SIU Southern Illinois University
CARBONDALE

Teacher Education Program

CLINICAL PREPARATION HANDBOOK

http://ehs.siu.edu/tep

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SIU Southern Illinois University
CARBONDALE

College of Education and Human Services
OFFICE OF TEACHER EDUCATION
WHAM BUILDING, ROOM 135
CARBONDALE, ILLINOIS 62901
618 453-2354

Dear Cooperating Teachers:

Thank you for joining us in providing a rich opportunity for teacher candidates to develop in your classroom the passion, content knowledge, pedagogy, and a sense of educational purpose in order to become a 21st century educator.

The educator preparation programs of the College of Education and Human Services of Southern Illinois University continue to meet rigorous standards set forth by the professional community according to the National Council for Accreditation of Teacher Education (NCATE) and the Illinois State Board of Education. Our programs prepare reflective educational leaders who are able to critically analyze their own and their students' learning, and who strive to equip all students with the knowledge and skills necessary to flourish and reach their fullest potential. Our candidates value their students' myriad identities, equip students with the literacies required to participate in a pluralistic and democratic society, and engage stakeholders in order to make this learning accessible, rigorous, and relevant.

Our programs accomplish this through the high level of quality and commitment of our faculty, our clinical supervisors and our PK-12 school partners. You are one of those partners. Your willingness to assist teacher candidates to become excellent teaching professionals supports the mission of teacher education at Southern Illinois University Carbondale, and contributes to your own professional development.

This handbook outlines the roles and expectations of you as a teacher educator, as well as those of the pre-service teacher candidate at his or her level of development. Your Clinical Supervisor serves as an ambassador for SIU, and will work collaboratively with you to provide the high quality clinical preparation that SIU is known for.

Thank you again for serving as a model for the teacher candidates who may someday be your colleagues. We value the contributions you provide through your experience and perspective. Should questions arise, please do not hesitate to contact your Clinical Supervisor or me at 618-453-7315.

Sincerely,

Nancy A. Mundschenk

Dr. Nancy A. Mundschenk, Director
Teacher Education Program

Key Terms Used In This Handbook

Teacher Candidate: The SIU student who is completing requirements for Illinois teacher licensure through university coursework and clinical practice in PK-12 classrooms.

Cooperating Teacher (CT): The professional educator, an expert in their content area, who invites the Teacher Candidate into the classroom and provides coaching and mentoring to help the candidate develop the professional knowledge, skills, and dispositions required for licensure.

Clinical Supervisor (CS): The representative of SIU who provides instructional coaching, and in collaboration with the CT, evaluates the Teacher Candidate's experience and performance.

Clinical Practice: Coursework with an EDUC prefix that requires teacher candidates to spend time in the PK-12 classroom working with small groups, and/or delivering whole class instruction. The coursework includes three clinical experiences plus student teaching.

Student Teaching: A full-time experience in a cooperating teacher's classroom during which a teacher candidate experiences all of the responsibilities of a classroom teacher, including responsibility for providing small group and whole group instruction.

Office of Teacher Education: The unit housed within the College of Education and Human Services that oversees educator preparation programs at SIU that lead to educator licensure to work in PK-12 schools.

Professional Educator License (PEL): The Illinois license that qualifies an individual to teach one or more subjects within a specified grade range.

Teacher Education Program (TEP): A program that ensures that all candidates continue to meet the highest standards of the State and of the respective professions. Successful completion of a TEP leads to a teaching license.

LiveText: An Internet-based subscription service that allows candidates and instructors to create, submit and organize projects and assignments on-line. It serves as a data management system that helps us engage in continuous improvement that is sustained and evidence-based.

Gateway Portfolio: A collection of various samples (artifacts) of the Teacher Candidate's work that demonstrate content and pedagogical content knowledge. These artifacts are uploaded to LiveText and the final portfolio is evaluated prior to student teaching.

edTPA: The teacher performance assessment which is completed during student teaching and is required of all Teacher Candidates in order to be entitled for a PEL.

Mission Statement for Southern Illinois University Carbondale

SIU embraces a unique tradition of access and opportunity, inclusive excellence, innovation in research and creativity, and outstanding teaching focused on nurturing student success. As a nationally ranked public research university and regional economic catalyst, we create and exchange knowledge to shape future leaders, improve our communities, and transform lives.

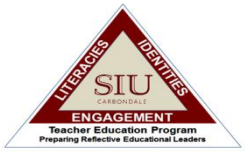
Office of Teacher Education Core Values and Commitments

The Office of Teacher Education is dedicated to upholding SIU's mission through our core values and commitments.

Relationship
Create meaningful connections every day with P-12 school faculty and staff.
Demonstrate professional integrity through respectful interactions.
Excellence
Promote evidence-based teaching practices.
Accountability
Set high expectations and measurable goals.
Prepare educators for successful teaching careers that positively impact student learning.
Collaboration
Develop solutions together that accomplish targeted goals.
Personalized Learning
Use a developmental approach supported by coaching and feedback.
Make candidate-centered decisions that are sustained over time.

Teacher Education Program

The Teacher Education Program (TEP) at Southern Illinois University Carbondale is fully accredited by the National Council for the Accreditation of Teacher Education/ Council for the Accreditation of Educator Preparation (NCATE/CAEP) and by the Illinois State Board of Education. Spanning the entire university, the Teacher Education Program is administered through the College of Education and Human Services and includes majors from the College of Education and Human Services, the College of Science, the College of Liberal Arts, and the College of Agricultural Sciences. Teacher education programs approved by the State Educator Preparation and Licensure Board (SEPLB) are offered at the undergraduate level in early childhood education, elementary education, special education, secondary education, and in majors and minors that lead to the special endorsement to teach K-12 art, music, physical education, and foreign languages.



Teacher Education Conceptual Framework:

Preparing Reflective Educational Leaders

The conceptual framework identified by Southern Illinois University Carbondale's College of Education and Human Services reflects the professional community's commitment to preparing reflective educational leaders at both the undergraduate and graduate levels. Reflective educational leaders are able to review, reconstruct, reenact, and critically analyze their own and their students' performances as a means to formulate explanations with evidence. A reflective educational leader fosters his/her professionalism in practice when he/she **values students' myriad identities**, **equips students with the literacies required to participate in a democratic society, and engages stakeholders to make this learning accessible, rigorous, and relevant.**

Our conceptual framework views the professional development of teachers and other educational personnel to be an evolutionary and maturational process. Our goal is to prepare a competent, reflective educational leader, ready to assume the responsibilities of educating individuals but with full awareness that his or her induction into the profession continues throughout the duration of his or her professional career. We believe that our teacher candidates not only practice reflective thinking but also become practitioners of reflective action. We believe that effective teaching is characterized by interactions with students to present subject matter, followed by informed reflection on these interactions and presentations. Teachers should make decisions among methods and content based on their competence in both subject matter and pedagogy, rather than acting as technicians following a predetermined curriculum. **All unit programs are aligned to the Illinois Professional Teaching Standards as well as standards from their respective content areas.**

The model below represents the three major tenets of SIU's Teacher Education Program: ***Literacies, Identities, and Engagement.***

Literacies: ***Reflective educational leaders*** understand the vast array of literacies students need to function in today's modern society. This includes knowledge of reading, writing, and aural communication within the content area as well as media, scientific and quantitative literacy.

Identities: ***Reflective educational leaders*** understand the diverse characteristics and abilities of all students and how these students develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. Using these experiences, they create instructional opportunities to maximize student learning.

Engagement: ***Reflective educational leaders*** are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and by serving as advocates for students, parents or guardians, and the profession.

Dispositions

The professional attitudes, values, and beliefs demonstrated though verbal and nonverbal behaviors (dispositions) as educators interact with students, families, colleagues, and communities should support student learning and development. **The dispositions of candidates are evaluated in all clinical experiences and program coursework.** These dispositions are:

The candidate demonstrates professionalism:

- ☐ dependability and reliability
- ☐ honesty, trustworthiness, and ethics
- ☐ enthusiasm, love of learning, and commitment to the profession

The candidate values human diversity:

- ☐ shows respect and sensitivity to the learning needs and abilities of all individuals
- ☐ shows respect and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals
- ☐ strives for best practices to address diverse learning needs and abilities of all individuals
- ☐ strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals
- ☐ collaborates with diverse peers, professional colleagues, staff, and families

The candidate develops professionally:

- ☐ engages in ongoing acquisition of knowledge
- ☐ engages in development of research-based practices
- ☐ assesses own performance and reflects on needed improvements

* for more on Dispositions see *Teacher Candidate Dispositions and Social Media Contract* on page 41

Illinois Professional Teaching Standards (2013)

The Illinois Professional Teaching Standards (IPTS) reflect what teachers should know and be able to do to teach to the ambitious learning goals and high academic standards which are established for Illinois students. Our preparation programs strive to ensure excellence in teaching for all students by holding our candidates to these professional licensing standards.

Standard 1 - Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Standard 2 - Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Standard 3 - Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Standard 7 - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Standard 9 - Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

Teacher Education Program Clinical Experiences & Expectations

We believe that our candidates' professional development is a dynamic process extending from their first clinical experience over the course of their entire career. Our clinical preparation consists of extensive, carefully selected clinical experiences that are closely interwoven with co-requisite pedagogy courses, and intentionally aligned with content courses. These experiences enable our candidates to connect theory and practice, analyze teaching and learning, and reflect on and learn from their practice. Specific performance tasks are required of candidates in a developmental sequence for each of the clinical experiences. In each setting the candidates observe their students so that they have a solid understanding of the context for learning, but move quickly to assist the CTs in designing and delivering instruction at a level that increases in intensity and complexity as they move through the program. The performance tasks for each clinical are described in the course syllabus. Below is the organizational structure for the clinical experience courses.

EDUC 301 Clinical 1 - Reflective Instructional Practices.

Cooperating Teachers: grades K-12

- candidate is typically carrying a full load of classes on campus and is enrolled in content specific courses in their major/licensure area
- student completes a 5 session technology workshop (Fair Use/Copyright, Office suite, Educational Websites, UDL) on campus first 5 weeks
- **72 hours** of clinical experience
- Two half-days or one full day per week
- **1 hour** of credit
- candidate formally evaluated a minimum of 1 time by CS to see teaching required lesson (additional formal observations if requested by CT)
- formally evaluated by CT with written feedback a minimum of 1 time
- a midterm is completed and conference may be held with CT, CS, and student
- a final evaluation is completed by CT and CS; a conference may be held with CT, CS, and student
- candidate receives a grade and an evaluation form completed online as a collaboration between the CS & CT
- **Co-requisite: EDUC 313 Reflective Classroom Planning, Organization & Management**

Primary Focus on Illinois Professional Teaching Standards 1, 2, 3, and 9

EDUC 302 Clinical 2 - Methods of Instructional Practices.

Cooperating Teachers: grades K-12, classrooms providing examples of diversity including: race & ethnicity, socioeconomic status, or English language learners

- candidate is carrying a full load of classes on campus and is enrolled in content specific courses in their major/licensure area
- candidate completes a 5 session technology workshop (audio and video) on campus first 5 weeks
- **72 hours** of clinical experience
- Two half-days or one full day per week
- **1 hour** of credit

- candidate formally evaluated a minimum of 2 times by CS to see teaching required lessons (one on site and one videoed and submitted to CS) conference held (additional formal observations if requested by CT)
- formally evaluated by CT with written feedback a minimum of 1 time
- candidate receives a midterm and conference is held with the CT, CS, and student
- Candidate receives a final and a conference may be held with CT, CS, and student
- candidate receives a grade and an evaluation form completed online as a collaboration between the CS & CT
- **Co-requisite: EDUC 319 Language, Culture, & Learning**

Primary Focus on Illinois Professional Teaching Standards 2, 3, 4, and 9

EDUC 303 **Clinical 3 - Advanced Instructional Practices.**

Cooperating Teachers: grades K-12, classrooms including students with disabilities

- candidate is carrying a full load of classes on campus and is enrolled in content specific courses in their major/licensure area
- candidate completes 5 sessions of educational law and edTPA workshop on campus
- **84 hours** of clinical experience
- Two half-days or one full day per week
- **1 hour** of credit
- candidate formally evaluated a minimum of 2 times by CS to see teaching required lessons (one on site and one videoed and submitted to CS), conference held (additional formal observations if requested by CT)
- formally observed by CT with written feedback 1 time
- candidate receives a midterm with a conference held by CT, CS, and student
- candidate must complete Gateway portfolio and an evaluation is completed as a collaboration between the CS, CT, and program faculty
- candidate receives a final evaluation and a conference is held by CT, CS, and student
- candidate receives a grade and an evaluation form completed online as a collaboration between the CS & CT
- **Co-requisite: EDUC 308 Characteristics & Methods for Teaching Exceptional Children**

Primary Focus on Illinois Professional Teaching Standards 2, 3, 4, 6, 7, 9, 10, and 11

EDUC 400 **Clinical 3 - Special Education Pre-Student Teaching.** This clinical is only for candidates who are seeking the LBS I teaching license.

