



**MILLIKIN**  
UNIVERSITY®

**2024-2025**  
**Policies & Procedures for**  
**Teacher Licensure**  
**Programs**

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# Important Telephone Numbers

**School of Education.....(217) 424-6244**

**Licensure and Student Teaching Coordinator.....(217) 420-6689**

**Registrar.....(217) 424-6217**

**Millikin Public Safety .....(217) 464-8888**

**Student Health Services.....(217) 424-6360**

**Standardized State Tests ([www.il.nesinc.com](http://www.il.nesinc.com)).....1-800-239-8107**

**Writing Center .....(217) 424-6353**

**Math Center.....(217) 420-6666**

**Staley Library.....(217) 424-6214**

**Other Important Numbers (Cooperating Teachers, Supervisors, Faculty)**

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## School of Education Mission & Goals

State and national standards provide a good foundation. Yet, each teacher candidate, professor, cooperating teacher, and university supervisor will also have a set of expectations for the teacher candidate's performance that will go above and beyond the more formally stated standards. Each field experience should promote both reflection and dialogue about the definition of excellence in teaching.

### **Philosophy**

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

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

The Educator Preparation Program at Millikin is committed to preparing candidates for lifelong careers as professional educators. Illinois has set priority learning standards effective in the 2020-2021 school year. They can be found at this link;

<https://www.isbe.net/Documents/Illinois-Priority-Learning-Standards-2020-21.pdf>

## Embedded Signature Assessments

The ESAs are significant assignments embedded in various courses throughout the teacher education programs. Each candidate is responsible for creating and submitting the assignments according to instructor directions as they journey through the program. See the chart below for the current list of ESAs and the correlating courses in which they are embedded.

<b>EMBEDDED SIGNATURE ASSESSMENTS TO COURSE CORRELATION</b>	
<b>TITLE</b>	<b>Course(s)</b>
ESA: Context of Learning	ED170 Introduction to Education (Early Childhood, Elementary Education, Secondary, Art and Physical Education)
	ME251 Introduction to Music Education
ESA: Child Case Study	ED210 Human Development (Elementary Education)
	ED210 Human Development (Secondary Education and K-12 Specialists)
	ED232 Human Development (Early Childhood)
ESA: Differentiating Instruction for Students with Learning Disabilities	ED115 Instructional Strategies for Individuals with Learning Disabilities in K-12 Classroom (All students)
ESA: Classroom Management & Guidance Plan	ED310 Creating Communities of Learners (All students)
ESA: Philosophy of Teaching & Learning	ED310 Creating Communities of Learners (All students)
ESA: Cycle of Effective Teaching	ED312 Math Methods (Elementary Education)
	ED321 General Secondary Methods and Assessment (Secondary, Art, and Physical Education)
	ED332 Language Arts and Social Studies Methods (Early Childhood)
	ME341 Principles and Methods of Elementary Music Education (Music Education)
ESA: Plan for Comprehensive Literacy	EN302 Teaching Literacy in the Content Area (Secondary Education and K-12 Specialists)
	ED305 Literacy III: Teaching Methods in Reading (Elementary Education)
	ED435 Reading Methods in Early Childhood (Early Childhood)
ESA: The Teaching Portfolio	ED420 Multidisciplinary Instructional Design & Assessment (Elementary Education, Early Childhood, Secondary, and K-12)

# Glossary of Common Terms

This section provides a broad overview of the requirements in Millikin's education preparation programs. These programs are structured to provide experiences that gradually assist future educators in developing and understanding the expectations in today's learning environments. We are committed to integrating knowledge of the world with problem solving, theory with practice, and pedagogical theories and beliefs with practical experience in the schools.

1. **Cooperating Teacher –**

- This term refers to the individual in the school setting who cooperates with Millikin University in providing their teacher candidate a classroom learning experience.
- The cooperating teacher serves as a mentor for the teacher candidate and supervises their work daily.
- Teacher candidates will be working with several different cooperating teachers during the Millikin University experience.

2. **Field Experiences –**

- This term refers to all classroom experiences a Millikin candidate will participate in prior to the semester-long internship at the end of their program.
- These field experiences are completed as a part of coursework.

3. **Student –**

- A student is someone in a Birth through grade 12 environment.

4. **Student Teaching –**

- Student teaching is a 14-week practicum experience in which teacher candidates work with their cooperating teachers to experience teaching in a classroom setting.
- The student teaching experience introduces candidates to all facets of teaching: planning instruction; delivering instruction; working with students individually, in a whole group, and in small groups; assessing and evaluating; working with parents; working with other teachers; participating in special education staffings; and cooperating with all members of the school community.

5. **Teacher Candidate –**

- A teacher candidate is someone officially admitted to the School of Education.

6. **University Supervisor --**

- This term refers to the Millikin University faculty member who serves both a supervisory and collaborative role with the cooperating teacher and the teacher candidate.
- The University supervisor visits the school to observe the teacher candidate. Faculty members observe various lessons during field experiences.
- The University supervisor serves as a liaison between Millikin, the school, and the teacher candidate. They aid the teacher candidate and the cooperating teacher as needed.

