



CECILIA J. LAUBY

TEACHER EDUCATION CENTER

Illinois State University

University Supervisor Handbook for Student Teaching

2022-2023

The Office of Clinical Experiences and Licensure Processes (CELP)

in

The Cecilia J. Lauby Teacher Education Center
Office of Clinical Experiences and Licensure Processes
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Illinois State University

Fall 2022

Dear University Supervisor,

It truly “takes a village” to prepare a teacher. We appreciate the role you play this semester as a university supervisor working with students, programs, teachers, and school districts. You are sharing your experiences, perspectives, encouragement, evaluation, and feedback while fostering community, communication, and collaboration. Thank you on behalf of the *Cecilia J. Lauby Teacher Education Center* and the 28 undergraduate teacher education programs at Illinois State University, we cannot do our work without you.

The role of university supervisor is vast, varied, and increasingly important:

- Observe and conference
- Offer feedback and support
- Conduct formative and summative evaluation
- Build school district partnerships and collaborative relationships
- ISU ambassador and liaison
- Instruct, coach, and mentor through constructive conversations

As a university supervisor, you have a major responsibility in preparing student teachers to enter the teaching profession. Student teachers will look to you for feedback, motivation, and assistance. The expertise you have gained from years of P-12 teaching assists our candidates in becoming familiar with the many dimensions of being a teacher in today’s schools. University supervisor responsibilities include working with cooperating teachers and building administrators in the analysis and guidance of the student teachers experiences. Using coaching tools with student teachers to support candidate growth and reflection at the midterm and final point in the semester and sharing those collaborative conversations with programs.

Together we are helping a student realize their educational goals of becoming a teacher leader in a career we recognize is challenging, rewarding, and invaluable for a democratic society. We appreciate the time, energy, and expertise you share with our student teachers and hope this handbook will help you as a representative of our Illinois State University Teacher Education Community. Together you are *Citizen Teachers*, advocating for the profession, exploring the field, and making a difference in the lives of others. You are co-collaborators using data, lived experiences, and civic/community engagement to inform and improve the art and science of teaching, learning, and assessment.

Thank you for what you do. Please reach out if we can be of any assistance to you.

Let’s Go EdBirds,

Monica Noraian, Ph.D.

Acting Director, *Cecilia J. Lauby Teacher Education Center*, Illinois State University, Campus Box 5440, DeGarmo 56, Normal, IL 61790 Phone: (309) 438-3541 Email: mcnora2@ilstu.edu

UNIVERSITY SUPERVISOR RESPONSIBILITIES

Please

- Establish a working relationship with your cooperating teacher and building principal.
- Provide specific guidance to each student teacher through the direct observation of their work in their classroom or virtually **at least every other week.**
 - Analysis of your observation(s):
 - individual conferences with the student teacher
 - individual conferences with the cooperating teacher
 - a combined conference with cooperating teacher and student teacher
- Completion of performance-based assessments based on the Illinois Professional Teaching Standards.
- Offer general guidance and specific feedback to your student teachers through observations, seminars and identification of resources to enhance your student teacher's work in the classroom.
- Provide specific help to the cooperating teacher through individual conferences, resources and background information on the student teacher.
- Serve as a liaison for the cooperating teacher and ISU, by interpreting the University program for cooperating teachers and communicating feedback from the cooperating teacher to the teacher education program.
- In collaboration with your Cooperating Teacher, assign the final grade for the student teaching experience.
- Submit your final grade(s) and the **online** Student Teaching Placement Experience Doc {formerly known as "red doc"} to The Cecilia J. Lauby Teacher Education Center before the last day of the student teaching placement. These forms must be submitted electronically.
- Retain all records and materials collected for a period of at least one year.
 - **Secondary and K-12 University Supervisors:** are asked to retain their supervision and midterm assessment forms for at least one year.
 - **Special Education University Supervisors:** submit their supervision and weekly reports to the Special Education office at the close of each semester.
 - **School of Teaching and Learning University Supervisors:** are asked to maintain personal files for midterm and supervision forms.

PROCEDURAL INFORMATION

Student Teaching Start Date:

Student teachers officially begin their work on the first day of their district's teaching staff attendance at the beginning of the fall and spring semesters.

