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STUDENT TEACHING HANDBOOK

PURPOSE

Student teaching is the culminating experience of the University's pre-service teacher education program. As such, it incorporates activities and measures of candidates' performances that correspond to the Professional Education Unit's expected student outcomes for clinical practice in Secondary Education: the ability to employ a reasoned eclectic approach to the mastery of appropriate content and pedagogical knowledge and skills within a specific discipline; the development of professional dispositions appropriate for a beginning teacher; and the achievement of student learning in the real-world context of secondary classrooms within the diverse region served by the University.

Student Teaching is the segment of a candidate's program during which he or she is responsible for directing the learning of a group of students under the competent supervision of a certified classroom teacher. The student teacher is guided through experiences designed to allow him/her to apply the knowledge, skills, and dispositions gained through previous course work and in the pre-service classroom. In essence, the student teacher performs the major functions of a certificated teacher with appropriate responsibilities and supervision.

During the student teaching experience, the student teacher gains further understanding of the basic processes of learning and become more adept at applying the many methods and techniques needed to facilitate student growth. The student teacher develops competency in planning activities which will help students with various learning styles and from varied cultural backgrounds develop both mentally and physically. At the conclusion of the student teaching experience, the student teacher should have developed the ability to implement teaching/learning strategies associated with pertinent educational theories.

Throughout the practicum, the student teacher gradually comes to understand that classroom climate, established by the teacher, increases a sense of community and the desire to learn, and that each student is unique and valuable in his or her own right. The student teacher also comes to understand that educating youth requires the building of positive working relationships, and that change is possible and more probable through interacting and sharing with professional colleagues.

The student teaching experience is an important stage in the developmental process of attaining professional competence. That process begins with exposure to ideas, skills, and pedagogical knowledge in University classes and is enhanced by clinical field work. These pre-service activities culminate in student teaching where the student teacher demonstrates readiness to enter the teaching profession. The student teaching experience, however, should not be viewed as the end of teacher preparation. It is, rather, the beginning of a continuing process of learning through which teachers are enabled to grow toward the highest standards of excellence in teaching. In working toward this goal, teachers extend their professional training through in-service workshops, conferences, and formal graduate education.

OUTCOMES:

Based on Illinois Professional Teaching Standards [24.100]

Student teachers are expected to perform in a competent and professional manner and to demonstrate the following:

#1 Content Knowledge

The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.

#2 Human Development and Learning

The competent 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 competent 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 competent 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.

#5 Learning Environment

The competent 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 Deliveries

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

#7 Communications

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

OUTCOMES continued**#8 Assessments**

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

#9 Collaborative Relationships

The competent 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 Reflections and Professional Growth

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

#11 Professional Conduct

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

ROLES AND EXPECTATIONS

Student Teacher

The basic role of the student teacher is to demonstrate ability in classroom teaching under the direction of the cooperating teacher and the guidance of the university supervisor. This role requires contributing constructively to the school and enhancing the continuing growth and development of students. The student teacher will:

- Be expected to participate for the full 15 week experience. If major illnesses or family emergencies occur which result in student teacher absence, all lesson plans must be submitted to the cooperating teacher prior to the absence; if such emergencies, or work stoppages, occur which require the student teacher to miss more than 3 days, the student teaching term may be extended beyond the 15 week time frame;
- Become acquainted with the roles of personnel within the school affecting the classroom and the school decision-making process;
- Acquaint the cooperating teacher with his/her background, interests, and goals;
- Learn the names of students and become familiar with their backgrounds;
- Prepare daily, weekly, and unit lesson plans and materials according to minimum standards identified in conference with the university supervisor;
- Exhibit necessary initiative;
- Attend individual and group conferences and University seminars;
- Attend institutes, faculty meetings, parent conferences, and participate in at least one extracurricular activity;
- Maintain a professional demeanor in all settings;
- Participate in formal and informal self-evaluation;
- Complete the requirements of the "Student Teaching Practicum Agreement." (See Appendix).

The classrooms and schools to which student teachers are assigned are microcosms of the larger community. Student teachers are expected to become familiar with that community and with its educational goals and values. They should also become aware of resources within the community that can be utilized to extend student learning (such as public and private social agencies, educational institutions like libraries and museums, and individuals available to contribute time and talent to the schools).

NOTE: The State requires that student teaching be performed without pay to the student teacher. Moreover, the student teacher will not be used as a substitute teacher.

Roles and Expectations

Cooperating Teacher

The cooperating teacher has direct, immediate impact upon the quality of the student teaching program. In order to make the student teaching experience profitable for both student teacher and students, the cooperating teacher will:

- Prepare the students to accept the student teacher as the cooperating teacher's colleague;
- Become acquainted with the student teacher's background;
- Orient the student teacher to the policies and procedures of the school;
- Help the student teacher review school records, test materials, teacher resources, and special services;
- Discuss the "Student Teaching Practicum Agreement" with the student teacher;
- Present to the student teacher an outline of the long-range goals and the organization of the classroom;
- Develop with the student teacher a tentative assignment of teaching responsibilities and a time line for their assumption;
- Demonstrate effective teaching/learning practices and assist the student teacher in analyzing and understanding why these are effective;
- Assist the student teacher in preparing and critiquing written lesson plans that include objectives and activities;
- Facilitate independence and self-confidence by taking an inconspicuous position in the room while the student teacher is in charge. The student teacher should be allowed to handle independently all but the most awkward or dangerous situations. Most questions raised by students should be directed to the student teacher while he or she is in charge. The cooperating teacher should share supplemental information and correct flagrant errors in a supportive and tactful way;
- Take observation notes to be shared with the student teacher in a post-observation conference as soon as possible;
- Leave the classroom when appropriate and safe to do so, allowing the student teacher to assume instructional responsibility for the classroom (See "Legislation Relevant to Student Teaching," Section 10-22.34, Non-certified Personnel, paragraph H); and
- Confer with the university supervisor and/or principal regarding progress and problems. Any serious problems should be brought to the attention of the university supervisor at once.

NOTE: Upon successful completion of the above criteria, the cooperating teacher is granted a 3 credit tuition waiver for his/her service to Governors State University.

Roles and Expectations

University Supervisor

The university supervisor is responsible for coordinating all supervisory activities. A minimum of three evaluative conferences should be held with the student teacher. Whenever possible, the cooperating teacher should participate in these conferences.

The university supervisor will:

- Visit and observe the student teacher;
- Orient the student teacher to the student teaching experience;
- Supervise and evaluate the student teacher's development, performance, and progress;
- Attend scheduled university seminars for student teachers;
- Evaluate all aspects of the student teaching program; and
- Serve as liaison during the student teaching experience.

Principal

The principal will:

- Orient the student teacher to the school, school policies, school philosophy, physical plant, staff, students, and community;
- Evaluate the work of the cooperating teacher and maintain communication with the university supervisor regarding the appropriate progress of the student teaching experience; and
- Assure that appropriate experiences in addition to classroom experiences are provided for the student teacher.

Committee of Secondary Education

Overall, leadership and coordination for each program is furnished through the committee of secondary education. The committee of secondary education will:

- Interpret the student teaching program to the public school community, administration, and faculty;
- Coordinate and communicate schedules, deadlines, and other information in fulfilling the program goals;
- Work with program faculty in carrying out policies and procedures relating to eligibility, selection, and retention of student teachers;
- Recommend the 3-credit hours tuition waiver for cooperating teachers; and
- Serve as a resource to the student teacher, cooperating teacher, and university supervisor.

Director of Field Experiences

- Select public schools and cooperating teachers to participate with the University;
- Assign each student teacher to a specific school and cooperating teacher;
- Review the student teacher's records, including the completion of the pre-student teaching field experience requirement (100 clock hours) and recommend approval for certification; and
- Coordinate the development of in-service workshops for cooperating teachers.

TIPS FOR SUCCESS – STUDENT TEACHER

- Learn something about the school and the district to which you are assigned.

Call the district office to see if there are brochures or district newsletters available. Drive through the district. Walk through the area near your school. Visit the local library. Knowing the school environment can help you become a part of it.

- Be punctual and attend every day.

Most teachers arrive at school well before their students. Find out when your cooperating teacher arrives and be there at that time each day. Plan to remain after school as long as your cooperating teacher stays. Arrange your personal life so that you can be at school every day. Your responsibility to students involves before- and after-school preparation and steady attendance.

- Become a real professional.

Professional conduct involves dressing and acting like a professional. As a neophyte in the school, you are the one who makes an impression. Careless dress and inappropriate speech are not professional. Complaints about the school and its students are also inappropriate. A professional is proud of his/her school and loyal to it.

- Introduce yourself to other teachers in the school.

Your cooperating teacher will know you but other teachers in the school will not. Take the initiative and be friendly with everyone who works in the school (Some student teachers have written a short letter introducing themselves and placed copies of the letter in each staff mailbox, after obtaining approval from the cooperating teacher and the principal).

- Be willing to accept all of the responsibilities undertaken by teachers in the school.

Teaching involves more than planning and presenting instruction. Most teachers have other duties--hall monitoring, lunchroom supervision, bulletin boards, etc. They also attend regular faculty and in-service meetings, PTA meetings, after-school parent conferences, and special workshops. You will be expected to undertake each of the responsibilities your cooperating teacher does.

- Use your special skills and abilities to add to the classroom and school program.

If you have special talents and skills, share them with the students and the school. The more initiative you take in adding something of yourself to the class, the more your students will benefit.

- Ask questions about anything you do not understand.

There is a lot to learn during the first few weeks of student teaching. Be sure you really understand what you are observing and what you are told about class and school rules and routines. Don't be afraid to question anything about which you need more information. Don't challenge -- Inquire.

- Be honest with your cooperating teacher.

You need to develop an honest, open relationship with your cooperating teacher because the two of you will be sharing a classroom for fifteen weeks. If you have concerns or fears, talk about them. The first step in solving a problem is the willingness to discuss it.

- Maintain communication with your university supervisor.

Your supervisor is there to facilitate your progress and to help you succeed. If you have special needs, contact your supervisor. Let your supervisor know when you are doing something special in the classroom that you would like him/her to see.

- Learn to be a self-evaluator.

Take a few minutes at the end of each day to evaluate your experience. What went well? What could be improved? How might you make things better tomorrow? Your ability to evaluate yourself will help you become a better teacher.

TIPS FOR SUCCESS -- COOPERATING TEACHER

Be prepared for your student teacher.

The first day is an anxious experience for a student teacher. Familiar as your classroom is to you, it will be a new and strange environment for your student. These things will make the first day easier:

Have a space in the room for the student teacher--a desk drawer for keeping materials and personal items, a chair, a desk or a small table at which to work. Give your student teacher a copy of your daily schedule. Provide access to teacher guides and other materials you use on a regular basis. Give your student teacher copies of district and school handbooks, discipline policy, staff register, etc. A planning book may also be provided for student teacher lesson plans.

- Introduce your student teacher to your classes and to other staff members in your building. Plan your introduction to the classes. It is best to introduce the student teacher as another teacher who will be teaching with you for fifteen weeks. Be sure students understand that you will continue to be with them throughout the rest of the year. Make sure parents know there will be a student teacher in your class. A letter home telling parents a little bit about the student teacher and talking enthusiastically about the extra help students will receive with two teachers in the room can serve to allay parental concerns. Walk through the building with your student teacher so he/she becomes familiar with the school. Introduce the student teacher to fellow staff members, including special teachers who work with your class.
- Be clear about your expectations for your student teacher from the first day.

