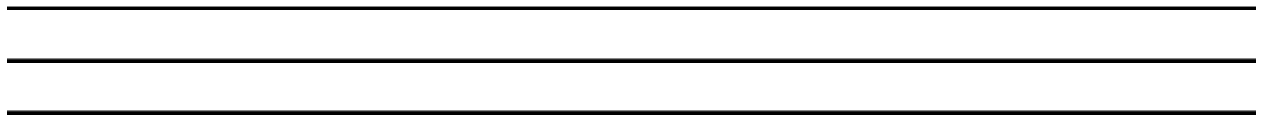


Millikin University Student Teaching Handbook

for the Teacher Candidate, Cooperating Teacher, and University Supervisor



School of Education Mission & Goals

State and national standards provide a good foundation. Yet, each teacher candidate, professor, cooperating teacher, and University Supervisor will also have a set of expectations for the teacher candidate's performance that will go above and beyond the more formally stated standards. To become a truly excellent teacher and learner is to have a unique set of standards. Each field experience should promote both reflection and dialogue about each team member's definition of excellence in teaching. During field placements, teacher candidates' ideas about teaching and learning, as well as their standards of excellence as teachers and as learners, will undergo many transformations.

Mission: To prepare beginning teachers whose knowledge, skills, and dispositions promote a lifetime commitment to excellence in teaching and learning.

Vision: When we prepare educators who are journeying toward excellence, those future educators will direct their own students toward excellence, thus continuing a cycle of learning and teaching.

The Educator Preparation Program at Millikin is committed to preparing candidates for lifelong careers as professional educators. We are guided by the following beliefs as we prepare our candidates for their professional success.

1. The professional educator engages in active learning.

- a. The teacher/learner constructs knowledge of the central concepts, methods of inquiry, and structures of the discipline(s) by connecting professional, liberal education and life experiences and by connecting theory and practice. From a passion for the knowledge gained, they create learning experiences that engage all students and make the content meaningful to them.
- b. The teacher/learner values reflection, continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

2. The professional educator creates communities of learning.

- a. The teacher/learner understands how individuals grow, develop, and learn and provides learning opportunities that support – with care and empathy – the intellectual, social, emotional, and physical development of all students.
- b. The teacher/learner understands how individuals differ in their approaches to learning and creates learning environments that value and appreciate human diversity, show respect for students' varied talents and perspectives and that are fair and equitable to all students.
- c. The teacher/learner draws on an understanding of individual and group motivation to create effective learning environments that encourage discipline, respect for self and others, and responsible problem solving.
- d. The teacher/learner fosters critical thinking, active inquiry, collaboration, and supportive interaction in the classroom through effective written, verbal, nonverbal and visual communication techniques.

Illinois Professional Teaching Standards

Teacher candidates must be aware of the standards of excellence that have been established by the State of Illinois and national organizations within the content area. From the beginning of their academic careers, teacher candidates will make progress toward meeting and exceeding the following Illinois Professional Teaching Standards (IPTS). Modifications reflect Millikin's mission and the Education unit's conceptual framework.

Glossary of Common Terms

Student Teaching –

Student teaching is a 14-week practicum experience in which teacher candidates work with their cooperating teachers to experience teaching in a classroom setting.

The student teaching experience introduces candidates to all facets of teaching: planning instruction; delivering instruction; working with students

Identified and used various instructional strategies, materials or class activities that support creative thinking, problem solving, and/or various kinds of learning
Helped students make connections between texts, subject areas, world, prior knowledge/experiences, and if necessary, adjusted instruction or plans based on student responses.
Showed understanding of the subject matter that was being taught, asked for more information or clarification when it was needed.
Incorporated and modeled appropriate technology and digital tools/resources within instruction and assessments to maximize student learning.

The teacher candidate recognizes the need to build a community of learners.

