



CECILIA J. LAUBY
TEACHER EDUCATION
CENTER
Illinois State University

STATE
your commitment.

Illinois State University

Handbook for Student Teaching

2018-2019

The Office of Clinical Experiences and Licensure Processes

In

The Cecilia J. Lauby Teacher Education Center

Illinois State University

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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. The Office of Clinical Experiences and Licensure Processes, located in The Cecilia J. Lauby Teacher Education Center, is extremely grateful to the school district, principal and cooperating teacher you will be working with this semester, for providing you with this opportunity!

During your student teaching experience, you will have the opportunity to apply the educational theories and subject 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 responsibilities. Some of these responsibilities will include obligations to: your students, cooperating teacher, and university supervisor. Be prepared by planning your lessons well in advance; learn from and apply the feedback you receive from your cooperating teacher and university supervisor.

Within the first week or ten days of the semester, your university supervisor from Illinois State University will visit you and your cooperating teacher. The university supervisor visits each student teacher at regular intervals, a minimum of one visit every two weeks. During the semester, your university supervisor may hold a seminar for you and your classmates. This may take place on ISU's Campus. Please share these dates with your cooperating teacher as soon as possible.

Prior to beginning your student teaching experience, **please read this handbook in its entirety**. 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:

1. Upon receiving your student teaching schedule from your host school, immediately notify your university supervisor, listing period-by-period activities, immediately upon receiving it from your host school. Your schedule should indicate your teaching periods, subjects taught, room number(s), the time each period begins and ends, your non-teaching periods, your cooperating teacher's schedule, and the time you and your cooperating teacher confer about your daily responsibilities.
2. Arrange a specific time and place for the university supervisor to visit with you and your cooperating teacher.
3. Keep a file of your lesson and unit plans, so that your university supervisor will know what you have taught, what you are teaching, and what you will be teaching in the near future.

During your first few days of student teaching:

1. First impressions are usually the only impressions people will have of you. Be sure to make a great first impression!
2. Get acquainted with your school, cooperating teacher, faculty, staff and its policies.
3. Become accustomed to handling routine matters.
4. Assist your cooperating teacher by helping with daily activities, working with small groups of students, reading announcements, helping a student who has been absent, designing bulletin boards, etc. **Take initiative!**

5. Become familiar with a wide variety of instructional materials.
6. Begin planning the educational units of instruction you will be teaching as soon as possible.
7. Learn as much as you can about your students.
8. Set aside a specific time each day for conferring with your cooperating teacher regarding your progress and suggestions for your improvement.
9. Observe and develop skills in developing effective management routines.
10. Observe, identify and apply techniques for maintaining a great climate for learning.
11. Become familiar with the policy related to writing unit and daily lesson plans, and routines for submitting these materials to your cooperating teacher and/or other personnel. According to SCHOOL CODE (25.620; e - 3), teaching plans must be discussed with and approved by the cooperating teacher.
12. Take advantage of any professional development opportunities offered to you during your student teaching semester.

Your teaching day is to be identical to your cooperating teacher's. The responsibilities your cooperating teacher are required to complete become yours as well: lunch duty, study hall, parent-teacher conferences, faculty meetings, in-service days, communicating with parents, etc.

These are all important objectives during the early days of student teaching. In order to help you attain these objectives, you must plan your weekly schedule with your cooperating teacher. The schedule should plan for a gradual increase in responsibilities of teaching activities until you attain full responsibility for the classroom.

On behalf of The Cecilia J. Lauby Teacher Education Center, we wish you the best during your student teaching semester!

Sincerely,

Deborah A. Garrahy, Ph.D.

Deborah A. Garrahy, Ph.D.
Professor and Director
The Cecilia J. Lauby Teacher Education Center

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.

