

Millikin University Student Teaching Handbook

for the Teacher Candidate, Cooperating Teacher, and University Supervisor

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Important Telephone Numbers / Emails

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Other Important Numbers (Cooperating Teachers, Supervisors, Faculty)

School of Education Mission & Goals

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

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

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

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

1. The professional educator engages in active learning.

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

2. The professional educator creates communities of learning.

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

3. The professional educator facilitates learning for others.

- a. The teacher-learner understands instructional planning and designs instruction, based on research, that integrates content, pedagogy, and the needs of students.
- b. The teacher-learner understands and uses a variety of instructional strategies that result in active, relevant learning and encourages students' development as creative, effective lifelong learners.
- c. The teacher-learner understands various formal and informal assessment strategies and uses them to encourage authentic learning and continuous development for all students.
- d. The teacher-learner fosters critical thinking, active inquiry, collaboration, and supportive interaction in the classroom through effective written, verbal, nonverbal and visual communication techniques.

4. The professional educator collaborates with others.

- a. The teacher-learner understands the role of the community in education; develops and maintains collaborative relationships with colleagues, parents/guardians, and the community; and advocates for student learning and well-being.
- b. The teacher-learner understands education as a profession, maintains standards of professional conduct, provides leadership to improve student learning and well-being and shape social change, and demonstrates a willingness to give and receive help.

Illinois Professional Teaching Standards

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

Illinois Professional Teaching Standards

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| <i>STANDARD 1 – Teaching Diverse Students</i> |
| The Millikin teacher candidate understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher candidate uses these experiences to create instructional opportunities that maximize student learning and growth. |

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| <p><i>STANDARD 2 – Content Area and Pedagogical Knowledge</i></p> <p>The competent Millikin teacher candidate has in-depth understanding of their content area knowledge which includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher candidate creates meaningful learning experiences for each P-12 learner based upon interactions among content area and pedagogical knowledge, and evidence-based practice.</p> |
| <p><i>STANDARD 3 – Planning for Differentiated Instruction</i></p> <p>The competent Millikin teacher candidate plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the context of the community. The teacher candidate plans for ongoing P-12 learner growth and achievement.</p> |
| <p><i>STANDARD 4 – Learning Environment</i></p> <p>The competent Millikin teacher candidate structures a safe, healthy, inclusive learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal setting.</p> |
| <p><i>STANDARD 5 – Instructional Delivery</i></p> <p>The competent Millikin teacher candidate differentiates instruction for each learner by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. Millikin teacher candidates understand that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each P-12 learner.</p> |
| <p><i>STANDARD 6 – Reading, Writing, and Oral Communication</i></p> <p>The competent Millikin teacher candidate has foundational knowledge of reading, writing, and oral communication within the liberal arts and science as well as the content area. Millikin teacher candidates recognize and address varying needs in reading, writing, and oral communication in order to facilitate the acquisition of content knowledge for P-12 learners.</p> |
| <p><i>STANDARD 7 - Assessment</i></p> <p>The competent Millikin teacher candidate understands and uses appropriate and authentic formative and summative assessments for determining learner needs, monitoring progress, measuring growth, and evaluating learner outcomes. The Millikin teacher candidate makes informed decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each P-12 learner.</p> |
| <p><i>STANDARD 8 – Collaborative Relationships</i></p> <p>The competent Millikin teacher candidate builds and maintains collaborative relationships to foster cognitive, linguistic, physical, social and emotional development of P-12 learners. Millikin teacher candidates are capable of working as integral team members with a variety of professional colleagues, students, parents or guardians, community members, resource agencies, and caregivers.</p> |
| <p><i>STANDARD 9 – Professionalism, Leadership, and Advocacy</i></p> <p>The competent Millikin teacher candidate is an ethical and reflective practitioner who exhibits professionalism; provides positive leadership in the learning community; and advocates for all P-12 learners, parents or guardians, and the teaching profession.</p> |

Other Standards

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

Common Core Standards: Millikin University's teacher candidates will work to meet common core standards. The Illinois State Board of Education (ISBE) has adopted common core standards. (See <https://www.isbe.net/Pages/Search-Results.aspx#k=Common%20core%20standards>.) These standards are specific to the major field in which the teacher candidate is working.

Illinois Learning Standards: Millikin University's teacher candidates will meet the Illinois Learning Standards not addressed in Common Core Standards.