Cooperating Teachers: grades K-12, special education majors ONLY

- candidate is carrying a full load of classes on campus and is a special education major completing a portion of his/her K-12 student teaching responsibilities
- candidate completes 5 sessions on educational law and edTPA workshop on campus
- **Five half-days per week (mornings only), 16 weeks in one placement**

- **6 hours** of credit
- candidate formally evaluated a minimum of 2 times by CS to see teaching required lessons, once before and once after midterm (one on site and one videoed and submitted to CS) conference held (additional formal observations if requested by CT)
- formally observed by CT 1 time, with written feedback weekly
- mid-term is completed by the CT and CS and a conference held with the candidate
- candidate must complete Gateway portfolio and an evaluation is completed as a collaboration between the CS, CT, and program faculty
- a final evaluation is completed by CT and CS and a conference is held with the student
- candidate receives a grade and an evaluation form completed online as a collaboration between the CS & CT
- students are held to the same professional standards as student teachers
- **Co-requisites: SPED 417 Behavior Management for Children & Youth with Disabilities and SPED 419 Academic Methods for Students with Disabilities**

Focus on Illinois Professional Teaching Standards 1 - 9

EDUC 401A **Clinical 4 - Student Teaching.** Student teaching is a full-time responsibility and teacher candidates should take full advantage of this opportunity to work diligently to develop the knowledge, skills, and dispositions that will contribute to excellence in their professional performance. Student teachers are not permitted to enroll in other university/college courses, including correspondence, web, distance learning, or courses at other universities or colleges. In special circumstances, the Director of Teacher Education in collaboration with the candidate's academic advisor may allow an exception. Student teachers are not allowed to work full-time at outside jobs. Part-time employment is not recommended. Teacher candidates may participate in extracurricular activities as long as the involvement does not interfere with the roles and responsibilities of their placement or adversely affect planning or preparation to teach. The activities must take place before or after the regular school day and may be paid or unpaid. Teacher candidates should inform the Clinical Supervisor of the extracurricular activity. Any arrangements for payment should be made directly with the school or organization. The Office of Teacher Education assumes no liability for activities beyond regular school hours.

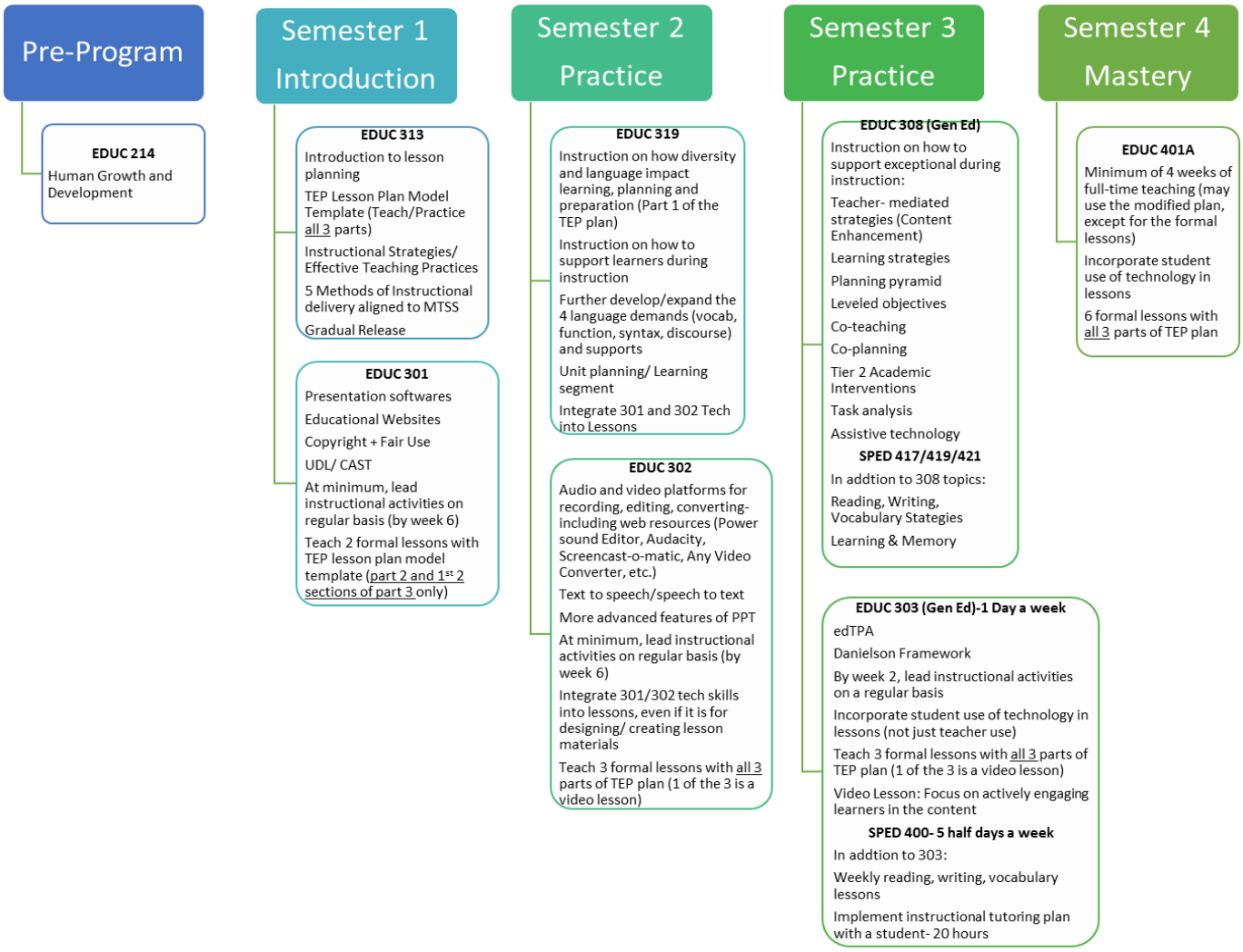
Cooperating Teachers: grades K-12, ALL majors

- candidate is completing a **16-week** clinical experience in the classroom full-time
- **Five days** per week – all day
- **12 hours** of credit for this experience
- **Music students** to receive two clinical placements during the semester:
- An AM placement (6 credits) and a PM placement (6 credits) for 16 weeks.
- formally evaluated by CT with written feedback 3 times

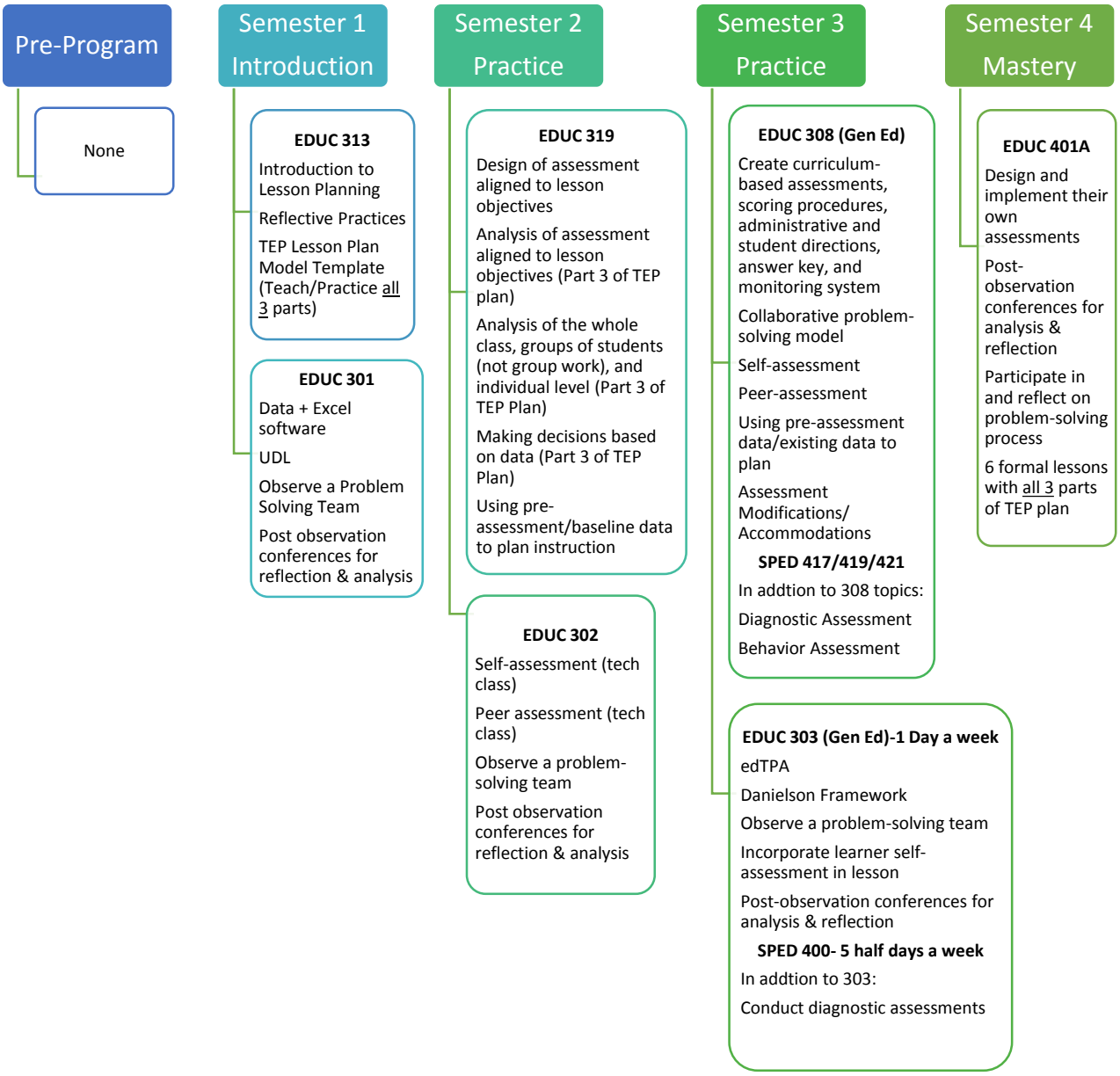
- formally evaluated by CS with written feedback 3 times
- CS will contact ST/CT every two weeks
- mid-term is completed by the CT and Clinical Supervisor and a conference is held with the student teacher
- a final evaluation is completed by CT and CS and a three-way conference is held with the student
- student teachers follow the public school calendar, not the SIUC calendar
- candidate will complete edTPA including videotaping teaching segments
- candidate will return to campus for monthly seminars

