

SOUTHERN ILLINOIS UNIVERSITY  
**EDWARDSVILLE**

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE  
COLLEGE OF ARTS AND SCIENCES

***ELA Guidebook***

*for*

Cooperating Teachers (CTs) and Student Teachers (STs)  
of English Language Arts  
in Middle, Junior High, and High Schools

Fall 2016

Created by the Department of English Language and Literature  
[UPDATED: 15 Aug. 2016]

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<sup>1</sup> National Council of Teachers of English (NCTE) / Council for the Accreditation of Educator Preparation (CAEP) Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7-12 (2012)

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## I. Foreword

The Department of English Language and Literature at Southern Illinois University Edwardsville has created the *ELA Guidebook for Cooperating Teachers (CTs) and Student Teachers (STs) of English Language Arts in Middle, Junior High, and High Schools* as an informational guide and supplement to the student teaching materials provided by SIUE's School of Education, Health, and Human Behavior.

In the Department of English Language and Literature, Profs. Heather Johnson and Jill Anderson supervise, observe, and evaluate English student teachers. It is important to note that SIUE's secondary education program divides student teacher supervision between the College of Arts and Sciences (abbreviated as CAS) and the School of Education, Health, and Human Behavior (abbreviated as SOE or, in its longer form, as SOEHHB). This system of joint supervision means that each English student teacher will have an SOE supervisor in addition to Dr. Johnson or Dr. Anderson (who are also known as the CAS/English supervisors).

Please do not hesitate to contact Profs. Anderson or Johnson when you have any questions, ideas, or concerns. All of our contact information is listed below. Email is the best method and, even in an urgent situation, usually the most reliable point of contact. We always appreciate hearing from student teachers and their cooperating teachers—in fact, the more communication we have, the better off the student teaching experience will be.

When you (inevitably!) run into inaccuracies, inconsistencies, or typographical errors in this guidebook, please notify Prof. Anderson. The document has had many authors, and we are constantly updating the information contained within our *ELA Guidebook for CTs and STs*. We're looking forward to working with you. Best wishes for a happy and productive semester!

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## II. Department of English Contact Information

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 OFFICE LOCATION: 2230 Peck Hall

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<sup>2</sup> Text or call me on my cell anytime (me = Jill Anderson). Note the 616 area code! Don't worry about interrupting or calling at an inconvenient hour. If I miss the text/call, I'll text/call you back when I am available.

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### III. General Description of Student Teaching

Student teaching for English majors seeking secondary English Language Arts professional educator licensure at Southern Illinois University Edwardsville is carried out through the cooperation of public schools in the SIUE service area. To provide a framework for this cooperation, the Department of English has created this *ELA Guidebook for Cooperating Teachers (CTs) and Student Teachers (STs)*, which details some of the expectations and policies of our Secondary English Education Program.

#### ***Length of Assignment***

The exact length of student teaching assignments may vary depending upon the needs of individual student teachers; however, one full semester (fall or spring) is the norm, with a reduced teaching load during the first half of the semester while student teachers are simultaneously working on their edTPA projects. The School of Education's Secondary Education Program (not the English Department) sets the student teaching calendar. English student teachers should share the Secondary Education Program's expectations with cooperating teachers as soon as they have the SOE calendar and other information. Student Teachers follow their host schools' academic calendars and break schedules, not SIUE's.

Immediately upon arrival, student teachers should begin to learn the names of students and fellow teachers and become familiar with the routines of the school. As soon as possible, they should assume some of the duties of the cooperating teacher, such as taking attendance and keeping other records. STs should also learn the names and functions of the office and support personnel and the appropriate functions of the various administrators. In particular, cooperating teachers should familiarize student teachers with Individualized Education Programs (IEPs) and other specialized educational plans for students with special needs.

The first teaching experience may begin as soon as the student teacher, the cooperating teacher, and the university supervisor think advisable, with additional instructional responsibility added as the student teacher demonstrates the ability to handle the work. As mentioned above, please check the Secondary Education Program's specific recommendations. Student teachers will typically take on a part-time teaching load during the first half of the semester while they are developing and completing their edTPA projects. Once the edTPA is submitted (at the semester midpoint), student teachers transition into the cooperating teacher's full-time teaching schedule of five or six classes. We understand that cooperating teachers (CTs) and student teachers (STs) will need to adjust these expectations to allow for school-specific circumstances.

#### ***Supervision by the Cooperating Teacher***

Although two to three observational evaluations per week are suggested, it is difficult to specify in advance how much guidance and supervision will be needed for a given student teacher. Student teaching is likely the only time in an educator's career when he or she can receive feedback and suggestions from a professional colleague who shares responsibility for the same students in the same setting. In this feature, more than any other, lies the justification for a student teaching program; it would be unfortunate if this opportunity were neglected. We

recognize that the student teacher will learn much from the experience of using personal resources to manage classes independently. Some balance between constant supervision and complete freedom will need to be achieved by each cooperating teacher and student teacher. Please see sections entitled “Characteristics of an Effective Cooperating Teacher” and “Role of the Cooperating Teacher” (pp. 22-24) for additional guidelines.

### ***Supervision by the University***

University supervisors from the College of Arts and Sciences (CAS/English) and School of Education (SOE) will visit the student teacher approximately six times during the student’s stay in the school (three observations per supervisor). These visits might be scheduled ahead of time with the student, or they might be unannounced, depending on the supervisor involved.<sup>3</sup> If arrangements have been made ahead of time with the student, she or he should notify and clear that time with the cooperating teacher—especially because the CT may want to speak with the university supervisor as part of the visit. In addition, the cooperating teacher should feel free to request a conference with a university supervisor at any time and should expect the supervisors to solicit the CT’s reactions, suggestions, and descriptions of teaching behaviors and related issues.

### ***Cooperating Teacher/Student Teacher Conferences***

The cooperating teacher and the student teacher should schedule regular and frequent conference periods—at least three times weekly. It is easy to let questions go unasked and, therefore, unanswered if a specific time is not set aside for such discussion. (Of course, some questions can be handled on the run, but these quick suggestions and corrections should not substitute for regularly scheduled conferences.) CT/ST conferences also provide time to go over plans for future lessons and to critique past performance. Such meetings are an essential part of the total program.

### ***Lesson Plans***

Planning is necessary for the success of any venture and particularly important in teaching. Student teachers should prepare weekly lesson plans carefully, and the plans should be written and submitted to cooperating teachers **in advance**. It is unacceptable for a student teacher to take advantage of a cooperating teacher by submitting lesson plans so late that the CT is not free to suggest changes. The university supervisor might wish to receive copies of plans, too; certainly she or he will expect to receive an appropriate plan upon arrival for any observational visit (whether scheduled or unannounced). Further, in some schools, the principal requires a copy of all lesson plans to be filed in the office. CAS/English supervisors require that student teachers submit formally written plans the day before each scheduled evaluative observation (see pp. 28-33 for a copy of the English Department’s formal planning form).

The student teaching experience provides an opportunity for teacher candidates to put into practice personal ideas as well as theoretical approaches that have been presented in professional education courses. However, it is also a time for learning from other teachers. A cooperating teacher should provide latitude for experimentation by the student teacher—provided, of course, that the ST’s pedagogical explorations do not jeopardize the integrity of the school’s curriculum.

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<sup>3</sup> Ordinarily, when a CAS/English supervisor plans an “unannounced” visit, she will alert the cooperating teacher ahead of time to assure the appropriateness of the timing. See p. 25 of this CT/ST guide for more information about student teacher observations and supervision.

