ROOSEVELT UNIVERSITY
COLLEGE OF EDUCATION

Student Teaching Handbook

Academic Year 2012-2013

Table of Contents

INTRODUCTION 2

ENTRANCE TO STUDENT TEACHING 3

CRITERIA FOR THE SELETION AND PLACEMENT OF STUDENT TEACHERS 3
CRITERIA FOR THE SELECTION OF COOPERATING TEACHERS 5
CRITERIA FOR THE SELECTION OF UNIVERSITY SUPERVISORS 6

THE STUDENT TEACHING EXPERIENCE 7

DURATION 7
TIME COMMITMENT 7
COMMUNICATION 8
SCHOOL RESPONSIBILITIES 8
EXPECTATIONS OF STUDENT TEACHERS 9
STAGES OF STUDENT TEACHING 10
THE ROLE OF THE COOPERATING TEACHER 11
THE EVALUATION PROCESS FOR COOPERATING TEACHERS 13
THE UNIVERSITY SUPERVISOR'S ROLE 14
REMOVAL FROM STUDENT TEACHING 15
CHANGE OF PLACEMENT 15
STUDENT PERFORMANCE REVIEW 16

EXIT FROM STUDENT TEACHING 18

CERTIFICATION 18
JOB SEARCH 18
EXIT SURVEYS 18
GRADUATION 19

APPENDIX A: STUDENT TEACHING CONTACT INFORMATION 20

Introduction

The young man pictured on the cover of this handbook is Ayodeji Ogunniyi. Perhaps you have heard of him. Since his graduation from Roosevelt University, in December 2009, he has been the subject of newspaper articles in Chicago and Los Angeles. Long story made short, Ayodeji entered college right after graduating from high school in 2005, but dropped out after only one semester when his father was murdered by young men in Evergreen Park, IL. After a period of searching, he made his way to Roosevelt University, from which he graduated with a bachelor's degree in English and a minor in secondary education. Immediately after graduation, Ayodeji was hired by Thornwood High School in South Holland, IL, the same school at which he had student taught. Today, he continues to teach, and shares his story with students in other schools and communities as a motivational speaker. Recently, Ayodeji visited the White House, where he helped U.S. Department of Education Secretary Arne Duncan and others launch the National Teachers Initiative. During the launch, Ogunniyi said: "Being a teacher is very, very hard. I never knew it until I became one...I think it's one of the greatest occupations one can have."

Ayodeji Ogunniyi's story is exceptional—a vivid illustration of what individual effort, intelligence, perseverance, and passion can produce. However, it also contains within it a good representation of what the faculty of the College of Education hope all graduates will achieve, regardless of their personal circumstances or aptitudes. In a nutshell, the aspiration is that Roosevelt University graduates will serve and support learners, and make a difference in schools and the larger world. No one expects that every graduate will achieve this outcome in exactly the same way, or within the same timeframe. But COE faculty are unwavering in their conviction that every RU graduate is capable of finding the professional satisfaction and pedagogical rewards that Ayodeji Ogunniyi has found, albeit via his or her own unique pathway.

Arguably, no experience is more important to the process of discovering one's passion, of learning how to make a difference with learners and in the larger world, than student teaching. To facilitate knowledge of what is involved in this experience, and productive communication among all the key stakeholders, the COE faculty has developed this handbook. In it, you will find important information about entrance to student teaching, the experience itself, and exit from student teaching. Although its intended readers are student teachers, cooperating teachers, and university supervisors, it may be read by anyone who desires insight into student teaching and the College of Education's core values and procedures. As Malcolm Gladwell points out in his bestselling book *Outliers*, uniquely successful individuals such as Ayodeji Ogunniyi do not emerge simply as a result of their own individual efforts; rather, a complex network of values and social supports are important, too. This handbook provides a window into the values and supports that the College of Education expects and provides over the duration of student teaching. We hope that you will use it as a springboard to create your own approach to excellence in teaching and learning.

Entrance To Student Teaching

Criteria for The Selection and Placement of Student Teachers

Student teaching is open only to teacher candidates who have successfully completed all general education, academic concentration, and professional education courses required by their programs. By the start of student teaching, candidates should be in good academic standing, and should have met the academic concentration, professional education, and overall GPA requirements listed on their advising plans. "Incomplete" or "In Progress" grades from semesters prior to student teaching must be resolved in compliance with grade requirements, or the student teaching placement will be cancelled.

