

Principles and Practices for Teaching and Learning in Secondary Schools (TCH 216)
Illinois State University – School of Teaching and Learning – Spring 2026
January 12, 2026 - May 1, 2026 (Exam Week 5/4-5/8)
In-Person/On Campus Synchronous

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Section:	5: M 5PM-7:50PM	Zoom Office:	293 788 7358 or tmmcgui (password: redbirds)
Location:	DeGarmo 463	Office Hours:	M 2:30PM-4PM – Fell 402 T/R 11AM-12:15PM – Fell 402 By Appointment

Welcome to TCH 216! This is the second of three required courses in the Teaching and Learning Department. *The purpose of TCH 216 is to develop your ability to think like a professional educator.* In this course, you will build upon the understandings of what it means to become a professional educator through a focus on key components of teaching and learning, namely curriculum, instruction, and assessment. In addition, we will focus on elements of creating a positive classroom environment and teaching diverse learners.

READINGS & OTHER REQUIRED MATERIALS

All readings and/or book chapters will be available through Canvas and Milner Library. Students are not required to purchase a textbook for this section of TCH 216.

Notebook, Pens & Pencils, Flash Drive (a way to save work), Printing Abilities, Microsoft Word

Other materials may be needed throughout the semester to support the teacher candidate's lesson plans, etc.

TOPICS COVERED

1. Curriculum and Instruction: Principles and Practices (Objectives 2, 3)

Unit and Lesson Planning Models, Instructional Objectives for Student Learning, Illinois Learning Standards/Disciplinary and Common Core Standards, Instructional Methods and Procedures, Illinois Professional Teaching Standards

2. Formative and Summative Evaluation and Assessment: Principles and Practices (Objective 4)

Effective Formative/Summative Assessment Methods, Traditional and Authentic Assessment Methods, Reflection of Assessment to Inform Teaching

3. Effective Classroom Contexts: Principles and Practices (Objective 5)

Classroom Culture and Dispositions, Instructional Technology Use and Selection, Classroom Communication, Positive Classroom Relationships, Grade Management

4. Instructional and Social Needs of Diverse Learners: Principles and Practices (Objective 1)

Asset-Oriented Models of Instruction, Cultural and Linguistic Diversity, Exceptionalities

TCH 216 – COURSE OBJECTIVES

Learning Objectives (with inTASC Standards)	Competencies Supported (IEPS)
<p>1. Identify and respond to the needs of all adolescent learners using the principles of research-based instruction that are intended to support student learning including multilanguage learners and exceptional learners. (inTASC Standards #1 & #2: Learner Development; Learning Differences)</p>	<p>LE4. Accommodating and modifying the learning environment based on learner needs.</p> <p>LE5. Utilizing engaging, developmentally appropriate resources in the learning environment.</p> <p>IN4. Incorporating applicable laws, rules, and policies in instructional decisions.</p> <p>IN7. Creating equitable educational learning opportunities for all learners.</p> <p>IN10. Adapting instruction to support learner accessibility.</p> <p>IN12. Differentiating instruction based on learners' skills, knowledge, strengths, interests, and experiences.</p> <p>A4. Reflecting the spectrum of diversity individually and for groups of learners in assessment choices</p> <p>A5. Scaffolding assessments to meet learners' individual and developmental needs.</p> <p>A6. Using assessment to inform progress across the developmental spectrum (physical, cognitive, social, emotional, linguistic, etc.).</p>
<p>2. Design instruction using educational research, the Illinois Learning Standards, Common Core Standards, educational goals, instructional objectives, learning domains, and knowledge of learners' assets. (inTASC Standard #7: Planning for Instruction, #8: Instructional Strategies, & Standard #3: Learning Environments)</p>	<p>IN1. Using research, theory, and data to undergird instructional choices.</p> <p>IN2. Anchoring instruction in deep content knowledge.</p> <p>IN6. Making instructional choices that empower students to self-advocate.</p> <p>IN3. Aligning instruction with learning goals and standards.</p> <p>IN8. Integrating curricular content based on individual learners' and families' cultural assets.</p> <p>IN11. Scaffolding instruction from learners' prior knowledge.</p>

	<p>IN13. Nurturing higher-order thinking skills in instruction.</p> <p>IN14. Integrating culturally responsive instructional strategies.</p> <p>IN16. Embedding collaborative experiences and student choice in instruction.</p> <p>IN17. Incorporating real-world applications in instruction.</p> <p>IN19. Incorporating methods of inquiry and standards specific to pedagogical content knowledge</p>
<p>3. Implement instruction reflective of research-based models of effective teaching and select appropriate technological resources for the delivery of instruction to all learners. (InTASC Standard #1: Learner Development, Standard #3: Learning Environments, & Standard #8: Instructional Strategies)</p>	<p>IN9. Integrating instructional technology and remote learning strategies that are accessible and developmentally appropriate for learners.</p> <p>LE3. Integrating culturally responsive materials and resources in the learning environment.</p> <p>IN18. Engaging learners in using academic language.</p> <p>IN5. Engaging learners in challenging assumptions that sustain a system of inequity.</p> <p>IN15. Reflecting substantive content knowledge in instruction.</p>
<p>4. Develop and implement effective assessment instruments and interpret student performance data to inform instruction. (InTASC Standard #6: Assessment)</p>	<p>A1. Using theory, research, and data as the foundation of assessment choices.</p> <p>A2. Aligning assessments with standards.</p> <p>A3. Recognizing and minimizing bias in assessment measurement tools and evidence collection.</p> <p>A7. Differentiating assessment, allowing learners to demonstrate progress in different ways.</p> <p>A8. Collaborating with learners and colleagues in designing and implementing assessments.</p> <p>A9. Facilitating self- and peer-assessment strategies to support student learning and development.</p> <p>A11. Implementing assessment in ways that follow professional and ethical standards.</p>

