

Southern Illinois University Edwardsville

School of Education,  
Health and Human Behavior  
(SEHHB)

Cooperating Teacher Handbook

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## NCATE EXPLANATION FOR THE OVERALL QUALITY OF THE "PROFESSIONAL EDUCATIONAL UNIT OF THE TEACHER EDUCATION PROGRAMS."

The professional educational unit refers to the "school, college, department, or other administrative body within the institution that is primarily responsible for the preparation of teachers and other professional education personnel." The School of Education, Health and Human Behavior (SOEHHB) is responsible for ensuring that individual teacher education programs "are derived from a conceptual framework that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated" (NCATE, 1995). The unit ensures that "courses in general, content, professional and pedagogical, and integrative studies complement one another". Therefore, the need for a unit conceptual framework that was applicable to all teacher education programs at both the initial and advanced levels.

SIUE's SOEHHB is composed of initial teacher education programs in early childhood education, elementary education, secondary education and special education, and advanced level programs in literacy education, special education, curriculum and instruction (P-12), educational administration, school psychologist, speech pathologist, instructional technology, and learning, culture, and society, school nurse, and school social worker.

The overall theme for professional education programs at SIUE is the **TEACHER AS AN INQUIRER-PROFESSIONAL**. We are committed to the idea that teachers must perform as professionals, and as professionals, they must base their decisions on continued inquiry into best practice. The teacher as an inquirer-professional model is the foundation upon which SOEHHB programs are based. The application of the model provides a common bond among programs and offers initial and advanced levels a clear picture of the program foci and anticipated learner outcomes. Each department and program within a department clarifies and extends the Teacher as an Inquirer-Professional theme through the delivery of their programs.

SIUE's SOEHHB developed its conceptual framework in such a way that our teacher candidates are inspired to become analytical professionals that are self-reflective and responsive to the needs of their students. It is composed of the six tenets below with multiple subcategories.

In designing teacher education programs, faculty members have created curriculum goals to help candidates become professional educators who:

- Access, use, and/or generate knowledge;
- Plan, implement and model best practice;
- Value diversity and make decisions based on school, historical, and contemporary contexts;
- Are knowledgeable about diverse learners and learning;
- Interact with students, parents, administrators, and colleagues in positive and supportive ways, regardless of their culture, religion, gender, sexual orientation, or abilities;

- Are developing professionals and life-long learners.

Our common theme of the Inquirer-Professional is based upon the following 6 tenets:

### Knowledge Development

An educator needs to be an expert in the field. For each professional role there are slightly different skills to be applied in the educational setting, yet the main impetus remains the same across programs – to serve each student in the most professional way possible. To do this, candidates expand, refine, and enrich their current knowledge by constantly seeking new knowledge through critical analysis, synthesis, evaluation and application of facts, ideas and concepts to solve problems. Professionals search for different and improved ways to approach problems. By using skills of inquiry, candidates not only build their own knowledge and skills, but also show students that an inquiring mind is something that everyone should have.

### Instructional Process

To teach is to make it possible for someone else to learn something in a particular setting. Such an act entails deciding what is to be learned, devising a plan to foster the learning of it, and implementing the plan to promote the learning. A skillful educator is able to relate life experience, the subject to be taught, and the instructional process to each learner as an individual. By using a wide variety of assessment strategies, active instructional methods, and the latest in instructional technology, providing a risk-free, nurturing learning environment that is accommodating and valuing the diversity of learning styles and learners, candidates will create learning environments in which it is possible for all students to learn.

### Context and Foundations of Education

Teaching and learning do not occur in a vacuum. An educator needs to understand the cultural, societal, moral, and spiritual conditions that impact teaching and learning. Candidates will understand the complexity of school contexts as they operate in the broader physical, social and political environment, and see the historical and philosophical foundations upon which contemporary schooling is built. An Inquirer-professional embraces the systemic nature of schools so that its many parts serve the whole child.

### Learners and Learning

A learner constructs meaning in context as a result of engaging in activities that take into account the learners' prior knowledge, background, and experiences. In order to provide meaningful, needs-responsive education, candidates will use their knowledge of the social, emotional, physical and intellectual developmental needs of the learner. What results is learning that is expanding and enriching. Candidates who are learners serve as excellent examples for their students.

### Interpersonal Relation skills

To be effective, candidates must love what they do, feel empowered to do it, and know they cannot do it alone. It is important to work together with caregivers, community members and colleagues to maximize opportunities for students. Building effective collaborations among all stakeholders brings additional resources to bear in solving the complex problems associated with effective practice. The candidate must be able to team with the many members of the learning community to help each learner reach their potential.

