



CECILIA J. LAUBY

TEACHER EDUCATION CENTER

Illinois State University

Illinois State University

Handbook for Student Teaching

2021-2022

The Office of Clinical Experiences and Licensure Processes

In

The Cecilia J. Lauby Teacher Education Center

Illinois State University

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Illinois State University

Fall 2021

Dear Student Teacher,

Student teaching is the culminating experience of your undergraduate education, and we are hopeful you will take full advantage of every opportunity presented to you. Congratulations, you are embarking on an amazing journey to become a teacher. We in the *Cecilia J. Lauby Teacher Education Center* are excited for you and proud to be part of your journey. We appreciate the school district partnership and their interest in hosting an ISU student teacher this semester. Having a student teacher is a great experience for students, cooperating teachers, and building administrators, it does however require additional time and effort. Please be mindful of the responsibilities that come with teaching, thoughtful of your teacher professionalism, and give back to the classroom, school, and community.

During your student teaching experience, you will have the opportunity to apply the educational theories and content matter you have studied, as you continue to develop your teaching abilities. Your student teaching semester will be the busiest semester you have had to date, and you will have many new and challenging responsibilities. Some of these responsibilities will include obligations to: your students, cooperating teacher, and university supervisor. Be prepared by planning thoughtful and engaging lessons well in advance; learn from and apply the feedback you receive from your cooperating teacher and university supervisor; remain organized, demonstrate professionalism by arriving on time and ready to teach and learn; and foster a culturally responsive classroom environment where all students are valued, seen, and heard.

Within the first week to ten days of the semester, your university supervisor from Illinois State University will meet with you and your cooperating teacher to review expectations and answer questions. Each of the 28 campus teacher education programs structure the student teaching and supervision experience slightly differently. If your program has required seminars, please make sure those dates are communicated with your cooperating teacher. All student teachers will have regularly scheduled observation and evaluation visits that include conferencing and feedback. Student teachers should be prepared to share lesson plan materials, handouts, and relevant materials with the university supervisor and thoughtful post lesson reflections.

Prior to beginning your student teaching experience, please read this handbook in its entirety. Reach out if you have questions or concerns. It will provide you with suggestions to use throughout your student teaching experience and with information regarding university teacher education requirements, university requirements for graduation, and other helpful information.

Prior to your university supervisor coming to visit you should:

- Upon receiving your student teaching schedule from your host school, share it with your university supervisor. Your communication should include contact information for both you and your cooperating teacher, school address and calendar, your teaching schedule, subjects, room numbers, times, non-teaching times, and when you and your cooperating teacher are available to meet. Also identify a place to meet after an observation.

- Complete weekly calendars, reflections, and planning documents and share those with your university supervisor. Develop an organization system to keep your university supervisor in the loop of your scope and sequence and keep lesson plans, unit plans, assessments, and materials for sharing with your cooperating teacher and ready for students missing class.

During your first few days of student teaching:

- First impressions are important. Try to meet people in the building (main office staff, building administrators & teachers) and learn your way around.
- Get acquainted with building policies, expectations, and procedures (lesson planning, teaching, discipline, supplies, photocopy machine, etc.).
- Take initiative in the classroom, jump in right away and get involved. Assist your cooperating teacher by helping with daily activities, working with small groups, reading announcements, co-plan or co-teach, work with a student who has been absent or help with an extra-curricular activity or club.
- Become familiar with instructional materials, technology, and classroom resources.
- Begin planning the educational units of instruction you will be teaching as soon as possible. Gather needed sources, materials, and texts.
- Start learning as much as you can about your students. Knowing names is an important first step in building a positive learning community and positive classroom relationships.
- Daily and weekly check ins with your cooperating teacher are important. Set aside a specific time each day for conferring with your cooperating teacher regarding planning for instruction & assessment, your progress, and suggestions for improvement.
- Observe, identify, and develop positive routines and practices for the classroom (culture, climate, environment, management etc.).
- Participate in professional development opportunities offered to you during your student teaching semester (mock interviews, workshops, classroom observations, meetings etc.).

You are assuming the teaching schedule and daily responsibilities of a full-time teacher, for example follow expectations of hours, duties, schedule, parent teacher conferences, faculty meetings, in-service days, communicating with parents, and supervision. The schedule should plan for a gradual increase in responsibilities of teaching activities until you attain full responsibility for the classroom. A phase out plan should also be followed in preparation for turning the classroom back over to the cooperating teacher at the end of the experience.