	<p>A12. Using assessment data analysis to inform instructional long-term and short-term planning.</p> <p>A13. Using assessment data analysis to inform instructional modification and differentiation.</p> <p>A14. Effectively and consistently communicating with students and stakeholders regarding student performance.</p> <p>A15. Reflecting on learner data to improve practice.</p>
<p>5. Set high expectations for academics and behavior in order to create and maintain a safe and positive learning environment. (InTASC Standard #3: Learning Environments)</p>	<p>LE6. Integrating developmentally appropriate routines, procedures, and expectations.</p> <p>LE7. Encouraging individual and cooperative experiences through the physical arrangement and materials.</p> <p>CC3. Cultivating equitable and inclusive relationships with learners, families, and colleagues.</p> <p>CC6. Effectively communicating in culturally sustaining ways (in writing and verbally).</p>
<p>6. Implement reflective teaching processes, knowledge, skills, and dispositions of a professional educator to enhance student learning and teacher decision making that are in congruence with the Illinois Educator Preparation Standards. (InTASC Standard #2: Learning Differences & #9: Professional Learning and Ethical Practice)</p>	<p>PR1. Critically analyzing how personal biases and perceptions affect practice.</p> <p>PR2. Critically analyzing policies that are discriminatory, oppressive, or otherwise harmful to students, families, communities, or teachers.</p> <p>PR3. Reflecting on external professional feedback on practice from colleagues, mentors, and leadership to improve practice.</p> <p>PR4. Creating personal goals targeting future professional growth, leadership, and advocacy.</p>

TEACHING PHILOSOPHY/POSITIONALITY STATEMENT

As a teacher candidate you can expect to get the most out of class when you are present and paying attention. I try to make class as enjoyable as possible and try and make the content as applicable as I can. I do my very best to not waste your time in this required pedagogy class. I have ten years teaching experience in a Title I high school, so I bring much of that experience into this class to prepare you to enter the classroom as a teacher. To do well in my class, I appreciate teacher candidates who come to class each meeting and pay attention, communicate respectfully and often, and teacher candidates who try their best on all their assignments. Because you are experienced college students, I expect college level work and attention to detail.

REALIZING THE DEMOCRATIC IDEAL: TEACHER EDUCATION AT ILLINOIS STATE UNIVERSITY

Illinois State University has a historic and enduring commitment to prepare teachers and other school personnel who will be responsive to the ethical and intellectual demands of a democratic society. To teach in a democracy is to consciously take up the challenge of improving the ethical and intellectual quality of our societal dialogue by including in it as many educated voices as possible. This course contributes to this mission by engaging pre-service teachers in cooperative experiences with practicing teachers with a focus on diverse learners, technology, and the planning of quality instruction.

COURSE FORMAT – LECTURE

The lecture portion of this class will meet in-person on Monday nights from 5PM-7:50PM starting on Monday, January 12 in DeGarmo Hall 463. Teacher candidates are expected to attend each lecture meeting.

COURSE FORMAT – CLINICAL

A major part of TCH 216 is the 11-week clinical experience. As a teacher candidate, you will participate in class observations and teaching experience. Teacher candidates will work with their cooperating teacher (CT) in establishing a routine of observations and a teaching and lesson plan. Teacher candidates are not required to attend their clinical placement before the official start date, unless other arrangements have been made by the CT. **Spring 2026 Official Clinical (Lab) Start Date: Wednesday, January 28.**

Teacher candidates placed at University High School (UHigh) are required to attend an orientation in UHigh's auditorium. This will be **Wednesday, January 28 at 1:15PM**. During this orientation, you'll get information for your clinical placement and CT regarding your assigned class and clinical teaching experience. If you have a class conflict at this date/time, I will provide an excuse letter to allow you to attend. **This is a required meeting and failing to attend could mean losing your placement.**

Teacher candidates who are not placed at UHigh are not required to attend the orientation, and those hours will be made up during the observation phase of the clinical experience. If you are unsure of where you have been placed, please get in touch with The Lauby Center. Most teacher candidates are placed at UHigh, though *some* content areas (agriculture, some art, some foreign languages, FCS) are not taught at UHigh and these teacher candidates are placed elsewhere. Teacher candidates not placed at UHigh, can get in touch with Kelly Schlouch (Kelly's e-mail address: knbevie@ilstu.edu) if they have any questions or concerns about their placement.

Teacher candidates are expected to stay organized with their clinical placements once they have started. This means, teacher candidates are communicating with their CT, planning to complete all observation hours (extra-curricular observations, out of content observations, PD sessions, in class, teaching, etc), and working to complete their clinical teaching experience. Teacher candidates must also keep a clinical

hour log that includes signatures from their CT and other teachers they observe. This hour log is due at the end of the semester.