### Professional Relationships

Professionalism is paramount to the development of competent educators. Professionalism will continue to be critical as candidates gain experience. Educators have responsibilities as members of a profession to remain current and well informed, to reflect on and use current information to solve problems, to maintain an orientation of inquiry, and to participate in and contribute to the professional associations that serve and support the profession. By being part of the ongoing conversation about effective practice candidates will help the profession continue to develop and grow.

## DEFINITION OF TERMS USED BY SIUE

**Cooperating teacher** – an experienced teacher who provides mentoring for a teacher candidate, either during a field experience or student teaching. The cooperating teacher shares their learning environment with the novice educator so they can develop their teaching abilities. Illinois law requires the cooperating teacher to be licensed and qualified to teach in the requested area as well as actively teaching in the area. In addition, the teacher must have three years of teaching experience and have received a proficient or above performance rating in his/her most recent evaluation. Also, the teacher must be considered an excellent mentor for a teacher candidate.

**Field placements** – those experiences when SIUE students (teacher candidates) spend time in local schools observing and performing basic classroom tasks under the direct supervision of a cooperating teacher. This may also be known as field experiences, pre-student teaching and observations.

**Methods courses** – Course work designed to develop the pedagogy of teaching. Teacher candidates take multiple methods courses that are discipline specific. Examples of these are mathematics, social studies, science, and language arts.

**Seminars** – full day or half day meetings for teacher candidates that will require their presence on campus. Seminars are designed to support their development as educators, and are always in tandem with a field experience. Areas covered include edTPA discussions, classroom management, interview preparation, and a variety of other topics. Teacher candidates will inform their Cooperating Teacher in advance of seminar dates.

**SIUE supervisor** – A faculty member at SIUE who has the responsibility of overseeing the teacher candidate’s progress in the field placement or student teaching.

**Student teaching** – the full semester time period when SIUE student teacher candidates spend in the local schools. This is a full time expectation and should be treated as full time job. Teacher candidates are expected to assume all the roles and responsibilities of the cooperating teacher.

**Teacher candidates** – SIUE students who have been formally admitted to a teacher education program and are seeking licensure.

## DESCRIPTION OF TEACHER EDUCATION PROGRAMS AT SIUE

### Active Programs:

**Information on all active programs may be found at [www.siu.edu/education](http://www.siu.edu/education)**

- Early Childhood Education (birth to grade 3)
- Elementary Education (grades 1-6), started Fall 2014
- Secondary Education (grades 6-12, some K-12)
- Special Education (grades K to 12)

### Inactive or Former Programs:

- Elementary Education
  - Old program: Kindergarten to grade 9, ended Spring 2015
- Masters of Arts in Teaching, on hiatus starting 2014
- Physical Education, eliminated as an option Fall 2013
- School Health Education, eliminated as an option 2012-2013

## SIUE UNIVERSITY POLICIES

### FERPA GUIDELINES

#### Statement on Right to Privacy and Nondisclosure

Under the Family Educational Rights and Privacy Act (FERPA), all students have certain rights with respect to their education record. These rights include:

1. The right to inspect and review their official University records in accordance with provisions of the aforementioned act and within the University guidelines. Inquiries regarding the Family Educational Rights and Privacy Act of 1974 should be directed to the Office of the Registrar.
2. The right to request the amendment of the education record that the student believes is inaccurate, misleading, or otherwise a violation of student's privacy rights

under FERPA. A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. The University will notify the student in writing of the decision and hearing procedures if appropriate.

3. The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The University discloses education records without a student's prior written consent to school officials with a legitimate educational interest. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or organization with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, collection agent, or clinical/practicum site personnel); University-related organizations; or students assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

Upon request, the University also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

The University may make accessible to any person directory information concerning students unless such release violates state and/or federal regulations. For example, in accordance with the Southern Illinois University Management Act, the University will not release a student's personal identifying information to a business or financial institution that issues credit or debit cards, unless the student is 21 years of age or older.

Directory Information includes:

- Student Name
- Student address and telephone number (local and permanent)
- Student e- mail address
- Major field of study
- Classification
- Dates of attendance
- Full or part-time status
- Attempted hours
- Degrees and awards received
- Most recent educational agency or institution attended prior to enrollment at SIUE
- Participation in officially recognized activities or sports



- Weight or height of members of athletic teams
- Date of birth

Students may object to the release of their directory information by submitting a Directory Information Release form. This form is found in the Service Center or online at [www.siu.edu/registrar/forms/pdf/DirectoryInfoRelease.pdf](http://www.siu.edu/registrar/forms/pdf/DirectoryInfoRelease.pdf). Students should be aware that the University annually publishes a directory each Fall semester which includes student directory information. To ensure exclusion from this publication, the Directory Information Release form must be on file by the end of the first week of the Fall semester. Requests to withhold directory information will remain in effect until the student submits a written cancellation of the request.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Washington, DC 20202-5901

Note: The University's complete Policy on Release of Student Information and Access to Student Records may be found at [www.siu.edu/policies/3g2.shtml](http://www.siu.edu/policies/3g2.shtml).

