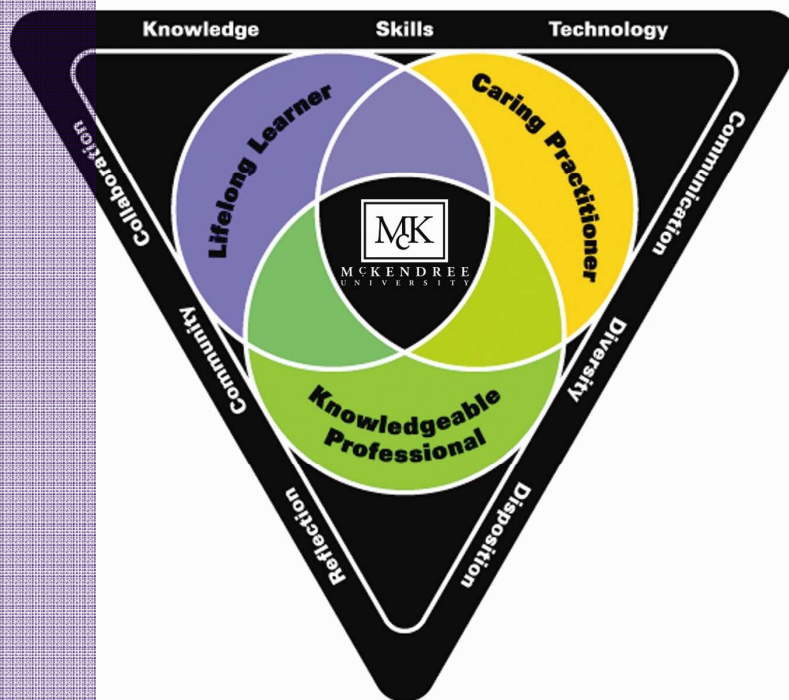




TEACHER EDUCATION PROGRAM GRADUATE HANDBOOK

Framework for Teacher Education



McKendree University
Teacher Education Program
Graduate Handbook

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Welcome

Congratulations on your choice to enter an important and rewarding career field, and welcome to the McKendree University School of Education!

Our Teacher Education Program is uniquely designed to meet the needs of future educators as well as support the liberal arts foundation that is fundamental to a degree from McKendree University. Our faculty are up-to-date on the needs of the classroom as well as the latest trends and requirements of the field and are deeply committed to preparing future educators to excel as teachers. We take the profession of education very seriously and hold our students to high standards in order to ensure success in their futures as classroom teachers.

As you have already begun to learn, education is a constantly changing and evolving field. The Teacher Education Program at McKendree University is approved by the Illinois State Board of Education (ISBE) to entitle teacher candidates in approved licensure areas. Because McKendree University must meet the requirements issued by ISBE, their requirements take precedence over the catalog of record for individuals seeking teacher licensure.

This handbook is designed to serve as a resource for Education majors on the journey toward becoming a teacher. Along with the course catalog, this handbook should be retained throughout your time at McKendree to answer questions as they arise. Of course, McKendree Teacher Education Program faculty and staff, listed in the back of this handbook, are always happy to help you as well!

About the Program

The Teacher Education Program at McKendree University offers applicants the opportunity to prepare for teaching licensure in the State of Illinois. Applicants may choose to major in the following areas:

- Elementary Education (1-6)
- English Language Arts (5-8 & 9-12)
- Mathematics (5-8 & 9-12)
- Science (Biology or Chemistry Emphasis) (5-8 & 9-12),
- Social Science (History, Political Science, or Psychology Emphasis) (5-8 & 9-12)
- Art (K-12)
- Music (K-12)
- Physical Education (K-12)
- Special Education (K-12)

McKendree School of Education believes that candidates who are interested in a teaching career must develop the necessary skills of teaching through a sequence of professional education courses in theory and methodologies. A series of clinical experiences in a variety of diverse school settings help candidates transfer university classroom instruction into practical teaching skills.

School of Education Mission

It is the mission of the School of Education at McKendree University to prepare teachers and other education professionals as lifelong learners, caring practitioners, and knowledgeable professionals.

School of Education Philosophy, Core Beliefs, Purpose and Outcomes

The philosophy of the McKendree University School of Education encompasses the basic concepts of many educational philosophies. However, traditions and approaches found within the School of Education find their roots primarily in a progressivist experience with teaching and learning that is based upon the approach of John Dewey. An experiential approach enables teacher candidates to increase their ability to grow and adapt to a constantly changing and dynamic society.

The School of Education prepares educators who:

- Have a strong foundation in content knowledge.
- Acquire and use specific skills to enhance teaching and learning.
- Apply the use of current technology to teaching and learning.
- Are effective communicators.
- Are prepared to teach within a diverse society.
- Exhibit dispositions appropriate to the profession.
- Practice personal reflection on their teaching.
- Are collaborative professionals.
- Are active members of the community.
-

In light of these beliefs, it is the philosophy of the program to use an approach that prepares educators who are professionals with a strong foundation in knowledge, practice the profession in a caring manner, and consider learning to be a basic foundation to their lifelong experience. Thus, our primary purposes and goals are to: (1) prepare educators for P-12 public, private and parochial schools as identified in the unit's Conceptual Framework, (2) who display the characteristics identified in dispositions, (3) who are prepared in competencies identified by the Unit which meet the expectations of state and national standards. The core standards are listed with the competencies below.

The primary goal of the McKendree University School of Education is to prepare educators who are able to address the educational needs of the region it serves at all levels. In light of this, the SOE purpose and goal is to prepare candidates who meet these outcomes and competencies:

Knowledgeable Professional

- Possess content and pedagogical knowledge.
- Create learning experiences that make content meaningful to all learners.
- Integrate theory and practice in design and delivery of lessons.
- Understand instructional planning and designs and delivers instruction based on the discipline, student needs, community expectations, and curricular goals.
- Understand formal and informal assessment and utilizes them to support student development.
- Apply appropriate technology, media, and materials in instructional design and practice.

