

A Handbook for  
Teaching Candidates  
And  
Cooperating Teachers



*“Reflective Educators Transform Lives”*

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## INTRODUCTION

This handbook is designed to serve as a guide to promote good working relationships between Teaching Candidates, Cooperating Teachers, and College Supervisors. Clarification of roles and responsibilities will facilitate a smooth transition from “candidate” to “teacher.” Our principle aim is to provide maximum support for all individuals involved and ultimately to graduate competent and professional teachers.

## THE CANDIDATE

### Candidate Expectations

- The Teaching Candidate is expected to assume the role of a faculty member and attend all school functions (all those that are required of the Cooperating Teacher). Teaching Candidates follow the calendar of the school in which they teach *and do not participate in college holidays*.
- Many hours outside the classroom will be spent grading papers, preparing materials and planning lessons. The need for adequate sleep, nutrition and health care *cannot* be overemphasized. Teaching is a demanding profession and the Teaching Candidate owes it to the students to come to school each day well rested, nourished, and prepared.
- The Teaching Candidate must be groomed and attired appropriately for teaching. No facial piercing (other than pierced ears) will be allowed. The Cooperating Teacher will know what style of professional dress is acceptable in the building. Remember that at all times Teaching Candidates are models for their students. Dress and demeanor must reflect MacMurray’s professional standards.

### Candidate Placement

- *There is no guarantee the Teaching Candidates will be assigned schools in Jacksonville or according to their requests.* Teaching Candidates, regardless of school location, **are responsible for their own transportation.** Teaching Candidates placed in Jacksonville can live on campus if arrangements are approved with the Vice President of Student Affairs during the pre-registration period of the previous semester. Teaching Candidates placed outside the community are responsible for making arrangements for housing. It is advisable for Teaching Candidates to locate and secure efficiency apartments or rooms prior to beginning their Clinical Practice experience.

### Length of Placement

- Teaching Candidates will have one or two (depending on individual program requirements) Clinical Practice assignment during the semester for a **total of 15 weeks of full-time teaching, or 75 days.** Teacher institutes, workshops and

parent conference days are counted as teaching days. Fifteen semester hours of credit are earned. Placements depend on availability of teachers and location.

### **Candidate Absences**

- Illness is the only automatic excuse for days missed from Clinical Practice. In case of illness, the Teaching Candidate should call the Cooperating Teacher and the College Supervisor before 8:00 a.m. **The prepared lessons and materials for teaching that day must be available for the Cooperating Teacher to use. A substitute plan folder (prepared by the Teaching Candidate in advance) should be available at all times.**
- **Any absence other than illness must have prior approval of the college supervisor as well as the approval of the cooperating teacher. All absences must be made up if the total number of days would otherwise fall below the minimum required.** There are no “personal days.” Dates for job interviews should be discussed with the supervisor in advance. No more than one interview day per placement is allowed.
- For every absence Form G must be completed, signed by cooperating teacher and teaching candidate, and sent to the college supervisor for candidate’s file.
- If the school system is affected by a strike or work stoppage, the Teaching Candidate is expected to report immediately to the College Supervisor. Teaching Candidates should *not* cross picket lines and may *not* be used to replace regular teachers who are on strike.

### **Substitute Teaching**

- **Teaching Candidates *may not* be used as a substitute for their Cooperating Teacher or for any other certified personnel (i.e. interpreter, teacher aide).** Teaching Candidates may not be compensated for any responsibilities that constitute all or a part of the required Clinical Practice experience.
- **The Cooperating Teacher may leave the classroom with the Teaching Candidate in charge of the class, but the Cooperating Teacher shall at all times, retain the responsibility for control of the class and the program of instruction.**
- **The legal status of Teaching Candidates is defined by Section 10-20.20 of *The School Code of Illinois* that states:**

“Protection from suit. To indemnify and protect school districts, members of school boards, employees, volunteer personnel authorized in Sections 10-22.34, 10-22.34A and 10-22.34B of this code and Teaching Candidates against civil rights damage claims and suits, constitutional rights damage claims and suits and death and bodily injury and property damage claims and suits, including defense

thereof, when damages are sought for negligent or wrongful acts alleged to have been committed in the scope of employment or under the direction of the boards. Such indemnification and protection shall extend to persons who were members of school boards, employees of school boards, authorized volunteer personnel or Teaching Candidates at the time of the incident from which a claim arises. No agent may be afforded indemnification or protection unless he was a member of a school board, an employee of a board, an authorized volunteer or a Teaching Candidate at the time of the incident from which the claim arises.”

