

Chicago Public Schools
Department of Human Resources



Student-Teaching Handbook

<http://www.cps-humanresources.org/STI/>

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Spring 2004 CPS Student Teachers

Spring 2004 CPS Cooperating Teachers from the following schools:

Brooks College Prep
Clemente High School
DeDiego Elementary
Hayt Elementary
Lyon Elementary
Northside Learning Center High School
Parkman Elementary
Shields Elementary

Budlong Elementary
Curie High School
Farnsworth Elementary
Hibbard Elementary
Nettelhorst Elementary
Palmer Elementary
Pulaski Elementary
Taft High School

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Chicago Public Schools Student-Teaching Initiative

The Student-Teaching Initiative of the Chicago Public Schools (CPS) is designed to attract pre-service teachers from universities in the Chicago area, as well as in-state and out-of-state schools of education, by offering support and guidance through the final phases of the traditional teacher certification process. The CPS Student-Teaching Initiative provides the following services:

- Placement opportunities at over 600 elementary, middle, and secondary schools with a variety of education programs and resources
- Educational environments with diverse staff and student populations
- Guidance by accomplished cooperating teachers
- Housing accommodations at affordable pricing for student teachers from outside of Chicago
- Networking events with CPS principals and administrators

URBAN EDUCATION EXPERIENCE

Student teachers in Chicago public schools will gain first-hand experience in an urban environment through daily classroom activities, professional development workshops, and staff meetings. Under the guidance of an experienced cooperating teacher, student teachers will improve their instructional strategies, assessment practices, and classroom management skills—thereby engaging their students and fostering a life-long learning philosophy.

ONLINE REGISTRATION SYSTEM

The CPS Student-Teaching Initiative offers an online registration system that provides current student teachers with information about upcoming events. To complete a brief online registration form, please visit our website at www.cps-humanresources.org/STI/. This form asks for such data as contact information, university attended, and student-teaching assignment. The completion of this procedure is important as it provides us with a database that assists us in helping student teachers find full-time positions with the CPS.

Student teachers who register with our database receive the following information:

- Special notices about local educational events
- Invitations to our Open House and job fairs
- Information about CPS position openings

To register, go to our website at <http://www.cps-humanresources.org/STI/> and click on the “Join Us” link.

RESPONSIBILITIES OF STUDENT TEACHERS

Student teachers in CPS are undergraduate and graduate education major who are completing the final phases of the traditional teacher certification process. They are committed to the Illinois Professional Teaching Standards, desire to teach in an urban setting, embrace multiculturalism, and receive guidance from a highly qualified CPS teacher. During their full-time placement, student teachers work with cooperating teachers who provide guidance related to administrative tasks, instruction, assessment, classroom management, and other professional responsibilities of teachers. University supervisors also provide feedback and formal evaluation. Student teaching must be completed at the grade levels and the areas of specialization for which the student teacher wishes to receive certification from the Illinois State Board of Education (ISBE). The length of the experience is determined by each college or university but usually lasts an entire quarter or semester; dates are agreed upon between the cooperating school and university.

Student teachers must have met the following requirements:

- Completed their sophomore year of college
- Completed the required coursework and clinical hours
- Be enrolled in a student-teaching course
- Arranged their placement through or received approval from their college placement office
- Passed the Basic Skills Test and Content Area Test
- Be preparing to take the Assessment of Professional Teaching
- Contacted their college placement office about all relevant deadlines, procedures, and information related to student teaching

Generally, student teachers have the following responsibilities:

- Take on the cooperating teacher's class load as well as any other duties carried out during regular school hours (lunchroom duty, hallway supervision, etc.) in accordance with their college/university
- Assume the responsibilities of the cooperating teacher including, but not limited to, record keeping, planning, instruction, assessment, displays, and day-to-day classroom management
- Complete all college/university documentation related to student teaching
- Attend school events, parent-teacher conferences, faculty meetings, and workshops as approved by the cooperating school and college/university
- Work a full day and meet the requirements set forth by the university or CPS evaluation tools
- Use sound judgment and demonstrate professionalism
- Attend weekly seminars and other events designated by the college/university

Because student teachers are not certified, they cannot be used as substitute teachers. Although student teachers are encouraged to participate in extra-curricular activities in which the

cooperating teacher is involved, these extra activities are optional and cannot conflict with the university's weekly seminars or other requirements.

In accordance with ISBE (Section 25.620), student teachers can only be paid under the following circumstances:

- a. The student teacher holds a transitional bilingual certificate (Type 29), a provisional vocational certificate (Type 34), or a temporary provisional vocational certificate (Type 37).
- b. The student teacher is working at a charter or non-public school and has two years of teaching experience exclusive of home schools.
- c. The student teacher is a full-time basis substitute in the Chicago Public Schools. The college or university and cooperating school must agree to these exceptions. Student teachers should see their university placement coordinator for more information.

Student teachers are expected to be at school every day school is in session. Any exceptions should be worked out with the university supervisor and cooperating teacher. Student teachers should follow the school calendar of the CPS and are entitled to all holidays and vacations which occur during student teaching and are recognized by the CPS. If a student teacher needs to miss a day because of illness or an emergency, he or she should contact the cooperating teacher and university supervisor as soon as possible. In accordance with university guidelines, the university supervisor will decide if this time needs to be made up.

Student teachers are expected to maintain a professional attitude in regard to all activities undertaken during their placement. Particular care should be taken with the rights of privacy of children and parents. In the event a student teacher is unsure of the proper procedure to be followed in a given situation, he or she should first consult with the cooperating teacher. If the cooperating teacher is unavailable, the student should consult with appropriate administrative personnel.