***Duties and Responsibilities of Teaching***

The student teaching internship is a time when a teacher candidate tries on the role of a full-time teacher, including the supplementary duties and responsibilities that are required. Among other considerations, student teachers are expected to become acquainted with school policies and procedures and to be included in day-to-day faculty activities—e.g., meetings of professional organizations, parent conferences, co-curricular activities, and such auxiliary duties as bus loading, hall duty, and lunch room supervision. Please note that student teachers should not take over senior-level Advanced Placement (AP) or dual-credit, college-level classes (ENG 101/102 equivalents) because, as undergraduate students seeking initial professional educator licensure, they have not yet received the specialized or graduate-level training that such courses require.

***Professional Conduct***

Student teaching is a transitional period. Many of the behaviors and modes of dress that are appropriate for a university student will not be equally appropriate for a teacher. This applies to language as well as to dress. It is not possible to make a fully comprehensive do-and-don't list to cover all situations because expectations for teachers vary in different districts and even in different schools. If the student teacher is unfamiliar with the customs prevalent in the host district, the cooperating teacher's guidance will be especially useful.

***Appropriate Student-Teacher Contacts with Students and Parents***

Once trust is established between a student teacher and cooperating teacher, the student teacher (in most cases) is given access to the school's grading and email systems via the CT's school-based account. Such access is granted based on individual school policies and the discretion of each cooperating teacher. Student teachers should never contact students or parents via personal email accounts or through social media (e.g., Facebook, Snapchat, Instagram, etc.). If a student teacher needs to contact a student or parent via email, then the ST should use the cooperating teacher's school-based email account with a clearly identified subject line and personal signature. It is utterly inappropriate to have any contact with students or parents via any form other than a school-sanctioned system of communication.

***Student Teacher Absences***

Student teacher absences are to be few and for emergency situations only. Extended absences will require additional time at or after the usual close of the assignment, or even the repetition of student teaching in another semester. Cooperating teachers should inform student teachers how absences are to be reported to the CT and to the school. The university supervisors need to be aware of such absences, too—especially on days when observational visits are scheduled. Sharing telephone and email information will facilitate contact. We highly recommend that student teachers and cooperating teachers share cell phone contact information.

***Observation of Other Teachers***

The student teacher is urged to observe as many different classes and teachers as is practical. Occasionally, it might be possible to use the preparation period in this way. However, the student's primary focus must be on the cooperating teacher's classes and students.

***Evaluation of Student Teachers***

At the semester midpoint, SIUE's School of Education asks that a confidential Dispositions Evaluation be completed by cooperating teachers and university supervisors. A print copy of the instructions and evaluative prompts are included in this CT/ST guide (see pp. 12-14). In addition, at the conclusion of the student teaching experience, cooperating teachers and university supervisors complete a comprehensive Student Teaching Evaluation. A print copy of the final evaluation is included in this CT/ST guide (see pp. 12, 15-18). If two cooperating teachers have shared a student teacher, then each cooperating teacher completes a separate evaluation, based on his or her own experience with the teacher candidate.

***Problems***

Both the school district and the University exercise as much care as possible in the selection and pairing of cooperating teachers and student teachers. Sometimes, however, the situation does not work out as well as expected. It is best to deal with problems as quickly as they can be identified. Often a conference between the CAS or SOE supervisor, the cooperating teacher, and the student teacher is all that is necessary. Any of the four should feel free to initiate such a conference.

If the removal of a student teacher appears to be in the best interest of those concerned, either the cooperating teacher or the student teacher (in conference with the principal and the university supervisor) may take the responsibility for requesting the change. If difficulties are such that they cannot be resolved, the student teacher will be assigned to a new cooperating teacher. We prefer to solve problems and personal conflicts in their early stages rather than allowing circumstances to remain as they are with the hope they will somehow work out. Please contact university supervisors immediately when troubles arise. If a student teacher's removal is under consideration, the Director of Secondary Education and the Director of Partnerships in SOE Student Services must be consulted by the university supervisors as quickly as possible.

***Questions***

If there are any questions regarding SIUE's program in Secondary English Education, please contact Prof. Jill K. Anderson in the Department of English Language and Literature.

***Secondary English Education Contact Information***

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#### **IV. English Student Teaching: Important Dates and Requirements<sup>4</sup>**

##### ***Student Teachers Report to Schools*** – 15 Aug. 2016

Student teachers report to schools when district personnel return to work in early to mid-August. In many districts, teachers will return to work on Monday, August 15th. SIUE's academic calendar differs substantially from the various districts' calendars. In all instances, including Thanksgiving Break, student teachers follow schools' calendars and schedules throughout the student teaching experience (not SIUE's).

##### ***Initial Student Teacher Meetings at SIUE*** – Monday, 22 Aug. 2016

On the first day of SIUE's Fall 2016 classes, English student teachers meet on campus with School of Education professors and, subsequently, with the CAS/English supervising professor. STs will not be in attendance at school placement sites on August 22nd.

##### ***Additional English ST Meetings at SIUE***

English STs typically meet on campus in Edwardsville with Profs. Anderson and Johnson in mid-September (after school hours; specific day/time TBD). At that time, we usually confirm initial observation schedules and plan for other meetings, if needed. Please note that the School of Education conducts various **edTPA** workshops on campus during school hours (STs are absent from their placements on those days). Ask student teachers to confirm the dates of the edTPA seminars.

##### ***Observation Hours***

STs should shadow cooperating teachers from the beginning, learning students' names and glean as much practical experience as possible about the logistics of classroom management. If not already complete, the initial weeks of student teaching may include additional observation time for completion of the mandatory 100+ pre-clinical hours.

##### ***Shadow Teaching***

As quickly as possible, student teachers should begin to teach one or two of the cooperating teacher's classes by following or adjusting the CT's plans. In many schools, STs observe instruction during the earlier hours of the school day and then mimic or reinterpret the lessons during subsequent, repeated periods (aka shadow teaching).

##### ***Coordinated CT/ST Planning***

It is crucial to establish weekly due dates for the student teacher's plans. Most student teachers meet formally with their CTs on Thursdays or Fridays to discuss the ST's progress and to go over plans and preparation for the following week (e.g., handouts, assignment sheets, notes, grading schedules). As is true for all educators, student teachers will be teaching their current lessons while also fleshing out preparations for the following week(s). Striking a balance between realistic, advanced planning and daily preparation is a major challenge for student teachers, especially when combined with the additional grading time new teachers require. Organized CT/ST meetings and regular due dates help keep STs on track.

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<sup>4</sup> The School of Education takes the lead during student teaching; therefore, the English Department defers to their needs with regard to meetings on campus and the major teacher performance assessment (edTPA). What's listed here includes Department of English concerns and does not cover additional SOE requirements.



***Student Teacher Evaluation*** (ongoing and scheduled)

Because student and cooperating teachers see each other every day, evaluative feedback tends to occur naturally before, between, and after various classes as well as during planning periods. Such day-to-day, informal assessment is crucial for student teacher development. However, as indicated above, it is equally important to set aside time each week to review plans and to discuss student teacher progress (formal assessment). At the end of the semester, the cooperating teacher completes an online Student Teaching Evaluation (see pp. 15-18 of this guidebook for a print copy of the final evaluation). Ongoing formal evaluation provides evidence for the final student teaching evaluation.

***English Student Teacher Observational Evaluations***

Profs. Heather Johnson and Jill Anderson are the College of Arts and Sciences (CAS) supervising professors for the Department of English. Note that English student teachers are also assigned supervisors in the School of Education. In addition to the CAS/English observations, SOE supervisors visit each student teacher three times for a total of six observational visits over the course of the student teaching semester (three visits from English and three from the SOE).

