Benedictine University educators are Effective Practitioners, committed to Scholarship, Lifelong Inquiry, Leadership and Social Responsibility

Fall 2014
Preclinical Level 1
Preclinical Level 2

Benedictine University
5700 College Road
Lisle, IL 60532-0900
Benedictine University educators are **effective practitioners**, committed to **scholarship, lifelong inquiry, leadership and social responsibility**.

These four strands are woven into the education curriculum and are reflected in the expectations we have for our graduates:

**Scholarship**
Benedictine University’s education program requires that students have a firm understanding of the subject matter and a well-rounded background in sound pedagogical principles that promote understanding of the content. They stay abreast of research and technological advances and apply innovative strategies that enhance teaching and learning.

**Lifelong Inquiry**
Students readily approach issues and challenges in a proactive way by questioning and critically reflecting upon their current understandings. They seek out information, both individually and collectively, and formulate an in-depth knowledge base, grounded in research that informs their thinking and decision making.

**Leadership**
Benedictine educators are prepared for and willing to assume leadership roles that enable them to affect change and improve educational practice through the application of sound theory and ethical principles. They have learned how to be flexible, supportive, ethical and responsible and they use their knowledge to promote effective educational initiatives that enrich learning experiences.

**Social Responsibility**
Educators in Benedictine’s programs are dedicated to creating fair and equitable environments that support and enhance the learning of all students. They are able to accommodate their teaching practices in order to address individual differences. They strive to maximize each person’s potential by fostering self-esteem and motivation, and developing strategies that help learners deal with potential intellectual and social challenges. They promote professional relationships with others (colleagues, parents, agencies) to improve educational practice.
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INTRODUCTION

This handbook includes policies and procedures for Preclinical teacher candidates. Additional, detailed information regarding Benedictine University’s teacher licensure programs can be found in the Student Teacher Handbook or the Teacher Education Handbook for Elementary, Secondary, and Special Education. Please do not hesitate to ask for any assistance or information. Our mutual goal is to make the University-student partnership satisfying and productive for everyone.

Conceptual Framework

This handbook as well as all other aspects of the teacher education curriculum are guided and enhanced by the School of Education’s conceptual framework that is grounded in Benedictine values and traditions that promote community, concern for the individual and responsible stewardship.

According to the conceptual framework, the School of Education’s major goal is to create effective practitioners who are committed to scholarship, lifelong inquiry, leadership and social responsibility. These enduring outcomes are developed and nurtured through the curriculum. Educators develop scholarship by acquiring a breadth and depth of knowledge in the field. As scholars, they develop lifelong inquiry by immersing themselves in a process of on-going questioning and reflecting that results in informed thinking and decision-making. They assume leadership roles in a variety of venues where they can affect change and improve practice. Their leadership is guided by a sense of social responsibility to create fair and equitable environments that support and enhance learning in order to maximize each individual’s potential.

School of Education Faculty and Staff

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OVERVIEW of TEACHER EDUCATION PRECLINICAL EXPERIENCES OBJECTIVES
The Teacher Education Program Preclinical component enables candidates seeking licensure to acquire practical experience prior to student teaching. The initial preclinical experience:

- Provides an opportunity early in the program for the teacher candidate to assess his/her interest and fitness for teaching;
- Is designed to enable the candidate to synthesize theory and practice. The teacher candidate is introduced to the school environment, to faculty and administrators as professional colleagues, and to diverse student populations;
- Includes supervised participation involving a wide range of experiences, in which the candidate is expected to assist or engage in purposeful interaction with students and school personnel; and,
- Is planned according to the requirements of the individual preclinical experience, and according to the specifications of the Cooperating Teacher. The experience is always consistent with the goals and objectives of Benedictine University’s Teacher Licensure Programs.
- The experience is consistent with the goals and objectives of Benedictine University’s Teacher Licensure Programs and the Illinois Professional Teaching Standards (IPTS). www.isbe.net

The School of Education expects that each teacher candidate will:
- Demonstrate an understanding of effective teaching, as assessed through directed observation of teacher behavior, learner behavior, and the teaching/learning environment;
- Demonstrate an understanding of effective schools and the contributing role of the teacher;
- Apply skills related to effective teaching/learning, while assisting the Cooperating Teacher in the areas of class management, instruction, differentiation of instruction, instructional support, student-teacher interactions, and monitoring student behavior;
- Interact with typical and atypical learners, including students who are culturally diverse, have gifted and talented abilities, or have diverse disabilities;
- Be familiar and effectively interact with and use the support systems within the school, including but not exclusive to:
  - Curriculum and Instruction (e.g., resource center, audio-visual aids; print material);
  - Education Personnel (e.g., other teachers; librarian; school administrators); and
  - Student Support Staff (e.g., counselors; therapists; school nurse; paraprofessionals)
- Learn and understand external systems to the school and supportive of the curriculum (e.g., Illinois State Learning Goals, Illinois Professional Teaching Standards)
- Experience out-of-class activities which are directly supportive of instruction (e.g., grading papers; in-service faculty development) and which are indirectly supportive of instruction (e.g., faculty meetings; co-curricular activities);
- Participate in out-of-class activities which are directly or indirectly supportive of instruction (e.g., grading papers; faculty development activities; school meetings; extracurricular activities);
- Demonstrate an awareness of the role of the teacher as a professional (e.g., promptness, resourcefulness, delivery of effective instruction, desire for improvement and professional development, compliance with the Illinois Code of Ethics http://www.isbe.net/rules/proposed/pdfs/22wf.pdf