### **Daily Responsibilities**

- Teaching Candidates are expected to be at school at least 30 minutes before the students arrive. The Teaching Candidate needs this time to review plans and prepare for the day. The Teaching Candidate should remain at school at the end of the day until all necessary preparations for the next day are made. **The Cooperating Teacher will set the work hours.** Teaching Candidates may not return to the classroom or school after hours without permission from the site principal. In those rare instances, it is recommended that the Cooperating Teacher provide supervision.

### **Lesson Plans**

- Lesson plans and related media materials will be due the Wednesday prior to the week they will be used. Lesson plans should be kept in a three-ring binder. Detailed lesson plans, using **MacMurray College Lesson Plan Format (Form C)** must always be prepared and copied for the College Supervisor to use during scheduled observations.

### **Records**

- Candidates are responsible for completing a **Weekly Teaching Candidate Self-Evaluation and Time Sheet (Form A)** recording how the previous week’s activities were divided among observation, planning, related activities and actual teaching. The candidate should make a copy for their Cooperating Teacher, their College Supervisor and one for their binder. **Each Friday before 5pm Form A should be hand-delivered, faxed, or e-mailed to the College Supervisor OR mailed with the Friday's postmark.** As time management is a virtue and a requirement of a good teacher, candidates will be penalized if their reports are not turned in on time. Any special circumstances should be discussed with the College Supervisor in advance.
- Each week, following the formally observed lesson, the Teaching Candidate and Cooperating Teacher will complete a **Teaching Candidate/Cooperating Teaching Formal Evaluation of Lesson (Form B)**. A copy of the lesson plan shall be attached and signed by the Cooperating Teacher and turned in to the College Supervisor by the Friday of the week in which the lesson was taught.

## Grades

- MacMurray College has extremely high standards for Teaching Candidates. After three and a half years of education and many field experiences, we anticipate that our candidates will do an excellent job during the Clinical Practice. While the College Supervisor is ultimately responsible for the candidate's final grade, input from the Cooperating Teacher is vital to the assessment process.

## Termination of Assignments

- Schools reserve the right to refuse the assignment of any Teaching Candidate as well as the right to terminate a Teacher Candidate's placement for cause. Termination will be preceded by notification of the College Supervisor who will in turn notify the Chair of the Education Department and the Vice President of Academic Affairs. Causes for termination may include inappropriate language, dress or behavior, breaches of school district policy-notably confidentiality, illegal activity on the part of the Teaching Candidate, inability to perform duties required of a Teaching Candidate and/or other related causes.
- After termination, the Teaching Candidate will meet with the College Supervisor and the Chair of the Education Department to determine the options for either an alternative placement, remediation leading to another assignment or withdrawal from the Teacher Education program. Candidates who are terminated for just cause should expect to be dismissed from MacMurray College.

## Clinical Practice Activities

- In general, the college defines five different types of activities suitable for the Clinical Practice experience.
  1. **Observation--** time spent observing the Cooperating Teacher at work, observing students in the classroom, observing other teachers at work (specialists), and other staff members who relate to the students each day.
  2. **Preparation--** time spent writing unit/lesson plans and preparing materials for those lessons, e.g., checking out equipment and setting up and preparing the teaching station for activity. Preparation for teaching is time consuming. The Teaching Candidate will, of necessity, **make more detailed lesson plans than the Cooperating Teacher**. The Teaching Candidate will also need to prepare an abundance of activities and materials before he or she learns to anticipate how long each activity will take. It is far better to be over-prepared than to suddenly find valuable instructional time to be filled with nothing planned or prepared.
  3. **Actual Teaching--**time spent teaching one student, small groups, or the whole class. The candidate can also very quickly assume responsibility

for attendance, lunch count, locker room supervision, and any other housekeeping duties, which must be accomplished daily.

