Instructor: Clinical Supervisor
Office: Wham 135
Phone: (618) 453-2354
Office Hours: Monday through Friday
8:00 – 4:30

TEP Conceptual Framework
The conceptual framework identified by Southern Illinois University Carbondale's College of Education and Human Services illustrates the professional community's commitment to preparing reflective educational leaders at both the undergraduate and graduate level. Reflective educational leaders not only practice reflective thinking but also become practitioners of reflective action, engaging in informed reflection during and after interactions with their students. Thus, this course will develop skills and competencies related to the major tenets of SIU's Teacher Education Program:

Reflective educational leaders are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and serving as advocates for students, parents or guardians, and the profession.

Reflective educational leaders understand the vast array of literacies students need to function in today's modern society. This includes knowledge of reading, writing, and aural communication within the content area as well as media, scientific and quantitative literacy.

Reflective educational leaders understand the diverse characteristics and abilities of all students and how these students develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. Using these experiences they create instructional opportunities to maximize student learning.

COURSE OBJECTIVES:
Student Teachers are responsible for meeting all of the Illinois Professional Teaching Standards during their Internship experience.

Course Objectives: Student Teachers are responsible for meeting all of the Illinois Professional Teaching Standards during their student teaching experience.

Attendance
- Student Teachers will be in the field from the first day of the semester until the Thursday before graduation.
- Student Teachers will follow the school district’s calendar, NOT the university calendar.
On a day you are going to be absent, IF you must be absent, you are required to contact your Clinical Supervisor and Cooperating Teacher PRIOR to the absence. **In the event of illness, you must contact your Clinical Supervisor FIRST - by phone – NOT email or text!** You are responsible for delivering to the CT and/or school, books, plans, or materials you were responsible for the day.

For every absence you **MUST complete the ‘Absence Request Form’**, have your CT sign it and place it in your Clinical Supervisor’s mailbox in your clinical center.

Remember, your first priority this semester is to your students, your CT and your student teaching experience. Any Student Teacher seeking official coaching duties for any center must receive permission from the Director of Teacher Education and **may not receive compensation** when occurring during the student teaching experience.

- Required to attend all scheduled seminars on and off campus.
- Capstones TBA.

**Schedule and Grid**

Your CT will provide you with a daily classroom schedule during the first week in the field.

- **Your CT’s Class Schedule** – with the beginning and ending time each subject is taught (please include “non-teaching” times such as lunch, recess, prep, P.E., music, etc.)

- **Clinical Site Orientation Guide** – You must complete the items found on this form, date and have your CT initial. This should be completed by the **end of the first week. Do not turn this in…keep for proof.** (The Clinical Supervisor should have a copy of your daily schedule **before the second Friday of your experience**. We understand that you may have revisions to one or both – please provide a **revised & dated copy** as such changes occur. You may place these in your Clinical Supervisor’s mailbox/mail folder in the office of your assigned building.)

**Seminars**

Throughout the semester, Student Teachers will be required to attend a minimum of five two-hour seminars. Attendance is mandatory at all seminars. You will be provided with a schedule of dates/times/places for the semester’s seminars on a variety of topics.

**Lesson Plans**

- Formal lesson plans will follow the EDUC format aligned with the edTPA – please make sure you are following this format.

- Ask your CT to establish a definite time when these are due. Make sure that you always turn them in to your CT at that time!

- Upon the arrival of your Clinical Supervisor for a scheduled observation, please provide them a copy of your **formal lesson plan** along with any handouts/activities/texts/scores used in the lesson AND evaluation rubrics.

- With your CT’s approval you may use the ‘STOPA’ informal lesson plan for non-official evaluated lessons.

**Observations**

- The Student Teacher will schedule a lesson evaluation with their Clinical Supervisor for a total of 3 lesson evaluations throughout the semester.

- The Student Teacher will also be formally evaluated by their Cooperating Teacher 3 times throughout the semester.

- Lesson evaluation forms should be provided along with the lesson plan for each CS/CT formal observation.

- Clinical Supervisors will check in with you every two weeks.

**Midterm Evaluation**

A Midterm Evaluation will be held with a conference between the Student Teacher, Cooperating Teacher and Clinical Supervisor to determine the progress of the Student Teacher. Prior to Midterm Evaluation conference, the three stakeholders (ST, CT, CS) will privately determine where the teacher candidate’s performance rates on each of the **9 IPTS Evaluation criteria (see handout provided with syllabus)** and then each will share their assessments in a face-to-face Midterm conference scheduled with the three **Student Teachers will be responsible for scheduling this meeting for the appropriate Midterm week at a time agreeable to all parties**.