Supervision forms:

Please be sure to contact your department's/school's student teaching coordinator to determine the appropriate supervision forms for your program. If you need assistance, please contact the Placement Coordinator assigned to your program.

Evaluations:

University Supervisors are responsible for discussing each written assessment and the final grade with your student teacher. This discussion regarding the written assessment may be done jointly with the cooperating teacher or at a separate conference with only the student teacher present. The final grade should be discussed with the student teacher only.

If any of these forms and electronic submissions are not completed before the last day of the student teacher's assignment, you must call your Placement Coordinator to report final grades.

Student Teacher Responsibilities:

A copy of the *Student Teacher Handbook and Cooperating Teacher Handbooks* may be found on The Cecilia J. Lauby Teacher Education Center website: [Lauby Teacher Education Center - Supervisors](#)

Please note: Student teachers are solely responsible for the contents of their edTPA portfolio and for submitting their portfolio for scoring in a timely manner. ~~Student teachers must pass the edTPA to complete their teacher education program at ISU and be recommended for licensure with the Illinois State Board of Education. Teacher candidates are expected to complete video recording for the video clips within the first 8 weeks of their student teaching experience.~~

Due to the Governor's disaster declaration due to public health emergency, the edTPA as a licensure requirement has been suspended for the 2022 Fall semester and the 2023 Spring semester.

Your first meeting with the student teacher and cooperating teacher should be completed **within the first two weeks of the placement** and should focus on personal acquaintance, reviewing required paperwork, scheduling future meetings, professional expectations of the student teacher and reviewing the cooperating teacher's plans for integrating the student teacher into the classroom.

All subsequent meetings should allow for a formal observation, written feedback and individual conferences with the student teacher and the cooperating teacher. If necessary, a three-way conference may 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 student teacher.

Information about individual student teachers and cooperating teachers should be shared in a professional manner for the sole purpose of helping to plan a desirable program. *Constructive criticism should be expected by the student teacher.* However, verbal and written feedback should also be provided.

For the final conference, attention should be focused on the major aspects of teaching that have been previously identified areas in need of improvement/growth. These areas may appear on a checklist or in other forms used in appraising progress during the culminating semester.

The university supervisor is responsible for translating an appraisal of the student teacher's progress into a grade. *This is always done in consultation with the cooperating teacher.* If the student teacher is involved in a continuous, evaluative process, they will recognize the fairness of their final evaluation.

Issues of concern:

Laws, policies, and legislation have been developed in the following areas:

Chemical abuse. Student teachers have the same responsibility as their cooperating teacher in enforcing rules against the possession and consumption of chemical substances. They must be aware of district policies pertaining to these issues.

Child abuse. Student teachers may be involved in recognizing signs of child abuse: physical, neglect, emotional, and/or sexual in students in which they have contact. Please review with your student teacher(s) the Department of Children and Family Services procedures for reporting their observations. If any sign of abuse is identified by the student teacher, he/she must immediately contact the **Department of Children and Family Services. The student teacher should not wait until you arrive to their site to report their observations.** Student teachers should also be aware of their school district's requirements for reporting abuse.

Every student teaching candidate completed the DCFS online training located at:
[Lauby Teacher Education Center - Mandatory Reporter of Child Abuse Training](#)

All Illinois State University employees (including University Student Teaching Supervisors) are required to complete the Mandatory Reporter of Child Abuse Training.

Harassment. Student teachers must know the responsibilities of the roles of educators in recognizing and reporting cases of harassment. The student teacher must also know how to conduct themselves, so as not to engage in harassment. The student teacher 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 your student teacher to know who to contact if harassment is directed toward her/him by other staff members or students.

Professional conduct. Student teachers 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 student teachers are 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. Student teachers 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.

Due process for all Student Teachers:

It is imperative that all University Supervisors and Cooperating Teachers follow due process procedures for student teachers. Due process is the right of every student teacher and constitutes appropriate supervisory practice and *becomes especially critical in cases involving an appeal of a grade or dismissal from a student teaching placement*. University supervisors are responsible for following the due process procedures.