All preclinical experiences are integrated with an academic course, thereby bridging theory and practice.
### Outcome Alignment for Preclinical Level 1

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Illinois Professional Teaching Standard</th>
<th>Course(s)</th>
<th>Questions for Consideration</th>
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</table>
| 1. Understand the School System | (1) **Teaching Diverse Students** – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning. | EDUC 205, EDUC 207, EDUC 260 | 1. What is the role of the teacher?  
2. What is the role of the student?  
3. What is the role of the administrators?  
4. What is the role of the school support personnel?  
5. What are the grade levels and why are they important?  
6. What role does the school district play in the school system? |
| 2. Identify the Importance of Planning | (3) **Planning for Differentiated Instruction** – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement. | EDUC 210 | 1. What are the components of a basic lesson plan?  
2. Why is lesson planning important for student learning? |
| 3. Understand the Learning Environment | (4) **Learning Environment** – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting. | EDUC 210 | 1. Why is the physical layout of a classroom important?  
2. How do classroom behavior management rules effect student learning? |
| 4. Understand and Exhibit Professionalism | (9) **Professionalism, Leadership, and Advocacy** The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession. | EDUC 205, EDUC 207, EDUC 210, EDUC 260 | 1. How is professionalism defined in education?  
2. What are the various aspects of professionalism to consider? |
### Outcome Alignment for Preclinical Level 2

<table>
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<tr>
<th>Outcome</th>
<th>Illinois Professional Teaching Standard</th>
<th>Course(s)</th>
<th>Questions for Consideration</th>
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<tr>
<td>1. Plan for Differentiated Instruction, Content, and Pedagogy</td>
<td><strong>(1) Teaching Diverse Students</strong> – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning. &lt;br&gt; <strong>(2) Content Area and Pedagogical Knowledge</strong> – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice. &lt;br&gt; <strong>(3) Planning for Differentiated Instruction</strong> – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.</td>
<td>EDUC 240, EDUC 310, EDUC 315, EDUC 318, EDUC 355</td>
<td>1. What are the aspects of diversity have to be considered within a classroom? &lt;br&gt; 2. What are some ways to plan for differentiated instruction that enhance every student’s learning experience? &lt;br&gt; 3. What is pedagogy? &lt;br&gt; 4. Why is it as important to know pedagogy as the content you are teaching?</td>
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<td>3. Deliver Instruction</td>
<td><strong>(5) Instructional Delivery</strong> – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.</td>
<td>EDUC 310, EDUC 315, EDUC 218</td>
<td>1. What is differentiated instruction? Why is it important? &lt;br&gt; 2. How were your lesson plans altered as you delivered instruction?</td>
</tr>
<tr>
<td>4. Understand and Exhibit Professionalism</td>
<td><strong>(9) Professionalism, Leadership, and Advocacy</strong> The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.</td>
<td>EDUC 240, EDUC 310, EDUC 315, EDUC 318, EDUC 355</td>
<td>1. What are the various aspects of professionalism to consider? &lt;br&gt; 2. In what ways did you see professionalism exhibited throughout your experience?</td>
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POLICIES REGARDING THE SAFETY OF SCHOOL AGE CHILDREN AND YOUTH

Criminal Background Check
The Illinois State Police has advised that the Federal Bureau of Investigation (FBI) does not permit colleges and universities to conduct national criminal history checks under the Adam Walsh Act on student teachers or any education candidate who will be in the field working with students in schools. The candidates are also responsible for costs related to this check.

The language of 105 ILCS 5/10-21.9 (g) remains as follows:

In order to student teach or complete a preclinical experience in the public schools, a person is required to authorize the following:
1. Fingerprint based criminal history records check
2. Check of the Statewide Sex Offender Database
3. Check of the Statewide Child Murderer and Violent Offender Against Youth Database

These checks must be done prior to participating in any field experiences in the public schools. Authorization for and payment of the costs of the checks must be furnished by the student. Results of the checks must be furnished to the higher education institution where the student is enrolled and the superintendent of the school district where the student is assigned. An updated guidance document on Criminal History Records Information (CHRI) Checks for School Personnel, in which you will find further explanation of the issue of student background checks, is now available on the ISBE website at http://www.isbe.net/pdf/guidance_chr.pdf.