Tell your student teacher when you expect him/her to arrive in the morning and how long to stay after school. Share information about extra duties, responsibilities, and special meetings. Be specific about what you want the student teacher to do each day. Student teachers spend time observing during approximately the first two weeks but can also begin to work with individual students or small groups at your direction.

- Schedule a time each day for conferencing with your student teacher.

Review what you did with students, and why and what you plan to do the next day. Your student teacher can function better by knowing your plans. Discuss special student needs and problems. The more the student teacher knows about students and their needs, the better prepared he/she will be to work with them. Review the curriculum to give the student teacher an overview of instructional content.

- Communicate with your student teacher openly and honestly. Discuss the student teacher's performance and attitude directly and in a professional manner. The university supervisor can facilitate communication about performance and attitude. Special visits can be arranged if necessary.

CONFERENCES AND ASSESSMENT

Conferences

The cooperating teacher should schedule at least one evaluative conference with the student teacher each week. Some student teachers may need to devote two to three hours per week to these conferences. In addition, brief daily conferences are recommended. Conferences should be scheduled to avoid interruptions.

Conferences should focus on constructive plans and suggestions for the student teacher. The tenor of these conferences should be straightforward and objective, yet thoughtful and friendly. Both strengths and weaknesses should be discussed. Suggestions should be incorporated into future lessons. The student teacher and cooperating teacher should strive to establish a climate that encourages sharing of information, a disposition to raise questions, and the expression of concerns.

Specific purposes for these conferences could include orientation, lesson plan development, student records assessment, evaluation of work already completed, and so on. As the conferences develop,

the student teacher should take increasing responsibility for conferencing and planning. Conferences should conclude with participants feeling positive and having specific direction for subsequent student teaching activities.

A written record should be kept of each conference. This record will be of value in assessing growth and development of the student teacher throughout the trimester.

Assessment

Three formal evaluations are held during the fifteen-week period: at the end of the fifth, tenth and fourteenth weeks. The first two of these evaluations are formative in nature and do not become part of the student teacher's permanent record (placement file). The third is the summative evaluation of the total experience and is included in the student teacher's permanent record. Forms used for these evaluations are included in the Appendices.

The Formative Evaluations are completed by all three participants--the student teacher, the cooperating teacher, and the university supervisor. The Summative Evaluation is completed by the cooperating teacher and the university supervisor. Whenever feasible, all three participants attend the conferences at which these evaluations are discussed. The university supervisor determines and assigns the final grade.

STUDENT TEACHING PLACEMENT – PROCEDURES AND CONCERNS

Student Teaching Applications can be downloaded from the College of Education web-site and are due in the Office of Secondary Education by January 1 for the fall term and March 1 for the winter term. Applications must be typed, and are to be reviewed by the student's Academic Advisor to determine that necessary course work has been completed and that each student has a GPA of 3.0 or higher in all core content and professional education courses. Students may indicate a choice of three school districts in which they desire placement and, wherever possible, will be placed in school of their choice.

The Office of Secondary Education obtains copies of student transcripts and forwards these and the student teaching application papers to the Director of Field Experiences in the College of Education for further processing. Frequently, schools request that a potential student teacher interview for the position. When a student has been accepted for placement, the Student Teaching Application is signed by the appropriate administrator and returned to the University. At that point the placement is considered official and the student is advised to contact his/her Cooperating Teacher to begin plans for the practicum.

Students will be advised of the date, time and location of the University-wide Student Teachers' Orientation that is usually held immediately prior to the beginning of Student Teaching. Students attend a series of student teaching seminars focused on topics of interest to the professional development of secondary school teachers.

Progress of the student teacher through the tasks on this timeline may vary according to the preferences of the cooperating teacher and the readiness of the student teacher to assume independent

responsibility. Although the cooperating teacher has the right to determine the amount and type of student teacher involvement, the student teacher should demonstrate his/her readiness and initiative by volunteering to take over instructional groups at the minimal pace indicated by this timeline.

Time Line for Student Teaching, EDUC 499

Week 1	Observe and assist cooperating teacher
Week 2	Observe, assist and begin to teach some lessons
Week 3	Teach one prep; observe as needed
Week 4	Teach one prep; begin to teach second prep
Week 5	Teach 2-3 preps (<i>first formative observation</i>)
Week 6	Teach all preps
Weeks 7 - 13	Teach full-time (<i>2nd formative observation: week 10</i>)
Week 14	Ease out of teaching (<i>Summative observation</i>)
Week 15	Submit Portfolio, schedule exit interview with supervisor

Weekly Schedules/Lesson Plans

Each week the student teacher is required to submit the following to the university supervisor:

- Lesson plans for the following week
- Student Teaching Weekly Summary
- Student Teaching Schedule

SUPPLEMENTAL INFORMATION: BIOLOGY OR CHEMISTRY

Student Teaching in Biology or Chemistry is designed as a culminating experience in which candidates demonstrate their abilities to teach Biology or Chemistry at a specified level of competency. Students are also to demonstrate their ability to perform certain teaching-related tasks. Some of these competencies must have been acquired before the student may enroll in Student Teaching; others may be acquired as part of the experience itself. As part of the prerequisite competencies for Student Teaching in Biology or Chemistry, the student teacher:

- Possesses knowledge of Biology or Chemistry appropriate to the curriculum taught at the secondary school level;
- Has identified, analyzed, and tested a variety of curriculum materials that facilitate the learning process;
- Has demonstrated methods of adapting curriculum materials to meet the intellectual and social characteristics of students;
- Possesses and can use basic teaching skills, i.e., questioning, reinforcement, closure, etc.;
- Has developed and taught a laboratory investigation using inquiry/discovery strategies;
- Has identified, developed, and used a variety of evaluation techniques to determine achievement of identified behavioral objectives;
- Has used appropriate techniques to describe the student teacher's own teaching behavior and student learning behavior as parts of student/teacher interaction so that desired changes in behavior were identified. Has demonstrated the ability to change his or her own behavior in a desired direction;
- Has demonstrated an ability to relate to students in a manner such that relationships are established and deepened; and
- Has written teaching plans which include behavioral objectives, curriculum content and materials, teaching strategies, and evaluation measures

Should candidates demonstrate a need for additional experiences in order to bring their competencies to the desired level, they may be encouraged to take additional courses, work with other student teachers, or delay Student Teaching until they are better prepared.

SUPPLEMENTAL INFORMATION: ENGLISH

Student Teaching in English is designed as a culminating experience in which candidates demonstrate their abilities to teach a language, literature and composition curricula at a specified level of competency and to perform certain teaching-related tasks. Some of the competencies will have been acquired before the student may enroll in Student Teaching; others will be acquired as part of the experience itself. Student Teaching in English demonstrates that the student teacher:

- Possesses knowledge of English language, literature, and composition appropriate to the curriculum taught at the secondary school level;
- Has identified, analyzed, and tested a variety of curriculum materials that facilitate the learning process;
- Possesses and can use basic teaching skills, i.e., questioning, reinforcement, closure, etc.;
- Has written teaching plans which include behavioral objectives, curriculum content and materials, teaching strategies, and evaluation measures;
- Has identified, developed, and used a variety of evaluation techniques to determine achievement of identified behavioral objectives;
- Has demonstrated methods of adapting curriculum materials to meet the individual intellectual and social characteristics of students;
- Has demonstrated an ability to relate to students in a manner such that relationships are established and deepened;
- Has demonstrated professionalism in contact with parents, staff and community; and
- Has used appropriate techniques to describe the student teacher's own teaching behavior and student learning behavior as parts of student teaching interaction so that desired changes in behavior were identified. Has demonstrated the ability to change his/her own behavior in a desired direction.

Should candidates demonstrate a need for additional experiences in order to bring their competencies to the desired level, they may be encouraged to take additional courses, work with other student teachers, or delay Student Teaching until they are better prepared.

SUPPLEMENTAL INFORMATION: MATHEMATICS

Student Teaching in Mathematics is designed as a culminating experience in which candidates demonstrate their abilities to teach mathematics at a specified level of competency. Students are also

to demonstrate their ability to perform certain teaching-related tasks. Some of these competencies must have been acquired before the student may enroll in Student Teaching; others may be acquired as part of the experience itself. As part of the prerequisite competencies for Student Teaching in Mathematics:

- Possesses knowledge of mathematics, problem-solving and mathematics-related technology appropriate to the curriculum taught at the secondary school level;
- Has identified, analyzed, and tested a variety of curriculum materials that facilitate the learning process;
- Possesses and can use basic teaching skills, i.e., questioning, reinforcement, closure, etc.;
- Has written teaching plans which include behavioral objectives, curriculum content and materials, teaching strategies, and evaluation measures;
- Has identified, developed, and used a variety of evaluation techniques to determine achievement of identified behavioral objectives;
- Has demonstrated methods of adapting curriculum materials to meet the individual intellectual and social characteristics of students;
- Has demonstrated an ability to relate to students in a manner such that relationships are established and deepened;
- Has demonstrated professionalism in contact with parents, staff and community; and
- Has used appropriate techniques to describe the student teacher's own teaching behavior and student learning behavior as parts of student teaching interaction so that desired changes in behavior were identified. Has demonstrated the ability to change his/her own behavior in a desired direction.

Should candidates demonstrate a need for additional experiences in order to bring their competencies to the desired level, they may be encouraged to take additional courses, work with other student teachers, or delay Student Teaching until they are better prepared.

WRITTEN ASSIGNMENTS -- SECONDARY EDUCATION

DUE: Last Week of Student Teaching

1. Philosophy of Education

This paper should reflect your beliefs about teaching and learning as these are developed during your coursework and during the student teaching experience. It is important to formulate and write your philosophy because you may be asked to express your philosophy during job interviews. This paper will be submitted in your portfolio. Include a reflective statement describing your professional development. Consider the following issues in writing your philosophy of education paper:

- What does it mean to be a secondary education teacher?
- What are my pedagogical goals and how do I plan to implement them?
- What will be my policy on the creation and use of lesson/unit plans?
- What criteria will I use in the selection of textbooks and additional literature?
- What will be my assessment and evaluation policies and procedures?
- What do I believe to be the essentials of a well-managed classroom?
- What pedagogical adjustments will I make for students who do not seem to perform well in my classroom?
- What will be my policy-making role in conjunction with colleagues, administrators and my school communities both in and out of school?

2. Portfolio of Original/Modified Plans and Teaching Materials

During student teaching, you are required to prepare thorough written daily lesson plans. These typed plans are to be submitted weekly to your cooperating teacher and university supervisor. In many schools you will have access to files of teaching materials prepared by and shared among teachers at the school. While you are encouraged to use these files, you will be expected to modify materials based on characteristics of students. In all cases you should attempt to incorporate questioning strategies that promote problem-solving and critical thinking skills. You are also expected to develop original teaching materials to add to the cooperating teacher's files. Do not count on having files available to you at your first teaching position.

During the trimester you will compile and submit your teaching materials in **two identical** 3-ring notebooks in accordance with the directions on the syllabus. One will be returned to you for use as a professional tool which demonstrates your creativity and ability to develop teaching materials; the other will be retained by your university supervisor.