On behalf of the *Cecilia J. Lauby Teacher Education Center*, we wish you an exciting, empowering, and engaging student teaching experience.

Let's Go EdBirds,



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Student Teaching Statement of Purpose

Student teaching is the culminating experience in your teacher education program at Illinois State University. You are now responsible for directing and evaluating the learning experiences of your students, under the guidance and supervision of a licensed and competent member of our teaching profession.

General Information

The following requirements have been established on behalf of University Teacher Education at Illinois State University.

Student Teaching Assignments (Placements): Located in the ISU Undergraduate Catalog <https://illinoisstate.edu/catalog/undergraduate/teacher-education/>

Schedule: Student teachers are to follow the same schedule as their Cooperating Teacher. This includes school/district level meetings, parent-teacher conferences, etc.

Calendar: Student teaching assignments begin and end on the dates indicated on the student teacher's official confirmation letter sent by the Office of Clinical Experiences and Licensure Processes located in the Cecilia J. Lauby Teacher Education Center. The student teacher is expected to follow the school calendar of the district in which she/he is student teaching.

Attendance: Regular attendance is required of all student teachers. Should an absence be warranted, the student teacher must follow the protocol established by the host school in reporting your absence (e.g. calling the principal's office, etc.). Be sure to **immediately contact your cooperating teacher and university supervisor via voicemail and text/email**. Excused absences will be taken into consideration but must be approved in advance by your cooperating teacher and university supervisor. Unauthorized or lengthy absence may require an extension of the student teaching experience.

Appearance: Appropriate dress and conduct are expected of all student teachers. As a rule, student teachers should be guided by the faculty dress code of their assigned school. This expectation also applies to virtual classrooms.

Professional Conduct: Illinois State University student teachers are guests in the schools in which they teach and serve. Student Teachers must abide by all regulations established by the principal, school administration, and the school district. Additionally, please review and familiarize yourself with:

- **The Illinois Educator Code of Ethics:** Appendix A in this document.
- **The Illinois State University Code of Student Conduct:** <https://deanofstudents.illinoisstate.edu/conduct/code/>

Corporal Punishment: An ISU student teacher is **NEVER** to administer corporal punishment as a means of discipline.

Liability: Student teachers in the state of Illinois have professional status under the state's written statutes, like licensed teachers except for salary, tenure, retirement, workmen's compensation and other fringe benefits. This provides a legal basis for assigning responsibilities and provides legal protection for student teachers while in the performance of their duties within the policies of their host school.

Outside Activities for Student Teachers: The primary responsibility of the student teacher is the instructional experience. All student teaching responsibilities take precedence over other responsibilities. Student teachers are strongly urged not to have out-of-school employment or enroll in additional course work during the student teaching semester. Participation in extracurricular activities (e.g. athletics, speech, music performance, etc.) is discouraged during student teaching. Special responsibilities associated with the student teaching placement (e.g. coaching athletics after school) **must** be closely monitored so that such activities do not interfere with instructional responsibilities, unless directly related to the student teaching assignment.

Student Removal Process: Student teacher removal will be conducted through the new Student Removal Process, which was accepted by the Council for Teacher Education in Spring 2021. A student teacher may be dismissed for failing to meet any of the established student teaching standards: demonstrating ineffectiveness so that progress of their students is impaired, failing to comply with school/faculty norms, defying reasonable requests, or for any other reason for which a classroom cooperating teacher might be dismissed. **Three unresolved disposition concerns are grounds for termination/dismissal from teacher education.** Student teachers wishing to appeal any decision related to assessment, retention or licensure should go to the [Rights and Responsibilities](#) page and review the "Dismissal from the teacher education program, including clinical or student teaching experiences." Please review the "Guidelines for Submitting Student Appeals Procedures."

Substitute Teachers: Student teachers cannot legally be used as substitute teachers when the cooperating teacher is absent from the school or unavailable for other reasons. If the cooperating teacher is absent, another staff member in the building must be designated as the supervisor to the student teacher.

Work Stoppage and/or Strikes: Student teachers must contact The Cecilia J. Lauby Teacher Education Center and their university supervisor in the event of a strike. Illinois State University student teachers **must not report to the school or go near their assigned building in the event of a teacher strike** or work stoppage. An alternate plan for the student teacher will be developed by his/her university supervisor in cooperation with the major department.

