
STG 4001: STUDENT TEACHING

Course Syllabus: Fall 2015

Conceptual Framework

The theme of the professional teacher preparation programs at Eastern is "Educator as Creator of Effective Educational Environments." All educators must have the knowledge bases to be able to effectively plan and manage educational environments that maximize learning by all students. Knowledge of how individuals learn, subject area competence, pedagogical knowledge, and understanding the communities and societies in which schools function are essential. The Conceptual Framework establishes the shared vision for all EIU teacher preparation programs.

Course Purpose

All teacher education programs are designed to assure the beginning teacher has met university and departmental requirements, as well as applicable professional association standards. Student teaching is the capstone experience in which students practice and demonstrate their levels of competence relative to the Illinois Professional Teaching Standards as well as the relevant content area standards as established by state and national organizations.

The various roles and responsibilities of the student teacher, cooperating teacher, and the University coordinator are listed in the Student Teaching Handbook, This Handbook is provided to all student teachers and supervising teachers and is also available electronically:

<http://www.eiu.edu/ceps/teached/STGHandbook078x11.pdf>

Course Procedure

Students complete a full semester of student teaching with a cooperating teacher who has a minimum of 3 years of experience, who is licensed in the area in which the candidate is seeking licensure, and who is identified as an exemplary teacher and mentor. All student teaching placements are made by an EIU Student Teaching Coordinator in conjunction with one of our partner school districts. Candidates may not make their own placements. Students should consult the University catalog and their major departments for specific requirements that must be met prior to student teaching. Student Teaching may not commence until passing scores on an Illinois approved test of basic skills and the applicable Illinois Content Area Test, specific to the major, are verified. Credit for student teaching is earned by successful completion of the student teaching experience, as well as all departmental requirements which may apply.

Course Objectives

STG 4001 objectives align with Illinois Professional Teaching Standards as cross-walked with the Danielson Framework (full text of the Illinois Professional Teaching Standards can be found at http://www.isbe.net/PEAC/pdf/IL_prof_teaching_stds.pdf :

Crosswalk of 2013 Illinois Professional Teaching Standards and Danielson Framework for Teaching

Illinois Standard	Description of Teacher Performance – Guiding Definition	Framework Component	Description of Teacher Performance – Components
#1 Teaching Diverse Students	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.	1b 1d 1e 1f 2a 2b 3a 3c 4c	Demonstrating knowledge of students Demonstrating knowledge of resources Designing coherent instruction Designing student assessments Creating an environment of respect and rapport Establishing a culture for learning Communicating with students Engaging students in learning Communicating with families
#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.	1a 1b 1c 1d 1e 3a 3b 3c 3e	Demonstrating knowledge of content/pedagogy Demonstrating knowledge of students Selecting instructional goals Demonstrating knowledge of resources Designing coherent instruction Communicating with students Using questioning and discussion techniques Engaging students in learning Demonstrating flexibility and responsiveness
#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	1a 1b 1c 1d 1e 1f 4d	Demonstrating knowledge of content/pedagogy Demonstrating knowledge of students Setting instructional outcomes Demonstrating knowledge of resources Designing coherent instruction

	student growth and achievement.		Designing student assessments Participating in a professional community
#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.	2a 2b 2c 2d 2e 3d	Creating an environment of respect and rapport Establishing a culture for learning Managing classroom procedures Managing student behavior Organizing physical space Using assessment in instruction
#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.	1c 1d 1e 3a 3b 3c 3d 3e	Setting instructional outcomes Demonstrating knowledge of resources Designing coherent instruction Communicating with students Using questioning and discussion techniques Engaging students in learning Using assessment in instruction Demonstrating flexibility and responsiveness
#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.	1a 1b 1c 1d 1e 1f 3a 3b 3c 3d 3e 4d	Demonstrating knowledge of content/pedagogy Demonstrating knowledge of students Selecting instructional goals Demonstrating knowledge of resources Designing coherent instruction Designing student assessments Communicating with students Using questioning and discussion techniques Engaging students in learning Using assessment in instruction Demonstrating flexibility and responsiveness Participating in a professional community
#7 Assessment	The competent teacher understands and uses appropriate formative and summative assessments for determining students needs, monitoring student progress,	1b 1f 3d 3e 4a 4b	Demonstrating knowledge of students Assessing student learning Providing feedback to students Demonstrating flexibility and responsiveness