Clinical due dates tend to sneak up on teacher candidates, and many times they can fall behind at the end because they were not prepared at the beginning. Teacher candidates are expected to complete around 50-55 clinical hours during TCH 216. If there is a concern about completing clinical hours, teacher candidates placed at UHigh need to work with their CT or get in touch with Dr. Vickie Graziano (Vickie's e-mail address: vegrazi@ilstu.edu). Students not placed at UHigh need to work with their CT and communicate with me if there are any issues.

Teacher candidates are required to log all clinical hours on a log sheet and upload their hours to BlueDocs (in a similar way that was done in TCH 212). The log sheet will be uploaded to Canvas. Then we will log all clinical hours into BlueDocs as a class on.

ASSIGNMENTS

Student Information Form (1/15) & CT Information Form (1/29) – 7.5 Points Each

During the first week of class, teacher candidates will complete a student information form on Canvas to help me get to know them. Then after teacher candidates meet with their CT, they will complete a CT information form on Canvas. This form just provides information about your CT; in case I need it later. With your CT information, you'll also need to upload your PD sign-up genius reservations. (If you are not placed at UHigh, you do not need these reservations).

Syllabus Quiz (1/15) – 25 Points

To ensure that teacher candidates understand the course policies and clinical requirements, there is a short syllabus quiz that will be completed on Canvas during the first week of class.

Mid-Term Quiz (3/5) – 25 Points

As a refresher of course policies and clinical requirements, teacher candidates will complete a short quiz about halfway through the semester. This quiz will also include some course content related items. This quiz will be completed on Canvas about halfway through the semester.

PLT Work – 100 Points – Shown in *Italics* on the Course Schedule

Over the course of the semester, teacher candidates will work in Professional Learning Teams (PLTs). These are groups of teacher candidates with the same or similar content areas. For these in class assignments, teacher candidates will have small discussions, create lessons, and unpack education standards. These experiences will be done during class. After class, any documents the group was working on will need to be uploaded to Canvas by one member of the group, then I will check off (and grade) each member. If a teacher candidate is absent during a PLT assignment, they will be required to complete the assignment on their own and upload it to Canvas.

- Identifying Standards & Objectives – 1/12
- Lesson Presentation & Differentiation – 1/26
- Learning Theories – 2/2
- Pedagogy Portfolio Check In – 3/30 (done out of class, on your own)
- Writing Assessments – 4/6
- Classroom Management – 4/13
- Cross Curricular Teaching – 4/20

For me to assess these assignments, all PLT work must be uploaded as a Microsoft Word document, unless otherwise noted on the specific PLT assignment worksheet.

Microteaching – 150 Points (total) – Shown in Bold on the Course Schedule

To prepare teacher candidates for their clinical teaching experience, you will participate in what is commonly known as Microteaching. This assignment is split into four parts and touches on the building blocks of lesson planning and being an effective teacher.

- Part One – Writing a Set Induction (2/5) – 20 Points
 - Teacher candidates will write out a simple lesson introduction for a lesson or content of their choice. Then in PLTs, teacher candidates will discuss and review their set inductions and provide feedback for each other.
- Part Two – Leading a Class Discussion (2/9, 2/16, 2/23) – 50 Points
 - Teacher candidates will present a topic to the class that can be used as a discussion. The topic can be of their choice, though it's highly recommended to use something from their content area and what they could be teaching with their clinical experience. The teacher candidate can present some content prior to the discussion if it's appropriate. Then a discussion should be led to last 10 minutes. Teacher candidates should call on students and practice giving positive constructive feedback. Teacher candidates will be required to hand in their discussion plan prior to leading the class (by 2PM the day of their discussion).
- Part Three – Leading a Classroom Activity (3/2, 3/16, 3/23) – 60 Points
 - Teacher candidates will plan and present a short 10-minute activity to the class. The activity will reflect something they are teaching during their clinical teaching experience. Teacher candidates are responsible for any equipment, handouts, or technology needed for their activity; this includes knowing how to use the classroom technology. Teacher candidates will be required to hand in their lesson plan outlining their activity prior to teaching the class (by 2PM the day of their activity/lesson).
- Part Four – Creating Assessment (4/16) – 20 Points
 - Teacher candidates will create a short summative assessment that connects back to what they are teaching within their clinical placement. Teacher candidates are encouraged to get help from their CT. Along with the assessment, teacher candidates will also write a short paragraph rationale of the assessment that explains how it relates to student learning. This will be handed in through Canvas.

All microteaching assignment details will be provided on Canvas and teacher candidates will be given more details in class. The complete microteaching assignment will show as four grades in the grade book.

All lesson plans and graded microteaching assignments must be uploaded as Microsoft Word documents. An exception to this would be if teacher candidates want to share within their assignment submission a presentation (Google Slides or Power Point) or worksheet (PDF) that they will be using during their lesson.