- Each student teacher submits his or her personal teaching schedule to Profs. Anderson and Johnson by Friday, 2 Sep. 2016 (see p. 11 for a sample schedule).
- The English supervising professor conducts three observations of each student teacher, typically visiting schools once in September, once in October, and once in November.
- For each of the three observations, English student teachers prepare formally written lesson plans and follow-up reflections emphasizing impact on student learning.
- See Blackboard (STs) for additional expectations and procedures, including the English Department's planning form for English student teacher observational evaluations (also included in this guidebook; see pp. 28-33).

***Final Day in Schools*** – Thursday, 8 Dec. 2016

Student Teachers conclude attendance in schools during SIUE's last week of classes. December 8th is the final date for SIUE's Fall 2016 student teaching placements.

***Concluding ST Meetings at SIUE*** – Friday, 9 Dec. 2016

Student Teachers meet on campus at SIUE with their School of Education professors and, subsequently, with their English professors.

***English Student Teacher Summative Assessment*** – Wednesday, 14 Dec. 2016

The English Department's final evaluation asks English teacher candidates to apply the language of the standards of the National Council of Teachers of English (NCTE) as they review their teaching performances and effects on student learning over the course of their student teaching experiences. See Blackboard for more information.

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**V. Student Teaching Schedule (Sample Form)**

An MSWord version of this document is available on Blackboard. The completed form should be submitted as an email attachment as early as possible and, for Fall 2016 student teachers, no later than **Friday, 2 Sep. 2016**. Send the document to your English supervising professors, Dr. Johnson and Dr. Anderson: [heatjoh@siue.edu](mailto:heatjoh@siue.edu), [jiander@siue.edu](mailto:jiander@siue.edu).

Please provide thoroughly complete information about the student teacher and all cooperating teachers. If the ST has more than one CT, the schedule (see next page) will be the combination of those cooperating teachers' schedules comprising the student teacher's complete daily schedule. This document should be filled in by the student teacher and cooperating teacher together to ensure that the schedule is accurate.

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**Student Teacher Information**

ST Name:

Home/Cell Phone(s):

Email:

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**School Information**

School:

School Address:

School Phone:

Principal:

Special Information (e.g., parking or security procedures):

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**Cooperating Teacher Information**

Cooperating Teacher #1:

Home/Cell Phone(s):

Email:

Cooperating Teacher #2:

Home/Cell Phone(s):

Email:

Student Teacher:           ST Name          

School:                   Whatever High School                  

***Student Teaching Schedule***

Fill this form out completely. Be very accurate and include all requested information.

1. Give your estimated start date (i.e., when you will be taking over the class).
2. Include every period of the day in order (include lunch and planning periods).
3. List the exact begin and end times of each period (include partial periods involving advisory or lunch).
4. If your schedule includes after-school sponsorships or coaching, list those below the schedule and cite times, days, and locations.
5. At the bottom of the sheet list any days that classes will not be in session.

Estimated start date (full-time)	Period	Timing		Course Title and Grade Level	Cooperating Teacher	Room Number
		BEGIN	END			
17 Oct.	Early Bird	7:35	8:25	CP English 3 Honors (Grade 11)	CT Name	123
	1	8:35	9:25	Planning Period	CT Name	123
6 Sep.	2	9:30	10:20	CP English 1 (Grade 9)	CT Name	123
17 Oct.	3	10:25	11:15	CP English 3 (Grade 11)	CT Name	123
6 Sep.	4A	11:20	11:45	CP English 1 (Grade 9)	CT Name	123
	Lunch	11:50	12:15			
	4B	12:20	1:15	CP English 1, contd.	CT Name	123
6 Sep.	5	1:20	2:10	Popular Literature (Grades 11-12)	CT Name	123
	6	2:15	3:05	(n/a due to Early Bird course)		

*Expand this space as necessary... no page limit!*

→ Sponsorships or Coaching:

Ms. CT works with the drama club, so I'll be helping with the play.

→ List all days that classes will not be in session, including any half-days or condensed schedules (holidays, breaks, teacher institutes, etc.):

7 Sep. 2015 – Labor Day (1st Monday in September)  
 26-27 Nov. 2015 – Thanksgiving Weekend (4th Thursday in November)

## VI. Assessment Instructions for Cooperating Teachers

In order to ensure that SIUE teacher preparation programs are preparing effective teachers who demonstrate classroom behaviors consistent with the ideal of fairness and the belief that all students can learn, we ask that both SIUE Supervisors and Cooperating Teachers complete two evaluations. The **Dispositions Evaluation** is due at the midpoint, and the **Student Teaching Evaluation** is due at the endpoint. Both forms ask for a student identification number, which is a nine-digit number that begins with 800. Please ask your student teacher for his/her specific SIUE identification number before you begin the online evaluation process. This 800-number also appears on the placement confirmation email you received from SIUE.

Assessment	Timing	Confidentiality	Link to Form
<b>Dispositions Evaluation</b>  See pp. 13-14 for print copy.	At the 8-week mark; mid-point of the student teaching experience	Completed without student teacher. No printed copies necessary.	Given your weeks of collaboration with your teacher candidate, you, as the cooperating teacher, are the best person to assess your teacher candidate's interaction with students and colleagues. The link to the form will be sent by Jill Anderson and/or the School of Education at some point in early October. See pp. 13-14 of this packet for a print copy of the dispositions assessment.
<b>Student Teaching Final Evaluation</b>  See pp. 15-18 for print copy.	At the 15-week mark; prior to the end of the student teaching experience	Completed WITH the student teacher. Please print and supply student teacher with a copy.	After working with your teacher candidate over the course of the 16-week semester, you, as the cooperating teacher, are the best person to assess your teacher candidate's level of proficiency. You'll be asked to complete the final evaluation of your student teacher's performance in early December. The link to the portal will be sent by Jill Anderson and/or the School of Education at some point in late November. See pp. 15-18 of this packet for a print copy of the 37-point comprehensive evaluation.

### *Questions about the evaluations?*

Please contact your SIUE Supervisor or Gretchen Fricke at (618) 650-3940 or [gfricke@siue.edu](mailto:gfricke@siue.edu).

### *Questions about tuition waivers?*

Please contact Gretchen Fricke at (618) 650-3940 or [gfricke@siue.edu](mailto:gfricke@siue.edu).

### *Technical difficulties?*

Please contact Gretchen Fricke at (618) 650-3940 or [gfricke@siue.edu](mailto:gfricke@siue.edu).

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## VII. Midpoint Dispositional Assessment (Print Copy)

At semester midpoint or earlier, SIUE's School of Education asks that a confidential assessment of dispositions be completed by cooperating teachers and university supervisors. The link will be sent to cooperating teachers by Dr. Anderson or the School of Education. Once connected to the site, click on **Secondary Education** and then evaluate the teacher candidate. The cooperating teacher will need the student teacher's BID (which is his or her SIUE student identification number, aka the Banner ID, a nine-digit number beginning in 800).

### Disposition Evaluation by University Field Supervisor and/or Cooperating Teacher:

This dispositions evaluation should reflect how well the teacher candidate functions in his or her current setting. This form is used to alert the program director, other faculty members, the field placement supervisor(s), and/or the academic advisor supporting this teacher candidate. It is intended to identify areas of success as well as areas of weakness that need to be addressed.