	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 students.	4c 4d	Reflecting on teaching Maintaining accurate records Communicating with families Participating in a professional community
#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.	1b 1e 1f 3c 3d 4a 4b 4c 4d 4e 4f	Demonstrating knowledge of students Designing coherent instruction Assessing student learning Engaging students in learning Providing feedback to students Reflecting on teaching Maintaining accurate records Communicating with families Participating in a professional community Growing and developing professionally Showing professionalism
#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.	4a 4c 4d 4e 4f	Reflecting on teaching Communicating with families Participating in a professional community Growing an developing professionally Showing professionalism

Methods of Assessing Students’ Achievement of These Standards/Objectives

Each student teacher is assigned to a classroom teacher who serves as the cooperating teacher. In some settings, the student teacher has two or more cooperating teachers. A University coordinator is responsible for placement, supervision, and acts as the University liaison. The cooperating teacher/teachers observe the student teacher on a daily basis. The coordinator makes a minimum of four visits completing both informal and formal evaluations of student teacher performance. Evaluations by the cooperating teacher and coordinator are verbal and written with the mid-term and final evaluation completed and co-signed by the coordinator and cooperating teacher.

Students with Disabilities

Students with a documented disability who wish to receive academic accommodations should contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Course Requirements

A. Attendance

Student teachers are expected to be present at their assigned schools for a period of 15 weeks (16 weeks for early childhood, special education majors). The calendar for student teaching is based on the school districts calendar not the EIU calendar. Students may not take time off unless it is due to an illness or an emergency. Student teachers must phone the cooperating teacher or the school and report their absence. Student teachers are also required to notify their coordinator of their absence. Student teachers must follow all the rules of their particular schools. They are to arrive at school when the other teachers are expected to arrive and stay until the teaching day is over.

B. Observations and Journal Reflections

Student teachers should take time to observe their cooperating teachers' style, behavior management system, methods of motivation, and how they engage their students in the learning process. Student teachers should ask questions if they are not clear about how cooperating teachers consistently apply classroom rules or guidelines, as well as when beginning to design lessons. These observations and communications will be the key to success in bridging the transition from classroom observer to classroom teacher

C. Activities Supporting the Classroom Teacher's Instruction

Student teachers should offer to help as frequently as possible, potentially even starting the first day performing some tasks with the students. It is important that student teachers get to know their students early. Find strategies to help remember names, interests, abilities, and learning preferences. Student teachers may also seek opportunities to serve the school and students that happen outside the classroom.

D. Schedules

Student teachers will work collaboratively with cooperating teachers to set the schedule for starting to teach. Each cooperating teacher has different feelings and opinions about how quickly student teachers assume teaching responsibilities. Student teachers must collaborate with cooperating teachers to determining the best schedule. Usually it is a graduating process of adding more subjects each week until student teachers have a full teaching load. Student teachers should take time to observe their cooperating teachers' style and preferences. In a 15 week assignment, it is recommended that student teachers teach at least six weeks full time. Most candidates teach full time eight weeks or more. At some time, student teachers are encouraged to observe other teachers and grade levels to gather additional teaching strategies. Usually this occurs during the last week of the placement. Please arrange these visits through the cooperating teacher.

E. Unit/Lesson Plans

Student teachers are also expected to provide their unit and lesson plans to their cooperating teacher and student teaching coordinator on Friday for the following week. Plans must include the objectives or outcomes for the day or week, the learning activities that will engage students to achieve the objectives, and how objectives and outcomes will be assessed. There is no required unit/lesson plan format. Candidates should use the format most fitting for their discipline unless their school has a specific required format. Daily lesson plans should always be kept and be available for review by the cooperating teacher and the university coordinator.