Clinical Experience (due dates vary) – 250 Points

Teacher candidates will be engaged in about 50-55 hours of a clinical experience at a local high school. The clinical field experience is a progressive experience in which teacher candidates will begin as observers in a classroom and will become progressively more involved in the classroom. The culminating work of the clinical experience is at least a three consecutive day teaching opportunity. Teacher candidates will develop and implement their own lesson plans while assessing the effectiveness of their work by assessing the students. Documentation of this experience will occur in cooperation with your cooperating teacher and be assessed through the Field Experience Evaluation (also known as the Clinical Summative Assessment). Your final grade for the clinical experience will be assessed by your

cooperating teacher (CT) and that information will be communicated to me at the end of the semester to add to your final overall grade. Teacher candidates can refer to the Field Guide for all rubrics and explanations of the clinical experience, and of course teacher candidates can also ask their CTs.

Pedagogy Portfolio – 250 Points (total)

This assignment focuses on the planning, teaching, and reflection that will occur in the clinical experience. This work is modeled after the edTPA framework to be completed as part of the teacher licensure process. This assignment will be submitted through Canvas, and broken down into three parts:

- Mid-Term (Component 1) 100 points: Lesson Planning Reflection (due 4/9) – This is a reflection written while you are putting together your three-day lesson plan.
- Clinical Lesson Plans (due 4/16) 50 points: Teacher candidates will upload their lesson plans used during their three-day lessons. These lesson plans will be evaluated with the rubric provided within the Pedagogy Portfolio information document.
- Final (Component 2) 100 points: Teaching & Field Experience Reflection (due 5/7) – After you complete your clinical teaching experience, you will write your reflection based on your strengths and weaknesses as a teacher. Additionally, through a final reflection of the field experience, teacher candidates will reflect on working with their CT, working with their students, and their overall teaching experience.

The complete portfolio is worth 250 points. All rubrics are located within the Pedagogy Portfolio packet that can be found on Canvas. Teacher candidates are encouraged to work on the portfolio progressively and refer to the Pedagogy Portfolio packet often for a complete understanding of the assignment.

Teacher candidates also need to be aware that the Pedagogy Portfolio is part of the requirements for entrance into student teaching, and if you do not complete this requirement, it could jeopardize student teaching placements. *The Pedagogy Portfolio is a due date that often sneaks up on teacher candidates. Please note that Mid-Term should be completed as your lesson planning and BEFORE you teach your three-day lesson at your clinical.

The Pedagogy Portfolio should be uploaded as Microsoft Word documents, and I ask that teacher candidates review the sample on Canvas for other format considerations that will help me assess this assignment.

Clinical Hours Log & Record in BlueDocs (4/20) – 10 Points

Teacher candidates should upload their completed clinical hour log (with CT signatures) to the Canvas assignment. Additionally, teacher candidates are required to upload their hours into BlueDocs (the same way as was done in TCH 212). We will do this in class on.

Observation Reflections (due dates vary) – 100 Points

While you are completing your clinical experience, you will be observing many teachers and activities. You've most likely completed observations in the past, though for this course, you need to guide your observations to help you learn about teaching not only within your content, but outside of it as well. This assignment is broken down into four parts and is handed in separately as assignments on Canvas. Question prompts and instructions will be available within each Canvas assignment.

- Part One – First Observation of your CT – 25 Points – due 2/5
- Part Two – Out of Content Observation – 25 Points – due 3/19
- Part Three – Extra Curricular Observation – 25 Points – due 4/23
- Part Four – Final Observation of your CT – 25 Points – due 4/30

Since these assignments you will be handwriting your notes, you can scan your handwritten observations and upload them as either a scanned image or a PDF. These do not need to be uploaded as Microsoft Word documents.

Lecture Attendance & Communication – 75 Points

Teacher candidates are expected to come to each lecture meeting. Each meeting is worth 6 points, if a teacher candidate does not attend class, they will not earn those 6 points. If a teacher candidate comes late to class, they will lose 3 points. This only accounts for attendance at the lecture portion. This point value could change based on class cancellations or other factors. Canvas will update accordingly.

Extra Credit (4/30)

If teacher candidates need extra credit, there is an extra credit folder on Canvas that teacher candidates can review. Extra credit can be completed at any time, but all extra credit is due by the last day of the semester and should be uploaded to the Canvas assignment. The due date for extra credit cannot be extended for any reason. A teacher candidate's final grade in TCH 216 can only be 5% of the final point total of the course, that's 50 points.

Total Course Points (Subject to Change)

1,000 Points

Grading Scale

Grade based on points = 1,000-915 (A), 914-829 (B), 828-743 (C), 742-657 (D), 656 and below (F)

* Please keep in mind the Canvas provided percentage may not be accurate based on the point system above. Percentage Scale: 100-92 (A), 91-84 (B), 83-74 (C), 73-68 (D), 67 and below (F)

Grading Policies

When determining a teacher candidate's final grade, I will reflect on their complete body of work. That includes attendance, participation, and quality of work. Also remember that as the professor of this course, I do not have to round any grades up. In all final grade considerations, I reflect on the teacher candidate's participation in class, communication with me, and timeliness of handing in assignments. Additionally, a teacher candidate's final grade must also show that the student has met course objectives (C), gone above course objectives (B), or gone above and beyond course objectives (A).