The teacher candidate:

Respected individual differences, showed empathy and concern for the learners.
Developed an understanding that family, language and values influence student learning.
Used learner data to guide cooperative and productive group learning, include project learning, and/or employ teaching strategies
Modeled effective communications to accurately convey ideas and information and to answer child inquiry.
Modified the learning environment and implemented behavior management strategies to accommodate diverse student needs, monitor student behaviors, and/or support positive behavior.
Communicated positive expectations and provided constructive feedback to students.
Within the time provided, established rapport with students/ children that promoted and encouraged positive classroom interaction.

The teacher candidate facilitates learning.

The teacher candidate:

Carried out instructional plans, followed directions, and introduced new learning activities.
Understood the reading process, writing process, language development and oral communication and integrated these components effectively when designing and selecting instruction and assessments to increase content learning.
Monitored learning progress and adjusted strategies in response to learner behavior and needs.
Became aware of language differences in children, modeled appropriate language use, and adapted instruction and tasks to support different children's needs.
Conducted developmentally appropriate 2Tp0 (es)-5 (i)-6 (n)0 (d or)3 m-6 (l)-2(a)-6 (le)4 (t)-2 (

Expectations of the Teacher Candidate

The teacher candidate must meet the student learner outcomes to fulfill, at a rudimentary level, the Illinois Professional Teaching Standards (IPTS). As the teacher candidate plans for instruction, they must illustrate that they are indeed journeying to professional teaching and striving for high standards of teaching and learning.

With the support of the cooperating teacher and faculty, the teacher candidate must meet the following goals derived from the Millikin Teaching Standards (MTS).

Become a part of a teaching and learning community.

Learn to create an environment that promotes positive interaction between students and teachers, involves students in learning, and motivates students to strive for excellence in their own learning. Use effective verbal, nonverbal, and visual communication techniques in all professional interactions. Plan and design discipline appropriate, developmentally relevant lessons that meet curriculum requirements.

Assume responsibility for instruction, including planning and evaluation.

Demonstrate knowledge of content and an awareness of developmental levels of the learners and the needs of diverse learners when planning and delivering instruction in daily lessons.

Become involved in the school community through participation in peer teacher conferences, extracurricular activities, faculty meetings, and committee work; recognize that education continues beyond the classroom and that collaborative efforts are required to promote student learning and growth.

Maintain an ongoing dialogue with the cooperating teacher, fellow teacher candidates, and the University Supervisor to develop understanding of the professional roles of teachers and to develop habits of personal reflection about student learning and progress.

Evaluate one's progress and document the teaching experiences.

Positive Character Traits for a Teacher Candidate

1. Keep student information confidential.
- 2.

Expectations of the Cooperating Teacher

The cooperating teacher will serve as a mentor, colleague, and support system to teacher candidate, while serving as a bridge between the university classroom and their classroom.

Responsibilities include, and are not limited to:

- Serving as the teacher to the teacher candidate
- Provide a gradual release of lead teacher responsibilities
- Maintaining accurate records of classroom students
- Being lead communicator between school and home
- Providing feedback daily/weekly to teacher candidates
- Reaching out to the University Supervisor and/or Licensure & Student Teaching Coordinator should any concerns arise; at the time of concern
- Assist in acclimation of teacher candidate into the building, expectations, climate, culture, faculty, administration, district, families, emergency procedures, school Crisis Plan, etc.
- M

Absence of Cooperating Teachers

During any field experience, if the cooperating teacher is absent, the school must arrange for a substitute teacher to be in the teacher candidate's room. In most circumstances, it is not legal for teacher candidates to serve as substitute teachers because they do not yet hold a college degree. [The one exception to this is in cases where the student teacher has obtained a substitute teaching license through an Illinois Regional Office of Education; in those circumstances, it may be permissible for the student teacher to be paid as a substitute teacher, pending approval of the building principal and consent of the student teacher to serve in such a role.]

It is acceptable for the teacher candidate to take over all or most of the teaching for the day, and it may be an excellent learning opportunity, but legally, a substitute teacher must be assigned for that classroom during the time that the cooperating teacher is absent.

In the event of a prolonged illness or other long absence of the cooperating teacher, the University Supervisor and/or the Licensure & Student Teaching Coordinator should be contacted.