Protecting All God’s Children Requirement
All candidates must successfully complete the “Protecting God’s Children” program provided by the Catholic Church. Candidates placed in parochial schools must provide evidence of completion to your parochial placement school’s administrator. Note: Completion of this program is only required once.

Mandatory Reporting of Abuse and Neglect
The Illinois Department of Children and Family Services (DCFS) requires that all school personnel including certified and non-certified school employees, to be mandated reporters. All teacher education candidates are mandated reporters of child abuse and neglect. Mandated Reporter Training through DCFS is located at www.dcfstraining.org/manrep/index.jsp. The training is self-directed and takes approximately 60-90 minutes to complete. Print the Certificate of Completion at the time of completion.

Preclinical teacher education candidates should report suspected cases of abuse and neglect directly to the school principal at the site where he/she is placed. The principal will then contact the appropriate authorities, as appropriate. Any person who knowingly transmits a false report to the department commits the offense of disorderly conduct under subsection (a) (7) of Section 26-1 of the Criminal Code of 1961. A first violation of this subsection is a Class A misdemeanor, punishable by a term of imprisonment for up to one year, or by a fine not to exceed $1,000, or by both such term and fine. A second or subsequent violation is a Class 4 felony.
POLICIES AND PROCEDURES

Eligibility for Placement

The minimum standards for preclinical placement established by Benedictine University are outlined in the Teacher Education Handbook. Candidates should be aware; however, that many school districts have requirements that exceed these minimum standards. For example, some districts require that preclinical candidates have a grade point average of at least 3.0 on a 4.0 scale. Some districts further require that candidates have no less than a grade of “B,” in courses within their content area.

To be eligible for consideration for enrollment in a preclinical experience, the candidate must have fulfilled the following:

- A Benedictine University GPA of 2.75 and a 3.0 in his/her major to enroll in preclinical experience courses.
- Satisfactory completion of all requisite preclinical experiences;
- Concurrent enrollment in corresponding courses (Refer to the Teacher Education Handbook);
- Successful passage of the Test of Academic Proficiency;
- Completion of the seminar “Protecting All God’s Children;”
- Completion of all criminal background checks (national and statewide);
- Evidence of health and stamina necessary for the rigors of teaching; and
- Evidence of personal/professional qualities essential for teaching (e.g., integrity, character, ethics, mental fitness, and personality adjustment).

Generally, the undergraduate’s initial preclinical experience is during the sophomore year, and placements associated with teaching methods courses are completed during the junior or senior year.

The University is located among many excellent and diverse school settings, both public and private. The University establishes contractual agreements with school districts. Preclinical placements are made solely by the School of Education Office, not by the preclinical candidate. The Preclinical Specialist makes all contacts with schools. As per contractual agreement with our school districts, candidates and/or their representatives (e.g., friends; family members) are not allowed to make contact with schools, in search of a placement.

Placements will only be granted to candidates who submit their preclinical experience application on time, as specified on the Benedictine University Academic Calendar. Candidates who submit their applications late will not be guaranteed a placement.

Upon receipt of your advisor-approved application and verification of your registration in a preclinical course, a placement will be sought for you by the Preclinical Specialist. Placement decisions are made by the department on the basis of availability, district policy, and any other university related factors. All placements will be confirmed within six weeks following the start of the BU semester.

Please be advised that it is the School of Education’s policy not to place a candidate where they have: a) attended school as a student; b) completed a preclinical experience; c) are or have been employed; d) have a relative employed; or e) have children who attend that school. According to Illinois State Teaching Standards efforts are made to place student teaching candidates in settings that are rich in cultural diversity.

The following factors are considered when processing placements:

- The candidate’s field of study and licensure sought;
- The availability of appropriate public and private schools, already approved as preclinical sites;
- The nature and grade level of the candidate’s prior preclinical experiences (e.g., public vs. private school placement; grade level of placements; student diversity; etc.);
- The availability of appropriate sites.

Students are placed at grade levels which are compatible with the licensure sought. A candidate for special Education licensure (K-12) will have at least half of their experiences in the elementary grade levels (K-5) and half at the middle school/high school levels (6-12). Each candidate in at least one setting that is rich in cultural diversity. All preclinical candidates must furnish or arrange their own transportation to and from their placement school site.
No changes will be made in a placement, once it has been confirmed. Any candidate who subsequently chooses not to complete a preclinical experience at their assigned placement will not be guaranteed a second placement.

Cancellation of Preclinical Experience
Candidates must inform the Preclinical Specialist immediately, should they decide to withdraw from the preclinical experience (i.e., drop the preclinical experience course). Be advised that dropping the preclinical course does not automatically cancel placements. Candidates are responsible for notifying the university supervisor, cooperating teacher and the School of Education Preclinical Specialist. Please notify the Preclinical Specialist at 630-829-6298.

