to arrange an observation with a member of that department.

Department Chair or Contact Person	Phone	Email	Discipline
Dr. Cheryl Heinz	630-829-6581	cheinz@ben.edu	Biology
Dr. Soyon Lee	630-829-6463	slee@ben.edu	Business & Economics
Dr. Nina Ronkainen	630-829-6549	nronkainen@ben.edu	Chemistry
Dr. Wilson Chen	630-829-6288	wchen@ben.edu	Language & Literature
Dr. Tim Comar	630-829-6555	tcomar@ben.edu	Mathematics
Dr. Andrew Wig	630-829-6527	awig@ben.edu	Physics
Dr. Sue Mikula	630-829-6255	smikula@ben.edu	History
Dr. Beth Vinkler	630-829-6264	bvinkler@ben.edu	Language & Literature
Dr. Beth Vinkler	630-829-6264	bvinkler@ben.edu	<u>Spanish</u>

STUDENT EXPECTATIONS AND RESPONSIBILITIES

The general goals and objectives for student teaching are outlined at the beginning of this document. Essentially, 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:

- 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 journal, assessments, and a section for miscellaneous information (e.g., resource materials; teacher tools and forms; samples). The binder is made available to the Cooperating Teacher and the University Supervisor at each visit.
- Complete the Assessment and Evaluation of Student Teaching Experience Form 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.
- Maintain a daily journal. Daily journal entries are a reflection of instructional techniques observed and used, teaching methodology, classroom management strategies, etc. The journal should include the following sections for each entry: 1) Summary; 2) Reflection; and 3) Emerging Questions (see Evaluation & Grading section of this document).
- Prepare a written lesson plan for each class segment taught. The plan should be prepared at least 2-3 days in advance during the morning of the preceding day 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. If the school does not have a standard lesson plan form, a standard form is provided in this

Handbook. At the conclusion of a lesson and before the next lesson is planned, the Student Teacher prepares a written self-assessment, which should address: (1) whether the learners achieved intended outcomes, and (2) what might have been done differently to effect greater achievement.

- Prepare a Professional Portfolio via LiveText (see the Professional Portfolio Handbook)

In sum, 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.

Note: 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.

Assessment and Evaluation

Written assessments/evaluations for the student's performance are made on standard forms as follows:

- By the Student Teacher
 - After each lesson taught (on back side of plan)
 - A midterm (Appendix C)
- By the Cooperating Teacher
 - Every 3-4 weeks including midterm and final evaluations (Appendix C)
- By the University Supervisor
 - During each visit, including midterm and final evaluations (Appendix C)

All 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 obtain a written recommendation from one of his/her Student Teaching Supervisors or cooperating teacher, it is strongly recommended.

Grade Determination

I. The Student Teaching Experience & Performance = 75% of the total grade (75pts)

Performance/Evaluations: (35 points)

You will be evaluated by your cooperating teacher and university supervisor in a number of areas that will reflect your professional growth in such areas as: planning for instruction, assessment, reflection and professional conduct. High performance will be evidenced by your level of commitment, preparedness, and effort.

Lesson Plans: (20 points)

Daily lesson plans must be completed and maintained in your student teaching ring binder. All lessons must represent the intended learner outcomes and methods of assessment. You may use the lesson plan provided for you in the student teaching handbook unless the cooperating school identifies a different format.

Journal: (20 points)

You will complete a journal entry for each day at your student teaching site. These entries are a reflection of your observation and/or use of instructional techniques, teaching methodology, classroom management, etc. The journal should include the following sections for each entry:

- **Summary:** Date your entry and briefly describe the major activities you observed and/or participated in.
- **Reflection:** Identify something within the school day that struck you as being particularly meaningful, enlightening and/or amazing. Describe and explain why.
- **Emerging Questions:** What are you still wondering about as a result of your involvement with the teacher and/or students?