Professional Conduct and Confidentiality

Dress Code

Teacher candidates must dress appropriately for each day of all internships. If the teacher candidate fails to follow the dress code, the cooperating teacher will discuss the matter with the teacher candidate immediately and use the handbook to discuss the teacher candidate can improve. If, after one warning, the teacher candidate arrives at school improperly dressed, the cooperating teacher will tell the candidate to go home, correct the issue, and return appropriately dressed. The University Supervisor and/or faculty should be notified if the dress code is not followed.

It is important for teacher candidates to dress more professionally than the more experienced teachers, since in the case of secondary students, they are not much older than some of the students. Professional dress is typically NOT blue jeans, tee shirts, or sweatshirts. Dress shirts and slacks are appropriate for men. Skirts and blouses, dresses, dress slacks and blouses or sweaters, and low-heeled, comfortable shoes are appropriate for women.

Clothes, jewelry and accessories should NOT demand attention by being too short, tight, dressy or extreme in style. Physical education teacher candidates should follow the lead of the cooperating teacher. Sportswear for physical education teachers is more appropriate.

It is important that teacher candidates transition into professional attire. Dress considered fashionable on campus may not be considered appropriate attire for classroom teachers. Short skirts or short tops are not appropriate for writing on a board or leaning over student desks. A general guideline to follow is that there must be no showing from shoulder to knee when standing, stretching or bending.

Related questions to attire are the issues of body piercing, jewelry, extreme hairstyles and tattoos. Remember that first impressions are important. Teacher candidates must become aware of and be sensitive to school dress codes. Judgments made about teacher candidates should be based on teaching abilities, not on whether they inadvertently offend someone because of appearance. Use sound judgment by dressing conservatively with professional clothing, hairstyles, and accessories. Students look up to teacher candidates as role models. They will benefit from role models who are well groomed and professionally dressed.

Handling Personal Questions

Teacher candidates need to be prepared to handle students who attempt to cross the boundaries of professionalism into personal issues. Teacher candidates must make it clear that they will not discuss their private matters/lives with their students. If a problem arises, teacher candidates must alert the cooperating teacher and confirm that the behavior has been discouraged. In interactions with students who are seeking an inordinate amount of attention, be especially businesslike, purposeful, and task oriented. Establish a strong student/teacher boundary.

Students/parents may ask questions about a teacher candidate's private life. Be aware that comments can easily be misquoted or misconstrued. Avoid disclosing personal information. Make it a practice not to discuss things unrelated to the classroom and/or work.

EdTPA

Note: The edTPA is suspended as a licensure requirement for teacher candidates. The earliest it may return is August 2025.

The edTPA is a performance-based assessment of teaching quality and effectiveness (Stanford Center for Assessment, 2015). This performance learning assessment engages the teacher candidate in planning, instructing and assessing student learning through written commentaries and the video taping of their teaching. The edTPA is required by the Illinois State Board of Education (ISBE) in order to obtain an Educator's License in the state of Illinois. ISBE will establish a cut score each year. The edTPA must be completed during the full-time student teaching semester. The cost to submit the edTPA is \$300. This fee is attached to the ED488, Senior Seminar, course as an assessment fee so that it may be included in the financial aid package.

Remediation modules are being constructed to support candidates that may need assistance based upon their Embedded Signature Assessments (ESA) placed throughout their course work. The Teaching Portfolio, completed in ED420, may specifically highlight areas of remediation that will need to be completed before student teaching. These modules may be utilized before the submission of the edTPA or following an edTPA score that does not qualify for licensure.