- By the beginning of the second week, the Teaching Candidate should assume responsibility for planning and teaching at least one class. The goal is for the Teaching Candidate to have full responsibility for planning and teaching the entire school day during their Clinical Practice (refer to **Appendix A** for suggested progression).
  - Because each Teaching Candidate, classroom and Cooperating Teacher is different, no definite pattern for assuming total control of the class can be designed. The Cooperating Teacher works with the Teaching Candidate every day; it is primarily his/her task to decide when the Teaching Candidate is ready to assume each new responsibility.
4. **Activities Related to Teaching**--time spent in faculty meetings, committee meetings, PTA, parent conferences, lunch duty, playground duty, grading papers, writing reports and so on.
- A significant amount of the classroom teacher's time is devoted to non-teaching activities, which are nevertheless important. The Teaching Candidate needs to be involved in all aspects of teaching and should certainly assume this aspect of a teacher's job. While he or she should not be assigned these duties alone, the Teaching Candidate can certainly share the responsibility under the supervision of the Cooperating Teacher.
5. **Reflective Journal**— All Candidates are required to keep a daily reflective journal. The journal should demonstrate self-reflection and growth during the period of Clinical Practice. Be prepared to share your journal entries with your college supervisor at least once per week.

## **THE COOPERATING TEACHER**

### **Role of the Cooperating Teacher**

The Cooperating Teacher may well be the most important influence in the preparation of a new teacher. The Cooperating Teacher models those teaching techniques that work best and at the same time encourages the Teaching Candidate to explore a variety of different techniques. The Teaching Candidate should be regarded as a professional co-worker in need of friendly help and guidance.

It is also helpful to remember that most college students approach Clinical Practice with some anxiety. They need positive reinforcement just as much as the students in the classroom. It sometimes happens that the Cooperating Teacher notes that a Teaching Candidate shows little initiative, while the Teaching Candidate avoids doing anything on his or her own for fear of offending the Cooperating Teacher. **Open communication is an absolute necessity for a successful Cooperating Teacher-Teaching Candidate relationship.**

The Cooperating Teacher should attempt to meet the following objectives during supervision of the Teaching Candidate in order to impart both knowledge and experience to the Teaching Candidate.

1.     **Become acquainted with the Teaching Candidate as an individual.**
  - Help the Teaching Candidate build on his or her assets.
  - Assist in overcoming any deficiencies.
  - Gaining knowledge of the candidate's hobbies, special skills, previous experiences, and current interests may contribute to your ability to assist them during this experience.
  
2.     **Start the Teaching Candidate teaching from the first day.**
  - Assign your Teaching Candidate some teaching duties from the first day forward to the end of the experiences (e.g. working with small groups, individual help, and so on).
  
3.     **Schedule daily contact with the Teaching Candidate.**
  - Review activity plans.
  - Analyze instructional delivery.
  - Discuss progress.
  - Brainstorm for new ideas and methods to use in working with students.
  - Discussion topics should include the following:
    - long range planning
    - unit planning
    - philosophy of education
    - individual and group communication skills
    - classroom management

- observational strategies
- working with parents
- meeting diverse student needs
- expectations
- building policies
- evaluation of student learning
- managerial components

**4. Schedule extended conferences with the Teaching Candidate to discuss**

- instructional delivery
- unit planning and implementation
- specific deficiencies
- weekly evaluation
- midterm evaluation
- final evaluation

**5. Communicate immediately with the College Supervisor if**

- the Teaching Candidate appears deficient in ability, responsibility or maturity in his or her teaching performance.
- other areas of concern materialize.

The Cooperating Teacher should:

1. **Introduce** the Teaching Candidate to other staff members as a coworker.
2. **Provide a desk**, table, or other space for the Teaching Candidate to call his or her own.
3. Present the Teaching Candidate with **copies of teacher's guides** that he or she may take home to prepare lessons.
4. **Help the Teaching Candidate become oriented** to the facilities, policies, and programs of the school.
5. Arrange opportunities for the Teaching Candidate to **observe students in other classes** (e.g. art, music, reading). This needs to be approved by their College Supervisor.
6. Give clear-cut directions about the duties and responsibilities of the Teaching Candidate and **ensure that he or she understands them**.
7. Insist that **lesson plans be written by the Wednesday of the week before they are to be taught** so that needed modification can be made.