Focus on Illinois Professional Teaching Standards 1- 9

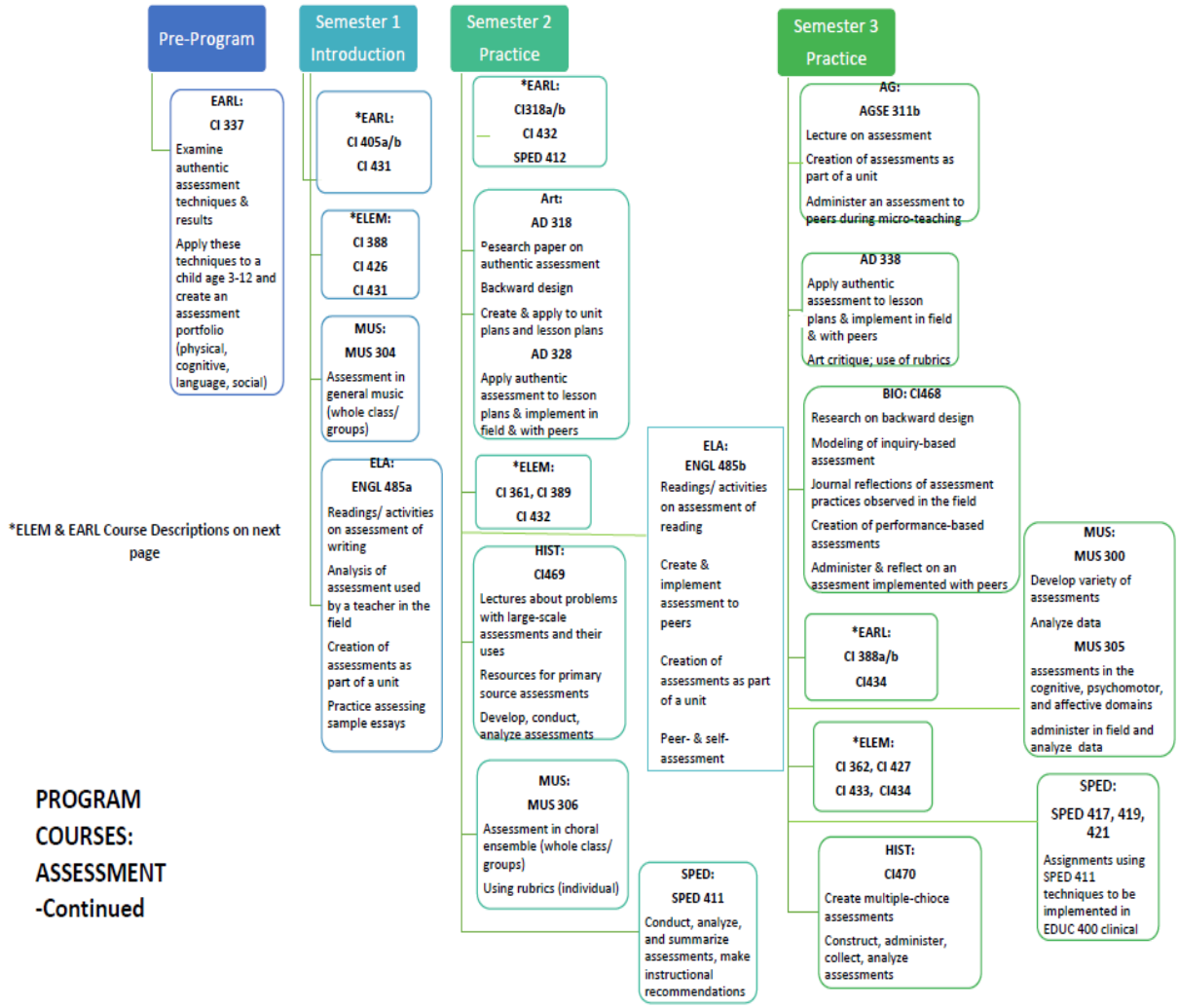
EDUC Core Mapping: Instruction



EDUC Core Mapping: Assessment



Program Courses: Assessment -Continued



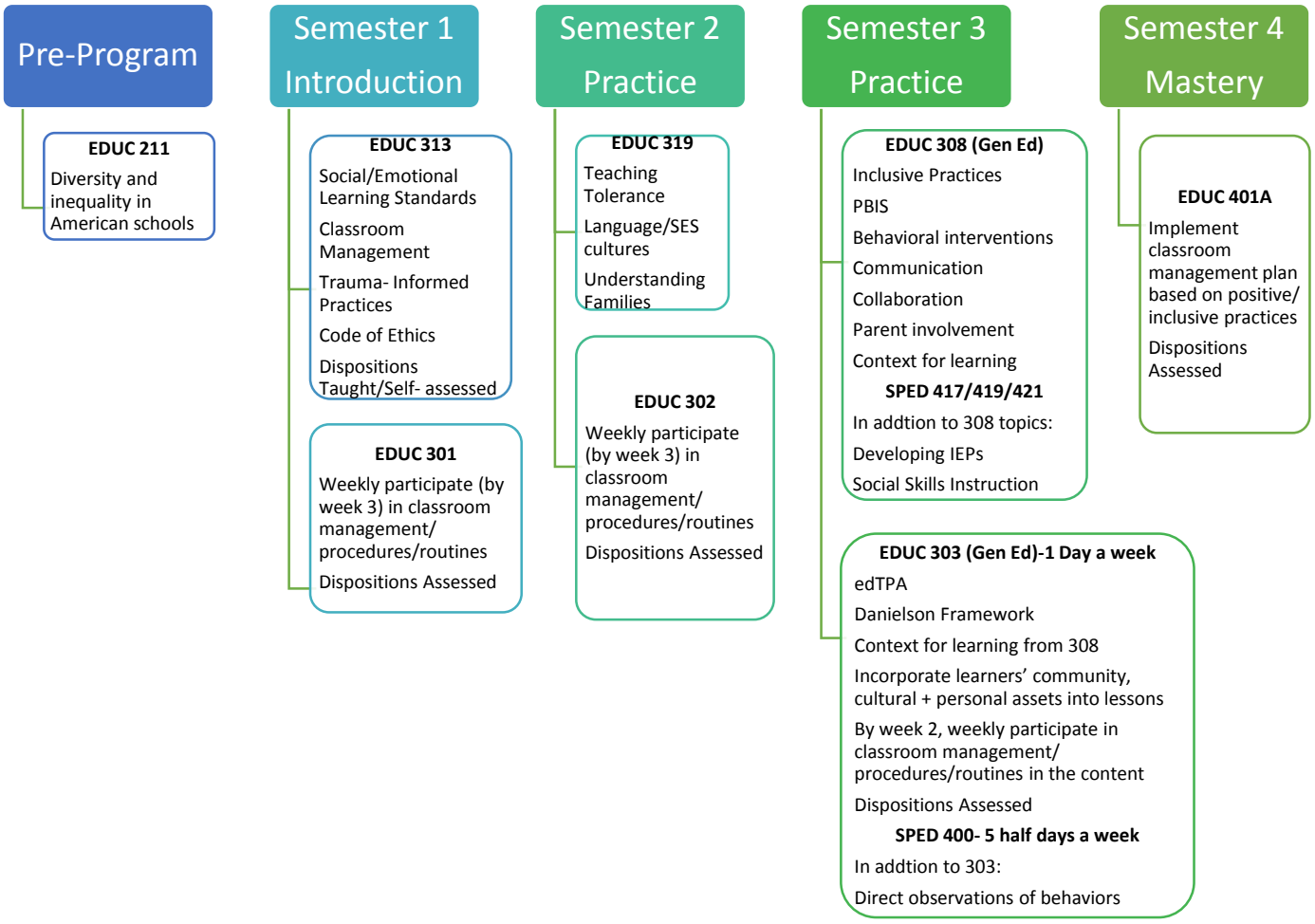
*ELEM & EARL Course Descriptions on next page

PROGRAM COURSES: ASSESSMENT -Continued

ELEM & EARL Course Descriptions

CI 318a/b
Apply CI337 authentic assessment to students in the practicum
CI 361
Instruction, discussions, teacher modeling of formative, summative, corrective feedback, and instructional modification
Candidate practice as part of lesson planning instruction
CI 362
Instruction, discussions, teacher modeling of formative, summative, corrective feedback, and instructional modification
Candidate practice as part of lesson planning instruction
CI 388
Videos, readings, teacher modeling of formative & summative assessment
In-class practice analyzing data (GeoGebra)
Instruction on rubrics
CI 389
Videos, readings, teacher modeling of formative & summative assessment
In-class practice analyzing data (GeoGebra)
Instruction on rubrics
CI405a/b
Apply CI337 authentic assessment to students in the practicum
CI 426
Instruction & candidate practice as part of lesson planning instruction
CI 427
Instruction & candidate practice as part of lesson planning instruction
CI 431
Readings, discussions, teacher modeling of formative assessment
Candidate practice as part of lesson planning instruction
CI 432
Instruction of reading, writing, listening, speaking assessments & assessment adaptations
Candidate practice in-class creating rubrics and student self-assessments
Candidates explain how to use assessments through lesson planning
CI 433
Instruction of reading, writing, listening, speaking assessments & assessment adaptations
Candidate practice in-class creating formative & summative assessments and using results for groups & individuals
Candidate practice as part of lesson planning instruction
CI434
Data collection & analysis to diagnose reading progress and design strategies
Client management in the clinical setting
SPED 412
Identify and conduct the different assessments and awareness of the strengths and limitations of different assessment approaches related to information gathering and decision-making for young children with and without disabilities

EDUC Core Mapping: CLIMATE & CULTURE



Additional Support for Teacher Candidates

Occasionally teacher candidates need additional supports and accommodations to complete their licensure programs successfully. In such cases, an individualized support plan is developed collaboratively by the Clinical Supervisor, Cooperating Teacher, and Candidate, and documented by the Clinical Supervisor. The Director of Teacher Education will participate in the development and implementation of the plan if requested by the Clinical Supervisor. The following are some of the ways to provide additional support for a Candidate:

- Arrange for observation of another candidate or a teacher who models the skills that the candidate needs to develop, followed by a conference.
- On extreme rare occasions change a placement within the school to provide a better match of candidate and cooperating teacher, or change a placement to another school if a suitable alternative placement is not available in the same school.
- Modify the schedule for independent teaching to begin more gradually and/or to add indirect teaching days.
- Delay or extend a candidate's independent teaching.
- Provide special experiences during the period after independent teaching in order to address areas needing improvement.
- Suggest available services such as the SIU Financial Aid Office for advice on financial aid, Counseling and Psychological Services for personal or therapeutic support, or Student Health Services or other source of medical assistance.
- Facilitate conferences with the candidate's academic advisor and/or course instructors.
- Advise that it is in his or her best interest to repeat all or part of a clinical experience in the following semester or year.

Dispositions Assessment

Please access the Dispositions Assessment evaluation form at the following address:
http://ehs.siu.edu/tep/eval/

The password will be provided to you by your Clinical Supervisor. **The password is case sensitive- use lower case – and the password changes each year and sometimes each semester.**

Should concerns arise regarding the dispositions expected of a teacher candidate, the Cooperating Teacher or Clinical Supervisor may "Submit" a **Unit Dispositions Assessment at any time.**

Candidates should be given a copy of the assessment and one should be provided to the Clinical Supervisor.

Candidates with Disabilities

The Office of Teacher Education welcomes teacher candidates with disabilities and is committed to providing equal access to our EDUC courses and clinical experiences.

Each semester, teacher candidates complete clinical placement request documentation that asks them to self-disclose any accommodations they are receiving through Disability Support Services (DSS) and those they may require in the TEP. Clinical placements are made in consideration of these accommodations. The clinical supervisor and cooperating teacher are notified of these needed accommodations to assure reasonable and equitable access to the TEP. CTs should contact the CS to discuss any questions they have about these accommodations.

We are not required to reduce or waive any of the essential requirements of our teacher preparation programs, however, we are required to provide reasonable accommodations and classroom adjustments.

We support the development of independence and self-advocacy of all candidates, and will speak with a candidate's parents or family member only if a signed consent form is on file.

Student Complaint Procedures

The faculty and administration of the College of Education and Human Service are committed to providing students with a positive and successful experience. If a student experiences an unresolved concern with faculty, staff, other students, or course work, or feel their rights have been violated, they should follow the complaint procedures below.

1. Complaints should be first discussed with the specific person(s) involved with the problem. Students should try to resolve disputes in person with the individual with whom they have a disagreement.

2. If the complaint is connected with a course, the students should first discuss the matter with the instructor. If the situation is concerned with a clinical placement, the student should discuss the matter with the Clinical Supervisor.

3. If the dispute is still unresolved, students with course concerns should speak with the chair of the department in which the problem originated. Students with concerns related to clinical placements or EDUC courses should discuss their complaints with the Director of the Teacher Education in Wham 135. Students will be asked to submit their concerns in writing, including as many details, dates, and specific instances as possible.

4. If still unresolved, students should discuss their complaints with the Dean of the College of Education and Human Services. Students may be asked to submit their concerns in writing in addition to speaking to the Dean.