II. The Presentation Portfolio = 25% of the total grade (25 pts)

LiveText Portfolio (25 points):

You will complete the presentation portfolio, to showcase exemplary projects and artifacts from your previous courses and student teaching. This portfolio will be shared with other students, faculty, and staff during the LiveText Portfolio Presentation Night scheduled at the completion of student teaching. See the Professional Portfolio Handbook for more details.

Total Student Teaching points = 100

Grades are calculated: Points earned/Total points (100)

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D

School of Education

Lesson Plan

- I. Standards: Add the Illinois Learning Standards appropriate to lesson, subject and grade level.
- II. Resources: List all resources used to create your lesson (e.g., books; specific websites; journal articles; school personnel; etc.).
- III. Learner Objectives: Explain what the students should know and be able to do, upon completion of the lesson or unit of instruction. Students should know what they will learn and why it is important.
- IV. Instructional Methods:
 - A. Engagement/Anticipatory Set: How to hook or motivate the class. Need to capture students' attention and access students' prior knowledge.
 - B. Exploration: Introduce the concept, process or skill. Provide activities that foster student exploration, create concrete experiences and hands-on learning.
 - C. Explanation: Student/teacher share ideas, clarify concepts, correct misconceptions and introduce further material, connections or activities.
 - D. Elaboration: Activities or discussions focused on applying, extending or elaborating upon concepts and skills in a new situation. Focus on generalizing concepts and making connections to the real world or prior knowledge.
 - E. Evaluation: Check for student understanding; this should be an ongoing process throughout the lesson.
- V. Assessment: Detail when and how will you measure what the students retained and their ability to apply the concept(s). Use guided practice and independent practice.
- VI. Closure: Describe how you will bring the lesson/unit to an end. Will you Summarize, introduce the next concept, have students make connections to prior knowledge...?
- VII. Differentiated Instruction: Identify the specific teaching strategies and means of assessment that will be used for the lesson to address all student learning needs within the classroom.
- VIII. Reflection: Answer the following questions about your lesson, instructional approach and/or classroom management strategies:
 - What went right?
 - What went wrong?
 - What would I do to improve this lesson?

Journal Guidelines

The Student Teacher must maintain a daily journal that reflects observations, activities, and suggestions associated with the student teaching experience. The journal is an important part of the Ring Binder, which is reviewed by the University Supervisor(s) during each visit. Be sure that your reflections do not include information that violates the confidentiality of others (e.g., students; parents; school personnel). Professional discretion is expected.

The journal entries are to be reflective in nature, not simply an identification of what occurred. The journal should also focus on strategies that worked and/or suggestions for consideration. One purpose of a journal is to provide information for your future use. The journal must include the following sections for each entry:

- Summary: Date your entry and briefly describe the major activities you observed and/or participated in.
- Reflection: Identify something within the school day that struck you as being particularly meaningful, enlightening and/or amazing. Describe and explain why.
- Emerging Questions: What are you still wondering about as a result of your involvement with the teacher and/or students?

Journal reflections should pertain to your observations and experiences, both in and out of the classroom. Areas for reflective thought include, but are not limited to: curriculum; methodology; classroom management; student behavior; teaching behavior; learner outcomes; student development; conferencing; and assessment.

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: Handbook
Divider: Placement/Schedule (Appendix A)
Divider: Journal
Divider: Lesson Plans
Divider: Assessments/Evaluations (Appendix C)
Divider: Professional Portfolio Artifacts
Divider: Miscellaneous

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.

Ringbinder Uses and Student 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 Ringbinder to the Student Teacher at the conclusion of the experience. Ringbinders are not to be submitted to the School of Education Office.

University and University Supervisor Expectation and Responsibility

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

- Ensuring that the Student Teacher has evidenced readiness for the experience (e.g., achievement of academic prerequisites; satisfactory preclinical experiences; health; proficiency in basic skills; clearance of background check; evidence of appropriate personal and professional characteristics; and an understanding of responsibilities of self, the University, and the school);
- 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: 4 - 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 (minimum of 4) for student teachers. All seminars will be scheduled during after-school hours. 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.
- Providing a tuition voucher to the cooperating teacher who provides supervision for a student teacher. The tuition voucher is for one, 2-3 semester hour Benedictine University course offered as part of the T.I.D.E. Program. The voucher is valid for one year.