- **A Midterm Evaluation** will be held at the mid-point of the semester with a conference between the student teacher, the CT and the CS.

- Student Teachers will be assessed using the performance ratings on each of the **9 IPTS Evaluation criteria and TEP Dispositions**.

- The Midterm Evaluations will be compiled by the CT including input from the CS. A copy will be provided to the Student Teacher and Clinical Supervisor during the Midterm conference.

- During the conference, all three will jointly discuss the candidate’s performance and suggestions for improvement as per the 9 criteria and the 3 TEP Dispositions.
Final Evaluation

- The final evaluation and SIUC Disposition assessment will be completed online by your CS.
- Your CT and CS will converse near the end of your student teaching to complete the rating section of the final evaluation form and tentatively assign a grade.
- At some point during the last week of your student teaching experience, your CT will conduct a conference with you to discuss the final evaluation but you will NOT be given the evaluation or your grade.
- Even after you have discussed the evaluation with your CT, keep in mind that the Clinical Supervisor (as do all university faculty) reserves the right to change your grade or comments, IF the situation warrants –for better or worse.
- You will be given a copy of your final evaluation (which includes the SIUC Disposition assessment) by your Clinical Supervisor.

CAPSTONE Portfolio

- All Student Teachers are required to submit a portfolio with artifacts supporting the (9) Illinois Professional Teaching Standard. The artifacts will demonstrate your competence as a reflective practitioner related to the conceptual framework tenets of engagement, literacies and identities.
- All submissions should come from your student teaching semester.
- Your Capstone Portfolio and edTPA due date will be announced. You will be notified of your Capstone presentation date and time at a later date.

Reflection of the Student Teaching Experience

Throughout the semester, consider the following questions:
1. What did you encounter to be the most difficult part of your student teaching experience or day in the classroom? What might or did you do to remedy those difficulties? What else might be helpful?
2. What issues have been raised by your student teaching experience? Which ones remain unresolved? What sorts of experiences do you think will enable you to work out some of these issues?
3. What teaching skills do you need to work on? How might you work on them?
4. What kinds of teaching situations do you now need to try?
5. What should you be doing in the meantime? (e.g., types of books to read, people to talk with, observations to make, associations or organization to belong to)?

Jot down notes (or type up a formal response, if you prefer) so that you are prepared to discuss these questions with your CT during your final evaluation conference time, if time permits.

Note: If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with me or your CT/Clinical Site, or if you need special arrangements in case the building must be evacuated, please discuss this with your CS and CT as soon as possible.

Syllabus Attachment:
The Syllabus Attachment link for Spring 2016 can be accessed at:  http://pvcaa.siue.edu/

SIUC Teacher Education Program Dispositions

1. The candidate exhibits professionalism:
   a. dependability and reliability;
   b. honesty, trustworthiness, and ethics;
   c. Enthusiasm, love of learning and commitment to the profession.

2. The candidate values human diversity:
   a. shows respect and sensitivity to the learning needs and abilities of all individuals;
   b. shows respect and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals;
   c. strives for best practices to address diverse learning needs and abilities of all individuals;
   d. strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals;
   e. collaborates with diverse peers, professional colleagues, staff and families.

3. The candidate develops professionally:
   a. engages in ongoing acquisition of knowledge;
   b. engages in development of research-based practices;
   c. assesses own performance and reflects on needed improvements.
MID-TERM/FINAL EVALUATION

Name: ____________________________  Grade Level and/or Subject Matter: ____________________________
I.D. #: ____________________________  School: ____________________________
Semester: _____ Year: _____ No. of Weeks: _____  City: ____________________________

Please check the level of performance which in your judgment best describes the Student Teacher. Refer to the SIUC Field Experience Guide for behavioral descriptions suggested as evidence for each rating level. The Performance Categories are aligned with the Illinois Professional Teaching Standards. This evaluation has been prepared collaboratively by the Cooperating Teacher and the Clinical Supervisor with the responsibility for the final grade resting with the latter.