# Checkpoints

As all candidates travel through the teacher education programs, a series of quality control checkpoints monitor the progress in their journeys. These checkpoints are designed to ensure they are moving toward excellence in teaching and learning.

## **Checkpoint 1: Admission to Teacher Education**

- ❑ Completion of 60 credits with a minimum 2.7/4.00 cumulative gradepoint average (GPA)
- ❑ Completion of EN181 (University Writing) with a minimum grade of C-
- ❑ Successful completion of ED170 or ME251 with a minimum grade of C-
- ❑ Successful Criminal Background Check
- ❑ Departmental recommendation based on dispositions
- ❑ Vote of the Committee on Teacher Education Programs

**ALL CANDIDATES MUST EARN A MINIMUM GRADE OF C- IN ALL IDENTIFIED CONTENT MAJOR COURSES AS WELL AS EDUCATION COURSES.**

## **Checkpoint 2: Admission to Student Teaching**

- ❑ 2.7 cumulative GPA (Exception: Math requires a 2.5 GPA)
- ❑ Admission to the School of Education
- ❑ Passing the Content Area Illinois Teacher Licensure Test/s
  - ✓ You cannot register for Student Teaching/Senior Seminar without a passing content test score on file per ISBE's rules.
- ❑ Professional dispositions appropriate to successful classroom teaching

## **Checkpoint 3: Graduation Requirements**

- ❑ Successful completion of the teacher education program, including student teaching
- ❑ Completion of Senior Seminar
- ❑ Completion of any other unfinished coursework & all degree requirements
- ❑ Successful completion of all Embedded Signature Assessments (ESAs)
- ❑ Professional dispositions appropriate to successful classroom teaching

## **Checkpoint 4: Teacher Licensure**

- ❑ Completion of entitlement procedures (submit forms to the Licensure Officer, who then verifies that requirements are fulfilled for the Illinois State Board of Education)
- ❑ Completion of student teaching with a minimum grade of B-

Candidates in teacher education programs are monitored to verify that they are maintaining the standards. If a candidate's grade point average falls below the required standards, they will not be allowed to continue in the teacher education program until they restore their GPA.

If a candidate demonstrates significant dispositional issues, they may be disenrolled from the teacher education program until the issues have been addressed and resolved.

Once professionally licensed, teachers in Illinois and many other states must meet checkpoints for updating their licenses every five years. The teacher education programs at Millikin University seek to promote a lifelong desire for excellence in fulfilling each standard for effective teaching.

# **Educator Candidate Dispositions**

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

Link: [https://www.isbe.net/documents/educator\\_COE\\_0311.pdf](https://www.isbe.net/documents/educator_COE_0311.pdf)



# Educator Disposition Policy

To ensure that all educator candidates meet the expectations for educators in today's professional field, the School of Education (SOE) has developed a Disposition Assessment process. This process provides opportunities for future educators to evaluate themselves in relation to identified desired teacher dispositions and for faculty to provide systematic feedback on each candidate's growth and development. The policy is as follows:

The **Candidate Disposition Assessment Form (CDAF)** is used by candidates and evaluators (instructors, cooperating teachers, university supervisors, etc.) to provide formative and summative assessment on candidates' professional, affective, and interpersonal development. This assessment is included on each internship evaluation under the dispositional development section.

The **Candidate Disposition Deficiency Form (CDDF)** is used to identify candidates who have dispositions that are of significant concern and need to be addressed to gain or retain admission in the School of Education. Dispositional deficiencies are submitted through MU Online utilizing the Academic Alert system.

Formative assessment can be completed by using the CDAF, in any course or experience that pertains to teacher education, to identify, analyze, and evaluate dispositions in relation to a career in teaching.

Summative assessment will be conducted using two methods:

- ✓ Instructing the candidate to reflect upon his or her professional, affective, and interpersonal development. This is accomplished in ED120/170, Introduction to American Education, and ED170, Education Internship.
- ✓ Formally submitting a dispositional deficiency within the Academic Alert system for any candidate that displays dispositions of significant concern. This form can be submitted by any instructor, supervisor, cooperating teacher, or staff member who interacts with a candidate.

*Note: Once a candidate receives **two** CDDFs (from separate individuals), they **MUST** meet with the Director of the School of Education to discuss their dispositional development and to consider options for remediation. A remediation plan will be developed that allows the candidate to address the disposition(s) for which they were referred. A deadline will be set for the completion of the plan; failure to complete the plan by the identified deadline could result in the candidate's disenrollment from the School of Education. Should this result, the candidate must reapply for, and gain approval for, admission to continue in teacher education at Millikin University. The issue will be decided by the Committee on Teacher Education Programs (CTEP).*

A copy of the remediation plan will be stored electronically and/or placed in the candidate's hard copy file. Additional copies of the plan will be sent to the candidate's academic advisor.

Should additional CDDFs be submitted for a candidate beyond the initial two forms, the candidate **MUST** immediately schedule a meeting with the Director of the School of Education

to discuss their continuation in teacher education. Failure to meet with the Director will result in removal from the School of Education.

# The Teacher Candidate

Once a student is admitted to the School of Education, the role of the Millikin University teacher candidate is to transition from a pre-professional student to a professional teacher. In a supportive environment, the teacher candidate will assume the responsibilities of teaching and try out their own ideas within the structure provided by the cooperating teacher.