Policies for Lesson Plans, Observations, Conferences and Reflections

Binder Plans

It is the policy of the School of Education that teacher candidates write binder plans required by the teacher candidate's university supervisor. Templates for binder plans are available on Moodle. Failure to follow the procedures for writing and submitting plans will result in a remediation plan or a lowered final grade. Binder plans are due to the University Supervisor and cooperating teacher by midnight on the Sunday prior to the week in which lessons are to be taught. (Note: this date may be altered at the discretion of the teacher candidate's University Supervisor)

Weekly Reflections

Weekly Reflections are to be submitted at the end of each week on Fridays by midnight. (Note: this date or requirement may be altered at the discretion of the teacher candidate's University Supervisor) Teacher candidates need to email these to their University Supervisor. These are confidential and not expected to be shared with the cooperating teachers.

Observations

During the student teaching semester, University Supervisors will observe candidates at least three (3) times during the semester. The evaluation of these observations will be shared with the cooperating teacher, and also submitted to the Licensure & Student Teaching Coordinator. It is at the discretion of the teacher candidate whether they share the evaluation with their cooperating teacher.

Lesson Plans for Observations

Lesson plans must be submitted forty-eight hours in advance of the observation to the cooperating teacher and the University Supervisor. This will allow time for the cooperating teacher and supervisor to provide insight and suggestions before the instruction begins. Lesson plans must be completed using the format found on Moodle. Failure to submit the lesson plans 48 hours in advance will result in the supervisor not completing the observation. The observation must then be rescheduled. Refusal to follow lesson plan guidelines may result in a remediation plan.

Cooperating teachers may require lesson plans that are not part of the observation cycle to be

Request for Permission to Work During Student Teaching

Name _____ Semester of Student Teaching _____

Proposed Employment/Location _____ Hours Per Week _____

Days and Times _____

I understand that if granted permission to work, work must not take priority over student teaching. I realize that work schedules or work responsibilities must not interfere with student teaching tasks. I will modify – or even terminate my work schedule at any time if it interferes with my success in student teaching.

Signature _____

Please do not write below this line.

Recommendation of Director, School of Education:

_____ **Request to work is approved. Please bear in mind that “work concerns” should in no way interfere with your student teaching responsibilities. Student teaching comes first.**

_____ **Request to work is still pending. Please schedule an appointment with the Director of the School of Education.**

_____ **Request to work is denied because of the following reasons:**

For further information, schedule an appointment with the Director of the School of Education in SH307.

Signed _____
Director, School of Education

Extracurricular Activities for Student Teaching

Since extracurricular activities are typically a part of a teacher's role, teacher candidates are encouraged to attend special events and become involved in the culture of the school. Teacher candidates must plan to be a part of whatever events teachers are expected to attend beyond their daily teaching. They must participate in activities including faculty meetings, service workshops, parent-teacher conferences, athletic events, and concerts or recitals during the fourteen weeks of student teaching. Par

Final Evaluation Process

1. During the final week of student teaching, the cooperating teacher and the University Supervisor collaboratively fill out a final evaluation form, which includes the final grade and will be submitted electronically.
2. While the grade assigned by the cooperating teacher is strongly considered, the specific grade turned into the university is ultimately the decision of the University Supervisor.
3. A conference will be held with the teacher candidate to share the evaluation and final grade.
4. In addition to completing the student teaching final evaluation, both the University Supervisor and the cooperating teacher may complete a recommendation letter at the request of the teacher candidate.

Procedures for Withdrawal from Student Teaching

The teacher candidate must behave in a professional manner from the moment they begin the cooperating school until the final day of the semester in which the teacher candidate is enrolled in student teaching. Once assigned to a school, the teacher candidate must demonstrate exemplary professional behavior. Failure to behave ~~professionally~~ can result in the teacher candidate being removed from the student teaching placement. Professional expectations include behavior inside and outside of the school. The School of Education (SOE) takes a strong stance in incidences of unprofessional behavior.