Student teachers should always strive to make a positive impression on colleagues, administrators, students, and parents. Most Chicago public schools have guidelines for teacher attire, so student teachers should consult with their cooperating teachers for this information. In general, student teachers should wear attire that presents them as professionals. Clothes that appear sloppy, overly casual, or inappropriate can distract students and result in negative attitudes. A good rule of thumb to follow is to wear clothes considered "business casual."

A student teacher who demonstrates unethical or unprofessional behavior or fails to meet the pre-established requirements, can be terminated from his or her placement by the cooperating school or university. A representative from the cooperating school and the college or university will make this decision.

RESPONSIBILITIES OF COOPERATING TEACHERS

CPS cooperating teachers are high-quality educators with usually at least five years of teaching experience. They are fully certified in the areas they teach and are committed to the Illinois Professional Teaching Standards. Through their work, they demonstrate an understanding of teaching in an urban setting, embracing multiculturalism, and mentoring new teachers. Cooperating teachers provide guidance about administrative tasks, instruction, assessment, classroom management, and other education-related responsibilities.

In keeping with the expectations of the National Board for Professional Teaching Standards, cooperating teachers demonstrate the following core propositions:

1. Be committed to students and their learning.
2. Know the subjects they teach and how to teach those subjects to students.
3. Be responsible for managing and monitoring student learning.
4. Think systematically about their practice and learn from experience.
5. Be members of learning communities.

Generally, cooperating teachers have the following responsibilities:

- Understand the importance of hosting a student teacher and allow the student teacher to assume the role of classroom teacher
- Familiarize the student teacher with the classroom, the facilities, the staff, and the policies of the school through activities that include, but are not limited to, tour of the building, introduction to the principal, parking procedures, meal options, library resources, print resources, technology resources, instructional materials, parent handbook, student tardy and attendance policy, school grading procedures, and school calendar
- Impart to the student teacher the importance of keeping accurate records and maintaining student privacy guidelines
- Model and provide a number of strategies for effective instruction and classroom management
- Provide for the smooth transition of the student teacher to full-time teaching by encouraging the student to engage in a variety of activities, such as:

one-to-one tutoring	preparation of instructional materials
small group instruction	development of bulletin boards and
lead short discussions	instructional displays
team teaching	evaluation and recording of student work
complete administrative tasks	supervision of pupils doing independent work
- Observe the student teacher frequently and offer verbal and written feedback after each observation
- Encourage the student teacher to be creative and innovative

- Communicate daily with the student teacher, providing feedback on strengths and weaknesses
- Include the student teacher in non-teaching functions such as staffings, parent conferences, in-service activities, etc.
- Complete formal evaluations using the university's form or the CPS form
- Communicate frequently with the university supervisor to support and evaluate the student teacher's performance, reporting any concerns or problems about the student teacher immediately

Cooperating teachers receive thirty CPDUs toward re-certification in one five-year period. If cooperating teachers share a student teacher, they are entitled to fifteen CPDUs and are able to earn credit for hosting two student teachers in one five-year period. In addition, most colleges or universities provide a stipend or tuition waiver.

Cooperating teachers are still legally responsible for their classroom and should not leave an uncertified student teacher alone with students at any time.

SUGGESTED TEACHING TRANSITION PLAN

This schedule should be discussed and established during the first week of student teaching. Because colleges and universities require different lengths of student teaching, this schedule can be adapted accordingly. Student teachers should follow the curriculum established by the school or seek the necessary permission to vary instruction.

Week 1	Observe cooperating teacher, obtain a copy of school's faculty handbook (if available) and class rosters/gradebook, begin some class interaction using transition activities above, study curriculum and classroom management techniques, become familiar with school policies and procedures, establish professional rapport with students, use seating charts to learn student names, become acquainted with school personnel, and become informed about the school's day-to-day operations and emergency plans.
Week 2	Continue using transition activities, meet with cooperating teacher to determine which units you will be responsible for teaching, begin organizing instructional materials and resources, start drafting unit plans using Standards-Based Instruction or familiarize yourself with cooperating teacher's pre-planned units.
Week 3	Continue transition activities; begin team teaching with cooperating teacher, teaching short lessons, or delivering important information to whole class; discuss unit planning progress with cooperating teacher, finalize unit plan and prepare to begin teaching at least half of the classes next week.
Week 4	Become responsible for administrative tasks (attendance, lunch procedures, and other relevant paperwork), begin teaching at least half of the cooperating teacher's class load, begin planning subsequent units, and continue discussing progress with cooperating teacher.
Week 5	Begin teaching full load (with cooperating teacher's approval), review unit plans with cooperating teacher, address areas of weakness, discuss progress with cooperating teacher, check student progress and intervene as necessary, send progress reports home (if appropriate).
Week 6	Continue teaching full load, strengthen instruction, and discuss progress with cooperating teacher.
Week 7	Continue teaching full load, strengthen instruction, and discuss progress with cooperating teacher.
Week 8	Continue teaching full load, strengthen instruction, and discuss progress with cooperating teacher.
Week 9	Continue teaching full load, strengthen instruction, discuss progress with cooperating teacher, develop a plan to allow cooperating teacher to regain control of class.
Week 10 Last week	Transition out of full teaching load, finalize grades, wrap up outstanding tasks, inform students of grades, thank colleagues for support, drop off a résumé with principal.