Course Information Summary

Course (Prefix, Number, Title):
STG 4001 - Student Teaching

Course Description:
All teacher education programs are designed to assure the beginning teacher has met university and departmental requirements, as well as applicable professional association standards. Student teaching is the capstone experience in which students practice and demonstrate their levels of competence relative to the Illinois Professional Teaching Standards, a list of which are maintained by the Illinois State Board of Education:

http://www.isbe.state.il.us/profprep/PDFs/ipts.pdf

The various roles and responsibilities of the student teacher, cooperating teacher, and the University coordinator are listed in the Student Teaching Handbook, This Handbook is provided to all student teachers and supervising teachers and is also available electronically:

http://www.eiu.edu/ceps/teached/STGHandbook078x11.pdf

Students complete 15 weeks of student teaching for 14 semester hours of credit with the exception of Family and Consumer Sciences majors and Integrated Secondary Education Program students who complete 15 weeks of student teaching for 12 semester hours of credit. Special Education majors, Early Childhood Education majors, and Early Childhood Education majors with dual certification in Elementary Education complete 16 weeks of student teaching for 16 semester hours of credit. Students should consult with their major departments for specific requirements. Credit for student teaching is earned by successful completion of the student teaching experience, as well as all departmental requirements which may apply.

Pre-requisites/Co-requisites
Students must pass the Illinois Basic Skills Test and the applicable Illinois Content Area Test, as well as secure approval to student teach from their major department.

Required Text:
None

Support of Conceptual Framework:
The theme of the professional teacher preparation programs at Eastern is "Educator as Creator of Effective Educational Environments." All educators must have the knowledge bases to be able to effectively plan and manage educational environments that maximize learning by all students. Knowledge of how individuals learn, subject area competence, pedagogical knowledge, and understanding the communities and societies in which
The schools function are essential. The Conceptual Framework establishes the shared vision for all EIU teacher preparation programs.

**Methods of Instruction:**
Students teach under the supervision of a team consisting of a classroom (or cooperating) teacher and a student teaching coordinator from the Department of Student Teaching and Clinical Experiences. A faculty member from the student's major department joins the team to ensure students receive the instruction, guidance, and support necessary to complete a successful student teaching experience.

**Learning Outcomes/Objectives**
STG 4001 objectives align with Illinois Professional Teaching Standards:

- **Standard 1: Content Knowledge** – The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.

- **Standard 2: Human Development and Learning** – The competent teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

- **Standard 3: Diversity** – The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

- **Standard 4: Planning for Instruction** – The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

- **Standard 5: Learning Environment** – The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- **Standard 6: Instructional Delivery** – The competent teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills.

- **Standard 7: Communication** – The competent teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
Standard 8: Assessment – The competent teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

Standard 9: Collaborative Relationships – The competent teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support students’ learning and well-being.

Standard 10: Reflection and Professional Growth – The competent teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

Standard 11: Professional Conduct and Leadership – The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students’ learning and well-being.

**Grading Policy:**
Course is graded credit/no credit.

**Assignments (Include all assignments that are required across all sections):**
- Unit and Lesson Plans
- Formal Cooperating Teacher Evaluation
- Formal University Coordinator Evaluation

**Chart of Assessments (Undergraduate/Initial or Graduate/Advanced as applicable):**
Complete the appropriate chart on the following page, identifying the assessments for the course, a brief description, and then checkmark the boxes for the Unit Standards and Dispositions addressed by that a Unit Standards and Dispositions. At the very least it will include Unit and Program Assessment. This should include all assignments/assessments that you can/have aligned with without aligned to the Unit Standards. Note: There will be overlap between this and the assignment section.
## Undergraduate/Initial: Chart of Assessments

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Brief Description</th>
<th>Initial Unit Standards Addressed</th>
<th>Dispositions Addressed</th>
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<tbody>
<tr>
<td>Unit and Lesson Plan</td>
<td>Interview family members and write reflection on how a student's own cultural heritage has impacted his or her attitudes toward diverse individuals and groups.</td>
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<tr>
<td>Formal Cooperating Teacher Evaluation (Mid-Term and Final)</td>
<td>Conduct three interviews of administrators, faculty, and other school personnel and reflect upon the results as they reveal issues of diversity in the school.</td>
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<tr>
<td>Formal University Coordinator Evaluation (Mid-Term and Final)</td>
<td>Complete two internet surveys to uncover biases of which students may not have been aware.</td>
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**List of Initial Unit Standards:**
- Standard 1 – Content Knowledge
- Standard 2 – Human Development & Learning
- Standard 3 – Diversity
- Standard 4 – Planning for Instruction
- Standard 5 – Learning Environment
- Standard 6 – Instructional Delivery
- Standard 7 – Communication
- Standard 8 – Assessment
- Standard 9 – Collaborative Relationships
- Standard 10 – Reflection and Professional Growth
- Standard 11 – Professional Conduct

**List of Unit Dispositions:**
- Disposition 1 – Interaction with Students
- Disposition 2 – Professional and Ethical Practice
- Disposition 3 – Effective Communication
- Disposition 4 – Planning for Teaching and Student Learning
- Disposition 5 – Sensitivity to Diversity and Equity