Concerns about a Student Teacher's Performance:

Student teachers may encounter difficulties once they begin teaching. They may not progress as quickly as they should, may not complete assigned responsibilities and may not demonstrate appropriate professional behaviors. Whatever the reason, the University Supervisors must communicate with the student teacher and cooperating teacher as soon as possible. Often, additional attention provided at an early stage may be all a student teacher requires. The following are suggestions for remediation:

- Student teachers should maintain an advanced lesson planning and preparation schedule of **at least one week** prior to the implementation.
- Lesson plans should be reviewed prior to the student teacher being allowed to implement their lesson.
- Focus on providing 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 student teacher to reflect on her/his teaching and adjust accordingly.
- Share professional development resources.
- Require the student teacher to observe another teacher modeling the desired instructional strategies.
- Have the student teacher video record a lesson or activity and require them to provide a self-assessment of their teaching performance.

In more critical situations, the University Supervisor, Cooperating Teacher, program faculty, and the student teacher must develop an appropriate plan of action. The University Supervisor will need to complete and submit a Disposition Concerns form (see page 9) as a remediation tool. The Disposition Concerns Assessment can be found at: [Disposition Concern Assessment](#)

Act immediately if you believe action needs to be taken; waiting too long may narrow the options available. **Contact your Placement Coordinator to be sure you are following Illinois State University's policy if you are considering the withdrawal of a student teacher.** All placement changes must be made in accordance with the student teacher withdrawal policy.

Student Teacher Withdrawal Policy:

The preparation of teachers is a responsibility jointly shared by faculty and administrators of Illinois State University and our school partners. This commitment involves ensuring that the student teacher is well prepared for the teaching experience, that the cooperating teacher models effective teaching practices and demonstrates appropriate supervision skills, and that the placement site itself reflects the knowledge base of the specific licensure program. Collaboration between Illinois State University and our school partners is imperative to ensure successful student teaching placements and in making any necessary changes.

Numerous factors are involved in securing student teaching placements and many reasons contribute to one placement being more appropriate than another. *If a placement is not working out, the decision to terminate the placement must be a group decision.* The decision-making process must focus on what is

best for all concerned, specifically the P-12 students. Participants in the process include: the Cooperating teacher, university supervisor, student teacher, principal, university program coordinator, and the placement coordinator from The Cecilia J. Lauby Teacher Education Center. Dependent upon the circumstances, a remediation plan may be designed *if* a new student teaching site were deemed appropriate.

As stated in the *Illinois State University Undergraduate Catalog*, the director of the Cecilia J. Lauby Teacher Education Center, upon the recommendation of the university supervisor or Chairperson/Director of the student's major department, may remove a student teacher from the assignment or require the student teacher to do additional work and continue teaching until they are sufficiently competent to be recommended for licensure. Licensure is not automatically granted.

Procedures for withdrawal:

When withdrawal is being considered due to the performance of the student teacher, the cooperating teacher, university supervisor, and student teacher should meet to develop a plan of action. This plan needs to:

- Identify the specific concerns of all participants
- Develop appropriate strategies and evaluation criteria to address those concerns
- Set a realistic timeline for review of the action plans. **The university supervisor must** keep the principal, the university program coordinator and the placement coordinator from the Lauby Teacher Education Center, apprised of these actions.

If the concerns of all parties are not addressed satisfactorily during the designated time, a conference should be set up with the university supervisor, student teacher, university program coordinator, and 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 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 teacher's next steps. Dependent on individual circumstances, this may include the option to repeat the entire student teaching experience at a later date, to graduate outside of the teacher education program, or to follow the procedure for appeal found on The Cecilia J. Lauby Teacher Education web site:

[Lauby Teacher Education Center - Student Appeal Procedure](#)

The university's program coordinator should notify The Cecilia J. Lauby Teacher Education Center placement coordinator to initiate action with the Registrar's Office, concerning the withdrawal of the student teacher from the course. The placement coordinator will send letters concerning the placement withdrawal to all persons involved in the original confirmation.

There may be placement situations which 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 student teacher not participate in classroom activities until the final determination of a plan of action has been made. The outlined procedures should be scheduled as soon as possible.

EVALUATION OF THE STUDENT TEACHER

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

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

Grade of Incomplete

- The student teacher must have attended class **up to the last three weeks of the semester**. The student **must be doing passing work in the course**.
- An "I" grade must be entered for the student on the grade roster on My.IllinoisState.edu
- Once the course requirements have been completed, a Grade Change Form will need to be signed by the instructor and the departmental chair/school director and submitted to the Office of the University Registrar. This will change the student's incomplete grade to the final grade. For questions regarding the completion of the Grade Change Form, please contact the Records Office at 309-438-2198.