Based on observable and documented evidence, please rate the teacher candidate using the following scale: 0 = not at all characteristic of the teacher candidate; 2 = somewhat characteristic of the teacher candidate; 4 = extremely characteristic of the teacher candidate

### Student Information

Last Name: \_\_\_\_\_  
 First Name: \_\_\_\_\_  
 BID (Banner ID): 800... \_\_\_\_\_  
 Name of Person Completing the Form: \_\_\_\_\_  
 Program: English \_\_\_\_\_

### Values Learning

Content Knowledge:

1. Seeks to improve personal knowledge of theory and research in teaching and learning. Demonstrates understanding of concepts in the content area(s) associated with field placement. Takes initiative to improve areas of weak understanding.

Communication:

2. Uses appropriate grammar in oral and written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas effectively to different audiences.

### Values Personal Integrity

Emotional Control:

3. Displays steady emotional temperament. Models desired behaviors in stressful, tense, challenging situations. Is receptive to the differing viewpoints and suggestions of others. Does not overreact to criticism. Holds self accountable for emotions and behaviors. Displays willingness to get along with others.

**Ethical Behavior:**

4. Is honest in dealing with others regardless of personal need or advantage. Treats others fairly. Exercises discretion when discussing colleagues, students, parents, administrators, supervisors, etc. Shows self to be a person of strong character.

**Values Diversity**

5. Willingly works with learners, colleagues, parents, and community members regardless of race, ethnicity, religion, gender, sexuality, age, and socio-economic status. Willingly works with learners with varying degrees of ability. Seeks feedback from and interaction with others. Promotes a safe, discrimination-free classroom environment. Listens carefully to others and respects the views of those perceived as different from self.

**Values Collaboration**

6. Actively seeks out, attentively listens to, and thoughtfully incorporates ideas of others. Willingly works with others (cooperating teachers, supervisors, parents, students, and peers) to improve the overall environment to encourage learning. Regularly shares information and ideas.

**Values Professionalism****Respect of School Rules, Policies, and Norms:**

7. Understands and respects the purpose/intent of regulations. Knows institutional (SIUE's and the placement school's) rules and policies and follows them consistently. Accepts responsibility for following policies pertaining to dress, punctuality, attendance, behavior, etc.

**Commitment to Self-Reflection and Growth:**

8. Recognizes personal limitations and strengths, and uses them to best professional advantage. Actively seeks suggestions and constructive criticism. Uses constructive criticism to improve teaching, content knowledge, and demeanor. Engages in critical thinking and learning through self-reflection. Learns and works independently.

**Professional Development and Involvement:**

9. Regularly and actively participates in activities or events that promote professional development. Uses information from professional organizations, research publications, and educational resources, when appropriate. Demonstrates leadership capabilities.

**Professional Responsibility:**

10. Accepts responsibility for own actions and for helping all students learn. Consistently holds high expectations for the success of all students. Acknowledges that factors within their control may explain and remedy students' lack of success. Maintains professional boundaries with students, cooperating teachers, school personnel, and supervisors.

Semester: \_\_\_\_\_

Year: \_\_\_\_\_

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**VIII. Final Student Teaching Evaluation (Print Copy)**

At the end of the semester, SIUE's School of Education asks that the student teaching evaluation be completed by cooperating teachers and university supervisors. The link will be sent to cooperating teachers by Dr. Anderson or the School of Education. Once connected to the portal, click on **English Language Arts (6-12)** and then evaluate the teacher candidate. The cooperating teacher will need the student teacher's BID (which is his or her SIUE student identification number, aka the Banner ID, a nine-digit number beginning in 800). This form should be completed with the student teacher. Please print and supply the ST with a copy.

We highly recommend that cooperating teachers use the following print copy of the Student Teaching Evaluation Form to assess student teacher progress at the semester midpoint. In fact, to determine student teacher progress over the course of the semester, many CTs run through the formal evaluation a number of times before completing the final online evaluation at the end of student teaching. Sharing early assessments with student teachers allows time for adjustment and leads to improved teaching practice.

### SIUE Student Teaching Evaluation Form Secondary English Language Arts

**Form Completed by:** [1.] Cooperating Teacher(s)  
[2.] SOE Supervisor (School of Education)  
[3.] CAS/English Supervising Professor (College of Arts and Sciences)

**Categories for Comments Regarding Student Teacher's Performance (open response)**

Planning, guiding, and evaluating the learning experiences  
Relationship with students  
Professional attitude  
Additional comments

**Scoring Guide: For each of the performance indicators below, please choose a level at which the teacher candidate consistently performs.**

Level 5 - Outstanding foundation of knowledge and skills for a beginning teacher (top 1%)  
Level 4 - Advanced foundation of knowledge and skills for a beginning teacher  
Level 3 - Acceptable skills for a beginning teacher  
Level 2 - Developing skills, but needs more practice to be teacher-of-record  
Level 1 - Struggling candidate, not ready to teach

**Performance Indicators for Planning**

1. Designs, selects, and evaluates teaching resources, community resources, physical space, and materials for appropriateness as related to curricular content, each student's needs, learning standards, and potential career opportunities.
2. Uses data to create/design short-term and long-term plans that allow for meaningful inclusion of individuals with a range of abilities and experiences.
3. Creates approaches to learning that are interdisciplinary and that integrate multiple content areas to assist students' understanding of diverse perspectives to encourage critical and creative thinking.
4. Addresses goals and objectives when planning, assessing, and implementing plans developed under Section 504 of the Rehabilitation Act of 1973, individualized education programs (IEP), or individual family service plans (IFSP) for students with special needs, ELLs, and students who are gifted.
5. Integrates past and current theories and research with best practices from the content field(s) and an understanding of how students learn in order to create effective learning experiences.

**Performance Indicators for Instructional Delivery**

6. Accesses and uses a wide range of printed, visual, and auditory information, including assistive and instructional technologies, to enhance each student's ongoing growth and achievement.
7. Differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs.
8. Engages students in the processes of critical thinking, problem solving, discussion, and inquiry while infusing differing viewpoints, theories, and life-related experiences.
9. Stimulates prior knowledge, linking new ideas to already familiar ideas and experiences, to develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical and creative thinking.
10. Uses a variety of teaching strategies and multiple representations of concepts that capture key ideas to help each student develop conceptual understanding and address common misunderstandings.
11. Varies his or her role in the planning and instructional process as instructor, co-teacher, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students.



12. Applies and adapts an array of content area and literacy strategies to increase reading (fluency, comprehension, vocabulary, text analysis), writing (organization, focus, elaboration, word choice, conventions), and oral communication skills.

### **Performance Indicators for Environment**

13. Creates a safe and healthy learning community with clear expectations for communication, student responsibility, and behavior in which individual differences are respected and student learning is maximized.
14. Analyzes the classroom environment, makes decisions, and initiates action to resolve conflicts and to enhance cultural and linguistic responsiveness, mutual respect, collaboration, positive social relationships, student motivation, and classroom engagement.

### **Performance Indicators for Assessment**

15. Analyzes and uses formal and informal assessment data, student work samples, and observations from continuous monitoring of student progress to determine performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes.
16. Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.
17. Maintains, accurately interprets, and clearly communicates records of student work and performance to students, parents or guardians, colleagues, and the community in a confidential manner that complies with the requirements of the Illinois School Student Records Act and the Family Educational Rights and Privacy Act (FERPA).

### **Performance Indicator for Technology**

18. Demonstrates fluency in technology systems, uses technology to support instruction and enhance student learning, and designs learning experiences to develop student skills in the application of technology appropriate to the disciplines.

### **Performance Indicator for Collaboration**

19. Establishes respectful and productive relationships with colleagues, students, families, and administration and seeks to develop partnerships to promote collaborative decision-making and problem-solving to further student learning and well-being.

### **Performance Indicators for Professionalism**

20. Models and teaches professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism, advocacy, and respect in personal relationships as well as in digital technologies.