### **NON-DISCRIMINATION POLICY**

SIUE's Non-Discrimination Policy may be found at <http://www.siu.edu/policies/2c7.shtml>. Candidates and cooperating teachers should review this document to become familiar with the policy.

### **PROFESSIONAL LIABILITY INSURANCE**

Southern Illinois University provides comprehensive general and professional liability insurance coverage for enrolled students acting within the scope of an approved, unpaid clinical program for which academic credit or the equivalent may be awarded, including but not limited to externships, internships, preceptorships, practicums, pre-student teaching, and student teaching. This coverage is only extended to students in unpaid positions.

### **SEXUAL HARASSMENT POLICY**

SIUE's Sexual Harassment Policy may be found [here](#). Candidates and cooperating teachers should review this document to become familiar with the policy.

### **STUDENT GRIEVANCE POLICY**

SIUE's Student Grievance Policy may be found at <http://www.siu.edu/policies/3c3.shtml>. Candidates and cooperating teachers should review this document to become familiar with the policy.

## SCHOOL OF EDUCATION, HEALTH AND HUMAN BEHAVIOR PROCEDURES AND POLICIES

*SIUE's Teacher Education programs foster teacher candidates' ability to understand and meet professional responsibilities by modeling respect and value for diversity. Candidates create and engage their students in practices that develop awareness, understanding, respect, and a valuing of the forms of diversity that exist in society and their importance in learning and teaching. The School of Education Health and Human Behavior teacher education programs are dedicated to supporting all teacher education candidates regardless of their economic or social status and advocates for the rights of students free from discrimination based on race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, gender identification, ability or age.*

### ATTENDANCE DURING FIELD PLACEMENTS AND STUDENT TEACHING

#### Absences

Should an illness or emergency require the teacher candidate to be absent from their school placement, it is their responsibility to inform both the cooperating teacher and SIUE supervisor as soon as possible.

Teacher candidates should notify the cooperating teacher before the school day starts if they will be absent or late. If the candidate is responsible to teach a lesson or coordinate an activity on that day, they should provide a substitute plan or suggest an alternate activity. If the candidate is unable to reach the cooperating teacher, they must contact the school office and leave a message regarding the absence. Candidates should also contact their SIUE site supervisor. A request for personal time must be cleared well in advance of the event with the cooperating teacher and university supervisor.

Any cooperating teacher who has concerns about the number of absences of a SIUE teacher candidate should address those concerns with the SIUE supervisor. Continuation after an extended absence will be determined on an individual basis.

Please note that some programs have very specific absence policies. The SIUE Supervisor will share those specific program specific policies with the cooperating teacher and teacher candidate prior to the start of the semester.

#### Attendance

SIUE Teacher Candidates are expected to be prompt and regular in attendance, follow district regulations regarding arrival and departure time and allow extra time for conferencing and preparing with the classroom teacher and university supervisor. Teacher candidates are encouraged to allow extra time on the first day to navigate parking challenges and the various security measures in place at individual schools. SIUE

students are to familiarize themselves with the procedures at each school and build enough time in the schedules to accommodate these needs.

### **Calendars/Start and End date**

SIUE Teacher Candidates in **field placements (pre student teaching)** will perform their field placements during the time frame of the university calendar. Students may not begin their field placements until the semester in which the experience is being completed has started. Teacher candidates may not extend their field placement beyond the last day of the semester.

SIUE Teacher candidates in **student teaching** will perform their field placements during the time frame of the host school calendar. Students will begin their student teaching on the first day that teacher attendance is required for the specific term and will observe the host school calendar. This will likely mean that the student teacher is required to be in the school on days when SIUE is not in session.

Southern Illinois University provides comprehensive general and professional liability insurance coverage for enrolled students acting within the scope of an approved, unpaid clinical program for which academic credit or the equivalent may be awarded, including but not limited to externships, internships, preceptorships, practicums, pre-student teaching, and student teaching.

### **Holidays**

Pre-student teachers will observe holidays in accordance with the SIUE calendar (candidates will not be in attendance during SIUE's Fall or Spring Breaks).

Student teachers will observe the holiday schedule in effect at their host school (candidates will be in attendance during SIUE's Spring Break but will observe Spring Break with the school).