Teacher candidates must keep in mind that as a professor, I must stay consistent with grading throughout the entire semester and with all teacher candidates. Grades cannot and should not be discussed via e-mail, and teacher candidates who request grade bumps or grade information via e-mail will be asked to meet with me in person. If a teacher candidate needs to discuss their grade, they must come to my office to discuss grades. And note that just because a teacher candidate comes to my office, that doesn't mean a grade will be changed or raised.

Late Work

Assignments will be open on Canvas for one week after their initial due date. No late grades will be taken for assignments handed in during that window. If a teacher candidate would like to hand in an assignment after that one-week window, the teacher candidate needs to meet with me during office hours or make an appointment. We will discuss late penalties and options moving forward.

Appointments or meetings concerning late work and reopening assignments must take place prior to exam week.

If a teacher candidate misses either part of their microteaching (leading discussion or activity), it is their responsibility to contact me to set up an alternative presentation date (do not assume you'll present during the next class period). Depending on the nature of the absence or not presenting on your

assigned presentation date (excused or unexcused), a late grade may be taken. Missed microteaching (leading a discussion or activity) will automatically get a 20% deduction, and an additional 20% deduction(s) if microteaching continues to be rescheduled.

Final Grade Policy

No work will be accepted after 5/7 at 11:59.00PM. At that time Canvas will “close.”

Grades will be posted to the university the morning of 5/8, and after that grades will be final.

Additionally, teacher candidates who have questions about assignments, grades, or anything regarding their success need to have an in-person meeting with me on or prior to 4/30.

Academic Integrity/Professionalism/Assignment Expectations – School of Teaching and Learning Statement

Academic integrity is a value promoted by Illinois State University. As future educators it is assumed that you, as well, feel strongly about the values associated with academic integrity. Your belief in these values should prohibit you from engaging in activities such as cheating on tests or quizzes, plagiarizing the work of others, falsifying grades or other documents, and other instances of academic dishonesty. The placement of your name on any work that is completed in this course will be regarded as an assurance that the work is yours and came because of your own thought and study.

It is assumed that by taking this course you are at least interested in pursuing teaching as a profession and as such, professionalism will be expected. Respect, responsibility, and the development of professional relationships are signs of a professional and will be expected of the students in this course. These areas of professionalism include, but are not limited to, the silencing of cell phones, engaging in respectful discussions with peers, limiting off-topic conversations, remembering not to leave waste behind, and completing any reading of assignments prior to class.

All assignments will have clear due dates, and all are expected to be turned in at the start of class on the day that it is due, whether it is to be physically turned in, e-mailed, or posted to Canvas. In the event of extended absences, we may have to work through the ‘incomplete grade’ process found at the following link: http://registrar.illinoisstate.edu/faculty_staff/incomplete_form

As a future professional the quality of work that is turned in is of great importance. Proofread and check papers for grammar. Teacher candidates will be assessed on the quality and constancy of their work.

All work submitted by teacher candidates will be subject to an in-person review. This means, if I suspect a teacher candidate did not complete their work on their own, plagiarized, or used AI to complete an assignment, I will require an in-person meeting. During the meeting, we will discuss the assignment and review how the teacher candidate completed the assignment.

COURSE POLICIES

If you have a concern about a course policy, please communicate with me. I am willing to adjust as needed if needs arise. Please also keep in mind some of the course policies are rooted in the requirements of the teacher education program and clinical experience.

Attendance

Teacher candidates should come to lecture each meeting and are expected to stay for the entire meeting. Attendance will be taken at the start of each meeting. Please review the following information about absences, and please ask if you have any questions about the designations between excused or unexcused absences.

Excused Absences: There are three types of absences that will be considered excused. With all three excused absences, teacher candidates are required to provide documentation prior to their absence. Please review these absence types and plan ahead if needed.

1. *An official ISU absence*, this could include athletic events, band concerts, academic tournaments, and some field trips. In these cases, you will need to provide a signed letter from your advisor, instructor, or coach explaining the reason for your absences and also the dates you will be absent. This can be an e-mail, though it is preferred if an actual letter was provided via an e-mail attachment. **Additionally, teacher candidates must provide these letters prior to the scheduled absence.** Please plan ahead and let me know as soon as you are aware of these absences. If a teacher candidate does not provide the letter prior to the absence, the absence will be unexcused. ISU's Official Excused Absence Policies link here: policy.illinoisstate.edu/students/2-1-20.shtml
2. *Personal illness*, this would be where you are so sick, you cannot attend class. In these cases, you will have to provide a valid doctor's note, or a walk-out statement from University Health Services. **If documentation cannot be provided for the day of your absence, your absence will be unexcused. Additionally, dates on doctor's notes and walk-out statements need to show consistency with dates you are absent.** For example, if you have a walk-out statement dated for Tuesday and you missed class on Thursday, that does not show consistency, and your absence will be considered unexcused.