As the teacher candidate plans for instruction, they must illustrate that they are indeed journeying toward professional teaching and striving for high standards of teaching and learning.

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

- ❑ Become a part of a teaching and learning community.
- ❑ Learn to create an environment that promotes positive interaction between students and teachers, involves students in learning, and motivates students to strive for excellence in their own learning.
- ❑ Use effective verbal, nonverbal, and visual communication techniques in all professional interactions.
- ❑ Plan and design discipline-appropriate, developmentally relevant lessons that meet curriculum requirements.
- ❑ Assume responsibility for instruction, including planning and evaluation.
- ❑ Demonstrate knowledge of content and an awareness of developmental levels of the learners and the needs of diverse learners when planning and delivering instruction in daily lessons.
- ❑ Become involved in the school community through participation in parent-teacher conferences, extracurricular activities, faculty meetings, and committee work; recognize that education continues beyond the classroom and that collaborative efforts are required to promote student learning and growth.
- ❑ Maintain an ongoing dialogue with the cooperating teacher, fellow teacher candidates, and the university supervisor to develop understanding of the professional roles of teachers and to develop habits of personal reflection about student learning and one's progress.
- ❑ Evaluate one's progress and document the teaching experiences.

## Positive Character Traits for a Teacher Candidate

1. Keep student information confidential.
2. Maintain the dignity necessary to gain the respect of students. Conduct yourself in a professional manner.
3. Value each student; show enthusiasm for each area of the curriculum.

4. Be understanding and courteous toward all students.
5. Become an active participant in the community in which you teach.
6. Disciplinary measures used by the teacher candidate should conform to the policies and instructions of the cooperating teacher and school administration's policy.
7. Be a good example to your students in every way – physically, mentally, and ethically.
8. Be just as interested in and just as ready to assist with improvement of the class as if it were your own.
9. Cheerfully complete any task which will aid the teacher. Be imaginative and creative in making suggestions and in planning.
10. Be impartial in dealing with students and strive to be fair when judging their actions.
11. Refrain from imposing your own views upon students; exhibit a broad-minded, tolerant attitude toward others.
12. Give due credit to the teacher for all the assistance given to you. Express your appreciation. If the results are not satisfactory, talk to the University supervisor.

## Fingerprint Background Check Requirement

To maintain compliance with Illinois School Code (ILCS 5/2-3.25o, 5/10-21.9 and 5/34- 18/5) and its philosophical intention, to ensure that we are cooperating with our partner school districts along with their regulations, and to assist candidates with the expectations of the State of Illinois for licensure requirements, the School of Education has adopted the following policies for background checks. **Millikin will not accept proof of a background check or fingerprinting from another institution or place of employment.**

In ED 170 or ME 251, candidates will be required to complete a one-time background check prior to beginning internship hours within a school or childcare environment. Millikin has contracted with Bushue Background Screening and the background check link will be provided by the course instructor. Bushue requires a candidate's social security number, name, date of birth and address. All results are confidential. If the background check indicates concerns or issues, the Director of the School of Education will contact the candidate for an interview. The cost of this initial background check is \$35 and is paid by the candidate in a course fee for ED 170 or ME251.

The background check must be completed and cleared before any internship begins – typically in the first semester of attendance at Millikin. ***In Illinois, a felony conviction may prohibit a candidate from earning teacher licensure.*** Preceding the student teaching semester, the State of Illinois requires teacher candidates to complete an FBI fingerprint-based background check. Illinois law prevents Millikin University from receiving and/or housing these results. This check must be completed with the school district assigned for student teaching. According to the law, the responsibility for this cost (approximately \$75) is the responsibility of the candidate. Candidates have the right to request a copy of the results of the FBI background check from the school district. **School districts are not allowed to share this information with other school districts, employers, or Millikin University.**

In increased instances, school districts require a background check (possibly FBI fingerprint-based) to be completed within a year of the internship. In those cases, the teacher candidate must have another background check completed as schools request and will be responsible for any additional fees.

## **Health Insurance Information for Candidates**

The SOE strongly urges all candidates to obtain individual health insurance. Each candidate is fully responsible for their own health care costs. Candidates can find information regarding health insurance availability through the Health Clinic or the Office of Student Development.

The State of Illinois requires full-time teacher candidates to have a physical completed within 90 days of beginning their student teaching assignment. School districts may require proof of this physical before beginning student teaching. A school district maintains the right to have proof of up-to-date immunizations. A TB test may be required if the building includes pre-school children. Please contact your assigned student teaching placement for further information on these requirements.

## Field Experiences

Field experiences play a leading role in the educator's development. Millikin offers a co-teaching, field-based program. The School of Education uses the co-teaching model for all our teacher candidates during their student teaching experience and many of the preceding internships. This model benefits the educator candidate and the cooperating teacher, as well as the students in the classroom.