8. **Set aside time each day for talking with the Teaching Candidate** to evaluate and plan. Teaching Candidates need and want constructive criticism.
9. Leave the Teaching Candidate **alone with the class for short periods** of time beginning in the second week.
10. **Clarify the role** the Teaching Candidate plays in parent-teacher relationships.

### **Informal Evaluations**

One of the objectives of Clinical Practice is the development of the ability to evaluate one's own behavior and plan for improvement. There are few situations in life that put a person under as much pressure as Clinical Practice. Growth in the Teaching Candidate's self-evaluation is achieved through feedback about their teaching. **The Cooperating Teacher should provide constructive criticism on a daily basis.**

Here are some suggestions on making these informal evaluations productive:

- Focus on the positive skills the Teaching Candidate exhibits. When it is necessary to modify some behavior, approach it by saying, "This is what I saw happening..." rather than, "You should have..." Suggestions can begin with, "Have you thought of..." or "It seems that..." or "how about..." or "Is this what you intended...?" These statements are designed to start the Teaching Candidate thinking and they seldom seem punitive to the person on the receiving end.
- Focus on one dimension of teaching at a time. If both the Teaching Candidate and the observer concentrate on just one skill at a time, there is a solid basis for discussion and for specific suggestions for improvement.
- Help the Teaching Candidate set realistic goals. The more capable, secure Teaching Candidate can accept greater challenges than one who is having difficulties. A Teaching Candidate, provided with the right data, will be quick to realize that he or she is not performing up to his or her own standards. That is the first step toward productive self-evaluation.
- An additional source of feedback for the Teaching Candidate is the class itself. The Teaching Candidate should note the responsiveness to his or her teaching by the total class as well as by individuals in the class. The Cooperating Teacher may need to assist in determining class responsiveness.

### **Formal Evaluations**

- The Cooperating Teacher is asked to formally **observe one lesson during each week**. **Formal Observation Forms** are included with this handbook. A copy

should be attached to the Teaching Candidate's weekly reports and given to the College Supervisor. The Teaching Candidate will keep a copy and the Cooperating Teacher keeps a copy. The Teaching Candidate also will complete a **Teaching Candidate/Cooperating Teacher Formal Evaluation of Lesson (Form B)**, and turn this in to the College Supervisor on the Friday after it has been completed.

- The Teaching Candidate will be formally **evaluated** twice during the assignment period by the Cooperating Teacher. The **Teaching Candidate Evaluation (Forms E)** is designed to be used at the midterm of the placement and the last week of the placement. The Cooperating Teacher and Teaching Candidate will each complete this form (separate of one another) and bring it to their conference. Copies of the evaluations will be given to the College Supervisor.
- The Cooperating Teacher and College Supervisor will take time to **review the Midterm Evaluations with the Teaching Candidate**, identifying areas needing improvement and determining the best plan of action for addressing these areas. This is essential with the Midterm evaluation and may be done more frequently during the Clinical Practice experience.
- The Cooperating Teacher will recommend to the College Supervisor the final grade on the Teaching Candidate's transcript, but it is the ultimate responsibility of the College Supervisor to assign final grades. All reports relative to the Clinical Practice experience are maintained in the Education Department.

## THE COLLEGE SUPERVISOR

### Duties

- It is the primary responsibility of the College Supervisor to place each Teaching Candidate in a classroom that affords the opportunity to:
  - Observe excellent teaching
  - Learn classroom management techniques
  - Try out different methods of teaching
  - Develop a personal teaching style
  - Gradually assume full responsibility for the classroom
  - Become a fully functioning faculty member
  
- While the Cooperating Teacher is responsible for guiding the Teaching Candidate in the day-to-day classroom activities, the College Supervisor assists in evaluating the growth and participation in these activities.
  
- The College Supervisor will make **from two to four observations** during the Clinical Practice. These visits may or may not be scheduled in advance. Brief conferences will typically be held between the College Supervisor and the Teaching Candidate following an observation. In addition to the observation visits, three-way conferences may be scheduled for the Teaching Candidate, Cooperating Teacher and College Supervisor as necessary, to evaluate the Teaching Candidate's progress at the midterm and final conference.

### Guidelines for Conferences

- The setting of the conference should be in a place where a minimum of interruption will occur.
- The place of the conference and the time allotment should be planned in advance.
- Analysis of the Teaching Candidate's performance should be constructive, with emphasis upon strengths.
- The conference should contribute to the ability of the Teaching Candidate to become increasingly self-directed.
- Those involved in the conference should be prepared with pertinent data and materials on topics to be discussed.