* In the case of a personal illness and a student cannot get documentation prior to the absence, the student needs to e-mail me ahead of time and request a personal day (students get two during the semester). Then when the teacher candidate has the proper documentation, and they provide that documentation, the absence will change to excused. However, this documentation must be provided within 48 hours of the absence.
3. *Registered extended absence & bereavement*, if a teacher candidate needs to be absent for an extended period of time (missing 2 or more class meetings/lectures), they need to register their extended absence with the Dean of Students (Link for Dean of Students: <https://deanofstudents.illinoisstate.edu/contact/absence/>). After the absence has been registered with the Dean of Students, all instructors will receive a notification of the absence and if the University has excused the absence or not. Teacher candidates can review the full policy through this link: <http://policy.illinoisstate.edu/students/2-1-27.shtml>

In all three situations, if you follow the proper guidelines and get documentation, late work will be accepted and/or excused. There may be a time limit in place for some assignments, so please make sure that you are organized and are in communication with me.

It's also important to note that the teacher candidate must stay in communication with their clinical CT. Even if the teacher candidate follows the instructions above to register their absences, the CTs will not get any messages from the Dean of Students. So, it's the teacher candidate's responsibility to notify their CT of any extended absence and the CT may require additional documentation.

Personal Days (Lecture Only)

During the semester, teacher candidates get one personal day. This can be used on any class meeting day (lecture only), except for a teacher candidate's microteaching dates. To use a personal day, the teacher candidate needs to e-mail Tina at least 30 minutes prior to the class meeting time. They need to state they are using a personal day, and the absence will be excused. If the teacher candidate e-mails me too late, the absence will not be excused.

Clinical Experience Attendance Policy (Lab/Clinical Only)

Three unexcused absences from your clinical placement will result in your immediate removal from the clinical portion of this course and will result in a grade of 0/no credit for all clinical assignments/grades in this course. Two unexcused absences will result in a Professional Expectation Review (formerly known as Disposition Concerns Assessment) submitted by your cooperating teacher. A third unexcused absence will result in the submission of an additional Professional Expectation Review.

Religious Holidays & Other Considerations

Please review the schedule at the end of the syllabus, and if you have a conflict with a due date or class meeting due to a religious holiday or practice, please get in touch with me. I will do my best to work with you (provide a short extension, etc.). These arrangements need to be made prior to the holiday. If you see there are microteaching days on a holiday, please do your best not to sign up for the presentation date that lands on the holiday.

General Notes About Attendance

Teacher candidates should do their best to not schedule appointments, work, meetings, job interviews, vacations, or anything else during class time, these instances will not be excused (see the above list of excused absences). Please communicate with me any concerns you have about this.

As a college student and an adult, it is up to you to attend class. Only you can control your own actions and attendance. By not attending class (for any reason, excused or unexcused), please understand that class goes on without you, and you are still responsible for all material covered and assignments completed. Remember by not attending class (for any reason, excused or unexcused) points on in-class work and points in attendance may be lost or not earned. Teacher candidates need to make decisions that are in their own best interests and what they deem important and what is a priority. This is with the understanding that a teacher candidate's overall grade will be negatively affected if they are not regularly attending class. Excessive absences could also result in the teacher candidate being reported to Redbird Cares or even being dropped from the course.

Remember I do ask that you set aside our scheduled class time for class, and that also means you have everything you need. As future educators, your students will expect you to be organized for class, so it's best to get into this habit now. Lastly, teacher candidates are not permitted to miss the lecture portion of TCH 216 because of a conflict with clinical hours. If a teacher candidate misses the lecture portion because of a clinical hour requirement, it will result in an unexcused absence.

Contacting Tina

The best way to get ahold of me is through e-mail (tmmcgui@ilstu.edu) or Canvas message. The subject line of your message must provide the following: class, section number, short description (TCH 216 Section 5 – Clinical Question). Having this information in the subject line of your message will ensure you get the most accurate feedback possible.

If a teacher candidate would like me to review work prior to handing it in (lesson plans, etc.). The teacher candidate needs to drop in during office hours or set up an appointment. Do not e-mail me your assignments (unless I instruct you to do so) to have me check them before you hand them in. I would be glad to go over work in person or share screen with you in a Zoom meeting to go over your work. Teacher candidates must know how to use Zoom and be ready to share screen, if I ask them. Teacher candidates may have to check some settings on their computer or Zoom to do this.

Unless I direct you to do so, never e-mail me attachments or share documents with me through e-mail. E-mail attachments and links sometimes carry computer viruses. I will not risk the health of my personal

computer due to a corrupted attachment. All assignments are uploaded to Canvas, and that is the only way assignments will be accepted.

When Tina is Available

I will always be available during my office hours. Though if there is a change to my office hours, that will be announced in class and noted in the syllabus section of Canvas.

I will do my best to respond to e-mails and Canvas messages in a timely manner. Though, I ask students to be patient with me, especially after hours and over the weekend. I will not respond to e-mails or Canvas messages received after 4PM on weekdays (Mondays-Thursdays). Those e-mails or Canvas messages will be responded to the next weekday morning. Additionally, I will not respond to e-mails or Canvas messages sent over a weekend (Fridays-Sundays), holiday, or break until the next weekday morning.

Teacher candidates should understand that when I communicate with them, I use a combination of e-mail, Canvas messages, and Canvas announcements. Teacher candidates should check both each day and set up notifications to be sent to their ISU e-mail address.

Class Cancellations

If we are unable to meet (for whatever reason), I will contact the class prior to the scheduled meeting. I will do my best to contact the class the morning of and provide a “plan B” for any missed assignment/experience. If I know enough in advance of a time where we cannot meet as a class, I will include that in the class schedule at the end of the syllabus.