Millikin's program is unique in that candidates are involved in field experiences during each of their four academic years if they are a traditional candidate or, if an evening program candidate, in each semester of enrollment. Many of the Education classes require candidates to observe and assist in the field. We believe that internships help candidates to:

- build links between their own learning and what is expected of them in professional settings;
- find out early in their college experience what being an educator fully entails;
- develop sensitivity to differences among children and adolescents--differences in the way they learn; differences in the way ages behave; differences in cultures; differences in levels of motivation, etc.;
- experience actual teaching duties prior to the final practicum. Faculty members require candidates to teach short lessons, assess papers, perform routine tasks, and work with small groups or tutor individuals;
- learn about a variety of learning environments over the time they are enrolled at Millikin.

All candidates complete introductory and advanced courses, with corresponding internship hours, in their chosen programs.

The children, adolescents and families in our clinical sites represent the diversity of our demographic service area, including ethnicity, socioeconomic status, physical, cognitive, and behavioral exceptionalities. Increasingly, our area is becoming linguistically diverse as well. As articulated, the School of Education proactively prepares candidates for this rich, diverse context through content, experiences, and assessments. Each candidate is required to complete at least one internship in a diverse setting prior to student teaching.

The Licensure and Student Teaching Coordinator Projects maintains a database documenting all placements of all candidates. Each candidate is required to complete multiple field experiences across their licensure area. Each candidate is responsible for keeping records of their field experience evaluation forms and the hours accumulated. Creating varied experiences is the goal of the School of Education.

# Millikin's Goals for Excellence in Field Experiences

With the support of the clinical experience team, the teacher candidate will accomplish the following goals throughout their internship placements:

1. Demonstrate the ability to plan and implement instruction for all students that incorporates appropriate content knowledge, requires multiple levels of reasoning and problem solving, and fosters student interest and motivation to learn. (Illinois Professional Teaching Standards or IPTS #2, 3, 4, 5, 6)
2. Develop and use a broad repertoire of instructional strategies to accommodate the needs of diverse learners and to actively engage students in learning. (IPTS #1, 2, 3, 5, 6)
3. Demonstrate skills in assessing students' learning needs and levels of student development and designing instruction that can offer remediation or enrichment as needed. (IPTS #1, 2, 3, 5, 6)
4. Create a learning environment that fosters student motivation and involvement, supports positive student-to-student and student-to-teacher interaction, and facilitates the development of responsible behavior. (IPTS #4)
5. Develop skills in using technology to facilitate learning and to manage instructional record keeping and grading. (IPTS #3, 5, 6, 7)
6. Engage in continuous reflection and self-evaluation of instructional efforts and develop insight into the needs of students and the effects of instructional techniques and strategies, sharing with the cooperating teacher and university supervisor in assessing areas of strength and areas for improvement. (IPTS #1, 2, 3, 5, 6, 8, 9)
7. Collaborate with the cooperating teacher, with other faculty and staff, with students' parents/guardians, and with students in solving whatever problems arise and in building a positive learning community. (IPTS #4, 6, 8)
8. Become more aware of the professional commitments and responsibilities of teachers through participation in faculty meetings, in-service sessions, and dialogues with other professionals.  
(IPTS #9)
9. Strengthen their personal commitment to becoming a truly excellent teacher and learner.  
(IPTS #9)



# Attendance Policy

Just as teachers are expected to be present every school day, teacher candidates are expected to be at school every day of all field experiences and the student teaching period. Candidates will follow the assigned school district's calendar. In addition, they must attend pre-internship and post-internship meetings, as well as pre-service and in-service meetings that their cooperating teachers are expected to attend. Occasionally, a week of school attendance is disrupted by school closings, weather emergencies, sickness, job interviews, etc. A week must consist of three full days of attendance to count toward the 14-week placement. A full day is constituted as one in which students are present for the entire day. Half days of student attendance do not count as a full day. If clarification is needed, teacher candidates should contact their university supervisor for a final decision.

Some absences may not be avoidable. Teacher candidates are susceptible to illnesses or family emergencies like anyone else. However, vacation days, mental health days, or days used to catch up/prepare are not acceptable reasons for absences. Absences for job fairs and or interviews may be taken with approval from the cooperating teacher and university supervisor. All materials must be prepared in advance for the classroom. After **three combined** total absences from student teaching, an additional week will be added to the student teaching semester. If more than three absences are acquired, the university supervisor will work with the Licensure and Student Teaching Coordinator to establish how to make up the days. The candidate's university supervisor will clarify the necessary requirements for additional week(s) needed to complete student teaching.

Teacher candidates must come to school before the students begin to arrive in their classrooms and must stay after school until they are prepared for the coming day. Candidates should plan to be at school at least 30 minutes prior to the day starting and remain after students leave for at least 30 minutes as well. Habitual tardiness or absences will be considered evidence of a lack of personal responsibility and professionalism. This may warrant a dispositional deficiency report. If a teacher candidate is not responsible about attendance and punctuality, they can expect to receive lower ratings on midterm and final evaluations which will impact progress toward completion of licensure and career opportunities later.

## **Illness or Serious Family Emergencies**

Absences due to illness or serious family emergencies are considered excused at the discretion of the university supervisor and the Licensure & Student Teaching Coordinator. When illness or emergencies occur, teacher candidates must:

- Notify their cooperating teacher by speaking directly to them. Do not leave messages.
- Send an email to the Licensure and Internship Coordinator Dr. Apryl Riley (apriley@millikin.edu).
- Contact the university supervisor.
- Deliver instructional materials to their cooperating teachers before class begins.
- Always have a set of weekly lesson plans in the classroom.