### Levels of Performance

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<thead>
<tr>
<th>Illinois Professional Teaching Standards</th>
<th>Unacceptable</th>
<th>Developing</th>
<th>Proficient</th>
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<tbody>
<tr>
<td>1. Teaching Diverse Students</td>
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<td>2. Content Area and Pedagogical Knowledge</td>
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<td>3. Planning for Differentiated Instruction</td>
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<td>4. Learning Environment</td>
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<td>5. Instructional Delivery</td>
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<td>6. Reading, Writing, and Oral Communication</td>
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<td>7. Assessment</td>
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<td>8. Collaborative Relationships</td>
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<td>9. Professionalism, Leadership, and Advocacy</td>
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### DISPOSITIONS

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<th>DISPOSITIONS</th>
<th>Unsatisfactory</th>
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<th>Exemplary</th>
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<td>10. Candidate exhibits professionalism</td>
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<td>11. Candidate values human diversity</td>
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<td>12. Candidate develops professionally</td>
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SUMMARY STATEMENT: Describe and evaluate the Student Teacher's strengths and weaknesses, as well as his/her overall growth pattern during the professional semester.

ADDITIONAL EVIDENCE: Please comment on how any responsibilities unique to your area of specialization not covered above were handled by the Student Teacher. For example, these might include shop safety, field trips, extracurricular activities, coaching, etc.

ATTENDANCE PATTERN: Space for noting punctuality, absenteeism, or health problems if appropriate.

Student Teacher __________________________

Cooperating Teacher __________________________

Date __________________________

Clinical Supervisor __________________________

The signature of the student acknowledges review of the document; it does not mean agreement with its content.

Revised 01/08/13
STUDENT TEACHER EVALUATION CRITERIA

1. TEACHING DIVERSE STUDENTS
   **Unacceptable:** Marginally recognizes students’ needs in instructional planning; developing goals, objectives; appears unable to relate to the needs and interests of pupils; has difficulty identifying any particular learning difficulties; tends to be impatient, disinterested and insensitive to students’ personal or learning situations.
   **Developing:** Recognizes pupils' needs and interests sometimes in instructional planning; teacher-student relationships tend to be formal and impersonal; recognizes particular learning differences or needs, but does not consistently adapt instruction to meet their needs; recognizes students’ varying levels of development and experiences; is courteous and respectful of most students and their problems.
   **Proficient:** Designs instruction that meets learners' current needs in the cognitive, social, emotional, ethical and physical domains at the appropriate level; uses students' prior knowledge and experiences to design learning activities; introduces concepts and principles at different levels of complexity to meet the needs of students with diverse learning needs; facilitates a learning community in which individual differences are respected; instruction consistently addresses different performance modes; makes appropriate accommodations and adaptations for individual students with particular learning differences or needs; is concerned, friendly, approachable and highly interested in pupils' welfare while maintaining a professional status.

2. CONTENT AREA AND PEDAGOGICAL KNOWLEDGE
   **Unacceptable:** Subject matter competence inadequate; commonly conveys misinformation and is unable to add to pupils' subject matter understanding; does not research areas necessary for appropriate content.
   Limited background in assigned area(s); minimal effort made to upgrade subject matter competence.
   **Developing:** Content background sufficient to handle subject matter taught at this grade level; seldom extends subject matter beyond that in textbook; average background and command of content; researches areas when needed.
   **Proficient:** Exceptional background in subject matter; seeks and uses supplementary information often; facilitates learning experiences that make connections to other content areas, life and career experiences; promotes student skills in the use of technology appropriate to the discipline.

3. PLANNING FOR DIFFERENTIATED INSTRUCTION
   **Unacceptable:** Lesson plan and units are often late or tend to be done at the last minute; planning is vague and without purpose and requires major revisions; attention to learner characteristics ignored; little thought given to instructional procedures.
   **Developing:** Plans are usually prepared on time and include goals, procedures and materials; procedural emphasis on teacher behavior, not pupil involvement; some guidance and input required from cooperating teacher for plans to be fully developed.
   **Proficient:** Plans are prepared regularly and done well in advance; the plans are clear and concise with varied techniques and materials; provision for individual and/or group differences are evident; plans establishes expectations for student learning; instructional procedures designed to include most pupils; creates and selects learning materials and experiences appropriate for the discipline and curriculum goals; incorporates technology to address student needs.

