

University
Supervisor
Resource Handbook
Illinois State University
Teacher Education Programs

Cecilia J. Lauby Teacher Education Center
Office of Clinical Experiences and Certification Processes
DeGarmo Hall 56
Campus Box 5440
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Realizing the Democratic Ideal

Illinois State University has a historic and enduring commitment to prepare teachers and other school personnel who will be responsive to the ethical and intellectual demands of a democratic society. To teach in a democracy is to consciously take up the challenge of improving the ethical and intellectual quality of our societal dialogue by including in it as many educated voices as possible.

The democratic ideal unites caring and knowing: The more voices we call into thoughtful dialogue, the truer our convictions and conclusions will be. This is a demonstrable necessity of a democratic society, and it is why Illinois State University graduates aspire to teach and serve everyone, including those on the margins, those who have been or are in danger of being excluded.

The democratic conception of education informs all aspects of teacher education at Illinois State University. Graduates ready to meet the challenges and rewards of serving students in a democratic society embody the ethical and intellectual aspects of teaching and learning.

The ethical commitments are

- Sensitivity toward the varieties of individual and cultural diversity
- Disposition and ability to collaborate effectively with others
- High regard for learning and seriousness of personal, professional, and public purpose
- Respect for learners of all ages, with special regard for children and adolescents

The intellectual commitments are

- Wide general knowledge and deep knowledge of the content to be taught
- Knowledge and appreciation of the diversity among learners
- Understanding of the factors that affect learning and appropriate teaching strategies
- Interest in and ability to seek out and use informational, technological, and collegial resources
- Contagious intellectual enthusiasm and courage enough to be creative

Of the challenges facing teachers and other school personnel in the 21st century, none is more pressing than the need for them to develop and maintain a strong sense of their ethical and intellectual commitments — a professional identity. Toward this end, Illinois State University prepares teachers and other school personnel who have a dynamic, reflective sense of themselves and their mission; through caring and knowing, they work to realize the democratic ideal.

Dear Supervisor,

Thank you for agreeing to serve as a university supervisor for teacher candidates from Illinois State University. Student teaching is an exciting opportunity for our teacher candidates to fully embrace their role as emerging professionals and to practice what they have learned about the teaching/learning process.

The expansion of teaching programs in public schools has been accompanied by an expanded concept of the role of the university supervisor who is designated to work with teacher candidates. No longer do supervisors confine their efforts solely to observation of teaching and conferencing with the student. They must work with many people in developing and maintaining a continuing cooperative program of student teaching. In so doing there are several functions of the role that are significant.

A university supervisor works cooperatively with many people in fulfilling the role as (1) a public relations and liaison person between the public schools and teacher education institution, (2) a supervisory instructor for the teacher candidate, and (3) a coworker with the principal and cooperating teacher in the analysis and guidance of the teacher candidate's experiences in the public schools.

University supervisors have a serious responsibility in preparing students to enter the teaching profession. Teacher candidates look to their supervisor for suggestions for improvement, suggestions for motivation, and for help with daily classroom planning. The expertise the supervisors have gained from years of teaching in the public schools makes them familiar with the many problems confronting prospective teachers. They use the expertise to encourage the teacher candidate's continued professional growth and personal adjustment.

You have been selected to fulfill that role as a university supervisor because of your dedication to teaching, your skills as an effective teacher, your desire to mentor someone in your profession, and your high degree of professional ethics. We appreciate the time, energy, and expertise you share with teacher candidates and hope this guide will help you with your supervising endeavors as a representative of the Illinois State University teacher education community.

Office of Clinical Experiences and Certification Processes

Illinois State University

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Purpose

Supervision of teacher candidates is a supportive process, which has as its goal the improvement of the techniques and competencies related to successful teaching practices. This handbook is designed to support Illinois State University supervisory personnel by providing information that is key to the success of developing moral, caring, intellectual individuals who aspire to teach in a democratic society.

Introduction

The teacher education program at Illinois State University has been developed according to standards set forth by the Illinois State Board of Education, National Council for Accreditation of Teacher Education, Interstate New Teacher Assessment and Support Consortium, and the Illinois State University conceptual framework.

These accreditation organizations recognize that Illinois State University meets rigorous standards of excellence in teacher preparation and provides high quality preparation for effective teaching.