## **Extracurricular/Athletic/Arts Absences**

During field experiences and student teaching, some teacher candidates are involved in

extracurricular responsibilities, such as intercollegiate athletics and music ensembles. In some circumstances, these outside commitments necessitate absences. Such absences must be kept to a minimum. A teacher candidate knows in advance the upcoming extracurricular event(s) that would cause an absence. They must notify the cooperating teacher, university supervisor, and/or professor very early in the semester of the date(s) and request permission to miss student teaching. When such absences occur, cooperating teachers, university supervisors and/or faculty will determine any make-up days. Please note that leaving early, arriving late, or being absent due to a sports practice is not an excused absence.

### **Career-Development Absences**

Since job opportunities may become available, a teacher candidate who is student teaching may also request one professional/personal day to go to a job interview or attend a major job fair. Every effort should be made to schedule such absences at convenient times.

### **Weather-Related Absences**

Unless they extend over several days, weather-related absences, such as snow days, are considered unavoidable and should not be considered absences.

### **Prohibited Absences**

If at any time the teacher candidate is irresponsible about absences, the university supervisor and/or faculty will take corrective action. Teacher candidates will not be allowed to accumulate absence days and use them for vacation time. This practice is strictly prohibited.

### **Absence of Cooperating Teachers**

During any field experience, if the cooperating teacher is absent, the school must arrange for a substitute teacher to be in the teacher candidate's room. It is not legal for teacher candidates to serve as substitute teachers because they do not yet hold a college degree.

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

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

# Conduct and Confidentiality

## **Dress Code - \*This includes virtual meetings.**

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

It is important for teacher candidates to dress more professionally than the more experienced teachers, since in the case of secondary students, they are not much older than some of the students. Professional dress is typically NOT blue jeans, tee shirts, or sweatshirts. Dress shirts/polos and slacks are appropriate for men. Skirts and blouses, dresses, dress slacks and blouses or sweaters, and low-heeled, comfortable shoes are appropriate for women. Clothes, jewelry, and accessories should NOT demand attention by being too short, tight, dressy, or extreme in style. Physical education teacher candidates should follow the lead of the cooperating teacher. Sportswear for physical education teachers is more appropriate.

It is important that teacher candidates transition into professional attire. Dress that is considered fashionable on campus may not be considered appropriate attire for classroom teachers. A general guideline to follow is that there must be no skin showing from shoulder to knee when standing, stretching, or bending.

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

## **Handling Personal Questions**

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

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

## **Physical Contact**

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

## **Confidentiality**

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

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

## **Online Personal Information**

Teacher candidates put a significant amount of personal information online (Facebook, Instagram, Twitter, Snapchat, Reddit, etc.), and some fail to demonstrate sound judgment in editing the content. All teacher candidates must think about implications of the information they share on networking sites.

Employers use these sites to screen applicants. Candidates have lost internships, student teaching positions and full-time job opportunities because of the content of their personal profiles on social networking sites. Be aware that students may view your site. All inappropriate content must be deleted.

Teacher candidates are encouraged to "clean up" their profiles, group affiliations, posting walls, or anything else that may have a negative impact on their intended careers. Web information can be retained online in many ways; hitting the delete button does not mean that the information is gone. Think before posting!

## **Legal and Ethical Behavior**

Teacher candidates must use sound professional judgment while in the schools during all internships, while engaged in school activities, and even during the period between the completion of student teaching and graduation. Proven failure to do so may result in the School of Education refusing to license the candidate. It is the responsibility of the entire

field experience or student teaching team, particularly the cooperating teacher and the principal, to acquaint the teacher candidate with existing guidelines and school policies that relate to the role of the teacher. Throughout the education program, legal matters will be discussed.

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

## **Procedures for Remediation**

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

Collaboration between the university and the public/private schools is necessary to ensure successful classroom placements and make any changes that might be necessary during those placements.

When concerns arise related to the performance of the teacher candidate, the cooperating teacher, university supervisor, and/or faculty will meet to develop a remediation plan. This plan needs to:

- identify the specific concerns of all participants;
- develop appropriate strategies and evaluation criteria to address those concerns; and
- set a realistic timeline for review of the remediation plan.

The university supervisor and/or faculty shall keep the Licensure & Student Teaching Coordinator apprised of these actions.

The remediation plan will be presented to and signed by the candidate. Signing of the form is not an indication of agreement; it is an indication of commitment to remediate.

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

- the development of a second plan,
- the termination of the placement or
- recommendation of withdrawal from the teacher education program.

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

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

# Co-Teaching – The Model for Teacher Preparation

At Millikin University, Co-Teaching is defined as two teachers working together with groups of students – sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space. Millikin University has worked collaboratively with St. Cloud State University in St. Cloud, MN, a leader in the implementation of co-teaching, to make this model a reality at Millikin. The School of Education uses the co-teaching model for all our teacher candidates during their student teaching experience and many of the preceding internships. This model benefits the teacher candidate and the cooperating teacher, as well as the students in the classroom.