Cooperating School and Teacher Expectation 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:

- 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);
- Orientate students to expectations, school setting, faculty, and staff;
- 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:
 - Assist as a teacher aide;
 - Instruct individuals, small group, and whole class;
 - Assist with the design of experiences for students who are culturally diverse, gifted, and have disabilities;
 - Interact with curriculum materials/texts to facilitate appropriate lesson plans;
 - Design learner outcomes and planning lessons;
 - Prepare part and whole lessons;
 - Self-assess/evaluate teaching (including videotaped teaching experience);
 - Prepare instructional materials and evaluate student achievement;
 - Assist with supervisory responsibilities associated with all facets of the cooperating teacher role;
 - Assume the total role of the Cooperating Teacher for at least four to six full weeks;
 - Have out-of-class experiences supportive of instruction (e.g., interact with school administrators and other professional personnel; participate in all school events; attend faculty meetings; become familiar with the learning center; observe other classes; interact with parents; interact with pupil services personnel);

In addition, the Cooperating Teacher is asked to:

- Assist the Student Teacher in the practical applications of teaching and learning theory, and in planning learner outcomes;
- Facilitate the phase-in and phase-out of the Student Teacher's responsibilities, in a manner that accounts foremost for the learning needs of the students;
- Provide systematic and ongoing feedback regarding lesson planning, teaching, performing as a student professional, and other responsibilities of the Student Teacher;
- Provide a minimum of four written assessments regarding the student teacher, including a midterm and final assessment. Each assessment is shared during a conference session with the student, who signs the evaluation and may provide optional comments. All assessments shall be given to the University Supervisor. The deadline and manner of receipt of assessments is at the discretion of the University Supervisor;
- 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 the Student Teacher with a physical place in the classroom and/or office;
- Provide feedback to the University regarding the overall preparation of the Student Teacher to perform, in reference to job-relatedness (via annual survey); and,
- Write a recommendation for the student's credential file, if requested and if amenable.

Academic Honesty

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 course requirement may request an academic accommodation from the instructor. Students must make such requests in writing by the end of the first week of the class.

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 how and when the situation will be resolved.

If a student teacher's experience is terminated, the student must adhere to the drop date, grading, and Academic Honesty policies of the University. The following list includes, but is not limited to, possible reasons for removal from a student teaching placement:

- Unprofessional behavior;
- Insubordination to school personnel;
- Failure to conform to school policies;
- Weak teaching performance;
- Failure to complete lesson plans and/or journal; and/or
- Weak instructional content.

General 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' behalf. We hope your relationship with our students is both satisfying and productive. Virtually all 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, can help each dedicated student make the student teaching experience both productive and enjoyable.

APPENDICES

APPENDIX A

BENEDICTINE UNIVERSITY
STUDENT TEACHING SCHEDULE: TIME RECORD

STUDENT TEACHER _____ STUDENT PHONE _____

STUDENT E-MAIL _____

COOPERATING SCHOOL _____ TOWN _____

COOPERATING TEACHER _____ ROOM _____ GRADE _____ PHONE _____

PLEASE INDICATE ESTIMATED MILES FROM BENEDICTINE UNIVERSITY TO YOUR SCHOOL ONE WAY _____

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

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 _____ Evening Phone Number _____

Name of High School where you are student teaching _____
High school phone number _____
Address of the high school _____

Location of the main entrance or door that I should use _____

Location of the Visitor parking spots _____

Directions to the high school from Benedictine University (include mileage and significant sites
– stores, sign, etc.)

Total mileage from Benedictine University to the high school _____
Average driving time from Benedictine University to the high school _____

Name of high school cooperating teacher _____
Phone number of cooperating teacher _____

Name of University Supervisor _____
Phone number of University Supervisor _____

Names of the courses you are teaching start and stop times, days of the week, 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!