21. Engages in self-assessment and adjusts practice to enhance personal growth and development; participates in professional development, professional organizations, and learning communities.

### **Performance Indicators for Professional Dispositions**

22. Works with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards.
23. Demonstrates classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn.
24. Demonstrates classroom behaviors that create caring and supportive learning environments and encourages self-directed learning by all students.
25. Reflects on his or her professional conduct and makes dispositional adjustments as needed.

### **Additional Performance Indicators for Secondary English Language Arts**

26. Uses ELA to help students become familiar with their own and others' cultures.
27. Makes meaningful connections between the ELA curriculum and developments in culture, society, and education.
28. Engages students in activities that demonstrate the role of arts and humanities in learning.
29. Demonstrates knowledge of, and skills in the use of, the English language.
30. Demonstrates knowledge of reading processes.
31. Demonstrates knowledge of different composing processes.
32. Demonstrates knowledge of, and use for, an extensive range of literature.
33. Aligns curricular goals and teaching strategies with organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.
34. Engages students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and visual forms.
35. Engages students in critical analysis of different media and communications technologies.
36. Engages students in learning experiences that consistently emphasize varied uses and purposes for language in communication.
37. Engages students in making meaning from texts through personal response.

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**IX. Characteristics of an Effective Student Teacher**

*Note: No attempt has been made to rank the characteristics, and their division into various categories is somewhat arbitrary. It should be recognized that many characteristics are interdependent.*

1. An effective student teacher learns as much about the community as possible by:
  - a. Touring the community and visiting the neighborhood of the school;
  - b. Becoming familiar with community organizations whose activities directly affect the school;
  - c. Reading websites or other publications which describe the nature and resources of the community;
  - d. Attending Parent Teacher Association and professional meetings.
  
2. An effective student teacher learns as much about the school system and school as possible by:
  - a. Discussing and/or reading about the philosophy and goals of the school system and the school to which she or he is assigned;
  - b. Touring the physical plant;
  - c. Inspecting and discussing special facilities of the building, including library, audio-visual equipment and materials, and computer technology;
  - d. Discussing and/or reading about the counseling and health services available to students, and meeting and talking with the personnel providing them;
  - e. Becoming familiar with administrative procedures and daily routines, especially those most likely to affect her or him directly;
  - f. Becoming acquainted with the school's administrative personnel and benefiting from their advice;
  - g. Meeting and establishing satisfactory rapport with as many of the professional, clerical, cafeteria, and custodial personnel as possible.
  
3. An effective student teacher learns as much about students as possible by:
  - a. Observing students, particularly her or his own, in a variety of situations;
  - b. Seeking information from the cumulative record file, health record, standardized achievement and ability testing results, interest survey results, reading survey data, outside reading record, autobiographies, anecdotal record, composition portfolios, etc., which detail students' past histories;
  - c. Familiarizing her/himself with various Individualized Education Programs (IEPs) and other specialized educational plans for students with special needs.

- d. Encouraging students to express their views, interpretations, and reactions in the classroom, as well as outside it;
  - e. Talking with students informally and arranging for individual conferences with her or his own students;
  - f. Being alert for what students reveal about themselves through body language, conversational tone, etc.
4. An effective student teacher improves her or his ability to teach by:
- a. Increasing knowledge of subject matter (showing initiative by filling in recognized gaps in knowledge through reading and consulting other scholarship while in the school assignment) and using or applying what is learned whenever appropriate and possible in the classroom;
  - b. Setting a standard of good lessons by planning each one well in advance; considering its relationship to previous lessons; checking it for validity, organization, variety, and suitability prior to teaching; and evaluating it subsequent to teaching, noticing its effect on future lessons;
  - c. Using all available material—illustrations, references, resource units, audio-visual aids, computer technology—which will assist in the instruction;
  - d. Striving for a variety of class activities and implementing them with appropriate motivational techniques and devices;
  - e. Observing the cooperating teacher in all phases of the assignment and remaining alert to alternative procedures used by her or him and by other teachers of the subject at appropriate grade and ability levels;
  - f. Establishing and maintaining satisfactory rapport with students and, as a result, cultivating good class discipline;
  - g. Being satisfied only when students do their best work, but setting standards which are reasonable for the grade and ability levels of the students;
  - h. Developing the capability to recognize student needs;
  - i. Evaluating the work of her or his students continually by noting changing attitudes, behaviors, procedures, and activities while also considering accumulated knowledge;
  - j. Developing a voice which has a pleasant quality and adequate volume;
  - k. Maintaining a personal appearance which is clean, neat, attractive, and appropriate to the classroom in which she or he is the teacher;
  - l. Creating confidence in her or his own ability through realistic, continual self-evaluation.
5. An effective student teacher cooperates with the cooperating teacher by:
- a. Being on time for classes, conferences, faculty meetings, and co-curricular activities; and, if unavoidably detained, calling the cooperating teacher to make other arrangements;

- b. Planning work early enough to allow time both for a conference regarding it **and** for any necessary revision of it before carrying it out;
  - c. Being prepared for classes, conferences, and all other professional obligations;
  - d. Helping to keep the classroom(s) clean, neat, properly lighted, and at a comfortable temperature; and helping to plan, prepare, and maintain appropriate and attractive bulletin board displays;
  - e. Assuming responsibility gladly and anticipating assistance needed and desired by the cooperating teacher.
6. An effective student teacher cooperates with her or his university supervisor by:
  - a. Being on time and prepared for conferences and seminars;
  - b. Submitting assignments promptly and to the best of her or his ability;
  - c. Having lesson plans and class materials available for the supervisor during her or his observations;
  - d. Keeping the supervisor informed of absences and of school and class activities which might render a scheduled visit unprofitable.
7. An effective student teacher gives **first** priority to the responsibilities of student teaching; moreover, he or she is conscious of time management and its relationship to teaching duties.

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**X. Characteristics of an Effective Cooperating Teacher**

An effective cooperating teacher:

1. Views the role of cooperating teacher as professional service and, therefore, as an opportunity to influence the quality of teaching in our region.
2. Agrees to spend the extra time necessary in fulfilling this mentoring role.
3. Is adequately prepared as a classroom teacher:
  - a. Has had a minimum of two years' experience as a classroom teacher, at least one of which is in the host district.
  - b. Is properly licensed as a secondary teacher and is teaching in her or his area(s) of concentration. Temporary licensure is not acceptable.
4. Is a full-time staff member of the cooperating school system and evidences confidence in the role of teacher.
5. Provides a model of the professional teacher in appearance, grooming, speech, mannerisms, humor, tact, flexibility, and habits of workmanship; generates interest, enthusiasm, and a realistic image of the teaching profession.
6. Is informed about professional and community organizations and shows an interest in continued professional development.
7. Displays consistent classroom control without resorting to harsh punitive behavior toward children.
8. Shows willingness to establish joint planning and evaluation sessions with the student teacher and offers the student teacher continuous constructive criticism, ideas, suggestions, and support.
9. Is aware of the changing attitudes and perceptions of student teachers and pupils.
10. Allows the student teacher to assume the role of co-teacher in the classroom and gradually to assume full responsibility for teaching.
11. Allows the student teacher to make mistakes and profit from them unless the mistakes are harmful to physical or mental health.
12. Shows a willingness to assist and support the University in helping the student teacher to begin development of each of the above qualities through consistent practice in the classroom.