## Summary of Forms

- Form A**      **Weekly Teaching Candidate Self-Evaluation and Time Sheet**  
 ➤ To be mailed, faxed, e-mailed or hand-delivered each Friday.
- Form B**      **Teaching Candidate/Cooperating Teacher Formal Evaluation of Lesson**  
 ➤ To be completed following each time the Cooperating Teacher formally observes lesson; should be signed by the Cooperating Teacher, and have the lesson plan attached. This form must be turned in to the College Supervisor after completion each Friday.
- Form C**      **MacMurray College Lesson Plan Format**  
 ➤ To be used when developing lesson plans for each formal observation and as a general guide for daily lessons. (The Cooperating Teacher may suggest alternate style for daily lessons, but it needs to be approved by the College Supervisor.)
- Form D**      **Teaching Schedule**  
 ➤ To be completed and turned in to the College Supervisor by Wednesday of the first week of placement. Should indicate times, classes and prep time during each day. Itinerant placements may necessitate creating an alternate schedule form, which would indicate travel times and various school locations. Any changes to the schedule should be included with the Friday weekly reports. This schedule will assist the College Supervisor when planning visits; accuracy is important.
- Form E**      **Teaching Candidate Evaluation (Midterm and Final)**  
 ➤ To be completed by the Cooperating Teacher and Teaching Candidate, separately, once during the week prior to midterms and once during the final week of the placement. Copies of the Midterm and Final Evaluation should be given to the College Supervisor after the conferences and will be kept in the college files.
- Form F**      **Clinical Practice Activities List**  
 ➤ To be maintained as a cumulative record of the Teaching Candidate's activities. Each item should be checked off and the date noted upon completion.
- Form G**      **Absence Form**  
 ➤ For every absence Form G must be completed signed by cooperating teacher and teaching candidate and sent to college supervisor for candidate's file.



## *Weekly Time Sheet*

Name \_\_\_\_\_ Date \_\_\_\_\_  
 School \_\_\_\_\_ Grade \_\_\_\_\_  
 Cooperating Teacher \_\_\_\_\_

Keep this record daily, in hours to the nearest ¼ hour.

Activities	S	M	T	W	T	F	S	Total
Observations students, teachers								
Preparing lesson plans, bulletin boards								
Direct student contact, teaching small groups, etc.								
Other Teaching duties field trips, grading, activities								
Conferences teacher, principal, parents								
Professional meetings faculty, in-service, PTA								
Other activities								
Travel time								
<b>Total</b>								

**Circle appropriate week number: 1**

**This form must be mailed, faxed, e-mailed or hand delivered to the College Supervisor each Friday afternoon. It must be postmarked on Friday.**

**Form B**

***Teaching Candidate/Cooperating Teacher Formal Evaluation of Lesson***

Teaching Candidate

Cooperating Teacher

Time and Date

Comment briefly on the effectiveness of each of the following areas:

1. Lesson Plan (Did you follow it, adapt it, or change it?):

- Teaching Candidate Reaction:

- Cooperating Teacher Reaction:

2. Objectives (appropriate concepts, goals, purpose?):

- Teaching Candidate Reaction:

- Cooperating Teacher Reaction:

3. Introduction and Motivation:

- Teaching Candidate Reaction:

- Cooperating Teacher Reaction:

4. Use of Materials and Equipment:
  - Teaching Candidate Reaction:
  
  - Cooperating Teacher Reaction:
  
5. Presentation:
  - Teaching Candidate Reaction:
  
  - Cooperating Teacher Reaction:
  
6. Classroom Management and Discipline (Learning Climate):
  - Teaching Candidate Reaction:
  
  - Cooperating Teacher Reaction:
  
7. Interaction Skills (rapport, sensitivity to students' needs):
  - Teaching Candidate Reaction:
  
  - Cooperating Teacher Reaction:
  
8. Conclusion and Follow-up:
  - Teaching Candidate Reaction:

- Cooperating Teacher Reaction:

9. Time Element--Pacing of Lesson:

- Teaching Candidate Reaction:

- Cooperating Teacher Reaction:

10. The following are strengths regarding the lesson:

- Teaching Candidate Reaction:

- Cooperating Teacher Reaction:

11. The following are areas of improvement needed regarding the lesson.

- Teaching Candidate Reaction:

- Cooperating Teacher Reaction:

\_\_\_\_\_  
Teaching Candidate

\_\_\_\_\_  
Cooperating Teacher

\_\_\_\_\_  
Date

**This form must be mailed, faxed, e-mailed or hand delivered to the College Supervisor each Friday afternoon. It must be postmarked on Friday**

**Form C*****MacMurray College Lesson Plan Format***

Teaching Candidate \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_  
 Date of Lesson \_\_\_\_\_ Grade/Level \_\_\_\_\_ Time allowed \_\_\_\_\_  
 Physical Environment (small groups, lab etc) \_\_\_\_\_

## Illinois Learning Goals &amp; Standards

- I. Instructional Purpose
  
- II. Instructional Objectives
  - A. Objective/s relating to behavior such as; attending to task, cooperative learning
  - B. Instructional Objectives relating to content
  
- III. Materials
  - A. Teacher's Materials
  - B. Manipulatives
  - C. Equipment
  - D. Student Materials
  
- IV. Procedure (Describe lesson briefly with attention to these points)
  - A. Introductory Set
    1. Review Prerequisites ("Who remembers the parts of...?")
    2. Set the tone ("Today we will..." game, quiz, review, lecture etc.)
    3. Communicate the purpose/objectives ("You will list 5 kinds of...")
  - B. Pacing/Body of Lesson
    1. Methods to be used (discussion, drill, questioning etc.)
    2. Techniques of instruction (guided practice, game, lab activity etc.)
    3. Sequence of Instruction
  - C. Closure
    1. Review of the basic points of the lesson  
Assign Independent Practice
    2. Explain follow-up ("Tomorrow, we will...")
  
- V. Evaluation
  - A. How will you know students met each objective?



## Form E

Teaching Candidate Name \_\_\_\_\_

Midterm

Final

Cooperating Teacher \_\_\_\_\_

Date \_\_\_\_\_

### TEACHING CANDIDATE EVALUATION

<b>Instruction, Planning and Implementation</b>	Exceeds	Met	Not Met	Not Observed
1. Accommodates individual students who have particular learning needs or differences	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
2. Uses teaching strategies and technologies to address diverse student needs	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
3. Uses cultural diversity and individual differences to enrich instruction	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
4. Utilizes appropriate resource and prepares appropriate learning materials and activities with appropriate expectations and objectives	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
5. Incorporates interdisciplinary and integrative learning approaches	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
6. Demonstrates responsiveness to student input by monitoring and adjusting strategies in response to learner feedback	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
7. Designs learning experiences to promote student skills in the use of technologies	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
8. Employs teaching and alternative teaching strategies and materials to achieve differing instructional purposes and meet differing student needs	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
9. Adopts teaching approaches that encourage students to assume a responsibility for learning	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
10. Presents diverse perspectives to encourage critical thinking	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
11. Varies his or her role in the instructional process in response to the content and purposes of instruction and the varying needs of students	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
12. Employs strategies that demonstrate the interconnectedness between the content and other areas of student experience and learning	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
13. Uses a wide variety of instructional technologies to enhance student learning	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
<b>Assessment and Action Research</b>	Exceeds	Met	Not Met	Not Observed
1. Uses appropriate assessment techniques and technologies to monitor and evaluate student understanding, progress, and performance	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
2. Involves students in self-assessment activities	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>

