

Elementary Education Program Handbook
Department of Curriculum & Instruction
Southern Illinois University Edwardsville

Overview

The two year Elementary Education program prepares teachers to be certified for grades K-9 in Illinois as part of a four year degree in Elementary Education. The program structure provides candidates with rich experiences in diverse local public schools concurrently with thorough university course work, all supported in a closely supervised cohort system. Together these program elements enable teacher candidates to develop the expertise and confidence to create classroom environments in which children and adolescents can learn and thrive. The extensive and well structured public school experiences in preparation for student teaching contribute to the program’s reputation for providing the region with high quality teachers who are *Inquirer Professionals*, embodying the School of Education’s conceptual framework for all educators. The elementary education program is approved by the state of Illinois and fully accredited by the National Council for the Accreditation of Teacher Education.

For general inquiries, please contact: Dr. Ann Taylor, Elementary Education Program Director
 FH 1133 618.650.3446 ataylor@siue.edu

For advisement information, please contact:

Lorrie Stricklin (Advisor for students with last names beginning with A-K)
Lisa Hempen (Advisor for students with last names beginning with L-Z)
 Office of Clinical Experiences, Certification, and Advisement (OCECA)
 Founders Hall, room 1110, 618.650.3940

B.S. in Elementary Education (Grades K-9)		
General Education	Professional Education	Elementary Education Major
Skills (15) English, Speech, Technology, & Philosophy Fine Arts & Humanities (6) Interdisciplinary Studies (3) Science & Math (15) Social Sciences (12) Health & PE (3) Academic Emphasis (18) English, Mathematics, Science, or Social Studies	Introduction to Education (2) Foundations of Education in a Multicultural Society (3) Educational Psychology (3) Exceptional Child (3) Speech Communications (3) Child Psychology (3) Art Foundations in Elementary Education (3) Strategies for Elementary Physical Education (3)	Elementary/Middle Field Experiences (3 x 1) Literature at Elementary & Middle Levels (3) Literacy at Elementary & Middle Levels (3) Literacy Assessment & Instruction (3) Language Arts Elementary & Middle Level (3) Mathematics at Elementary & Middle Levels (3) Science at Elementary & Middle Level (3) Social Studies at Elementary & Middle Levels (3) Middle & Junior High School (3) Student Teaching & Seminar (10+2)

Teachers in elementary grades must be prepared to teach all students in all subject areas. Freshman at SIUE focus on general education courses that expand knowledge of the subject areas they will teach children. In addition to general education courses, students take additional courses in an area of emphasis (English, mathematics, science, or social studies) for middle school certification. During their sophomore years, students begin to take professional education courses to develop a broad understanding of children, the field of education and life in schools and make their formal application for program admission. During the last two years at SIUE, after admission as teacher candidates in the elementary education major, engage in full-time study of teaching.

Admission to Elementary Education

To be considered for admission to the Elementary Education program, a student must:

- Declare Elementary Education through Undergraduate Academic Advisement.
- Complete 42 semester hours of courses.
- Obtain a cumulative G.P.A. of 2.5 or higher and be in "good standing" status at SIUE.
- Pass the Illinois Certification Testing System – Test of Basic Skills (<http://www.icts.nesinc.com>)
- Pass CI 200, Introduction to Education (or equivalent), with a "C" or better.
- Complete the five skills courses with a "C" or better.
- Have transcripts evaluated by an advisor in O.C.E.C.A. to verify that all requirements have been met.
- Apply to the Elementary Education program on or before the published deadline.

Note: Meeting minimum requirements for admission to the Elementary Education program does not guarantee acceptance. Frequently there are more applicants than there are openings.

To apply to the Elementary Education program, a student must:

- Complete the application form for the Elementary Education program early in the spring semester.
- Submit the application to the OCECA office by the published deadline.

Program Structure

Teacher candidates learn about teaching through their own experiences and inquiries in public school classrooms, working alongside experienced co-operating teachers and under the supervision of a university faculty member. In three semesters of public school placements prior to student teaching candidates move from initial short one-on-one interactions with pupils, to teaching short sequences of lessons to whole classes. Related and concurrent campus course work with experienced faculty provides ideas, questions, explanations, discussions and research to enrich and extend the weekly time in schools.

Course assignments provide essential perspectives and challenges to candidates' growing intellectual understanding of their new profession. A particular focus of methods courses and a special feature of the program are repeated "lesson study" assignments in which candidates work

together to research, plan and teach a lesson in school, and then spend time studying, discussing and learning together from their observations of the pupil's responses during the lesson. Engaging in a "lesson study" process throughout methods courses provides a consistent vehicle through which teacher candidates learn to reflect on teaching and learning, enabling them to clearly articulate the theoretical framework that drives their decisions. The "lesson study" process helps shift teacher candidates' view from a focus on teaching to a focus on student learning as they inquire about the larger processes of a teacher's professional life:

- a) Setting long- and short-term goals for student learning based on an understanding of diverse students' academic, social, and developmental needs.
- b) Developing knowledge of curriculum related to each discipline.
- c) Planning instruction with multiple teaching strategies, using the knowledge of how diverse students learn the content specific to the lesson, and the benchmarks prescribed by nation and state standards.
- d) Using multiple assessments of students' understanding prior to, during, and after teaching, including reviewing student work samples to monitor student progress, identifying misconceptions and error patterns, proposing interventions and modification to address and increase student achievement.
- e) Understanding how effective curriculum planning, teaching, and assessment results in increased student motivation and improves classroom management and the learning environment in general.
- f) Articulating and sharing ideas with colleagues through creating a collaborative, professional team culture.