If the university cancels class, I will get in touch with the class (probably via a Canvas announcement). I will let the class know if any work needs to be completed or if there is a schedule adjustment. Please wait for me to get in touch with the class, do not e-mail me the second after the university cancels class. I will get in touch with you, please be patient. Chances are, I found out at the exact same time you did.

If the university cancel classes, but the school you’re completing your clinical at does not cancel class, you should not attend your clinical. Teacher candidates follow the schedule of the university. Please communicate any concerns with your CT.

Weekly Canvas Announcements

Each week (usually Friday mornings) I send out a Canvas announcement to prepare teacher candidates for the upcoming week. Teacher candidates are expected to read this announcement each week.

Cell Phones/Electronic Devices

During class meetings, teacher candidates are asked to please put their phones away. Phones may only be used during a microteaching lesson if the teacher candidate teaching is using the phone for an educational purpose. Teacher candidates may use laptops to take notes during class, though please keep lap top use to a minimum and please put them away if you are not taking notes or working on an assignment for this class.

Technology Expectations

Teacher candidates are expected to know how to use their e-mail and Canvas. This includes understanding how to use their ISU e-mail account and upload documents to Canvas. Additionally, most assignments are required to be uploaded as Word documents (more information in the next section). Teacher candidates are also responsible for understanding basic classroom technology for both their microteaching and clinical teaching experiences.

Using Microsoft Word

As stated, a few times throughout the syllabus, teacher candidates are expected to hand in all assignments as Microsoft Word documents. Some exceptions to this rule are handwritten reflections, your clinical hours log, and resources used for teaching, like Google Slides. For handwritten reflections and your clinical hours log, you can use your phone to scan the document and upload that scan (or PDF) to Canvas. All lesson plans uploaded to Canvas must be Microsoft Word documents.

Microsoft Word document files are usually saved as a .docx or .doc file. So, when looking to attach a file to a Canvas assignment submission, make sure the file you're uploading has .docx or .doc at the end of the file name. Sometimes the icon next to the file is blue. If you accidentally upload an incorrect file type, please e-mail me explaining what happened, do not attach your document to the e-mail. I will respond with instructions on what to do to fix your error. If at the time of grading, I see that you accidentally uploaded an incorrect file, I will e-mail you with instructions on what to do to fix your error. Again, unless I tell you to do so, do not e-mail me attachments of your work.

General Canvas Information

There are many resources available for teacher candidates on how to use Canvas. We will be using Canvas in this class, and you are expected to know how to use it. Google Chrome and Firefox work the best with Canvas. Teacher candidates who use Safari have often struggled with uploading assignments or downloading files from Canvas. Therefore, please use Google Chrome or Firefox. Additionally, if you prefer to use a tablet or iPad, please note the Canvas student app (that you can also use on your phone) does not have all the same features and abilities as the web-based version of Canvas. When uploading assignments to Canvas, please use a laptop and the web-based version of Canvas.

Provided Online/Canvas Resources

Each week will have its own module within Canvas. Teacher candidates need to check this in order to prepare for that week's meeting. I will do my best to have all modules up and available for teacher candidates a week before the class meeting. If a teacher candidate misses a class meeting, they need to check the weekly module and the syllabus for what they've missed. If a teacher candidate is struggling to find something on Canvas, it is their responsibility to get in touch with me.

Please do not take pictures of slides during class. All slides and Power Points are available for teacher candidates on Canvas.

Assignment Comments on Canvas

There is an option on Canvas to send a comment to an instructor through an assignment submission. Please note that I do not see these comments until after I've graded the assignment. Therefore, if you need to get me a message about your assignment, please e-mail me or send me a Canvas message. Do not use the comment feature on Canvas. Also, do not use this feature to add attachments to your assignments, as I will not see those attachments until after I've graded the assignment. All assignments need to be properly submitted to Canvas in order to be graded. Just to be safe, don't use the comment feature on Canvas.

Student Access and Accommodations

This service is recommended if you are having difficulty with understanding directions, understanding course content, or if you have other concerns related to your responsibilities. This is also the agency to contact if you have physical/mental challenges with which you are routinely coping. Link to Student Access and Accommodations: <https://studentaccess.illinoisstate.edu/services/>

Teacher candidates with accommodations need to get their information to me ASAP so their accommodations can start right away. It is also appreciated that teacher candidates with accommodations meet with me to discuss their accommodations. Also note that accommodations are not retroactive, meaning that any work completed before the accommodations are reported to me, teacher candidates cannot redo for a better grade. As a professor at ISU, I also keep in touch with the directors at SAAS and if I have a question about your accommodation, I may contact them for clarification.

If a teacher candidate has an accommodation, they are also responsible for communicating that with their CT. Depending on the teacher candidate's needs, they may have to get a specific clinical accommodation letter, therefore it's best to check with SAAS prior to starting your clinical placement.