State and national standards are important for teachers and students! Education is standards-based, and future teachers must document their progress toward all standards in order to become professionally licensed.

Glossary of Common Terms

Student Teaching –

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

The student teaching experience introduces candidates to all facets of teaching: planning instruction; delivering instruction; working with students individually, in a whole group, and in small groups; assessing and evaluating; working with parents; working with other teachers; participating in special education; and cooperating with all members of the school community.

Teacher Candidate –

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

Cooperating Teacher –

This term refers to the individual in the school setting who cooperates with Millikin 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 on a daily basis.

University Field 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 internships. During the pre-student teaching internship, the University Supervisor observes one lesson. At least three lessons will be observed during the 14 weeks of student teaching.

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.

Teacher Candidate Dispositions

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

Dispositional Development

Responsibility to Students

The teacher candidate:

- Maintains and models professional relationship with students at all times
- Contributes to learning environment through respect and equal opportunity.
- Meets expectations for promptness and attendance; meets obligations and deadlines.
- Provides curriculum based on high expectations for each student that addresses individual differences.
- Demonstrates thought and care in delivering instructional strategies in the classroom.
- Encourages/develops in each student attributes necessary to be a contributing member of society.

Responsibility to Self

The teacher candidate:

- Assumes responsibility and accountability for their performance.
- Strives to demonstrate proficiency and currency in knowledge and practice.
- Develops and implements personal and professional goals.
- Meets challenges in a positive manner.
- Is open and honest with colleagues and superiors.
- Demonstrates a high level of professional judgment.
- Addresses personal issues in a professional manner.

Responsibility to Colleagues and the Profession

The teacher candidate:

- Collaborates with colleagues in the local school and district to meet local and state educational standards.
- Accepts and uses constructive criticism.
- Contributes to a respectful, professional and supportive school climate characterized by professional integrity.
- Demonstrates awareness of institutional social conventions and expectations.
- Demonstrates ethical and honest behavior.

Responsibility to Parents, Families, and Communities

The teacher candidate:

- Demonstrates an understanding of and respects the values, opinions, and traditions of a diverse community.
- Demonstrates sensitivity to individual differences.
- Encourages and advocates for fair and equal educational opportunities for each student.
- Develops and maintains professional relationships with parents, families and communities.
- Complies with state and federal codes, laws and regulations.

Indicators of Excellence in Teaching and Learning

The teacher candidate became actively engaged in learning.

The teacher candidate:

- Used standards, known student needs, goals, and/or recorded student data to plan engaging, short and/or long-term instruction.

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

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

The teacher candidate:

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

The teacher candidate facilitates learning.

The teacher candidate:

- Carried out instructional plans, followed directions, and introduced new learning activities.
- Understood the reading process, writing process, language development and oral communication and integrated these components effectively when designing and selecting instruction and assessments to increase content learning.
- Monitored learning progress and adjusted strategies in response to learner behavior and needs.
- Became aware of language differences in children, modeled appropriate language use, and adapted instruction and tasks to support different children's needs.
- Conducted developmentally appropriate assessments to monitor and record student performance and assess student progress.
- Appropriately analyzed and interpreted assessment data to relay to families and other professionals and to students to establish self-made learner goals.

The teacher candidate collaborates effectively.

The teacher candidate:

- Worked with teacher and other colleagues to achieve student success, including participation in individualized plans for English language learners or students with special needs.
- Was professionally accountable, punctual, on task, handled materials with care, respected co-workers, used conflict resolution skills, had positive expectations.
- Followed school/agency policy and codes of professional conduct; recognized the importance of privacy, confidentiality and appropriate behavior for students/children.

Educator Disposition Policy

In order 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 (based on the Illinois State Board of Education Code of Ethics) 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 the 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 in order 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 through the use of the CDAF, in any course or experience that pertains to teacher education, in order to identify, analyze, and evaluate dispositions in relation to a career in teaching.

Summative assessment will be conducted using two methods:

1. 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.
2. 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. The Director of the School of Education, as well as the academic advisor, receives this portion of the disposition assessment through the MU Online academic alert system or paper copy.

*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 was 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 in order 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 on 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 disenrollment from the School of Education.*

Expectations of the Teacher Candidate

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

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

- 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.
13. If the results are not satisfactory, talk to the University Supervisor.

Expectations of the Cooperating Teacher

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

Responsibilities include, and are not limited to:

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

Expectations of the University Supervisor

The University Supervisor will serve as a supporter/liaison between teacher candidates, cooperating teachers, the Licensure and Student Teaching Coordinator, and Millikin University.