3. Maintains useful and accurate records of student work and communicates student progress to students, parents, and colleagues	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
4. Collaborates with families and other professional relevant to the assessment of individuals with disabilities	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
5. Uses assessment results and collaboration with other professionals to diagnose, devise, and improve teaching strategies	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
6. Identifies when to develop and implement strategies and interventions within the classroom and how to access appropriate services or resources to assist students with exceptional learning needs	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
7. Accesses appropriate services or resources to assist students with exceptional learning needs	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
8. Implements and evaluates individual learning objectives	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
9. Knows the legal provisions, regulations, and guidelines regarding the assessment of individuals with disabilities	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
10. Analyzes, establishes, and plans appropriate expectations for student learning based on the classroom environment, students' needs/responses, and teaching resources/materials	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
11. Demonstrates expertise in area of content knowledge	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
12. Assesses student knowledge and understanding appropriately	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
<b>Communication and Collaboration</b>				
1. Models accurate and effective communication skills	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
2. Communicates in a supportive manner and provides constructive feedback	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
3. Uses a variety of modes to communicate effectively with a diverse student population	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
4. Creates opportunities for all students to utilize various forms of communication skills	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
5. Collaborates with colleagues to promote and enhance student success and learning.	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
6. Practices effective listening, conflict-resolution, and group-facilitation skills	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
	Exceeds	Met	Not Met	Not Observed
7. Identifies and uses community resources to enhance student learning and explore career opportunities	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
8. Collaborates in the development and implementation of individualized education programs.	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>

9. Develops relationships with parents/guardians and various professionals to acquire understanding and promote student success	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
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<b>Classroom Management</b>				
1. Establishes a classroom environment conducive to learning	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
2. Implements appropriate classroom management strategies	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
3. Involves students actively in the learning process	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
4. Properly motivates and encourages students	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
5. Establishes a learning environment in which individual differences are respected	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>

<b>Professional Leadership and Conduct – Reflection and Professional Growth</b>				
1. Uses available experience and information as active sources for reflection, evaluation, and revision of teaching methods	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
2. Collaborates with other professionals to provide a basis for reflection and teacher improvement	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
3. Assesses his or her own needs for knowledge and skills related to teaching students with disabilities	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
4. Promotes and maintains a high level of professional integrity	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
5. Follows school policy and procedures respecting boundaries appropriate professional behavior when working with students, colleagues, and families	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
6. Follows codes of professional conduct and exhibits knowledge and expectations of relevant current legal directives	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
7. Initiates and develops effective educational projects and programs	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
8. Participates in activities such as curriculum development, student development, and student organizations	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
9. Demonstrates commitment to enhancing educational and quality-of-life opportunities for individuals with disabilities	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
10. Tolerates and respects the culture, religion, gender, and sexual orientation of individual students and their families	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
	Exceeds	Met	Not Met	Not Observed
11. Uses a variety of instructional and intervention strategies prior to initiating a referral of a student for special education (if needed)	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>

12. Makes good use of preparation time.	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
13. Meets deadlines for preparing lessons and materials	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
14. Demonstrates initiative and willingness to seek new responsibilities	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
15. Demonstrates ability to adapt to changing workload or schedule	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>
16. Dresses and behaves professionally	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>

Additional Comments:

\_\_\_\_\_  
Signature of Cooperating Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Teaching Candidate

\_\_\_\_\_  
Date

**Form F*****Clinical Practice Activities List***

Teaching Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Level: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

**By the end of placement the Teaching Candidate should have done each of the following at least once:**(Check when achieved, and date, describe item/mark NA if not applicable)

√	Date	Activity
		Created a bulletin board for the classroom or the entire school.
		Created a Learning Activity Center pertaining to a core concept
		Created a Substitute Folder
		Prepared a Parent Newsletter.
		Prepared one dynamic multimedia lesson using four types of instructional technology (PowerPoint, visual graphics, video, manipulatives, transparencies, Internet activities, etc.)
		Attended at least one faculty/professional conference.
		Attended an IEP meeting (if appropriate).
		Participated in IEP development or review with the Cooperating Teacher (only if appropriate).
		Collaborated with Cooperating Teacher on progress reports.
		Developed and implement a behavior management plan

√	Date	Activity
		Planned and implemented a field trip. Site: _____
		Worked effectively with parents (i.e. attend parent-teacher conference).
		Planned and taught large group lessons.
		Planned and taught small group lessons.
		Planned and taught individualized lessons.

## Form G

### Absence Form

Candidate Name: \_\_\_\_\_

Date of Absence: \_\_\_\_\_

Reason for Absence: \_\_\_\_\_

Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher Signature:  
\_\_\_\_\_ Date \_\_\_\_\_

College Supervisor Signature:  
\_\_\_\_\_ Date \_\_\_\_\_

## Appendix A

### *Suggested Progression for Clinical Practice*

The following outline is a suggested format for Cooperating Teachers to use in planning their Teaching Candidate's integration into the classroom. Of course, each classroom is unique, and the plan may vary according to school and/or circumstances, but this outline should serve well as a blueprint for the preliminary planning of the internship.