Student Counseling Services

This service is recommended if you are having difficulties with coping with the demands and responsibilities of the semester and/or other concerns which seem to be overwhelming. The number for student counseling services is 309-438-3655. Or you can contact them at this link:

www.counseling.illinoisstate.edu

Julia Visor Center

This service is recommended if you are having difficulty with preparing written work such as lesson plans, course assignments, etc. They can review your work and offer suggestions. Link to the Visor Center: <http://universitycollege.illinoisstate.edu/about/visor/>

Dean on Duty

This service is recommended if you have ongoing absences or other concerns related to the completion of the semester. The Dean of Students office is able to assist you with contacting other agencies on campus which may be of help to you. Link for the Dean on Duty:

<https://news.illinoisstate.edu/2015/08/visit-dean-duty/>

A Note About the Syllabus

While I am a very organized instructor, sometimes things need to change throughout the semester. Teacher candidates should understand that this document (and course Canvas page) is subject to change. Any change to the course and its assignments will be communicated to all teacher candidates.

Teacher candidates need to remember that the syllabus is in effect for the entire semester. All policies and information within apply to the entire semester. A policy will not change mid-semester, unless a dire need is evident, and in that case the class will be informed.

Sometimes what happens is that a teacher candidate gets a bit too comfortable in class (especially at the end of the semester) and will assume that I will take an assignment after a due date, or I will allow for a resubmission. This will not be the case. All policies apply to all teacher candidates for the entire semester. I will stay strict on this, as this will show that I am consistent with all teacher candidates. As a teacher candidate, you may feel that that's not fair, I respect those feelings, though I hope you understand that I must manage over 150 students during a semester, and I need a system (like course policies) to stay organized.

TCH 216 Section 5 – Spring 2026

When's That Due?

* Subject to Change*

Assignment	Points	Due Date
Resource Documents – 25 Points		
Student Info Form	7.5	1/15
CT Info Form	7.5	1/29
Clinical Hours Log & Uploading Hours to BluDocs	10	4/20
Quizzes – 50 Points		
Syllabus Quiz	25	1/15
Mid-Term Quiz	25	3/5
PLT Work – 100 Points		
Identifying Standards & Objectives	20	1/12
Lesson Presentation & Differentiation	20	1/26
Learning Theories	15	2/2
Pedagogy Portfolio Check In	10	3/30
Writing Assessments	10	4/6
Classroom Management	15	4/13
Cross Curricular Teaching	10	4/20
Microteaching – 150 Points		
Writing a Set Induction	20	2/5
Leading a Class Discussion	50	2/9, 2/26, 2/23
Leading a Classroom Activity	60	3/2, 3/16, 3/23
Creating Assessment	20	4/16
Observation Reflections – 100 Points		
One – First Observation of your CT	25	2/5
Two – Out of Content Observation	25	3/19
Three – Extra Curricular Observation	25	4/23
Four – Final Observation of your CT	25	4/30
Pedagogy Portfolio/Clinical Experience/Attendance – 575 Points*		
Mid-Term – Lesson Planning Reflection	100	4/9
Clinical Lesson Plans	50	4/16
Final – Teaching & Field Experience Reflection	100	5/7
Clinical Experience	250	Due Dates Vary
Attendance & Communication*	75*	
Extra Credit (On Canvas)	Up to 50	4/30
Class Total (Calculated on): 1,000 points*		

* Points could change (+/-) depending on class cancelations or other factors. Canvas will be updated.

Tentative Schedule – Spring 2026 * Subject to Change

Week	Date	Material Covered	Assignments Due (Thursdays)
1	1/12	Syllabus/Canvas Foundations of Lesson Planning <i>Identifying Standards & Objectives</i>	Student Information Form Syllabus Quiz
2 – MLK Day	1/19	Class Doesn't Meet	
3	1/26	Meaningful Observations Assigning Microteaching & Sample <i>Lesson Presentation & Differentiation</i> *UHigh Meeting 1/28 1:15PM	CT Information Form
4	2/2	Microteaching Sign Up Planning for Accommodations <i>Learning Theories</i>	Microteaching Set Inductions First Observation
5	2/9	Microteaching Discussions	
6	2/16	Microteaching Discussions	
7	2/23	Microteaching Discussions Pedagogy Portfolio Review	
8	3/2	Microteaching Activities	Mid-Term Quiz
9 – Spring Break	3/9	Class Doesn't Meet	
10	3/16	Microteaching Activities	Second Observation
11	3/23	Microteaching Activities	
12	3/30	Workday <i>Pedagogy Portfolio Check In</i>	
13	4/6	Culturally Responsive Teaching <i>Writing Assessments</i>	Pedagogy Portfolio – Mid-Term
14	4/13	Teacher Professionalism Teacher Mental Health <i>Classroom Management</i>	Pedagogy Portfolio – Lesson Plans Microteaching Assessments
15	4/20	<i>Cross Curricular Teaching</i> Course Wrap Up/Ask me Anything Uploading Hours into BlueDocs	Third Observation
16	4/27	Workday	Fourth Observation Extra Credit
17 (Exam Week)		* Class will not meet during Finals Week – No Written Final Exam * Pedagogy Portfolio Final Due – by 11:59.00PM on 5/7	

* Pay attention to due dates listed above, as some assignments are due on Thursdays.

** All readings and class preparations can be found on Canvas in the weekly tabs.

*** Days labeled as “Workday” class is not meeting in person, attendance not taken. These dates may change or be adjusted based on Tina’s schedule. Teacher candidates will be notified.

