Western Illinois University                  Fall 2011
College of Education and Human Services
Student Teaching Syllabus

Instructor: University Student Teacher Supervisor                          Program Office: Horrabin Hall 91
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**WIU Teacher and Professional Education Program Vision Statement**
Our graduates will be empowered educational professionals deeply committed to continuous learning and the empowerment of all learners.

**WIU Teacher and Professional Education Program Mission Statement**
The WIU Teacher Education Program empowers candidates to become educational practitioners who engage in informed action that is grounded in knowledge and reflection; who are deeply committed to the highest standards of professional practice; who are able to adapt to emerging social, economic, and cultural landscapes; who are skilled in the use of technological tools that promote teaching and learning; and who are committed to empowering all learners.

**Catalog Description**
Student teaching is the process whereby a prospective teacher candidate demonstrates his or her competence as an effective beginning teacher. Each student teacher is expected to possess and demonstrate continual growth in all areas of teaching as identified in the Western Illinois University Teacher Education Mission Statement.

**Course Objectives**
Upon completion of the student teaching experience, the teacher candidate will:

1. demonstrate competence in (a) content, (b) planning, (c) the learning environment, (d) instructional strategies, (e) diversity, (f) assessment, (g) professionalism, and (h) reflection as evaluated by the mentor teacher on the final evaluation.
2. demonstrate competence in (a) foundations, characteristics, and assessment, (b) planning and delivering instruction, (c) managing the learning environment, (d) collaboration, communication, and professionalism, (e) language arts, and (f) educational technology as necessary to achieve a passing score on the appropriate Assessment of Professional Teaching (APT) state test for the certification sought.
3. demonstrate an understanding of the 11 Illinois Professional Teaching Standards (ie., content knowledge, human development and learning, diversity, planning for instruction, learning environment, instructional delivery, communication, assessment, collaborative relationships, reflection and professional growth, and professional conduct) and the 8 WIU Teacher Education Program (TEP) dispositions (ie., collaboration, honesty/integrity, respect, commitment to learning, emotional maturity, responsibility, fairness, and a belief that all students can learn) by earning at least an “acceptable” rating in each element of the 2nd reflective paper.
4. demonstrate competence by meeting all program specific requirements.
5. demonstrate competence by earning at least an “acceptable” rating on each component of the Western Teacher Work Sample (WTWS) (i.e., contextual factors, learning objectives and benchmarks, assessment planning, design for instruction, instruction decision-making, analysis and interpretation of student learning and performance, and reflection and self-evaluation).

6. demonstrate acceptable teaching behaviors by receiving at least acceptable dispositions on the 8 TEP dispositions (i.e., collaboration, honesty/integrity, respect, commitment to learning, emotional maturity, responsibility, fairness, and a belief that all students can learn) as evaluated by WIU and public school personnel.

The mentor teacher and university supervisor may determine when or where it is appropriate for the student teacher to communicate understanding of, rather than to display, any number of those behaviors.

Student Teaching Attendance
The student teacher will follow the school district calendar for attendance. Each student teacher must complete a minimum of 12 weeks (60 days) of student teaching. Some programs that necessitate a split assignment in two fields or at two grade levels may require 16 weeks (80 days). All missed days from a student teaching assignment, for any reason, will result in an extension of an equivalent number of days to the student teaching assignment.

Student teachers are expected to be in the classroom at least 30 minutes prior to the beginning of the building school day and to remain a minimum of 30 minutes after the dismissal of students in the building. Tardiness for the school day and other assigned activities will not be tolerated.

All absences must be professionally communicated with the WIU supervisor and mentor teacher following WIU student teaching guidelines and school guidelines for the student teaching placement. Failure to appropriately communicate an absence with the WIU supervisor and/or the mentor teacher may result in dismissal from the student teaching site.

Techniques of Supervision and Feedback (Used by All Mentor Teachers)
- Classroom observations.
- Weekly reflections.
- Pre and/or post-observation conferences.
- Consistent oral and written feedback.
- Consultations between mentor teacher, building principal, and WIU supervisor.
- Seminars.
- Other.

Removal or Reassignment of a Student Teacher
WIU will always honor a district and/or mentor teacher decision to remove a student teacher from his/her assigned placement. Upon removal from a student teaching assignment, a determination will be made by the WIU supervisor, in consultation with the Field and Clinical Coordinator, the Department Chair of the candidates’ program, the students’ advisor, and the Assistant Dean for Undergraduate and Teacher Education, as to whether the student teacher will be reassigned to a different placement that semester, retake the student teaching experience in a later semester after completion of an individualized remediation plan, or change to a non-teaching major. When a student teacher is removed from a placement it is his/her responsibility to immediately contact his/her WIU supervisor to determine the appropriate steps that need to occur. Appropriate steps will vary depending on when the removal occurs in the semester and the reason for the removal.

Evaluations
Midterm Evaluation/Disposition- The mentor teacher will complete a midterm evaluation of the student teacher. Each student teacher should also complete a midterm evaluation as a form of self-reflective assessment to be used for discussion. The midterm evaluation is based on the course objectives and will serve as the focus for the midterm conference. Also at the midterm time, the mentor teacher will complete a midterm disposition evaluation of the student teacher. Both forms will be sent to the WIU supervisor at the same time. Forms are available on the Center for the Preparation of Education Professionals website.
Final Evaluation/Disposition- The mentor teacher will complete a two-part final evaluation of the student teacher. The final evaluation is based on the course objectives and includes a section for a written narrative. The information on the final evaluation will serve as the focus for the final conference. The final evaluation must be signed by the mentor teacher and the student teacher. It is then forwarded to the WIU supervisor to be used in the final determination of the students’ grade and placed in the student teacher's credential file in the Western Illinois University Career Services office at the conclusion of the student teaching semester. Also at that time, the mentor teacher will complete a final disposition evaluation of the student teacher. Forms are available on the CPEP website.

Grading
Student teaching is graded Satisfactory (S), or Unsatisfactory (U). Only for exceptional circumstances or failure to pass all of the following six assessments prior to the completion of student teaching will a grade of “Incomplete” be awarded. Student teachers are to satisfactorily complete the following:

1. Earn acceptable ratings on the Student Teaching Clinical Experience Final Evaluation form.
2. Pass the appropriate APT state test. Individuals who do not pass the appropriate APT exam may request that a remediation plan can be developed at the request of the student.
3. Earn a minimum rating of “Acceptable” in all six grading elements for the #2nd reflective paper. This paper is evaluated by the student teacher’s department.
4. Meet all program requirements. Any questions about program requirements should be directed to the program director/department chair of the student teacher’s department.
5. Earn a minimum rating of “Acceptable” on the Western Teacher Work Sample (WTWS). The WTWS is evaluated by the student teacher’s department.
6. Earn acceptable ratings on the Student Teaching Disposition Checklist.

Certification
Clearance for certification will be released to the State of Illinois according to the procedures presented in the Certification Seminar. Certification status may be checked at http://www.isbe.net

Graduation, Certification and Placement
Information regarding graduation, certification and placement may be found on the website of the WIU Center for the Preparation of Education Professionals, http://www.wiu.edu/CPEP/ Call 309-298-2117 for additional assistance.

Other Resources
“In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor’s (supervisor’s) attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evaluation (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2515 for additional services.”

Web address for student rights and responsibilities (http://www.wiu.edu/provost/students/ )
Web address for Academic Integrity Policy (http://www.wiu.edu/policies/acintegrity.php )