Student teachers are not allowed to graduate with an “Incomplete” grade on their transcript. As such, for graduating students, an “Incomplete” grade must be **removed at least six weeks** before December/May graduation and one week before August graduation.

The “Incomplete” grading policy can be found in the University Catalog under the [University Grading System](#).

If you have any questions, please feel free to contact the Registrar’s Office at 309-438-2188.

Disposition Concerns Example

Revised: February 7th, 2017

Disposition Concerns Illinois State University

To the Teacher Candidate: A primary focus of teacher education at ISU is helping candidates transition from their role as student to their role as teacher and professional educator. The process of becoming an educator, who consistently demonstrates proficient practice of professional behaviors and dispositions, begins with admission to teacher education and continues through student teaching to graduation, licensure, and career entry. Because the development of professionalism is critical to a teacher candidate's success, these behaviors and disposition indicators are monitored and evaluated throughout the teacher preparation program. To ensure that all teacher candidates are developing, demonstrating, and improving collaboration skills, reflection, responsibility, and other professional behaviors, the "Disposition Indicators" listed below are regularly assessed by ISU faculty, staff, cooperating teachers, and school partners. A Disposition Concern documents behaviors or actions that do not meet expectations of professionalism. The disposition concern documentation will be addressed with the individual teacher candidate. Earning even a **single disposition concern** is a very serious matter, but this process is meant to be instructive for professional growth rather than punitive. When the disposition concerns are identified, they should be remediated by the teacher candidate.

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: 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.


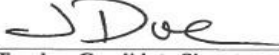
Responsibility: To act independently, demonstrating accountability, reliability and sound judgment.

Jane Doe	123-456-789	Physical Education-Teacher Education
Teacher Candidate's Name (please print)	UID	Major

Explanation of Concern(s):

Ms. Doe was late to her Pre-Student Teaching Clinical placement on 1/13/17. After a warning from her Cooperating Teacher and her University Supervisor, she was late again on 1/20/17, 1/27/17 and 2/3/17. When asked about this trend of being late on Fridays, she told her cooperating teacher that she goes out with friends on Thursday nights to "unwind" and has a difficult time getting up on Friday mornings. This behavior has raised questions about Ms. Doe's respect for the teaching profession, her emotional maturity, her ability to reflect on her decisions and her sense of professional responsibility.

This concern has been discussed with the teacher candidate. My signature verifies that I am aware of the document's contents and existence.

	
Faculty/Staff Signature	Teacher Candidate Signature
Dr. Garrahy	KNR 2/7/17
Faculty/Staff Name (please print)	Department Date

Resolvable Unresolvable

If resolvable, end date of when it can be resolved: _____

Date resolved: _____

Faculty/Staff: In order for a disposition concern to be *completely resolved* and the teacher candidate's file updated, you must notify Troy Hinkel, Associate Director of The Lauby Teacher Education Center (thinkel@ilstu.edu). If not, the disposition concern remains in place.

Please send a copy of this disposition concerns to: Clinical Experiences and Licensure Processes (CELP), Campus Box 5440

COOPERATING TEACHER STIPEND or TUITION WAIVER for MENTORING ISU STUDENT TEACHERS

University Supervisors: The next two pages contain information regarding Graduate Tuition Waivers. This information is sent to the school district and to the Cooperating Teacher electing to receive three-one credit hour tuition waivers for mentoring a student teacher and included in the Cooperating Teacher Section of our website: [Lauby Teacher Education Center - Cooperating Teachers](#)

In July 1981, the Board of Regents governing Illinois State University granted permission to the University to issue tuition waivers for graduate study as a means of acknowledging and compensating teachers and supervisors who work with ISU students in educational experiences.