Caring Practitioner

- Respect cultures, values, beliefs, and talents of all people.
- Understand that self-esteem influences achievement.
- Recognize and address cultural differences in communication.
- Establish communication and productive relationships with students, parents, colleagues, and other community members.
- Exhibit appreciation of the responsibility of educators.
- Apply pedagogical theory to diverse educational settings.
- Use technology as a tool to meet the diverse needs of students.
- Practice professional ethics which are mirrored in McKendree University's tradition of Christian values.

Lifelong Learner

- Understand, apply, and integrate research into teaching and learning.
- Use various resources and technology as tools for professional growth.
- Possess knowledge of schools as a social and political system.
- Illustrate a commitment to teaching, learning, and service through professional development.
- Recognize that careers in education require lifelong reflection.
- Recognize the contextual and interactive roles between the profession and the community.

Becoming a Licensed Teacher in Illinois

The McKendree University Teacher Education Program prepares you for a career in teaching and is approved as an Illinois education preparation program in the State of Illinois. Following program completion, you will be entitled by McKendree to apply for a Professional Educator License (PEL) through the Illinois State Board of Education (ISBE). ISBE requirements for licensure are as follows:

1. A passing score on an ISBE-approved test of basic skills—the Test of Academic Proficiency (TAP 400), ACT, or SAT.
2. A passing score on the applicable content-area test(s) prior to student teaching. Content tests are valid for 10 years.
3. A passing score on the Teaching Professional Assessment (edTPA) for program completion.
4. Completion of an approved Illinois educator preparation program for the type of endorsement sought that includes coursework addressing:
 - ☐ Cross-categorical special education methods
 - ☐ Methods of reading and reading in the content area

Upon completion of the program, the Illinois institution will notify ISBE via the Educator Licensure Information System (ELIS) that you qualify for a license and/or endorsement. This process is called “entitlement.” By entering this notification, the institution is confirming you have completed all coursework and testing requirements needed for the license/endorsement per current Illinois rules and regulations. After your university enters the notification, you will see a badge on your ELIS home screen that alerts you to apply for your entitlement notification.

Illinois Licensure Testing

In order to ensure the quality of educators in the state of Illinois, the Illinois State Board of Education (ISBE) requires a series of assessments be completed by each teacher candidate prior to licensure. Teacher candidates are responsible for requesting that test scores be reported to McKendree University and to the ISBE.

Illinois Licensure Testing System (ILTS)

This program measures a part of what is essential for an Illinois educator: a sound knowledge base in the basic skills and in the field of specialization covered by the license. It is designed to be one component in a comprehensive process of assessment of a candidate's qualifications that culminates in a licensure decision. Other aspects of the licensure process, including course work in an approved program, grades, and advisement received at the teacher preparation institution, contribute to the assessment of candidates.

Successful completion of two ILTS tests is required in Illinois. These are the Test of Academic Proficiency (or ACT or SAT) and the Content-Area Test. Tests are available year-round exclusively in an online format. Registration, study guides, and other useful information regarding these assessments is available at <http://www.il.nesinc.com/>. Descriptions of these tests and a suggested timeline for taking these are included below:

Test of Academic Proficiency (TAP)

The Illinois Licensure Testing System requires successful completion of this test for admission to any Illinois teacher preparation program and for Licensure. A passing score is required for admission to the Teacher Education Program. This test assesses reading comprehension, language arts (grammar and writing), and mathematics skills. Alternatively, students may earn an acceptable score on the ACT or SAT as described in the Admission to Teacher Education requirements. *This test should be taken prior to or during enrollment in EDU 510.*

Content-area Tests

Prior to student teaching, teacher candidates must demonstrate mastery of the content for which they will be responsible teaching. Content-area tests correspond to the Illinois-approved program under completion. For example, an Elementary Education major will take the more general Elementary content test, while a Secondary English Education student will take the more specific English Language Arts content test. A passing score on the content-area test is required for admission to Student Teaching. *This test should be taken before or during the semester prior to student teaching.*

In addition to the tests described above, student teachers must complete and earn an acceptable score on the **Teacher Performance Assessment (edTPA)** in order to become a licensed teacher in Illinois. The edTPA is a performance assessment developed to help determine if new teachers are ready to enter the profession with the skills necessary to help all of their students learn. This nationally-available assessment involves student teachers in planning, instructing, and assessing student learning. Support for completion of the edTPA is provided during student teaching seminars.

Recommended Professional Education Course Sequences

Elementary Education (Grades 1-6) Licensure Only

Please note: Actual course sequencing varies depending upon individual student course load & summer coursework preferences.

First Year

First Semester

EDU 600 Professional Educator Seminar (0)
EDU 511 Teaching and Learning with Technology (2)
EDU 510 Introduction to Teaching (2)
SPE 505 Instruction of Diverse Learners (3)

Apply to Teacher Education Program

Second Semester

EDU 602 Multicultural Education (3)
EDU 650 Advanced Educational Psychology (3)

Second Year

First Semester

EDU 558 Assessing Student Learning (3)
EDU 560 Movement Concepts (2)

Second Semester

EDU 501 Methods of Teaching Fine Arts (ELE) (3)
EDU 509 Introduction to Instructional Planning and Delivery (3)
EDU 509A Field Practicum I (0)
EDU 520 The Learning Environment (3)

Third year

First Semester

EDU 530 Early Literacy (3)
EDU 542 Teaching Science in the Elementary Classroom (3)
EDU 546 Methods of Teaching and Learning Social Science in the Ele. Classroom (3)
EDU 542A Field Practicum II (0)

Apply for Student Teaching

Second Semester

EDU 535 Methods of Content Area Reading (Elem) (3)
EDU 541 Teaching Elementary Mathematics (3)
EDU 545 Learning and Teaching Language Arts (3)
EDU 545A Field Practicum III (3)

Complete Illinois Content Area Exam &

Final Semester

EDU 695 Student Teaching & Seminar (ELE) (6)
EDU 599 Teaching Performance Assessment (edTPA) (0)

Middle School Education (Grades 5-8) Licensure Only

Please note: Actual course sequencing varies depending upon individual student course load & summer coursework preferences.