1. **Student Teaching Assignments (Placements):** Located on page 91 in the ISU Undergraduate Catalog: <https://illinoisstate.edu/downloads/catalog/ed.pdf>
2. **Schedule:** Student teachers are to follow the same schedule as their Cooperating Teacher. This includes school/district level meetings, parent-teacher conferences, etc.
3. **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.
4. **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.
5. **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.
6. **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:
 - a. **The Illinois Educator Code of Ethics:** Appendix A in this document.
 - b. **The Illinois State University Code of Student Conduct:**
<https://deanofstudents.illinoisstate.edu/conflict/conduct/code/Code%20of%20Student%20Conduct%202016%20FINAL%20August%2031%202016.pdf>

7. **Corporal Punishment:** An ISU student teacher is **NEVER** to administer corporal punishment as a means of discipline.
8. **Liability:** Student teachers in the state of Illinois have professional status under the state’s written statutes, similar to licensed teachers with the exception of 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.
9. **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.
10. **Termination/Dismissal Policy:** Student teachers 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: <https://education.illinoisstate.edu/teacher/clinical/rights.php> and review the “Dismissal from the teacher education program, including clinical or student teaching experiences.” Please review the “Guidelines for Submitting Student Appeals Procedures.
11. **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.
12. **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.
13. **Observation by your University Supervisor:** Your university supervisor will plan to make visits **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.

14. **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 to acquaint you with the various responsibilities of all teachers in the school.
15. **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.
16. **Graduation:** File an “Application for Graduation” at: <https://graduationservices.illinoisstate.edu/>
17. **Career Services:** Visit the ISU Career Center Website at: <https://careercenter.illinoisstate.edu/>

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:

1. Completing all eligibility requirements by the deadlines established by the Council for Teacher Education.
2. 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.
3. Following your host school district’s calendar for your student teaching semester.
4. 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.
5. Following assignment dates as specified on the confirmation letter provided by The Cecilia J. Lauby Teacher Education Center.
6. Submitting required reports and detailed lesson plans *in advance* of your teaching experience.
7. Conferring with your cooperating teacher, building principal and university supervisor regarding roles and expectations during the experience.
8. Conducting yourself, *at all times*, in a professional manner appropriate to that of a professional educator.
9. Developing competence that will enable your successful entry into the teaching profession.

10. Adhering to all local school policies and procedures.

11. Passage of the edTPA is an Illinois State Board of Education requirement for teacher education program completion and licensure. The cost of this assessment is currently \$300. Additional charges are assessed if the teacher candidate does not pass the edTPA on the initial attempt.

Teacher candidates are solely responsible for the contents of their edTPA portfolio and submitting their portfolio for scoring in a timely manner. **Teacher candidates must pass the edTPA in order to complete their teacher education program at ISU and be recommended for licensure in the State of Illinois.**

Teacher candidates can get more information regarding the edTPA resources provided by ISU from their program faculty or at <https://education.illinoisstate.edu/teacher/gateways/edtpa.php>.

12. 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 visit with you and your cooperating teacher to discuss the student teaching program and the responsibilities of each participant.

Subsequent visits: Should allow for a formal observations, 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 meet individually with you and your cooperating teacher. The conversation should focus on your work and to 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:

1. Be available for conferences at the time convenient for your university supervisor and cooperating teacher.
2. Arrive promptly for all scheduled conferences.
3. 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.
4. Be an active participant and attentive listener.
5. Seek self-growth in the ability to analyze one's own teaching strategies.
6. 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

Teacher Licensure

1. 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*.
2. All candidates for teaching licensure in Illinois must pass tests in the “basic skills of reading, writing, grammar, and mathematics” and “content knowledge in the specific major field.” Information can be found at the Illinois Licensure Testing System site:
<http://www.il.nesinc.com/>
3. *On September 1, 2015, passage of the edTPA became an Illinois State Board of Education requirement for teacher education program completion and licensure.* Teacher candidates are solely responsible for the contents of their edTPA portfolio and submitting their portfolio for scoring in a timely manner. Teacher candidates must pass the edTPA in order to complete their teacher education program at ISU and be recommended for licensure in the State of Illinois.
4. 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](http://www.isbe.net) (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 **Evaluation Services**: 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 Advisory Group Members

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Legislative Director
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:

http://www.wcsea.us/uploads/5/7/9/5/57958047/isbe_educator_code_of_ethics.pdf

Illinois Educator Code of Ethics retrieved from:

http://www.wcsea.us/uploads/5/7/9/5/57958047/isbe_educator_code_of_ethics.pdf

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

Reflections are Required Each Week

1. Summarize your teaching experiences during the past week. Include activities and highlights which subsequently influenced your planning and teaching.
2. Identify and describe two strengths you observed in your teaching this week.
3. Reflecting on your teaching this past week, identify two areas in need of improvement/growth.
4. Describe the strategies you will implement to improve in these two areas.
5. Write one goal you will focus on next week.

Student Teacher's Signature/Date: _____

Cooperating Teacher's Signature/Date: _____

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