The Elementary Education major begins each fall for students with junior or higher status when they are placed in four cohorts with 30 students in each. The program provides experiences in rural, urban and metropolitan schools at multiple grade levels (primary, intermediate, and middle school). Schools are selected to partner with SIUE based on a number of criteria including: school demographics, quality of learning experiences afforded SIUE candidates, availability of qualified mentor teachers, school location, etc.

Elementary Education Major	
Year One	
<p>Field Experience: Fall & Spring Semesters 3 10-week rotations, one full day per week Rural, Urban, & Metropolitan School - Primary, Intermediate, Middle Level Classroom Management Seminars</p> <p>Related Coursework: (2 courses each semester while completing content courses) Children’s Literature & Literacy Methods – or – Math Methods & Science Methods</p>	
Year Two	
<p>Fall Semester Field Experience: Two full days per week Classroom Management Seminars</p> <p>Related Coursework: Literacy Assessment Language Arts Methods Social Studies Methods Middle Level Curriculum (prior to student teaching)</p>	<p>Spring Semester Field Experience: Five full days per week for 16 weeks Assumes Fulltime Responsibility</p> <p>Related Coursework: Large Group Seminars Small Group Seminars Professional Inquiry Teams</p>

Year One Field Experiences

Teacher candidates, typically juniors, are in school placements all day on either Tuesday or Thursday depending on their section assignment, and on campus studying in methods classes (math, science, literacy, children's literature) for the other full day. Candidates' area of content emphasis is taken into consideration when making middle school placements.

After ten weeks in the field, candidates rotate to a new placement. Cooperating teachers receive notification about specific dates from their partnership supervisor. The second rotation is split between the fall and spring semesters, so candidates return to their Rotation 2 placement in January. By the end of the third and final ten-week placement candidates have had experiences in three different grade levels and three different schools. During each placement, candidates work with individuals and small groups, as well as have opportunities to teach lessons to the class. By rotation 3 all candidate will be involved in teaching the whole class. In addition, candidates will have completed two “lesson study” experiences with other candidates from their cohort.

Formal evaluation of their performance is an on-going part of the program. Formal field evaluation forms are completed by the cooperating teacher for each candidate at the end of their 10 week field rotation. The cooperating teachers and supervisors review these evaluations with

the candidates and at the end of each semester the supervisors completes an additional formal evaluation form which provides a grade to each candidate for their field performance.

Year Two Field Experiences

Fall Semester

Candidates return as seniors to one of their previous three schools for two full days per week (Tuesday and Thursday) while they continue to study literacy, language arts, and social studies on campus. Through teaching lessons to whole groups on a regular basis, and learning to work to adapt to the needs of all their students, they deepen their knowledge and extend their skills in preparation for their final student teaching experience. By the end of the Fall semester candidates planning and teaching a sequence of lessons that are the equivalent of about a half-day. Candidates complete a “lesson study” with a small group of other members of their cohort.

Formal evaluations continue as performance requirements increase and formal evaluation forms are completed by the cooperating teacher and supervisor at the end of their semester long field experience, based on the observed performance of the candidates. These forms are reviewed by all parties and if the candidate has successfully met the program performance requirements, including passing the Illinois Elementary/Middle level Content Test (see catalog), the candidates is eligible to advance to student teaching.

Teacher candidates are required to be at their placement from the first week of the university fall semester through until SIUE finals week. Candidates attend four full day classroom management seminars on campus and therefore miss four days of field placements; these dates will be communicated to cooperating teachers and administrators by the partnership supervisors.

Spring Semester - Student Teaching

Student teaching has long been the culminating experience in teacher preparation, and SIUE’s candidates arrive at this point in their program with three semesters of deep preparation behind them. Candidates student teach in the same school in which they participated during semester three. Student teachers are in schools five full days a week, gradually taking over full-time responsibilities as a teacher. Thus, candidates continue to increase the amount of teaching and planning they do in the classroom until are able to launch themselves confidently into several weeks of continuous Full Time Teaching Experience where they are fully responsible for the students and instruction, under supervision of cooperating teacher, for three to five weeks. The dates for the Full Time Teaching Experience are planned by the cooperating teacher, the SIUE supervisor, and the candidate.

Student teaching runs from the Monday of the first week of the university spring semester until the week before finals week of the university calendar; candidates follow their individual school's calendar for all holidays. Teacher candidates return to campus for Student Teaching Seminars, cooperating teachers will be notified of these dates by their partnership supervisor.

Candidate’s performance during student teaching is evaluated throughout the semester by formal observations of teaching by the supervisor and cooperating teacher, who both provide formal feedback to the candidate. In addition, cooperating teachers and supervisors complete end of

semester evaluations forms (Unit Student Teaching Evaluation and Program Student Teaching Evaluation).