Time Commitment for the Preclinical Experience
In order to maximize full potential for success in the preclinical experience, the student candidate must dedicate a consistent block of his/her time each week to the experience. Teacher Candidates should contact their cooperating teacher in advance of the first day of their experience to identify the appropriate number of days per week and hours per day, based on the preclinical experience level. Each preclinical level’s appendix has a chart indicating the time commitment for that level. This time block must be during regular school hours, wherein the candidate can observe and participate in classroom activities and instruction (e.g., your experience can’t include lunch period). Students who are placed at one of the School of Education’s Partnership schools must adhere to the experience times designated by the school.

Nature of the Experience
Depending of the program in which the candidate is enrolled, undergraduate students will complete 105-175 of supervised preclinical hours, while graduate student candidates will complete 120-185 of supervised preclinical hours (see Teacher Education Handbook). A typical preclinical experience consists of 35 or more hours for undergraduates and 40 or more hours for graduates.

The School of Education sets all preclinical experience dates for beginning and ending in each school.

Attendance and Absence
Student candidates are expected to be at their placement sites on the days and at the times agreed upon by each candidate in collaboration with the cooperating teacher. Should an absence be necessitated for reasons of illness or emergency, the candidate must notify the cooperating teacher and the university supervisor via phone and email, as soon as the impending absence is realized, preferably the day before the necessitated absence will occur. The teacher candidate’s grade for the Preclinical Experience will be affected by absences.

Absences due to participation in University athletic events will not be tolerated, and disciplinary action will be taken unless they are preapproved by the School of Education Department Chair. Request for participation in athletic events must be in the form of a typed petition. University Supervisors and cooperating teachers have been informed of the School of Education’s policy on attendance and are required to report any discrepancies.

For unplanned absences, the candidate must notify the Cooperating Teacher and the University Supervisor, as soon as the impending absence is realized. If the candidate is unable to reach the University Supervisor, he/she must contact the Preclinical Supervisor.

Make-up days for absences may be requested by the University Supervisor (in consultation with the Cooperating Teacher), especially if the candidate demonstrates a pattern of absences and /or has missed three (3) scheduled preclinical days of experience.

If the teacher candidate is absent more than 3 Site Visits or equivalent of 6 hours, it will be at the discretion of the cooperating teacher and university supervisor to decide whether or not the student is allowed to continue in the Preclinical Experience for that semester. Make-up days for absences are required to obtain the 46 observation hours. University supervisors and cooperating teachers have been informed of the School of Education’s policy on attendance and are required to report any discrepancies.
Course Grade
If teacher candidates receive a letter grade for the experience (PCI) “A” letter grade is 93-100%, “B” letter grade is 85-92%, “C” letter grade is 77-84%, “D” letter grade is 69-76%, “F” letter grade is 68.9% and below. Teacher candidates must receive the equivalent of a “C” letter grade (77%-100% of the maximum points possible) to pass the course.

If teacher candidates receive a percent grade and a Pass/Fail for the experience (PCII & PCIII), the percent grade will be 20% of the attendant course grade. Teacher candidates must receive the equivalent of a “C” letter grade (77%-100% of the maximum points possible) to pass this portion of the course.

Teacher candidates will be evaluated by their cooperating teacher and university supervisor, in a number of areas that will reflect the candidate’s growth according to the Illinois Professional Teaching and Content Standards. High performance will be evidenced by the candidate’s level of commitment, preparedness and effort. In addition, weekly communication entries with requested information delivered in a timely and professional manner, assessment of written answers to specific IPTS Indicators using an edTPA driven format, a Final Product and Comprehensive Analysis Paper will be major components of the earned grade. These components are explained in this Handbook, detailed in the corresponding appendix, and will be supported during the on campus seminars.

Academic Honesty, Ethical Behavior, and Professional Dispositions
Preclinical experiences incorporate a wide range of objectives and activities. It is the expectation of the School of Education that each preclinical teacher candidate:
• accepts that student learning is a priority and commit to this as the first goal of education;
• strives to attain the objectives and outcomes of each preclinical experience;
• fulfill 35 or more site visit hours;
• attend and fully participate in all Preclinical Experience seminars requested by this course;
• exhibit behavior and attitude in all situations that exemplifies the highest professional standards, in both conduct and demeanor by meeting IPTS #9
• models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect (ITPS 9I);
• participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development (ITPS 9O);
• is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4] (ITPS 9R); and
• models digital etiquette and responsible social actions in the use of digital technology (ITPS 9S).