Information concerning grievance procedures can be found on the College of Education and Human Services website.

Pre-Student Teaching Clinical Experiences

Pre-student teaching clinical experiences (EDUC 301, EDUC 302, EDUC 303, EDUC 400) will occur within the grade level(s) and content area of the Professional Educator License desired. Professional educators are prepared to teach all students. Clinical placements are intentionally made to provide candidates with multiple experiences in diverse educational settings. Specific requirements are contained in individual clinical course syllabi.

Suggested Schedule for Pre-Student Teaching Clinical Experiences			
	Candidate	**Cooperating Teacher**	**Clinical Supervisor**
Week 1	• Attend technology lab on campus • Attend clinical site orientation	• Prepare classroom and pupils for teacher candidate	• Clarify procedures for candidate and cooperating teacher
Week 2-5	• Attend technology lab ½ day on campus (Attend 5 Fridays for EDUC 303/400) • Observe and assist cooperating teacher • Develop lesson plans for teaching segments • Be prepared to participate in classroom practices and teach lessons as arranged with CT • Organize/respond to informal feedback from cooperating teacher • Meet with CT and CS to identify clinical experience activities • Meet with CS	• Provide overview for semester • Plan with candidate for his/her role and responsibilities throughout the semester • Review candidate plan with CS • Model and scaffold instruction • Conduct informal observations as appropriate, and conference with candidate • Provide frequent informal feedback to candidate for planning and teaching • Assist / guide candidate in planning clinical experience activities	• Provide assistance as needed • Review reports from CT and candidate • Submit dispositions assessments in LiveText as appropriate • Conduct informal observations as appropriate, and one direct teaching lesson if appropriate, and conference with candidate • Conduct school visits to meet with CT
Week 6-15	• Develop written lesson plans for teaching segments • Be prepared to participate in classroom practices and teach lessons as arranged with CT • Seek feedback from CT well before teaching lessons	• Conduct informal observations as appropriate, and formally evaluate at least 1 direct teaching lesson, and conference with candidate • Participate in formative mid-term assessment	• Conduct school visits to communicate with CT • Provide assistance as requested or needed • Review reports from CT and candidate • Submit dispositions assessments in

	• Confer with CT weekly; with CS as needed • Participate in formative mid-term assessment • Participate in clinical experience activities – note dates completed • Meet with CS • Submit assignments for co-requisite EDUC course and content methods course • Interact with the school community: students, CTs administrators, staff	• Confer weekly with candidate and with CS as needed • Provide frequent informal feedback to candidate for planning and teaching • Assist/guide candidate in participating in clinical experience activities	LiveText as appropriate • Conduct informal observations as appropriate, and formally evaluate at least one direct teaching lesson (two minimum within 15 weeks), and conference with candidate • Participate in formative mid-term assessment
Week 15	• Participate in final evaluation • Assist/observe in classes and resource programs • Complete attendance report and final paperwork • Complete evaluations of CT & CS	• Participate in final evaluation conference • Submit all documentation to CS • Verify attendance report • Complete evaluation of CS	• Facilitate final evaluation conference • Submit evaluations on LiveText • Complete evaluation of CT

EDUC 301, 302 and 303 clinical placements are typically two half days in the field in order to ensure that candidates have multiple opportunities within the week to practice lesson planning and instruction for the same content areas. In addition to increasing practice time, this two half day placement provides ample occasion for evaluation of the candidate by both clinical supervisor and cooperating teacher. This default, two half day placement also aids in the planning for coursework scheduling and academic advisement.

Exception to this policy should be brought by the Clinical Supervisor to the Placement Coordinator in instances of conflict with academic schedule or extended drive time (45 miles or more) so that candidates have the opportunity to collaborate with the most qualified cooperating teachers. All placement alternatives will be communicated by the Placement Coordinator to: clinical supervisors, cooperating teachers, and academic advisement.

Clinical Experience Activities

The following activities are appropriate for teacher candidates at various levels of clinical experiences. Other activities deemed appropriate by the Cooperating Teacher and Clinical Supervisor can be added. 2013 Illinois Professional Teaching Standards aligned with these activities are noted in parentheses.

Plan, implement, and assess teacher candidate performance in two full lessons. (3, 5)

Observe classroom teachers delivering instruction, and complete written reflective assignments about the observations. (9)

Assist the teacher in preparation of materials for instruction involving the use of technology. (3, 8)

Secure permissions to videotape the teacher candidate's performance in the classroom working with the pupils.

Participate in parent-teacher conference. (8, 9)

Plan and implement a small group lesson to address the learning needs of special populations, such as developmentally advanced or delayed students. (1, 3, 5, 6)

Develop a simple evaluation instrument, such as a quiz, in relationship to a unit or units observed. (3, 8)

Grade student assignments and record grades. (8)

Administer simple diagnostic assignments. (1, 6, 8)

Observe a teacher-student conference. (1, 6, 8)

Identify the learning resources available in the school and community. (9)

Create a bulletin board tied to a student learning outcome. (6)

Check attendance and perform other routine housekeeping duties. (9)

Attend a department, faculty, PTA or school board meeting. (8, 9)

Participate, if possible, in a field trip. (8)

Assist a member of the professional staff, if possible, in an extracurricular activity. (8, 9)

Identify the special personnel available in the school, i.e., resource teachers, psychologist, social worker, etc. (8, 9)

Assist the teacher in such activities such as hall duty, cafeteria duty, bus duty, etc., if these responsibilities occur during the teacher candidate's scheduled clinical hours. (8, 9)

Observe, if possible, an IEP meeting. (1, 3)

Clinical Sites

Clinical practice is an integral part of initial teacher education at Southern Illinois University-Carbondale. We place our students throughout the Southern Illinois region within a 60 mile-radius of SIU-C, as well as at schools in the Belleville area and suburban Chicago.

Participating School Districts:

Anna Community Consolidated School District 37
Anna-Jonesboro Community High School District 81
Beach Park District 3
Belleville Public School District 118
Belleville Township High School District 201
Benton Community Consolidated School District 47
Benton Consolidated High School District 103
Bluford School District 114
Bond County CUSD #2
Carbondale Community High School District 165
Carbondale Elementary School District 95
Carterville Community Unit School District 5
Christopher Unit School District 99
Cobden Unit School District 17
Community Consolidated School District 59
Community Unit School District 201
Crab Orchard Community Unit School District 3
Crystal Lake High School District 155
Des Plaines School District 62
DeSoto Community Consolidated School District 86
Diamond Lake School District 76
DuQuoin Community Unit School District 300
Edwardsville School District 7
Eldorado Community Unit School District 4
Elverado Community Unit District 196
Ewing-Northern Community Consolidated School District 115
Field Community Consolidated School District 3
Frankfort Community Unit School District 168
Franklin Jefferson County Special Education Cooperative 801
Fremont School District 79
Gavin School District 37
Giant City Community Consolidated School District 130
Goreville Community Unit District 1
Gurnee District 56
Harrisburg Community Unit School District 3
Herrin Community Unit School District 4
Indian Prairie School District 204

Johnston City Community Unit School District 1
Jonesboro Community Consolidated School District 43
Lake Villa School District 41
Leyden High School District 212
Libertyville School District 70
Lincolnshire District 103
Marion Community School District 2
Marissa Community School District 40
Mascoutah Community Unit School District 19
Mount Vernon City Schools, District 80
Mount Vernon Township High School District 201
Murphysboro Community Unit School District 186
Naperville Community Unit School District 203
Nashville Community High School District 99
New Athens CUSD 60
North Wayne Community Unit School District 200
Pinckneyville Community High School 101
Pinckneyville District 50
Plainfield Community Consolidated School District 202
Red Bud Community Unit School District 132
Richland County Community Unit School District 1
Rome Community School District 2
Round Lake District 116
Sandoval Community Unit School District 501
Sesser-Valier Community Unit School District 196
Shawnee Community Unit School District 84
Summersville School District 79
Thompsonville Community Unit School District 174
Township High School District 211
Trico Community Unit School District 176
Tri-County Special Education Cooperative
Unity Point School District 140
Vienna Elementary School District 55
Vienna High School District 13-3
Waterloo Community Unit School District 5
Waukegan School District 60
Westmont Community School District 201
Williamson County Special Education Cooperative
Woodland School District 50
Woodlawn Community Consolidated School District 209
Woodstock Community School District 200
Zeigler-Royalton Community Unit School District 188

The Role of the Cooperating Teacher

The Cooperating Teacher (CT) is one of the most critical resources in the clinical preparation of future teachers. As a mentor and model of effective practices, the CT provides appropriate opportunities for teacher candidates' growth and development, keeping the focus on the impact on student learning.

Characteristics of Effective Cooperating Teachers

Our Cooperating Teachers demonstrate:

- Respect and sensitivity to the learning needs of all individuals
- Respect and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals
- Knowledge of students' stages of learning, strengths, needs and characteristics
- Evidence-based academic, assessment, classroom management and engagement strategies that demonstrate a positive impact on student learning
- Good communication techniques (sincere, honest, and tactful)
- A positive disposition and enthusiasm for the teaching profession
- The ability to mentor/coach and provide formative feedback to teacher candidates
- The ability to collaborate with the Clinical Supervisor in completing multiple performance-based assessments of teacher candidates at key points
- The professional commitment to assist teacher candidates in developing professional knowledge, skills, and dispositions

Process of Placing Teacher Candidates with Cooperating Teachers

Because of their critical role in teacher preparation, qualified cooperating teachers are selected with great care through a formal process. Cooperating teachers must be experts in their content area and also possess the ability to mentor candidates through observation, formative feedback, holding professional conversations, performance assessments, and working collaboratively. Each spring, Clinical Supervisors ask building principals to generate a list of exemplary teachers who can serve as instructional coaches for our candidates. Placements of teacher candidates are made only from the approved teacher list. Placements are confirmed with building administrators and cooperating teachers by Clinical Supervisors.

Districts may place additional requirements or limitations on the qualifications of cooperating teachers.

Minimum Qualifications for Cooperating Teachers

- Cooperating Teachers are directly engaged in teaching subject matter or conducting learning activities in the area of student teaching.
- Cooperating Teachers have received a proficient or above performance rating in his/her most recent evaluation in order to supervise student teachers.
- Cooperating Teachers have a minimum of three years of full-time teaching experience.

- Cooperating Teachers have been recommended by their building principal or superintendent because they exemplify excellence in teaching as demonstrated by a positive impact on student learning.
- Cooperating Teachers are licensed and qualified in the grade level and subject in which they supervise teacher candidates.
- Cooperating Teachers work effectively with Clinical Supervisors and facilitate the development of collaborative skills of teacher candidates.
- Cooperating Teachers are willing and able to support and coach teacher candidates as they complete their course activities and assignments.

Key Responsibilities of the Cooperating Teacher

Become familiar with the background of the teacher candidate through information provided by the clinical supervisor and the teacher candidate.

Prepare students for the arrival of the teacher candidate.

Maintain a climate that allows the candidate to develop the skills necessary for success in teaching.

Acquaint the teacher candidate with instructional materials, resources, classroom rules, routines and expectations.

Serve as models for the candidate's observations.

Provide candidates opportunities for observation/participation in various classes and extra-curricular activities.

Provide opportunities in which the teacher candidate may gradually develop skills in planning for instruction and evaluating their own teaching in relation to student learning.

Encourage the candidate to experiment with teaching approaches, and to relate techniques to intended learning outcomes.

Provide opportunities for the teacher candidate to test theory in practice in a variety of classroom situations.

Encourage the candidate in the development of independence in his/her own teaching strategies. During the student teaching experience, allow complete assumption of daily classroom responsibilities.

Observe and critique the candidate's performance on a frequent and continual basis. Provide constructive feedback and periodic evaluations of his/her teaching to the candidate and Clinical Supervisor.

Provide candidates relevant opportunities for professional growth through attendance at professional meetings, parent /teacher conferences, IEP meetings, and staff meetings.

Discuss the final clinical evaluation with the candidate and Clinical Supervisor. This final evaluation will focus upon the candidate's performance relating to Illinois Professional Teaching Standards.

Evaluate teacher candidates' professional dispositions on an ongoing basis and record concerns on the Unit Dispositions form as appropriate.