Successful completion of all program requirements results in a Type 03 teaching certificate with an area of middle school endorsement corresponding to their SIUE emphasis area.

Closely Supervised School Placements

Each partnership section is supervised by one faculty member, who takes on the responsibility of guiding their group through the two years of increasingly complex field experiences. The SIUE supervisor provides supervision, informal and formal evaluation, information and support in the completion of the program. Questions, comments, and concerns about teacher candidate's performance are discussed with the partnership supervisor, faculty, and if necessary, the Program Director. Concerns about candidate's performance may range from identifying areas in need of further development during the program (Disposition Support Form) to documenting concerns about aspects of performance which may eventually result in the candidates exiting the program (Disposition Alert Form). Formal evaluations are completed at the end of each rotation and SIUE semester.

To prepare teacher candidates for their first field placement, university faculty meet with all new teacher candidates the first week of the university fall semester and dialogue about professionalism, the responsibilities of teacher candidates when they are in the classroom, and the elementary education coursework. There are clear Professional Expectations for behavior of SIUE Elementary Teacher Candidates in all their school placements. Additional requirements are listed in appropriate course syllabi (CI 311, CI 312, and CI 411). Student teachers are in schools five full days a week, gradually taking over full-time responsibilities as a teacher. Supervisors make regular visits to the candidates in their placements and talk with cooperating teachers about their progress. Thus supervisors act as important liaisons between the field and the university, ensuring consistent and quality performance is achieved by candidates.

Evaluation System

Expectations for the academic and professional performance of candidates in schools are shared during the program.

Professional Expectations of Teacher Candidates at Partnership Sites

Because SIUE teacher candidates complete much of their professional experiences in schools, it is essential for teacher candidates to understand and comply with the expectations that will be held for them by University faculty, teachers, and partner school administrators. While participating with partner schools, SIUE teacher candidates are considered as professionals-in-training, with responsibilities very similar to their cooperating s, the public school teachers. As co-instructors, cooperating teachers have the responsibility, in conjunction with University faculty, to supervise and evaluate the performance of teacher candidates assigned to them.

Regular attendance and punctuality are absolutely imperative. It is the teacher candidate's professional responsibility to attend every day and to be there on time, which means, at the same time, or before, teachers report to the building. Absences are to be avoided; if there is a

sufficiently serious reason to be absent, the teacher candidate must inform both the cooperating teacher and their partnership supervisor. Unexcused absences or repeated tardiness are not acceptable during the two-year program. The cooperating teachers will provide teacher candidates with information on how to inform the school of their absence.

Teacher candidates are expected to observe standard professional ethics throughout all program experiences, such as confidentiality of information about students and appropriate conduct with students, colleagues, and cooperating teachers. It is the teacher candidate's responsibility to follow the cooperating teacher's policies and practices for maintaining order and discipline. Teacher candidates must also comply with the school norms pertaining to dress and behavior.

In addition to completing assignments in connection with courses, the teacher candidate is responsible for carrying out both instructional and non-instructional tasks assigned by the cooperating teacher whenever possible. Instructional assignments can include individual tutoring, small group teaching, team teaching with the cooperating teacher, or leading a special project. Non-instructional tasks include, but are not limited to, assisting in playground and cafeteria supervision, grading and filing papers, and supervision of a planned recess activity. It is important to keep in mind that teacher candidates are part of the classroom team and should participate fully in the activities of the partner classroom and school.

Faculty members and partner school personnel expect that the primary commitment of every teacher candidate be to the instruction of the children in their classrooms and to their own on-going professional development. It is the teacher candidate's responsibility to reduce other commitments to a minimum, including employment. Successful performance in this program demands on long hours of preparation, for both course and teaching experiences. Teacher candidates who are unwilling or unable to invest the amount of time and effort that is demanded are encouraged to consider pursuing programs other than teacher education.

Teacher candidates are discouraged from taking an overload during their professional sequence. However, under unusual circumstances an overload may be attempted, but only with prior written approval of the Director of Elementary Education.

Professionalism Dispositions

Attendance, tardiness, and dispositions will be monitored throughout the program and failure to maintain professional standards in these areas could result in a reduction to the relevant final course grades and/or removal from the program. Candidates' professional dispositions and performance are assessed through multiple informal and formal processes during the program.

Dispositions Support - The teacher candidate, supervisor, cooperating teacher, and or a faculty member may use the Dispositions Support Form to identify an area of concern that is impeding the development of the candidate's professional progress. The intent of the process is to support and/or advise the candidate so that the disposition/situation improves. This form is to be used as an aid to plan how to adapt and/or develop the candidate's teaching or academic performance. Problem-solving suitable to the situation should take place between the appropriate individuals (usually the program director, faculty member, partnership supervisor and/or the cooperating teacher) and the candidate in a formal meeting. Appropriate responses may include, but are not

limited to: visiting campus support services (writing center, counseling services, etc.), changing behavior, writing and/or reflecting on the incident, etc.