### **Inclement Weather Policy**

Candidates should follow the school closings of their host school, not simply SIUE. In addition, candidates should use judgment on determining safe driving conditions to and from the school placement. If a student determines it unsafe to travel to their field placement, they must follow the procedures above for reporting an absence.

If a candidate is student teaching and determines he or she can safely travel to their field placement, the candidate may do so even if SIUE is closed due to inclement weather.

## **CRIMINAL BACKGROUND CHECK**

All students entering a teacher education program at SIUE are required to undergo a fingerprint based criminal background check prior to any field placements. This background

check is conducted through both the Illinois State Police and the Federal Bureau of Investigations.

This is typically completed prior to their first field experience at SIUE. Students who transfer in an equivalent course will have to complete the background check prior to any field experience.

Students are allowed to continue in their education program only if they are free from any enumerated offenses, as defined by the Illinois State Board of Education ([http://www.isbe.net/pdf/guidance\\_chr.pdf](http://www.isbe.net/pdf/guidance_chr.pdf)).

At the time a placement is requested, a school district may request to see the actual background check. Additionally, some districts have requested we send the background check on all students placed within their districts. The Student Services office is responsible for sending the background checks to the district offices.

Additionally, the Student Services office checks all students against the Illinois Sex Offender Registry and Violent Offenders Against Youth Registry.

Questions about background checks should be addressed to the Student Services Director.

## **FIELD PLACEMENTS AND STUDENT TEACHING**

All field placements and student teaching for teacher education programs at SIUE require an application. Applications are generally due one semester prior to the field experience (excluding summer terms).

### **Field placements**

Field placements are required in the area for which a student seeks licensure. This experience, which must be completed and documented prior to student teaching, is arranged through the SOEHHB Student Services, Founders Hall, room 1110. Before being placed, candidates must pass a criminal background check and an online safety education training module.

### **Student Teaching**

Student teaching is the culminating experience in professional teacher education programs. It is required in order to meet the degree requirements of the SOEHHB, the licensure requirements of Illinois, and the standards of the National Council for the Accreditation of Teacher Education.

Student teaching requires full-day involvement in a public school. Accordingly, students should avoid taking other courses or employment during student teaching and should schedule it at a time when they will be free of other demands on their time and energy. Requests for course overload during student teaching must be approved by the

department chair and the associate dean for instruction of the SOEHHB. Student teaching is not available during the summer term.

The student teaching application procedure begins during the year prior to the assignment. Students must pass the appropriate Illinois Licensure Testing System Content Test before they can begin their student teaching placement. In addition, each department that has a program leading to teacher licensure has established policies regarding the application for student teaching. Students should secure student teaching information from an advisor in the appropriate department. Junior and senior transfer students should contact an advisor for application information during or before orientation. Student teaching application packets may be obtained from the SOEHHB Student Services, Founders Hall, room 1110. Students should check with that office for application deadline dates.

The SOEHHB maintains the responsibility for student teaching assignments. Most pre-student teaching clinical assignments and student teaching placements are identified partner schools and school districts within 35 miles of the university. Pre-student teaching clinical experiences and student teaching will provide teacher candidates with a breadth of experiences in diverse settings.

Following are additional prerequisites for registering for and receiving an assignment for student teaching:

- All teacher candidates, regardless of teaching field or academic major, must be admitted to and follow an approved teacher education program. Students must, therefore, consult with a SOEHHB Student Services advisor to make certain they are meeting requirements of an approved program well in advance of student teaching.
- Student teaching assignments are made after admission to the SOEHHB and the completion of at least 96 hours. Students must have a minimum cumulative grade point average of 2.5 in advance of the student teaching assignment. Transfer students must be in residence for one semester prior to beginning student teaching.
- Students must have a 2.5 grade point average or higher in professional education course work. No grade lower than a C is acceptable in professional education courses.
- Students must have completed all required major and professional education courses, as well as all pre-student-teaching clinical experiences.
- Some partner districts/schools require a tuberculosis skin test or X ray within 90 days of the start of the student teaching experience. It is the responsibility of the candidate to complete this requirement promptly.
- Also, some partner districts/schools require proof of a physical exam within 90 days of the start of the student teaching experience. Again, the candidate is responsible for completing this requirement in a timely manner.

- The student teaching packet includes a student profile sheet, verification of eligibility form, student checklist, TB test form, and criminal background check. Students who have not had a criminal background check must complete one before student teaching.

In addition to the above stated student requirements, the following policies guide all pre-student teaching and student teaching placement processes.