Students who compromise the integrity of the preclinical experience are subject to disciplinary action, on the part of the School of Education and the University. Violations of integrity include:
• Forgery, falsification, or alteration of any documents pertaining to academic records;
• Plagiarism or using the work of others as one’s own;
• Cheating in any form, whether in formal examinations or elsewhere; and,
• Disruptive behavior in a course of study or abusiveness toward faculty, fellow students, cooperating teachers, or students at a school placement site.

Illinois Educator Code of Ethics is in place for all candidates, university supervisors and anyone else associated with students in the BU educational program. Please contact the university supervisor if there are any concerns regarding any of these matters.

Termination of Placement
In the event that a teacher candidate does not complete his/her preclinical experience, either by a decision of the cooperating school, the University, or the individual preclinical student, the candidate must arrange a meeting with the School of Education Chair and Preclinical Specialist to determine the appropriate steps to be taken regarding the situation.

The following list includes, but is not limited to, possible reasons (as defined in the handbook and in the preclinical seminars) for termination of a preclinical placement:

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• Unprofessional behavior;
• Frequent absences;
• Insubordination to school personnel;
• Failure to conform to school policies;
• Ineffective teaching performance;
• Failure to complete lesson plans and/or communication entries in a timely manner; and/or
• Failure to use resources to deliver content during instructional practices.

If a teacher candidate’s experience is terminated for any reason (voluntary or involuntary), the student must withdraw from the course as required by university policy.

**Candidate Expectations and Responsibilities**

Preclinical experiences incorporate a wide range of objectives and activities. It is the expectation of the School of Education that each teacher candidate will:

- Attend all scheduled preclinical seminars;
- Maintain the dignity necessary to gain the respect of pupils;
- Show high regard and respect for each pupil and enthusiasm for teaching;
- Maintain confidentiality of information about pupils and their families;
- Be a good example for pupils: physically, mentally, ethically, and humanely;
- Exhibit professional courtesy when relating to or about others;
- Assume no authority other than delegated by the cooperative teacher; and
- Be resourceful, display initiative, be responsible, and be responsive to constructive criticism.

**INSERT VERBIAGE RE: Physical Accommodations**

**Academic Accommodations for Religious Obligations**

A student whose religious obligation conflicts with a requirement within the preclinical experience should discuss this conflict with the university supervisor and cooperating teacher. Should an accommodation be deemed warranted, candidates must make such requests in writing by the end of the second day of the preclinical experience.

**Withdrawal from Preclinical Experience**

Once a Preclinical Application has been filed with the School of Education, the search for appropriate placements for the teacher candidate will commence. Candidates must therefore inform the Preclinical Specialist immediately, should they decide to withdraw from the preclinical experience (i.e., withdraw from the preclinical experience course). Please be advised that withdrawing from the preclinical course does not automatically cancel placement. Please notify your cooperating teacher, university supervisor and the Preclinical Specialist at 630-829-6298.

**DETAILS FOR PRECLINICAL EXPERIENCE**

Benedictine University teacher candidates will be able and ready to teach at the initial level upon graduation. Preclinical Experience provides teacher candidates with varied experiences in a school by offering direct involvement with students and teachers, understanding the school’s culture, observing implementation of the IPTS while noting teaching methods, approaches, and classroom management styles. Teacher candidates will have opportunities for interaction with staff members, students, classroom activities, and to learn about lesson plans. Site Visit Notes will be required throughout the preclinical and will be shared during some of the preclinical seminars.

This experience helps prepare quality teachers by connecting BU course content with the Illinois Professional Teaching Standards, the Illinois Content Area Standards, and the Illinois Learning Standards. These requirements immerse teacher education candidates in on-going questioning and reflection as they acquire practical experience prior to student teaching.

BU is grateful to the host schools and understands and respects the constraints that exist in a school building including aspects of security, parking, and changes in a school day schedule or a teacher’s schedule. If modifications are
needed, it is the responsibility of the candidate to notify the preclinical supervisor as soon as these modifications occur.