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## **XI. Role of the Cooperating Teacher**

The University recognizes that the cooperating teacher's first responsibility is to her or his own students, rather than to the student teacher. With this in mind, cooperating teachers should be prepared to:

1. Familiarize the student teacher with and help her or him understand the cooperating teacher's responsibility as it relates to the total school program. The student teacher should become acquainted with the school, school personnel, parents, and community resources, all of which must be taken into account in planning the student teaching experience.
2. Discuss her or his teaching program with the student teacher so the latter will understand classroom activities in relation to immediate and long-range teaching goals.
3. Work as needed with the university supervisor in helping the student teacher with whatever problems arise while assigned to the school.
4. Help the student teacher take over regular class and school duties as rapidly as is advisable.
5. Permit the student teacher to be completely responsible for planning, preparation, instruction, and evaluation for a sufficient length of time to provide a realistic experience in terms of teacher responsibility and continuity of instruction. This does not imply, of course, that the cooperating teacher "takes leave" of the classroom. The cooperating teacher must be on the school premises at all times when the student teacher is in charge of the classroom; in the event of the cooperating teacher's absence, a substitute must be assigned to the classroom.
6. Define for the student teacher the extent of her or his responsibility and authority in relation to the total school situation.
7. Make frequent evaluations of the student teacher's work. In recording evaluations, the cooperating teacher may use specific illustrations and anecdotal descriptions for:
  - a. conferring with the student teacher for purposes of analysis and guidance;
  - b. providing data for the university supervisor's use in assisting the student and in determining her or his grade;
  - c. recommending a grade to the university supervisor for the student teacher's performance;
  - d. writing a reference for the student's placement file, if requested by the student teacher.
8. Review the student teacher's lesson plans prior to the teaching of the lesson, offering appropriate suggestions and authorizing the teaching of the finished plan.

9. Provide the student teacher with a place for personal belongings and professional materials, including an area for study and preparation of teaching materials.
10. Make available materials and equipment for instruction.
11. Prepare her or his own students for the arrival of the student teacher, making a friendly, purposeful introduction of the student teacher as a new co-worker.
12. Exchange with the student teacher and with the university supervisor vital information, such as address, telephone number, email address, schedule, interests, and specialties.



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**XII. Responsibilities of the College of Arts and Sciences (CAS) Content-Area Supervisors**

The CAS/English supervising professors will:

1. Serve as liaisons, in coordination with School of Education supervisors, between the student teacher and the University and between the cooperating teacher and the University during the actual student teaching period.
2. Conduct a meeting with supervisees early in the student teaching semester and maintain a Blackboard site with resources for English teacher candidates.
3. Acquaint the cooperating teacher with what the CAS/English supervisor expects of the student teacher (evaluations, lesson plans, etc.).
4. Visit the student teaching site as necessary to evaluate the student teacher's lesson plans, to observe the student teacher's performance, to provide written feedback to both the student and the cooperating teacher(s), and to confer with the student teacher and cooperating teacher(s).
5. Be available for such other conferences with the student teacher and cooperating teacher(s) as dictated by individual circumstances.
6. Conduct an assessment of dispositions for each student teacher supervisee during the student teaching period.
7. Conduct an exit assessment of each student teacher supervisee at the conclusion of the student teaching period.
8. Assess the achievements of the student teacher—based upon both personal observations and data supplied by the cooperating teacher(s)—to recommend an appropriate grade (Pass/No Credit) to the School of Education's secondary education faculty.
9. Upon request of the student teacher, prepare a letter of recommendation for her or his future use.

**XIII. Program of Study: Academic Preparation of English Student Teachers**

Bachelor of Arts in English  
 plus Professional Educator Licensure in Secondary English Language Arts  
 Southern Illinois University Edwardsville  
[siue.edu/artsandsciences/english/undergraduate/english\\_education](http://siue.edu/artsandsciences/english/undergraduate/english_education)

ENGLISH MAJOR REQUIREMENTS (BA/English+PEL) ..... 39 HOURS

Only courses in which students receive a C or better will be accepted for credit toward the English major. Complete program can include no more than 15 hours at the 200 level, and must include at least 15 hours at the 400 level. Students will take a minimum of 13 required English courses at the 200-level or higher (three credit hours per course).

**Literary Study** [one course required]  
 \_\_\_\_\_ ENG 200: Introduction to Literary Study

**Literary Theory** [one course required;  
 take ENG 200 before ENG 301/495]  
 \_\_\_\_\_ ENG 301: Introduction to Literary Theory

**Literature Surveys** [three courses required;  
 select one survey in each area:  
 British, American, and World]  
 \_\_\_\_\_ ENG 208: Topics in Early British Lit.  
 \_\_\_\_\_ ENG 209: Topics in Modern British Lit.  
 \_\_\_\_\_ ENG 211: Topics in Early American Lit.  
 \_\_\_\_\_ ENG 212: Topics in Modern American Lit.  
 \_\_\_\_\_ ENG 214: Topics in World Literature: Ancient to  
 Medieval  
 \_\_\_\_\_ ENG 215: Topics in World Literature:  
 Renaissance to Modern

**Language Systems** [two courses required;  
 one required and one selection]  
 \_\_\_\_\_ ENG 369: Grammatical Analysis [REQUIRED]  
 \_\_\_\_\_ ENG 400: Principles of Linguistics  
 \_\_\_\_\_ ENG 403: History of the English Language  
 \_\_\_\_\_ ENG 416: Language and Society  
 \_\_\_\_\_ ENG 470: Methods for K-12 ESL Teaching

**Major Authors** [one course in Shakespeare required]  
 \_\_\_\_\_ ENG 307: Introduction to Shakespeare  
 \_\_\_\_\_ ENG 471: Shakespeare

**Writing Approaches** [one course required]  
 \_\_\_\_\_ ENG 490: Advanced Composition  
 \_\_\_\_\_ ENG 491: Technical and Business Writing

**Upper-Level Literature Elective** [one course required]  
 Select one upper level literature elective from the following: ENG 306, 308, 309, 310, 315, 340, 341, 342, 343, 344, 345, 404, 420, 445, 446, 457, 463, 464, 473, 477, 478, 479, 480, 482, 495  
 \_\_\_\_\_ ENG \_\_\_\_\_

**Secondary English Education** [two courses required]  
 \_\_\_\_\_ ENG 475: Methods in Teaching Secondary English: Literature & Culture<sup>5</sup>  
 \_\_\_\_\_ ENG 485: Methods in Teaching Secondary English: Composition & Language

**Senior Seminar** [take ENG 301 before ENG 497A;  
 register for 497A at end of major in the final semester *before* student teaching]  
 \_\_\_\_\_ ENG 497a – Senior Seminar in English

**Foreign Language** [8 credits in one foreign language; included w/BA Gen Ed requirements].....[+8 HOURS]  
 \_\_\_\_\_ Foreign Language 101 – Elementary Language I (e.g., four hours of Spanish 101)  
 \_\_\_\_\_ Foreign Language 102 – Elementary Language II (e.g., four hours of Spanish 102)

<sup>5</sup> In addition to the study of literary and informational texts in multicultural contexts, English 475 also surveys contemporary young adult literature.

BACHELOR OF ARTS GENERAL EDUCATION REQUIREMENTS..... 34 HOURS

This worksheet allots 34 hours of general education coursework for BA students, including one year of foreign language study (8 credits) and one course in interdisciplinary studies (IS). The number of total credit hours varies, based on SIUE’s general education program.

SPEECH COMMUNICATION EDUCATION MINOR REQUIREMENTS ..... 18 HOURS

Take six courses in the Department of Applied Communication Studies to satisfy the following requirements for the Speech Communication Education minor.