- Students may not be placed in a school from which they attended, regardless of the date of last attendance.
- Students may not be placed in a school in which a close relative is currently employed or attending. Additionally, students may not be placed in a school where a potential conflict of interest might exist.
- SOEHHB Student Services will work with the program faculty in locating suitable cooperating teachers. Good faith efforts are made to assure that candidates in field placements or student teaching are provided with experiences that include:
  - Male and female P-12 students from different socioeconomic groups and at least two ethnic/racial groups as reported in the U.S. Census
  - English language learners
  - Students who have disabilities

### **PROFESSIONAL DEVELOPMENT HOURS (formerly CPDU)**

As a result of changes in regulations that govern professional development for Illinois recertification of the Professional Educator License, CPDU's are no longer available. Beginning with the Spring 2015 placements, SIUE will issue professional development hours (PD hours) to cooperating teachers who host student teachers (30 PD hours) and pre-student teaching placements of at least 90 hours or more (12 PD hours).

To receive the required evidence of completion from SIUE, the cooperating teacher must complete a state-required evaluation of the activity at the end of each semester. Eligible cooperating teachers, who host a student teacher or a pre-student teacher with 90 or more hours, will receive an email with a link to the required evaluation. Upon downloading and completing this state-required evaluation, the cooperating teacher must email, fax or mail the completed form to the School of Education, Health and Human Behavior Student Services Office and subsequently an evidence of completion form will be issued to the teacher.

### **PROFESSIONALISM**

Teacher candidates are expected to display professionalism in all aspects of their educational experiences, particularly while in cooperating schools and classrooms. Cooperating teachers play a critical role as mentor, providing professional feedback about the teacher candidates' attitudes and dispositions. By providing this feedback, cooperating teachers support their teacher candidates in creating professional behaviors that will allow them to become

outstanding members of the educational community. **In additional to mastery of the content and teaching competence, areas of professionalism also include appearance, attitude, behavior and communication.** For a more specific listing of these expected professional attributes, visit <http://www.siu.edu/education/ctinfo/pdf/PROFESSIONALISM.pdf>.

### **SUBSTITUTE TEACHING**

A "substituting" position in the classroom if the cooperating teacher is absent should not be accepted. A teacher candidate is not a certified teacher and should not be used by the school as a substitute.

The only candidates that are allowed to be paid during a student teaching experience are those students enrolled in the early childhood program who have at least one year of experience in a school or community based setting as long as the experience occurs with their current employer.

### **TB TESTS**

Effective Fall 2015, TB tests are no longer required for all student teachers; however, this may be a requirement by individual partner districts as Illinois law requires districts to have TB test results on file for student teachers who are placed in schools hosting a daycare. The determination as to whether a TB test is required and the type of test (one-step, two-step or X ray) rests with the individual district/school.

Upon being informed of a TB test requirement, it is the responsibility of the student teacher to promptly provide the district/school with the requested results.

### **TUITION WAIVERS**

Tuition waivers are issued based on the type of field experience or student teaching. Tuition waivers are issued in either 1 or 3 hour increments and are sent to the cooperating teacher at the end of the semester. Tuition waivers are good for tuition for four semesters following the term in which the waiver was issued. Waivers are valid for graduate-level courses only.

If you will be unable to use this waiver by the expiration date, please give it to your building principal. Your building principal may transfer it to another certified employee in the district.

**Please note that we are unable to replace lost or stolen tuition waivers.** Please keep the enclosed waiver in safe location until you are ready to redeem it.

#### **Transferring Tuition Waivers**

If a cooperating teacher is unable to use a tuition waivers issued to him/her, the waiver may be transferred to another certified teacher within the district.

To transfer the waiver, a district administrator must sign off indicating the individual receiving the waiver is employed by the district.

Please keep the following in mind when transferring a tuition waiver:

- Waivers cannot be sold. They are issued to a cooperating teacher for use by either the cooperating teacher or the school district as part of the partnership with SIUE. Waivers that have been sold will be invalid and the individual receiving the tuition benefits will be responsible for all tuition.
- The receiving individual must be a certified employed. Waivers cannot be transferred back to students or individuals who do not hold teacher licensure.
- If a teacher leaves a district, the original teacher may still use the waiver but may only transfer it within the district noted on the tuition waiver.
- Waivers are only valid for four (4) semesters and the life of a waiver may not be extended beyond that point.
- Cooperating teachers are ALWAYS encouraged to keep a copy of the tuition waiver.