First Year

First Semester

EDU 600 Professional Educator Seminar (0)
EDU 511 Teaching and Learning with Technology (2)
EDU 510 Introduction to Teaching (2)
SPE 505 Instruction of Diverse Learners (3)

Apply to Teacher Education Program

Second Semester

EDU 602 Multicultural Education (3)
EDU 650 Advanced Educational Psychology (3)

Second Year

First Semester

EDU 509 Introduction to Instructional Planning and Delivery (3)
EDU 509B Field Practicum I (Middle School) (0)
EDU 558 Assessing Student Learning (3)

Second Semester

EDU 503 Middle School Philosophy & Practices (3)
EDU 520 The Learning Environment (3)
EDU 520B Field Practicum II (Middle School) (0)

Apply for Student Teaching

Third year

First Semester

EDU 504 Early Adolescence and Schooling (3)
EDR 510 Adolescent Literature (3)

Second Semester

EDU 512 Methods of Content Area Reading & Writing (3)
EDU 57x Content-Area Methods (3)
EDU 57xB Field Practicum III (Middle School) (0)

Complete Content Area Exam

Final Semester

EDU 692 Student Teaching & Seminar (MS) (6)
EDU 599 Teaching Performance Assessment (edTPA) (0)

Secondary Education (Grades 9-12) Licensure Only

Please note: Actual course sequencing varies depending upon individual student course load & summer coursework preferences. This program is currently under revision. Please be aware that program changes may result in changes to your course requirements.

First Year

First Semester

EDU 510 Introduction to Teaching (2)

EDU 600 Professional Educator Seminar (0)

EDU 650 Advanced Educational Psychology (3)

Apply to Teacher Education Program

Second Semester

EDU 511 Teaching and Learning with Technology (2)

EDU 602 Multicultural Education (3)

SPE 505 Instruction of Diverse Learners (3)

Second Year

First Semester

EDU 509 Introduction to Instructional Planning (3)

EDU 613 Field Practicum II (0)

EDU 558 Assessing Student Learning (3)

Second Semester

EDU 520 The Learning Environment (3)

EDR 510 Adolescent Literature (3)

Apply to Student Teaching

Third Year

First Semester

EDU 512 Methods of Teaching Reading & Writing in the Content Area (3)

EDU 57x Methods of Teaching in Content Area (3)

EDU 614 Field Practicum III (0)

Complete Illinois Content Area Exam

Second Semester

EDU 695 Student Teaching and Seminar (6)

EDU 599 Teaching Performance Assessment (edTPA) (0)

Special Areas (K-12 Art, Music, PE) Licensure Only

Actual course sequencing varies depending upon individual student course load & summer coursework preferences. This program is currently under revision. Please be aware that program changes may result in changes to your course requirements.

First Year

EDU 510 Introduction to Teaching (2)

EDU 600 Professional Educator Seminar (0)

EDU 650 Advanced Educational Psychology (3)

Apply to Teacher Education Program

EDU 611 Curriculum Theory and Design (3)

EDU 613 Field Practicum II (0)

EDL 620 School Law (3)

SPE 505 Instruction of Diverse Learners (3)

Apply to Student Teaching

Second Year

EDU 512 Methods of Teaching Reading in the Content Area (3)

EDU 57x Methods of Teaching in Content Area (3)

EDU 614 Field Practicum III (0)

Complete Illinois Content Area Exam

EDU 695 Student Teaching and Seminar (6)

EDU 599 Teaching Performance Assessment (edTPA) (0)

Master of Arts in Special Education (Grades K-12) Initial Licensure

Please note: Actual course sequencing varies depending upon individual student course load & summer coursework preferences.

First Year

EDU 510 Introduction to Teaching (2)
EDU 600 Professional Educator Seminar (0)
SPE 500 Foundations of Special Education (2)
SPE 500A Field Practicum I (0)
SPE 690 Characteristics of Students with Disabilities (3)
EDU 511 Teaching and Learning in Technology (2)

Apply to Teacher Education Program

EDU 541 Teaching Elementary Mathematics (3)
SPE 510 Behavior Management (3)
SPE 510A Field Experience II (0)
SPE Elective Hours (2)

Summer

EDU 641 Educational Research and Statistics (3)
EDU 645 Action Research Planning (2)

Second Year

EDL 620 School Law (3)
EDU 650 Advanced Educational Psychology (3)
SPE 592 Assessment and Progress Monitoring in Special Education (3)

Apply to Student Teaching

EDU 530 Early Literacy (3)
SPE 540 Assistive Technology and Low Incidence Disabilities (3)
SPE 594 Methods of Teaching Students with Disabilities (3)
SPE 594A Field Experience III (0)

Complete Illinois Content Area Exams

Final Semester

SPE 697 Student Teaching (6)
SPE 599 Teacher Performance Assessment (0)

McKendree University Teacher Education Program Admission Requirements (Graduate)

Graduate student acceptance into the Teacher Education Program is contingent upon achievement of the following:

- A passing score on all subtests of the Test of Academic Proficiency (TAP)
OR
A composite score on the ACT Plus Writing of 22 and a combined English/Writing score of 19 if taken prior to September 2015. If taken September 2015 or later, a composite score of 22 and a Writing score of 16.
OR
A composite score on the SAT of 1030 (Critical Reading + Mathematics) and a minimum score of 450 on Writing if taken prior to March 5, 2016. If taken on or after March 5, 2016, a composite score of 1110 (Evidence-based Reading and Writing + Mathematics) and a minimum score of 26 on Writing and Language Test.
- Completion of General Education courses (based on program requirements) with a grade of C or higher.
- Submission of a criminal background check and TB test in accordance with the Illinois State Board of Education requirements.*
- Completion of EDU 511 Teaching and Learning with Technology (if required by program) and EDU 510 Introduction to Teaching with a grade of C or higher.**
- Attainment of a minimum cumulative GPA of 3.0 for all coursework accepted in transfer and all coursework completed at McKendree University.
- Submission of Teacher Education Program Admission Form by **November 1** or **April 1** deadline. This e-form application is available online at https://eforms.mckendree.edu/eforms/eform.aspx?form_id=125

* Criminal Background Check and tuberculosis testing must be completed prior to participation in any field placement. For students' convenience, the Field Experience and Licensure Office arranges for background checks to be held on campus one day at the start of each semester. The TB test may be taken and the results read at any private physician's office or at a public health office. A form signed by the healthcare professional who administered the test stating the date and the result of the test must be provided to the Field Experience Coordinator prior to the first school visit.

**Applications may be approved on a contingent basis prior to completion of EDU 511 and EDU 510 provided those courses are underway during the semester of application.

Approval Process

Upon receipt of application, minimum requirements are verified by the Field Experience/Licensure Office. Names of applicants meeting all requirements are submitted to the Council on Teacher Education (COTE) for official approval prior to the next semester. *Without approval, a student may not continue in Education coursework.* Written notification of application status will be provided to each applicant. Upon approval, an Education major becomes a teacher candidate.

Retention

To remain in the Teacher Education Program, a teacher candidate must:

- ☐ Maintain a minimum cumulative GPA of 3.0 in all coursework
- ☐ Complete Professional Education courses with a grade of C or higher
- ☐ Receive satisfactory ratings on Dispositions assessments by faculty
- ☐ Earn satisfactory ratings on cooperating teacher and university supervisor evaluations.

Ongoing Assessment

Assessments of dispositions, lesson planning, and teaching performance are conducted in an online program called LiveText. All teacher candidates are required to purchase and utilize LiveText throughout the Teacher Education Program. A license to use the web site may be purchased through the McKendree University Bookstore. Each license is valid until one year after program completion for a maximum of five years. The registration code found in the license CD can only be used for a single registration and students may not share LiveText accounts due to practical and copyright considerations. Initial instruction on the use of LiveText takes place in EDU 511 Technology Integration in the Classroom Curriculum and EDU 510 Introduction to Teaching. Registration for a LiveText account is made through the LiveText web site: <http://college.livetext.com>. Teacher candidates must register for the McKendree University domain in LiveText to have access to McKendree University templates and information. Instructors for each Professional Education course will indicate required items to be submitted for review in LiveText.

Academic Performance

Mastery of coursework content is essential to effective teaching. Academic performance is monitored throughout teacher candidacy through review of individual course grades and GPA. In addition, each teacher candidate must earn a passing score on the state content exam to proceed to student teaching.

Dispositions Assessment

The McKendree University Teacher Education Program takes seriously the dispositions--attitudes, outlooks, and beliefs--of its students. These dispositions of a candidate completing the program are grounded in the mission of McKendree University. A successful teacher candidate demonstrates through his/her behavior each of the following dispositions of the McKendree University education program:

1. Respects cultures, values, beliefs, and talents of all people.
2. Believes that all students can learn.
3. Values the importance of diversity in an ever changing world.

4. Values the use and application of technology in teaching and learning.
5. Appreciates the responsibility of educators to motivate and affect student learning.
6. Reflects professional ethics that are mirrored in McKendree University's tradition of Christian values.
7. Believes that professional development is essential for growth in teaching, learning, and service.
8. Is committed to a career in education that is based upon lifelong reflection.
9. Values the contextual and interactive roles between the profession and the community.
10. Believes that educators must be effective oral and written communicators.
11. Values the tenets and responsibilities of the education profession by dressing appropriately.
12. Values the tenets and responsibilities of the education profession by meeting attendance requirements appropriately.
13. Values the tenets and responsibilities of the education profession by completing professional responsibilities promptly.
14. Values the tenets and responsibilities of the education profession by conducting one's self in a professional manner.

Disposition Procedures

Pre-teacher candidates complete a self-assessment of dispositions during the Introduction to Teaching course to familiarize themselves with the dispositions expectations and review areas for growth. In each Professional Education course, the dispositions of Education students are assessed by course Instructors, university supervisors, and cooperating teachers. Assessments are completed in LiveText and are accessible by students.

In addition to completion of disposition assessments at the completion of each semester, full-time Initial Licensure faculty meet on a monthly basis throughout the semester to raise concerns about individual student dispositions that may threaten a students' success in meeting program expectations. Remediation plans are initiated by this team and implemented by individual faculty members and the Director of Teacher Education as needed.

Lesson Planning

Effective teaching requires significant planning and preparation. In selected courses throughout the Teacher Education Program, teacher candidates utilize a provided template in LiveText to generate lesson plans for review and assessment by faculty. In addition, lesson plans are reviewed prior to teaching observed lessons in field placements and subsequently assessed by university supervisors.