With co-teaching, teacher candidates share all aspects of teaching with the cooperating teacher. The cooperating teacher and the teacher candidate plan lessons, using co-teaching strategies, which benefit the students in the classroom. Candidates see, on a daily basis, how best practices are used in the classroom and learn to implement them under the guidance of the cooperating teacher on a continuing basis. Collaboration and communication skills are greatly improved between the teacher candidate and the cooperating teacher. Co-teaching is an attitude of sharing – sharing the classroom and sharing the students. Co-teachers are always thinking, “We are both teaching!”

Following the placement of teacher candidates in their student teaching internship, the School of Education will host a Co-Teaching Workshop intended to introduce both teacher candidate and cooperating teacher to the ideal of co-planning and co-teaching as a model of planning and instruction. The workshop is designed to build collaboration and communication between the cooperating teacher and the teacher candidate while practicing the basis for Co-Teaching.

Seven strategies are used in co-teaching. These strategies will be taught and used in many ways during the college career of SOE students. In this way, they will be prepared for the co-teaching model of student teaching. The strategies are as follows:

**One Teach, One Observe** – One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher.

**One Teach, One Assist** – One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors or corrects assignments by walking around.

**Parallel Teaching** – Each teacher instructs half of the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit is the reduction of the student-to-teacher ratio.

**Supplemental Teaching** – This strategy allows one teacher to work with students at their expected grade level while the co-teacher works with those students who need the information and/or materials extended or remediated.

**Alternative/Differentiated Teaching** – Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there is different.

**Station Teaching** – The co-teaching pair divide the instructional content into parts – each teacher instructs one of the groups. The groups then rotate or spend a designated amount of time at each station. Often, an independent station will be used.

**Team Teaching** – Well-planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction and are free to interject information and are available to students to answer questions.



# EdTPA (Currently waived until 2025-2026)

The edTPA is a performance-based assessment of teaching quality and effectiveness (Stanford Center for Assessment, 2015). This performance learning assessment engages the teacher candidate in planning, instructing, and assessing student learning through written commentaries and the video taping of their teaching. The edTPA is required by the Illinois State Board of

Education (ISBE) to obtain an Educator's License in the state of Illinois. ISBE will establish the cut score each year. The edTPA must be completed during the full-time student teaching semester. The cost to submit the edTPA is \$300. This fee is attached to the ED488, Senior Seminar, course as an assessment fee so that it may be included in the financial aid package. The Teaching Portfolio, completed in ED420, may specifically highlight areas of remediation that will need to be completed before student teaching. These modules may be utilized before the submission of the edTPA or following an edTPA score that does not qualify for licensure.

Failure to pass the edTPA may mean reworking one task of the edTPA or resubmitting the entire edTPA. The School of Education will work to support the candidate prior to the rewrite and resubmission of the edTPA. This work will be accomplished through meetings with a faculty member and, possibly, remediation modules. Every effort will be made for this to occur within the same semester of student teaching to prevent an additional semester of student teaching. The cost to submit one task is \$100, and the cost to resubmit the entire edTPA will be \$300. The candidate is responsible for these costs and are in addition to any assessment fees attached to any courses.

## *Outline of the edTPA*

**Task 1 – Planning for Instruction and Assessment:** Candidates will plan 3-5 consecutive lessons/experiences within their discipline and connected to their content area standards. Candidates will demonstrate knowledge of their students, their prior knowledge specifically related to learning objectives, as well as explain the relevance of objectives for the learning segment.

**Task 2 – Instructing and Engaging Students in Learning:** Candidates will then teach the learning segment, recording a video of interactions and student engagement during the learning.

**Task 3 – Assessing Student Learning:** Candidates will assess, informally and formally, students' learning throughout the learning segment. Candidates will also explain and reflect on the planning, instruction, and assessment components of the tasks.

Candidates are required to submit artifacts from the tasks which may include lesson plans, clips from the video recording, assessment materials, instructional materials, and student work samples. Each discipline has a set of specific requirements and guidelines. Candidates will be provided with a current edTPA Handbook before beginning this performance assessment.

Commentaries, video recordings and artifacts will be evaluated using rubrics especially developed for content area and each task. This assessment is uploaded to Pearson and scored by their discipline-specific trained scorers. Results are typically returned within three weeks of the upload date. Scores will come directly to the candidate, as well as to the School of Education and the State Board of Education.

## Student Teaching Deadlines & Policies

This section includes policy statements and procedures that are related to student teaching. The student teaching semester is the culmination of every candidate's Millikin career. The importance of this semester begins at the point of application. *The Application for Student Teaching must be turned in to the School of Education office by the due dates established or a delay in placement – or a refusal to place – will occur.* All candidates are responsible for submitting applications by the designated due date.

**Fall Teacher Candidates:** If a candidate plans to student teach in the fall semester, the Application for Student Teaching must be submitted to the School of Education no later than the Wednesday after Advising Day one year PRIOR to student teaching. If a candidate fails to apply by the final deadline, they will not be placed.