Before student teaching, all teacher candidates are required to complete a general education foundation in the liberal arts, at least 18-21 semester hours of professional education courses, and a minimum of 100 hours of field experiences. All teacher candidates are expected to interact substantively in the context of their field and clinical experiences with English language learners; students with disabilities; and student populations of more than one ethnicity, race, and socio-economic status. Candidates also are assessed every semester in terms of professional dispositions, and may only enter student teaching if they are in good standing in this respect. All TaskStream assessments of instructional planning also must be passed in order for teacher candidates to enter student teaching. Complete program descriptions are available on the College of Education website.

Formal application to student teaching is required two semesters in advance of the experience. Applications are available on TaskStream, and also must be submitted using TaskStream. The Chicago public school system requires a separate application and has its own deadline for application to student teaching. This application also is available through TaskStream.

All applications for student teaching will be processed in the order in which they are received. For priority processing, all applications for fall student teaching should be submitted on TaskStream by Nov. 1. For priority processing, all applications for spring student teaching should be submitted by March 1. Late applications will be accepted, but these applications will be processed after all others turned in on time have been completed. In addition, students who fail to turn in their applications by the deadlines above may have to postpone their student teaching if a placement is not found.

Teacher candidates who apply for student teaching must provide evidence of having passed the ICTS Test of Academic Proficiencies (TAP) within five (5) years prior to their enrollment in education courses. Successful performance on the ICTS content test in the teacher candidate's area of certification also must be completed prior to student teaching (note: Special Education candidates must pass both the LBS1 exam and the Special Education General Curriculum test). The deadline for the submission of passing scores on the content tests for fall student teaching is July 1. The deadline for the

submission of passing scores on the content tests for spring student teaching is December 1. Any student who has not passed the content tests by these deadlines may not student teach the following semester.

It is the policy of the College of Education to place student teachers at schools where they do not have prior personal experience. This includes schools that the candidate or candidate's children attended, schools at which the candidate has been employed, and schools where a relative or close family friend works. This policy ensures an optimal clinical experience without the appearance of a conflict of interest. The State of Illinois requires all teacher candidates enrolled in teacher preparation programs to complete unpaid student teaching assignments, unless specifically exempted by state law. Student teachers must provide their own transportation to their placement sites.

The Office of Field Placements assigns student teachers to selected placements in the Chicago metropolitan area during the fall and spring semesters. The Field Placement Office uses student addresses to secure placements that are within a reasonable distance from the address noted on RU Access. Teacher candidates may suggest placement sites to the Office of Field Placements, but they may not secure their own placements or "cold call" schools. If the Office of Field Placements discovers that a candidate has violated this policy, it will request a Student Performance Review, in accordance with the procedures outlined at the end of this handbook. In cases where a clinical site has requested an interview, the candidate is required to attend the interview. If, after the interview, the student is accepted, the student will accept the placement. If the student is rejected at the interview, an alternate placement will be sought automatically. The Office of Field Placements reserves the right to request a Student Performance Review if schools consistently cite poor academic performance or unsatisfactory interview performance as reasons for denying requests for placement.

Teacher candidates are not permitted to engage in outside employment during student teaching; the discovery of employment may result in the termination of the placement. Candidates also may not take additional course work while they are student teaching, unless they have the explicit permission of their advisor or, in the case of secondary education, the program chair. Candidates are expected to be in good physical health, and free from severe, chronic, or persistent personal or emotional difficulties. A TB test is required, and documentation must be submitted on TaskStream. A valid criminal background check also must be completed and documentation submitted on TaskStream.

At the time of application to student teaching, all candidates need to complete the online training course for mandated reporters. The website for the completion of this training is http://www.dcfstraining.org/manrep/index.jsp. Upon completion, students need to turn in on TaskStream their evidence of completion and a signed Acknowledgement of Mandated Reporter Status Form. The form is available at http://www.state.il.us/DCFS/docs/cants22.pdf and on TaskStream. As required by state rule, only candidates who submit these forms on TaskStream will be enrolled in

student teaching. The Office of Field Placements will make a copy of the submitted forms and mail them to the Office of the Director of the Department of Child and Family Services.

COE faculty and the Office of Field Placements organize an orientation to student teaching right before the start of the experience. Attendance at the orientation is one of the professional responsibilities that all teacher candidates have; consequently, candidates who fail to attend are out of step with the expectation for professional behavior (attendance) outlined on the rubric for the Assessment of Professional Dispositions. The names of student teachers that fail to attend the orientation will be provided to the university supervisors who are responsible for the student teaching seminars. Any student absent from an orientation should arrange to meet with the appropriate university supervisor prior to the start of student teaching, at the university supervisor's convenience. If a university supervisor determines that the failure to attend the orientation is part of a pattern of poor attendance, a score of "inadequate" may be given in the "professionalism" area of the Assessment of Professional Dispositions, necessitating a Student Performance Review prior to or during student teaching.