Withdrawals from student teaching occur in one of the following manners:

1. The candidate struggles to thrive in the student teaching placement and chooses to withdraw during the first 10 weeks of the semester. The candidate receives a grade of W for the course. Withdrawal from a class after the 10th week of the semester, in most cases, results in a grade of F.
2. The cooperating teacher or the school district requests the teacher candidate's removal as a result of their actions or behaviors during the student teaching internship. The student teaching placement will be cancelled, and no further opportunity to student teach during the original semester will be provided. If the candidate is withdrawn in the first 10 weeks of the semester, they receive a W for the course. Withdrawal from a class after the 10th week of the semester, in most cases, results in a grade of F.
3. The SOE may choose to remove a teacher candidate from the student teaching placement if dispositional or academic issues warrant. The student teaching placement will be cancelled, and no further opportunity to student teach during the original semester will be provided. If the candidate is withdrawn in the first 10 weeks of the semester, they receive a W for the course. Withdrawal from a class after the 10th week of the semester, in most cases, results in a grade of F. If the teacher candidate wishes to be placed in another student teaching internship, the procedure of appeal is as follows:

Grading Criteria

Grading and evaluation are an important part of the student teaching experience. The grade that a teacher candidate receives will affect their future job search, because many administrators will consider the grade given for this experience in evaluating the teacher candidate's overall effectiveness as a classroom teacher.

The final decision concerning the grade will be determined by the University Supervisor with input from the cooperating teacher. The grading system is a little different from the A through F system, because by the time individuals have reached the student teaching level, they have already been screened so they are not expected to perform at any grade level below a B

The following are suggested indicators for each designated grade:

- A** Excellent beginning teacher – meets and exceeds all of the professional teaching standards as designated by ISBE; is creative, independent, and consistent in planning, implementing, and organizing daily lessons, activities, assessments; establishes positive professional relationships with students, teachers, and staff; demonstrates a very high level of skills, knowledge, and dispositions appropriate to effective teaching; very successfully collaborates with cooperating teacher in actively engaging learners, creating communities of learners, and facilitating learning.
- A-** Highly effective beginning teacher – meets all and exceeds some of the professional teaching standards as designated by ISBE; is consistent and thorough in planning, implementing, and organizing daily lessons, activities, and assessments; establishes professional relationships with students, teachers, and staff; demonstrates a high level of skills, knowledge, and dispositions related to effective teaching; successfully collaborates with cooperating teacher in actively engaging learners, creating communities of learners, and facilitating learning.
- B+** Very effective beginning teacher – meets most of the professional standards of teaching as designated by ISBE; is effective in planning, implementing and organizing daily lessons, activities, and assessments; establishes satisfactory relationships with students, teachers, and staff; demonstrates a high level of skills, knowledge, and dispositions related to effective teaching; very effectively collaborates with cooperating teacher in actively engaging learners, creating communities of learners, and facilitating learning; has one or more areas in which improvement is needed.
- B** Moderately effective beginning teacher meets most of the professional standards of teaching as designated by ISBE, but has at least one significant area for improvement; is becoming more effective in planning, implementing and organizing daily lessons, activities and assessments; establishes satisfactory relationships with students, teachers, and staff; effectively collaborates with cooperating teacher in actively engaging learners, creating communities of learners, and facilitating learning.

creating communities of learners, and facilitating learning; has two or more areas in which improvement is needed. This is the lowest grade that a teacher candidate can earn and still be recommended for licensure. If this grade is given at midterm, a remediation plan is mandatory. We see this grade as representing “has the potential but will need additional mentoring.”