Requirements for Preclinical Experience
Teacher Candidates will:
1. Use resources provided by the cooperating teacher and the university supervisor.
2. Complete the required schedule of observation and participation in classroom activities at an assigned elementary, middle, or high school. Hours in attendance must be documented on the log sheet and signed by the cooperating teacher, the candidate and the university supervisor. All other schedules and informational documents must also be completed, dated, and signed by the cooperating teacher, the candidate and the university supervisor.
3. Attend all Preclinical Experience seminars requested by this course
4. Submit all assignments on or before the designated due date. Late work will not be accepted or evaluated after one week past its due date. No credit will be given.
5. Maintain contact with assigned university supervisor through weekly emails. These will consist of Site Visit Notes and Analysis Papers.
6. Be fully aware of the course requirements by reading this handbook and becoming familiar with each of the rubrics found in the appendix of the handbook.
7. Be prepared to meet with your university supervisor at least 5 times this semester.
8. Contact your cooperating teacher and university supervisor immediately upon receiving your placement; introduce yourself and inquire about school policies regarding health/safety precautions, school hours, school calendar, parking, and schedule your first visits within one week after receiving your placement.
9. PREPARATION MEETING Email your cooperating teacher to request a time within two weeks of receiving your placement to make a brief visit. Be sure to CC your university supervisor on ALL emails sent to your cooperating teacher. Once at the host school, take your time to learn where to sign in, where to park your car, what documents you need for being in the host school, to meet the personnel (including your cooperating teacher), and try to meet the principal. Have a printed academic calendar of the host school for your reference at this meeting. Confirm Site Visit required blocks of time (see chart in the appendix). You may be given a student handbook or teacher handbook to read over before your first Site Visit. Be prepared to provide cooperating teacher with the following documents: Cooperating Teacher and Host School Expectation and Responsibilities Preclinical Experience, PC Schedule: Seminar, Site Visit & Performance Activities.
10. During the first Site Visit the teacher candidate should:
   • Present the cooperating teacher with these necessary materials and forms for the appropriate preclinical experience level (Note: some may have been presented during the Preparation meeting):
     1. Cooperating Teacher and Host School Expectation and Responsibilities Preclinical Experience
     2. PC Schedule: Seminar, Site Visit & Performance Activities
     3. PC Observation Analysis for Teacher Candidate Classroom Performance
     4. Evaluation of Growth Preclinical Experience for completion as both a midterm and final
     5. Recommendation for continuance in the BU Education Program;
   • Confirm Site Visit required blocks of time;
   • Review the University’s preclinical materials with the cooperating teacher (e.g., Understanding the School Culture, PC Schedule: Seminar, Site Visit & Performance Activities, etc.);
   • Obtain confirmation about expectations of teachers (e.g. health and safety precautions; attire, arrival/departure time; holidays, institutes, conferences, parking) and about the school (e.g. student handbook; faculty handbook; emergency procedures); and
   • Make an effort to secure classroom/course textbooks and/or workbooks from your cooperating teacher during the first visit.

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11. Obtain from the Illinois State Board of Education (ISBE) website (www.isbe.net) and read:
   Applicable to Teacher Candidates:
   a. Illinois Professional Teaching Standards including Knowledge and Performance Indicators
      http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf
   b. Illinois Content Area Standards including Knowledge and Performance Indicators

   Applicable to school-aged children and youth:
   b. Common Core Standards for Math and English/Language Arts
      http://www.isbe.net/common_core/default.htm

12. Clearly identify your assignments with your first name initial, your complete last name and the assignment in the assignment title. (e.g., SMiller sv1, SMiller 1K Observation, SMiller 4P Interaction)

13. Be sure to read the rubrics for each type of assignment. These will be used many times by your university supervisor as you progress through this Preclinical Experience. You should be aware of what the expectations are for each type of assignment.


15. Complete a Site Visit Notes template for each Site Visit. The first four will be sent to the university supervisor for review. The remainder should be kept in your notebook to be used when you write the analyses papers. This should be available for the university supervisor to review as needed; always bring this notebook to the seminars. The template is in the appendix. There is also a rubric for the Site Visit Notes. While the notes are not graded, this rubric will be used by you and your university supervisor to assure the quality of your Site Visit Notes.

16. Email your university supervisor (during the 2nd on campus seminar this will be clarified) each week’s Site Visit Notes and be prepared to share your Site Visit Notes with peers and your BU instructor at preclinical seminars. Site Visit Notes are due by 11:59 p.m. on the Sunday following the week of Site Visits. This will be before your next week’s Site Visits begin. Therefore, Site Visit Notes for Site Visits 1 and 2 are due that Sunday before you begin Site Visits 3 & 4.

17. Performance Activities: Accomplish assigned Performance Activities as listed per Site Visit found in the PC Schedule: Seminar, Site Visit & Performance Activities. As the activity is completed, refer to PC Schedule: Seminar, Site Visit & Performance Activities for verification by obtaining the cooperating teacher’s signature in the last column. Performance Activities will be the assessed through your analysis papers for specific Indicators. These Performance Activities include the words observe, interview or interact with students.

18. Use the Analysis Paper template (observation, interview, and/or student interaction) required for the IPTS Indicator as stated in the PC Schedule: Seminar, Site Visit & Performance Activities and the Illinois Professional Teaching Standards-Performance Activities Crosswalk (IPAC). See instructions below, take notes about these during the seminars, read the rubric and sample in the Appendix to assist with your writing of each analysis paper and submit each analysis in LiveText by 11:59 p.m. on the Sunday following the week of Site Visits that indicate the completion of the Performance Activities assigned the indicator. This would be before your next week’s Site Visits begin.

19. Write a Comprehensive Analysis Paper of your Preclinical experience. See the appendix for specifics regarding this assignment.

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20. Submit all forms, signed where requested, and required components in your Final Product according to the list below.