Once a student teaching placement has been made, it is extremely rare that it is changed. Prior to the start of student teaching, a student may request a change in placement by submitting a written request, including a letter from a physician if there are serious health conditions that would prevent a student from completing the assigned placement. All requests should be directed to Laura Lag, the Assistant Dean for Student Services, at llag@roosevelt.edu. Within ten days of receiving the request, the Assistant Dean for Student Services will provide the student with a decision. This same process will be followed in the event that a faculty advisor or another faculty member requests a change in placement on behalf of a student. Appeals of decisions made by the Assistant Dean for Student Services should go to the Dean of the College of Education for a hearing. Per university policy, the appeal process ends with the decision of the Dean.

Criteria for the Selection of Cooperating Teachers

Cooperating teachers are jointly determined and approved by school administrators and the Office of Field Placements at Roosevelt University. At the very latest, the College of Education attempts to complete the process of selection by the end of the semester before the start of student teaching; in most cases, it is able to complete the process earlier. All cooperating teachers must be confirmed and approved by the Office of Field Placements and school administrators for the student teaching experience to begin.

Cooperating teachers are uniquely positioned to mentor student teachers and orient them to the teaching profession. Consequently, the College of Education deeply appreciates the mentoring, coaching and guidance that cooperating teachers provide, and actively seeks highly qualified and talented teachers who have documented teacher preparation skills and commitment to the core mission of the college and Roosevelt University. At a minimum, the College of Education expects all cooperating teachers to

possess (1) a Bachelor's degree in an appropriate teaching content area, (2) state licensure at the appropriate level and in the required content area, and (3) two years of teaching experience, with at least one year of experience in the school or school system of current employment. The College of Education prefers that cooperating teachers have (1) previous experience in working with teacher candidates in field experiences and student teaching, (2) the ability to offer a diverse setting for teacher candidates with respect to previous field experiences, (3) an advanced degree or certificate in education or teacher leadership, and (4) teaching practices and dispositions aligned with the vision, mission, and Conceptual Framework of Roosevelt University's College of Education.

Teachers who serve as mentors for RU student teachers benefit from the relationships they build, the instructional ideas and support that they receive, and the impact that they make on beginning teachers and their future students. They also benefit from the CPDUs that they earn, and the 3 credit hours of free graduate coursework that Roosevelt University provides to all cooperating teachers. For more information about becoming a cooperating teacher or obtaining a voucher for the free coursework, please contact Laura Lag, Assistant Dean for Student Services, at llag@roosevelt.edu.

Criteria for the Selection of University Supervisors

One of the strengths of the College of Education is the high quality of the part time clinical faculty that typically supervises student teachers during the student teaching experience. In general, these former practitioners are well engaged with the schools and bring real-world knowledge and skills to their work. Over the last several years, candidate evaluations of the teaching of part-time faculty have consistently exceeded the norms for peer institutions to Roosevelt University.

At a minimum, university supervisors must possess a master's degree and the required certification in their field. They also must have teaching philosophies and professional dispositions consistent with the COE Conceptual Framework, strong evidence of teaching effectiveness, and a substantial background in the mentorship of beginning teachers. The COE prefers that university supervisors have a terminal degree or certificate in education, and experience working with diverse learners. For more information about becoming a university supervisor, please contact Tom Philion, Associate Dean, at tphilion@roosevelt.edu.

The Student Teaching Experience

Duration

Student teaching is a 15 week experience for all candidates at Roosevelt University. However, programs organize the experience in different ways:

- **Early Childhood** student teachers complete a seven week pre-primary placement and an eight week primary placement. The placements may be at the same site, but not necessarily.
- **Elementary Education** student teachers complete a 15-week placement, usually within a single classroom, but not always.
- **Secondary Education** student teachers complete a 15-week placement consisting of teaching at least four periods, with two preparations.
- **Special Education** student teachers complete a 10 week placement at a primary level of specialty (elementary or secondary), and a 5 week placement at a secondary level of specialty.
- **Music Education** student teachers must teach in both elementary and high school settings. These placements must combine for a 15-week, full-day student teaching experience during one semester.

Time Commitment

Student teaching is an intense experience. Student teachers are expected to start and end each working day at the same time as their cooperating teachers. When they are not teaching, student teachers are expected to engage in planning, observation, conferences, meetings, in-services, and professional development programs required of cooperating teachers. Cooperating teachers may assign or request additional responsibilities, as appropriate.