- Three one credit hour Illinois State University graduate tuition waivers can be issued to cooperating teachers *who specifically request them in lieu of the stipend.* **
***Please note: This is dependent upon your School District/Agency's contract stipulation.*
- Cooperating teachers wishing to receive the graduate tuition waivers in lieu of the stipend, must contact the Teacher Education Center at teacheredcenter@ilstu.edu or 309-438-3541, **within the first four weeks of your student teacher's experience.**
- Graduate tuition waivers granted for student teaching compensation are issued in the name of the cooperating teacher and may only be used by that teacher. Graduate tuition waivers are **non-transferable.**
- Graduate tuition waivers must be redeemed by the following usage dates: fall semester- September 15, spring semester- February 15, summer semester- July 1.
- Graduate tuition waivers submitted after the due date for that term cannot be accepted.

Tuition Waiver Redemption :

Deadline submission dates are identified on the waivers and on the cooperating teacher website linked below.

If you have not submitted graduate tuition waivers in the past year, please be sure to follow all directions. Please be sure to read the information below and visit our Cooperating Teacher web page: <https://education.illinoisstate.edu/teacher/cooperating/>

Guidelines & Policies for Cooperating Teachers Utilizing Graduate Tuition Waivers

Thank you! We truly appreciate you mentoring our student teachers, and we are pleased to provide you with three one-hour graduate tuition waivers. Please know that Graduate Tuition Waivers are a form of Financial Aid.

Cooperating teachers wishing to redeem an Illinois State University graduate tuition waiver, please know:

Policy #1: Waivers must be submitted to the *Cecilia J. Lauby Teacher Education Center* **after registering for the course, but before the second installment date identified on the student accounts website.** Late waiver submissions will not be accepted.

Policy #2: Expired waivers cannot be reissued **and** are non-transferable.

Policy # 3: Eligibility Requirements/ Criteria - Tuition waivers will be accepted for any traditional graduate course offered by Illinois State University provided:

- The *cooperating teacher has been accepted* into Illinois State University as a graduate student with the designation “Fully admitted to a degree program” or “Visiting Graduate Student.”
- The *cooperating teacher* downloads and completes the “Tuition Waiver Application and Checklist Form” found on our website at: <https://education.illinoisstate.edu/teacher/cooperating/>
- The *authorized district agent and the cooperating teacher* complete their respective portions of the tuition waiver(s)
- The cooperating teacher returns the Tuition Waiver Application **and** the *completed and signed tuition waiver(s)* to:

**The Cecilia J. Lauby Teacher Education Center
Illinois State University
Campus Box 5440
Normal, IL 6179-5440
Attn: Grad. Tuition Waiver**

- Each tuition waiver used will reduce your bill by *one* semester hour of tuition charged.
- *Fees are not covered* by the tuition waiver and will need to be paid to Illinois State University.
- Payment for the remainder of your bill (e.g. fees and any additional semester hours charged) must be paid to the *Student Accounts Office*. Please review their website for payment options.
- In order to obtain a refund, in the event of withdrawal from the course(s), official withdrawal through the *Office of the University Registrar* must be made by the university’s withdrawal deadline. The tuition waiver dollar equivalent will not be refunded, and the waiver coupon will not be returned; coupons are void once they are turned into the university. However, if the above conditions are met, any personal monies expended for registration will be refunded.

**ILLINOIS STATE UNIVERSITY
STUDENT TEACHER INFORMATION SHEET**

Name _____ Date _____
Last First Middle

Student UID # _____ ISU E-mail _____ Phone _____

Student Teaching Address _____ City/Zip _____

Student Teaching School(s) _____

Name of School

Address (Street, City, Zip)

Subject(s)/Grade level(s): _____

Cooperating Teacher(s): _____

University Supervisor: _____

List school telephone number(s) where you and your 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 your student teaching semester.

DATE

ACTIVITY

DATE	ACTIVITY

Please email this form to your University Supervisor during the first week of student teaching

ILLINOIS STATE UNIVERSITY STUDENT TEACHER WEEKLY REFLECTION

CHECK: ECE ___ ELED ___ MLE ___ SED ___ Secondary ___ K-12 ___

Name _____

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, university supervisor, principal, parents)	
Professional Meetings (Faculty meetings, in-service, PTA, seminars)	
Other Activities	

PURPOSE: For the student teacher document their experiences to develop the competencies needed for successful teaching. These reports permit the student teacher to reflect on their experiences and assist in planning with their cooperating teacher(s).

