
STG 4001: STUDENT TEACHING

Course Syllabus: Fall 2025

Course Description: Candidates (student teachers) complete 15/16 weeks of full-time equivalent student teaching for a total of 12 semester hours of credit except for Special Education majors who complete 16 weeks of full-time equivalent student teaching for a total of 16 semester hours of credit. See your major department for specific requirements. All student teaching placements are made by an EIU Student Teaching Coordinator in conjunction with one of our partner school districts. Candidates may not make their own placements. Candidates are placed with a fully licensed teacher with at 3 years of successful teaching experience in the area in which the candidate is seeking licensure. Student Teaching may not commence until required paperwork is submitted (Health Record/TB Screening, Mandated Reporter Training Certificate, and School Verification of a Criminal Background Investigation form). Credit for student teaching is earned by successful completion of the student teaching experience, and completion of all departmental requirements which may apply.

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 candidates. Knowledge of how individuals learn, subject area competence, pedagogical knowledge, and understanding the communities and societies in which schools function is essential. The Conceptual Framework establishes a shared vision for all EIU teacher preparation programs.

Course Purpose

All teacher education programs are designed to ensure the beginning teacher has met university and departmental requirements, as well as applicable professional association standards. Student teaching is the capstone experience in which candidates practice and demonstrate their levels of competence relative to the Illinois Professional Educator Standards as well as the relevant content area standards established by state and national organizations.

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

<https://www.eiu.edu/clinical/STG%20Handbook%202025.pdf>

Course Learning Outcomes

STG 4001 course learning outcomes align with the EIU Undergraduate Candidate Learning Goals, the Illinois Professional Educator Standards as cross-walked with the Danielson Framework ([Illinois-Professional-Educator-Standards-Transition-Guide.pdf](#)), and the Culturally Responsive Teaching and Leading Standards.

EIU Undergraduate Candidate Learning Goals

1. Critical Thinking - Candidates will:
 - Ask essential questions and engaging diverse perspectives.
 - Seek and gather data, information, and knowledge from experience, texts, graphics, and media.
 - Understand, interpret, and critique relevant data, information, and knowledge.
 - Synthesize and integrate data, information, and knowledge to infer and create new insights
 - Anticipate, reflect upon, and evaluate implications of assumptions, arguments, hypotheses, and conclusions.
 - Create and present defensible expressions, arguments, positions, hypotheses, and proposals.
2. Writing and Critical Reading – Candidates will
 - Create documents appropriate for specific audiences, purposes, genres, disciplines, and professions.
 - Craft cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.
 - Produce documents that are well-organized, focused, and cohesive.
 - Use appropriate vocabulary, mechanics, grammar, diction, and sentence structure.
 - Understand, question, analyze, and synthesize complex textual, numeric, and graphical sources.
 - Evaluate evidence, issues, ideas, and problems from multiple perspectives.
 - Collect and employ source materials ethically and understanding their strengths and limitations.
3. Speaking and Listening – Candidates will
 - Collect, comprehend, analyze, synthesize and ethically incorporate source material.
 - Adapt formal and impromptu presentations, debates, and discussions to their audience and purpose.
 - Develop and organize ideas and support them with appropriate details and evidence.
 - Use effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.
 - Use effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.
 - Employ effective physical delivery skills, including eye contact, gestures, and movement.
 - Use active and critical listening skills to understand and evaluate oral communication.
4. Quantitative Reasoning – Candidates will
 - Perform basic calculations and measurements.
 - Apply quantitative methods and use the resulting evidence to solve problems.
 - Read, interpret, and construct tables, graphs, charts, and other representations of quantitative material.

- Critically evaluate quantitative methodologies and data.
- Construct cogent arguments utilizing quantitative material.
- Use appropriate technology to collect, analyze, and produce quantitative materials.

5. Responsible Citizenship – Candidates will

- Engage with diverse ideas, individuals, groups, and cultures.
- Apply ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.
- Participate formally and informally in civic life to better the public good.
- Apply knowledge and skills to new and changing contexts within and beyond the classroom.

Crosswalk of 2021 Illinois Professional Educator Standards and Danielson Framework for Teaching

Illinois Standard	Description of Teacher Performance	Framework Component	Description of Teacher Performance – Components
Learning Environment (LE)	The competent teacher designs and provides a learning environment (e.g., policies, procedures, routines, and physical arrangement) that is safe, healthy, equitable, accessible, developmentally appropriate, collaborative, and responsive	2a 2b 2c 2d 2e	<ul style="list-style-type: none"> • Reflects school, local, and State safety expectations and public health regulations in the learning environment. • Integrates culturally responsive materials and resources in the learning environment. • Accommodates and modifies the learning environment based on learner needs. Utilizes engaging, developmentally appropriate resources in the learning environment. • Integrates developmentally appropriate routines, procedures, and expectations. • Encourages individual and cooperative experiences through the physical arrangement and materials. • Co-constructs the learning environment with learners and families. • Systematically evaluates the learning environment to inform modifications.