In addition to time in the classroom, student teachers participate in seminars at Roosevelt University. Over the duration of the 15-week experience, all student teachers are expected to attend a minimum of twelve seminars of two hours duration for the purpose of discussing the experience and what is being learned. Typically, these seminars are held on Thursdays, and start at 4 p.m. If travel time is an issue, student teachers should be released from their classroom teaching early on these days. The Office of Field Placements, prior to the start of student teaching, enrolls student teachers in their seminar course(s). Typical assignments include lesson and unit planning, and the assessment of student learning. More information about assignments and expectations is conveyed to student teachers at the orientation and the first seminar meeting.

Because the time commitment involved is substantial, the College of Education requires student teachers to limit course work, forego full-time employment, and reduce all other outside demands on time. Student teachers who wish to take another course along with student teaching must consult with their advisor and, in the case of secondary education, receive approval from the program faculty.

If a student teacher is absent from his or her placement for three or more days, for any reason, then the missed days must be made up at the end of student teaching. Absences totaling more than ten days may result in a Student Performance Review and

the repetition of the entire student teaching experience.

Communication

Because student teaching is an intense and complex experience, good communication among student teachers, cooperating teachers, and university supervisors is vitally important. In general, the College of Education expects that all issues and questions related to student teaching will be resolved through direct communication among these individuals. Email addresses and phone numbers should be exchanged prior to the start of the student teaching experience, and all stakeholders should make room in their schedules for any face-to-face meetings that may be requested or needed to address unresolved issues or concerns.

Difficulties and challenges are not unusual during student teaching. Any student teacher in a placement that he or she perceives is not working out must meet face-to-face with his or her university supervisor and cooperating teacher to discuss the situation. In most cases, the university supervisor and cooperating teacher will be able to resolve any problems that might exist. Under no circumstances should a student teacher unilaterally remove her/himself from a placement; doing so will prevent the student teacher from completing the experience, and necessitate a Student Performance Review and withdrawal from student teaching.

Additional information and support for cooperating teachers, student teachers, and university supervisors is available on the website for the Office of Field Placements at http://www.roosevelt.edu/Education/CurrentStudents/FieldPlacements.aspx.

School Responsibilities

Cooperating teachers are required to actively supervise the teaching of student teachers. At the start of the experience, this supervision should be direct and classroom-based. As the experience evolves, the supervision may become less direct, but should still entail the monitoring of lesson and unit plans, assessment strategies, and progress with respect to student learning.

Student teachers are not to serve as substitute teachers. Student teachers are allowed to teach without a cooperating teacher in attendance at the school, but a paid substitute must be present, or an alternative plan must be in place to provide adequate supervision of the student teacher. Under no circumstances should a student teacher substitute for another teacher not present at the school.

If the school district experiences a work stoppage (strike), student teachers should not report to school, but should notify their university supervisor immediately. If the work stoppage jeopardizes the student teaching placement, the university supervisor will work with the Office of Field Placements to determine next steps for completion of the student teaching experience.

Expectations of Student Teachers

In addition to preparing for the classroom and dealing with students, much is expected of teachers, and thus of student teachers. Some items in the following list are stated or implied in evaluation forms, while others are simply necessary for effective teaching. For a successful experience, student teachers are expected to meet the following expectations:

- Attend the orientation for student teaching and all required seminars at Roosevelt University.
- Dress, act, talk, and conduct oneself as a member of the teaching profession.
- Heed regulations of the host school at all times.
- Prepare adequate lesson plans and assessment instruments and submit them to the cooperating teacher and the university supervisor for approval at least one week in advance of actual classroom teaching.
- Report on time and without fail to school and classes.
- Participate in extracurricular and professional activities, such as staff meetings, committee meetings, departmental and grade meetings, lunchroom duties, sports, dances, and parties.
- As far in advance as possible, notify both the cooperating teacher and the university supervisor in case of illness or other unavoidable absence.
- Arrange for a conference with the university supervisor after each observation to discuss the classroom activities observed. Arrange other conferences with cooperating teachers on at least a weekly basis to obtain feedback on teaching.
- Refer parental requests for pupil data or evaluation and progress to the cooperating teacher.
- Complete all assignments required for the seminar, and provide compelling evidence of assessment of and impact on student learning.
- Maintain open, honest, and regular communications with both cooperating teachers and university supervisors.
- If efforts to resolve issues are unsuccessful, follow the appropriate protocol described elsewhere in this handbook for communication with others beyond cooperating teachers and university supervisors.

Stages of Student Teaching

Student teaching provides teacher candidates with practice in the delivery of pedagogically sound instruction, management of student interactions, and assessment of student learning. By the end of student teaching, candidates should have developed proficiencies in all areas of instruction and they should feel ready to join the teaching profession as life-long learners. To facilitate the achievement of proficiencies and confidence, the College of Education recommends that candidates move through their student teaching experience in developmentally appropriate ways, as determined by their cooperating teachers and university supervisors.