Please email this form to your University Supervisor each week

ILLINOIS STATE UNIVERSITY STUDENT TEACHER WEEKLY SCHEDULE

CHECK: ECE ___ ELED ___ MLE ___ SED ___ Secondary ___ K-12 ___

Student Teacher's Name _____

Cell 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 Holiday Dates: – list below the dates of school vacations, institute dates, school assemblies, field trips, etc.

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							

1. Develop a weekly schedule when conferencing with your cooperating teacher. A schedule should be planned one week in advance of every week spent in the school.
2. Identify the activities scheduled for each period in the week, such as: observations, teaching, conferences, group work, and any other activity related to student teaching.
3. Identify any dates/hours when you will NOT be teaching or when school will not be in session.

Please email this form to your University Supervisor each week

University Supervisor Observation Report

Student Teacher: _____ School: _____

City, State: _____

Subject(s) Taught: _____ Date: _____

Length of Observation: _____ Week #: _____

Observations:

Comments on presentation variables: Degree of student engagement, clarity, classroom management, creativity, flexibility, pacing, fulfillment of objectives and evaluation of student response.

Suggestions/ Recommendations:

Signature of Student Teacher/Date

Signature of University Supervisor/Date

The Family and Educational Rights Privacy Act of 1974

(FERPA)

WHAT IS FERPA?

FERPA, the *Family and Educational Rights and Privacy Act of 1974*, is a federal law that sets forth requirements regarding the privacy of student records. It allows students to view and request correction to their education records. FERPA also limits what information can be disclosed about a student's record.

WHAT ARE EDUCATION RECORDS?

Under FERPA, education records are any records, files, documents, or other material which contains information directly related to a student and is maintained by the institution, or a person acting on behalf of the institution. The following items are not considered education records – medical records, law enforcement records, employment records (unless employment is conditional upon individual being a student, i.e. Teaching/Graduate Assistants), alumni records and sole possession documents. An example of a sole possession document would be a private note maintained by a staff member who is the maker of the note and kept in his/her sole possession and not accessible to others. It is designed to aid the memory of the maker. If the note is shared with another person, it is probably no longer considered sole possession. Once shared, the note could be considered part of the student education record. Sole possession documents do not include items such as grades, grade books or student evaluations.

WHAT IS DIRECTORY INFORMATION AT ILLINOIS STATE UNIVERSITY?

Directory information at Illinois State University includes the following: student's name, address (local & home), telephone listing (local & home), electronic email address, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (e.g. undergraduate or graduate, full-time or part-time), participation in officially recognized activities or sports, weight or height of members of athletic teams, target graduation date, degrees, honors and awards received, and the most recent educational agency or institution attended. Unless a student has placed a request on file to withhold directory information with the Office of the University Registrar then, at its discretion, Illinois State University may provide directory information in accordance with the provisions of FERPA.

WHAT IS NON-DIRECTORY INFORMATION AT ILLINOIS STATE UNIVERSITY?

All information that does not fall under directory information that is directly related to a particular student is considered non-directory information; including but not limited to: University Identification Number, Social Security Number, grades, GPA (semester and cumulative), class schedule, number of hours enrolled and/or earned and class rank.

WHAT SHOULD I SAY ABOUT A STUDENT THAT HAS RESTRICTED THEIR INFORMATION TO SOMEONE OUTSIDE THE INSTITUTION?

If a student has restricted the directory information on their record and a faculty or staff member is asked about the student by an outside entity, they should respond as they normally would if the individual in question never attended the University, *“I have no information on that individual.”* If you are unsure as to a student’s restriction status, please contact the Office of the University Registrar at (309) 438-2188 to verify if the student’s information is restricted.

WHEN CAN FACULTY OR STAFF SPEAK TO PARENTS ABOUT A STUDENT RECORD?

Faculty and staff **should not** speak to parents without first checking with the Office of the University Registrar to verify that the student has signed a FERPA Waiver. Explain that federal law (FERPA) requires the institution to hold education records as confidential unless the student signs this release form or unless other specific tax requirements are met. If a signed release is on file, Registrar staff will indicate what parts of the student record may be discussed and with whom this information may be shared with. Before discussing a student’s progress or record, it is a courtesy to inform the student.

CAN FACULTY AND STAFF SHARE PERSONAL OBSERVATIONS REGARDING THE STUDENT?