Instruction (IN)	<p>The competent teacher plans and implements instruction that is justifiable, equitable, accessible, developmentally appropriate, challenging, and engaging</p>	<p>1a 1b 1c 1d 1e 3a 3b 3c 3d 3e</p>	<ul style="list-style-type: none"> • Uses research, theory, and data to undergird instructional choices. • Anchors instruction in deep content knowledge. • Aligns instruction with learning goals and standards. Incorporates applicable laws, rules, and policies in instructional decisions. • Engages learners in challenging assumptions that sustain a system of inequity. • Makes instructional choices that empower candidates to self-advocate. • Creates equitable educational learning opportunities for all learners. • Integrates curricular content based on individual learners' and families' cultural assets. Integrates instructional technology and remote learning strategies that are accessible and developmentally appropriate for learners. • Adapts instruction to support learner accessibility. • Scaffolds instruction from learners' prior knowledge. • Differentiates instruction based on learners' skills, knowledge, strengths, interests, and experiences. Nurtures higher-order thinking skills in instruction. • Integrates culturally responsive instructional strategies. Reflects substantive content
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			<p>knowledge in instruction.</p> <ul style="list-style-type: none"> • Embeds collaborative experiences and candidate choice in instruction. Incorporates real-world applications in instruction. • Engages learners in using academic language. Incorporates methods of inquiry and standards specific to pedagogical content knowledge.
Instructional Assessment (A):	The competent teacher creates and facilitates instructional assessment that is justifiable, equitable, accessible, developmentally appropriate, challenging, engaging, collaborative, supportive, protective, and informative.	1f 3d 4b	<ul style="list-style-type: none"> • Uses theory, research, and data as the foundation of assessment choices. • Aligns assessments with standards. • Recognizes and minimizes bias in assessment measurement tools and evidence collection. • Reflects the spectrum of diversity individually and for groups of learners in assessment choices. • Scaffolds assessments to meet learners' individual and developmental needs. • Uses assessment to inform progress across the developmental spectrum (physical, cognitive, social, emotional, linguistic, etc.). • Differentiates assessment, allowing learners to demonstrate progress in different ways. • Collaborates with learners and colleagues in designing and implementing assessments. • Facilitates self- and peer-assessment strategies to support candidate learning and development. • Protects and safeguards learner

			<p>and family privacy, personal information, and data.</p> <ul style="list-style-type: none"> • Implements assessment in ways that follow professional and ethical standards. • Uses assessment data analysis to inform instructional long-term and short-term planning. • Uses assessment data analysis to inform instructional modification and differentiation. • Effectively and consistently communicates with candidates and stakeholders regarding candidate performance. • Reflects on learner data to improve practice
Collaboration and Cooperation (CC):	<p>The competent teacher collaborates and communicates with families, colleagues, and the community to enhance educational opportunities and the learning experience for all learners.</p>	<p>1b 1e 3c 4c 4d</p>	<ul style="list-style-type: none"> • Utilizes multiple perspectives, theories, and methods in collaboration. • Collaborates with families and professionals in culturally sustaining ways. • Cultivates equitable and inclusive relationships with learners, families, and colleagues. • Applies the multiple perspectives of learners, families, and colleagues in practice. • Collaborates with community partners to improve access and opportunities for learners. • Effectively communicates in culturally sustaining ways (in writing and verbally). • Investigates opportunities to collaborate with community and school partners for improving access and equitable opportunities for candidates' development/learning

Professional Expectations and Pursuit of Growth Opportunities (PR):	The competent teacher meets professional expectations and pursues growth opportunities through analysis, reflection, and goal setting	4a 4c 4d 4e 4f	<ul style="list-style-type: none"> • Critically analyzes how personal biases and perceptions affect practice. • Critically analyzes policies that are discriminatory, oppressive, or otherwise harmful to candidates, families, communities, or teachers. • Reflects on external professional feedback on practice from colleagues, mentors, and leadership to improve practice. • Creates personal goals targeting future professional growth, leadership, and advocacy
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Culturally Responsive Teaching and Leading Standards

A. Self-Awareness and Relationships to Others – Culturally responsive teachers and leaders are reflective and gain a deeper understanding of themselves and how they impact others, leading to more cohesive and productive student development as it relates to academic and social-emotional development for all students.