The procedures for completing the Dispositions Support Form are:

1. Share the completed form with the teacher candidate. Have the candidate sign the form indicating he or she has seen the form.
2. Retain the original and give a copy to the candidate, to the program director, and to the candidate's partnership supervisor.

If a teacher candidate receives TWO Dispositions Support Forms or the response to the first form is unsuitable, a meeting may be scheduled with the appropriate individuals (usually, partnership supervisor, program director, and faculty if involved) and the candidate to further discuss the situation.

Dispositions Alert - A Dispositions Alert Form is initiated if a candidate's professional disposition or performance causes immediate and serious concern such that the teacher candidate may not successfully complete the program and/or that the teacher candidate may be unable to meet the performance requirements for the teaching profession. The Dispositions Alert Form alerts and advises the candidate of the areas of extreme weakness or persistent concern which may jeopardize his/her ability to complete the program. This form usually accompanies a meeting with the supervisor, cooperating teacher, faculty member, program director. The severity of the issue documented on Disposition Alert Form may result in immediate removal from the program.

The person who completes the form and the program director (or designee) must discuss the area(s) of concern with the candidate, suggesting methods for improvement and/or other courses of action. Notes on this discussion will be added to the form and signed by the candidate. A copy of the completed form will be given to the program director, the teacher candidate, Associate Dean, and OCECA Director. Further discussions with the candidate will take place if deemed warranted by the program director. The Dispositions Alert Form will be placed in the candidate's file. Upon completion of a Dispositions Alert Form, the teacher candidate may request a hearing with the Chair of the Department. If the candidate feels the assessment is inaccurate or unfairly administered the candidate may appeal to the Associate Dean. After a meeting with the Associate Dean the candidate has the right to file a grievance.

Students are cautioned to reserve ample time in their schedules to meet course requirements. The faculty expects that professional preparation is the highest priority of all students in teacher education. The coursework demands a good deal of time outside of class, not only for reading and writing assignments, but also for assignments in public school classrooms during daytime hours. Candidates must participate in school settings, and submit written analyses of their activities. These activities, plus other course requirements, require a time and energy commitment well beyond that of many academic courses.

Elementary Program Disposition Support Form

Name of Teacher Candidate _____ Date _____

BID: _____ Section Number _____ Year of Graduation _____

Partnership Supervisor _____

Name of Person Completing Form _____ Role/Job _____

1. Please state the area that the teacher candidate needs support in:

2. Please describe the evidence or incident(s) that indicated to you that the teacher candidate needs support. Provide dates where appropriate.

3. Please record any suggestion or plan for addressing the area in need of support. *(This may be completed later if further investigation is necessary)*

My signature indicates that I have read this form. It does not indicate that I agree.

(Teacher Candidate signature) _____

(Signature of faculty/staff member) _____

A copy of this form will be forwarded to the Elementary Program Director, your Partnership Supervisor, and appropriate other faculty and/or cooperating teachers.

**DISPOSITIONS ALERT FORM
SCHOOL OF EDUCATION**

Initiator of form _____ Date _____
Position (check one): Faculty Member__ Supervisor__ Cooperating Teacher__ Advisor__
Other (Describe)___

Teacher Candidate _____

Candidate's Certification Program___Elementary Education _____

Course or Field Experience_____

Disposition: Candidate values theory and research.
Nature of Concern:

Recommendation:

Disposition: Candidate believes all children can learn through the application of appropriate instructional processes.
Nature of Concern:

Recommendation:

Disposition: Candidate takes a critical perspective of the context of schools.
Nature of Concern:

Recommendation:

(Over)

Disposition: Candidate respects the diversity of all learners, colleagues, parents, and members of the wider community.

Nature of Concern:

Recommendation:

Disposition: Candidate values appropriate interpersonal relationships.

Nature of Concern:

Recommendation:

Disposition: Candidate has a sense of professional responsibility and values life-long learning.

Nature of Concern:

Recommendation:

The person who initiated this form has discussed his/her concern(s) with me.

Candidate's signature _____

Cc: Program Director

Associate Dean

Director of Office of Clinical Experience, Certification and Advisement

Adopted 4/04

Revised 8/31/06

**SIUE Department of Curriculum & Instruction
CI 311 & 312 – Field Experiences One & Two – Elementary Education
Cooperating Teacher Final Evaluation**

Directions for Cooperating Teachers:

Please complete the evaluation as an **overall assessment** of the candidate's knowledge, skills, and dispositions during the placement. Teacher candidates in CI 311 and 312 are not yet expected to demonstrate the competencies required of a beginning teacher. They should, however, attempt to demonstrate the standard, but will probably do so in limited ways (rating of 1). Please provide support for ratings, other than 1, in each comment section.

Upon completion of the evaluation, please have a conference with the candidate to provide feedback on the his/her initial development as a teacher. At that conference, the candidate should sign the last page of the evaluation. Please return the signed evaluation to the SIUE supervisor.