During the first weeks of student teaching, the College of Education recommends that student teachers observe the teaching of their cooperating teachers, assist with routine tasks (attendance, paper grading, etc.), and teach parts of classes. It also recommends that student teachers introduce themselves to other teachers and administrators at the school, discuss learning plans and goals for the rest of the school year, and seek out opportunities to become more knowledgeable about learners. These activities should facilitate knowledge and skills that will be helpful to future teaching. The College of Education does not recommend that student teachers take on full-time teaching responsibilities within the first two weeks of the experience; this approach has the potential to overwhelm student teachers, and create problems for learners as well. In general, it should take most student teachers only about 1-2 weeks to transition to more substantial responsibilities in classroom teaching.

After the second week of student teaching, the College of Education recommends that student teachers take on additional teaching responsibilities at a pace to be determined by their cooperating teachers and university supervisors. Student teachers may become primarily responsible for parts of the daily teaching schedule, or even a full load of teaching, depending upon the situation and the judgments of the cooperating teachers and university supervisors. During this middle stage of student teaching, student teachers should prepare full lesson plans, deliver lessons with good pacing and effective closure, and assess students and classroom conditions. Depending on instructional and student performance, cooperating teachers will assign a full schedule of teaching responsibilities, to start no later than the sixth week of student teaching.

The period after week six should be a time of intense activity by all student teachers. Elementary student teachers will take over the entire day; secondary student teachers will teach daily in each of their four classes. The very last week is a time of transition with student teachers giving back responsibilities to cooperating teachers so that their departures will not be too abrupt or confusing to learners. Typically, student teachers teach right up to the end of the 15 week experience, but in some cases it may be advantageous for student teachers to use the last week for observations of other teachers or other closure activities recommended by cooperating teachers and university supervisors.

As stated elsewhere in this handbook, Early Childhood, Special Education, and Music Education student teachers complete two different placements within a 15 week period. Consequently, their experience should be organized as outlined above, but the pace of their transition to full teaching responsibilities will have to be accelerated. Student teachers, cooperating teachers, and university supervisors in these areas should discuss the timeframe for achieving full-time teaching at the start of each placement.

The Role of the Cooperating Teacher

By no means is the role of the cooperating teacher an easy one. Cooperating teachers are responsible for mentoring student teachers into the profession and sharing responsibilities for instruction and assessment along a timeline that allows for the assumption of significant responsibilities. However, cooperating teachers retain primary responsibility for student learning and interactions with parents and school leaders throughout the experience, and assume full-time teaching upon the completion of student teaching. Given the competing demands, it is easy for stress and anxiety to develop. Consequently, cooperating teachers should review carefully the following guidelines, and consult frequently with university supervisors whenever they have questions or concerns.

Prior to the student teacher's arrival, cooperating teachers should prepare students for the arrival of the student teacher so that they know that a new, beginning teacher will be instructing them for a number of weeks. Cooperating teachers should explain in general terms how the student teaching experience will unfold, why it is necessary, and the academic and behavioral expectations that remain in place for students. In addition, cooperating teachers should plan some initial observation and participation activities for the student teacher's first days in the classroom, and make time to meet with the student teacher to learn more about his or her background and to communicate academic, behavioral, and/or professional expectations to the student teacher. They also should provide their student teacher with a reliable email address and phone number to ensure timely communications with the student teacher, the university supervisor, and the Office of Field Placements.

In the first two weeks of student teaching, the cooperating teacher should pay careful attention to the student teacher, especially with respect to his or her initial interactions with colleagues and learners. The College of Education recommends the following activities:

- Orient the student teacher to the building and personnel.
- Explain school policies and procedures, room policies and routines, materials and resources available.
- Explain protocols for parent contact, classroom management, and assessment of student learning.

- After a few days of observation, assign routine tasks to the student teacher.

- Help the student teacher develop focused and intensive instructional activities that might be implemented in the classroom after the 2nd week of teaching.

- Provide immediate verbal feedback on lessons taught, especially if significant concerns emerge. As often as possible, use school, district, and Roosevelt University evaluation forms to facilitate your feedback.

- Plan on the student teacher teaching at least 50 percent of his/her full assignment upon the completion of the second week. Generally speaking, student teachers should not assume full teaching loads before week three.

- Communicate directly with the student teacher and university supervisor to provide an oral, preliminary evaluation of the quality of performance in student teaching. In particular, the student teacher's punctuality, attendance, and dispositions are very important, and anything less than ideal behavior in these areas should be communicated immediately.