Your portfolio should contain the following:

- Cover Sheet and portfolio Table of Contents;
- Philosophy of Education paper;

- At least one instructional unit;
- Sample lesson plans (may include all plans);
- Any other materials that can demonstrate your excellence as a new teacher -- samples of class record-keeping, rules, grading scale, etc.; pictures and/or video, whenever possible;
- 11 artifacts illustrating each of the 11 IPTS;
- Additional assignments – see EDUC 499 syllabus.

3. Unit Plan

During the Student Teaching Practicum you are required to prepare and submit at least one teaching unit that includes

- formal goals and objectives,
- individual daily lesson plans,
- photocopies of transparencies,
- copies of all handouts/activity sheets;
- copies of all quizzes, tests, or other evaluation measures;
- any other appropriate teaching materials

PROGRAM COMPLETION

The completed "Student Teaching Practicum Agreement" and completed evaluation forms are submitted to the university supervisor during the last week of student teaching (see appendix: *University Supervisor Record*).

All evaluation forms are submitted by the university supervisor to the Director of Field Experience. The Director of Field Experience reviews the student teaching information and checks the 100-clock-hour documentation to ensure that the minimum 100 clock hours of clinical experiences has been completed. When all academic requirements have been completed, the program coordinators inform the university certification officer who approves the state certification application and informs the Registrar's Office of completion of the 100-clock-hour requirement.

The Registrar's office records upon the student's official transcript that the 100-clock-hours clinical experience requirement has been satisfied.

Withdrawal from Student Teaching

During student teaching, each candidate must comply in a professional manner with the policies, regulations, and standards of the school or other host agency. In the event of non-compliance, a candidate may be withdrawn from the setting by the agency or the University (see appendix: *Withdrawal from student teaching*). A candidate demonstrating a more gradual pace in attaining acceptable performance may be requested to extend his or her student teaching experience beyond the expected 15 week completion framework. A review of the circumstances for withdrawal will be held by the cooperating teacher or other agency representative, the university supervisor, and the coordinator of secondary education. Recommendations will be forwarded to the appropriate division chairperson. A candidate who disagrees with the recommendation has recourse through the University grievance procedure.

Unsuccessful Completion of Student Teaching

A candidate who has earned a grade lower than a "B" in student teaching will not be recommended for certification. The student may be advised by the university supervisor to:

- a. Petition to re-enroll in student teaching;
- b. Take additional courses before re-enrolling in student teaching; or
- c. Withdraw from the program.

A candidate who disagrees with the university supervisor's decision may have recourse through the University grievance procedure. In any grievance procedure or discussion with the Secondary Education Student Progress Committee (SESPC), candidates can make use of an advisor or counsel. Since grievance and SESPC meetings are not legal proceedings, advisors or counsel can only assist with student teachers' answers to questions.

JOB PLACEMENT

Once student teaching has been successfully completed and the student teacher has applied for certification, questions about how to obtain employment arise. The following procedures are recommended:

- Develop a placement file through Career Services at GSU. The file should include a resume, transcripts from all schools attended, and at least three letters of professional recommendation.
- You may enhance your employment opportunities by serving as a substitute teacher. To qualify as a substitute teacher you need to obtain a substitute teacher certificate. Obtain application forms from your local school district superintendent's office. Call districts near you and have your name placed on their lists of substitute teachers.

- Send letters of inquiry requesting an application for a teaching position to districts in which you are interested.
- Contact Educational Service Regions for their lists of teacher vacancies.
- Check the GSU Employment Opportunities bulletin boards and the want ads in Chicago and suburban area newspapers on a regular basis.

SPECIAL CIRCUMSTANCES

During student teaching, if a strike should occur at the school, the student teacher should return to the University and report to the Director of Field Experiences for a temporary or new assignment.

If a strike occurs at the University or it is closed for any reason, the candidate will continue with his/her teaching assignment.

LEGISLATION RELEVANT TO STUDENT TEACHING

10-20.20. Protection from suit. To indemnify and protect school districts, members of school boards, employees, volunteer personnel authorized in Sections 10-22.34, 10-22.34a, and 10-22.34b of this Code and student teachers against civil rights damage claims and suits, constitutional rights damage claims, and suits and death and bodily injury and property damage claims and suits, including defense thereof, when damages are sought for negligent or wrongful acts alleged to have been committed in the scope of protection shall extend to persons who were members of school boards, employees of school boards, authorized volunteer personnel, or student teachers at the time of the incident from which a claim arises. No agent may be afforded indemnification or protection unless he was a member of a school board, an authorized volunteer, or a student teacher at the time of the incident from which the claim arises.

10-21.21. All statutes governing the elementary, high school, and standard special certificate require close and competent supervision during student teaching.

10-22.3. Liability insurance for school board members, school board employees, and student teachers. To insure against any loss or liability of the school district, members of school boards, employees, and student teachers by reason of civil rights damage claims and suits, constitutional rights damage claims and suits and death and bodily injury and property damage claims and suits, including defense thereof, when damages are sought for negligent or wrongful acts allegedly committed during the scope of employment or under the direction of the school board. Such insurance shall be carried in a company licensed to write such coverage in this State.

10-22.34. Non-certificated personnel. School Boards may employ non-teaching personnel or utilize volunteers for non-teaching duties not requiring instructional judgment or evaluation of pupils.

School Boards may further utilize volunteer non-certificated personnel or employ non-certificated personnel to assist in the instruction of pupils under the immediate supervision of a teacher, holding a valid certificate, directly engaged in teaching subject matter or conducting activities. The teacher shall be continuously aware of the non-certificated person's activities and shall be able to control or

modify them. The State Board of Education, in consultation with the State Teacher Certification Board, shall determine qualifications of such personnel and shall prescribe rules for determining the duties and activities to be assigned to such personnel.

School boards may also employ students holding a bachelor's degree from a recognized institution of higher learning as part-time teaching interns when such students are enrolled in a college or university internship program which has prior approval by the State Board of Education, in consultation with the State Teacher Certification Board, leading to a master's degree.

Nothing in this Section shall require constant supervision of a student teacher enrolled in a student teaching course at a college or university, provided such activity has the prior approval of the representative of the higher education institution and teaching plans have previously been discussed with and approved by the supervising teacher and further provided that such teaching is within guidelines established by the State Board of Education in consultation with the State Teacher Certification Board.

Nothing in this Section shall be applicable to municipalities having a population in excess of 500,000 inhabitants.

21-21.1. Denial of recommendation for certification. Each college or university providing a teacher education program approved and recognized pursuant to the provisions of this Article shall establish procedures and standards to assure that no student is denied the opportunity to receive the institutional recommendation for certification for reasons which are not directly related to the candidate's anticipated performance as a certificated employee. Such standards and procedures shall include the specific criteria used by the institution for admission, retention, and recommendation for certification, periodic evaluations of the candidate's progress toward an institutional recommendation, counseling and other supportive services to correct any deficiencies which are considered remedial, and provisions to assure that no person is discriminated against on the basis of race, color, national origin or a handicap unrelated to the person's ability to perform as a certificated employee. Each institution shall also establish a grievance procedure for those candidates who are denied the institutional recommendation for certification. Within 10 days of notification of the denial, the college or university shall notify the candidate, in writing, of the reasons for the denial of recommendation for certification. Within 30 days of notification of the denial, the candidate may request the college or university to review the denial. If, after an additional 30 days to complete such review, the candidate is denied recommendation for certification, the candidate may appeal to the State Teacher Certification Board within 10 days of notification for a review of the institution's decision. The candidate shall have the right to be present any such review to present evidence and to be represented by counsel. Upon such review, the State Teacher Certification Board shall recommend appropriate action to the State Superintendent of Education. Each institution's standards and procedures, including the criteria for admission, retention, and the institutional recommendation for certification, and the institution's grievance procedures, shall be provided with a copy of the procedures established pursuant to this section.

When seeking a teaching position, applicants should be aware that Section 10-21.9 of the Illinois School Code requires applicants for employment with a school district to authorize an investigation to determine if such applicants have been convicted of any enumerated criminal or drug offenses.

The following sections are especially pertinent for prospective school personnel:

11-15.1	(Soliciting for a Juvenile Prostitute)	12-15	(Criminal Sexual Abuse)
11-19.1	(Juvenile Pimping)	12-16	(Aggravated Criminal Sexual Abuse)
11-19.2	(Exploitation of a Child)	701	et seq except 704a, 704b, 705a
11-20	(Obscenity)		(Cannabis Control Act)
11-21.1	(Child Pornography)	110	et seq (Controlled Substances Act)
11-21	(Harmful Material)		
12-13	(Criminal Sexual Assault)		
12-14	(Aggravated Criminal Sexual Assault)		

STUDENT GRIEVANCE PROCEDURES

Student Grievance Procedures appear on Governors State University's College of Education Web Page at www.govst.edu/users/gcoe/grieve.htm

CERTIFICATION

Certification Criteria

To be recommended by GSU for the initial secondary certificate, an applicant must:

- Have earned the required degree from an institution recognized by ISBE for teacher education;
- Have earned at least a "B" or better in student teaching;
- Have completed the State approved program in secondary education;
- Have passed the state of Illinois Basic Skills and content area exams, and the Assessment of Professional Teaching (APT) exam;
- Have demonstrated performance and behavior suitable to a professional educator;
- Be at least 19 years of age;
- Be in good health;
- Possess good moral character; and
- Be a U.S. citizen or have filed a declaration of intent to become a citizen, except when applying for a transitional bilingual certificate.

Certification Tests

All applicants for a certificate must pass examinations required and administered by the State of Illinois. These examinations include Illinois Basic Skills, Content Area Exam, and Assessment of Professional Teaching Exam. For information, contact your Academic Advisor or the Office of Secondary Education.

Certification Eligibility

Secondary education students at Governors State University must enroll as degree-seeking students and complete the approved secondary education program in their designated content areas. Students who hold a bachelor's degree from a recognized teacher education institution must present evidence of completing the equivalent of each course or experience required by Governor State University's program. Requirements include general education courses, clinical experience, and professional education requirements as described in the GSU Catalog.

Certification Procedures

Beginning with the Winter 2004 term, Illinois State Board of Education certification for teachers and other school professionals completing preparation programs at GSU becomes a web-based procedure:

- 1) At the conclusion of each term, advisors will provide to the Office of the Dean in the College of Education a list of program completers who are being recommended for ISBE certification. This list will include information about the certificate and any associated endorsements for which the candidate is eligible.
- 2) The Dean's Office will use a new web-based system developed by ISBE to submit all certificate entitlements to Springfield. The entitlements will be entered into the ISBE data base via a web-based interface as soon as grades and degrees are posted for each trimester.
- 3) Once entitlements have been entered into the ISBE data base, certificate applicants will apply for their certificates via **OTIS** (Online Teaching Information System) at www.isbe.net/otis. *IMPORTANT NOTE: DO NOT apply online for your certificate until the GSU College of Education Dean's Office has entered your entitlement into the ISBE data base. The Dean's Office will notify you via your GSU email account as soon as your entitlement has been entered into the ISBE data base.*
- 4) In addition to applying for the certificates online, you will be able to use Master Card or Visa credit cards to pay your fees. Detailed information regarding these new opportunities and the procedures for making online applications with the use of a credit card follow:
 - A. Go To the OTIS Web Site www.isbe.net/OTIS
 - B. Click on "Access Educator's Private Login Portal"
 - C. If you haven't done so previously, set up an OTIS account by clicking on "New User" under the section labeled "Login Options - To Create or Reset Your Login". You will be sent an email providing your account password.
 - D. Log into OTIS
 - E. Select the Entitlement Apps menu item
 - F. Follow the 11-step wizard through the application process

You may call the OTIS Help Desk at (217) 558-3600 with any problems using the system.