Teaching Performance

Instructional delivery and classroom management are the crux of the teaching profession. In field placements, teaching performance will be assessed by the university supervisor and the cooperating teacher using the current Performance Assessment available in LiveText. In addition, constructive feedback and coaching will be provided to guide the teacher candidate toward continual growth in this area.

Failure to Meet Expectations

Remediation

If a teacher candidate is identified as having deficiencies in any of the above areas of assessment, remediation will be attempted by course Instructors, university supervisors, and/or the Director of Teacher Education. Positive responses to these interventions show acceptance of feedback and openness to personal growth. Teacher candidates showing progress will continue in the program. Teacher candidates who fail to improve with increased support and mentoring may be recommended for removal from the program.

Administrative Hearing Process

If a candidate is recommended for removal from teacher education, denial of student teaching, or denial of entitlement, the Director of Teacher Education shall convene, at the request of the candidate, an impartial hearing panel consisting of the following members:

1. The Director of Teacher Education – Chair of Hearing Panel (votes only in the case of a tie),
2. A faculty member outside of Teacher Education,
3. The candidate's Faculty Advisor (unless the Advisor is making the recommendation, then another member of the Teacher Education faculty shall serve),
4. A practicing teacher, and
5. A teacher candidate seeking the same licensure level.

The teacher candidate is afforded due process rights with this administrative hearing. Upon hearing the testimony and evidence from both sides, the panel shall make a decision to support the recommendation for removal or denial, or apply conditions to allow the candidate to continue, or allow the candidate to continue without conditions.

Initial Field Observations

An initial classroom observation experience is required of students in EDU 510 Introduction to Teaching*. School organization, teaching dispositions, history and philosophy of education, and legal issues are explored through classroom discussion and direct observation in K-12 school settings. Students in this course are required to actively observe and appropriately engage with faculty, staff, and students within assigned schools for a total of 24 hours. Field observations are a three-hour block of time, once a week, over four weeks in both an elementary and a secondary/middle school placement. Students are responsible for arranging their schedules to allow for transportation to and from local schools in addition to the time in the classroom.

*Students pursuing licensure in Special Education complete the initial field observation period of 30 hours in association with the SPE 500 Foundations of Special Education course.

In accordance with requirements set forth by the Illinois State Board of Education (ISBE), students must complete and submit the following documents to the Field Placement and Licensure Officer before they are permitted to observe in K-12 schools.

1. Background check (McKendree campus)
2. TB test results (individual chosen health provider)
3. Mandated Reporter training (online)

No whole-class teaching is expected during this observation period. However, if a cooperating teacher provides the pre-teacher candidate an opportunity to teach a lesson, he/she may accept the offer. Suggested activities will be provided to the student and the cooperating teacher prior to the initial observation. Expectations of the student in the observation period include:

- Make contact with the cooperating teacher upon assignment to begin arranging the first classroom visit and schedule the semester.
- Act as a respectful guest in the cooperating school district, building, and classroom at all times.
- Report promptly to each and every scheduled classroom visit.
 - Be aware of and plan ahead to schedule your classroom visits to meet the required length and frequency of your field placement.
 - In the event of absence due to illness, injury, or family emergency, notify the cooperating teacher as soon as possible. Provide documentation of the reason for absence to each of these parties upon return to the building.
- Confer regularly with the cooperating teacher to obtain feedback on performance.
- Assume responsibilities and duties delegated by the cooperating teacher. Be alert for opportunities to assist the cooperating teacher and gain the widest experience possible.
- Dress in appropriate and professional clothing.
- Understand that confidentiality is an important part of professionalism. Do not share information you hear from other teacher candidates, students or parents in your assigned school.
- Complete and submit a time sheet to the Field Placement Office at the completion of each field experience.

Field Experiences

Throughout the Teacher Education Program, teacher candidates are immersed in the field of education through placement in a variety of classroom settings. Field experiences are imbedded within the Teacher Education Program through a sequence of selected courses. The field experiences are designed in such a way that they increase in length and intensity throughout the Teacher Education Program leading up to the semester of student teaching. Experiences must be completed over the period of weeks indicated and must be sequentially completed over four or five semesters.

Experiences are designed to provide candidates with an opportunity to connect theory to practice and acquire a greater understanding of the operations of classrooms and school systems. Candidate involvement and teaching expectations gradually increase each semester in preparation for student teaching. During field experiences, candidates are expected to:

- demonstrate professional dispositions
- apply content and pedagogical knowledge to instruction
- demonstrate appropriate oral and written communication skills
- develop an understanding of school communities and student diversity
- strengthen instructional delivery
- support a positive learning environment
- incorporate evidence-based strategies
- practice data-based decision making
- integrate technology into instruction
- develop professional relationships
- enhance skills as a reflective practitioner
- develop an appreciation for professional development and lifelong learning

Field practicum assignments will be made in different schools and types of communities to expose the candidate to as many varied experiences as possible prior to student teaching, following state guidelines. Classroom placements are coordinated and assigned by the Field Experience Coordinator and overseen by the Director of Teacher Education.

Field Practicum Evaluation

Each field practicum is either a stand-alone course or embedded into a professional education course for which you will earn a grade. In addition, you will be provided with valuable ongoing feedback related to your abilities in instructional planning, delivery, and assessment of student achievement as well as dispositions appropriate to the career of teaching.

Assessments include the following:

- Lesson Plan Assessments
- Performance Assessments
- Content Assessments
- Reflections
- Dispositions and Professionalism, especially
 - Attendance
 - Communication
 - Preparation and meeting of deadlines

Elementary and Middle School Education Field Experiences

Field Practicum I – 48 hours (EDU 509A or B)

Field experience in a classroom of a local elementary school under the guidance and supervision of an experienced teacher and clinical supervisor. The field experience will consist of 48 contact hours (6 hours per day, one day per week) over an eight week period. Expectations include teaching at least two full lessons (one of which will be video recorded and formally assessed).