During weeks three and four, the cooperating teacher moves more into the role of a coach, overseeing the student teacher's developing confidence, skills, and knowledge. Cooperating teachers should develop a master schedule of teaching responsibilities for the entire student teaching period, and consistently evaluate lesson plans and units before the lessons are scheduled and taught. They also should observe on a regular basis, and provide support and feedback to the student teacher about curriculum, instruction & assessment, classroom management, assignments, lesson planning, and evaluation of students. As often as possible, cooperating teachers should convey their feedback using district or school evaluation forms, or Roosevelt University evaluation forms. Again, they should contact the university supervisor immediately if they have any questions, comments, and/or problems to report.

During the final stage of student teaching, cooperating teachers should engage in the following activities:

- Guide the student teacher in instruction and classroom management, and evaluate lesson plans well in advance of their being used.

- Provide regular feedback on instructional performance, as often as possible using the forms referred to above.

- Maintain contact with the university supervisor, especially in the event of any inappropriate or inadequate performance on the part of the student teacher.

- Provide a recommendation for the student teacher's credential file, if requested

and warranted by the student teacher's performance during student teaching.

- Transition classes by resuming full load during the last week of the student teaching experience.

- Complete both mid-term and final evaluations of your student teacher, and set up conferences with your student teacher to discuss the evaluations (see below).

The Evaluation Process for Cooperating Teachers

At the beginning of the student teaching experience, the Office of Field Placements will communicate by email a brief survey to all cooperating teachers. This survey is used to test the reliability of the email addresses that have been obtained, and to acquire background information necessary for accreditation purposes and strategic planning.

At the middle and end points of the student teaching experience, cooperating teachers are asked to fill out a Student Teaching Evaluation Form. This form will be communicated via email at the mid- and end-points of the experience. Please note that cooperating teachers working with student teachers enrolled in the Special Education, Music Education, and Early Childhood programs will complete their forms at the end of each placement, rather than at mid- and end-of-term. The evaluation form is available at http://www.roosevelt.edu/Education/CurrentStudents/FieldPlacements.aspx.

The evaluation form used by cooperating teachers is aligned with national and state standards, as well as the conceptual framework of the College of Education. To facilitate understanding of the different levels of evaluation, a rubric will be provided via email to each cooperating teacher; this rubric may be consulted during the evaluation process. In general, the form should take no more than 15-20 minutes to complete. Before you start to fill out the evaluation form, please ask your student teacher for his or her Roosevelt University ID#, level of study (graduate or undergraduate), and campus information, as this information is required for the completion of the form. Please note that it is not possible to save your evaluations and return to them later for completion and submission. Consequently, cooperating teachers should complete their evaluations in one sitting. If you have extensive comments to input, the College of Education recommends saving these comments in a Word file to copy and paste into the evaluation, and to refer to at other times. The completed evaluation form may be printed prior to submission, but extensive comments will not be visible on the printed page.

To bring the evaluation process to a close, cooperating teachers should schedule mid- and end-of-term conferences with their student teachers and their university supervisors. These conferences should consist of a review and evaluation of the progress made during each placement or stage of student teaching.

The University Supervisor's Role

University supervisors support student teachers, especially by spending time with teacher candidates on an individual basis. University supervisors teach small seminars at Roosevelt University, observe student teachers in the field, coordinate and communicate with cooperating teachers, and provide other support as necessary. In short, they play a pivotal role in the student teaching experience, supporting both student teachers and cooperating teachers, as required and necessary.

By the end of the first two (early childhood and special education) or three weeks (elementary and secondary education) of the student teaching placement, university supervisors should have met for at least 40 minutes with cooperating teachers to orient them to their roles, responsibilities, benefits, and communication procedures, as outlined in this handbook. The meeting should be face-to-face, and at the school site. Student teachers may participate in this orientation, at the invitation of the supervisor or cooperating teacher.

Over the duration of the student teaching experience, elementary and secondary supervisors are required to formally observe student teachers a minimum of three times. Early childhood and special education supervisors are required to observe a minimum of 3 times in the context of each placement (for a total of 6 written observations). At the discretion of the university supervisor, additional observations and evaluations may be requested and completed. These observations are reported using the authorized observation form available in TaskStream (supervisors may copy and paste their written observations into TaskStream from a word processing software). University supervisors should set up their observations in advance, when possible, and they are required to meet outside of the context of the seminar to share feedback with the student teacher. Typically, this meeting will occur immediately after the observation. In addition, each time the supervisor visits the school, he or she should meet at least briefly with the cooperating teacher either before or after the observation to request input on performance in student teaching and to provide feedback and/or answer questions. Cooperating teachers are always invited to observe lessons that are observed by university supervisors, but they are not required to do so.