Realizing the Democratic Ideal: Teacher education at Illinois State University is the conceptual framework that outlines the standards of excellence revised and approved by the council for Teacher Education in 2000. The conceptual framework defines the commitment Illinois State University has made in preparing students to demonstrate the ethical and intellectual commitments needed by teachers in a democratic society. Its ideals are integrated into every desired outcome and performance assessment espoused by teacher education programs throughout the University, and it serves as the foundation that supports and unites every teacher education discipline on campus.

Supervision, like teaching, is an ethical as well as an intellectual endeavor. Supervisors responsible for preparing future teachers need to use the ideals in the conceptual framework to examine their personal supervisory practices. *Realizing the Democratic Ideal* is a living document that should actively influence all university supervisor activities and how supervisors respond to the challenges presented in developing the professional identity of their teacher candidates.

I. Responsibilities of a university supervisor

- Participate with other university supervisors in the study and improvement of the teacher candidate's experience by attending the annual Clinical Experiences and Certification Processes (CECP) supervisor conference and department meetings.
- Establish a working relationship with the cooperating teacher.
- Establish a working relationship with the principal.
- Clarify with the building principal questions and suggestions regarding the placements of teacher candidates in the building.
- Provide general guidance to a group of teacher candidates through group seminars of students and supply of materials and resources to enhance the teacher candidate's work in the classroom.
- Provide specific guidance to each teacher candidate through
 - observation of work in classroom at least every other week and more often if needed to make a fair and objective evaluation of his/her progress;
 - analysis of observation:
 - individual conferences with student,
 - individual conferences with cooperating teacher, and combined conference with teacher candidate and cooperating teacher;
 - completion of performance-based assessments based on the Illinois Professional Teaching Standards.
- Provide specific help to cooperating teacher through individual conferences and supply of materials and resources and background information on the students.
- Serve as a liaison between the cooperating teacher and the University by interpreting the University program to cooperating teachers and communicating general problems and feelings of the cooperating teacher to the University.
- Assign the final grade of the teacher candidate experience.
- Turn in grade and the teacher candidate's red documentation form to CECP on or before appointed deadlines.
- Be responsible for all records and materials collected for a period of one year.

II. General Information

Travel vouchers

Each university department is responsible for the collection of travel vouchers from their department supervisors.

Visitation forms

Supervisors need to contact department coordinators to determine which visitation form is appropriate for their use. Some departments have devised their own form and others use the three-part NCR form available from the CECP Office.

Secondary and Special K-12 supervisors are asked to keep completed visitation and midterm assessment forms for one year. Special Education supervisors turn in visitation reports and weekly report from students to the Special Education office at the close of each semester. Curriculum and Instruction supervisors are asked to maintain personal files for midterm and visitation forms.

Evaluations

Supervisors are responsible for discussing each written assessment and the final grade with the teacher candidate. This may be done jointly with the cooperating teacher or at a separate conference with only the teacher candidate present.

All university supervisors are responsible for returning the red documentation form(s) and the FINAL Realizing the Democratic Ideal assessment form to their department coordinator in CECP, 56 DeGarmo Hall. These forms need to be returned on or before the last day of the teacher candidate's teaching assignment.

Curriculum and Instruction supervisors also need to turn in their Summative Evaluation forms along with the documents mentioned above.

If any of these forms are not expected to arrive at CECP before the last day of the teacher candidate's teaching assignment, supervisors should telephone the CECP office at 309/438-5416 to report final grades.

Teacher candidate responsibilities

Refer to the *Teacher candidate Handbook* on the CECP website for information pertaining to teacher candidate responsibilities concerning attendance, appearance, calendar, corporal punishment, liability, outside activities, termination/dismissal, substitute teaching, or work stoppage and/or strikes.

School Site Visits

For the actual school visit, the supervisor should always report to the principal's office upon entering the school. If the principal is not in, leave a note or a message with someone who will notify the principal that you are in the building. This is a matter of courtesy and communication that is important in school/university relationships. Visitors are sometimes asked to wear identification badges.

The first visit to a school should be completed during the first two weeks. That visit should focus upon personal acquaintance, review of necessary paperwork, discussion of a schedule for future visits, and review of the cooperating teacher's plans for integrating the teacher candidate into the classroom.

The second, third, fourth, and any subsequent visits should allow for a formal observation, written feedback and individual conferences with the teacher candidate and the cooperating teacher. If necessary, a three-way conference may also be arranged. That decision is left to the discretion of the three people involved and will depend, in part, upon time available as well as other working conditions. The main principle is that an evaluation should take place for the benefit and with the involvement of the person whose work is evaluated.