APPENDIX C

**BENEDICTINE UNIVERSITY
SCHOOL OF EDUCATION
ASSESSMENT AND EVALUATION OF STUDENT TEACHING EXPERIENCE**

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



Student Name: _____	Coop Monthly Eval: _____
Date of Assessment: _____	University Supervisor Visit: _____
Semester (Date) of Experience: _____	Student Self-Eval Midterm: _____
Cooperating Teacher _____	Cooperating Teacher Midterm: _____
Subject(s) _____	University Supervisor Midterm: _____
University Supervisor _____	Cooperating Teacher Final: _____
	University Supervisor Final: _____
	School _____

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. Content Knowledge (<i>Scholarship; Lifelong Inquiry</i>)	<u>N</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Displays an understanding of major discipline concepts						
Uses inquiry processes						
Use multiple explanations and examples to present key ideas						
Makes connections to other subjects and real life						
Designs learning experiences that integrate technology						
Comments:						
2. Human Development and Learning (<i>Scholarship; Lifelong Inquiry</i>)	<u>N</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Displays an understanding of how students acquire knowledge and skills						
Plans activities that are developmentally appropriate						
Links new ideas with familiar experiences for student reflection						
Introduces concepts and principles at varying levels of complexity						
Comments:						

3. Diversity (Leadership; Social Responsibility)	<u>N</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Ability to adjust time and tasks to meet needs of all students						
Modifies content to meet needs of all students						
Models and fosters a climate of respect, acceptance and community						
Uses cultural diversity to enrich instruction						
Identifies student needs and employs a variety of methods to address the needs e.g., multiple intelligences, learning styles, and performance modes.						
Comments:						
<hr/>						
4. Planning for Instruction (Scholarship; Lifelong Inquiry; Social Responsibility)	<u>N</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Evidences high but appropriate expectations for student accomplishment						
Learning experiences planned meet the needs of all students in the class						
Each lesson plan indicates timing/pacing and multiple learning activities						
Learning objectives for the lesson are clearly stated						
Each lesson plan indicates methods of checking for understanding and evaluation of student comprehension of instruction						
Reflection is used in the planning process						
Comments:						
<hr/>						
5. Learning Environment (Leadership; Social Responsibility)	<u>N</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Creates an atmosphere of community that is conducive to learning for all						
Students work cooperatively and productively in groups						
Encourages and motivates students to be responsible						
Manages time, materials and space effectively (smooth transitions, clear directions etc.)						
Provides opportunities to work collaboratively and independently						
Comments:						
<hr/>						
6. Instructional Delivery (Scholarship; Lifelong Inquiry; Social Responsibility)	<u>N</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Uses correct and appropriate language						
Explains objective(s) of the lesson						
Implements an anticipatory set						
Uses alternative explanations to assist student understanding						
Prepares examples that show linkages to past learning and real life						
Asks questions that go beyond the recall level of knowledge						
Adjusts instruction based upon student responses						
Uses technology to support instruction						
Provides closure at the end of the lesson						
Takes a variety of instructional modes: e.g., instructor, facilitator, coach audience						
Comments:						
<hr/>						