Questions about tuition waivers may be directed to:

Gretchen Fricke  
Director, School of Education, Health and Human Behavior Student Services  
[gfricke@siue.edu](mailto:gfricke@siue.edu)  
618.650.3940

### **WORK STOPPAGES / STRIKE NOTICES**

In the event of a work stoppage or Strike Notice, SIUE students with field placements and/or student teaching assignments within the affected district are notified. The following guidelines are communicated to students:

1. Watch the news closer to the strike deadline. If school is cancelled due to a strike, do NOT report to school. Neither side wants to keep the kids out of school so these situations often resolve quickly if they reach the point of a work stoppage. Once school is back in session, you will continue with your field placement.
2. If a work stoppage does occur, contact your SIUE site supervisor for further instructions.
3. Refrain from discussions on the negotiations. Keep in mind that the individuals at the district, the union and the teachers are all professionals and have devoted their work to the children in the district. They are all good people. It is not your place to make assumptions or take sides in this matter.



## FIELD PLACEMENTS

Teacher candidates participate in clinical experiences prior to their final student teaching experience. Each SIUE program has different field placements leading up to student teaching. For example, in the Elementary Education program, during the first two semesters, the teacher candidate will participate in a variety of experiences during their full day clinical placement that will enhance their growth as an educator.

The role a teacher candidate takes on within a classroom depends on a number of factors. Every group of children has different needs and each cooperating teacher brings different strengths and expertise to teaching and mentoring. Likewise, candidates come with different backgrounds and understandings of teaching. Therefore, the timeline for completing tasks throughout the teacher candidate's first two clinical experiences take into account their development as a beginning educator. Although many of the tasks will be experienced in each field placement, it is important that teacher candidates participate in all recommended activities at least once during these pre-student teaching field placements.

Basic responsibilities list for each field placement, this may vary by program:

- Become acquainted with students
- Become acquainted with staff and faculty
- Become familiar with the layout of the school
- Become familiar with school emergency plans, particular know what to do in case of fire, disaster or active shooter.
- Observe teaching, classroom management and routines
- Help with classroom routines, grade homework, check attendance, etc.
- Participate in duties (lunchroom, recess) with cooperating teacher
- Help organize classroom materials
- Work one-on-one with a student
- Participate in planning a lesson
- Organize materials for a lesson
- Run opening activities
- Whole class instruction for short period of time, modeled by the cooperating teacher
- Conference weekly with teacher (Must have 2 pre-written questions)
- Write a weekly journal about field placements

Additional requirements that might be accomplished prior to student teaching:

- Observe/participate in a parent teacher conference
- Create a bulletin board
- Read orally to the class
- Supervise a transition time (bathroom break, lunch, recess, etc.)
- Interview a Principal with 2-3 other teacher candidates
- Observe/interview a social worker or school counselor

- Observe/interview Title I/Reading Specialist Teacher
- Observe/interview the RtI Coordinator for the building
- Observe/interview school nurse
- For non-SPE candidates, observe/interview Special Education teacher
- Attend a school organized extracurricular activity

In addition to these requirements, the teacher candidate might also be required complete a reflection for each placement, a self-evaluation, and any field assignments linked to their ongoing education courses.

Listed below are ideas for tasks the teacher candidate should participate in.

- Collaborates with classroom teacher
- Assists teacher in all classroom responsibilities
- Participates/Initiates planning
- Observes/Participates in Conferences
- Teaches whole class for at least one lesson a day
- Provides increasing support for completion of classroom routines
- Makes disciplinary decisions and follows through on them (in discussion with the cooperating teacher)
- Makes personal contact with the parent through phone calls and/or conferences (with direct supervision of the teacher)
- Participates in grade level planning
- Conferences weekly with teacher (must have two pre-written questions)
- Completes a self-evaluation
- Participates in an evaluation conference with the teacher
- Participates in extra-curricular activity
- Participates in building in-services
- Takes on a non-academic duty
- Teaches for a half day
- Teaches for a full day
- Attends a professional meeting

## **EVALUATIONS**

Evaluations for pre-student teaching field placements will vary by program. The SIUE supervisor will inform the cooperating teacher at the start of the semester what type of evaluation is required and how often and in what format those evaluations should occur.

## **PROBLEMS - WHAT IF A PROBLEM ARISES WITH A PRE-STUDENT TEACHER?**

Depending on the severity of the issue, the cooperating teacher should initially discuss any concerns privately with the teacher candidate in a constructive manner in order to assist the candidate to understand the concern and take the appropriate action to resolve the issue. Concerns should never be addressed in an environment that would allow students, other candidates, or even fellow teachers to become aware that an issue exists. Depending

on the severity of the issue or if the issue reoccurs, the university supervisor assigned to the placement should be contacted so that he or she can take the appropriate action. For those placements for which no university supervisor has been assigned or if the university supervisor is unavailable, the cooperating teacher should contact the SOEHHB Student Services at (618) 650-3940 or at SOEAdvise@siue.edu and the appropriate university personnel will be informed. Documentation in the form of a Dispositions Support or Dispositions Alert may be completed by university faculty with the support of the cooperating teacher. This documentation will remain a part of this student's records until they graduate from the program.