Information about individual teacher candidates and cooperating teacher should be shared in a professional manner for the sole purpose of helping to plan a desirable program. Constructive criticism is probably going to be expected by the student. However, verbal and written commendation should also be given whenever appropriate. Silent communication through mutual respect and personal manner is sometimes even more significant than words.

For the final conference, attention is focused upon major aspects of teaching that have previously been identified as significant in judging progress. These areas may appear in a checklist or in other forms used in appraising progress during the term. The student's accomplishments and further needs in relation to expectancies in teaching are reviewed and appraised. The University supervisor is responsible for translating an appraisal of the student's progress into a grade for teacher candidate. This is always done in consultation with the cooperating teacher. If students are involved in a continuous, evaluative process, they will recognize the fairness of final judgments about their progress, will understand the bases upon which these rest, and will be forewarned in all instances of unrealistic aspirations.

Issues of concern

In keeping with the conceptual framework of all teacher education programs at Illinois State University, the following issues are mentioned to emphasize the commitment to the ethical as well as the intellectual commitments of all teacher candidates. These issues relate to the conduct of teacher candidates and must be of concern to all professionals involved in the training of our future teachers and, thus, the mission of teacher education at Illinois State University. Laws, policies, and legislation have been developed in the following areas:

- *Chemical abuse.* Teacher candidates have the same responsibility as teachers in enforcing rules against the possession and consumption of chemical substances. They need to be made aware of district policies pertaining to these issues
- *Child abuse.* Teacher candidates may be involved in recognizing signs of child abuse – physical, neglect, emotional, and/or sexual. They need to know the proper procedures for reporting their observations. Teacher candidates need to confide their concerns to their cooperating teacher and follow the school district's reporting policy.
- *Harassment.* Teacher candidates will need to know what the roles of educators are in recognizing and reporting cases of harassment and how they must conduct themselves so as not to engage in harassment. The teacher candidate should be required to read the school district's anti-harassment policy that covers harassment prohibited by federal, state, and local laws. It is important for the teacher candidate to know whom to contact if harassment is directed toward him/her by other staff members or students.
- *Professional conduct.* Teacher candidates need to be aware that they will be held responsible for their actions, either verbal or physical, which result in the development of an inappropriate relationship with their student(s). It has been legally determined that teachers and teacher candidates are considered to be in a position of power over their students; therefore, their students are not considered able to make a consensual decision even if they are over the age of 18.
- *Blood borne pathogens.* Teacher candidates need to be aware of possible occupational exposure to pathogenic microorganisms in human blood. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV). They need to be aware of the school district's Exposure Control Plan designed to eliminate or minimize exposure.

These are very dynamic areas, and the University supervisor needs to be sure teacher candidates are aware of district policies in order that any actions taken are in compliance with the law and with school policy.

Due process for all teacher candidates

It is very important that all supervisors and cooperating teachers follow the policy of due process for all teacher candidates. Although due process is the right of every teacher candidate and constitutes appropriate supervisory practice, it becomes especially critical in cases involving an appeal of a grade or dismissal of a teacher candidate from a teaching placement.

The following list summarizes the essential practices deemed necessary to ensure due process (Long, 1983):

- Clinical education students must be provided a specific and complete statement of requirements and expectations.
- The teacher candidate must be provided a specific description of the competencies by which he or she will be evaluated, detailing the processes to be employed.
- Actual supervisor practice at both the school and college level must be consistent with published policy available to the teacher candidate in advance.
- Orientation of students should provide, in writing, supervisor and institutional requirements.
- Supervisory observations should be frequent, comprehensive, recorded, and followed up.
- Conferences should be held after observations and include a detailed written summary, with copies retained by teacher candidate and supervisor.
- Adequate conferring time must be provided throughout the program
- Evaluation must be within the context of improvement of state competencies.
- Grades awarded relate directly to the stated criteria for those grades.
- Supervisors should maintain continuing, factual, objective, written records on each teacher candidate they supervise, and the teacher candidate should always receive a copy.
- Teacher candidates should be informed in advance of the steps that will ensure due process for them.
- It should be made clear that clinical experiences are courses within the curricular framework of the University and, as such, removal from teaching does not require a full hearing if it is for academic reasons.
- Every effort should be made to let teacher candidate's participate in decisions made about them and to know the data upon which those decisions were made.
- Students may continue in the clinical experience as long as they complete established requirements and demonstrate at least the stated minimum levels of competence.
- Students may be removed from the clinical experience if it is determined that the pupils assigned to the setting are suffering from their presence.