4. LEARNING ENVIRONMENT
   **Unacceptable:** Classroom climate distracting with student off task behavior unusually high; appears oblivious and unable to react to numerous disruptions; classroom control seriously undermined due to low expectations for student behavior and an apparent lack of any ground rules; tends to over react and to be inconsistent when disciplining; has difficulty creating a positive classroom climate; permits distractions and misbehavior to continue; classroom rules and procedures tend to be vague and known only to student teacher; expects others to handle discipline problems.
   **Developing:** Able to establish effective learning environments in many situations and classes; normally responds to classroom management problems but occasionally ignores or overlooks them or has to rely on cooperating teacher to handle; has a general idea of acceptable classroom conduct; tends to over rely on the use of disciplinary responses rather than using classroom management techniques.
   **Proficient:** Classroom management results in a positive climate with most students on actively engaged; capable of handling classroom disruptions and uses positive behavioral interventions and supports including effective use of praise and
positive reinforcement; guidelines for classroom behavior well developed and accepted by students; provides a positive learning environment for all pupils; utilizes a variety of strategies to maintain positive student behavior; clearly communicates expectations and rules to all students; is fair, consistent and treats students with respect; creates an environment that stimulates curiosity and desire to learn.

5. INSTRUCTIONAL DELIVERY

Unacceptable: Presentations tend to be aimless and disoriented; lessons lack clarity and direction; the pupils tend to be confused and/or disinterested much of the time; has considerable difficulty in initiating, developing and bringing closure to lessons.

Developing: Presentations are basically clear but usually stand as individual entities without fitting the sequence of instruction well; some diversity in instructional strategies; students understand the presentations but goals and objectives are only implied.

Proficient: Uses a variety of teaching and learning strategies to engage students; uses a variety of instructional technologies to enhance student learning; goals and objectives are clearly communicated to students; develops a variety of clear, accurate presentations to assist student learning; monitors and adjusts instruction based on student feedback; appears eager and excited during delivery of instruction.

6. READING, WRITING, AND ORAL COMMUNICATION

Unacceptable: Appears to have a limited understanding of the ideas being communicated; students not clear about how to complete assignments; not provide an appropriate language model for students at this time; main ideas generally presented in a confusing manner; directions usually unclear; questions often ambiguous and too difficult for students; makes frequent errors in spelling, writing, pronunciation, and speaking; overuses nonstandard English.

Developing: Communication of ideas occasionally hampered by verbiage and lack of examples; directions require some elaboration for clarity; variety of questions asked adequate but more care as to their sequencing desirable; verbal and written skills usually acceptable; nonstandard English used occasionally; tends to rely on transmitting key ideas verbally although other means used occasionally

Proficient: Students seldom confused about responsibilities or assignments; use and quality of questions well integrated with instruction. Able to speak and to write English appropriately; nonstandard English seldom used; is able to convey ideas clearly and succinctly in written, verbal, nonverbal and/or symbolic form; directions are easily followed and succinct; skillfully uses a variety of communication modes, including effective questions, to challenge individual students and the total class.

7. ASSESSMENT

Unacceptable: Fails to perceive any relationship between pupil progress and instructional procedures; pupils receive no feedback on their progress; makes little use of evaluation techniques; instructional decisions tend not to take into account student progress; pupil progress seldom mentioned.

Developing: Primarily relies on evaluation techniques of Cooperating Teacher; seldom modifies instruction on basis of pupil performance; pupil progress usually discussed briefly in terms of general goals; occasionally alters instruction when warranted.

Proficient: Consistently evaluates pupil's progress in terms of general goals; alters instruction when warranted; provides systematic feedback to pupils individually and as a group; uses various evaluation techniques to determine pupil progress toward general goals and specific objectives making sure pupils are informed of their progress; adjusts instructional procedures accordingly; encourages self-evaluation by pupils.

8. COLLABORATIVE RELATIONSHIPS

Unacceptable: The teacher candidate does not avail himself/herself for discussions with cooperating teacher or other professionals concerning the sharing of ideas and reflections; does not initiate discussions with the cooperating teacher or other professionals to share ideas and reflections; demonstrates a little understanding of the benefits of collaboration among teachers, administrators, and parents.

Developing: The teacher candidate is developing some understanding of the benefits of collaboration among teachers, administrators, and parents; sometimes confers with the cooperating teacher about classroom observations and about other teaching behaviors and philosophies.

Proficient: The teacher candidate demonstrates a sound understanding of the benefits of collaboration among teachers, administrators, and parents; often confers with the cooperating teacher and other professionals about classroom observations, lessons, and about other teaching behaviors and philosophies; often seeks involvement of other teachers, classes, or parents in an activity/lesson planning.
9. PROFESSIONALISM, LEADERSHIP AND ADVOCACY

**Unacceptable:** Refuses to accept constructive criticism; reluctant to assess personal performance unable to reflect upon instructional and/or professional behavior in order to improve performance; unconcerned about impact of teaching style on students; spends as little time as possible at school; often ignores policies of cooperating teacher, clinical supervisor and/or school; unable to complete tasks without additional help; needs to be reminded often to complete routine tasks; seldom displays initiative to complete tasks; routine responsibilities often completed haphazardly.