It is important to first check with the Office of the University Registrar to check if the student’s record is restricted. As long as the student’s record is not restricted, observations regarding the student can be shared so long as they do not contain non-directory information. For example, you cannot report that Reggie Redbird has received an “A” in your class. However, you can offer the personal observation that Reggie Redbird is a hard worker.

DO I NEED A WRITTEN RELEASE FOR LETTERS OF RECOMMENDATION?

If personally identifiable information (such as a grade, GPA, class rank) is included in the letter, then a written release is required. A release form for letters of recommendation can be found on the Office of the University Registrar website at www.registrar.ilstu.edu/ferpa. Letters of recommendation that only contain personal observations or knowledge, or directory information about the student, do not require a written release from the student as long as he/she has not restricted his/her directory information.

CAN I POST GRADES OR RETURN ASSIGNMENTS IN A PUBLIC PLACE?

Posting of non-directory information, including but not limited to grades, in a public place without the written consent of the student is a violation of the law. Grades should not be posted in hallways and graded assignments should not be left in hallways. Acceptable methods of notifying students about grades can be found at:

<http://www.registrar.ilstu.edu/downloads/StudentPrivacyandPostingGrades.pdf>

CAN I CIRCULATE A CLASS LIST FOR ATTENDANCE?

A list should not be used if it contains non-directory information such as the student's UID number.

WHAT IF THERE IS A HEALTH OR SAFETY EMERGENCY THAT REQUIRES A RELEASE?

If at all possible, contact the University Police at (309) 438-8631, who can contact a member of the University's Critical Incident Response Team (CIRT). You may release information directly in a health or safety emergency.

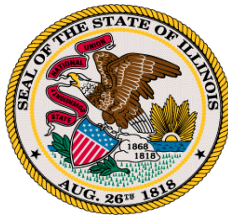
WHERE CAN I FIND OUT MORE ABOUT FERPA?

You can find out more information regarding FERPA by visiting the following websites:

Office of the University Registrar:

<http://www.registrar.ilstu.edu/ferpa>

ILLINOIS EDUCATOR CODE OF ETHICS



Introduction

The Illinois Educator Code of Ethics was developed by members of the Illinois Educator Code of Ethics Advisory Group. The advisory group was comprised of esteemed educators from across the state of Illinois whose charge included drafting a set of recommendations for the Illinois State Board of Education to be used as the basis for developing the Code of Ethics for Educators in Illinois. In preparing these recommendations, the advisory group:

- Researched, reviewed, and discussed the content in the Code of Ethics for Educators from other states, education agencies and associations;
- Researched, reviewed, and discussed various formats/frameworks to use in documenting the recommendations for the Illinois Educator Code of Ethics;
- Developed a matrix comparing the Code of Ethics from 10 education associations;
- Developed definitions for “Educator” and the “Illinois Educator Code of Ethics”;
- Established a framework and descriptions for professional behavior and responsibilities, and promoted high standards of practice; and
- Considered existing state regulations in the development of the Illinois Educator Code of Ethics recommendations.

Part 22, Code of Ethics for Illinois Educators, was written in response to a need identified in the process of developing the Illinois Professional Teaching Standards, which are contained in Part 24 of agency rules. After researching and evaluating the content, format, and frameworks from codes of ethics for educators in numerous states, education agencies, and associations, the Illinois Educator Code of Ethics Advisory Group chose the Rhode Island Educator Code of Professional Responsibility as a model for developing the Code of Ethics for Illinois Educators. This code, which is founded on the premise that Illinois educators must meet the educational needs of each student, defines five core principles: (1) Responsibility to Students; (2) Responsibility to Self; (3) Responsibility to Colleagues and the Profession; (4) Responsibility to Parents, Families and Communities; and (5) Responsibility to the Illinois State Board of Education.

Illinois Educator Code of Ethics Advisory Group Members

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Illinois Federation of Teachers

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ILLINOIS EDUCATOR CODE OF ETHICS

Preamble

Educators fundamentally believe that meeting the educational needs of each student is critical to the profession. The Illinois Educators' Code of Ethics is a set of core principles, values, and responsibilities that sets expectations to guide practice and inspire professional excellence in relation to federal, state, and local policies, rules, regulations, and collective bargaining agreements. Illinois educators encourage the application of these core principles throughout the education community.