Additionally, students planning to student teach in the fall semester must pass their Content Area Test no later than June 30<sup>th</sup> prior to their student teaching semester. *Student teachers are NOT permitted to participate in this internship without a passing score on this test.*

**Spring Teacher Candidates:** If a candidate plans to student teach in the spring semester, the Application for Student Teaching must be submitted to the School of Education no later than the Friday after Advising Day one year PRIOR to student teaching. If a candidate fails to apply by the deadline, they will not be placed.

Additionally, students planning to student teach in the spring semester must pass their Content Area Test no later than November 30<sup>th</sup> prior to their student teaching semester. *Student teachers are NOT permitted to participate in this internship without having passed this test.*

Teacher candidates are asked to state their preferences in the placement process. These options do not ensure the placement– it only allows the candidate to indicate preferences. Placements will be made at the discretion of the Director of the SOE and the Licensure & Student Teaching Coordinator in conjunction with area school districts.

Placements must be requested through Millikin to the appropriate administrator of the school district. In most circumstances, candidates **may not** seek out their own placements. Strict protocols exist for the placement of teacher candidates. Circumventing these protocols can damage relationships between Millikin and area schools.

Millikin will not place teacher candidates with teachers who have less than three years of classroom teaching experience. The number of years the teacher has been working within the district may also be a consideration. Many districts have their own rules for the placement of teacher candidates in this regard.

If you hold a current substitute teaching license and are long-term subbing, you may request to complete your pre-studentteaching and student teaching semesters in your place of employment. To make the special request, you must submit recommendation letters from your district superintendent and your current placement principal, along with verification of your long-term placement from your district human resources office with your application for student teaching. **No requests will be accepted after the deadlines listed above.**

# Policies for Lesson Plans, Observations, Conferences and Reflections

## Lesson Plans

It is the policy of the School of Education that teacher candidates **MUST** write lesson plans. **Lesson plans are not optional! Even if the cooperating teacher chooses not to complete lesson plans, the teacher candidate is required to do so.** The complete lesson template is used during all field experience and student teaching observations. For student teaching, a weekly plan format (Binder Plan) is available for other times. Templates for lesson plans are available on Moodle. Failure to follow the procedures for writing and submitting lesson plans will result in a remediation plan and/or a lowered final grade. Specific student teaching requirements are determined by the university supervisor, who will communicate those requirements with the teacher candidate.

## Observations

During the student teaching semester, university supervisors will observe candidates at least three (3) times during the semester.

## Lesson Plans for Observations

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

Cooperating teachers may require lesson plans that are not part of the observation cycle to be submitted 48 hours in advance. If the cooperating teachers request additional lesson plans, candidates must comply. Supervisors may also require formal lesson plans to be submitted more often if planning seems inaccurate or inadequate.

## Conferences

University supervisors expect candidates to participate in a conference prior to the observation, as well as a conference after the observation. The university supervisor will also consult with the cooperating teacher at the observation. This may happen in advance of the observation, following the observation, or both before and after, contingent on the needs of the supervisor.

The pre-conference between the university supervisor and the candidate may be held in person, over the phone, utilizing Zoom (or similar software) or through e-mail. The conference will include conversations about the components of the lesson plan, the area

that the candidate would like for the supervisor to focus on during the observation or other noted areas of teaching on which the candidate is focusing.

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

### **Being a Reflective Practitioner in the Professional Field of Education**

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

Principals and other district personnel most often remark about the Millikin graduate's distinction of being a reflective practitioner who thoughtfully meets the needs of all students. This hallmark of the program remains a frequent reason a Millikin graduate is offered a teaching position.

During student teaching, weekly reflections must be written each week and submitted by email if required by the university supervisor. Reflections are due Friday at midnight to the university supervisor. Candidates will utilize the form on Moodle as a template. Failure to complete and submit these reflections on time may result in a remediation plan and/or a lower final grade.

# Policy on Working During Student Teaching

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

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

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

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

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

# Request for Permission to Work During Student Teaching

Name \_\_\_\_\_ Semester of Student Teaching \_\_\_\_\_

Proposed Employment/Location \_\_\_\_\_ Hours Per Week \_\_\_\_\_

Days and Times \_\_\_\_\_

Circumstances that require you to work \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Signature \_\_\_\_\_

**Please do not write below this line.**

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## Recommendation of Director, School of Education:

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

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

\_\_\_\_\_ Request to work is denied because of the following reasons:

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

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Signed \_\_\_\_\_  
Director, School of Education

## **Extracurricular Activities for Student Teaching**

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



# Procedures for Student Teaching Evaluation

## **Evaluation Process**

Regardless of the grade level and/or discipline of the teacher candidate, each will be formally evaluated twice during the student teaching experience. The first evaluation, the midterm, should be completed no later than the eighth week of student teaching. The second evaluation, the final, should be completed during the last week of the experience (week 14).

The evaluation form provides the opportunity to evaluate the teacher candidate on teaching performance, dispositional qualities, and professional qualities. Each criterion is tied to the Illinois Professional Teaching Standards. Millikin University's teacher education programs are based on the standards. In addition to rating the teacher candidate on these criteria, we also expect that each evaluator will include written comments that describe the teacher candidate's perceived strengths and areas of improvement.