7. Communication (Scholarship ; Social Responsibility)	<u>N</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Uses vocabulary that is appropriate to grade level						
Expects and reinforces correct grammar in oral and written language used by the students						
Provides constructive feedback to students in a positive and supportive manner						
Develops a good rapport with students, parents and faculty members						
Creates opportunities for students to practice correct written, verbal, nonverbal and visual modes of communication						
Demonstrates the skills and abilities needed to function as a team member						
Uses a variety of communications modes and tools to enrich learning activities						
Comments:						
<hr/>						
8. Assessment (Lifelong Inquiry; Social Responsibility)	<u>N</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Understands assessment as a means of diagnosing, remediating and improving instruction						
Uses Illinois Academic Standards as an assessment guide						
Uses assessment as a tool of reflection and content modification						
Displays the ability to select, construct and use assessment strategies to improve instruction						
Demonstrates the ability to identify student learning needs						
Demonstrates the ability to develop learning strategies to address diagnosed needs						
Works to involve students in self-assessment						
Keeps accurate records of student work and performance						
Communicates progress to students, parents and administration in a knowledgeable and responsible manner						
Comments:						
<hr/>						
9. Collaborative Relationships (Leadership; Social Responsibility)	<u>N</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Understands the place of school in the community						
Understands the need for collaboration and cooperation						
Practices collaborative skills						
Seeks and uses community resources						
Works to develop positive rapport with students, parents and colleagues						
Understands teacher's role as student advocate						
Comments:						
<hr/>						
10. Reflection and Professional Growth (Scholarship; Lifelong Inquiry)	<u>N</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Understands and practices reflection re: classroom, information about students, pedagogical knowledge, and current research						
Understands and practices reflective self-assessment						
Participates in professional dialogue and is interested in continuous learning						
Willingly shares knowledge and skills with others						
Comments:						
<hr/>						

11. Professional Conduct and Leadership (<i>Leadership; Social Responsibility</i>)	<u>N</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Is punctual and responsible						
Dress in an appropriate manner						
Understand and respects school organization and policy						
Demonstrates the following: flexibility, cooperation, enthusiasm and initiative						
Is open and respectful when constructive criticism is offered						
Consistently follows recommendations offered by cooperating teacher and university supervisor						
Participates in professional discussions when appropriate						
Comments:						

Signature of University Supervisor:

Date

Signature of Cooperating Teacher:

Date

Signature of student:

Date

Comments:

To be completed by the University Supervisor ONLY, at <u>midterm and at completion</u> of the student teaching experience:				
_____	Student demonstrates competency at a pre-service teaching level.			
_____	Student needs to improve in the following area(s):			
Overall Performance Evaluation				
Evaluation of Teaching reflects a high level of commitment, preparedness and effort				
5	4	3	2	1
High				Low

Student Name:

Evaluator:

Rubric for Student Teaching

(75 points Maximum)

	Far Exceeds (10 points)	Exceeds (8 points)	Meets (7 points)	Somewhat Meets (6 points)	Does Not meet Expectations (5 points)	Score
Performance Evaluation (35 %)	<i>Consistently shows a high level of commitment, preparedness and effort. Performance far exceeds expectations.</i> (35 points)	<i>Consistently shows a high level of commitment, preparedness and effort. Performance exceeds most expectations.</i> (28 points)	<i>Shows an average level of commitment, preparedness and effort. Performance mostly meets expectations.</i> (24.5 points)	<i>Shows a low level of commitment, preparedness and effort. Performance below expectations.</i> (21 points)	<i>Shows low to no level of commitment, preparedness and effort. Performance well below expectations.</i> (17.5 points)	_____ pts Comments:
Lesson Plans (20%)	Completes daily lesson plans and evidences an <i>in-depth and thorough understanding</i> of the lesson plan components. Thoroughly addresses <i>all components</i> and adjusts instruction according to student needs. <i>Consistently provides</i> current lesson plans to coop teacher and supervisor. <i>Completes a self-reflection</i> for every lesson. (20 points)	Completes daily lesson plans and evidences an <i>in-depth understanding</i> of the lesson plan components. Thoroughly addresses <i>all components</i> and adjusts instruction according to student needs. <i>Provides</i> current lesson plans to coop teacher and supervisor. <i>Completes a self-reflection</i> for most lessons. (16 points)	Completes daily lesson plans and evidences a <i>clear understanding</i> of the lesson plan components. Addresses <i>all components</i> and adjusts instruction according to student needs. <i>Provides</i> current lesson plans to coop teacher and supervisor. <i>Usually completes a self-reflection</i> for lessons. (14 points)	Completes daily lesson plans and evidences a <i>low understanding</i> of the lesson plan components. Addresses <i>some components</i> in the lesson plan. <i>Occasionally</i> provides current lesson plans to coop teacher and supervisor. <i>Occasionally completes a self-reflection</i> for lessons. (12 points)	Does not complete daily lesson plans and evidences a <i>low understanding</i> of the lesson plan components. Addresses <i>some components</i> in the lesson plan. <i>Rarely</i> provides current lesson plans to coop teacher and supervisor. <i>Seldom completes a self-reflection</i> for lessons. (10 points)	_____ pts Comments:
Journal (20%)	<i>Consistently evidences insightful, critical thought and effort</i> while addressing <i>all components</i> of journal: Summary, Reflection and Emerging questions. <i>Routinely connects and applies</i> information from one entry to the next. (20 points)	<i>Consistently evidences critical thought and effort</i> while addressing <i>all components</i> of journal: Summary, Reflection and Emerging questions. <i>Regularly connects and applies</i> information from one entry to the next. (16 points)	<i>Evidences careful thought and effort</i> while addressing <i>all components</i> of journal: Summary, Reflection and Emerging questions. <i>Occasionally connects and applies</i> information from one entry to the next. (14 points)	<i>Evidences minimal thought and effort</i> while addressing <i>most</i> of the components of journal: Summary, Reflection and Emerging questions. (12 points)	<i>Evidences minimal thought and effort</i> while addressing <i>some</i> of the components of journal: Summary, Reflection and Emerging questions. (10 points)	_____ pts Comments:

BENEDICTINE UNIVERSITY
 SCHOOL OF EDUCATION
 STUDENT TEACHING PRESENTATION PORTFOLIO EVALUATION

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



Presentation Portfolio Evaluation Form

Student: _____ **Evaluator:** _____

Levels of Performance Criteria:

- 5 = Exceptional understanding of the relationship between Rationale/artifact and standard
- 4 = Thorough understanding of the relationship between Rationale/artifact and standard
- 3 = Adequate understanding of the relationship between Rationale/artifact and standard
- 2 = Somewhat inadequate understanding of the relationship between Rationale/artifact and standard
- 1 = Inadequate understanding of the relationship between Rationale/artifact and standard

Part I: PROFESSIONAL STANDARDS

Evaluate the quality of the Overall Self-Reflective Rationale Statement and the appropriateness of the corresponding artifacts relative to each standard. Circle the appropriate criteria and support your selection with written comments.

Standard 1: Content Knowledge: (*Scholarship; Lifelong Inquiry*)

5	4	3	2	1
---	---	---	---	---

Comments on Rationale and Artifacts:

Standard 2: Human Development and Learning: (*Scholarship; Lifelong Inquiry*)

5	4	3	2	1
---	---	---	---	---

Comments on Rationale and Artifacts:

Standard 3: Diversity: (*Leadership; Social Responsibility*)

5	4	3	2	1
---	---	---	---	---

Comments on Rationale and Artifacts:

Standard 4: Planning for Instruction: (*Scholarship; Lifelong Inquiry; Social Responsibility*)

5	4	3	2	1
---	---	---	---	---

Comments on Rationale and Artifacts:

Standard 5: Learning Environment: (*Leadership; Social Responsibility*)

5	4	3	2	1
---	---	---	---	---

Comments on Rationale and Artifacts:

Standard 6: Instructional Delivery : (*Scholarship; Lifelong Inquiry; Social Responsibility*)

5	4	3	2	1
---	---	---	---	---

Comments on Rationale and Artifacts:

Standard 7: Communication: (*Scholarship; Social Responsibility*)

5	4	3	2	1
---	---	---	---	---

Comments on Rationale and Artifacts:

Standard 8: Assessment : (*Lifelong Inquiry; Social Responsibility*)

5	4	3	2	1
---	---	---	---	---

Comments on Rationale and Artifacts:

Standard 9: Collaborative Relationships: (*Leadership; Social Responsibility*)