5) Your certificate will then be mailed to the address you provide on the OTIS system, so it is imperative that you double-check the address included in your application. Certificates will generally be printed and mailed approximately two days after your application is filed and credit card processing is completed.

6) Once your certificate has been received, you will need to register it at the Regional Office of Education for the area in which you will, or hope to, be teaching. If you wish to register the certificate for Chicago, you may do so online. To register your certificate in other areas of the state, you will need to go to the applicable regional office. Here is a listing of the Regional Offices of Education for the immediate GSU area:

Complete contact information for Illinois's Regional Offices of Education is available on the ISBE web site at <http://www.isbe.net/regionaloffices/pdf/roedirectory.pdf>

7) You will need to send official transcripts to the Illinois State Board of Education in Springfield. You can order your transcript through the GSU Registrar's Office before the end of your final trimester. Be sure to check the area on the transcript order form that instructs the Registrar's Office to issue the transcript "after grades are posted." The address to which you will send your transcripts will be indicated in OTIS during your application process.

8) If you have a position offered to you and you need verification of your status at GSU, the Dean's Office can provide a letter that will be accepted by some school districts (as determined by district policies and procedures ONLY). Please request a letter ONLY if you have a position pending.

9) Please contact your advisor if you have questions regarding the entitlement/certification procedures at GSU.

REGIONAL OFFICES AND SUPERINTENDENTS

SUBURBAN COOK COUNTY

Lloyd W. Lehmen
Regional Superintendent
Office of Education
10110 Gladstone
Westchester, IL 60154
(708) 865 – 9330

WILL

Richard P. Duran
Regional Superintendent
302 North Chicago
Joliet, IL 60432
(815) 740 - 8360

KANKAKEE

Kathleen M. Pangle
Regional Superintendent
Kankakee County Office Building
189 East. Court Street, Suite 600
Kankakee, IL 60901
(815) 937 - 2950

DUPAGE

Bernardo DeSimone
Regional Superintendent
421 North County Farm Road
Wheaton, IL 60187
(630) 682 - 7150

FOR CHICAGO RESIDENTS

Illinois State Board of Education Professional Preparation Office
Chicago Public Schools
1819 West Pershing Road
West Building - 2nd Floor
Chicago, IL 60609
(733) 535 - 7456 or 57

APPENDIX

STUDENT TEACHING PRACTICUM AGREEMENT - SECONDARY EDUCATION

Student Teacher _____ Cooperating Teacher _____

Grade/Subject _____ Dates _____

The practicum agreement is intended to give direction to activities agreed upon by the student teacher, the cooperating teacher, and the university supervisor. Some activities are **required** of the student teacher; others are **optional**. The cooperating teacher signs the form after successful completion of all activities.

REQUIRED ACTIVITIES (Check activities completed)

- _____ 1. Observe classes and classrooms at every level of the school. Observe classes addressing special needs of students. Become acquainted with roles of all personnel associated with the school's functions. Study school policies.
- _____ 2. Observe within the classroom for several days. The purpose of this activity is to become acquainted with students, instructional materials, supplemental materials, other resources, scheduling, routines, and procedures.
- _____ 3. Prepare appropriate and adequately constructed lesson plans before each week's instruction.
- _____ 4. Manage the teaching-learning of the classes and subgroups of students on the basis of such criteria as goals, interests, and achievements.
- _____ 5. Design and teach at least one complete unit of study within the content area.
- _____ 6. Assume full responsibility for the class (without cooperating teacher's presence) for a designated period of time.
- _____ 7. Learn to use materials, resources, and procedures which enhance the learning experience of students in the classroom.
- _____ 8. Share ideas with and listen to the suggestions of the cooperating teacher.
- _____ 9. Attend appropriate in-service sessions, PTA/PTO, and other meetings.
- _____ 10. Keep a reflective journal on personal thoughts and feelings towards teaching while moving through the student teaching experience.
- _____ 11. Revise and update a written philosophy of education.
- _____ 12. Develop a portfolio documenting the student teaching experiences.
- _____ 13. Attend classroom management workshop, student teaching orientation sessions and all student teaching seminars.

____ 14. Other _____

OPTIONAL ACTIVITIES (Check activities completed)

____ 1. Direct the completion of a thematic display or bulletin board which corresponds to lesson plan goals.

____ 2. Plan a field trip --include pre-planning activities and follow-up reinforcement of learning activities.

____ 3. Keep a record that will apprise the student teacher and cooperating teacher of the characteristics of students.

____ 4. Work with specific groups of children to develop communication skills.

____ 5. Guide the self-selection and other informational finding skills of the students in the library or resource center.

____ 6. Video-tape a lesson and prepare an analysis of the lesson.

____ 7. Other _____

COOPERATING TEACHER'S APPROVAL (To be signed only after required and agreed upon optional activities have been successfully completed):

 Signature

 Date

Student Teaching Formative Assessment Rubric

Standard 1. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Content	Makes errors in content or does not correct errors of students.	Displays basic content knowledge, but does not make connections to other content areas or to other parts of lesson subject area.	Displays firm grasp of content knowledge and makes connections between the content and other content areas when appropriate.	Uses knowledge of content to develop concepts in a way that builds on previous knowledge and emphasizes aspects of current concepts that will help students learn future topics.
Use of Multiple Perspectives	Uses only one explanation or representation, even if students do not seem to understand this presentation.	Is able to rephrase an explanation or represent a concept in more than one way.	Rephrases explanations or represents concepts in more than one way in response to students' individual learning styles or classroom context.	Uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understanding.
Troubleshooting	Uses limited methods of presentation and is unable to respond to common misunderstandings.	Generally understands common misunderstandings and attempts to adjust instruction when they are encountered.	Anticipates common misunderstandings regarding concepts and adjusts instruction accordingly.	Plans instruction to minimize common misunderstandings through a variety of instructional approaches.

Standard 2. The candidate understands how individuals grow, learn, and develop and provides learning opportunities that support the intellectual, social, and personal development of all students.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Developmental Characteristics of Students	Displays little knowledge of developmental characteristics of students or uses developmentally inappropriate activities.	Designs some lesson procedures and activities in a developmentally appropriate way.	Demonstrates a sound understanding of the developmental characteristics of the students in designing instruction.	Designs instruction that is developmentally appropriate and challenges students to extend their understanding and engage in critical thinking.
Prior Knowledge and Experiences	Does not build new content on prior knowledge and past experiences.	Sometimes builds on familiar ideas and past experiences.	Assesses prerequisite knowledge and designs instruction appropriate to the background knowledge of the students.	Introduces and develops concepts and procedures at different levels of complexity that are meaningful to students with different prior learning experiences.

Standard 3. The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Adaptations to Learning Differences	Does not adapt instruction to individual differences.	Makes some accommodation for individual differences.	Includes possible adaptations in lesson plan and implements them when appropriate.	Uses a wide range of instructional strategies to meet and enhance learning for all students.
Sensitivity to Diversity	Displays little awareness of student diversity.	Occasionally acknowledges students' cultural heritage and incorporates this into instruction.	Displays knowledge of students' cultural heritage and incorporates this knowledge in designing instruction.	Uses cultural diversity and individual student experiences to enrich instruction.

Standard 4. The candidate understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Lesson Design	Instructional activities do not support the lesson objectives and/or are not organized in an appropriate sequence.	Activities follow an organized sequence, but do not support the objective or are not completely clear.	Designs a well-organized sequence of activities that support the lesson objectives.	Designs instruction that incorporates knowledge of the subject matter and students and matches the lesson objectives.
Unit Planning	Does not develop lessons that support the objectives of the unit.	Lessons generally adhere to a logical sequence of unit objectives.	Develops lessons that support well-sequenced objectives and include a variety of activities and assessment techniques.	Lessons organized cohesively, support specifically stated and well-sequenced objectives that integrate use of a variety of instructional materials and activities and demonstrate an awareness of student differences and needs.
Instructional Resources	Does not find useful resources, uses resources that are inaccurate or interprets them incorrectly, or does not use technological resources.	Finds and uses accurate material and technological resources.	Seeks out and uses a variety of print and technology resources in planning instruction.	Uses a wide variety of print and technology resources in planning instruction. Uses online resources and incorporates online activities in lessons.

Standard 5. The candidate 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.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Classroom Management	Spends too much time controlling behavior to the detriment of student learning.	Maintains control during most of the lesson with a significant amount of teacher direction and monitoring.	Appropriate class decorum is achieved and time is mainly spent in productive work with most students' cooperation.	Maintains appropriate classroom decorum and maximizes the amount of class time spent in learning by establishing appropriate expectations for communication and behavior.
Classroom Environment	Classroom environment is ignored to the point of impeding productive work and motivation.	Maintains a classroom environment that supports students' individual engagement in productive work.	Creates a classroom environment that enhances students' motivation and engagement in productive work.	Makes decisions to enhance social relationships, student motivation, and engagement in productive work through mutual respect, cooperation, and support for one another.

Standard 6. The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Variety of Strategies	Does not provide opportunities for students to engage in problem solving or critical thinking.	Provides some opportunities for problem solving and critical thinking.	Uses a variety of strategies that are appropriate for helping students develop problem-solving and critical-thinking strategies.	Uses multiple teaching strategies to engage students in active learning opportunities that promote the development of critical-thinking and problem-solving abilities.
Teacher Role	Acts primarily as the giver of information and asks few questions that require problem solving or critical thinking.	Presents problem-solving and critical-thinking opportunities, but guides students to problem solutions.	Provides students with opportunities to develop problem-solving and critical-thinking strategies individually and in small groups without intervening to give solutions.	Constructs learning experiences that develop concepts and skills through well-chosen problems and questions.
Exhibits the habits of mind of reasoned eclecticism	Makes instructional decisions based primarily on orthodoxy or convenience.	Attempts to find pragmatic alternatives in instructional decision making.	Searches for and implements pragmatic alternatives in instructional decision making	Makes instructional decisions based on reasoned choice among carefully considered pragmatic alternatives.

Standard 7. The candidate uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Oral and Written Communication	Oral communication contains errors or mispronunciations. Written communication is not clear or correct.	Oral and written communication is clear and correct and usually appropriate to the level of the students.	Oral and written communication is clear, correct, and developmentally appropriate to the students.	Oral and written communication is precise with words well chosen to enhance the lesson.
Questioning	Asks only low-level questions.	Some questions ask students to engage to higher-order thinking and to explain responses.	Uses questioning to engage students in higher-order thinking and to develop concepts by asking students to justify and clarify responses.	Promotes higher-level thinking and stimulates discussion using divergent questions.
Use of Materials and Technology (Magnetic and transparent materials, over-heads, computers, and projectors)	Oral and written communication are the only modes of communication used with students.	Occasionally uses a variety of communication tools to communicate with students.	Includes the use of materials and technology to enhance communication with students.	Uses a wide variety of communication techniques to maximize communication with students, taking into consideration the different learning styles of students.