Communicate with Clinical Supervisor regarding progress, concerns, etc.

Changing a Teacher Candidate's Placement

Rare circumstances may require a placement change because of incompatibility with the cooperating teacher, unsatisfactory progress and performance, dispositional concerns, violation of school and/or SIUC policies, or unforeseen issues that could be detrimental to a positive clinical experience. This decision will be made by the Clinical Supervisor in consultation with the CT, building principal, coordinator of clinical placements, director of teacher education and the teacher candidate.
If the decision is to remove the teacher candidate, every attempt for another more appropriate placement will be arranged through the TEP office, and a remediation plan will be developed by the Clinical Supervisor and the Office of Teacher Education. Any CT who feels that a change in placement may be necessary should contact the Clinical Supervisor as soon as possible.

The Role of the Building Principal

The school principal is viewed as an instructional leader for school faculty and teacher candidates, and thus plays an important role in the clinical preparation of future teachers. The principal fosters a climate in which professionalism and high-quality evidence-based practices are the norm.
The Principal:

- Works with SIU to co-construct strong clinical preparation sites for teacher candidates,
- Participates in the process for identifying quality cooperating teachers and classrooms for teacher candidates,
- Recommends mentor cooperating teachers who are exemplars of effective teaching as evidenced by impact on student learning,
- Includes teacher candidates in scheduled meetings, orientation training, and staff development activities,
- Serves as a professional resource for cooperating teachers, university supervisors, and teacher candidates,
- Supports clinical supervisors, cooperating teachers, and others to improve instructional outcomes for all students, and
- Communicates to parents the roles and responsibilities of teacher candidates.

The Role of the Clinical Supervisor

Clinical Supervisors serve as the liaisons between the Office of Teacher Education, SIU students, and the public schools. More importantly, Clinical Supervisors are assigned an essential, multidimensional task encompassing the roles of instructional coach, consultant, educational leader, and collaborator. *The formative feedback provided by Clinical Supervisors is paramount in order to achieve the goal of preparing SIU's teacher candidates to successfully enter the demanding profession they have chosen.*
Clinical Supervisors work in tandem with the Cooperating Teacher to ensure that SIUC teacher candidates are provided the experiences, evaluations, and the encouragement they need to develop into highly capable educators. Clinical Supervisors are responsible for supporting SIUC teacher candidates in understanding and fulfilling their obligations for each level of clinical experience.
Clinical Supervisors have a responsibility to SIU to closely follow the progress of the teacher candidate and properly evaluate his or her skills so that the student's record accurately reflects the quality of each new teacher. SIU students are guests in the public schools and it is the responsibility of each Clinical Supervisor to ensure that an effective relationship between the university and the public schools is maintained.
Clinical Supervisors also have a responsibility to the public schools to be available to Cooperating Teachers and administrators to help them work with the teacher candidates. They work collaboratively with the Cooperating Teachers to make sure every teacher candidate is provided a beneficial clinical experience.

She or he confers with the Cooperating Teacher for purposes of evaluating the student and understanding and assisting with any problems that may arise.
Finally, Clinical Supervisors have a responsibility to the teacher candidates to be available to them for assistance throughout their clinical experience. This includes observing them in the classroom, conferencing with the students and the Cooperating Teachers, accurately evaluating the students' progress, and offering encouragement and advice when needed.
Several times a semester, the Director of Teacher Education will schedule meetings for Clinical Supervisors for purposes such as training, dispersing information, and discussing updates to the Teacher Education Program. Clinical Supervisors are expected to attend those meetings.
Clinical Supervisors are expected to be timely in reporting end of semester grades and processing the necessary course evaluation forms. Clinical Supervisors are reimbursed for some travel expenses. Information regarding travel is provided by the Office of Teacher Education.
Clinical Supervisors selected for the Office of Teacher Education at Southern Illinois University undergo a strenuous screening process by a search committee composed of current Clinical Supervisors, faculty from educator preparation programs, and the Coordinator of Clinical Placements. Those applicants who meet position requirements are interviewed by the search committee and the Director of Teacher Education.

Candidates for Clinical Supervisor positions are required to have:

- Master's Degree in a teaching licensure area,
- Significant experience in instructional supervision or field-based clinical supervision,
- A minimum of three years of successful teaching experience at the elementary, middle school and /or secondary level,

- Experience in the use of rubrics to evaluate student or teacher candidates' performance, and
- Demonstrated commitment to undergraduate education, teaching excellence, and professional service.

Preference is given to those candidates who can provide documentation of professional involvement with several different grade levels and curricular areas, and evidence of building and maintaining strong relationships between public schools and the university in the area of educator preparation. Persons holding doctorates with specialty in instructional supervision and/or teacher preparation are preferred. Preference will also be given to applicants who have experience with electronic student data systems such as LiveText.

Clinical Supervisors will be trained upon initial hiring and periodically thereafter in the use of all rubrics, observation and evaluation forms used in clinical preparation, and uploading data from these forms into LiveText. Training will include practice observations that allow for calculation of inter-rater reliability among all supervisors overseeing teacher candidates. Any Clinical Supervisor whose ratings do not fall into an acceptable range for reliability will not be retained in the position.

Key Responsibilities of the Clinical Supervisor

General responsibilities -- all placements:

1. Confirm clinical placements for all students within the parameters designated by the placement coordinator– usually done during the prior semester.
2. Distribute TEP information and LiveText Visitor Pass code to all Cooperating Teachers.
3. Deliver student information to district/school administrators and Cooperating Teachers concerning all students scheduled in the clinical. This information includes student name, phone number, email, SIU course affiliation, and the days and times of observations.
4. Conduct orientation sessions for all EDUC 301, 302, 303, and 400, students in the clinical before students enter the PK-12 classroom.
5. Visit SIUC student teachers, EDUC 400 students and Cooperating Teachers in the clinical placements during the first week of placement.
6. Communicate with all student teachers/ 400 and Cooperating Teachers every two weeks.
7. Evaluate teacher candidates' professional dispositions on an ongoing basis, record on evaluation form, and submit in LiveText any concerns on the Unit Dispositions form as appropriate.
8. Follow Clinical Supervisor guide for observations and evaluations of students in the clinical sites.
9. Conference with students after each lesson observation and provide them with written comments on the lesson presented.
10. Be available to student teachers by phone or email.
11. Assist Cooperating Teachers in evaluating students in the clinical and submitting evaluation and Unit Disposition online forms.
12. Attend professional development and training sessions led by staff in the Office of Teacher Education.
13. Attend and actively participate in monthly Clinical Supervisor meetings.
14. Evaluate cooperating teachers and classrooms for future placements.

EDUC 401A -- Student Teaching Specific Responsibilities:

1. Attend and participate in student teaching general orientation.
2. Conduct site-specific orientation sessions for assigned student teachers– usually done during the first week of semester and before students enter the clinical placement.
3. Provide background information to the school about the student teacher's academic qualifications and experiences, as listed on the student teaching application.
4. Discuss the student teaching experience with both student teachers and cooperating teachers at least once every two weeks. Contact may occur in person, over the phone or through email. In person contact may be planned in advance or unannounced.
5. Observe at least three instructional lessons. After each observation, written feedback focused on the student teacher's performance in relationship to the identified teaching competencies is discussed, and candidates reflect on their own performance. This feedback is provided to both the student teacher and cooperating teacher so that an interactive dialogue around progress, areas for improvement and recommendations can occur. The cooperating teacher will also complete at least three formal lesson evaluations.
6. Review and provide formative feedback on student teaching assignments.
7. Participate in delivery of student teaching seminars.
8. Conduct midterm and final evaluation conferences with the student teacher and the cooperating teacher. These conferences should reference and focus upon the student teacher's performance related to the Illinois Professional Teaching Standards and the candidate's impact on student learning.
9. Administer midterm evaluations for student teachers during week eight for 16-week placements. (During week four for first 8-week placements, during week twelve for last 8-week placements).
10. Final evaluations for student teachers are administered during week sixteen for full semester placements. (During week eight for 8-week placements, and last 8-week placements).
11. Determine student teaching final grades in consultation with the cooperating teacher.
12. Review/guide student teachers through the preparation of the edTPA.
13. Participate as Facilitators in evaluating student teacher edTPA presentations.

Student Teaching

PLANNING FOR THE STUDENT TEACHER

Pre-Planning

Getting Acquainted:

- Review personal data sheet.
- Plan to share your professional background.
- Plan a tour of the building.
- Introduce him/her to the staff.

Meeting the Principal:

- Meeting should occur during the first week.
- Should discuss community the school serves and general policies.
- Later conduct a mock interview.

Preparing the Pupils:

- Refer to his/her presence as "another teacher" or "co-teacher".
- Name tags to wear or display on desks are helpful.

Providing a Work Area:

- Identify a desk or work area as his/hers in an inconspicuous place.
- Area should contain office supplies, school policy handbook, etc.

Providing a Professional Library:

- Include curriculum guides.
- Include activity or idea books.
- Make available any professional books and resources you have found helpful on classroom management, methods, assessment, etc.

Suggested Activities for the First Week

Emphasize that initiative in assuming classroom responsibilities is both acceptable and expected.

- Initiate the development of a cooperative plan for gradual assumption of duties.
- Give assurance that experimentation and creativity are welcomed.

Specify best times for daily informal and weekly conferences.

Discuss legal aspects of teaching as related to the student teacher.

- Discuss state, district and school discipline policies.
- Discuss your own approach to classroom management.
- Discuss lesson planning: school policy, your style, and your expectations of the student teacher.

Discuss appropriate dress, behavior, etc.

Discuss expected attendance at staff meetings, institutes, staffing, etc.

Arrange for student teacher to get to know the pupils:

- by examining pupils' files,
- by examining samples of pupils' written work, and
- by allowing time for conversation with the pupils.

Provide tests, workbooks and manuals for student teacher to examine.

Introduce student teacher to library/media center.

Provide the student teacher an opportunity to observe your teaching.

Structure the observation by demonstrating a particular technique.

Use an observation guide for use in discussion later.

Provide other observation experiences:

- other teachers for special purposes
- individual pupils
- pupils out of classroom: e.g., playground, integrated into other classes

Give the student teacher opportunities to adjust to being in front of the class.

Have student teacher take attendance, conduct opening exercises, lead the pledge, collect money, etc.

Plan lessons <u>with</u> the student teacher in their early stages.

At the end of the first week, Cooperating Teacher should ask him/herself:

Have I put the student teacher at ease?

Have I clarified the key items a beginning teacher needs to know to get started?

Have I communicated my expectations, as well as the school's, regarding professional dress, duties, lesson planning, time schedule, etc.?

Have the student teacher and I developed a working plan for the gradual assumption of responsibilities?

Have I been clear in setting forth my expectations?

Have we discussed legal aspects such as use of cumulative records and discipline policies?

Have I adequately prepared my pupils for another teacher being in the room?

Have I adequately oriented the student teacher to the physical plant, meeting faculty, arranging visits to resource personnel and centers, and making available district and school curriculum guides?

Have I shared my professional library of books, teaching materials and aids?

As you facilitate their professional growth, give consideration to the following:

When should the student teacher play a larger role in setting goals and objectives?

When should the classroom operating procedures be permitted to vary in terms of the individual abilities and needs of the student teacher?

Does the student teacher feel that he/she is needed, that some good things are happening due to his/her efforts, and that he/she will be missed?

When should experimentation not only be permitted, but encouraged?
What is the proper balance in learning between that of the pupils and that of the student teacher?
Does the student teacher recognize and evaluate his/her impact on student learning?
Has the student teacher been made to feel that he/she is accepted and respected as a member of a team doing a very important job?

Observe and provide feedback to the student teacher.

Providing feedback in writing to your student teacher is an important tool for facilitating their ability to reflect upon their performance in the classroom. In addition, it provides documentation of the student teacher's growth.

The Integration of Student Teacher Candidate in Instruction

Clinical preparation of teacher candidates is a developmental process during which candidates complete both direct and independent teaching activities. **Direct teaching** activities are those where the candidate is interacting with students in a variety of instructional configurations such as one-to-one, small group, whole group, co-teaching, and independent teaching. **Independent teaching** activities are those where the candidate is primarily responsible for all aspects of the instruction including planning the lesson, delivering the lesson, and evaluating student work. Candidates will collaborate with the cooperating teacher throughout the clinical experience as appropriate during this developmental process. The use of a student teaching planning grid will articulate this process for the candidate and the cooperating teacher.