Candidate: _____ **ID:** _____

Cooperating Teacher: _____ **Section:** _____

School: _____ **Date of Evaluation:** _____

SIUE Supervisor: _____ **Rotation:** 1__ 2__ 3__

Rural__ **Urban**__ **Metropolitan**__ **Grade Level** _____

Evaluate the overall performance of candidate using the following ratings:

Not Applicable (NA)	Not Yet Evident (0)	Initial Development (1)	Developing Competence (2)
The teacher candidate currently does not have the opportunity to demonstrate the standard.	The teacher candidate fails to demonstrate the standard.	The teacher candidate attempts to demonstrate the standard, but does so in limited or inconsistent way, and frequently needs prompting to apply the standard.	The teacher candidate demonstrates the standard with some competence, but needs some prompting to apply the standard.

Professionalism	Not Applicable (NA)	Not Yet Evident (0)	Initial Attempts (1)	Developing Competence (2)
Follows codes of professional conduct and Promotes and maintains a high level of integrity in the practice of the profession. (11J, 11Q)				
Demonstrates knowledge of current legal directives (11J, 11R, 11S)				
Follows school policy and procedures when working with students, colleagues, and families. (5I, 11K)				
Uses a variety of modes (verbal, nonverbal, and written) to effectively communicate with students, other professionals, and parent/guardians. (7I)				
Continuously seeks to improve professional practices through reflection, evaluation and revision. (10E, 10I)				

Professionalism (continued)	Not Applicable (NA)	Not Yet Evident (0)	Initial Attempts (1)	Developing Competence (2)
Collaborates with other professionals to support his/her own development as a learner and a teacher. (10F, 10G, 10H, 10M)				
Collaborates with other professionals to enhance student success (such as co-planning, co-teaching. (9H, 9J, 9T)				
Participates in the school learning community in ways that respect individual differences among students, colleagues, and parents/guardians. (3G, 7J, 9I)				
Develops relationships with parents/guardians to acquire an understanding of students' lives outside of school to promote student learning and well-being. (9J, 9K, 9L, 9O, 9Q)				

Support for Ratings: Please state specific reasons for ratings of 0 or 2.

Learning Environment	Not Applicable (NA)	Not Yet Evident (0)	Initial Attempts (1)	Developing Competence (2)
Uses effective behavior management techniques to create a functioning learning community (such as students assuming responsibility for themselves, showing mutual respect, participating in decision making, working collaboratively and independently, and engaging in purposeful learning activities). (5L, 5K, 5N, 5O)				
Uses a variety of approaches to promote positive social interactions among all students, including students with disabilities. (5Q, 5R)				
Organizes, allocates, and manages time, materials, and physical space to create expectations for behavior to achieve classroom goals. (5J, 5M, 5P)				

Support for Ratings:

Curriculum	Not Applicable (NA)	Not Yet Evident (0)	Initial Attempts (1)	Developing Competence (2)
Uses the scope and sequence of the curriculum, including Illinois Learning Standards, to create short and long range plans to achieve appropriate expectations for student learning. (4I, 4J, 4K)				
Has sufficient knowledge of subject matter to appropriately plan for instruction, including the knowledge to anticipate and adjust for common misconceptions that impede student learning. (1A, 1J)				
<ul style="list-style-type: none"> • Reading/Language Arts 				
<ul style="list-style-type: none"> • Mathematics 				
<ul style="list-style-type: none"> • Science & Health 				
<ul style="list-style-type: none"> • Social Studies 				
<ul style="list-style-type: none"> • The Arts (Music, Art, Theater, etc) 				
<ul style="list-style-type: none"> • Physical Education 				
Develops curriculum that demonstrates an interconnection between subject areas that will reflect life and career experiences. (1L, 4O, 6L)				
Uses knowledge of students to create and/or select learning experiences that are appropriate to the subject area, curriculum goals, and principles of effective instruction (such as stages of development, strengths and needs, learning styles, families, cultures, and communities.) (3I, 3L, 4L, 4M, 4P, 4S)				
Uses teaching resources and curriculum materials, including technology, that are comprehensive, accurate, and useful for representing particular ideas and concepts in a subject area. (1F, 1I, 4Q)				

Support for Ratings:

Instruction	Not Applicable (NA)	Not Yet Evident (0)	Initial Attempts (1)	Developing Competence (2)
Engages students in learning experiences that introduce and reinforce concepts at different levels of complexity so that they are meaningful to all students and help them make connections to other subject areas and to life. (1G, 1L, 1K, 2I, 4N) <ul style="list-style-type: none"> • Reading/Language Arts 				
<ul style="list-style-type: none"> • Mathematics 				
<ul style="list-style-type: none"> • Science & Health 				
<ul style="list-style-type: none"> • Social Studies 				
<ul style="list-style-type: none"> • The Arts (Music, Art, Theater, etc) 				
<ul style="list-style-type: none"> • Physical Education 				
Uses a wide range of instructional strategies, including technology, to engage students in the process of inquiry and enhance student learning. (1H, 3K, 4R, 6N)				
Activates students' prior knowledge and helps them connect new ideas to already familiar ideas and experiences. (2H)				
Adapts instruction and materials to facilitate student learning, particularly for individual students who have learning differences or needs. (3H, 6O)				

Support for Ratings:

Assessment	Not Applicable (NA)	Not Yet Evident (0)	Initial Attempts (1)	Developing Competence (2)
Uses a variety of formal and informal assessments to appropriately evaluate the understanding, progress, and performance of the individual student and the class as a whole. (6P, 8J)				
Uses assessment strategies and devices which are nondiscriminatory and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. (8Q)				
Uses assessments appropriately, including technology, to diagnose student learning needs and to design, align and modify instruction. (6H, 8I, 8M, 8O, 8P)				
Involves students in self-assessment activities to help them become aware of their strengths and needs and to establish personal goals for learning. (8K)				
Maintains useful and accurate records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents and colleagues. (8L)				

Support for Ratings:

Teacher Candidate _____

Date _____

Cooperating Teacher : _____

Date _____

SIUE Supervisor: _____

Date _____

**SIUE Department of Curriculum & Instruction
CI 411 – Field Experience Year 2 – Elementary Education
Cooperating Teacher Final Evaluation**

Directions for Cooperating Teachers:

Please complete the evaluation as an **overall assessment** of the candidate’s knowledge, skills, and dispositions during the placement. Teacher candidates in CI 411 (Year 2) are expected to demonstrate some of the competencies required of a beginning teacher (rating of 2) . Please provide support for ratings, other than 2, in each comment section.

Upon completion of the evaluation, please have a conference with the candidate to provide feedback on the his/her continuing development as a beginning teacher. At that conference, the candidate should sign the last page of the evaluation. Please return the signed evaluation to the SIUE supervisor.

Candidate: _____ **ID:** _____

Cooperating Teacher: _____ **Section:** _____

School: _____ **Date of Evaluation:** _____

SIUE Supervisor: _____ **Grade Level** _____

Evaluate the overall performance of candidate using the following ratings:

Not Applicable (NA)	Not Yet Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)
The teacher candidate currently does not have the opportunity to demonstrate the standard.	The teacher candidate fails to demonstrate the standard.	The teacher candidate attempts to demonstrate the standard, but does so in limited or inconsistent way, and frequently needs prompting to apply the standard.	The teacher candidate demonstrates the standard with some competence, but needs some prompting to apply the standard.	The teacher candidate demonstrates the standard with competence and needs little or no prompting to apply the standard.

Professionalism	Not Applicable (NA)	Not Yet Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)
Follows codes of professional conduct and Promotes and maintains a high level of integrity in the practice of the profession. (11J, 11Q)					
Demonstrates knowledge of current legal directives (11J, 11R, 11S)					
Follows school policy and procedures when working with students, colleagues, and families. (5I, 11K)					
Uses a variety of modes (verbal, nonverbal, and written) to effectively communicate with students, other professionals, and parent/guardians. (7I)					
Continuously seeks to improve professional practices through reflection, evaluation and revision. (10E, 10I)					

Professionalism (continued)	Not Applicable (NA)	Not Yet Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)
Collaborates with other professionals to support his/her own development as a learner and a teacher. (10F, 10G, 10H, 10M)					
Collaborates with other professionals to enhance student success (such as co-planning, co-teaching. (9H, 9J, 9T)					
Participates in the school learning community in ways that respect individual differences among students, colleagues, and parents/guardians. (3G, 7J, 9I)					
Develops relationships with parents/guardians to acquire an understanding of students' lives outside of school to promote student learning and well-being. (9J, 9K, 9L, 9O, 9Q)					

Support for Ratings: Please state specific reasons for ratings of 0, 1 or 3.

Learning Environment	Not Applicable (NA)	Not Yet Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)
Uses effective behavior management techniques to create a functioning learning community (such as students assuming responsibility for themselves, showing mutual respect, participating in decision making, working collaboratively and independently, and engaging in purposeful learning activities). (5L, 5K, 5N, 5O)					
Uses a variety of approaches to promote positive social interactions among all students, including students with disabilities. (5Q, 5R)					
Organizes, allocates, and manages time, materials, and physical space to create expectations for behavior to achieve classroom goals. (5J, 5M, 5P)					

Support for Ratings: Please state specific reasons for ratings of 0, 1 or 3.

Curriculum	Not Applicable (NA)	Not Yet Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)
Uses the scope and sequence of the curriculum, including Illinois Learning Standards, to create short and long range plans to achieve appropriate expectations for student learning. (4I, 4J, 4K)					
Has sufficient knowledge of subject matter to appropriately plan for instruction, including the knowledge to anticipate and adjust for common misconceptions that impede student learning. (1A, 1J)					
<ul style="list-style-type: none"> • Reading/Language Arts 					
<ul style="list-style-type: none"> • Mathematics 					
<ul style="list-style-type: none"> • Science & Health 					
<ul style="list-style-type: none"> • Social Studies 					
<ul style="list-style-type: none"> • The Arts (Music, Art, Theater, etc) 					
<ul style="list-style-type: none"> • Physical Education 					
Develops curriculum that demonstrates an interconnection between subject areas that will reflect life and career experiences. (1L, 4O, 6L)					
Uses knowledge of students to create and/or select learning experiences that are appropriate to the subject area, curriculum goals, and principles of effective instruction (such as stages of development, strengths and needs, learning styles, families, cultures, and communities.) (3I, 3L, 4L, 4M, 4P, 4S)					
Uses teaching resources and curriculum materials, including technology, that are comprehensive, accurate, and useful for representing particular ideas and concepts in a subject area. (1F, 1I, 4Q)					

Support for Ratings: Please state specific reasons for ratings of 0, 1 or 3.