Field Practicum II – 54 hours (EDU 542A or 520B)

Field experience in a classroom of a local elementary school under the guidance and supervision of an experienced teacher and clinical supervisor. The field experience will consist of 54 contact hours (6 hours per day, one day per week) over a nine week period. Expectations include teaching at least three full lessons (two of which will be formally assessed).

Field Practicum III – 120 hours (EDU 545A or 5xxB)

Field experience in a classroom of a local elementary school under the guidance and supervision of an experienced teacher and clinical supervisor. The field experience will consist of 120 contact hours (6 hours per day, two days per week) over a ten week period. Expectations include teaching at least four full lessons (three of which will be formally assessed).

Student Teaching and Seminar – 80 days (EDU 695 or 692)

This course is the capstone field experience taking place in a selected classroom of a local school under the guidance and supervision of an experienced teacher and clinical supervisor. Student teaching is a 16-week intensive experience in either the fall or spring semester. Fall semester student teachers begin with the opening of the assigned school immediately following summer vacation. Spring semester student teachers begin in January immediately following the assigned school's winter vacation. The student teacher will experience increased teaching responsibility as outlined in the student teaching handbook.

Special Area (K-12) Education Field Experiences

EDU 613 Field Practicum II – 36 hours

This assignment involves both observation and instruction. The teacher candidate will be expected to teach at least one full lesson to be formally evaluated in the assigned classroom, though more may take place at the discretion of the cooperating teacher. The field experience will consist of 36 contact hours (6 hours per day, one day per week) over a six week period.

EDU 614 Field Practicum III– 48 hours

This assignment involves increased opportunities and experiences conducting teaching assignments. Through the 8 week assignment, the teacher candidate will have increased teaching responsibility and will be expected to teach at least two complete lessons for formal evaluation, though more may be assigned. The field experience will consist of 48 contact hours (6 hours per day, one day per week) over an eight week period.

EDU 695 Student Teaching – 80 days

This course is the capstone field experience taking place in a selected classroom of local secondary (or elementary and secondary for K-12 programs) schools under the guidance and supervision of an experienced teacher and clinical supervisor. Student teaching is a 16-week intensive experience in either the fall or spring semester. Fall semester student teachers begin with the opening of the assigned school immediately following summer vacation. Spring semester student teachers begin in January immediately following the assigned school's winter vacation. The student teacher will experience increased teaching responsibility as outlined in the student teaching handbook.

Special Education (K-12) Field Experiences**SPE 500A Field Experience I – 30 hours**

Field experience in a public school special education program under the guidance and supervision of an experienced teacher and clinical supervisor. The field experience will consist of 30 contact hours over a sixteen week period. Expectations include observations in and reflections upon experiences in a special education classroom. The focus of Field Experience I is in the areas of Foundations of Special Education and Characteristics of Students with Disabilities.

SPE 510A Field Experience II – 30 hours

Field experience in a public school special education program under the guidance and supervision of an experienced teacher and clinical supervisor. The field experience will consist of 30 contact hours over a sixteen week period. Expectations include observation and formal evaluation of at least one taught lesson. The focus of Field Experience II is in the areas of Adaptations and Accommodations for students with Disabilities, Diagnostic Assessment, and Language Disorders in Special Education.

SPE 594A Field Experience III – 30 hours

Field experience in a public school special education program under the guidance and supervision of an experienced teacher and clinical supervisor. The field experience will consist of 30 contact hours over a sixteen week period. Expectations include observation and formal evaluation of at least two taught lessons. The focus of Field Experience III is in the area of Teaching Methods in Special Education.

SPE 697 Student Teaching: Students with Disabilities – 80 days

This course is the capstone field experience taking place in a selected classroom of local elementary schools under the guidance and supervision of an experienced teacher and clinical supervisor. Student teaching is a 16-week intensive experience in either the fall or spring semester. Fall semester student teachers begin with the opening of the assigned school immediately following summer vacation. Spring semester student teachers begin in January immediately following the assigned school's winter vacation. The student teacher will experience increased teaching responsibility as outlined in the student teaching handbook.

Responsibilities of Teacher Candidates in Field Experiences

Responsibilities of the teacher candidate include:

- Make contact with the cooperating teacher upon assignment to begin arranging the first classroom visit and schedule the semester.
- Act as a respectful guest in the cooperating school district, building, and classroom at all times.
- Report promptly to each and every scheduled classroom visit.
 - Be aware of and plan ahead to schedule your classroom visits to meet the required length and frequency of your field placement.
 - In the event of absence due to illness, injury, or family emergency, notify the cooperating teacher and the university supervisor as soon as possible. Provide documentation of the reason for absence to each of these parties upon return to the building.*
- Communicate regularly with the university supervisor, and schedule in advance for required observations. Although it is recommended that the majority of the visits be scheduled, McKendree faculty members reserve the right to check on teacher candidate progress at any time.
- Be well-prepared for all teaching opportunities. One of the primary causes of ineffective teaching is the lack of proper planning and preparation to teach.
- Submit lesson plans and weekly reflections to the university supervisor for review in LiveText in a timely fashion. Lesson plans are due at least 48-week-day hours prior to a scheduled observation.
- Confer regularly with the cooperating teacher to obtain feedback on candidate performance.
- Assume responsibilities and duties delegated by the cooperating teacher. Be alert for opportunities to assist the cooperating teacher and gain the widest experience possible from the field assignment.
- Dress in appropriate and professional clothing.
- Behave at all times as if under contract by the district/school of placement. Understand that confidentiality is an important part of professionalism. Do not share information you hear from other teacher candidates, students or parents in your assigned school from practicing teachers, administrators or your university supervisor.
- Complete and submit a time sheet to the Field Placement Office at the completion of each field experience.