The possibility of serious problems arising is remote, but supervisors need to be sure that due process is followed when necessary.

Long, B.E. (1983). Ensuring due process in clinical education experiences. *The Teacher Educator*, 19(3), 29-32.

Concerns about a teacher candidate's performance

Teacher candidates may encounter difficulties once they begin teaching. They may not progress as quickly as they should, or they may not complete assigned responsibilities. Whatever the reason for concern, university supervisors need to communicate with the cooperating teacher as soon as possible. Often, additional attention provided at an early stage is all a teacher candidate requires. Some of the following actions might be tried:

- Do not let the teacher candidate teach unless someone has reviewed his/her lesson plans.
- Concentrate on just one or two critical concerns at a time and provide examples of best practices in those areas.
- Clarify and restate expectations in areas of concern and provide specific directions and deadlines.
- Encourage the teacher candidate to reflect on his/her teaching and make adjustments accordingly.
- Share professional development resources.
- Ask the teacher candidate to observe another teacher modeling specific instructional strategies.
- Have the teacher candidate videotape a lesson or activity and provide a self-assessment of the teaching performance.
- Decrease the teacher candidate's teaching responsibilities so that he/she can focus on developing specific skills.

In more critical situations, the University supervisor, the cooperating teacher, program faculty, and the teacher candidate need to work together on an appropriate plan of action. Use the Disposition Concerns form as a remediation tool to help concerns be resolved. Act immediately if you think that action needs to be taken; waiting too long may narrow the options available.

Contact your department coordinator to assure that you follow Illinois State University policy if you are considering the withdrawal of a teacher candidate. All placement changes must be made in accordance with the teacher candidate withdrawal policy.

Teacher candidate withdrawal policy

The preparation of teachers is a responsibility jointly shared by faculty and administrators of Illinois State University and its public school partners. This commitment involves ensuring that the teacher candidate is well prepared for the teaching experience, that the cooperating teacher models effective teaching practice and demonstrates appropriate supervision skills, and that the placement site itself reflects the knowledge base of the specific licensure program.

Collaboration between the University and the public schools is necessary to ensure successful classroom placements and also in making changes that might be necessary during those placements.

There are many factors involved in making student teaching placements and many reasons that contribute to one placement being more or less appropriate than another. If a placement is not working out, the decision to terminate that placement must be a group decision. The decision-making process must focus on those actions that are best for all concerned and not on placing blame. Participants in the process include the teacher candidate, the cooperating teacher, the University supervisor, the building principal, the University program coordinator, and the Clinical Experiences and Certification Processes (CECP) coordinator.

As stated in the *Illinois State University Undergraduate Catalog*, the CECP director, upon the recommendation of the college supervisor or chairperson of the student's major department, may remove a teacher candidate from the assignment or require a teacher candidate to do additional work and continue teaching until the teacher candidate is sufficiently competent to be recommended for certification. Certification is not an automatic procedure.

Procedures

When withdrawal is being considered because of concerns related to performance of the teacher candidate, the cooperating teacher, the University supervisor, and teacher candidate should meet to develop a plan of action. This plan needs to (1) identify the specific concerns of all participants, (2) develop appropriate strategies and evaluation criteria to address those concerns, and (3) set a realistic timeline for review of the action plans. The University supervisor should keep the building principal and the University program coordinator apprised of these actions.

If the concerns of all parties are not addressed satisfactorily during the designated time period, a conference should be set up with the University supervisor, the teacher candidate, the program coordinator, and the cooperating teacher to determine the next course of action. This action could be the development of a second plan using the guidelines previously listed, the termination of the placement, or the recommendation of withdrawal from the teacher education program. The building principal should be informed of this meeting and be included if termination of the placement is being considered.

Final recommendation for termination of a placement needs to include a determination of the student's next steps. This may include the option to repeat the entire teaching experience at a later date, to graduate outside of the teacher education program, or to follow the procedure for appeal found on the Clinical Experiences and Certification Processes web site:

<http://www.teacheredcenter.ilstu.edu/rightsresponsibilities/index.shtml>

The program coordinator should notify the CECP coordinator to initiate action with the Registration Office concerning the withdrawal of the teacher candidate from the course. The CECP coordinator will send letters concerning the placement withdrawal to all persons involved in the original confirmation.