Instruction		Not Yet Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)
Engages students in learning experiences that introduce and reinforce concepts at different levels of complexity so that they are meaningful to all students and help them make connections to other subject areas and to life. (1G, 1L, 1K, 2I, 4N)					
<ul style="list-style-type: none"> • Reading/Language Arts 					
<ul style="list-style-type: none"> • Mathematics 					
<ul style="list-style-type: none"> • Science & Health 					
<ul style="list-style-type: none"> • Social Studies 					
<ul style="list-style-type: none"> • The Arts (Music, Art, Theater, etc) 					
<ul style="list-style-type: none"> • Physical Education 					
Uses a wide range of instructional strategies, including technology, to engage students in the process of inquiry and enhance student learning. (1H, 3K, 4R, 6N)					
Activates students' prior knowledge and helps them connect new ideas to already familiar ideas and experiences. (2H)					
Adapts instruction and materials to facilitate student learning, particularly for individual students who have learning differences or needs. (3H, 6O)					

Support for Ratings: Please state specific reasons for ratings of 0, 1 or 3.

Assessment	Not Applicable (NA)	Not Yet Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)
Uses a variety of formal and informal assessments to appropriately evaluate the understanding, progress, and performance of the individual student and the class as a whole. (6P, 8J)					
Uses assessment strategies and devices which are nondiscriminatory and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. (8Q)					
Uses assessments appropriately, including technology, to diagnose student learning needs and to design, align and modify instruction. (6H, 8I, 8M, 8O, 8P)					
Involves students in self-assessment activities to help them become aware of their strengths and needs and to establish personal goals for learning. (8K)					
Maintains useful and accurate records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents and colleagues. (8L)					

Support for Ratings: Please state specific reasons for ratings of 0, 1 or 3.

Teacher Candidate _____

Date _____

Cooperating Teacher : _____

Date _____

SIUE Supervisor: _____

Date _____

SIUE Department of Curriculum & Instruction
CI 451A – Student Teaching – Elementary Education

Candidate: _____ **BANNER ID:** _____

Cooperating Teacher: _____ **Section:** _____ **SIUE Supervisor:** _____

School: _____ **Grade Level/Classroom** _____ **Date of Evaluation:** _____

Directions for Cooperating Teachers: Please complete this first part of the evaluation as an overall assessment of the teacher candidate's dispositions. Use the ratings below to indicate the competency level of your teacher candidate.

Not Applicable (N/A)	Not Evident (0)	Initial Development (1)	Beginning to Develop Competence (2)	Competence of a Beginning Teacher (3)	Outstanding Development for a Beginning Teacher (4)
The teacher candidate currently does not have the opportunity to demonstrate the standard.	The teacher candidate fails to demonstrate the standard.	The teacher candidate attempts to demonstrate the standard, but does so in limited or inconsistent way, and frequently needs prompting to apply the standard.	The teacher candidate demonstrates the standard with some competence, but needs some prompting to apply the standard.	The teacher candidate demonstrates the standard with competence and needs little or no prompting to apply the standard.	The teacher candidate demonstrates the standard consistently, skillfully and with no prompting.

Dispositions	Not Applicable (N/A)	Not Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)	Outstanding Development (4)
1. Values appropriate interpersonal relationships (D16)						
2. Participates actively and appropriately in the classroom environment (D8)						
3. Accepts differences of opinion and is open to new ideas (D13)						
4. Communicates effectively with different audiences (D12)						
5. Provides and accepts feedback and constructive criticism (D18)						

Dispositions	Not Applicable (N/A)	Not Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)	Outstanding Development (4)
6. Remains respectful and professional in difficult situations (D14)						
7. Treats others equitably and fairly and demonstrates empathy for the feelings of others (D15,D20)						
8. A sense of professional responsibility is evident (D21)						
9. Meets obligations and deadlines and high personal standards are evident in work (D22, D24)						
10. Is able to take the initiative and demonstrates some creativity (D25)						
11. Speech is articulate and models correct grammar (D26)						
12. Works and learns independently (D27)						
13. Demonstrates capacity for leadership (D9)						

Additional Comments:

Directions for Cooperating Teachers: Please complete this portion of the evaluation as an overall assessment of the teacher candidate’s knowledge and skills in the areas of **Professionalism, Learning Environments, Curriculum, Instruction** and **Assessment**. Student teachers are expected to demonstrate the competencies required of a developing/beginning teacher (rating 2 or 3) in these areas. Ratings for each standard, other than 2 or 3, should be supported with specific examples. Space for these comments follows each section.

Not Applicable (N/A)	Not Evident (0)	Initial Development (1)	Beginning to Develop Competence (2)	Competence of a Beginning Teacher (3)	Outstanding Development for a Beginning Teacher (4)
The teacher candidate currently does not have the opportunity to demonstrate the standard.	The teacher candidate fails to demonstrate the standard.	The teacher candidate attempts to demonstrate the standard, but does so in limited or inconsistent way, and frequently needs prompting to apply the standard.	The teacher candidate demonstrates the standard with some competence, but needs some prompting to apply the standard.	The teacher candidate demonstrates the standard with competence and needs little or no prompting to apply the standard.	The teacher candidate demonstrates the standard consistently, skillfully and with no prompting.