The Cooperating Teacher

The cooperating teacher is a full-time classroom educator charged with modeling teaching practices for and mentoring the teacher candidate. In addition to playing a supporting role, the cooperating teacher also assesses the performance of the teacher candidate during field experiences, including student teaching.

Responsibilities of the Cooperating Teacher include:

- Work with the teacher candidate to schedule the appropriate number and frequency of classroom visits.
- Participate in a brief “Meet and Greet” meeting with the teacher candidate and the university supervisor in the first two weeks of the placement.
- Maintain clear and open lines of communication with the teacher candidate and the university supervisor throughout the field experience.
- Keep lines of communication open with the university supervisor.
- Remain physically accessible to the teacher candidate at all times, acting as the teacher of record in the classroom.
- Provide clear and constructive feedback to the teacher candidate on a regular basis.
- Review lesson plans in advance of any instruction to be delivered by the teacher candidate to provide approval and constructive feedback.
- Complete required Dispositions and Performance Assessments in LiveText.

The University Supervisor

The university supervisor is responsible for supporting and assessing the performance of the teacher candidate during field experiences, including student teaching. These individuals have years of experience in the field and provide valuable insight and mentoring opportunities for the teacher candidate.

Responsibilities of the University Supervisor include:

- Serve as the main point of contact with McKendree University for the teacher candidate and the cooperating teacher during the field experience. The university supervisor will be readily available for consultation with the cooperating teacher and the teacher candidate.
- Review of weekly reflections. The university supervisor will regularly check submission and content of teacher candidate reflections in LiveText and use the reflection as a point of communication regarding successes, challenges, and progress in the classroom.
- Review of lesson plans. The supervisor will review lesson plans submitted in LiveText in advance of a scheduled observation to verify proper planning and provide feedback to improve the instructional outcomes of the lesson.
- Observation of instruction. The supervisor will observe the student teacher's delivery of lessons. Observations should involve as many different subject areas as possible. The supervisor will also discuss progress, areas of concern, the lesson observed, etc., with both the cooperating teacher and the teacher candidate, either jointly or individually, during each visit.
- Assessment of performance. The supervisor is responsible for the prompt completion of all required assessments following each observation (lesson plan and performance) as well as dispositions assessments.
- Assignment of the final grade for the field experience (where applicable) using McKendree University grade system. Grades will be assigned according to criteria in the field experience syllabus.

Admission to Student Teaching

Application

One year prior to the semester of student teaching, teacher candidates apply to the Council on Teacher Education for admission to student teaching. Application for Student Teaching is available in the Forms section of the School of Education website. Typed applications are accepted by the Field Experience Coordinator prior to **October 1** and **March 1** deadlines each semester.

Faculty Review Process

Following the deadline for application to student teaching, a list of candidates seeking admission shall be distributed to the faculty of the University for review, comment, and challenge. If a candidate's application for admission to the student teaching program is challenged by three or more members of the faculty, that candidate's application must be reviewed by a committee and a recommendation made to the Council on Teacher Education for consideration before that candidate can be admitted. If a candidate receives any challenge to admission, that information shall be included with the materials submitted to the Council on Teacher Education, and the Director of Teacher Education or his/her designee will counsel the candidate on the challenge and the ramifications it may have on the candidate's admission.

Reasons for challenging a candidate's admission to the program include but are not limited to:

- Evidence of issues of moral turpitude
- Weak oral and/or written communication skills
- Unethical behavior, including plagiarism
- Poor classroom attendance
- Dispositions inappropriate to teaching

If a candidate's admission is challenged by three or more members of the faculty, the Director of Teacher Education will ask each of the faculty members involved to submit documentation or evidence to support the challenge. The Admissions Sub-committee of the COTE will review the materials submitted, and may ask the candidate and faculty members involved to meet with them to clarify or gather additional information. The committee will then make a recommendation to the Council on Teacher Education to admit, admit with conditions, or not admit the candidate to student teaching.

Acceptance

Applicants to student teaching will be notified by the Director of Teacher Education regarding COTE's decision. In addition to approval by COTE, Teacher Candidates must meet all of the following requirements prior to beginning student teaching:

- Achieve minimum cumulative 2.75 GPA in all coursework (Transfer students must have completed at least 24 credits of work at McKendree, including a teaching methods course and a field experience.)
- Complete all coursework required for degree program
- Pass the appropriate Illinois Content-Area examination
- Pass faculty review process
- Meet all background and health requirements set forth by ISBE and school districts.

Student Teaching Policies

Consanguinity

Teacher Candidates are not permitted to complete any intensive field experience in a school where relatives of the first or second degree are attending or employed. Teacher Candidates also may not complete any intensive field experience in a school or school district where a relative of the first or second degree is in a position of authority over cooperating teachers (i.e., principal, superintendent, or member of the board of education).

A relative of the first or second degree by consanguinity or affinity includes

Parent	Grandparent	Spouse's Grandchild
Sibling	Uncle or Aunt	Sibling's Spouse
Spouse	Spouse's Parent or Sibling	Parent's Spouse
Child	Spouse's Child	Grandparent's Spouse
Grandchild	Spouse's Grandparent	Grandchild's Spouse

Placement Location

Student Teaching will take place in schools selected by the McKendree University Teacher Education Unit based upon a number of factors that include, but are not limited to, contractual arrangement, distance, quality of experience, compliance with the Unit's Conceptual Framework and availability of qualified cooperating teachers. Except in extreme circumstances beyond the control of the teacher candidate, Student Teaching must take place in Illinois within a 25-mile radius of the University. Exceptions to this policy require the approval of the Director of Teacher Education.