Definition of Educator

An educator is a person who holds or is applying for a certificate or approval, or is enrolled in an Illinois pre-service education preparation program.

Principles

The Illinois Educator Code of Ethics contains five core principles which provide a foundation for the responsibilities and commitments of Illinois Educators.

- 1. Responsibility to Students**
- 2. Responsibility to Self**
- 3. Responsibility to Colleagues and the Profession**
- 4. Responsibility to Parents, Families and Communities**
- 5. Responsibility to the Illinois State Board of Education**

PRINCIPLE 1: RESPONSIBILITY TO STUDENTS

The Illinois educator is committed to creating, promoting, and implementing a learning environment that is accessible to each student, enables students to achieve the highest academic potential, and maximizes their ability to succeed in academic and employment settings as a responsible member of society. Illinois educators:

- **Embody the Standards for the School Service Personnel Certificate (23 Ill. Adm. Code 23), the Illinois Professional Teaching Standards (23 Ill. Adm. Code 24), and Standards for Administrative Certification (23 Ill. Adm. Code 29), as applicable to the educator, in the learning environment;**
- **Respect the inherent dignity and worth of each student by assuring that the learning environment is characterized by respect and equal opportunity for each student, regardless of race, color, national origin, sex, sexual orientation, disability, religion, language or socio- economic status;**
- **Maintain a professional relationship with students at all times;**
- **Provide a curriculum based on high expectations for each student that addresses individual differences through the design, implementation, and adaptation of effective instruction; and**
- **Foster in each student the development of attributes that will enhance skills and knowledge necessary to be a contributing member of society.**

PRINCIPLE 2: RESPONSIBILITY TO SELF

The Illinois Educator is committed to establishing high professional standards for their practice and striving to meet these standards through their performance. Illinois Educators:

- **Assume responsibility and accountability for their performance and continually strive to demonstrate proficiency and currency in both content knowledge and professional practice;**
- **Develop and implement personal and professional goals with attention to professional standards through a process of self assessment and professional development;**
- **Represent their professional credentials and qualifications accurately; and**
- **Demonstrate a high level of professional judgment.**

PRINCIPLE 3: RESPONSIBILITY TO COLLEAGUES AND THE PROFESSION

The Illinois Educator is committed to collaborating with school and district colleagues and other professionals in the interest of student learning. Illinois Educators:

- **Collaborate with colleagues in the local school and district to meet local and state educational standards;**
- **Work together to create a respectful, professional and supportive school climate that allows all educators to maintain their individual professional integrity;**
- **Seek out and engage in activities that contribute to the ongoing development of the profession;**
- **Promote participation in educational decision-making processes;**
- **Encourage promising candidates to enter the education profession; and**
- **Support the preparation, induction, mentoring and professional development of educators.**

PRINCIPLE 4: RESPONSIBILITY TO PARENTS, FAMILIES AND COMMUNITIES

The Illinois Educator will collaborate, build trust, and respect confidentiality with parents, families, and communities to create effective instruction and learning environments for each student. Illinois Educators:

- **Aspire to understand and respect the values and traditions of the diversity represented in the community and in their learning environments**
- **Encourage and advocate for fair and equal educational opportunities for each student;**
- **Develop and maintain professional relationships with parents, families, and communities;**
- **Promote collaboration and support student learning through regular and meaningful communication with parents, families, and communities; and**
- **Cooperate with community agencies that provide resources and services to enhance the learning environment**

PRINCIPLE 5: RESPONSIBILITY TO THE ILLINOIS STATE BOARD OF EDUCATION

The Illinois Educator is committed to supporting the Administrative and School Codes, state and federal laws and regulations, and the Illinois State Board of Education's standards for highly qualified educators. Illinois Educators:

- **Provide accurate communication to the Illinois State Board of Education concerning all certification matters;**
- **Maintain appropriate certification for employment; and**
- **Comply with state and federal codes, laws, and regulations.**

The Illinois Educator Code of Ethics can be found in its entirety:

[Illinois Educator Code of Ethics](#)

**Office of Clinical Experiences and Licensure
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Terry Jackson	309-438-3271	tdjack@ilstu.edu
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