Standard 8. The candidate understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Assessment of Student Progress	Shows no ongoing monitoring of student learning beyond completion of work.	Monitors student progress throughout the lesson.	Uses a variety of assessment strategies to monitor student progress throughout the lesson.	Uses a variety of assessment strategies to monitor student progress and adjusts instruction accordingly.
Alignment with Objectives	The assessment does not match the lesson objectives.	Most of the assessment matches the lesson objectives.	The assessment closely matches the lesson objectives.	The assessment provides clear evidence of the level at which students have reached the lesson objectives.
Organization and Use of Assessment Data	Lacks the ability to successfully organize and interpret assessment data.	Papers are regularly scored and recorded and used to diagnose student difficulties.	Assessment data is routinely organized and used to adjust instruction.	Assessment data is used to improve quality of instruction and communication with students.

Standard 9. The candidate understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parent/guardians, and the community to support students and well-being.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Collaborative Relationships	Shows no evidence of collaboration with cooperating teacher.	Has discussed lesson with cooperating teacher.	Has collaborated with cooperating teacher in planning the lesson.	Has collaborated with cooperating teacher to determine lesson objectives and to plan lesson.
Collaboration with Families	Shows no evidence of communication with families.	Communicates with families to a limited degree.	Communicates with families and attempts to work productively with them to help their children learn.	Involves families in substantial ways to collaborate in planning instructional activities.

Standard 10. The candidate is a reflective practitioner who continually evaluates how choices and actions affect students, parent, and other professionals in the learning community and actively seeks opportunities to grow professionally.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Reflection on Teaching	Is not able to judge whether or not a lesson has been successful.	Offers general comments regarding the effectiveness of the lesson and how the lesson might be improved.	Analyzes his or her teaching identifying strengths and weaknesses. Suggests alternative methods that might be used to improve the lesson.	Analyzes his or her teaching identifying strengths and weaknesses. Makes specific suggestions regarding how the lesson might be improved and describes how this teaching experience can be used to improve future teaching.
Commitment to Lifelong Learning	Is unaware of the need for continual learning and improvement.	Is aware of the importance of continual learning and improvement.	Exhibits concern for continual learning by taking advantage of learning opportunities.	Exhibits concern for continual learning by actively seeking opportunities for professional development and learning.

Standard 11. The candidate understands education as a profession, maintains standards of professional conduct, and provides learning to improve student learning and well-being.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Professional Conduct	Is not totally prepared to teach and/or acts or dresses in an unprofessional manner.	Is prepared to teach the lesson. Dress and demeanor are appropriate.	Is well prepared to teach the lesson. Is professional in dress and demeanor.	Is well prepared to teach the lesson and has shown initiative in preparing lesson materials. Is professional in dress and demeanor.

**GOVERNORS STATE UNIVERSITY
COLLEGE OF ARTS & SCIENCES
SECONDARY EDUCATION**

SUMMATIVE EVALUATION OF TEACHER CANDIDATE (15TH WEEK)

Please make remarks that will help the reader know the candidate better. Give examples of strengths, areas for improvement, special projects and achievements, etc. The evaluation should be discussed with the candidate to assist in his/her professional growth.

Name _____ Student Teaching Dates _____

Grade/Subjects Taught _____

Name of Rater _____ Position _____

School or Organization _____

Address _____

Signature _____ Date _____

White - University Supervisor Yellow - Cooperating Teacher Pink - Student Teacher

Science Student Teacher Summative Evaluation

Based Upon the Standards for Science Teacher Preparation of the National Science Teachers Association

Standard	Target	Acceptable	Unacceptable
1) Content. The candidates demonstrate that they can			
a) Convey major concepts, principles, theories, and laws of their fields	The candidate consistently and correctly uses major concepts, principles, and laws in a sophisticated and correct manner that is accessible to students.	The candidate correctly uses major concepts, principles, and laws in a manner that is frequently accessible to students.	Students frequently do not understand concepts, principles, and laws because they are presented poorly or are not understood by the candidate.
b) Convey to students the unifying concepts of science.	The candidate incorporates unifying concepts into the lesson in a logical and correct manner.	The candidate usually incorporates unifying concepts into the lesson. The connections are usually clear to the students.	The candidate fails to incorporate unifying concepts into lessons or fails to make connections between unifying concepts and the lessons.
c) Convey to students important personal and technological applications of science.	The candidate understands sophisticated applications of science and conveys them clearly to students in a manner that they understand.	The candidate has begun to understand some applications of science and can convey some of the most important ideas to students.	The candidate has little idea of important applications of science or makes little effort to convey these to students.
d) Understand research and design, report, and evaluate investigations in science.	The candidate has successfully performed and reported upon research and has critically evaluated this research.	The candidate has worked on a research project and has attempted to collect data that would be useful to solve a research problem.	The candidate has no research experience.
e) Use mathematics to process and report data and solve problems.	The candidate uses sophisticated mathematical tools in an appropriate manner to solve problems and can appropriately convey the results to students.	The candidate can use appropriate mathematical tools to solve problems and can convey these ideas to students.	The candidate can only use mathematics in a very perfunctory manner and fails to convey its importance to students.

2) Nature of Science. The candidates demonstrate that they			
a) Understand the development of science and evolution of knowledge in their discipline	The candidate has a thorough and sophisticated knowledge of the nature of science and incorporates it into lessons in a way that interests students.	The candidate shows some knowledge of the nature of science and occasionally incorporates it into lessons.	The candidate does not incorporate nature of science into lessons or, when it is used, it is incorrect.
b) Know what distinguishes science from technology and other ways of knowing the world.	The candidate can relate to students in an interesting and sophisticated manner what distinguishes science from other ways of knowing.	The candidate has some knowledge of the differences between science and other ways of knowing and occasionally incorporates this into lessons.	The candidate only understands this topic in the most perfunctory manner and fails to include this in lessons or does it incorrectly.
c) Engage students in studies of the nature of science.	The candidate successfully and consistently engages students in activities that correctly demonstrate the nature of science.	The candidate occasionally engages students in activities that correctly demonstrate the nature of science.	The candidate rarely engages students in activities that demonstrate the nature of science.

3) Inquiry. The candidates demonstrate that they can			
a) Understand the multiple methods of inquiry leading to scientific knowledge.	The candidate can describe multiple methods of inquiry and successfully and consistently incorporates these into his or her lessons.	The candidate can describe some multiple methods of inquiry and occasionally incorporates these into his or her lessons.	The candidate does not understand multiple methods of inquiry and as a consequence rarely incorporates them into lessons.
b) Engage students in inquiries that require them to develop relationships from data.	The candidate successfully and consistently encourages students to develop relationships from data.	The candidate successfully and occasionally encourages students to develop relationships from data.	The candidate rarely encourages students to develop relationships from data. His or her lessons may not be successful.
4) Issues. The candidates demonstrate that they can			
a) Understand socially important issues in their field.	The candidate has researched socially important issues in the field and consistently incorporates them into lessons.	The candidate has discovered some socially important issues and occasionally incorporates them into lessons.	The candidate rarely if ever incorporates socially important issues into lessons.
b) Engage students in the analysis of problems, risks, costs, and benefits.	The candidate successfully encourages students to attempt complex problems with no correct answer and has them consider multiple aspects fo the problem.	The candidate occasionally encourages students to attempt complex problems with no correct answer.	The candidate only has students solve straightforward problems with one correct answer that may have few real world applications.

5) General Skills of Teaching. The candidates demonstrate that they can			
a) Vary teaching actions to promote multiple skills and levels of understanding.	The candidate varies his or her teaching strategies, drawing from a wide repertoire, and tailoring strategies to meet the needs of classes and individual students.	The candidate consistently varies his or her teaching strategies.	The candidate rarely varies teaching strategies and frequently relies on direct instruction.
b) Promote learning of science by students with different abilities and needs.	The candidate varies instruction in order to tailor it to the needs of individual students.	The candidate has the ability to employ different strategies and does so when the need becomes obvious.	The candidate generally attempts to make all students learn by the same teaching methods.
c) Organize and engage students in collaborative learning.	The candidate understands that science is a collaborative endeavor and successfully implements cooperative learning in the classroom.	The candidate uses cooperative learning in the classroom and is generally successful with the technique.	The candidate rarely uses cooperative learning methods and when used, does not do so in a method that promotes student learning.
d) Use technological tools to collect and process data and facilitate learning.	The candidate uses a variety of technological tools to collect and process data and successfully teaches these methods to students.	The candidate has some ability to use technological tools and occasionally implements them in the classroom.	The candidate does not use technological tools to collect and process data in the classroom.
e) Build upon students' prior beliefs, knowledge, and experiences.	The candidate has successfully investigated students' prior knowledge and developed a curriculum consistent with what was learned.	The candidate has some knowledge of students' prior knowledge and has attempted to modify the curriculum accordingly.	The candidate demonstrates little ability or desire to make use of students' prior knowledge in developing lessons.
f) Create a psychologically and socially safe learning environment.	The candidate has created a classroom with a psychologically and socially safe learning environment.	The candidate has created a classroom with a generally safe psychological and social learning environment.	The candidate has made little if any effort to create a classroom with a psychologically and socially safe learning environment.

6) Curriculum. The candidates demonstrate that they can			
a) Create activities consistent with the NSTA standards.	The candidate has created his or her activities in a manner that is consistent with the NSTA standards.	The candidate has created most of his activities in a manner that is consistent with the NSTA standards.	The candidate has created few if any activities in a manner that is consistent with the NSTA standards.
b) Implement consistent units that address needs and abilities of students.	The candidate understands student needs and has implemented units accordingly.	The candidate generally understands student needs and has implemented units accordingly.	The candidate rarely understands student needs and rarely attempts to adapt the curriculum to them.
7) Science in the Community. The candidates demonstrate that they can			
a) Use community resources to promote the learning of science.	The candidate uses community resources to successfully promote the learning of science.	The candidate occasionally uses community resources to successfully promote the learning of science.	The candidate rarely uses community resources to successfully promote the learning of science.
b) Involve students in activities that relate science to the community.	The candidate consistently and successfully involves students in activities that relate science to the community.	The candidate occasionally involves students in activities that relate science to the community.	The candidate rarely involves students in activities that relate science to the community.

8) Assessment. The candidates demonstrate that they can			
a) Use multiple assessment tools to align instruction with student needs.	The candidate consistently and successfully uses appropriate multiple assessment tools and uses assessment results to align instruction with student needs.	The candidate generally uses appropriate multiple methods of assessment and sometimes uses results to align instruction with student needs.	The candidate generally uses but one method of instruction and generally does not use the results to align instruction with student needs.
b) Use multiple assessment results to guide and modify instruction.	The candidate consistently and successfully uses appropriate multiple assessment tools and uses assessment results to guide and modify instruction.	The candidate generally uses appropriate multiple methods of assessment and sometimes uses results to guide and modify instruction.	The candidate generally uses but one method of instruction and generally does not use the results to guide and modify instruction.
c) Use results of assessment as vehicles for students to analyze their own learning.	The candidate consistently and successfully uses results of assessment as vehicles for students to analyze their own learning.	The candidate generally uses results of assessment as vehicles for students to analyze their own learning.	The candidate generally does not use results of assessment as vehicles for students to analyze their own learning.