Schedule suggestions: Many aim for a bell-shaped curve, with the student teacher taking on full-time responsibilities for a minimum of 4 weeks up to a maximum of 12 weeks. The cooperating teacher and student teacher can also decide on a schedule that integrates the student teacher into the classroom procedures as quickly as possible, starting with co-teaching. These cooperating teachers may have the student teaching through the 14th week, team teaching again during the last two weeks. Another pattern is for the first week to be observation only, the second week picking up a class to teach, and in each following week an additional class is added until the student teacher has full teaching responsibility for a minimum of four weeks. Following the full responsibility experience, the student teacher will return one class per week to the cooperating teacher. Week 16 would then be used for observing other teachers and programs. See sample grid below.

Purpose: The grid may be used to facilitate the collaborative integration of the student teacher into full time teaching responsibilities during the 16-week period of student teaching. The cooperating teacher, with assistance from their clinical supervisor, will decide how many weeks the teacher candidate may teach. Since all classrooms are different, the grid provided below is meant only as a guide.

Procedure: Student teachers will draft a teaching schedule with their cooperating teacher during the first week of the semester, with the student teacher assuming independent teaching responsibility for all content for at least 5 weeks. The schedule can be adjusted as needed. Student teachers who need additional guided practice before assuming primary responsibility may engage in co-teaching lessons with their cooperating teacher during one of those five weeks.

Student teachers will be instructed by the clinical supervisor to use the "Clinical Experience Activities" page as they list their tasks and activities in the left column. (Additional activities may be added by the CT, if desired.)

Instructions: Using the "Key" below, record the frequency of each activity on a weekly basis. Beginning dates will be recorded on the top, horizontal section of the grid.

Return this sheet to your Clinical Supervisor prior to the end of this term.

Student Teaching Grid

ST: _____ CT: _____

Grade: _____Key: O = Observe A = Assist DT = Direct Teach IT= Independent Teach TT = Team Teach/Co-Teach

Dates	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	#16
Responsibilities																

Student Teacher Attendance

- **Student Teachers will follow the school district's calendar, NOT the university calendar.**

- Student Teachers are required to contact their Clinical Supervisor and Cooperating Teacher PRIOR to an absence. **In the event of illness, the Clinical Supervisor should be contacted FIRST - *by phone – NOT email or text*!** The student is responsible for delivering to the CT and/or school, books, plans, or materials in which they were responsible for the day.

- For every absence the Student Teacher **MUST** complete **the 'Absence Request Form',** and have their CT and CS sign it for approval (see form on page 36).

- Any Student Teacher seeking official coaching duties for any center must receive permission from the Director of Teacher Education and **may not** receive compensation when occurring during the instructional school day.

- Student Teachers are required to attend all scheduled seminars on and off campus.

Student Teacher Absence Request Form
Office of Teacher Education

Instructions: *The Student Teacher is required to complete and sign the form before securing the Cooperating Teacher's signature and giving the form to the Clinical Supervisor.* ***The Student Teacher should submit this form to the Clinical Supervisor two weeks prior to the absences.***

Name: _____Date:_____

Student Teaching Assignment:
School_____
Cooperating Teacher _____
Clinical Supervisor _____

Reason for Absence

Conference _____Name of Conference_____
Location of Conference_____
Dates leave requested: From _____To_____

*Interview*_____ School District _____
Location of Interview_____
Dates leave requested: From _____To _____
*Medical*_____
Dates leave requested: From _____To _____

*Other*_____
Dates leave requested: From _____To _____
Reason for absence_____

_____

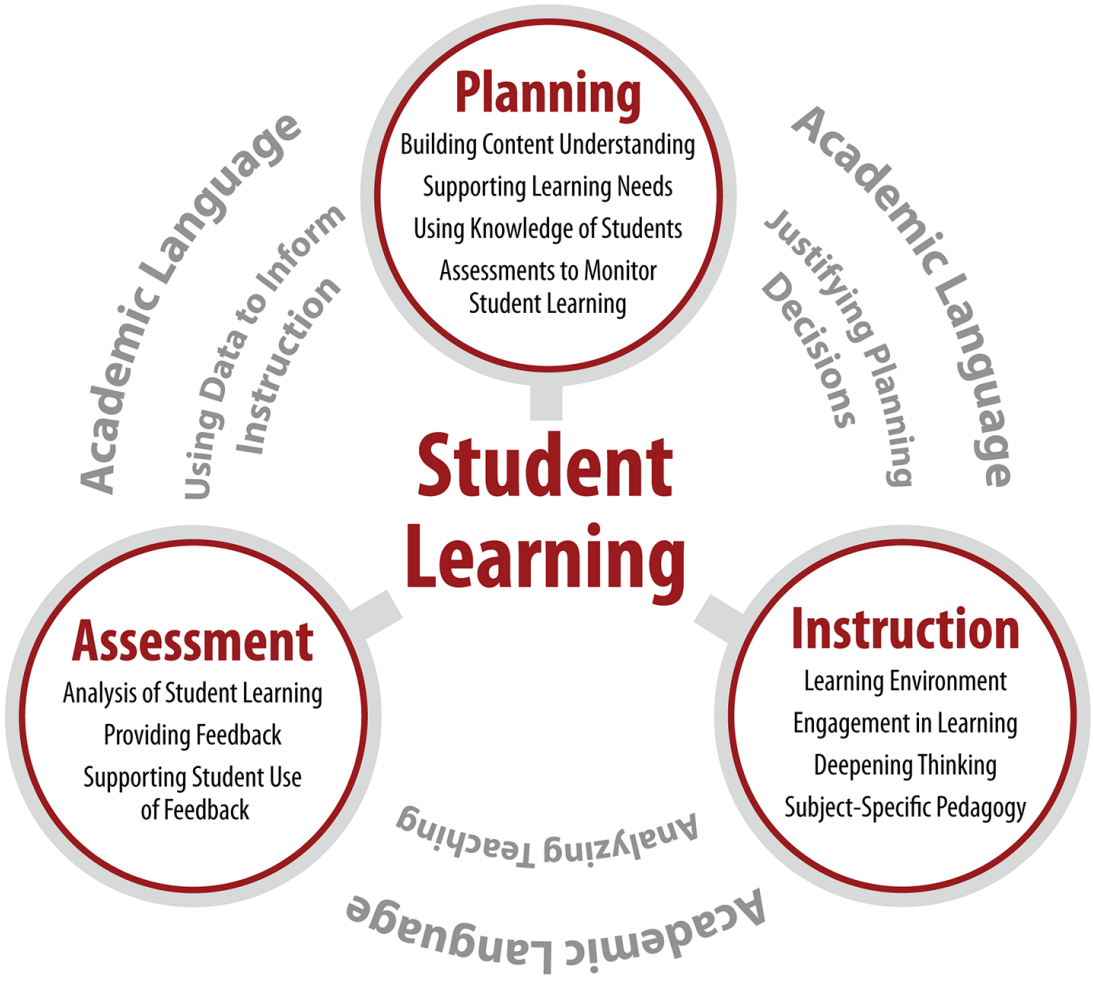
_____ _____
(Student Signature) (Cooperating Teacher Signature)

_____ Date_____
(Clinical Supervisor Signature)

Request: Approved Not Approved

Assessment of Teaching Performance (edTPA)

Beginning Fall 2015, ALL students seeking an initial license in Illinois must pass the state-mandated teacher performance assessment (edTPA). The edTPA is a summative assessment that captures effective teaching through these three tasks: 1) planning for instruction and assessment; 2) instructing and engaging students in learning; and 3) assessing student learning. As our partner in the clinical preparation of future teachers who may someday be your colleagues, we thank you for your support, assistance and feedback related to this important assessment of our candidates and source of information to improve our programs. **More complete information may be found in the edTPA Assessment Handbook on LiveText.**



edTPA Assessment Handbook p.4.

What's the Purpose of edTPA?

edTPA is a summative assessment to evaluate a candidate's readiness to teach and is a source of evidence for program review, teacher licensure, and accreditation. edTPA is also designed to support candidates' learning and provide data that support reflection and professional growth.

The edTPA process occurs during student teaching and collects subject-specific evidence of effective teaching from a learning segment of 3-5 lessons from a unit of instruction for one class of students. The evidence collected is in the form of authentic artifacts from their student teaching clinical experience. Along with the authentic artifacts, candidates submit commentaries that provide a rationale to support their instructional practices. edTPA evidence is scored by independent scorers using rubrics in the following dimensions of teaching:

1. Planning for Instruction and Assessment -- How plans align with subject-specific standards, build upon students' prior knowledge, and are differentiated to address students' needs
2. Instructing and Engaging Students -- One or two unedited video clips of 15-20 minutes from the learning segment and a commentary demonstrating how the candidate engages students in learning, utilizes effective strategies, and elicits and monitors student responses
3. Assessing Learning -- Classroom-based assessments, student work samples, teacher feedback, and a commentary analyzing student learning of the whole class, three focus students, and the impact of the candidate's feedback on the results
4. Analysis of Teaching Effectiveness -- Justification within each of the commentaries of their plans, which areas of teaching were most effective, what the candidate would change, and the next steps of instruction based upon assessment results
5. Academic Language -- How well the candidate supports the oral and written use of academic language and how the students demonstrate the use of this academic language in work samples and/or the video recordings

What does edTPA mean for the student teacher?

Beginning with the fall 2015 semester, the successful completion of edTPA is required to receive a professional educator license in the state of Illinois. The student teacher candidate should become familiar with their subject-specific edTPA Assessment Handbook and learn how each task is connected to one another, to their coursework, and to their clinical experience. The focus of edTPA is on student learning and the principles of research and theory. edTPA will assess the candidate's knowledge of the content, standards, subject-specific pedagogy, and student's varied needs, as well as the ability to reflect on and analyze their impact on student learning. Time management will be extremely important for the candidate, as the candidate must successfully complete the edTPA learning segment according to the timeline, perform all of the requirements of student teaching, and attend all seminars and trainings designed to support their success. Candidates should utilize the edTPA resources provided to them by the Office of Teacher Education during their coursework and be familiar with the expectations prior to the start of the student teaching semester. Candidates should recognize that the written commentaries must reflect their own thinking, analysis, and professionalism.

What is the Role of the Clinical Supervisor in edTPA?

Clinical supervisors will help candidates examine the expectations for the edTPA assessment and discuss ways to demonstrate those expectations in their field experiences. Examples of appropriate support include examining and explaining the edTPA rubrics and assessment handbooks, giving meaningful feedback to candidates on their teaching in relation to the expectations of edTPA, providing student teaching seminars on topics related to the skills and abilities assessed in edTPA, asking probing questions about draft edTPA artifacts and videos, answering direct questions of student teachers regarding the edTPA prompts, assisting with the technical aspects and the LiveText platform necessary for compiling edTPA, and arranging for assistance with the video and recording aspects of edTPA.

Examples of inappropriate support include uploading any official edTPA submissions for public access on social media, critiquing or editing official edTPA responses before final submission, selecting video clips or artifacts to be included in the official edTPA before final submission, and offering specific feedback or alternative responses to final edTPA before final submission.

What is the Role of the Cooperating Teacher in edTPA?

During field experiences, the student teaching candidate is able to practice what they have learned during their preparation programs and try new things within a supportive collegial environment. The Cooperating Teacher is key in the development of this environment. The role of the Cooperating Teacher is to develop an environment that will allow the candidate to successfully complete the edTPA through assistance in getting to know the background, strengths, and needs of the students, building their confidence as a teacher through frequent professional dialogue, and choosing the topic, class, and focus student(s) for the learning segment. The candidate should be allowed to take complete responsibility for the planning, instruction, and assessment of at least one class for the duration of the edTPA learning segment, video tape the entire edTPA learning segment and some lessons prior to this segment as practice, complete the edTPA in accordance with the predetermined timeline, and be allowed to attend all required student teaching seminars and trainings. During the development and implementation of the edTPA learning segment, Cooperating Teachers can support the candidate by discussing the candidate's thinking and analysis throughout the student teaching experience and recognize that candidates may need more time to reflect on their teaching in preparation for the completion of the edTPA commentaries. The Cooperating Teacher should be aware of the expectations of edTPA and the high stakes nature of the assessment. Cooperating Teachers can begin this awareness by becoming familiar with their student teaching candidate's subject specific rubrics, utilizing the support materials provided by the Office of Teacher Education, and communicating with the Clinical Supervisor. As Cooperating Teachers examine the rubrics and support materials, they will recognize the close alignment with the current evidence-based teaching frameworks, such as Charlotte Danielson's Framework for Teaching.