5	4	3	2	1
---	---	---	---	---

Comments of Rationale and Artifacts:

Standard 10: Rationale and Professional Growth: (*Scholarship; Lifelong Inquiry*)

5	4	3	2	1
---	---	---	---	---

Comments on Rationale and Artifacts:

Standard 11: Professional Conduct: (*Leadership; Social Responsibility*)

5	4	3	2	1
---	---	---	---	---

Comments of Rationale and Artifacts:

Point Value Earned for Part I: _____

Part II: Assessment of Other Portfolio Components

Directions: Indicate a score for each of the following and add comments to support your Rating.

Letter of Introduction includes a brief overview of the student's background and aspirations.

5	4	3	2	1
---	---	---	---	---

Exceeds

Inadequate

Comments:

Resume reflects the components outlined in the sample resume in the Student Teaching Handbook.

5	4	3	2	1
---	---	---	---	---

Exceeds

Inadequate

Comments:

Statement of Philosophy of Education is a succinct overview of the student's beliefs about effective teaching and learning.

5	4	3	2	1
---	---	---	---	---

Exceeds

Inadequate

Comments:

The Personal Narrative clearly describes growth as a teacher and includes an explanation of how specific events/instructional activities have shaped perceptions about teaching and learning.

5	4	3	2	1
---	---	---	---	---

Exceeds

Inadequate

Comments:

Portfolio has a professional appearance, is logically organized, easy to read and is free of errors in spelling, punctuation, and grammar.

5	4	3	2	1
Exceeds				Inadequate

Comments:

Point Value Earned for Part II: _____

Maximum Points for Parts I and II = 80

Point Value Earned for Part I: _____ **Part II:** _____ **Total Points Earned:** _____

Divide Points earned by Total Points (80) and multiply by 25pts for:

Points Earned Toward Student Teaching Grade: _____

To be signed by the student and evaluator:

Signature of: _____ Date: _____
University Supervisor

Signature of Student: _____ Date: _____

Comments:

#1 Content Knowledge

The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

#2 Human Development and Learning

The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

#3 Diversity

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#4 Planning for Instruction

The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

#5 Learning Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self- motivation.

#6 Instructional Delivery

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

#7 Communication

The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#8 Assessment

The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

#9 Collaborative Relationships

The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

#10 Reflection and Professional Growth

The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

#11 Professional Conduct

The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

BENEDICTINE UNIVERSITY **APPENDIX G**
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.

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 _____

Cooperating Teacher _____ Grade Level(s) _____

	<u>Not at All</u>	<u>Satisfactory</u>	<u>Good</u>	<u>Excellent</u>
I. Was this site conducive to the following?				
a. Work on small and large group instructional activities	1	2	3	4
b. Work on small and large group behavior management techniques	1	2	3	4
c. The improvement of my professional communication skills, both written and verbal	1	2	3	4
d. Carrying out methods class assignments and applying methods learned through coursework	1	2	3	4
e. Providing assistance such as clarifying expectations, giving feedback and giving support	1	2	3	4
f. Providing opportunities to be integrated into the culture of the school	1	2	3	4
g. Providing opportunities for varied responsibilities/experiences	1	2	3	4
h. Was this site generally appropriate for your professional interests	1	2	3	4

Additional Comments:

	Poor	Satisfactory	Good	Excellent
II. Please rate your <u>University Supervisor</u> on the following:				
a. Providing feedback	1	2	3	4
b. Providing time for answering questions	1	2	3	4
c. Serving as a resource	1	2	3	4
d. Supporting you in trying new ideas	1	2	3	4
e. Timely visitations to site	1	2	3	4
f. Serving as a mediator if needed	1	2	3	4
g. Being available if needed	1	2	3	4
h. Providing you with clear expectations	1	2	3	4
i. Positively reinforcing your efforts	1	2	3	4

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 facilitate your placement?

Are there ways in which you felt this experience was positive and contributed to your growth as a professional?