F. Formal Observations

The university coordinator will conduct at least four to six formal observations. The coordinator will check the weekly lesson plan schedule that student teachers provide to determine these observations and times. On one side of the form is a series of questions for reflection on the previous week and the other side is used to provide the next week teaching schedule. The university coordinator will use the weekly schedule to plan classroom observations. Each observation will be at least 40 minutes in length or the length of the subject that is taught. The coordinator will try to be in the classroom when the lesson starts and stay until the end. That observation will provide the coordinator with information on how student teachers started and ended the class. This would be the anticipatory set and the closure of the lesson. At the end of the lesson, the university coordinator will hold a post conference and provide feedback on the flow of the lesson.

G. Cooperating Teacher Evaluations

The cooperating teacher will complete a midterm and a final evaluation for the university coordinator. Student teachers may make copies for their files, but the original copy should be submitted to the university coordinator after it has been discussed with the cooperating teacher. The university coordinator will discuss the progress of the student teacher's ability with the cooperating teacher.

H. Solving Problems

If issues arise, a problem statement should be created and goals set with the agreement of the student teacher, cooperating teacher, and the university student teaching coordinator.

I. Seminars

Seminars are required throughout the student teaching experience. There will be a minimum of four seminars. Since student teachers will not be in their classrooms on seminar days, they must share these dates with the cooperating teacher as soon as possible.

J. edTPA

All student teachers must complete the edTPA in LiveText and submit it to Pearson for official scoring in order to receive credit for student teaching. The edTPA is a performance assessment submitted during student teaching which builds upon what the student teacher has learned throughout their teacher education program. Candidates have learn about the edTPA and have opportunities to practice the various aspects of the portfolio throughout their programs. Additional information about the edTPA (including handbooks and other documents) is provided at the pre-placement meeting and during the semester prior to student teaching.

K. University Evaluation

Student teachers receive a credit/no credit grade for STG 4001. These grades are based upon the cooperating teacher's evaluation and the university coordinator's formal observations. Formal evaluation by the cooperating teacher will be done at mid-term and the end of the semester. The mid-term is a formative evaluation, and the final evaluation is summative evaluation. The cooperating teacher should complete informal evaluations frequently. The university coordinator will perform a summative evaluation on the student teacher based on the formal observations, and the students written work including the edTPA. Ongoing formative assessments will be made by the coordinator by evaluating the lesson plan notebook, the journal entries, and other appropriate activities and assignments.

L. LiveText

Eastern Illinois University uses the software application LiveText for e-portfolio submissions and assessment of teacher education candidates. During the Student Teaching semester, ALL student teachers must have their own LiveText accounts. LiveText is used for the development and submission of the edTPA. All students must complete the edTPA and submit it for official scoring in order to get credit for student teaching. The student teaching coordinators will provide the students feedback on their ability to Impact P-12 Student Learning and on their professional dispositions through LiveText. Students are encouraged to use LiveText for other activities, notably for planning and implementation of instruction.

M. Classroom Management and Discipline Plan

Classroom and behavior management are essential parts of the productive learning environment. Student teachers manage classroom routines, pupil conduct and learning behaviors in a manner that contribute to a classroom environment that facilitates learning. Student teachers must behave appropriately when unusual classroom situations arise. Understanding classroom management and discipline procedures established by the cooperating teacher is the first step for student teachers to take in initiating their personal approach. Student teachers must be able to work in conjunction with the cooperating teacher to ensure that the management is consistent and does not detract from the smooth running of the classroom. Through observation of and discussions with the cooperating teacher, student

teachers should complete the information on the Cooperating Teacher section of the Classroom Management and Discipline Plan located in Appendix C of the Student Teaching Handbook. Student teachers should complete the student teacher section of this plan. Upon completion of these two forms, student teachers should identify areas where cooperating teachers' approaches vary significantly from their own. Student teachers should use these as points of discussion with the cooperating teacher and the university coordinator in establishing a personal approach to classroom management and discipline. Student teachers are required to complete this activity within the first week of student teaching.

This course syllabus is not inclusive of all requirements. Student teachers should always consult the Handbook for Student Teachers & Cooperating Teachers for additional information and applicable forms.