

Millikin University Student Teaching Handbook

for the Teacher Candidate, Cooperating Teacher, and University Supervisor

Important Telephone Numbers / Emails

Emily Fitzgerald (Administrative Assistant) School of Education Main Office.....	(217) 4246244 efitzgerald@millikin.edu education@millikin.edu
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Professor Lindsey Waller Licensure Officer & Placement Coordinator...	(217) 420-6689 lwaller@millikin.edu
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Other Important Numbers (Cooperating Teachers, Supervisors, Faculty)

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 4 (0 (F)64 ()D

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.

Other Standards

National Content Area Standards: National standards are set by national associations in various content areas. For example, the National Council for Teachers of English has standards that have been established for English teachers. The National Council for Teachers of Mathematics establishes standards for teachers of mathematics. To obtain th

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 individually, in a whole group, and in small groups; assessing and evaluating; working with parents; working with other teachers; participating in special education; and cooperating with all members of the school community.

Teacher Candidate –

The teacher candidate refers to the pre-service teacher completing the internship.

Cooperating Teacher –

This term refers to the individual in the school setting who cooperates with Millikin

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Teacher Candidate Dispositions

(Aligned with Illinois State Board of Education Code of Ethics)

- ... 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 co-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

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 toward 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).

- %o Become a part of a teaching and learning community.
- %o 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.
- %o Use effective verbal, nonverbal, and visual communication techniques in all professional interactions.
- %o Plan and design discipline-appropriate, developmentally relevant lessons that meet curriculum requirements.
- %o Assume responsibility for instruction, including planning and evaluation.
- %o 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.
- %o Become involved in the school community through participation in parent-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.
- %o 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 one's progress.
- %o 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, co-teacher, 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:

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

Fingerprint Background Check Requirement

Preceding the student teaching semester, the State of Illinois requires teacher candidates to complete a FBI fingerprint-based background check. Illinois law prevents Millikin University from receiving and/or housing these results. This check must be completed with the school district assigned for student teaching in advance of the start of the student teaching semester. According to the law, the responsibility for this cost (approximately \$75) is the responsibility of the candidate. Candidates have the right to request a copy of the results of the FBI background check from the school district. School districts are not allowed to share this information with other school districts, employers, or Millikin University.

Attendance Policy

Just as teachers are expected to be present every school day, teacher candidates are expected to be at school every day of the student teaching period. Candidates will follow the assigned school district's calendar. In addition, they must attend pre-internship and post-internship meetings, as well as pre-service and in-service meetings that their cooperating teachers are expected to attend.

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. It is not legal for teacher candidates to serve as substitute teachers because they do not yet hold a college degree.

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-term absence of the cooperating teacher, the

Physical Contact

In today's society, certain actions can be misconstrued. Teacher candidates must take their cues from their cooperating teachers and be certain that no form of physical contact can be misinterpreted. Children and adolescents often misread intentions. In general, avoid unnecessary physical contact of any kind. Use the cooperating teacher as a model, and especially with older students, maintain a very professional demeanor.

Confidentiality

Students, faculty and staff within a school have rights to privacy and to have their educational progress treated professionally. Avoid discussing any information about individual students' grades, behavior, medical conditions or academic placements beyond the school. It is unprofessional for teachers to communicate information or comments about issues they see in the schools to individuals outside the school. Divulging information inappropriately can lead to serious consequences. Disciplinary action for any breach of confidentiality may include dismissal from the School of Education.

Prospective teachers must remain professional in their informal discussions in the lounge or elsewhere in the school. It is important to understand that some teachers choose to use the faculty lounge as a place for "catharsis" or a release from frustration. As a new member of the educational community, realize that some teachers do speak negatively about students. A teacher's best option is to listen without passing judgment and refrain from making negative comments regarding students, parents, faculty or the school.

The *Illinois School Code*, as well as the Faculty Handbook within each school district, can provide guidelines for legal and ethical behavior in the teaching profession. If a teacher candidate has any doubts about the morality, the legality, or the safety of any action or situation, they should check with the cooperating teacher before proceeding further. In general, teacher candidates must follow all school rules, respect the rights of students, their fellow teachers and staff, and the school and school district.

Procedures for Remediation

The preparation of teachers is a responsibility jointly shared by the faculty and administrators of Millikin University and its public/private school partners. This commitment involves ensuring that the teacher candidate is well prepared for the field experience or the student teaching experience, that the cooperating teacher models effective teaching practices and demonstrates appropriate supervision skills, and that the placement site itself reflects the knowledge base of the specific licensure program.

Collaboration between the university and the public/private schools is necessary to ensure successful classroom placements and make any changes that might be necessary during those placements. When concerns arise related to the performance of the teacher candidate, the cooperating teacher, University Supervisor, and/or faculty will meet to develop a remediation plan. This plan needs to:

- x Identify the specific concerns of all participants
- x Develop appropriate strategies and evaluation criteria to address those concerns
- x Set a realistic timeline for review of the remediation plan

The University Supervisor and/or faculty shall keep the Licensure & Student Teaching Coordinator apprised of these actions. The remediation plan will be presented to and signed by the candidate. Signing of the form is not an indication of agreement; it is an indication of commitment to remediate.

Once a remediation plan has been created, it is up to the teacher candidate to focus on increasing their effectiveness in the areas addressed by the plan. If the specific concerns of the remediation plan are not addressed satisfactorily during the designated time period, a conference will occur between the University Supervisor, the cooperating teacher, faculty and the Licensure and Student Teaching Coordinator to determine the next course of action. This conference could result in:

- x the development of a second plan
- x the termination of the placement
- x recommendation of withdrawal from the teacher education program

Final recommendation for termination of a placement needs to include a determination of the candidate's next steps. This may include the option to repeat the entire field experience or student teaching experience at a later date or to graduate outside of the teacher education program. The teacher candidate's academic advisor will assist in this determination.