Examples of inappropriate support include uploading any official edTPA submissions for public access on social media, critiquing or editing official edTPA responses before final submission, selecting video clips or artifacts to be included in the official edTPA before final submission, and offering specific feedback or alternative responses to final edTPA before final submission.

edTPA Tips for Cooperating Teachers

by Vickie Graziano and Laura Lancaster

The edTPA is a three-part portfolio assessment that teacher candidates in 31 states and the District of Columbia will complete. Candidates submit 3-5 days of lesson plans, video clips of themselves teaching in the classroom, and samples of feedback they have given to students on assessments.
In each part of the assessment, teacher candidates are expected to reflect on their teaching practices and explain their work. We have been involved with the edTPA for several years both as scorers and scoring supervisors. In addition, we host multiple clinical students in our classrooms each year, many of whom are working on their edTPA portfolios.
Here are five tips for cooperating teachers working with teacher candidates who are completing edTPA portfolios:

Tip #1: Learn the basics of edTPA
edTPA is most likely a different type of assessment than what you were exposed to while earning your teaching credentials. Before you start working with teacher candidates, it's important to learn some specifics about the assessment.
Take some time to read the rubrics for your content/specialization area. There are several foci areas for teacher candidates that have not always been emphasized in education programs. For example, academic language has become a huge focus for teacher candidates.
One of the great advantages of working with a teacher candidate is learning what's current in the field of education. Take this as an opportunity to educate yourself on what student teachers are learning.

Tip #2: Explain your reasoning to teacher candidates when you teach
As an experienced teacher, you likely make several decisions every class period without even thinking about them. However, edTPA requires candidates to explain the reasoning behind their decisions. The more candidates hear you justify the choices you make in your teaching, the better idea they will have about what good reflection looks like when they themselves are teaching.
When the teacher candidate begins taking over the classroom, make sure to ask them questions during your conference time that push them to explain their reasoning. This reasoning can include analyzing things that went well, but candidates should also brainstorm what changes they could make to improve the lesson and why. Making your thinking explicit might be the best thing you can do to help your student teachers understand effective decision making.

Tip #3: Consider when teacher candidates will give lessons
When teacher candidates choose lessons for the assessment, make sure they consider the timing in the semester when they will be presenting them to the class. The student teacher needs enough time before their lesson to get comfortable in front of the room and to get to know the students in order to accurately respond to prompts provided by edTPA. They also need enough time when they are done teaching to reflect on their video and assessments given to students.

Tip #4: Help student teachers manage their time effectively
In several states, teacher candidates are required to pass edTPA in order to receive their teaching credentials. Your student teacher will need help managing their time in your classroom. In addition to

creating the lesson plans, recording video, and assessing, the candidate will be writing extensive commentary responses explaining their teaching. While we want to help our teacher candidates be prepared for teaching and all the responsibilities that go along with it, you may want to consider this written assessment in your overall plans for student teachers.

Tip #5: Help teacher candidates with the technicalities of edTPA
In addition to the basic requirements of what candidates have to accomplish for edTPA, there are many additional details to consider. For example, your student teacher will need signed permission forms from parents in order to video record students for edTPA. It's also important to find a good place in the classroom to record so that you can see what students are doing and hear conversations. We recommend having a trial run in which you help teacher candidates record a lesson before the real one. This way you can help teaching candidates reflect on their teaching and make sure that there will be no technical issues on the actual day.

Working with teacher candidates is both challenging and rewarding. edTPA can seem like an intimidating process to all stakeholders, but it is a great opportunity for both teacher candidates and coordinating teachers to learn and grow as educators. We hope our tips are helpful as you encourage your teacher candidates to do their best on edTPA. Enjoy the time you have working together!

5 edTPA tips for cooperating teachers retrieved from:
http://www.teachingquality.org/content/blogs/ctq/5-edtpa-tips-cooperating-teachers

Vickie Graziano and Laura Lancaster teach mathematics at University High School in Normal, IL. On average, they work with 5-10 teacher candidates per year. Both are experienced scorers and supervisors with edTPA.

Additional Tips for Candidates Based on Our edTPA Pilot

***Please utilize the edTPA Assessment Handbooks & Making Good Choices for official edTPA guidance**

GENERAL

1. READ ALL RUBRICS carefully BEFORE planning your edTPA.
2. READ all prompts carefully! Pay attention to what they ask of you (e.g., describe, justify, use evidence from the video, etc.).
3. Answer EVERY prompt…even if you feel you are being redundant. There is a purpose for every prompt!
4. Answer EVERY PART of the prompt. Some prompts have text in **BOLD**. This indicates something very important! Pay attention to the words **and** & **or**. Do not answer by explaining how you DID NOT address this prompt in your edTPA! (e.g., I chose not to address this because…..).
5. Be explicit and straightforward in your answers to the prompts. Connect the dots for the reviewer. For example, use the language of the prompt in your answer or use bullet points and labels.

   Example:
   PROMPT: Additional Language Demands. Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use:

- Vocabulary or key phrases
- Plus at least one of the following:
- Syntax
- Discourse

YOUR ANSWER: Given that the language function is_____ and (the learning task restated here), the following language demands are associated:

- Vocabulary- (describe here and identify if oral or written)
- Syntax-(describe here and identify if oral or written)
- Discourse- (describe here and identify if oral or written)

6. If you make a claim or summarize, **justify** it with some kind of evidence from your data, research, videos, work samples, etc.
7. If you use the videos as evidence within the prompts, refer to the specific time stamp.
8. Label all of your artifacts (e.g., lesson plans, instructional materials, assessments, work samples, feedback, etc.)
9. Submit all of your artifacts in accordance with the specifications tables in your Assessment Handbook (e.g., lesson plans submitted all in one file, page limitations, etc.)
10. Proofread for spelling and grammar errors.

CENTRAL FOCUS/LESSON PLANNING

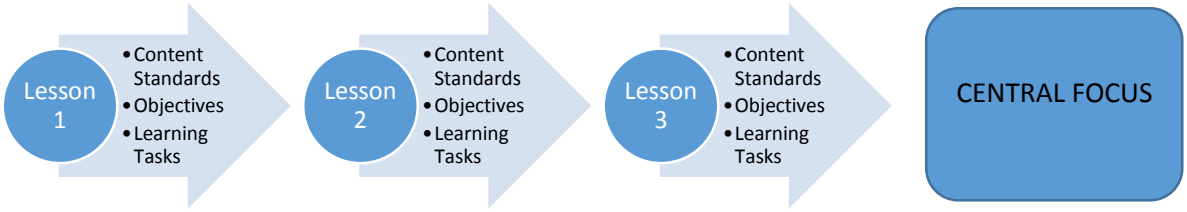
11. The Planning Commentary should be completed as you are planning your segment NOT after you have planned and taught it. This commentary should guide how you develop your segment.
12. Central Focus is a description of what you want the students to learn and is the **purpose** for your learning segment. Pay attention to what your handbook tells you must be included in your central focus!

Example for Literacy or ELA:

NOT—Apples

THIS—During a unit on apples, students will summarize the main idea and details in stories.

13. The central focus should be on a higher level or conceptual understanding; NOT on low level skills and facts. Otherwise, you will not be able to demonstrate what edTPA captures.
14. All 3-5 lessons **MUST** be consecutive, relate directly to the central focus, and build upon one another until mastery of the central focus.



15. ONLY include the objectives and content standards that are central to learning and must occur to master the objectives and central focus.
16. Objectives should be written in ABCD format. Otherwise, your assessment, analysis, and justification prompts will be difficult.

Example:

NOT-- The specific learning objective in this lesson is for the students to improve their writing skills.

THIS—After choosing a topic of interest from a teacher-generated list, students will write a 5 paragraph narrative essay comprised of an introduction, thesis statement, details, and a conclusion with at least 80% accuracy according to the provided rubric.

17. Make sure all learning tasks in lesson plans and referred to within the commentaries are directly aligned with the lesson objectives.
18. Make sure objectives are not too low level and will lend themselves to <u>active student engagement</u> (e.g., group/peer work and not heavy on lecture, etc.)
19. When planning for student support, discuss actual instructional strategies such as graphic organizers, modeling, etc. Phrases such as "providing encouragement" is not what is meant here by support.
20. When using the edTPA lesson plan provided by SIUC, the questions to the left are just guides to prompt your thinking as you are plan and to make sure you consider the important components. DO NOT answer these questions verbatim within the lesson plan.
21. All instructional materials and assessments attached in Task 1 should be BLANK.
22. Attach ALL instructional materials referenced in your plans and commentaries. You cannot attach a textbook, but if there are pages that are important in order to understand your project, scan them.
23. All narratives and explanations go in the commentaries and NOT in the lesson plans or on the actual materials.
24. When answering prompts about what you know about your students (prior learning, background, personal/cultural/community assets, etc.), you need to answer this **as it applies to your central focus.**

<u>ASSESSMENTS</u>

25. Assessments should be directly aligned to your lesson objectives. Make sure you are assessing what you are instructing students to do. (Ex. If you want students to summarize a story, you will not have students match vocabulary words with definitions)
26. Assessment criteria should be specific. How do you know that students have mastered the objective? (This is why you need to write objectives in ABCD format!)

<u>RESEARCH/THEORY</u>

27. **JUSTIFY** with research/theory in EVERY prompt that asks you to do so. This is even in **BOLD** in the prompts. Do not name drop alone. Make your analysis/answer to the prompt and support it with research/theory. (Ex. According to research_____. This is why _____., etc.)

<u>VIDEOS</u>

28. Double-check your videos to make sure voices can be heard and that it is not on its side.
29. Video lessons PRIOR to your segment in order to trouble-shoot this process.
30. Video ALL of the lessons in your edTPA segment.
31. Read the Task 2 and 3 rubrics carefully BEFORE selecting your video clips. You want to show what the <u>rubrics</u> want to see; NOT what <u>you</u> want the reviewer to see.

<u>ANALYSIS</u>

32. For any prompt requiring analysis, make sure it is not a superficial analysis (e.g., Next time I need more time.) Your analysis needs to be specific to your planning, instruction, and assessment strategies and to student learning.

SPECIAL EDUCATION CANDIDATES ONLY

33. Choose a focus learner who will provide for meaningful interactions with you, his/her peers, and/or the content.
34. Be sure to address generalization, maintenance, and self-monitoring.
35. Special education MUST have a source for **baseline** data and a **daily** assessment for BOTH learning targets.

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Teacher Performance Assessment (edTPA™) – SAMPLE release form for student participation if required by school.

Dear Parent/Guardian (or Student at least 18 years of age):

I am enrolled in the teacher preparation program at [University] and am currently student teaching in your child's classroom. Illinois participates in edTPA™, which means that, in order to complete my student teaching assignment, I have to complete an assessment called the Teacher Performance Assessment. This assessment includes submitting a video of me teaching a series of lessons in the classroom and examples of student work completed. In the course of recording my teaching, your child may appear on the video. I will gather samples of student work to submit as evidence of my teaching practice, which may include some of your child's work. This is not an assessment of your child's performance. This is an assessment of my instruction, required for me to obtain a teacher license.

No student's name will appear on any materials that are submitted, and materials will be kept confidential at all times. The video recordings and student work I submit will not be made public in any way. Materials I submit will be reviewed by my program at SIU, and they may also be used by test developers under secure conditions for edTPA program development and implementation, including scorer training, and to support continued program improvement activities such as future validity and reliability studies.

This form is a request for your consent to include both your child in the video and his or her class work. Please complete the bottom half of this page and retain the top for your reference.