There may be placement situations that require immediate action because the safety of one or more participants is in question or because the interests of one or more participants are in jeopardy. In this instance, any of the involved parties may request that the teacher candidate not participate in classroom activities until final determination of a plan of action has been made. The outlined procedures should then be scheduled as expeditiously as possible.

Evaluations

The teacher candidate's performance is formally evaluated on two occasions during student teaching: 1) at midterm and 2) at the conclusion of the practicum. The mid term evaluation is a formative evaluation and is discussed jointly by the university supervisor, cooperating teacher and the teacher candidate. Its purpose is to help the teacher candidate become aware of his/her progress or lack of it. The midterm assessment is not returned to Illinois State University

The final evaluation is summative in nature and serves to indicate the quality of the teacher candidate's total teaching performance. The final grade is determined by the university supervisor. It should reflect the combined judgment of the cooperating teacher and the university supervisor.

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

1. The "A" teacher candidate demonstrates beginning level competencies to such degree that he/she can be recommended without reservation to prospective employer.
2. The "B" teacher candidate demonstrates beginning level competencies to such a degree that he/she can be highly recommended to a prospective employer.
3. The "C" teacher candidate demonstrates potential beginning level competencies which would allow him/her to be recommended with certain reservations to a prospective employer.
4. The "D" teacher candidate demonstrates such limited potential for teaching that he/she will not be recommended for teacher certification.
5. The "F" teacher candidate is so completely ineffective as a teacher that he/she would not be awarded any college credit for student teaching nor be recommended for teacher certification. Individuals who demonstrate inadequate performance should be counseled early to consider dropping student teaching.

APPENDIX OF RESOURCE MATERIALS

Cooperating Teacher Compensation

Disposition Concerns Form

Red Doc Sample

Teacher Candidate Information Sheet

Teacher Candidate Weekly Reflection Worksheet

Teacher Candidate Weekly Schedule Form

Triplicate Form page 1&2

How Illinois State University Teacher Candidate Clinical Experiences Result in Tuition Waivers for Cooperating School Districts and Agencies

Tuition waivers are generated when teachers or professionals in other settings host a pre-student teacher or a student teacher in their classroom/agency for a clinical experience associated with a teacher education course. There are distinct differences in the way the tuition waivers are distributed, dependent upon whether the clinical experience was for a student teacher or a pre-student teacher.

For hosting a full semester **student teacher**:

- A cooperating teacher may choose to receive three one credit hour graduate tuition waivers or a \$65 stipend;
- Depending upon how the contract is arranged between ISU and the school district, the waivers or the stipend is issued to *either* the teacher or to the district.
- The cooperating teacher should notify ISU early in the semester of his/her choice to avoid record keeping errors or delay in distribution.
- The tuition waivers or stipend are issued at the end of the semester in which the clinical experience occurred. Tuition waivers in this case are only good for two semesters following distribution, as the semester in which they are issued has passed.

For hosting a **pre-student teacher**:

- School districts or agencies whose teachers or other professionals host clinical experiences receive one credit hour graduate tuition waiver for each pre-student teacher hosted per semester.
- Tuition waivers are issued **ONLY** to the district or agency for which the teacher or other professional works, and the district is responsible for setting its own distribution policy (e.g. seniority, lottery).

Pre-student teaching tuition waiver distribution cycles:

- a. March – tuition waivers are generated from clinical experiences hosted in the previous summer or fall semester.
 - b. July – tuition waivers are generated from clinical experiences hosted in the previous spring semester.
- Our distribution cycles are set based upon the time it takes at the end of each semester to collect and process thousands of students' clinical experience documentation forms *rather* than the tuition bill cycles.
 - ***We do not collaborate with the Student Accounts Office to send out tuition waivers in time to meet tuition bill payment deadlines.***
 - Tuition waivers are good for three semesters after the semester in which they are distributed (as they are newly printed for that distribution cycle).

CECP 8/11/08

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Disposition Concerns Illinois State University

Disposition concerns are very important for teacher candidates as disposition becomes increasingly important to the development of collaboration skills and other professional behaviors. Concerns need to be identified early and problems need to be resolved as soon as possible. All teacher candidates will be evaluated on the following disposition indicators*, but only those candidates who have engaged in behaviors that suggest a negative disposition should be reported.