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
Introduction	Observe	Observe	Observe	Assist with class
Orientation	Assist with class	Assist with class	Assist with class	Introduce Learning Activity Center
Observation	Teach first section	Add teaching of another section	Complete work on Learning activity Center	Continue planning of unit
Routine teaching duties	Continue Learning Activity Center	Begin planning of unit	Add teaching of another section	Plan multi-media lesson
Begin researching Learning Activity Center	Identify unit plan topic		Continue planning of unit	Add teaching of another section
<b>Week 6-7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	
Identify unit for reflective teaching project (RTP)	Initial plan organized for RTP	Teach all day	Teach all day	
Complete multi-media lesson	Teach unit between weeks 8-11	Teach unit plan between week 9-11	Teach unit plan between week 10-11	
Finalize unit plans	Mid-term conference	Continue planning for RTP	Implement RTP	
Teach multi-media lesson	Add teaching of another section			
Add teaching of another section				
Schedule mid-term conference				
<b>Week 11</b>	<b>Week 12</b>	<b>Week 13</b>	<b>Week 14</b>	<b>Week 15</b>
Teach all day	Option of teaching all day and/or cooperating teacher begins to take back teaching responsibilities	Cooperating teacher continues to take back teaching responsibilities	Cooperating teacher continues taking back some teaching responsibilities	Cooperating teacher has all teaching responsibilities
Unit plan completed	Begin writing of RTP	Schedule final conference	Complete evaluation for final conference	Final conference
Implement RTP		Continue write-up of RTP	Complete and turn in RTP writing	

**Appendix A***Suggested Progression for Clinical Practice*

The following outline is a suggested format for Cooperating Teachers to use in planning their Teaching Candidate's integration into the classroom. Of course, each classroom is unique, and the plan may vary according to school and/or circumstances, but this outline should serve well as a blueprint for the preliminary planning of the internship.

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>
Introduction	Observe	Observe	Teach three classes
Orientation	Assist with class	Assist with class	Begin planning field trip
Routine Teaching Duties	Teach first section	Add teaching of another section	Mid-Term Evaluation Conference
	Identify unit plan topic	Continue planning of unit	
		Schedule Mid-Term Evaluation Conference	
		Complete bulletin board	
<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>
Teach four classes	Teach full time	Teach full time	Teach full time
	Plan multi media lesson	Finalize field trip	Cooperating Teacher may resume some teaching responsibilities
		Schedule final evaluation conference	Teaching Candidate completes all teaching duties
		Complete multi-media lesson	Field Trip
			Final evaluation conference
			Make contact with next Cooperating Teacher
			Teach multi-media lesson

## Appendix A

### *Suggested Progression for Clinical Practice*

The following outline is a suggested format for Cooperating Teachers to use in planning their Teaching Candidate's integration into the classroom. Of course, each classroom is unique, and the plan may vary according to school and/or circumstances, but this outline should serve well as a blueprint for the preliminary planning of the internship.

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>
Introduction	Observe	Observe	Teach three classes
Orientation	Assist with class	Assist with class	Begin planning field trip
Routine Teaching Duties	Teach first section	Add teaching of another section	Mid-Term Evaluation Conference
	Identify unit plan topic	Continue planning of unit	
		Schedule Mid-Term Evaluation Conference	
		Complete bulletin board	
<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	
Teach four classes	Teach full time	Teach full time	
Plan multi media lesson	Finalize field trip	Field trip	
	Complete multi-medial lesson	Teach multi-media lesson	
	Schedule final evaluation conference	Make contact with next Cooperating Teacher	
		Final evaluation conference	
		Cooperating Teacher may resume some teaching responsibilities	
		Teaching Candidate completes all teaching duties	

# MacMurray College Education Program

## Teaching Candidate Agreement

My signature below indicates:

1. I have read the Teaching Candidate Handbook and agree to abide by the requirements and conditions contained within the handbook.
2. I understand that removal from Clinical Practice requires my re-application to the Education Department and Clinical Practice.

\_\_\_\_\_  
MacMurray Teaching Candidate

\_\_\_\_\_  
Date

\_\_\_\_\_  
College Supervisor