In some extreme circumstances, placement issues may require immediate action because the safety of the participants is in jeopardy. In this instance, any of the involved parties may request that the teacher candidate not participate in classroom activities until a plan of action has been determined. The outlined plan will be scheduled as expeditiously as possible.

Policies for Lesson Plans, Observations, Conferences and Reflections

Binder Plans

It is the policy of the School of Education that teacher candidates must write binder plans if 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 hf1Tf(Mf.4).p6(f)3 (or)3 (w)-8 (r)3 (i)-2 (t)-2 (i)-2 (ng a)4 (nd s)-1 (ubm)-2 (i)-2 (t)-2

The post-conference will be held with the University Supervisor and the candidate following the observation. If necessary, the cooperating teacher will instruct the class in order for the candidate to meet with the University Supervisor. This conference is held in order for the candidate and the supervisor to discuss the observation. The written observation form will be sent electronically by the supervisor to the candidate and cooperating teacher within 48 hours of the observation.

Being a Reflective Practitioner in the Professional Field of Education

Preparing to enter the field as a professional educator involves a complex set of skills, comprehensive knowledge from a broad field of subjects, and self-examination of personal and professional dispositions. Success in the program requires thorough and consistent reflection in coursework, field work, and collaborative relationships with peers and supervisors. Becoming habitually and effectively attuned to one's abilities prior to an experience, during the experience, and evaluating the results of the experience at its conclusion creates thoughtful classroom practitioners that will be able to affect the learning of all children.

Principals and other district personnel most often remark about the Millikin graduate's distinction of being a reflective practitioner of professional education.

Policy on Working During Student Teaching

Because student teaching should be the primary focus for fourteen weeks, teacher candidates should plan not to work during the semester they student teach. Student teaching is typically far more demanding than full-time college coursework and is a full-time job. Sometimes, financial obligations or circumstances require some candidates to continue working.

If a candidate intends to work during student teaching, they must notify the Director of the School of Education. A form may be found on the following page and must be submitted during the semester prior to student teaching. Forms are also available on Moodle. Failure to file the mandatory form PRIOR to student teaching is grounds for removal from the student teaching placement.

If a teacher candidate must work an additional part-time job, they are strongly encouraged to restrict work hours to weekends and less than 15 hours per week, preferably 10-12.

A teacher candidate who has a history of poor academic performance, has not worked prior to the student teaching semester, or has a job that is extremely demanding in terms of time or workload is discouraged from working. A student who can demonstrate that they have always balanced work and coursework is more likely to be able to handle working during student teaching.

Student teaching responsibilities must take precedence over work responsibilities. If a teacher candidate is not keeping up with student teaching responsibilities, they may be instructed to reduce work hours or terminate the employment altogether.

Policy on Compensated Student Teaching Hours

In rare circumstances, a school district may formally offer a long-term substitute teaching position to a Millikin teacher candidate. Compensated contractual long-term substitute teaching hours may be applied for the partial or complete fulfillment of the required student teaching hours, so long as the position is/was a) at an accredited Illinois public school, and b) within the appropriate grade level (e.g., 1st-6th for an ELED major) and/or content area (e.g., biology for a Biology Ed. major). Under no circumstances will Millikin University arrange paid placements for any student teaching candidate; contractual long-term substitute teaching arrangements must be formal arrangements made between the hiring school district and student/employee. If a student accepts a paid long-term substitute teaching position, or if a student has a contract copy from a previous long-term substitute hiring that is not greater than two years old, they should inform the Student Teaching Placement Coordinator and provide applicable documentation prior to the student teaching experience. At minimum, the student should provide a hand-signed verification letter from the building principal stating a) the specific teaching assignment, and b) the total number of hours worked. Once supporting documentation is received and verified by ISBE, the Student Teaching Placement Coordinator will adjust the number of required student teaching hours accordingly by utilizing an ISBE-approved "Individualized Pathways" (IP) form. Because ISBE requires that student teaching be on a student's academic transcript with a letter grade, all teacher candidates must register for a) ED474, ED476, or ED478, and b) ED488 regardless of any IP approval through ISBE. Students must fulfill all other required coursework, internship hours, licensure requirements (e.g., content test, edTPA) and graduation requirements prior to licensure and/or graduation.

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.

The teacher candidate must first submit a letter of appeal to the Committee on Teacher Education Programs (CTEP) to request readmission to the SOE.

If they receive approval for readmission and completes steps for remediation recommended by CTEP, a new placement will be arranged at the discretion of the Licensure and Student Teaching Coordinator.

If a teacher candidate issue proves especially severe, the SOE may choose to remove the teacher candidate from the student teaching placement and refuse the option for re-admittance to the SOE. In that case, the teacher candidate will not be eligible for graduation from the SOE or for licensure. If a candidate has been removed from two supervised teaching placements due to dispositional or related course work issues, the Director of the SOE may refuse the option for re-admittance to the SOE. In that case, the teacher candidate will not be eligible for licensure from Millikin's SOE.

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.

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; demonstrates skills, knowledge, and dispositions related to effective teaching; has two or more areas in which additional improvement is needed.
- B- Somewhat effective beginning teacher – meets professional teaching standards as designated by ISBE, but has two significant areas requiring improvement; has shown

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
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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 **two** supervised teaching placements during their 40-hour 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