Observation by your University Supervisor: Your university supervisor will plan to make a visit to your classroom **every two weeks** during your student teaching semester to observe your performance and confer with your cooperating teacher. After each observation, student teachers should plan to spend time with her/his university supervisor to review the student teacher's performance.

Observation by Student Teachers: When possible, student teachers will have an opportunity to observe teachers in other classrooms. These arrangements should be made by the student teacher in consultation with the cooperating teacher and the principal. The purpose for such observations is to broaden your perspective as to teaching styles, classroom environments and methods of classroom management. It also helps you understand the various responsibilities of all teachers in the school.

Insurance Information for the Student Teaching Semester: One of the requirements for student teaching is that every student-teacher has adequate health/accident insurance coverage in place during the entire period of participation. Coverage must be either privately procured or obtained through the [University Group Health Insurance Plan](#). As of the 15th calendar day of fall and spring semesters, students who are registered for and participating in nine or more hours of credit and are assessed general fees, are automatically included and assessed a fee for Student Insurance. Any medical/dental expenses incurred while participating in a clinical experience are the sole responsibility of the student teacher.

Graduation: File an “Application for Graduation” at: [Graduation Services](#)

Career Services: Visit the ISU Career Center Website at: [Career Center](#)

General Responsibilities of the Student Teacher

As you begin to assume the responsibilities of the classroom teacher, you are provided the opportunity to use the knowledge and skills developed throughout your teacher education program. While guiding and directing the learning of Pre-K-12 students, you will develop insight into the fundamental processes of learning and the ability to use many methods and techniques. You are responsible for:

- Completing all eligibility requirements by the deadlines established by the Council for Teacher Education.
- Contacting your cooperating teacher prior to the starting date of your assignment. Also, well in advance, please provide your cooperating teacher with the seminar dates your program has established for the semester.
- Following your host school district’s calendar for your student teaching semester.
- Immediately reporting all absences to your cooperating teacher and university supervisor. You must follow your host school’s protocol for calling in on the day you will be absent.
- Following assignment dates as specified on the confirmation letter provided by The Cecilia J. Lauby Teacher Education Center.
- Submitting required reports and detailed lesson plans *in advance of your teaching experience*.
- Conferring with your cooperating teacher, building principal and university supervisor regarding roles and expectations during the experience.
- Conducting yourself, *at all times*, in a professional manner appropriate to that of a professional educator.
- Developing competence that will enable your successful entry into the teaching profession.
- Adhering to all local school policies and procedures.

Student Teachers can get more information regarding the edTPA resources provided by ISU from their program faculty or at [Cecilia J. Lauby Teacher Education Center - edTPA](#)

Due to the Governor's disaster declaration due to public health emergency, the edTPA as a licensure requirement has been suspended for the 2021 Fall semester and 2022 Spring semester.

- ISU Documentation and Reflection Worksheets: Please see **Appendix B** of this document.

Conferencing Responsibilities of the Student Teacher

The degree of success realized in building and maintaining cooperative working relationships during student teaching is dependent upon the ability of the student teacher, cooperating teacher and university supervisor to plan and conduct conferences throughout the student teaching semester.

To ensure full benefits from the supervised student teaching experience, the student teacher and supervisory personnel should hold conferences frequently throughout the assignment. Conferences help to establish rapport, maintain good working relationships, and prevent the compounding of minor difficulties frequently caused by misunderstanding or poor communication. Conferences provide a means for continuous evaluation, a standard practice in the teaching profession.

Informal conferences between the student teacher and the cooperating teacher are held as needed. Immediate, specific feedback is given related to the teaching strategies and behaviors observed by your cooperating teacher throughout each day.

Formal conferences should be scheduled weekly and have a planned agenda. During this meeting, you should be provided information as areas of strength, as well as areas in need of improvement, with strategies for implementation.

Initial Conference: At the beginning of the semester, your university supervisor will conduct a virtual visit with you and your cooperating teacher to discuss the student teaching program and the responsibilities of each participant.

Subsequent meetings: These virtual visits should allow for a formal observation, written feedback and individual conferences with you, your cooperating teacher and your university supervisor. A three-way conference may also be arranged. That decision is left to the discretion of the three people involved. The main principle is that an evaluation should take place for the benefit of and with the involvement of the student teacher whose work is being evaluated.

Final Conference: Your university supervisor will conference individually with you and your cooperating teacher. The conversation should focus on your work and determine the grade you will earn. Your university supervisor is responsible for submitting your completed assessment and all your student teaching documentation to their assigned coordinator in The Cecilia J. Lauby Teacher Education Center.