University supervisors summatively assess the quality of instructional performance in student teaching using the Student Teaching Evaluation Form and the rubric that is available on Taskstream. This evaluation form and rubric is always completed at the conclusion of the student teaching placement, and may be completed at midterm as well. University supervisors also summatively assess student teachers with respect to professional dispositions, instructional planning, and the assessment of student learning, again using rubrics available on TaskStream. Final course grades are based on observations, conferences or other communications with the student teacher and cooperating teacher, completion and quality of the student teaching assignments, and other items listed in the course syllabus, including attendance at the seminar and participation in school and professional activities. The evaluations of cooperating teachers also inform and guide the assessments of university supervisors.

Early childhood and special education supervisors are limited to a maximum of 6 student teachers each semester. Elementary and secondary supervisors may work with a maximum of 12 student teachers each semester.

Removal From Student Teaching

If concerns or questions arise in the context of student teaching that call into question the ability of the student teacher to complete the experience, the College of Education expects that at least one face-to-face meeting will be held to discuss the situation and develop an action plan for remediation. Ideally, this meeting will occur in the early stage of student teaching, prior to the sixth week. Student teachers, cooperating teachers, and university supervisors are required to participate in such face-to-face meetings; upon request, a Department Chair or a program coordinator also may attend, as might a school leader or supervisor of the cooperating teacher. Student teachers will not be removed from student teaching without at least one such face-to-face meeting and the development of a remediation plan.

Should a student teacher, cooperating teacher, university supervisor, university faculty member, and/or school administrator request the removal of a student teacher from student teaching, the request must be made directly to Laura Lag, the Assistant Dean for Student Services, at llag@roosevelt.edu, or 847-619-8826. Ms. Lag will review the situation, consult with the appropriate department chair, and determine whether or not an additional face-to-face meeting is needed in order to obtain further information or discuss the situation. Ms. Lag will communicate decisions with respect to removal and next steps in the process to all parties involved. A decision affirming removal from student teaching will result in either (1) a change in placement, or (2) a Student Performance Review, following the procedures outlined below.

Change of Placement

The Assistant Dean for Student Services will approve a change of placement only if she believes that the performance of the student teacher is not in question with respect to the removal. In such instances, the Assistant Dean or a member of her staff will contact the school leader or supervisor of student teachers to offer an explanation for the change in placement, and to maintain a good working relationship with the school. A visit to the school may be necessary in such instances. However, no new placements will be made later than 6 weeks after the start of student teaching, as this will not leave enough time in the semester for the candidate to complete a 15 week student teaching experience. In cases where a new placement cannot be found, or it is more than 6 weeks into the semester, the candidate may receive an Incomplete for the course and a new placement will be found for the next semester.

Every effort will be made to secure a placement so that the student can complete the experience by the end of the semester. If a new placement is made, the student teacher

must complete a total of 15 weeks of student teaching, counting time in both placements, before a grade for student teaching will be issued. The University Supervisor and the Assistant Dean for Student Services are the final arbiters of the # of weeks of student teaching that have been completed in the field.

Student Performance Review

If a student is removed from student teaching for reasons related to performance or professional dispositions, the Assistant Dean for Student Services will refer the teacher candidate to the appropriate Department Chair for review by a Student Performance Review Committee. Relevant documentation needed for the review also will be communicated. Within two weeks of removal from the placement, the Student Performance Review Committee will meet to determine further action.

In cases of removal from student teaching, the Student Performance Review Committee (SPRC) will be composed of: the University Supervisor, the Department Chair, the student's faculty mentor, and the Assistant Dean for Student Services. Other COE faculty may be invited to attend at the Department Chair's discretion, and the cooperating teacher, if available, also may attend.

In advance of the Student Performance Review, the student may present appropriate information to the committee orally or in writing. If the student chooses to prepare a written statement, it must be submitted five business days prior to the meeting of the SPRC in order for committee members to have time to review it before the meeting. If the student chooses to appear before the committee, one person of his/her choosing may accompany the student. If the individual accompanying the student is an attorney, the committee must be notified in advance in order to provide time to arrange for the presence of university counsel. This person may not address the committee.