**Developing:** Reflects upon personal performance in general, vague terms; may overestimate or underestimate strengths and weaknesses; progress being made on overcoming weaknesses in personal performance; usually completes routine responsibilities satisfactorily; asks for suggestions to improve personal performance; makes a reasonable effort to follow through on suggestions of cooperating teacher and clinical supervisor; pursues only those professional growth opportunities that are required

**Proficient:** Committed to identifying and improving upon strengths and weaknesses; describes strengths and weaknesses accurately; modifies teaching performance based upon personal reflection; actively pursues professional growth opportunities; requires minimal supervision in completing routine tasks; completes assigned tasks independently; cooperates with and is accepted as part of the school community; follows codes of professional conduct and policies established by school and profession; actively participates in school functions and/or professional organizations.

**DISPOSITIONS**

10. EXHIBITS PROFESSIONALISM

**Unsatisfactory:** May not be depended upon; behavior is not trustworthy, honest or ethical. Exhibits very little enthusiasm and seems uncommitted to the profession.

**Satisfactory:** Dependable and reliable; characterized by honesty, trustworthiness, and ethical behavior. Exhibits enthusiasm, curiosity and willingness to learn, and satisfactory commitment to the profession.

**Exemplary:** Absolutely dependable and reliable; characterized by honesty, trustworthiness, and highly ethical behavior. Exhibits an exemplary level of enthusiasm, a love of learning, and a strong commitment to the profession.

11. VALUES HUMAN DIVERSITY

**Unsatisfactory:** Shows disrespect and lack of sensitivity to the learning needs and abilities of most individuals, and to their diverse cultures, languages, races, and family compositions.

**Satisfactory:** Shows respect and sensitivity to the learning needs and abilities of all individuals, and to their diverse cultures, languages, races, and family compositions. Strives to implement best practices to address diverse learning needs and abilities of all individuals, and to address their diverse cultures, languages, races, and family compositions. Collaborates with diverse peers, professional colleagues, staff and families.

**Exemplary:** Shows exemplary respect and sensitivity to the learning needs and abilities of all individual, and to their diverse cultures, languages, races, and family compositions. Consistently strives to implement best practices to address diverse learning needs and abilities of all individuals, and to address their diverse cultures, languages, races, and family compositions. Collaborates enthusiastically and effectively with diverse peers, professional colleagues, staff and families.

12. DISPOSITION: DEVELOPS PROFESSIONALLY

**Unsatisfactory:** Does not seek to acquire knowledge, nor to develop research-based practices in any aspect of teaching. Seems unwilling or unable to assess own performance.

**Satisfactory:** Engages in ongoing acquisition of knowledge and in the development of research-based practices. Assesses own performance; reflects and acts upon needed improvements.

**Exemplary:** Readily and consistently engages in ongoing acquisition of knowledge and in the development of research-based practices in all aspects of teaching. Continually assesses own performance; reflects and acts upon needed improvement.
**EDUC 401 CLINICAL EXPERIENCE ACTIVITIES**

The following activities are appropriate for pre-service teachers at this level of Clinical Experience. The first column of blank spaces can be used at the beginning of the experience to establish a specific goal date for accomplishing activities. Once the EDUC 401 teacher candidate has completed the activity, it can be noted or dated in the second column. This section is available for planning purposes; other activities deemed appropriate by the Cooperating Teacher and Clinical Supervisor can be added. 2013 Illinois Professional Teaching Standards aligned with these activities are noted in parentheses.