Student Teacher Conferencing Responsibilities:

- Be available for conferences at the time convenient for your university supervisor and cooperating teacher.
- Arrive promptly for all scheduled conferences.
- Be prepared for the conference by bringing a list of specific questions, topics to be discussed, and documentation from lessons taught since the last conference.
- Be an active participant and attentive listener.
- Seek self-growth in the ability to analyze one's own teaching strategies.
- Seek additional clarification and request special conferences as the need arises.

Evaluation of Student Teaching

All student teachers are assessed throughout the student teaching semester. Additionally, individual departments may use content-specific instruments to evaluate their student teachers.

The following are the standards used for determining final grades during the student teaching semester. Illinois State University does not use the plus and minus system with letter grades, however, several programs use split grades for the hours earned in student teaching. Your university supervisor will provide the following criteria when assigning a single letter grade.

1. The "A" student teacher demonstrates beginning level competencies to such a degree that they can be recommended without reservation to a prospective employer.
2. The "B" student teacher demonstrates beginning level competencies to such a degree that they can be highly recommended to a prospective employer.
3. The "C" student teacher demonstrates potential beginning level competencies which would allow them to be recommended with certain reservations to a prospective employer.
4. The "D" student teacher demonstrates such limited potential for teaching that they will not be recommended for teacher licensure.

5. The “F” student teacher is completely ineffective as a teacher, would not be awarded any college credit for student teaching, nor be recommended for teacher licensure.

Gateway 3: Exit from Student Teaching

All student teachers must meet the listed requirements in order to graduate and obtain a State of Illinois teaching license. In order to meet these requirements, the student teacher must complete **Gateway 3: Exit from Student Teaching**:

- Student Teaching (Grade “C” or better)
- 100 Clinical Hours, with 50 hours in diverse settings
- Disposition/Communication Concerns Assessments
- ~~edTPA: Completion, submission and passing of the edTPA portfolio is required for graduation and licensure~~ ***Due to the Governor’s disaster declaration due to public health emergency, the edTPA as a licensure requirement has been suspended for the 2021 Fall semester and 2022 Spring semester.***

Teacher Licensure

- Student teachers **must notify** the Director of The Cecilia J. Lauby Teacher Education Center if they have been **convicted of a felony or any sex, narcotics, or drug offense**. Certain convictions preclude teacher licensure in the State of Illinois, ***as the Illinois State Board of Education makes the final decision in granting a teaching license.***
- All candidates for teaching licensure in Illinois must pass tests in “content knowledge in the specific major field.” Information can be found at [Illinois Licensure Testing System](#) site.
- *On September 1, 2015, passage of the edTPA became an Illinois State Board of Education requirement for teacher education program completion and licensure.* Student Teachers are solely responsible for the contents of their edTPA portfolio and submitting their portfolio for scoring in a timely manner. Student Teachers must pass the edTPA in order to complete their teacher education program at ISU and be recommended for licensure in the State of Illinois.
- Before you can apply for your teaching license, Evaluation Services will:
 - Conduct a final audit of your academic record.
 - Post your degree.
 - **Send you an email message** explaining how to apply for your Illinois Teaching License through the Educator Licensure Information System (ELIS) through the ISBE website.
 - Your final audit does not occur until:
 - Your student teaching semester is completed.
 - All other graduation requirements (including applying for graduation) are completed, and final grades submitted.
 - Notify the [Illinois State Board of Education](#) (ISBE) that you have completed your entitlement program. www.isbe.net

We **STRONGLY** encourage student teachers to apply for their **Illinois Teacher License**. If you are not planning to teach in the state of Illinois or teach in the immediate future, you **must** complete the **application process within three (3) years of graduating from Illinois State University**. Delaying the application process can result in additional requirements, tests, and/or forms in order to be licensed.

If you cannot use a credit card for the application fee or have special circumstances (i.e. foreign birthplace, resident alien status, over three (3) years since graduation from Illinois State, etc.) you will need to:

- Complete the form available from the ISBE website or your local Regional Office of Education (ROE).
- Bring the completed form to Illinois State University: Evaluation Services for authorization (e.g. University Seal, signatures, etc.)
- Return the completed form, a complete set of all your college transcripts and state and county fees back to your Regional Office of Education.

Questions regarding licensure issues should be directed to teacher@ilstu.edu.

Appendix A:

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

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:
[ISBE Educator Code of Ethics](#)

Appendix B
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
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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 ___

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 weekly schedules 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