B. Systems of Oppression – Culturally responsive teachers and leaders understand that there are systems in our society especially, but not limited to, our school system, that create and reinforce inequities, thereby creating oppressive conditions. Educators work actively against these systems in their everyday roles in educational institutions.

C. Students as Individuals – Culturally responsive teachers and leaders view and value their students as individuals within the context of their families and communities.

D. Students as Co-Creators – Culturally responsive teachers and leaders who fundamentally believe all students are capable center learning around students' experiences and position them as co-creators, with emphasis on prioritizing historically marginalized students.

E. Leveraging Student Advocacy – Culturally responsive teachers and leaders will support and create opportunities for student advocacy and representation in the content and classroom.

F. Family and Community Collaboration – Culturally responsive teachers and leaders will partner with families and communities to build rapport, form collaborative and mutual relationships, and engage in effective cross-cultural communication.

G. Content Selections in all Curricula – Culturally responsive teachers and leaders intentionally embrace student identities and prioritize representation in the curriculum. In turn, students are not only given a chance to identify with the curriculum, they become exposed to other cultures within their schools and both their local and global communities.

Course Requirements

All assignments with an asterisk must be submitted and successfully completed with a 70% or above on assessments and an average rating of “3” on formal evaluations to earn “Credit” for STG 4001.

A. *Observations and Journal Reflections

Candidates should take time to observe their cooperating teachers’ style, behavior management system, methods of motivation, and how they engage their candidates in the learning process. Candidates should ask questions if they are not clear about how cooperating teachers consistently apply classroom rules or guidelines, as well as when beginning to design lessons. These observations and communications will be the key to success in bridging the transition to becoming a classroom teacher.

B. Schedules

Candidates will work collaboratively with cooperating teachers to set the schedule for starting to teach. Each cooperating teacher has different feelings and opinions about how quickly candidates assume teaching responsibilities. Candidates must collaborate with cooperating teachers to determine the best schedule. Usually, it is a graduating process of adding more subjects each week until candidates have a full teaching load. Candidates should take time to observe their cooperating teachers’ style and preferences specific to planning, delivering instruction, evaluating instruction and communication. In a 15-week assignment, it is recommended that candidates teach at least six weeks full time. Most candidates teach full time eight weeks or more. At some time, candidates are encouraged to observe other teachers and grade levels to gather additional teaching strategies. Usually this occurs during the last week of the placement. Please arrange these visits through the cooperating teacher.

C. *Lesson Plans

Candidates are also expected to provide their lesson plans to their cooperating teacher and student teaching coordinator on Friday for the following week. Plans must include the objectives or outcomes for the day or week, the learning activities that will engage candidates to achieve the objectives, and how objectives and outcomes will be assessed. There is no required lesson plan format. C a n d i d a t e s should use the format most fitting for their discipline unless their school has a specific required format. Daily lesson plans should always be kept and be available for review by the cooperating teacher and the university coordinator.

D. *Formal Observations - University and Cooperating Teacher

The coordinator makes a minimum of four visits completing both informal and formal candidate performance evaluations. Evaluations by the cooperating teacher and coordinator are verbal and written with the mid-term and final evaluation completed and co-signed by the coordinator and cooperating teacher. In scheduling observations, the coordinator will check the weekly lesson plan schedule that candidates provide to determine days and times. Each observation will be at least 40 minutes in length or the length of the subject that is taught. The coordinator will try to be in the classroom when the lesson starts and stay until the end. The

observation will provide the coordinator with information on how candidates started and ended the class. This would be the anticipatory set and the closure of the lesson. At the end of the lesson, the university coordinator will hold a post conference and provide feedback on the flow of the lesson.

The cooperating teacher will complete a midterm and a final evaluation for the university coordinator. Candidates may make copies for their files, but the original copy should be submitted to the university coordinator after it has been discussed with the cooperating teacher. The university coordinator will discuss the progress of the candidate's ability with the cooperating teacher.

Candidates receive a credit/no credit grade for STG 4001. These grades are based upon the cooperating teacher's evaluation and the university coordinator's formal observations. Formal evaluation by the cooperating teacher will be done at mid-term and at the end of the semester. The mid-term is a formative evaluation, and the final evaluation is summative evaluation. The cooperating teacher should complete informal evaluations frequently. The university coordinator will perform a summative evaluation on the candidate based on the formal observations, and the candidate's written work. Ongoing formative assessments will be made by the coordinator by evaluating the lesson plan notebook, the journal entries, and other appropriate activities and assignments.

E. Seminars

Seminars are required throughout the student teaching experience. There will be a minimum of four seminars. Since candidates will not be in their classrooms on seminar days, they must share these dates with the cooperating teacher as soon as possible. The seminar days count toward your required 80 days.