21. All documents must be word processed and follow APA formatting guidelines. Refer to the BenU Library website for help with formatting: http://libguides.ben.edu/apa.

22. **PC Final Product** format for submission to University Supervisor. See the appendix for specifics regarding this assignment.

**SITE VISIT POLICIES for the PC EXPERIENCE**

**Upon completion of three Benedictine University Preclinical Experiences** teacher education candidates will have a deeper understanding and application of the Illinois Professional Teaching Standards. Performance Activities designate a range of opportunities for the teacher candidate to observe and interview the cooperating teacher to gain perspectives and knowledge about assigned IPTS indicators. Other Performance Activities will ask the teacher candidate to interact with students to practice the experiential essence of assigned indicators.

**With permission of the cooperating teacher and university supervisor, the sequence of these activities and Site Visits may be changed due to the cooperating teacher’s schedule.** In addition, any of these activities may be performed more than the schedule indicates. For example, grading papers, assisting students, doing a bulletin board, etc. can be done numerous times.

Performance Activities should be completed per the Site Visit schedule. **However** some Performance Activities need to be addressed as they occur in the school and meet the needs of the cooperating teacher. These Performance Activities include but are not limited to: attend team/department/faculty meeting, lunchroom supervision, hallway supervision, recess supervision, study hall assistance, and bulletin board display.

**Note for Special Classes and unique situations:** If evidence does not exist of the teacher meeting the assigned standard on a particular day, write what could have been done to support this standard. For example, the teacher could have made a chart, multimedia presentation, written rules for organization or directions, etc. to address the standard. This may pertain to PE, Music, Art, etc.
Benedictine University
School of Education
Preclinical Experience Dress Code

Dress for Success

Dress as a Role Model

Dress for Decency

Dress for Safety

Dress for Respect

The professional status of a preclinical teacher is, in part, determined and reinforced by appropriate dress and appearance. We believe that there is a direct correlation between appropriate dress and how others perceive the individual, as well as the organization represented by the individual.

Students will learn from the example you set. Your professional dress should promote a working and learning environment. Inappropriate clothing, paraphernalia, grooming, jewelry, accessories or bodily adornments that are in any way disruptive or potentially disruptive to the learning environment are discouraged. Some examples of these include:

1. Visible tattoos and/or body piercings (except earrings);
2. See-through clothing or fishnet fabrics, halter-tops, spaghetti strap tops, off the shoulder or low-cut tops, and bare midriff;
3. Tight or form-fitting clothing, such as leggings and spandex slacks;
4. T-shirts, unless containing your host school’s insignia or the insignia of another school deemed appropriate by your host school and worn in conjunction with school sponsored events. These must be worn on days designated as appropriate by the school administration;
5. Jeans and shorts;
6. Excessive jewelry which may become distracting to students in the learning environment; and
7. Fingernails that are disruptive in appearance due to length or decoration.

Field experience marks the beginning of your professional career. Benedictine University School of Education recognizes this and thus sets standards, which both benefit and prepare you to enter the classroom.

Your Preclinical Experience may well be your first step to an unofficial interview and can be influential in your being hired in the future. Everything you do during your Preclinical Experience reflects not only on you but also on this University.

I agree to abide by the Benedictine University Preclinical Dress Code.

Name ___________________________________________  Semester _________

Student’s Signature ________________________________  Date ______________

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UNIVERSITY SUPERVISOR EXPECTATIONS AND RESPONSIBILITIES

The Illinois Professional Teaching Standards form the foundation for this program. Becoming fully informed of all standards will enable the university supervisor to effectively understand communications, observations, rubric, evaluation, and checklists. It is important that this information be incorporated into the supervisory behavior and aspect of this position.

In support of Preclinical Experience student, the university supervisor is responsible for:

1. becoming familiar with the following: Illinois Professional Teaching Standards (IPTS) [http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf], the PC Schedule: Seminar, Site Visit & Performance Activities, Site Visit Notes, Reflection Paper expectations, the Benedictine formal lesson plan format, School Environment document, the PC Supervisor Observation of Teacher Candidate Classroom Performance, Rubrics, 3 types of Analysis Papers, etc. All of these are found in the appropriate appendix of the BU Preclinical Handbook or will be explained during university supervisor meetings;

2. notify the School of Education Department Chair of any concerns or struggles observed from a teacher candidate, especially within the first several weeks of the preclinical experience (e.g., attendance at site visits, attendance at seminars, assignment submission or quality, dispositions);

3. attending university training sessions in preparation for this Preclinical Experience: Site Visit Notes format and content, course content, LiveText, 3 types of Analysis Papers, communication and grading, email subject lines (ex. S Miller sv1, or S Miller lesson full 1), the timeline and teacher candidates observations and continual guidance;

4. attending required teacher candidate seminars which should include the first and last seminars. Please note dates in the PC Schedule: Seminar, Site Visit & Performance Activities. University supervisors will meet with their teacher candidates to review placement information, schedules, and Final Product collection while leading small group discussions. This will keep you up to date, and allow you to create a richer relationship with your teacher candidates;

5. contacting the cooperating teacher before the teacher candidate arrives for the first Site Visit;

6. visiting the teacher candidate in the classroom at least four times during the term including once during the 1st two weeks, twice in the middle to observe various classroom activities once at the end of the term to observe growth.