1	ACS 103: Interpersonal Communication Skills	*Select one 200-level course from among the following: ACS 200, 201, 204, or 210
2	ACS 261: Oral Interpretation of Literature	
3	200-Level Elective:*	
4	Upper-Level Elective:**	**Select two upper-level courses from among the following: ACS 304, 305, 311, 419, 421, 423, 430, 433, 434
5	Upper-Level Elective:**	
6	ACS 461: Strategies for Teaching Speech Communication	

ENGLISH STUDENT TEACHER SCREENING ..... One year BEFORE Student Teaching begins

The English Department’s English Education Committee screens all English student teacher candidates before enrollment in CI 315A and **one year prior** to the semester in which they plan to student teach (CI 315B and 352F). Prof. Heather Johnson directs this process, which includes a writing portfolio and interview.

PROFESSIONAL EDUCATOR REQUIREMENTS AND STATE OF ILLINOIS TESTS..... 29 HOURS

Contact the Secondary Education advisor in the School of Education’s advisement office to register for all education courses beyond CIED 100 (1110 Founders Hall; 618-650-3940). See the **Illinois Licensure Testing System** (ILTS) website for information about the Test of Academic Proficiency (TAP), the English Language Arts content-area test, and the Assessment of Professional Teaching (APT). Take the **Test of Academic Proficiency** immediately (students must pass the TAP or its equivalent before English Student Teacher Screening and to enroll in education courses beyond CIED 100). Take the **ELA Content-Area Test** before student teaching (students must pass the content test before taking CI 315B/352F). Complete and the Illinois educator **Teacher Performance Assessment** (edTPA) during student teaching (student teachers must pass the edTPA to become licensed). Contact the Secondary Education advisor in SOE Student Services for more information about licensure requirements: <http://www.siu.edu/education/advisement/>.

1	CIED 100 – Introduction to Education (3 hours) [formerly CI 200]
2	EPFR 315 – Educational Psychology (3 hours)
3	EPFR 320 – Foundations of Education in a Multicultural Society (3 hours)
4	SPE 400 – The Exceptional Child (3 hours)
5	CIED 323 – Adolescent Content Literacy (3 hours) [formerly CI 440]
6	CI 315A* – Methods of Teaching in Secondary (2 hours)

\*NOTE: students **must** complete Student Teacher Screening before enrolling in CI 315A

Full-Time Student Teaching Semester	CI 315B* – Methods for Teaching Secondary (2 hours) [includes edTPA]
	CI 352F* – Secondary Student Teaching: English (10 hours)*

\*NOTE: concurrent enrollment in CI 315B/CI 352F (full-time student teaching semester)

+1	EPFR 415 – The Middle School Learner (+3 hours)*
+1	CI 407 – The Middle and Junior High School (+3 hours)*

\*NOTE: add these courses for optional middle school endorsement

TOTAL CREDIT HOURS FOR DEGREE (INCLUDING LICENSURE)..... 120 HOURS

**XIV. Planning Form for English Student Teacher Observational Evaluation**

<b>Teacher Candidate’s Effect on Student Learning:                      Planning Form for English Student Teacher Observational Evaluation</b>	
Create a formal daily plan (using the following format) when you are being observed and evaluated by your SIUE English professors. Each section should be fully developed according to the explanatory guidelines established here. Adjust as needed. The various sections in the table are not representative of any particular length requirement. If you would like a model MSWord document to adapt, use the blank planning form located at our Blackboard site.	
Student Teacher’s Name:	
Day(s) & Date(s):	Grade Level:
Subject: What course are you teaching?	
English Content	This opening section should contain simple statements of the most important content for this specific lesson plan. In other words, simply list the name of the text, a major writing genre (e.g., narrative writing, argumentation, informational writing, explanatory writing), and/or a key topic for the day(s) involved. Be very brief. Two to three points is sufficient. Your reader should be able to clearly see what your content is for this plan at a quick glance.  → Reading (what piece of literature or informational text?) → Writing tasks and concepts → Organizing topic (essential question or key idea)
Objectives	List what your students will do today (or over the course of a few classes). Students will: <ul style="list-style-type: none"> <li>• read...</li> <li>• write...</li> <li>• explore...</li> <li>• discuss...</li> <li>• work on...</li> </ul>
Illinois Common Core Learning Standards	The Illinois Common Core Learning Standards are located at the following website: <a href="http://www.isbe.net/common_core/default.htm">http://www.isbe.net/common_core/default.htm</a> . List a few of the appropriate grade-level standards addressed by this lesson. Do not overdo— i.e., locate the most applicable standards. See next page for sample citation formatting:

<p>Illinois Common Core Learning Standards</p>	<p><u>Grades 11-12, Reading Literature, Standard 5:</u> CC.11-12.R.L.5 Craft and Structure: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><u>Grades 11-12, Writing, Standard 10:</u> CC.11-12.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><u>Grades 11-12, Speaking and Listening, Standard 1a</u> CC.11-12.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
<p>Student Outcomes Aligned with Common Core</p>	<p>Translate the concepts and skills included in the Common Core into attainable outcomes. Considering the standards you have listed above, what will students be able to do by the end of the lesson (or lessons)? In parentheses after each of the points, tie the outcomes to the standards listed above. As much as possible, employ the academic vocabulary contained within the CCSS.</p> <p>By the end of class today, students will be (better) able to:</p> <ul style="list-style-type: none"> <li>• analyze the text’s resolution (CC.11-12.R.L.5)</li> <li>• interpret...</li> <li>• define...</li> <li>• identify...</li> <li>• explain...</li> <li>• apply...</li> <li>• speak about...</li> <li>• compose...</li> <li>• create...</li> <li>• unpack...</li> <li>• collaborate on/with...</li> <li>• visualize...</li> </ul>
<p>Context and Rationale</p>	<p><i>Context</i> This is your evaluator’s introduction to your classroom and its various contexts. Where has your class been before you have arrived at this point? Where are you headed? How have you organized your classroom environment? What’s been going on in this specific classroom and with these particular students? How does this lesson fit into your larger curricular unit? Are there any interdisciplinary aspects to this lesson? How does it fit into the comprehensive curriculum for the school or the district?</p>

	<p><i>Rationale</i></p> <p>Why is it important that you cover this material? That is, beyond meeting the Common Core State Standards listed above, what is the pedagogical reasoning behind today’s objectives? What strategies or methods work best with your students? (Why?) In your own words, and in language you could share with students, why are you doing what you are doing?</p> <p>Think carefully about audience. Remember that this plan is a <b>written document</b>. Your evaluator has nothing other than what you include here to enable his or her comprehension of your pedagogical intentions; therefore, you must explain the context fully. As necessary, include multiple paragraphs of narrative discussion.</p>
<p>Required Materials (Teacher)</p>	<p>List exactly what you need to bring to class and, when appropriate, attach any materials that your evaluator requires to understand your plan, including links to or copies of the texts and assignment sheets to be used in class. If you are using a school’s textbook, then provide a copy to your supervisor when he/she arrives for the observation. Use parenthetical statements to refer your reader to any attachments or other preparatory materials.</p> <ul style="list-style-type: none"> <li>• Technology—e.g., computers, tablets, projector w/screen</li> <li>• Textbook, novel, or photocopy—e.g., copy of reading material (attachment #1)</li> <li>• Handouts or other materials for students (attachment #2)</li> <li>• Assignments for students (attachment #3)</li> <li>• Teacher’s notes—e.g., prepared prompts for close reading and writing tasks (included in the activities section)</li> </ul> <p>Most likely, you will not be handing each student a print copy of every attachment because some of the materials will be better projected on screen; however, for the convenience of your student teacher supervisor, you should attach or link to all materials.</p>
<p>Required Materials (Student)</p>	<p>List exactly what the students must bring to class.</p> <ul style="list-style-type: none"> <li>• Previous night’s homework—e.g., what were students supposed to have previously prepared or completed?</li> <li>• Textbook or novel—e.g., student copy of reading material</li> <li>• Typical expectations—e.g., notebook, journal, binder, pen</li> </ul>
<p>Opening Routines</p>	<p>Getting Started (5-10 minutes?)</p> <ul style="list-style-type: none"> <li>• How will you make all students feel welcome from the moment they enter the room? How will you mark attendance?</li> </ul>