F. *Classroom Management and Discipline Plan

Classroom and behavior management are essential parts of the productive learning environment. Candidates manage classroom routines, student conduct and learning behaviors in a manner that contribute to a classroom environment that facilitates learning. Candidates must behave appropriately when unusual classroom situations arise.

Understanding classroom management and discipline procedures established by the cooperating teacher is the first step for candidates to take in initiating their personal approach. Candidates must be able to work in conjunction with the cooperating teacher to ensure that the management is consistent and does not detract from the smooth running of the classroom. Through observation of and discussions with the cooperating teacher, candidate teachers should complete the information on the Cooperating Teacher section of the Classroom Management and Discipline Plan located in Appendix C of the Student teaching Handbook.

Policies and Procedures

Attendance

Candidates are expected to be present at their assigned schools for a period of 15-16 weeks. The calendar for student teaching is based on the school districts calendar not the EIU calendar. Candidates may not take time off unless it is due to an illness or an emergency. If the candidate is excused for an absence (unless the absence is due to school being called off due to weather or other documented reasons), the candidate is expected to make the day up. Candidates must phone the cooperating teacher or the school and report their absence. Candidates are also required to notify their coordinator of their absence and follow all the rules of their school(s). They are to arrive at school when the other teachers are expected to arrive and stay until the teaching day is over. If the candidate does not follow the documented procedures for obtaining an excused absence, the candidate may be at risk for unsuccessfully completing student teaching.

D2L

Eastern Illinois University uses the software application D2L to deliver course information and for assessment submissions. During the Student Teaching semester, ALL candidates will use D2L to submit required assessments and paperwork. Failure to submit the required assessments and documents may result in a grade of “incomplete” until the required assessments and documents are submitted. The required assessments and paperwork are labeled as various dropboxes found in D2L.

Late Assignment Policy

Candidates are expected to adhere to the assignment due dates set by their student teaching coordinator. Assignments that are submitted late without instructor/coordinator approval will result in a 5% reduction each day the assessment is late (including weekends). If the instructor/coordinator approves the late submission prior to the assignment being due, no deduction will be taken.

AI Use

Use Generative AI Responsibly

Writing and research are central skills for learning and understanding material in college. The central rule of academic integrity is **doing your own work**. Regarding AI, the most important guide to follow is: if you consider using AI for any of your classes, you should always talk to your instructor/coordinator **in advance** to obtain permission to use AI tools for any of your coursework. In addition, when granted permission you should always appropriately cite the use of AI in your coursework. Please, talk to your professor about their expectations on AI use and how to cite the work.

Be aware that it is your responsibility to stay informed on whether a product or tool uses generative AI. For example, many students may not consider Grammarly as an AI tool, however, Grammarly is a writing assistant that uses advanced AI to provide real-time writing and solutions

and should not be used without prior approval from the course instructor/coordinator.

Remember to:

- Follow only the specific permitted use set by the instructor. If you are unsure of a faculty member's policy, ask before using AI technology for courses and assignments.
- Document and attribute all generative AI contributions to your coursework. Use [this citation guide from Booth Library](#) for correct attributions.
- Take full responsibility for generative AI contributions, ensuring the accuracy of facts and sources.

Candidates with Disabilities

Candidates with disabilities- If you are a candidate with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Accessibility and Accommodations. All accommodations must be approved through the Office of Accessibility and Accommodations. Please stop by McAfee Gym, Room 1336, or call 217-581-6583 to make an appointment.

Academic Integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct <https://www.eiu.edu/deanofstudents/conductcode.php>. Violations will be reported to the Dean of Students. <https://www.eiu.edu/deanofstudents/>

Academic Support Center and Department Support

Candidates who could use additional help achieving their academic goals are encouraged to contact the Academic Support Center <https://www.eiu.edu/academicsupportcenter/>. The Academic Support Center provides individual consultations, as well as assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement.

Candidates who need assistance in successfully passing their licensure exam test(s) are encouraged to contact their respective department advisor. Study materials and practice tests may also be available when you register for your licensure exam. [ILTS Practice Tests](#)

Conflict Resolution

It is inevitable that at some point during the student teaching experience, disagreements will arise between you and other professionals with whom you interact. If this happens and you perceive it is something that needs formally addressed, the candidate is expected to contact their coordinator before attempting to address the perceived conflict. A meeting will then be set up with the candidate, the coordinator, and the school professional to address the situation. If the source of the conflict relates to the candidate's performance, a problem statement should be created and goals set with the agreement of the candidate, cooperating teacher, and the university student teaching coordinator.