1. ______ ______ Plan, implement, and assess teacher candidate performance in two full lessons. (3 & 5)
2. ______ ______ Observe classroom teachers delivering instruction, and complete written reflective assignments about the observations. (9)
3. ______ ______ Assist the teacher in preparation of materials for instruction involving the use of technology. (3, 8)
4. ______ ______ Secure permissions to video tape the teacher candidate’s performance in the classroom working with the pupils.
5. ______ ______ Participate in parent-teacher conference. (8, 9)
6. ______ ______ Plan and implement a small group lesson to address the learning needs of special populations, such as developmentally advanced or delayed students. (1, 3, 5, 6)
7. ______ ______ Develop a simple evaluation instrument, such as a quiz, in relationship to a unit or units observed. (3, 8)
8. ______ ______ Grade student assignments and record grades. (8)
9. ______ ______ Administer simple diagnostic assessments. (1, 6, 8)
10. ______ ______ Observe a teacher-student conference. (1, 6, 8)
11. ______ ______ Identify the learning resources available in the school and community. (9)
12. ______ ______ Create a bulletin board tied to a student learning outcome. (6)
13. ______ ______ Check attendance and perform other routine housekeeping duties. (9)
14. ______ ______ Attend a department, faculty, PTA or school board meeting. (8, 9)
15. ______ ______ Participate, if possible, in a field trip. (8)
16. ______ ______ Assist a member of the professional staff, if possible, in an extracurricular activity. (8, 9)
17. ______ ______ Identify the special personnel available in the school, i.e., resource teachers, psychologist, social worker, etc. (8, 9)
18. ______ ______ Assist the teacher in such activities as hall duty, cafeteria duty, bus duty, etc., if these responsibilities occur during the teacher candidate’s scheduled clinical hours. (8, 9)
19. ______ ______ Observe, if possible, an IEP meeting. (1, 3)
Clinical Site Orientation Assignments

Student_______________________________  Semester__________Year _____

Complete the tasks on this form and retain for proof of completion.

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<th>TASK</th>
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<td>COMPLETED</td>
<td>CT Initial/Date</td>
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**ASSIGNMENTS**

1. **Arrival 1st Day**
   - Intro Office Staff
   - Ck-in in Office
   - Sign-in Procedures
   - Ck on Parking Pref.
   - Provide CT contact info
   - Secure CT contact info, contact preferences

2. **Secure Daily Schedule**
   - Establish Arrival/Dept times

3. **Classroom Rules**
   - Secure, Know and Use

4. **Class List/Seating**
   - Know the students

5. **Tour School**
   - Intro to faculty & staff

6. **Secure/Review School Handbook**
   - Policy based on Law

7. **Secure Disaster Plans**
   - Know the Drills

8. **District Calendar**
   - District, School, Classroom

9. **Classroom Routine**
   - Weekly schedule, activities

10. **Student Special Needs**
    - Who, What and What to do (review IEPs, medical needs)

11. **Observation of Cooperating Teacher**
    - A. Teaching Lessons
    - B. Teaching Style(s)
    - C. Discipline Strategies
    - D. Student Behavior During Different Classes/Activities

12. **Secure IL Standards (Common Core/Illinois Learning Standards/Social and Emotional Standards)**
    - Secure Standards and Curriculum Guides

Tasks should be completed by the end of the second week in the clinical site.
Student Teacher Absence Request Form
College of Education and Human Services

(Instructions: The Student Teacher is to complete, sign, request the Cooperating Teacher’s signature and then give the form to the Center Coordinator. The Clinical Supervisor should then sign the form and give it to Dr. Mundschenk, Director of Teacher Education, for his signature and approval. This form should be submitted to the Clinical Supervisor by the Student Teacher two weeks prior to the absence. If time does not allow for the absence, the Student Teacher should speak with his/her Clinical Supervisor and Cooperating Teacher.) Make multiple copies of this form for your use.

Name: ___________________________________________ Date: ____________

Student Teaching Assignment:

School Cooperating Teacher ____________________________________________

Clinical Supervisor __________________________________________________

Reason for Absence

Conference ___________________________ Name of Conference ___________________________
Locaton ___________________________ of Conference ___________________________
Dates leave requested: From ______________ To ______________

Interview ___________________________ School District ___________________________
Locaton ___________________________ of Interview ___________________________
Dates leave requested: From ______________ To ______________

Sick ______
Dates leave requested: From ______________ To ______________

Other ______
Dates leave requested: From ______________ To ______________

Reason for absence __________________________________________________________

_________________________________________________________________________

(Signature of Student) ____________________________________________________ (Signature of Clinical Supervisor) ______________________________________

________________________________________ Date: ____________

(Signature of Cooperating Teacher) ________________________________________

Request: Approved Disapproved ___________________________ Date: ____________

(Director of Teacher Education) ____________________________________________

August, 2015
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<th>Dates</th>
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**Responsibilities**

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**Semester:** ________ Student Teaching Grid

**ST:** ____________________________  **CT:** ____________________________

**Grade:** ________  **Key:**  
- **O** = Observe  
- **A** = Assist  
- **T** = Teach  
- **TT** = Team Teach/Co-Teach