9) Safety and Welfare. The candidates demonstrate that they can			
a) Understand responsibilities of teachers for student welfare, treatment of animals, and handling of materials.	The candidate has a thorough knowledge of legal and ethical responsibilities of the science teacher and actively implements them in each lesson.	The candidate has a working knowledge of legal and ethical responsibilities of the science teacher and implements them in appropriate lessons.	The candidate demonstrates little knowledge of legal and ethical responsibilities of the science teacher and fails to implement them in many lessons.
b) Practice safe and proper techniques for handling hazardous materials.	The candidate has a thorough knowledge of proper techniques for handling hazardous materials and implements these techniques rigorously.	The candidate has a good knowledge of techniques for handling materials that will be used in the classroom and implements these techniques.	The candidate is not always aware of safe handling techniques for hazardous materials and does not always implement them rigorously.
c) Follow proper emergency procedures, maintain safety equipment, and ensure use of safe procedures.	The candidate has a thorough knowledge of proper emergency procedures and implements these techniques rigorously.	The candidate has a good working knowledge of proper emergency procedures and implements these techniques in the classroom.	The candidate is not always aware of proper emergency procedures and does not always implement these in the classroom.
d) Treat all living organisms used in the classroom in a safe, humane, and ethical manner.	The candidate has a thorough knowledge of procedures for the ethical treatment of living organisms and implements these procedures rigorously.	The candidate has a good working knowledge of procedures for the ethical treatment of living organisms and implements these procedures in the classroom..	The candidate is not always aware of ethical procedures for the treatment of living organisms and does not always implement these procedures in the classroom.

10) Professional Growth. The candidates demonstrate that they can			
a) Engage in opportunities for professional learning beyond minimum job requirements.	The candidate frequently engages in opportunities for professional growth beyond what is required and implements what has been learned in the classroom.	The candidate occasionally engages in opportunities for professional growth beyond what is required and attempts to implement what has been learned in the classroom.	The candidate rarely engages in opportunities for professional growth beyond what is required and rarely attempts to implement what has been learned in the classroom.
b) Reflect upon teaching and identify means by which they can grow professionally.	The candidate regularly produces sophisticated reflections about classroom situations and modifies procedures from experience.	The candidate frequently produces reflections about classroom situations and sometimes modifies procedures based upon experience.	The candidate rarely produces reflections about classroom situations and rarely if ever modifies procedures based upon experience.
c) Use information from students, colleagues, and others to improve teaching and facilitate growth.	The candidate actively seeks information from a wide variety of sources to improve teaching and facilitate growth.	The candidate is receptive to information from a wide variety of sources to improve teaching and facilitate growth.	The candidate is not receptive to information from different sources to improve teaching and facilitate growth.
d) Interact with colleagues, parents, students; mentor new colleagues; foster positive community relationships.	The candidate actively seeks interact with the entire educational community in a receptive and respectful manner.	The candidate is willing to interact with the educational community in a constructive manner.	The candidate rarely interacts constructively with members of the educational community.

GOVERNORS STATE UNIVERSITY

COLLEGE OF ARTS & SCIENCES EVALUATION OF SCIENCE TEACHING CANDIDATE

Student Teacher _____ University Supervisor _____

School _____ Cooperating Teacher _____

Week _____ Date _____ Period _____ Class _____

INDICATORS OF STUDENT EFFECTIVENESS TEACHING SCIENCE

(5 Excellent; 4 Above Average; 3 Average; 2 Below Average, 1 Unacceptable; N Not Observed)

						Comments
5	4	3	2	1	N	Relate science to the lives of students
5	4	3	2	1	N	Develop/assess curriculum consistent with state and national standards
5	4	3	2	1	N	Engage students in learning science
5	4	3	2	1	N	Use technology to extend/enhance learning
5	4	3	2	1	N	Organize classroom experiences effectively
5	4	3	2	1	N	Develop group activities to facilitate inquiry
5	4	3	2	1	N	Teach the underlying concepts of science
5	4	3	2	1	N	Utilize a variety of teaching strategies
5	4	3	2	1	N	Utilize a variety of assessment strategies
5	4	3	2	1	N	Diagnose students' alternative conceptions
5	4	3	2	1	N	Develop curriculum addressing the needs/abilities of students
5	4	3	2	1	N	Use community resources to extend/enhance learning.
5	4	3	2	1	N	Use assessment data to tailor subsequent instruction.
5	4	3	2	1	N	Create a safe learning environment.
5	4	3	2	1	N	Careful and ethical treatment of animals.

Student Teacher

Cooperating Teacher

University Supervisor

**GOVERNORS STATE UNIVERSITY
COLLEGE OF ARTS & SCIENCES**

SECONDARY EDUCATION

STUDENT TEACHING WEEKLY REFLECTIVE SUMMARY

Submit a copy to your cooperating teacher and university supervisor each Friday.

Name: _____ School: _____ Week of: _____

I. MOST SATISFYING EXPERIENCE(S):

II. SPECIFIC ASPECTS OF TEACHING TO WORK ON NEXT WEEK:

STUDENT TEACHING SCHEDULE

NAME _____ SCHOOL _____ WEEK OF _____

	TIME	TIME	TIME	TIME	TIME	TIME	TIME
MONDAY							
TUESDAY							
WEDNESDAY							
THURSDAY							
FRIDAY							

**GOVERNORS STATE UNIVERSITY
COLLEGE OF ARTS & SCIENCES**

SECONDARY EDUCATION

Evaluation of Teacher Candidate Preparation Program in English

The student teacher should complete this questionnaire during the last two weeks of student teaching. The completed form should be submitted to the university supervisor.

Personal Data

Date of admission: _____ Date of graduation: _____

Major or academic option: _____

Present occupation (if any): _____

Location: _____

Coursework

As a result of course work, how well prepared am I in each of these subject areas? (Scale: 1 very well prepared; 2 well prepared; 3 somewhat prepared; 4 poorly prepared; NA not applicable).

1	2	3	4	5	NA	1.	English Literature I
1	2	3	4	5	NA	2.	English Literature II
1	2	3	4	5	NA	3.	American Literature I
1	2	3	4	5	NA	4.	American Literature II
1	2	3	4	5	NA	5.	World Mythology
1	2	3	4	5	NA	6.	Studies in Literature
1	2	3	4	5	NA	7.	Advanced Composition
1	2	3	4	5	NA	8.	Linguistics
1	2	3	4	5	NA	9.	Modern English Grammar
1	2	3	4	5	NA	10.	Major English Authors
1	2	3	4	5	NA	11.	Major Black Authors
1	2	3	4	5	NA	12.	Major American Authors
1	2	3	4	5	NA	13.	Contemporary Literature
1	2	3	4	5	NA	14.	Children's/Young Adult Literature
1	2	3	4	5	NA	15.	Literary Criticism
1	2	3	4	5	NA	16.	Shakespeare's Plays
1	2	3	4	5	NA	17.	Rhetorical Theory & Practice
1	2	3	4	5	NA	18.	Writing Theory & Practice
1	2	3	4	5	NA	19.	Foundations of Education

1	2	3	4	5	NA	20.	Educational Psychology in Action
1	2	3	4	5	NA	21.	Survey of Exceptional Students
1	2	3	4	5	NA	22.	Reading Theory and Practice in Secondary Schools
1	2	3	4	5	NA	23.	Methods of Teaching English
1	2	3	4	5	NA	24.	Introduction to Educational Technology

Advising

24. I was advised of the condition of employment opportunities within teacher education at or near the beginning of my program.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

25. The advising process was clear and adequate.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

26. The advising process was efficient.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

27. When you sought departmental advisement by appointment, your assigned advisor was

- a. Usually available.
- b. Sometimes available.
- c. Seldom available.
- d. Never available.

28. When you sought departmental counseling, your assigned advisor was

- a. Usually helpful and informed.
- b. Sometimes helpful and informed.
- c. Seldom helpful and informed.
- d. Never helpful and informed.

29. How satisfactory was the assistance provided by your advisor?

- a. Very satisfactory
- b. Moderately satisfactory
- c. Not very satisfactory
- d. Unsatisfactory

Teaching Skills and Pedagogy

Please rate your ability to:

1	2	3	4	5	NA	30.	Create a positive, diverse learning environment
1	2	3	4	5	NA	31.	Address individual differences.
1	2	3	4	5	NA	32.	Use a variety of instructional strategies.
1	2	3	4	5	NA	33.	Use collaborative learning
1	2	3	4	5	NA	34.	Design curricula based on state and national standards.
1	2	3	4	5	NA	35.	Develop and assess curricula.
1	2	3	4	5	NA	36.	Use small groups to facilitate inquiry.
1	2	3	4	5	NA	37.	Organize classroom experiences effectively.
1	2	3	4	5	NA	38.	Organize classroom experiences effectively.
1	2	3	4	5	NA	39.	Use strategies that recognize multiple intelligence
1	2	3	4	5	NA	40.	Use a variety of technology
1	2	3	4	5	NA	41.	Use a variety of assessment strategies

Services and Facilities

42. How well were you served by the Registrar's Office?
- Very well
 - Adequately
 - Not very adequately
 - Inadequately
43. How satisfactory were the library facilities?
- Very satisfactory
 - Moderately satisfactory
 - Not very satisfactory
 - Unsatisfactory
 - I did not use the library
44. Were the library hours convenient?
- Very convenient
 - Moderately convenient
 - Not very convenient
 - Inconvenient
45. How convenient was the frequency of course offerings?
- Very convenient
 - Moderately convenient
 - Not very convenient
 - Inconvenient
46. Were the courses offered at convenient hours?
- Very convenient
 - Moderately convenient

- c. Not very convenient
- d. Inconvenient

Field Experiences (100 clock hours)

47. List and rank in order of importance what you consider the overall **strengths** of the pre-student teaching clinical experiences.

Rank	Suggestions
_____	_____
_____	_____
_____	_____
_____	_____

48. List and rank in order of importance your suggestions for strengthening the pre-student teaching clinical experiences.

Rank	Suggestions
_____	_____
_____	_____
_____	_____
_____	_____

Practicum (Student Teaching)

49. List and rank in order of importance what you consider the overall strengths of the student teaching practicum.

Rank	Suggestions
_____	_____
_____	_____
_____	_____
_____	_____

50. List and rank in order of importance your suggestions for strengthening the student teaching practicum.

Rank	Suggestions
_____	_____
_____	_____
_____	_____
_____	_____

Overall Estimates

Where appropriate, write your comments in the space provided under each question. Use the reverse side of the paper if necessary.

51. Indicate in order of importance (1 for most, 2 for next, etc.) the factors which attracted you to your teacher education program.

- a. Program highly regarded
- b. GSU highly regarded
- c. Location
- d. Availability of courses
- e. Other, please list: _____

52. Concerning your total program experience, which best describes the way you feel:

- a. Very satisfied
- b. Moderately satisfied
- c. Moderately dissatisfied
- d. Dissatisfied

53. Which, if any, of the following gave you unusual difficulty (please circle).

Comments

- a. Registration _____
- b. Advisor _____
- c. Faculty _____
- d. Parking _____
- e. Dining Facilities _____
- f. Graduation Procedures _____
- g. Department _____
- h. Registrar's Office _____
- i. Business Office _____
- j. Financial Aid _____
- k. Veterans' Affairs _____
- l. Health Services _____
- m. Other (please list) _____

54. What stands out as the most rewarding aspect of your program experience? Why?

55. What inadequacies, problems, or other aspects of your experience did you find frustrating and/or discouraging in the program? Why?