Disposition Indicators:

Collaboration Issues: The ability to work together, especially in a joint intellectual effort.

Honesty/Integrity: The ability to demonstrate truthfulness to oneself and to others; demonstrate moral excellence and trustworthiness. **Respect:** The ability to honor, value, and demonstrate consideration and regard for oneself and others. **Reverence for Learning:** Showing respect and seriousness of intent to acquire knowledge. **Emotional Maturity:** The ability to adjust one's emotional state to suitable level of intensity in order to remain engaged with one's surroundings.

Reflection: The ability to review, analyze, and evaluate the success of past decisions in an effort to make better decisions in the future. **Flexibility:** The willingness to accept and adapt to change. **Responsibility:** The ability to act independently, demonstrating accountability, reliability and sound judgment.

Student's Name: _____ UID #: [Click here to enter text.](#) Major: [Click here to enter text.](#)

Explanation of Concern(s): _____

Faculty/Staff Signature: _____

Student Signature: _____

Date: [Click here to enter a date.](#)

*Send a copy of this report to: CECP, Campus Box 5440; Fax 309-438-4511

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Documentation of Student Conference

(May be used by Program Coordinators to resolve disposition concerns.)

Student: [Click here to enter text.](#)

Other Participants: [Click here to enter text.](#)

It is the responsibility of the department to investigate and resolve dispositional concerns with the teacher candidate. Departments must notify CECP when they are satisfied that specific concerns have been resolved.

Concern:

Plan for Remediation:

Departments and teacher candidate are advised to sign and return this form when a remediation plan has been completed.

Student Signature:

Faculty Signature:

Date: [Click here to enter a date.](#)

**ILLINOIS STATE UNIVERSITY
TEACHER CANDIDATE INFORMATION SHEET**

Name _____ Date _____
Last First Middle

Student UID # _____ E-mail _____ Phone _____
ILSTU Area Code

Student Teaching Address _____ City/Zip _____

Student Teaching School(s) _____

Name of School Address (Street, City, Zip)

Subject(s)/Grade level(s) _____

Supervising Teacher(s) _____

College Supervisor _____

List school telephone number(s) where you and the Cooperating Teacher can be reached: _____

SCHOOL VACATION CALENDAR

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

DATE	ACTIVITY

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

**ILLINOIS STATE UNIVERSITY
TEACHER CANDIDATE WEEKLY REFLECTION WORKSHEET**

CHECK(√):

ML_____ ELE_____ SED_____ PAS_____ Secondary_____ K-12_____ ECE_____

Student's Name _____

Name of Teaching School _____

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

Week of (dates): _____

ACTIVITIES	NOTES
Direct Student Contact (Teaching individuals, small groups, entire class, individual assistance, etc.)	
Observations (Students, Teachers)	
Other Teaching Duties (Field trips, grading papers, extra classroom activities)	
Preparation (Lesson plans, bulletin boards, learning materials)	
Conferences (Cooperating teacher, college supervisor, principal, parents)	
Professional Meetings (Faculty meetings, in-service, PTA, seminars)	
Other Activities	

PURPOSE OF THE WEEKLY REFLECTION WORKSHEET

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

Email these forms to your university supervisor each week

**ILLINOIS STATE UNIVERSITY
TEACHER CANDIDATE WEEKLY SCHEDULE FOR STUDENT TEACHING**

CHECK(√):

ML_____ ELE_____ SED_____ PAS_____ Secondary_____ K-12_____ ECE_____

Student's Name _____

Phone: _____ Email: _____

Schedule for the week beginning (date): _____

Indicate Report Number:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

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

ACTIVITY _____ DATE _____

ACTIVITY _____ DATE _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday	After School Activities Related to Student Teaching
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							

Directions:

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

Email these forms to your university supervisor each week

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OBSERVATION REPORT

Student Teacher _____ School _____

City, State _____

Subject(s) Taught _____ Date _____ Length of Observation _____

OBSERVATIONS:

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Comments on Presentation Variables: Degree of Student Involvement, Clarity, Classroom Management, Creativity, Flexibility, Pacing, Fulfillment of Objectives, and Evaluation of Student Response.

Suggestions/Recommendations:

Signature of Student Teacher

Signature of Observer

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