### **PROVIDING FEEDBACK TO TEACHER CANDIDATES IN FIELD PLACEMENTS**

Cooperating teachers play a critical role in the skill development of SIUE teacher candidates. Field opportunities allow teacher candidates to apply the knowledge and skills learned in the university classroom to a real-life setting. It also provides an opportunity for teacher candidates to learn about the culture of schools and interact with professionals in the field. Therefore, it is imperative that teacher candidates are provided with the guidance needed during these field experiences. Cooperating teachers are expected to exhibit professional and ethical behavior at all times, as well as, model effective teaching practices. Another primary responsibility of the cooperating teacher is to monitor the progress of the teacher candidate and provide ongoing feedback on his/her performance. Feedback should be as specific as possible and based on the university expectations for a preservice teacher. It is necessary to provide both formal and informal feedback throughout the field placement that includes the strengths and areas of concern for the teacher candidate. Informal feedback may include reflective discussions on lessons/activities performed, review of teacher candidate lesson plans, daily conversation on classroom activities or students, phone calls and e-mail correspondences. Types of formal feedback may include structured observations of teaching, daily/weekly checklists on progress, and university evaluations of performance. It is also essential to provide feedback on the teacher candidate's progress to the university supervisor on a consistent basis. Frequent communication with the university supervisor will provide an additional level of support for both the teacher candidate and cooperating teacher.

### **SIUE SUPERVISION**

Prior to the Student Teaching semester, teacher candidates are in multiple field placements where they observe, as well as take on teaching responsibilities. They are assigned a supervisor for each of these field experiences. The supervisor's role is to support the teacher candidate and cooperating teacher in creating a productive learning environment for the teacher candidate.

Supervisors communicate with teacher candidates and cooperating teachers about university requirements, and are available to answer any questions. They also have the responsibility of formally and informally observing the teacher candidate and providing leading edge feedback. In addition, they work with cooperating teachers to problem solve issues that arise, supporting the ongoing professional growth of the teacher candidate.

Supervisors are responsible for completing final evaluations on the teacher candidate at the end of each semester.

## STUDENT TEACHING

During the student teaching semester, Teacher candidates continue with previous responsibilities from all previous clinical experiences, continuously increasing their instructional responsibilities in the classroom. Once teacher candidates have increased their instructional responsibilities to 100%, they will participate in an “intensive period” that is no less than two-three weeks long and could be longer depending on the program and teacher candidate. During that time they will be fully responsible for planning, instruction, assessment and all other responsibilities of the classroom teacher. Continuous mentoring will be provided by the cooperating teacher. After the “intensive period” is complete, the teacher candidate will begin to decrease their responsibilities in the classroom so that by the final week of their clinical experience, the cooperating has transitioned back to full responsibility for his/her classroom. Teacher candidates and cooperating teachers conduct ongoing meetings to support teacher candidate development and prior to leaving the student teaching placement, teacher candidates participate in an evaluation conference with the teacher and complete a self-evaluation.

The teacher shall be available at all times while the candidate is present to assist if should arise.

### DISPOSITIONS

In addition to a formal evaluation, SIUE asks that cooperating teachers report on teacher candidate dispositions. SIUE’s Teacher Education programs are intent on preparing teacher candidates who hold the beliefs that fairness is an integral part of the classroom environment, that all children can learn, and that above all teachers are committed to student learning. As a cooperating teacher, you have grown to know your teacher candidate and you will be asked to complete a 10 question survey on their disposition.

The SIUE supervisor will remind you of the need to do the disposition evaluation. The evaluation may be found at: <http://form.fh.siu.edu/initial/facportal.htm> (scroll down to **Faculty Disposition Form, Disposition Evaluation by University Field Supervisor and/or Cooperating Teacher**).

### EdTPA

The edTPA is an Illinois teaching license requirement beginning September 1, 2015. This state assessment requirement is designed by teacher educators to answer the essential question: "Is a teacher ready for the job?" The edTPA includes a review of a teacher candidates’ authentic teaching they plan and implement as the culmination of a teaching and learning process that demonstrates each candidates’ abilities to effectively teach subject matter to all students. This assessment includes a video-recording of the candidate teaching, of the interaction between the candidate and the students and of the interactions

among students during the lesson. Also, the assessment requires the submission of student work samples as further evidence that learning is occurring. For further information about the edTPA, please visit <http://www.siue.edu/education/edtpa/index.shtml>.