## **Midterm Evaluation Process**

1. The teacher candidate, the cooperating teacher, and the university supervisor will independently fill out a midterm evaluation form (provided by the university supervisor), rating the teacher candidate on their effectiveness at this point of the experience and providing comments on perceived strengths and areas of improvement.
2. Once all parties have completed their midterm evaluations, a conference will be held between the three to share their evaluations. The teacher candidate should be made fully aware of the cooperating teacher's and university supervisor's perceptions regarding their teaching skills, as well as any areas that need improvement.
3. A remediation plan can be implemented at any time during the semester for any perceived areas needing improvement. However, if either the university supervisor's or the cooperating teacher's assigned grade is a C or below at midterm, a remediation plan (including timeline and desired outcomes) **MUST** be created.
4. If no remediation plan is needed, the midterm evaluation process is complete when the midterm conference between the teacher candidate and the cooperating teacher has been held.

## **Final Evaluation Process**

1. During the final week of student teaching, the cooperating teacher and the university supervisor collaboratively fill out a final evaluation form, which includes the final grade and will be submitted electronically.
2. While the grade assigned by the cooperating teacher is strongly considered, the specific grade turned in to the university is the decision of the university supervisor. On occasion, the Licensure & Student Teaching Coordinator confers with the university supervisor on the final grade.
3. A conference will be held with the teacher candidate to share the evaluation and final grade.

4. In addition to completing the student teaching final evaluation, both the university supervisor and the cooperating teacher may complete a recommendation letter at the request of the teacher candidate.

# Procedures for Withdrawal from Student Teaching

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

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

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

If the teacher candidate wishes to be placed in another student teaching internship, the procedure of appeal is as follows:

- The teacher candidate must first submit a letter of appeal to the Committee on Teacher Education Programs (CTEP) to request readmission to the SOE.
- If they receive approval for readmission and complete steps for remediation recommended by CTEP, a new placement will be arranged at the discretion of the Licensure & Student Teaching Coordinator.

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

The SOE may choose to remove a teacher candidate from the student teaching placement if dispositional or academic issues warrant. The student teaching placement will be cancelled, and no further opportunity to student teach during the original semester will be provided. If the candidate is withdrawn in the first 10 weeks of the semester, they receive a W for the course.

Withdrawal from a class after the 10th week of the semester, in most cases, results in a grade of F.

# Grading Criteria

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

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

The following are suggested indicators for each designated grade:

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

activities and assessment; is making progress in establishing satisfactory relationships within the learning community; demonstrates most of the skills, knowledge, and dispositions related to effective teaching; collaborates with cooperating teacher in actively engaging learners, creating communities of learners, and facilitating learning; has two or more areas in which improvement is needed. **This is the lowest grade that a teacher candidate can earn and still be recommended for licensure. If this grade is given at midterm, a remediation plan is mandatory.** We see this grade as representing “has the potential but will need additional mentoring.”

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

# Procedure for Student/Candidate Concerns

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

## Definitions:

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

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

## Candidate Grievance Procedure

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

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

If a candidate has been removed from **two** supervised teaching placements during their 40-hour internship and/or student teaching experience due to dispositional or related course work issues, the Licensure & Student Teaching Coordinator may not seek a third placement and the candidate may lose enrollment in the School of Education.



**Millikin University**  
**School of Education Student Handbook**

**Receipt of Student Handbook**

I have received a copy of the **School of Education Student Handbook 2024-2025** and will be responsible for becoming familiar with its contents. I understand that this is a living document that may have policy updates during my program of study for which I am held accountable.

\_\_\_\_\_  
Name (Printed)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

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**Publicity Consent**

I, \_\_\_\_\_, hereby consent to the use, publication, broadcast, telecast, distribution, and circulation of my name, photograph, image, and/or likeness by Millikin University in any University-sponsored product and/or publication used for recruiting promotion, advertising, or commercial purposes, and shall include (but not be limited to) newspapers, newsletters, catalogs, handbooks, brochures, bulletins, and the Millikin University website. I further understand and agree that this Publicity Consent shall remain in full force and effect unless cancelled in writing and in reasonable advance of any said publications. I am an adult, 18 years of age or older, and mentally competent.

**I HAVE FULLY READ THE FOREGOING "PUBLICITY CONSENT." I FULLY UNDERSTAND ITS CONTENTS. I AM VOLUNTARILY SIGNING THIS "PUBLICITY CONSENT" AS MY FREE AND VOLUNTARY ACT.**

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_

Signature: \_\_\_\_\_ Initials: \_\_\_\_\_  
\_\_\_Faculty \_\_\_Administration \_\_\_Staff \_\_\_Student \_\_\_Alumni

Major: \_\_\_\_\_

Hometown: \_\_\_\_\_

Witness: \_\_\_\_\_

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**Use of Student-Created Materials**

Faculty may utilize examples of student course work for academic purposes such as accreditation artifact or for program development and evaluation. Individual faculty members may also use these assignments as pedagogical examples when developing promotion, tenure, or other educational portfolios.

I, \_\_\_\_\_, hereby give consent to the School of Education faculty to use materials I have created for academic purposes.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

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