Responsibilities include, and are not limited to:

- Providing feedback and offering suggestions regarding binder plans
- Reading and responding when necessary to teacher candidate reflection
- Assigning mid-term and final grades (with input from cooperating teacher on mid-term)
- Completing a minimum of 3 observations (1 of which is unannounced)
- Mentoring teacher candidate confidentially
- Encouraging teacher candidates to have deep thinking reflections
- Facilitating conversation between the cooperating teacher and teacher candidate if needed
- Offering suggestions to teacher candidates for problem solving
- Serving as the confidante to the teacher candidate. providing honest and timely feedback weekly
- Being available to the teacher candidate throughout the placement.

Fingerprint Background Check Requirement

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

Attendance Policy

Just as teachers are expected to be present every school day, teacher candidates are expected to be at school every day of the student teaching period. Candidates will follow the assigned school district's calendar. In addition, they must attend pre-internship and post-internship meetings, as well as pre-service and in-service meetings that their cooperating teachers are expected to attend. When holiday breaks occur during student teaching, the teacher candidate must be present in their placement for at least three full days before it can be counted as a true full week. 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. These are defined by the School of Education to be "excused." However, vacation days, mental health days, or days used to catch up/prepare are not acceptable reasons for absences. These are defined as "unexcused" absences. Absences for job fairs and or interviews may be taken with approval from the cooperating teacher and university supervisor and will **not** count as an absence. All materials must be prepared in advance for the classroom. After **three** total absences from student teaching, regardless of whether they are excused or unexcused, an additional week will be added to the student teaching semester. Excused absences will not impact your student teaching grade, but the University Supervisor will have full discretion over whether an unexcused absence will impact your overall grade. 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.

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 & Student Teaching Coordinator should be contacted.

Professional Conduct and Confidentiality

Dress Code

Teacher candidates must dress appropriately for each day of all internships. If the teacher candidate fails to follow the dress code, the cooperating teacher will discuss the matter with the teacher candidate immediately and use the handbook to discuss 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 the dress code is not followed.

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

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

It is important that teacher candidates transition into professional attire. Dress that is considered fashionable on campus may not be considered appropriate attire for classroom teachers. Short skirts or short tops are not appropriate for writing on a board or leaning over student desks. A general guideline to follow is that there must be no 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 because of appearance. Use sound judgment by dressing conservatively with professional clothing, hairstyles, and accessories. Students look up to their teacher candidate as role models. They will benefit from role models who are well groomed and professionally dressed.

Handling Personal Questions

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

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

Physical Contact

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

Confidentiality

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

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

Online Personal Information

Teacher candidates put a significant amount of personal information online (Facebook, Instagram, Twitter, Snap Chat, Reddit, etc.), and some fail to demonstrate sound judgment in editing the content. All teacher candidates must think about possible 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
- Set a realistic timeline for review of the remediation plan

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

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

- the development of a second plan
- the termination of the placement
- 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.

EdTPA

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

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

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

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 in order 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.

Policies for Lesson Plans, Observations, Conferences and Reflections

Binder Plans

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

Weekly Reflections

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

Observations

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

Lesson Plans for Observations

Lesson plans must be submitted forty-eight hours in advance of the observation to the cooperating teacher and the University Supervisor. This will allow time for the cooperating teacher and supervisor to provide insight and suggestions before the instruction begins. Lesson plans must be completed using the format found on Moodle. Failure to submit the lesson plans 48 hours in advance will result in the supervisor not completing the observation. The observation must then be rescheduled. Refusal to follow 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 Skype (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 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 in order for the candidate and the supervisor to discuss the observation. The written observation form will be sent electronically by the supervisor to the candidate and cooperating teacher within 48 hours of the observation.

Being a Reflective Practitioner in the Professional Field of Education

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

Principals and other district personnel most often remark about the Millikin graduate's distinction of being a reflective practitioner 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. Reflections are due Friday at midnight to the University Supervisor and copied to the Licensure and Student Teaching Coordinator. (Note: this date may be altered at the discretion of the teacher candidate's 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.

Policy on Compensated Student Teaching Hours

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

Request for Permission to Work During Student Teaching

Name _____ Semester of Student Teaching _____

Proposed Employment/Location _____ Hours Per Week _____

Days and Times _____

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

Signature _____

Please do not write below this line.