56. How could they be improved?

57. Taking everything into consideration, would you recommend the program you took to someone else? Comment, if you wish.

Governors State University
College of Arts & Sciences

Secondary Education

Evaluation of Teacher Preparation Program in Biology

The student teacher should complete this questionnaire during the last two weeks of student teaching. The completed form should be submitted to the university supervisor.

Personal Data

Date of admission: _____ Date of graduation: _____

Major or academic option: _____

Present occupation (if any): _____

Location: _____

Program Evaluation

As a result of coursework, how well prepared am I in each of these subject areas? (Scale: 1 very well prepared; 2 well prepared; 3 somewhat prepared; 4 poorly prepared; 5 not prepared; NA not applicable).

1	2	3	4	5	NA	1.	General Biology
1	2	3	4	5	NA	2.	General Chemistry
1	2	3	4	5	NA	3.	Botany
1	2	3	4	5	NA	4.	Organic Chemistry
1	2	3	4	5	NA	5.	Zoology
1	2	3	4	5	NA	6.	Comparative Anatomy
1	2	3	4	5	NA	7.	Microbiology
1	2	3	4	5	NA	8.	Calculus
1	2	3	4	5	NA	9.	Physics
1	2	3	4	5	NA	10.	Ecology
1	2	3	4	5	NA	11.	Genetics
1	2	3	4	5	NA	12.	Cell Biology
1	2	3	4	5	NA	13.	Animal Physiology
1	2	3	4	5	NA	14.	Plant Physiology
1	2	3	4	5	NA	15.	Statistical Methods
1	2	3	4	5	NA	16.	Computer Science
1	2	3	4	5	NA	17.	Foundations of Education
1	2	3	4	5	NA	18.	Educational Psychology
1	2	3	4	5	NA	19.	Survey of Exceptional Students
1	2	3	4	5	NA	20.	Principles of Science Education
1	2	3	4	5	NA	21.	Teaching Secondary School Science
1	2	3	4	5	NA	22.	Student Teaching: Secondary Biology

Teaching Skills and Pedagogy

Please rate your ability to:

1	2	3	4	5	NA	23.	Teach about the nature of science.
1	2	3	4	5	NA	24.	Teach the unifying themes of science.
1	2	3	4	5	NA	25.	Design and teach lessons based on social and technological issues related to science.
1	2	3	4	5	NA	26.	Relate science to the lives and interests of students.

1	2	3	4	5	NA	27.	Design curricula based on state and national standards.
1	2	3	4	5	NA	28.	Develop and assess curricula.
1	2	3	4	5	NA	29.	Use small groups to facilitate inquiry.
1	2	3	4	5	NA	30.	Organize classroom experiences effectively.
1	2	3	4	5	NA	31.	Use community resources to extend and enhance learning.
1	2	3	4	5	NA	32.	Diagnose students' alternative conceptions to design effective teaching.

Services

33. I was advised of the condition of employment opportunities within teacher education at or near the beginning of my program.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

34. The advising process was clear and adequate.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

35. The advising process was efficient.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

36. When I sought departmental advice by appointment, my assigned advisor was

- a. Usually available
- b. Sometimes available
- c. Seldom available
- d. Never available

37. When I sought departmental counseling, my assigned advisor was

- a. Usually helpful and informed
- b. Sometimes helpful and informed
- c. Seldom helpful and informed
- d. Never helpful and informed

38. How satisfactory was the assistance provided by your advisor?

- a. Very satisfactory
- b. Moderately satisfactory
- c. Not very satisfactory
- d. Unsatisfactory

39. How well were you served by the Registrar's Office?

- a. Very well
- b. Adequately
- c. Not very adequately
- d. Inadequately

Facilities and Program

40. How satisfactory were the library facilities?

- a. Very satisfactory
- b. Moderately satisfactory
- c. Not very satisfactory
- d. Unsatisfactory
- e. I did not use the library.

41. Were the library hours convenient?

- a. Very convenient
- b. Moderately convenient
- c. Not very convenient
- d. Inconvenient

42. How convenient was the frequency of the course offerings?

- a. Very convenient
- b. Moderately convenient
- c. Not very convenient
- d. Inconvenient

43. Were the courses offered at convenient hours?

- a. Very convenient
- b. Moderately convenient
- c. Not very convenient
- d. Inconvenient

Field Work (100 clock hours)

44. List and rank in order of importance what you consider the overall strengths of the pre-student teaching experiences.

Rank	Suggestions

45. List and rank in order of importance your suggestions for strengthening the pre-student teaching experiences.

Rank	Suggestions

Practicum (Student Teaching)

46. List and rank in order of importance what you consider the overall strengths of the student teaching practicum.

Rank	Suggestions
_____	_____
_____	_____
_____	_____
_____	_____

47. List and rank in order of importance your suggestions for strengthening the student teaching practicum.

Rank	Suggestions
_____	_____
_____	_____
_____	_____
_____	_____

Overall Estimates

Where appropriate, write your comments in the space provided under each question. Use the reverse side of the paper if necessary.

48. Indicate in order of importance (1 for most, 2 for next etc.) the factors that attracted you to your teacher education program.

- a) ___ Program highly regarded
- b) ___ GSU highly regarded
- c) ___ Location
- d) ___ Availability of courses
- e) ___ Other (please list)

49. Concerning your total program experience, which best describes the way you feel?

- a. Very satisfied
- b. Moderately satisfied
- c. Moderately dissatisfied
- d. Dissatisfied

50. Which, if any, of the following gave you unusual difficulty (please check).

Comments

- a) ___ Registration _____
- b) ___ Advisor _____

- c) ____ Faculty _____
- d) ____ Parking _____
- e) ____ Dining Facilities _____
- f) ____ Graduation Procedures _____
- g) ____ Department _____
- h) ____ Registrar's Office _____
- i) ____ Business Office _____
- j) ____ Financial Aid _____
- k) ____ Veteran's Affairs _____
- l) ____ Health Services _____
- m) ____ Other (please list) _____

51. What stands out as the most rewarding aspect of your program experience? Why?

52. What inadequacies, problems, or other aspects of your experience did you find frustrating and/or discouraging in the program? Why?

How could they be improved?

53. Taking everything into consideration, would you recommend the program you took to someone else? Comment if you wish.

GOVERNORS STATE UNIVERSITY
COLLEGE OF ARTS & SCIENCES
College of Arts & Sciences

Secondary Education

Evaluation of Teacher Preparation Program in Chemistry

The student teacher should complete this questionnaire during the last two weeks of student teaching. The completed form should be submitted to the university supervisor.

Personal Data

Date of admission: _____ Date of graduation: _____

Major or academic option: _____

Present occupation (if any): _____

Location: _____

Program Evaluation

As a result of coursework, how well prepared am I in each of these subject areas? (Scale: 1 very well prepared; 2 well prepared; 3 somewhat prepared; 4 poorly prepared; 5 not prepared; NA not applicable).

1	2	3	4	5	NA	1.	General Chemistry
1	2	3	4	5	NA	2.	Organic Chemistry
1	2	3	4	5	NA	3.	Analytical Chemistry
1	2	3	4	5	NA	4.	Instrumental Analysis
1	2	3	4	5	NA	5.	Biochemistry
1	2	3	4	5	NA	6.	Environmental Chemistry
1	2	3	4	5	NA	7.	Physical Chemistry
1	2	3	4	5	NA	8.	Advanced Inorganic Chemistry
1	2	3	4	5	NA	9.	Industrial Chemistry
1	2	3	4	5	NA	10.	Polymer Chemistry
1	2	3	4	5	NA	11.	Toxicology
1	2	3	4	5	NA	12.	Calculus
1	2	3	4	5	NA	13.	Physics
1	2	3	4	5	NA	14.	Biology Selective
1	2	3	4	5	NA	15.	Statistical Methods
1	2	3	4	5	NA	16.	Computer Science
1	2	3	4	5	NA	17.	Foundations of Education
1	2	3	4	5	NA	18.	Educational Psychology
1	2	3	4	5	NA	19.	Survey of Exceptional Students
1	2	3	4	5	NA	20.	Principles of Science Education
1	2	3	4	5	NA	21.	Teaching Secondary School Science
1	2	3	4	5	NA	22.	Student Teaching: Secondary Chemistry

Teaching Skills and Pedagogy

Please rate your ability to:

1	2	3	4	5	NA	21.	Teach about the nature of science.
1	2	3	4	5	NA	22.	Teach the unifying themes of science.
1	2	3	4	5	NA	23.	Design and teach lessons based on social and technological issues related to science.
1	2	3	4	5	NA	24.	Relate science to the lives and interests of students.
1	2	3	4	5	NA	25.	Design curricula based on state and national standards.
1	2	3	4	5	NA	26.	Develop and assess curricula.
1	2	3	4	5	NA	27.	Use small groups to facilitate inquiry.
1	2	3	4	5	NA	28.	Organize classroom experiences effectively.
1	2	3	4	5	NA	29.	Use community resources to extend and enhance learning.

1 2 3 4 5 NA 30 Diagnose students' alternative conceptions to design effective teaching.

Services

31. I was advised of the condition of employment opportunities within teacher education at or near the beginning of my program.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

32. The advising process was clear and adequate.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

33. The advising process was efficient.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

34. When I sought departmental advice by appointment, my assigned advisor was

- a. Usually available
- b. Sometimes available
- c. Seldom available
- d. Never available

35. When I sought departmental counseling, my assigned advisor was

- a. Usually helpful and informed
- b. Sometimes helpful and informed
- c. Seldom helpful and informed
- d. Never helpful and informed

36. How satisfactory was the assistance provided by your advisor?

- a. Very satisfactory
- b. Moderately satisfactory
- c. Not very satisfactory
- d. Unsatisfactory

37. How well were you served by the Registrar's Office?

- a. Very well
- b. Adequately
- c. Not very adequately
- d. Inadequately

Facilities and Program

38. How satisfactory were the library facilities?

- a. Very satisfactory
- b. Moderately satisfactory
- c. Not very satisfactory
- d. Unsatisfactory

e. I did not use the library.

39. Were the library hours convenient?

- a. Very convenient
- b. Moderately convenient
- c. Not very convenient
- d. Inconvenient

40. How convenient was the frequency of the course offerings?

- a. Very convenient
- b. Moderately convenient
- c. Not very convenient
- d. Inconvenient

41. Were the courses offered at convenient hours?

- a. Very convenient
- b. Moderately convenient
- c. Not very convenient
- d. Inconvenient

Field Work (100 clock hours)

42. List and rank in order of importance what you consider the overall strengths of the pre-student teaching experiences.

Rank	Suggestions

43. List and rank in order of importance your suggestions for strengthening the pre-student teaching experiences.

Rank	Suggestions

Practicum (Student Teaching)

44. List and rank in order of importance what you consider the overall strengths of the student teaching practicum.

Rank	Suggestions

45. List and rank in order of importance your suggestions for strengthening the student teaching practicum.

Rank	Suggestions

Overall Estimates

Where appropriate, write your comments in the space provided under each question. Use the reverse side of the paper if necessary.

46. Indicate in order of importance (1 for most, 2 for next etc.) the factors that attracted you to your teacher education program.