Professionalism	Not Applicable (N/A)	Not Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)	Outstanding Development (4)
Follows school policy and procedures when working with students, colleagues, and families. (5I, 11K)						
Continuously seeks to improve professional practices through reflection, evaluation and revision. (10E, 10I)						
Collaborates with other professionals to support his/her own development as a learner and a teacher. (10F, 10G, 10H, 10M)						
Participates in the school learning community in ways that respect individual differences among students, colleagues, and parents/guardians. (3G, 7J, 9I, 3N, 11O, 11P)						
Develops relationships with parents/guardians to acquire an understanding of students’ lives outside of school to promote student learning and well-being. (9J, 9K, 9L, 9O, 9Q)						

Evidence for Ratings: Please state specific reasons for ratings of 0, 1 or 4.

Curriculum	Not Applicable (N/A)	Not Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)	Outstanding Development (4)
Uses the scope and sequence of the curriculum, including Illinois Learning Standards, to create short and long range plans to achieve appropriate expectations for student learning. (4I, 4J, 4K)						
Has sufficient knowledge of subject matter to appropriately plan for instruction, including the knowledge to anticipate and adjust for common misconceptions that impede student learning. (1A, 1J)						
<ul style="list-style-type: none"> • Reading/Language Arts 						
<ul style="list-style-type: none"> • Mathematics 						
<ul style="list-style-type: none"> • Science 						
<ul style="list-style-type: none"> • Social Studies 						
<ul style="list-style-type: none"> • The Arts (Music, Art, Theater, etc) 						
<ul style="list-style-type: none"> • Physical Education & Health 						
Able to integrate different content areas and demonstrate relevance to real world situations. (1L, 4O, 6L)						
Uses knowledge of students to create and/or select learning experiences that are appropriate to the subject area, curriculum goals, and principles of effective instruction (such as stages of development, strengths and needs, learning styles, families, cultures, and communities.) (3I, 3L, 4L, 4M, 4P, 4S)						
Uses teaching resources and curriculum materials, including technology, that are comprehensive, accurate, and useful for representing particular ideas and concepts in a subject area. (1F, 1I, 4Q)						

Evidence for Ratings: Please state specific reasons for ratings of 0, 1 or 4.

Instruction	Not Applicable (N/A)	Not Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)	Outstanding Development (4)
Engages students in learning experiences that introduce and reinforce concepts at different levels of complexity so that they are meaningful to all students and help them make connections to other subject areas and to life. (1G, 1L, 1K, 2I, 4N)						
<ul style="list-style-type: none"> • Reading/Language Arts 						
<ul style="list-style-type: none"> • Mathematics 						
<ul style="list-style-type: none"> • Science 						
<ul style="list-style-type: none"> • Social Studies 						
<ul style="list-style-type: none"> • The Arts (Music, Art, Theater, etc) 						
<ul style="list-style-type: none"> • Physical Education & Health 						
Uses a wide range of instructional strategies and technologies to engage students in the process of inquiry and enhance student learning. (1H, 3K, 4R, 6N)						
Activates students' prior knowledge and helps them connect new ideas to already familiar ideas and experiences. (2H)						
Adapts instruction and materials to provide appropriate accommodations for the individual needs of each student. (3H, 6O)						

Evidence for Ratings: Please state specific reasons for ratings of 0, 1 or 4.

Learning Environments	Not Applicable (N/A)	Not Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)	Outstanding Development (4)
Uses effective behavior management techniques to create a functioning learning community (such as students assuming responsibility for themselves, showing mutual respect, participating in decision making, working collaboratively and independently, and engaging in purposeful learning activities). (5L, 5K, 5N, 5O)						
Uses a variety of approaches to promote positive social interactions among all students, including students with disabilities. (5Q, 5R)						
Demonstrates organizational and management skills essential to effective instructional environment. (5J, 5M, 5P)						

Evidence for Ratings: Please state specific reasons for ratings of 0, 1 or 4.

Assessment	Not Applicable (N/A)	Not Evident (0)	Initial Attempts (1)	Developing Competence (2)	Competence of a Beginning Teacher (3)	Outstanding Development (4)
Uses a variety of formal and informal assessments to appropriately evaluate the understanding, progress, and performance of the individual student and the class as a whole. (6P, 8J)						
Is able to adjust assessment strategies and devices to accommodate variations in learners. (8Q)						
Uses assessments appropriately, including technology (when available), to diagnose student learning needs; design, align and modify instruction. (6H, 8I, 8M, 8O, 8P)						
Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning. (8K)						
Maintains useful and accurate records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents and colleagues. (8L)						

Evidence for Ratings: Please state specific reasons for ratings of 0, 1 or 4.

Student Teacher: _____

Date _____

Cooperating Teacher: _____

Date _____

SIUE Supervisor: _____

Date _____