The following decisions may be made by the SPRC:

1. The candidate may be placed on "professional probation" with specific requirements for remediation. The candidate must then fulfill the requirements of the remediation plan, which will be listed in a contract that the Department Chair and candidate both sign. The Department Chair or faculty designee will monitor the candidate's progress in completing the remediation plan. The candidate will withdraw from the course associated with the clinical experience. No refund of tuition will be given beyond what the customary university withdrawal policy provides. When all remediation requirements have been met, the department chair will notify the Assistant Dean of Student Services to find a new clinical placement for the candidate. The candidate will be asked to complete a new application and resume. Future student teaching placements may begin the semester after a remediation plan has been completed (note: summer session is not considered a semester for the purposes of this policy).

2. The candidate's deficiencies in content knowledge, pedagogy, skills, and/or dispositions may be so serious that remediation is not possible. In this instance, the candidate will be dismissed from the certification program. This does not prohibit the student from petitioning the Associate Dean to graduate with a BA or MA degree, but without the recommendation for certification.

The decision of the committee will be communicated to the candidate and the Assistant Dean of Student Services by the Department Chair in writing within one business day of the SPRC meeting. A copy of this letter will be saved in the student's permanent file.

If the candidate wishes to appeal the decision of the SPRC, the candidate shall follow the Procedures For Handling Student Concerns Other Than Final Grade Appeals outlined in the Roosevelt University Student Handbook. First, the candidate shall communicate the concern to the Department Chair who called the Student Performance Review meeting. For clarity of communication, it is desirable to submit the concern in writing. In many cases, the communication of the concern will lead to an improved understanding between the candidate and Student Performance Review Committee and result in an immediate adjustment of expectations on one part or the other. Candidates may bring a concern up to (30) calendar days after the conclusion of the Student Performance Review. After thirty (30) calendar days, the concern cannot be reviewed.

If the candidate is not satisfied with the response of the department chair, the candidate shall communicate the concern to the Associate Dean of the College of Education. The candidate will be informed that the Associate Dean will speak with the Department Chair and the Student Performance Review Committee to hear their point of view before a decision is made about how the issue should be resolved. The Associate Dean will present the concern to the Department Chair and committee members to verify the facts, hear their point of view, and seek a resolution. If a candidate brings a concern about a Student Performance Review to a University official other than the Department Chair or Associate Dean, the official will direct the student to the Department Chair or Associate Dean and provide the student with the necessary contact information.
If the student is not satisfied with the resolution at the associate dean level, he/she may appeal the matter to the Dean of the College of Education, who will review the matter with the Associate Dean and Department Chair and decide whether to uphold the proposed resolution or offer a different resolution. The decision of the Dean is final.

Exit From Student Teaching

Certification

During student teaching, the Certification Officer will explain the requirements and documentation needed for certification. All information related to certification is accessible via the College of Education website at http://www.roosevelt.edu/Education/Programs/Certification.aspx. All inquiries related to certification and endorsements should be directed to the Certification Officer for the College of Education. Contact information is listed on the website above.

To earn certification, candidates must receive a grade of C or higher in student teaching. In addition, candidates must receive satisfactory scores on the Student Teaching Evaluation Form, the Assessment of Professional Dispositions, and the Assessment of Student Learning completed by their university supervisor. All candidates are required to take and pass the Assessment of Professional Teaching, administered by the Illinois Certification Testing System (ICTS), as a prerequisite for certification. All requirements for certification must be completed in order for student teachers to earn a recommendation for certification from Roosevelt University.

In the event that a grade below C is earned in student teaching, the candidate may apply to re-enroll, in an effort to again seek certification. However, before a placement will be made, a Student Performance Review will need to be organized and held, following the procedures described elsewhere in this handbook and on the College of Education website.

Job Search

Prior to conducting a job search, candidates should contact the Office of Career Development, at http://www.roosevelt.edu/Career.aspx, for assistance and support with respect to the creation of resumes and other materials useful for employment purposes. Career counselors are available at both campuses for consultation. In addition to requesting letters of recommendation from cooperating teachers and university supervisors, student teachers should request letters of recommendation from school leaders at their placement sites. To facilitate the writing of these letters, student teachers should invite school leaders to observe their teaching during their final weeks of student teaching.

Exit Surveys

The College of Education has developed exit surveys for all student teachers in order to obtain useful feedback on academic programs and the quality of the experience at Roosevelt University. These surveys are located in your

TaskStream account, along with the other assessments required during student teaching. In addition, at the conclusion of student teaching, student teachers and university supervisors are asked to complete site evaluation forms, also accessible via TaskStream. These evaluations help the Office of Field Placements determine whether or not to use placement sites in the future with other student teachers.

Graduation

Applications for graduation should be submitted through RU Access. Please consult the registrar's website for more information about deadlines and process. Information is at http://www.roosevelt.edu/Registrar/Graduation.aspx.

Student Teaching Contact Information