[name - printed and signature]

RELEASE FORM FOR STUDENT PARTICIPATION

Student name: _____ School: _____

I am the parent or legal guardian of the child named above. I have read and understand the project description given in the letter provided at the top of this form, and agree to the following (please check the appropriate line below):

___ I DO give permission for my child to appear on video recordings and my child's class work to be used in the Teacher Performance Assessment of [Student Teacher]. I understand that my child's name and any other personally identifiable information about my child will not appear on any of the submitted materials.

___ I DO NOT give permission for my child to appear on video recordings and my child's class work to be used in the Teacher Performance Assessment of [Student Teacher] and understand that my child will be seated outside of camera view.

Signature of Parent, Guardian (or Student at least 18 years of age): _____

Date: _____

TEP Assessment Timeline for Student Teachers (edTPA)

This document outlines a suggested timeline as to the preparation of the edTPA which must be completed by all student teaching candidates seeking an initial license.

WEEKS 1-2: (**Utilize LiveText Visitor Pass 747F8E70 for the following edTPA documents and resources.**)

- Obtain personal copy of disciplinary edTPA assessment handbook. Elementary candidates must select Literacy or Mathematics.
- Review requirements for all edTPA tasks (3) and read all 15 rubrics (5 per task).
- Study available resources and tips on the LiveText Visitor Pass.
- Select a unit of study and a central focus for the learning segment within that unit for the edTPA (in collaboration with the Cooperating Teacher).

WEEKS 3-4:

- Write edTPA formal lesson plans, collect teaching materials, write edTPA Planning Commentary.
- Secure permissions for videotaping, video equipment, and begin practice video recording in the classroom.
- Determine week for learning segment instruction.
- Decide on a videographer (who will record your learning segment) or placement of the video equipment.

WEEKS 5-7:

- Record ALL of edTPA learning segment.
- Assess student work and give feedback on their performance.
- Select assessment sample and collect evidence.
- Make final selection of video clips, and seek help, if needed, to edit.
- Write edTPA Instruction Commentary and edTPA Assessment Commentary.
- Have external reader(s) proofread for grammar & spelling ONLY.
- Keep ALL artifacts and videos collected for future submissions, if required.

WEEK 8-10:

- Submit edTPA by deadline

  SUBMISSION WORKSHOPS: Held on campus, Date provided by edTPA coordinator. Score report received in approximately three weeks.

WEEK 11-13:

- edTPA Score reports received
- edTPA: If passing score not obtained in first edTPA submission, meet *ASAP* with program faculty and Assessment Coordinator.
- edTPA: Work on resubmission of edTPA tasks according to guidance received from edTPA documents on the edTPA Visitor Pass in LiveText and SIUC program faculty.
- edTPA: Resubmit edTPA if required

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Dispositions Including Social Media
Memorandum of Understanding for Teacher Candidates

Through its Conceptual Framework, the Teacher Education Program (TEP) has identifed a set of professional educator dispositions: Exhibits Professionalism, Values Human Diversity, and Develops Professionally. These dispositions can also be linked to the use of social networking sites and technology. We ensure that candidates are aware of these expected dispositions by providing direct instruction and discourse, and by requiring each candidate to sign a memorandum of understanding. The memorandum is presented and reviewed each semester in EDUC 301-Tech 1 with all new teacher candidates entering the TEP. Each teacher candidate signs the acknowledgement portion of this document and it is placed in their TEP file. Teacher candidates are evaluated on these dipositions throughout their program by university faculty, clinical supervisors and cooperating teachers.

DISPOSITIONS:

DISPOSITION 1: Exhibits Professionalism

Unacceptable / Unsatisfactory - May not be depended upon; behavior is not trustworthy, honest or ethical. Exhibits very little enthusiasm and seems uncommitted to the profession.

Good / Satisfactory - Dependable and reliable; characterized by honesty, trustworthiness, and ethical behavior. Exhibits enthusiasm, curiosity and willingness to learn, and satisfactory commitment to the profession.

Excellent / Exemplary - Absolutely dependable and reliable; characterized by honesty, trustworthiness, and highly ethical behavior. Exhibits an exemplary level of enthusiasm, a love of learning, and a strong commitment to the profession.

DISPOSITION 2: Values Human Diversity

Unacceptable / Unsatisfactory - Shows disrespect and lack of sensitivity to the learning needs and abilities of most individuals, and to their diverse cultures, languages, races, and family compositions.

Good / Satisfactory - Shows respect and sensitivity to the learning needs and abilities of all individuals, and to their diverse cultures, languages, races, and family compositions. Strives to implement best practices to address diverse learning needs and abilities of all individuals, and to address their diverse cultures, languages, races, and family compositions. Collaborates with diverse peers, professional colleagues, staff and families.

Excellent / Exemplary - Shows exemplary respect and sensitivity to the learning needs and abilities of all individual, and to their diverse cultures, languages, races, and family compositions. Consistently strives to implement best practices to address diverse learning needs and abilities of all individuals, and to address their diverse cultures, languages, races, and family compositions. Collaborates enthusiastically and effectively with diverse peers, professional colleagues, staff and families.

DISPOSITION 3: Develops Professionally

Unacceptable / Unsatisfactory - Does not seek to acquire knowledge, nor to develop research-based practices in any aspect of teaching. Seems unwilling or unable to assess own performance.

Good / Satisfactory - Engages in ongoing acquisition of knowledge and in the development of research-based practices. Assesses own performance; reflects and acts upon needed improvements.

Excellent / Exemplary - Readily and consistently engages in ongoing acquisition of knowledge, and in the development of research-based practices in all aspects of teaching. Continually assesses own performance; reflects and acts upon needed improvements.

Social Networks:

Social networking sites such as Facebook, Instagram, Snapchat, YouTube and Twitter provide tremendous opportunities for staying in touch with friends and family. Educational networking sites can be useful for professional development and as a teaching tool, and are usually restricted to selected users and not available to the general public. These include networking tools such as Moodle, educational wikis, specially created Nings, or district adoptions of online applications such as Saywire, Live@edu or Google Apps for Education.

As educators, we have a professional image to uphold and how we conduct ourselves online impacts this image. Unfortunately, there have been instances of educators demonstrating professional misconduct while engaging in inappropriate dialogue about their schools and/or students or posting pictures and videos of themselves engaged in inappropriate activity online. Mistakenly, some educators feel that being online shields them from having their personal lives examined, but online identities are very public and can cause serious repercussions. These guidelines will help you protect your professional reputation:

Guidelines for the use of social networking sites:

- Do not accept students as friends on personal social networking sites. Decline any student-initiated friend requests.
- Do not initiate friendships with students. You are their teacher not their friend.
- Remember that people classified as “friends” have the ability to download and share your information with others.
- Post only what you want the world to see. Imagine your students, their parents, your administrator, visiting your site. Remember that on a social networking site once you post something it may be available, even after it is removed from the site.
- Do not discuss students or coworkers or publicly criticize school policies or personnel.
- Visit your profile’s security and privacy settings. At a minimum, make sure all privacy settings are set to “only friends”. Be aware that “Friends of friends” and “Networks and Friends” open your content to a large group of unknown people. Your privacy and that of your family may be a risk.

Guidelines for the use of educational networking sites:

- Let your administrator, fellow teachers, and parents know about your educational network.
- When available, use school-supported networking tools.
- Do not say or do anything that you would not say or do in as a teacher in the classroom. (Remember that all online communications are stored and can be monitored.)
- Have a clear statement of purpose and outcomes for the use of the networking tool.
- Establish a code of conduct for all network participants.
- Do not post images that include students without parental release forms on file.
- Pay close attention to the site's security settings and allow only approved participants access to the site.

Guidelines for *all* networking sites by professional staff:

- Do not use commentary deemed to be defamatory, obscene, proprietary, or libelous. Exercise caution with regards to exaggeration, colorful language, guesswork, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterizations.
- Weigh whether a particular posting puts your effectiveness as a teacher at risk.
- Due to security risks, be cautious when installing the external applications that work with the social networking site. Examples of these sites are calendar programs and games.
- Run updated malware protection to avoid infections of spyware and adware that social networking sites might place on your computer.
- Be careful not to fall for phishing scams that arrive via email or on your wall, providing a link for you to click, leading to a fake login page.
- If a staff member learns of information, on the social networking site that falls under the mandatory reporting guidelines, they must report it as required by law.

Please stay informed and cautious in the use of all new networking technologies.

Source based on information from Johnson, D., & Hegna, J. (2010). Guidelines for educators using social and educational networking sites, *Library Media Connection. Retrieved from* http://www.doug-johnson.com/dougwri/guidelines-for-educators-using-social-and-educational-networ.html

Technology Protocol for
Teacher Candidates & Student Teachers

A. Cell Phones:

1. Assess the appropriateness of your voicemail music/message as a professional (your CS and CT may be calling you).
2. Seek permission to text your CS/CT before assuming you may.
3. If you have been given permission to text CS/CT, remember to
    a. use appropriate grammar/spelling/etc.
    b. sign your name – we do not memorize your phone numbers!
4. Always place on off or vibrate when in the classroom or in your clinical site.
5. Do not use your cell phone in the classroom at your clinical site – period – talking or texting!
6. If you need to make a personal call, use your cell phone – but only on your prep period, before/after school or on your lunch hour. Do not use your phone in the classroom/hallways.

7. Using your cell phone or any device to listen to music using headphones during clinical site observations is NOT acceptable.
8. Never exchange phone numbers with students – yours or theirs!
9. Using cell phones or cameras (of any kind), do not take pictures of students for any reason other than that of a professional nature. Before taking such pictures, you must clarify with your CT/school administration as to the purpose and whether or not the student has a 'media clearance' on file.

B. Computers:

1. Computers at your clinical site are for school purposes. It is inappropriate for you to
   a. surf the web for any purpose other than lesson planning.
   b. write personal, non-teaching related emails.
   c. give students passwords meant to be used by professional personnel.
   d. download any unauthorized software or without the permission of your CT.
   e. playing games on clinical site computers or personal computers/devices during clinical site observations.

2. Social Networking Sites:

   a. Facebook, Snapchat, Twitter, Instagram, Skype, etc., - Engaging with your students in your clinical site is absolutely prohibited through any of these or other social media sites.
   b. Re-visit your personal accounts to assess the appropriateness of pictures, comments, etc., on your site as a teacher candidate/student teacher. Ask yourself, "Is this the image I want to project as a professional educator?"
   c. If you use a non-SIU email account, make sure your username is professionally appropriate and acceptable.

Student Teaching & Clinical Practice Dress Expectations for a Professional Presentation

- As a student teacher in the Teacher Education Program, you represent SIU and the school to which you are assigned. At all times you are to present a professional image.
- First and foremost – you must abide by the dress code set by the school and district in which you are working. Second you are responsible for the expectations set by your Clinical Supervisor.
- You should always be well groomed, neat, and clean!
- PROFESSIONAL ATTIRE is required. Jeans for causal days or special occasions MUST be approved in advance by your Clinical Supervisor – no exceptions. Do not judge what's acceptable by observing in-service teachers; whether or not it's fair, you have a different dress code! Tennis shoes, T-shirts, blue jeans have no place in your experience other than certain special activities (field trips, outdoor activities, etc.) or if you are teaching Physical Education (no jeans regardless). In general, choose clothing, shoes, and accessories, which present a **professional image**.
- Avoid wearing clothing that is too low, too short, too tight, too big, or too trendy. Do NOT expose midriffs, thighs or cleavage.
- Tattoos should be covered.
- Choose subtle earrings and unobtrusive safety-conscious jewelry. All piercings (except for pierced ears) should be removed.
- Avoid too much/strong colognes and give attention to deodorant/mouthwash. Be attentive to good hygiene.

Dispositions Including Social Media
Memorandum of Understanding for Teacher Candidates

Statement of Understanding:

I have been introduced to and have had explained to me the SIU TEP Dispositions and Social Media Expectation Guidelines. I have been provided a copy of each and understand that I must meet and abide by these expectations in my courses and clinical experiences.

Should my performance and /or behavior fall below the acceptable dispositional standards, I understand that I will be given an opportunity to remediate the concerns. If I do not, a Dispositional Assessment will be completed and submitted to my program chair and the Office of Teacher Education. In accordance with the procedures regarding dispositions within my program major, I understand that continued concerns ultimately may result in my dismissal from the SIU Teacher Education Program.

Teacher Candidate Signature Date