## EVALUATIONS

Student teachers will be evaluated using a unit-wide (SOEHHB) and a program evaluation. SIUE supervisors will inform cooperating teachers of both evaluations.

The unit wide evaluation may be found at: <http://form.fh.siue.edu/initial/facportal.htm> (located under **Student Teaching Form** section, please click on the link that corresponds to the teacher candidate's program of study at SIUE). Cooperating teachers are encouraged to review the evaluation early in the semester and alert the SIUE supervisor and teacher candidate if they have any concerns about any of the evaluation items.

Cooperating teachers are asked to enter the teacher candidate's SIUE ID number. This is a number starting with 800 and will appear on the student's ID card and on the confirmation email received prior to the placement. If cooperating teachers need assistance locating this number, they may contact the SOEHHB Student Services at 618-650-3940 or [SOEAdvise@siue.edu](mailto:SOEAdvise@siue.edu).

The unit wide evaluation should be completed with the student and prior to the last day of the student teaching placement. Tuition waivers for student teaching placements are not released until this evaluation has been submitted.

## LESSON PLANNING

Teacher candidates are expected to show an increasing level of accomplishment with lesson planning. They should plan for each learning experience they are responsible for in the classroom. Different lesson plan formats may be required depending on the specific program and the semester in which the field placement occurs. Candidates are expected to provide complete lesson plans for all lessons taught during student teaching.

Regardless of the format used or the semester in which the experience occurs, teacher candidates should have each lesson plan approved by the cooperating teacher prior to teaching the lesson. This requires lesson plans to be completed with enough time in advance of the teaching experience to make the revisions suggested by the cooperating teacher.

All lesson plans should be completed in a professional manner; that is, they should follow the appropriate format, be proofread, and printed as though they are final drafts to be turned in for evaluation. Plans jotted down at the last minute are unacceptable, and cooperating teachers should insist on high quality lesson plans. Supervisors will generally expect to be given a copy of the plan for any lesson they observe.

## **PROBLEMS - WHAT IF A PROBLEM ARISES WITH A PRE-STUDENT TEACHER**

Depending on the severity of the issue, the cooperating teacher should initially discuss any concerns privately with the teacher candidate in a constructive manner in order to assist the candidate to understand the concern and take the appropriate action to resolve the issue. Concerns should never be addressed in an environment that would allow students, other candidates or even fellow teachers to become aware that an issue exists. Depending on the severity of the issue or if the issue reoccurs, the university supervisor assigned to the placement should be contacted so that he or she can take the appropriate action. For those placements for which no university supervisor has been assigned or if the university supervisor is unavailable, the cooperating teacher should contact the SOEHHB Student Services at (618) 650-3940 or at SOEAdvise@siue.edu and the appropriate university personnel will be informed. Documentation in the form of a Dispositions Support or Dispositions Alert may be completed by university faculty with the support of the cooperating teacher. This documentation will remain a part of this student's records until they graduate from the program.

## **PROVIDING FEEDBACK TO A TEACHER CANDIDATE IN A STUDENT TEACHING PLACEMENT**

Cooperating teachers play a critical role in the skill development of our teacher candidates. Field opportunities allow teacher candidates to apply the knowledge and skills learned in the university classroom to a real-life setting. It also provides an opportunity for teacher candidates to learn about the culture of schools and interact with professionals in the field. Therefore, it is imperative that teacher candidates are provided with the guidance needed during these field experiences. Cooperating teachers are expected to exhibit professional and ethical behavior at all times, as well as, model effective teaching practices. Another primary responsibility of the cooperating teacher is to monitor the progress of the teacher candidate and provide ongoing feedback on his/her performance. Feedback should be as specific as possible and based on the university expectations for a pre-service teacher. It is necessary to provide both formal and informal feedback throughout the field placement that includes the strengths and areas of concern for the teacher candidate. Informal feedback may include reflective discussions on lessons/ activities performed, review of teacher candidate lesson plans, daily conversation on classroom activities or students, phone calls and e-mail correspondences. Types of formal feedback may include structured observations of teaching, daily/weekly checklists on progress, and university evaluations of performance. It is also essential to provide feedback on the teacher candidate's progress to the university supervisor on a consistent basis. Frequent communication with the university supervisor will provide an additional level of support for both the teacher candidate and cooperating teacher.

## **SIUE SUPERVISION**

SIUE supervisors will visit the teacher candidate's school various times throughout the semester. The first visit is introductory and the remaining visits are observational. The observations will be evaluated, and student teachers and cooperating teachers will be provided a copy of the evaluation. The university supervisors will communicate regularly with the student teachers and the cooperating teachers.

## CONTACT US

Should you have any questions not addressed in this document, please contact us:

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