- C+** Marginally effective beginning teacher – meets some of the professional teaching standards, and has shown some improvement; needs remediation in order to effectively plan, implement, and organize daily lessons, activities, and assessment; is experiencing some difficulty in establishing satisfactory relationships with students, faculty, and staff within the learning community; is deficient in some of the skills, knowledge, and dispositions needed for effective teaching; additional work is needed to collaborate with the cooperating teacher in actively engaging learners, creating communities of learners, and facilitating learning. If this grade is given at midterm, a remediation plan is required. If a teacher candidate receives this grade at the end of student teaching, they will not be recommended for licensure by the School of Education. A teacher candidate may receive credit for the student teaching course with a grade of C, will be allowed to graduate, but will not be licensed.
- C** Marginally effective beginning teacher meets some of the professional teaching standards, but needs significant remediation in order to effectively plan, implement, and organize daily lessons, activities and assessment; has not successfully established satisfactory relationships with students, faculty, and/or staff within the learning community. Dispositional issues or lack of skills, or knowledge, or deficits in skills interfere with the teacher candidate’s ability to effectively collaborate with students, faculty and/or staff within the learning community; additional work is needed to successfully collaborate with the cooperating teacher in actively engaging learners, creating communities of learners, and facilitating learning. If this grade is given at midterm, a remediation plan is required. If a teacher candidate receives this grade at the end of student teaching, they will not be recommended for licensure by the School of Education.
- F** Failure to Complete Student Teaching. A grade of F indicates that the candidate did not meet professional standards expected of teacher candidates. It may also mean that a remediation plan was not fulfilled and the ineffective performance at another level continued. A grade of F suggests that dispositional issues or skill/knowledge deficits are significant enough for Millikin to recommend that the teacher candidate not be retained in the School of Education. If a teacher candidate is failing student teaching at midterm, they will be counseled to withdraw from student teaching. If a teacher candidate’s performance deteriorates to a failing grade after week 10, the teacher candidate will not be retained in student teaching and will receive an F.

Procedure for Student/Candidate Concerns

It is the policy of the Millikin University School of Education that students are provided with a process whereby they may have their concerns about an Education course policy or grade considered as fairly and as quickly as possible without fear of reprisal.

Definitions:

1. Informal Resolution: a meeting between the student and appropriate faculty member, their advisor, the Director of the School of Education, and/or a committee of SOE faculty to determine if the situation of concern can be resolved.
2. Formal Resolution: occurs after an informal resolution attempt when the student and appropriate faculty member are unable to agree to a resolution to the situation of concern. Resolution is to be sought using the Chain of Command for the School of Education.
3. Chain of Command: the student should follow protocol in contacting others to assist with a concern or grievance. That chain of command is the student → faculty/staff → advisor → Director of SOE → Dean of CPS.
4. Grievance: a written statement by a student setting forth a complaint that has not been resolved using informal procedures.

In the event that a concern arises, the candidate is expected to attempt to resolve the matter informally. The student should begin by scheduling a meeting with the appropriate faculty member to discuss the concern within two weeks of the date the concern was identified. Students are also encouraged to work with their advisors to resolve their concerns.

Student/Candidate Grievance Procedure

Prior to filing a formal complaint, the candidate must meet with the professor/supervisor and attempt to resolve the situation. If reasonable informal efforts to resolve the concern fail and the candidate believes that extenuating circumstances should be considered, the student/teacher candidate may seek resolution by formalizing the concern as a grievance.

1. The grievance procedure must be initiated within 30 days of the date on which the concern was identified. The student must prepare, sign, and date a written statement detailing:
 - a. A concise and specific description of the grounds for the concern;
 - b. A brief description of any attempts to reach a resolution through informal discussions; and
 - c. A specification of the remedy the student is seeking.
2. The candidate must submit this written statement to the Director of the School of Education.
3. Following submission of the written statement, the student must schedule an appointment with the Director of the School of Education within 10 business days in an attempt to resolve the concern.
4. The Director will hear the complaint, investigate any issues, and issue a written decision.
5. If the Director deems it necessary, the matter will be heard by the Committee on Teacher Education Programs (CTEP), and a decision will be rendered. CTEP's decision is final.
6. Should the candidate feel that their complaint was not fairly heard, they may further appeal to the Dean of the College of Professional Studies. The decision reached by the Dean of the College of Professional Studies is final. There shall be no further appeals beyond the Dean. The School of Education maintains a record of formal candidate complaints and their resolutions.

If a candidate has been removed from supervised teaching placements during their internship and/or student teaching experience due to dispositional or related course work issues, the Licensure & Student Teaching Coordinator may not seek a third placement and the candidate may lose enrollment in the School of Education.

Fees

There is a \$400 fee assigned to the student teaching course. This fee covers the cooperating teacher honorarium(which is part of our affiliation agreement contracts with Illinois School Districts) and