Recommendation of Director, School of Education:

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

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

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

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

Signed _____
Director, School of Education

Extracurricular Activities for Student Teaching

Since extracurricular activities are typically a part of a teacher's role, teacher candidates are encouraged to attend special events and become involved in the culture of the school. Teacher candidates must plan to be a part of whatever events teachers are expected to attend beyond their daily teaching. They must participate in activities including faculty meetings, 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 by 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 into the university is ultimately the decision of the University Supervisor.
3. A conference will be held with the teacher candidate to share the evaluation and final grade.
4. In addition to completing the student teaching final evaluation, both the University Supervisor and the cooperating teacher may complete a recommendation letter at the request of the teacher candidate.

Procedures for Withdrawal from Student Teaching

The teacher candidate must behave in a professional manner from the moment they begin 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:

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

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

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

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

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

Grading Criteria

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

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

The following are suggested indicators for each designated grade:

- A** Excellent beginning teacher – meets and exceeds all of the professional teaching standards as designated by ISBE; is creative, independent, and consistent in planning, implementing, and organizing daily lessons, activities, assessments; establishes positive professional relationships with students, teachers, and staff; demonstrates a very high level of skills, knowledge, and dispositions appropriate to effective teaching; very successfully collaborates with cooperating teacher in actively engaging learners, creating communities of learners, and facilitating learning.
- A-** Highly effective beginning teacher – meets all and exceeds some of the professional teaching standards as designated by ISBE; is consistent and thorough in planning, implementing, and organizing daily lessons, activities, and assessments; establishes professional relationships with students, teachers, and staff; demonstrates a high level of skills, knowledge, and dispositions related to effective teaching; successfully collaborates with cooperating teacher in actively engaging learners, creating communities of learners, and facilitating learning.
- B+** Very effective beginning teacher – meets most of the professional standards of teaching as designated by ISBE; is effective in planning, implementing and organizing daily lessons, activities, and assessments; establishes satisfactory relationships with students, teachers, and staff; demonstrates a high level of skills, knowledge, and dispositions related to effective teaching; very effectively collaborates with cooperating teacher in actively engaging learners, creating communities of learners, and facilitating learning; has one or more areas in which improvement is needed.
- B** Moderately effective beginning teacher - meets most of the professional standards of teaching as designated by ISBE, but has at least one significant area for improvement; is becoming more effective in planning, implementing and organizing daily lessons, activities and assessments; establishes satisfactory relationships with students, teachers, and staff; effectively collaborates with cooperating teacher in actively engaging learners, creating communities of learners, and facilitating learning; demonstrates skills, knowledge, and dispositions related to effective teaching; has two or more areas in which additional improvement is needed.
- B-** Somewhat effective beginning teacher – meets professional teaching standards as designated by ISBE, but has two significant areas requiring improvement; has shown 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 in order to effectively plan, implement, and organize daily lessons, activities and assessment; has not successfully established satisfactory relationships with students, faculty, and/or staff within the learning community. Dispositional issues or lack of skills, or knowledge, or deficits in skills interfere with the teacher candidate’s ability to effectively collaborate with students, faculty and/or staff within the learning community; additional work is needed to successfully collaborate with the cooperating teacher in actively engaging learners, creating communities of learners, and facilitating learning. If this grade is given at midterm, a remediation plan is required. If a teacher candidate receives this grade at the end of student teaching, they will not be recommended for licensure by the School of Education.
- F** Failure to Complete Student Teaching. A grade of F indicates that the candidate did not meet professional standards expected of teacher candidates. It may also mean that a remediation plan was not fulfilled and the ineffective performance at another level continued. A grade of F suggests that dispositional issues or skill/knowledge deficits are significant enough for Millikin to recommend that the teacher candidate not be retained in the School of Education. If a teacher candidate is failing student teaching at midterm, they will be counseled to withdraw from student teaching. If a teacher candidate’s performance deteriorates to a failing grade after week 10, the teacher candidate will not be retained in student teaching and will receive an F.

Procedure for Student/Candidate Concerns

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

Definitions:

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

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

Student/Candidate Grievance Procedure

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

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

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

Fees

There is a \$400 fee assigned to the student teaching course. This fee covers the cooperating teacher honorarium (which is part of our affiliation agreement contracts with Illinois School Districts) and supervisor mileage. If the Illinois State Board of Education decides to bring a replacement for the edTPA forward in a future academic year, a fee will be added to the senior seminar course to cover the cost for students taking that assessment.