Schedule

Student Teaching follows the schedule of the cooperating school, NOT the McKendree academic calendar. Typically, student teaching begins approximately 2 weeks prior to the McKendree semester. Teacher candidates should plan accordingly to be available. Absences other than emergencies will not be excused.

Extracurricular Activities

The student teaching semester is considered a full-time course load. Unless exceptional circumstances prevail, no other courses will be taken with Student Teaching, and then only with the Council on Teacher Education's knowledge and approval. The Council on Teacher Education's approval is also required for participation in any and all extracurricular activities while student teaching. Full participation in campus athletic programs is discouraged during student teaching due to the intensity of the student teaching semester. Each Teacher Candidate must complete and sign the COTE Policy concerning Extra-curricular Activities during Student Teaching form (on the following page) or certify participation in no extra-curricular activities prior to student teaching.

Policy concerning Extra-Curricular Activities While Student Teaching**:

This policy addresses the Council on Teacher Education's recommendation that teacher candidates must acknowledge the importance of the student teaching experience by making the experience a top priority when balancing it with extra-curricular activities, with employment duties, with the rigors of coaching or with any other activities which occur concurrently during the student teaching placement.

If you plan to engage in an extra-curricular activity (i.e., sports, theater, music, outside coaching, course work, etc.) at McKendree University or elsewhere during student teaching, please fill out the following form and affix your signature at the bottom.

I understand that student teaching is my primary responsibility; however, during my student teaching I will also be involved in extra-curricular activities at McKendree University or in another venue. These activities are _____.

In order to participate in my extra-curricular activities during my student teaching experience, I understand that I am responsible for securing approval, approval with conditions, or denial from the Council on Teacher Education **the semester before** my student teaching experience. I understand that this approval, approval with conditions, or denial must be obtained by completing the attached form and returning it to the Director of Teacher Education. The Director of Teacher Education will then present the request to the Council on Teacher Education for approval, approval with conditions, or denial. The Director of Teacher Education will then, in writing, inform you of the decision made by the Council on Teacher Education.

By completing the Request to Participate in Extra-curricular Activities form I understand that this request is based on the information I currently have and if the circumstances change (i.e., scheduling or leave and return times, practice times, rehearsals, work schedules, etc.), I must resubmit my petition to the Council on Teacher Education.

If my petition is approved or approved with conditions, it is also my responsibility to inform my cooperating teacher and university supervisor **in advance** of any absences that may occur during my student teaching involving my extra-curricular schedule. I understand that **any student teaching time missed because of involvement with my extra-curricular schedule must be made up during the semester in which I am student teaching with the cooperating teacher of record.**

****Failure to adhere to this policy may result in removal from student teaching.**

Graduation and Licensure

Teacher Education Program Completion

To complete the Teacher Education Program and graduate, a teacher candidate must:

1. Meet all requirements for program retention and student teaching
2. Complete Professional Education courses (including Student Teaching) with a grade of C or higher
3. Pass the edTPA as required by the Illinois State Board of Education
4. Receive approval by the COTE for entitlement.

Requirements for Professional Educator Licensure

Teacher education candidates completing an approved Illinois Teacher Education Program qualify for Professional Educator License by passing the Test of Academic Proficiency or achieving the minimum acceptable score on the ACT/SAT, passing the appropriate test(s) of subject matter knowledge, and edTPA (EDU 499). Each License shall be endorsed according to the approved program completed, the coursework presented, and/or the applicable examination(s) passed. A remediation plan will be individually developed for any candidate who has not passed one or more of the required tests. This plan will be developed by the candidate and advisor and may include, as examples, additional courses, tutoring, referral to the writing center, etc. Candidates who do not pass the tests are also advised to seek assistance through the McKendree Academic Support Center for the area(s) of the test with low scores. Because McKendree University must meet the requirements issued by the Illinois State Board of Education and the Illinois State Preparation and Licensure Board, their requirements take precedence over the catalog of record for individuals seeking teacher licensure recommendation.

Council on Teacher Education

The McKendree University Teacher Education Program is governed by the Council on Teacher Education (COTE). The responsibilities of the COTE are to:

1. function as a governance body for the Teacher Education Unit. The Teacher Education Unit is defined as all programs of study that lead to eligibility for licensure as teachers or other professional school personnel regardless of the division in which each program is administratively assigned.
2. have the authority to manage and coordinate all Teacher Education Programs at the University.
3. establish Teacher Education Program policies and procedures, and act on proposals for Teacher Education Programs of study.
4. act as a review council on all curricular decisions only to the extent that they affect teacher licensure.

The Council on Teacher Education (COTE) is chaired by the Director of Teacher Education. The council membership consists of one faculty member elected by each academic school of the University except the School of Education, which will have one elected faculty member in elementary/middle level education and one elected faculty member in secondary/P-12 education, two appointed teacher candidates (one elementary or middle childhood education, one secondary or P-12 education), three appointed P-12 school practitioners (one each from elementary, middle level, secondary) and one appointed P-12 school administrator. Appointments will be filled by the Director of Teacher Education with the input and approval of elected council members. The Provost or (designee) will be an ex officio voting member of the council. Each member of the council will serve a two-year overlapping term.

Actions of the COTE will be reported to the Undergraduate Council or Graduate Council, Faculty Senate and Faculty of the University as informational items. This council will report directly to the Provost on all policy and procedure matters pertaining to the Teacher Education Programs with the exception of personnel issues.

School of Education Faculty

Faculty members may be contacted directly using the information listed below. A message may also be left with the Faculty Secretary at 537-6807 or in person at Piper Academic Center 209.

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Dr. Darryn Diuguid

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Dr. Brenda Doll

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Dr. Allison Fahsl, Chair of School of Education

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