	<ul style="list-style-type: none"> <li>• Will you post a brief plan on the board? How will you remind students about the content of previous classes, thus activating their prior knowledge?</li> <li>• Will you have students journal or complete any other warm-up activities?</li> </ul>
Major Activities	<p>To Do List and Content Preparation (timeline? time estimates?)</p> <ol style="list-style-type: none"> <li>1. Create a comprehensive list and develop each aspect of your plan (including whole-class, small-group, and individual work). You have laid out the bare bones in your objectives and outcomes. Now fully flesh out the class period.</li> <li>2. For example, if your objectives indicate that you plan to lead a whole-class discussion at a certain point in the class, then list your prompts or explain how you plan to encourage students to speak to one another. How will you elicit and enable meaningful discussion?</li> <li>3. If you plan to deliver a mini-lecture (on, for example, a literary concept, a rhetorical strategy, a grammatical construct, or historical context), what will you say? Include your prepared notes.</li> <li>4. Think about how you will logically order the things that you need to do and how you will enable students to do what you want them to do (modeling, examples, etc.).</li> <li>5. Note parenthetically when a separate handout accompanies an activity or assignment. Remember that you should have already listed all of the required materials for the class in the appropriate section of this planning form.</li> <li>6. If your major activities are particularly dense or potentially time-consuming, you should consider mentioning which activities might be either assigned for homework or delayed until the next class period in the event that one portion of the class runs long (i.e., are you prepared to be flexible, if necessary?).</li> </ol>
Closing Routines and Homework	<p>Wrapping up (5-10 minutes?)</p> <ul style="list-style-type: none"> <li>• How will you achieve some form of closure at the end of this lesson?</li> <li>• Will you have students fill in exit slips or complete other concluding activities?</li> <li>• How will you prepare students for the next class (or classes)? For example, will you have students make a note in journals or homework notebooks/itineraries?</li> <li>• What is the accompanying homework assignment?</li> </ul>
Student Assessment	<p>Measuring Student Progress</p> <ul style="list-style-type: none"> <li>• Throughout this lesson (or series of lessons), how will you assess (informally and formally) that your students have learned what they are supposed to have learned?</li> </ul>

	<ul style="list-style-type: none"> <li>• Think carefully about the Illinois Common Core Learning Standards and outcomes listed at the beginning of this plan. How will you know that students have achieved the outcomes you have listed?</li> <li>• What assessment activities and instruments will help you to evaluate your students’ processes of learning and their products?</li> <li>• How will you analyze student work for error patterns, make data-based propositions to improve student learning, and then refocus your teaching plans to improve student learning?</li> </ul>
<p>Teacher Performance Assessment</p>	<p>Teacher Self-Evaluation</p> <ul style="list-style-type: none"> <li>• Create a list of questions/prompts that you should be thinking about in terms of your personal teaching performance.</li> </ul> <p><b>Illinois Professional Teaching Standards (IPTS)</b>          To develop good self-evaluative questions for teacher assessment, consult the IPTS posted at the Rules section of the Illinois State Board of Education website: <a href="http://www.isbe.state.il.us/rules/archive/default.htm">http://www.isbe.state.il.us/rules/archive/default.htm</a>. The PDF is labeled “Standards for All Illinois Teachers.” Note that you should specifically refer to Section 24.130: “The Illinois Professional Teaching Standards Beginning July 1, 2013,” which begins on p. 29 of the PDF. A user-friendly version of the IPTS is posted on our Blackboard site.</p> <p><b>National Council of Teachers of English Standards (NCTE)</b>          In addition to the IPTS, you should consider the English teacher performance standards from the National Council of Teachers of English (NCTE). See the “NCTE/CAEP Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7-12” (approved November 2012), located at the following website: <a href="http://www.ncte.org/cee/caep/program">http://www.ncte.org/cee/caep/program</a>. The NCTE standards are posted at our Blackboard site and, for your convenience, are also included at the end of this document.</p>
<p>Teacher Reflection and Impact on Student Learning</p>	<p>Reflection and Improvement</p> <p>Using the questions/prompts included directly above in the student assessment and teacher performance assessment sections as well as the various comments from your supervisor’s observation form, discuss your experience with this plan and analyze its efficacy.</p> <p>Reflect specifically on your student assessments. How do you know whether this plan positively impacted student learning? After an analysis of student work for error patterns and successes, how will you use the data you collected to refocus your plan to improve student learning?</p>



	<p>In addition, think about the classroom environment you have been striving to create. How have you established a learning environment that promotes respect and support for all students, given the various individual differences of ethnicity, race, class, gender, language, culture, and ability? In the lesson presented above, how did you accommodate for students with Individualized Education Programs (IEPs) and other special needs? In other words, how did you differentiate your instruction so that all students at all levels were challenged and engaged?</p>
<p>Works Cited</p>	<p>List of Works Cited (MLA style)</p> <p>Record the origins of your various ideas, activities, and materials. Follow Modern Language Association guidelines (MLA style). Include entries for information from textbooks, websites, library databases, literary texts, and anything else you used in your plan. Be sure to list entries for all borrowed materials—for example, handouts from teacher resource websites like the NCTE’s <i>ReadWriteThink</i> or the NEH’s <i>EDSITEment</i>. See below for a few examples. By the way, publication information for the English Language Arts standards is available at the Common Core website: <a href="http://corestandards.org/about-the-standards/branding-guidelines">corestandards.org/about-the-standards/branding-guidelines</a>.</p> <p>Burke, Jim. <i>The English Teacher’s Companion</i>. 4th ed. Portsmouth, NH: Heinemann, 2013. Print.</p> <p>National Governors Association Center for Best Practices, Council of Chief State School Officers. <i>Common Core State Standards for English Language Arts</i>. Washington, DC: National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010. Web. 16 Oct. 2013.</p> <p>O’Connor, Beth. “Censorship in the Classroom: Understanding Controversial Issues.” <i>ReadWriteThink</i>. International Reading Association/National Council of Teachers of English, 2010. Web. 16 Oct. 2013.</p>

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## **XV. NCTE/CAEP<sup>6</sup> Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7-12**

### **Content Knowledge**

- I. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

Element 1: Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

Element 2: Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.

- II. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

Element 1: Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.

Element 2: Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.

Element 3: Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

### **Content Pedagogy: Planning Literature and Reading Instruction in ELA**

- III. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

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<sup>6</sup> National Council of Teachers of English (NCTE) / Council for the Accreditation of Educator Preparation (CAEP)

Element 2: Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

Element 3: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

Element 4: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

Element 5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts.

Element 6: Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

### **Content Pedagogy: Planning Composition Instruction in ELA**

IV. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

Element 2: Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students’ ideas and encourage their growth as writers over time.

Element 3: Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students’ writing for different audiences, purposes, and modalities.

Element 4: Candidates design instruction that incorporates students’ home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

### **Learners and Learning: Implementing English Language Arts Instruction**

V. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students’ context-based needs.

Element 1: Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.

Element 2: Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.

Element 3: Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.

Element 4: Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.

### **Professional Knowledge and Skills**

VI. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.

Element 1: Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

Element 2: Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.

VII. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

Element 1: Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.

Element 2: Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.