- a) ___ Program highly regarded
- b) ___ GSU highly regarded
- c) ___ Location
- d) ___ Availability of courses
- e) ___ Other (please list)

47. Concerning your total program experience, which best describes the way you feel?

- a. Very satisfied
- b. Moderately satisfied
- c. Moderately dissatisfied
- d. Dissatisfied

48. Which, if any, of the following gave you unusual difficulty (please check).

	<u>Comments</u>
a) ___ Registration	
b) ___ Advisor	
c) ___ Faculty	
d) ___ Parking	
e) ___ Dining Facilities	
f) ___ Graduation Procedures	

- g) ____ Department _____
- h) ____ Registrar's Office _____
- i) ____ Business Office _____
- j) ____ Financial Aid _____
- k) ____ Veteran's Affairs _____
- l) ____ Health Services _____
- m) ____ Other (please list) _____

49. What stands out as the most rewarding aspect of your program experience? Why?

50. What inadequacies, problems, or other aspects of your experience did you find frustrating and/or discouraging in the program? Why?

How could they be improved?

51. Taking everything into consideration, would you recommend the program you took to someone else? Comment if you wish.

**GOVERNORS STATE UNIVERSITY
COLLEGE OF ARTS & SCIENCES
SECONDARY EDUCATION**

Evaluation of Teacher Preparation Program in Mathematics

The student teacher should complete this questionnaire during the last two weeks of student teaching. The completed form should be submitted to the university supervisor.

Personal Data

Name (optional): _____ Date: _____

Date of Admission: _____ Date of Graduation: _____

Coursework

As a result of course work, how well prepared am I in each of these subject areas? (Scale: 1 very well prepared; 2 well prepared; 3 somewhat prepared; 4 poorly prepared; NA not applicable).

1	2	3	4	5	NA	25.	Calculus I
1	2	3	4	5	NA	26.	Calculus II
1	2	3	4	5	NA	27.	Calculus III
1	2	3	4	5	NA	28.	Mathematics Laboratory
1	2	3	4	5	NA	29.	Geometry
1	2	3	4	5	NA	30.	Non-Euclidean Geometry
1	2	3	4	5	NA	31.	Linear Algebra
1	2	3	4	5	NA	32.	Modern Algebra
1	2	3	4	5	NA	33.	Number Theory
1	2	3	4	5	NA	34.	Analysis I: Real Variables
1	2	3	4	5	NA	35.	Analysis II: Complex Variables
1	2	3	4	5	NA	36.	Differential Equations
1	2	3	4	5	NA	37.	History of Mathematics
1	2	3	4	5	NA	38.	Earth and Space Science
1	2	3	4	5	NA	39.	Intermediate Physics I
1	2	3	4	5	NA	40.	Intermediate Physics II
1	2	3	4	5	NA	41.	Intermediate Physics I Laboratory
1	2	3	4	5	NA	42.	Intermediate Physics II Laboratory
1	2	3	4	5	NA	43.	Statistical Methods
1	2	3	4	5	NA	44.	Foundations of Education
1	2	3	4	5	NA	45.	Educational Psychology in Action
1	2	3	4	5	NA	46.	Survey of Exceptional Students
1	2	3	4	5	NA	47.	Introduction to Educational Technology
1	2	3	4	5	NA	48.	Principles of Secondary Mathematics
1	2	3	4	5	NA	49.	Teaching Secondary Mathematics
1	2	3	4	5	NA	50.	Student Teaching

Advising

21. I was advised of the condition of employment opportunities within teacher education at or near the beginning of my program.
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
22. The advising process was clear and adequate.
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
23. The advising process was efficient.
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
24. When you sought departmental advisement by appointment, your assigned advisor was
- Usually available.
 - Sometimes available.
 - Seldom available.
 - Never available.
25. When you sought departmental counseling, your assigned advisor was
- Usually helpful and informed.
 - Sometimes helpful and informed.
 - Seldom helpful and informed.
 - Never helpful and informed.
26. How satisfactory was the assistance provided by your advisor?
- Very satisfactory
 - Moderately satisfactory
 - Moderately satisfactory
 - Not very satisfactory
 - Unsatisfactory

Teaching Skills and Pedagogy

Please rate your ability to:

- | | | | | | | | |
|---|---|---|---|---|----|-----|---|
| 1 | 2 | 3 | 4 | 5 | NA | 27. | Create a positive, diverse learning environment |
| 1 | 2 | 3 | 4 | 5 | NA | 28. | Address individual differences. |
| 1 | 2 | 3 | 4 | 5 | NA | 29. | Use a variety of instructional strategies. |
| 1 | 2 | 3 | 4 | 5 | NA | 30. | Use collaborative learning |
| 1 | 2 | 3 | 4 | 5 | NA | 31. | Design curricula based on state and national standards. |

- | | | | | | | | |
|---|---|---|---|---|----|-----|---|
| 1 | 2 | 3 | 4 | 5 | NA | 32. | Develop and assess curricula. |
| 1 | 2 | 3 | 4 | 5 | NA | 33. | Use small groups to facilitate inquiry. |
| 1 | 2 | 3 | 4 | 5 | NA | 34. | Organize classroom experiences effectively. |
| 1 | 2 | 3 | 4 | 5 | NA | 35. | Use strategies that recognize multiple intelligence |
| 1 | 2 | 3 | 4 | 5 | NA | 36. | Use a variety of technology |
| 1 | 2 | 3 | 4 | 5 | NA | 37. | Use a variety of assessment strategies |

Services and Facilities

38. How well were you served by the Registrar's Office?

- a. Very well
- b. Adequately
- c. Not very adequately
- d. Inadequately

39. How satisfactory were the library facilities?

- a. Very satisfactory
- b. Moderately satisfactory
- c. Not very satisfactory
- d. Unsatisfactory
- e. I did not use the library

40. Were the library hours convenient?

- a. Very convenient
- b. Moderately convenient
- c. Not very convenient
- d. Inconvenient

41. How convenient was the frequency of course offerings?

- a. Very convenient
- b. Moderately convenient
- c. Not very convenient
- d. Inconvenient

42. Were the courses offered at convenient hours?

- a. Very convenient
- b. Moderately convenient
- c. Not very convenient
- d. Inconvenient

Field Experiences (100 clock hours)

43. List and rank in order of importance what you consider the overall **strengths** of the pre-student teaching clinical experiences.

Rank	Suggestions

44. List and rank in order of importance your suggestions for strengthening the pre-student teaching clinical experiences.

Rank	Suggestions
_____	_____
_____	_____
_____	_____

Practicum (Student Teaching)

45. List and rank in order of importance what you consider the overall strengths of the student teaching practicum.

Rank	Comments
_____	_____
_____	_____
_____	_____

46. List and rank in order of importance your suggestions for strengthening the student teaching practicum.

Rank	Comments
_____	_____
_____	_____
_____	_____
_____	_____

Overall Estimates

Where appropriate, write your comments in the space provided under each question. Use the reverse side of the paper if necessary.

47. Indicate in order of importance (1 for most, 2 for next, etc.) the factors which attracted you to your teacher education program.

- a. ____ Program highly regarded
- b. ____ GSU highly regarded
- c. ____ Location
- d. ____ Availability of courses
- e. ____ Other, please list:

48. Concerning your total program experience, which best describes the way you feel:

- a. Very satisfied
- b. Moderately satisfied
- c. Moderately dissatisfied

Dissatisf49. Which, if any, of the following gave you unusual difficulty (please circle).

Comments

- a. Admissions _____

- b. Registration _____
- c. Advisor _____
- d. Faculty _____
- e. Parking _____
- f. Dining Facilities _____
- g. Graduation Procedures _____
- h. Registrar's Office _____
- i. Business Office _____
- j. Financial Aid _____
- k. Student Life _____
- l. Other (please list) _____

51. What stands out as the most rewarding aspect of your program experience? Why?

52. Taking everything into consideration, would you recommend the program you took to someone else? Comment, if you wish.

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SECONDARY EDUCATION

Cooperating Teacher Evaluation: Student Teacher Preparation

Name of Cooperating Teacher: _____

Grade Level: _____ Trimester: _____ 20 _____

We need your suggestions. Would you candidly share your assessment of the student teaching experience for this past trimester? Thank you.

Directions: Please circle the number which best represents your evaluation.

(1) Unsatisfactory (2) Below Average (3) Average (4) Above Average (5) Superior

1 2 3 4 5 1. Overall, I rate the student teacher's preparation for the student teaching practicum as _____. Please explain.

1 2 3 4 5 2a. The student teacher's professional competence (for example, student interaction, flexibility, interest, respect, constructive discipline, and effective language skills) is rated as _____. Please explain.

1 2 3 4 5 2b. The student teacher's competence in planning for instruction is rated as _____. Please explain.

1 2 3 4 5 2c. The student teacher's command of the English language is rated as _____. Please explain.

1 2 3 4 5 2d. The student teacher's personal competence (for example, commitment, persistence, promptness, relations, self-evaluation, and initiative) is rated as _____. Please explain.

Cooperating Teacher Evaluation: Student Teacher Program

- 1 2 3 4 5 3a. Overall, I rate the university supervisor's coordination of the student teaching practicum as _____. Please explain.
- 1 2 3 4 5 3b. The university supervisor's professional competence (for example, student teacher/cooperating teacher interaction, problem solving, helpful observations, growth stimulating conferences) is rated as _____. Please explain.
- 1 2 3 4 5 3c. The university supervisor's competence in furnishing helpful honest feedback from observations is rated as _____. Please explain.
- 1 2 3 4 5 3d. The university supervisor's competence in coordinating effective, helpful conferences is rated as _____. Please explain.
- 1 2 3 4 5 3e. The university supervisor's personal competence (for example, commitment, promptness, follow through, dependability, and relationships) is rated as _____. Please explain.
- 1 2 3 4 5 4. Please list outstanding strengths of the student teaching practicum.
- 1 2 3 4 5 5. Share any other information which could be helpful in the continuing development of the student teaching experience.

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SECONDARY EDUCATION

School Principal or Designee Evaluation: Student Teaching Program

Name of Principal or Designee: _____

School: _____ Trimester: _____ 20 _____

We need your suggestions. Would you candidly share your assessment of the student teaching experience during this past year? Thank you.

Directions: Please describe your perceptions about the following aspects of the student teaching program. Submit the completed form to the university supervisor within the last two weeks of Student Teaching.

Program Organization

Strengths:

Suggestions:

University Supervision

Strengths:

Suggestions:

Student Teacher Preparedness--Academic

Strengths:

Suggestions:

Student Teacher Preparedness--Professional

Strengths:

Suggestions:

GOVERNORS STATE UNIVERSITY
WITHDRAWAL FROM STUDENT TEACHING FORM

Name _____

SS# _____

Address _____

Home phone # _____ E-mail address _____

I hereby officially withdraw from my student teaching assignment for the term of _____, in the year _____. I understand that my application will be referred to the Student Progress Committee for consideration before an assignment will be made. My reason for withdrawing is as follows:

Signature

Date

Classroom Observation Form

Name _____ Supervisor _____

Cooperating Teacher _____ School _____

Date _____ Grade Level _____ Length of Observation _____

Comments:

Goals established for next observation:

(1) _____

(2) _____

Supervisor Signature _____

Distribution:
WHITE – OFFICE OF SECONDARY EDUCATION PINK – COOPERATING