During each visit, please discuss the teacher candidate’s progress with the preclinical experience assessments and rubrics. Below is a recommended schedule

a. 1st visit during the first 2 weeks of the Site Visit schedule to share with the cooperating teacher any forms, clarify roles and the PC requirements and to ensure that the TC has a strong start. Complete an Informal Site Visit document.

b. 2nd visit should be during weeks 3 or 4. Talk to your teacher candidate about the classroom. Use this time to point out good strategies used by the teacher and relate to the standards used to complete the next analysis. Complete an Informal Site Visit document.

c. For the midterm you, the cooperating teacher and teacher candidate need to complete the Evaluation of Growth. Please discuss these with the teacher candidate so that positive growth continues. Set a goal/s for the remainder of the preclinical. It should be a goal that can be reached by the end of this preclinical session.

d. 4th visit should be an observation and evaluation of the teacher candidate’s classroom performance using PC Supervisor Observation of Teacher Candidate’s Classroom Performance. At this time, as part of the final grade, the cooperating teacher and teacher candidate need to complete the Evaluation of Growth. Please discuss these with the teacher candidate so that transparency is in place. Continue with analysis of observations, interviews, and student interactions.

Other observations should occur as needed, especially if the teacher candidate is in need of more assistance;

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7. giving teacher candidates information, feedback and guidance regarding the Site Visit Notes and Analysis Paper expectations and respond to questions as you see fit. Informally, this includes content, formatting, spelling and grammar. Teacher candidates will complete the analysis paper template (observation, interview, and/or student interaction) for assigned IPTS Indicators as stated in the PC Seminar: Seminar, Site Visit & Performance Activities, and the Performance Activities Crosswalk (IPAC). Teacher candidates are to use the information written in their Site Visit Notes to write each analysis paper and submit it in LiveText by **11:59 p.m. on the Sunday** following the week of Site Visits that indicated the completion of the Performance Activities assigned to the indicator.

8. using the edTPA-based analyses (observation, interview/discussion, and student interaction) as the main components to the teacher candidates grade. Use the rubrics on LiveText to perform these assessments;

9. using all formal edTPA-based analyses rubrics as well as taking into account the final Evaluation of Growth to determine the teacher candidate’s grade and recommendation to continue in the BU Education program;

10. providing continuous assistance to the teacher candidate and serve as a mentor to ensure a quality experience;

11. serving as a liaison and resource person between the cooperating school and Benedictine. This includes providing supportive assistance to school personnel and visiting appropriate school administrators as needed;

12. collecting, reviewing, and grading all preclinical paperwork. See expectations for final product in the handbook;

13. being familiar with the Abused and Neglected Child Reporting Act. The state of Illinois mandates reporting by school person if they have reasonable cause to believe a child known to them in their professional or official capacity may be an abused or neglected child. If the supervisor or teacher candidate believes a child is abused or neglected, they should report this to the principal; and

14. collecting, reviewing, and giving evaluative feedback for the first four Site Visit Notes which will be sent to you the first two weeks. After that, analyses papers will be sent most weeks. Teacher candidates should continue to write their own site visit notes and use them to write the analyses papers. They should be available for you for review if you wish to do so. You will want to review them, especially with struggling teacher candidates.

**Late work will not be accepted or evaluated after one week past the due date. Credit will not be given for any late assignment.**
COOPERATING TEACHER AND HOST SCHOOL EXPECTATIONS AND RESPONSIBILITIES

Thank you for sharing your professional knowledge and valuable time with a Benedictine University teacher education candidate. Your modeling and affording the candidate opportunity to participate in classroom activities serve as a basis for this candidate to assess his/her interest and affinity for teaching. Teacher candidates have a great responsibility to the host school, the cooperating teacher, and to the students as well as to themselves to gain from and give back to this educational experience.

To facilitate this preclinical experience, BU asks that the cooperating teacher:

- introduce the BU PC teacher candidate to your class and colleagues so the teacher candidate feels welcome and respected;

- discuss with your teacher candidate the Preclinical Site Visit schedule of performance activities and the Illinois Professional Teaching Standards that accompany each Site Visit which can be found in the Handbook. The website for the IPTS is http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf;

- work with the teacher candidate as the teacher candidate completes the required performance activities. During the semester, the teacher candidate will be asked to perform specific activities. These are listed in the Syllabus and Site Visit schedule in the Handbook. **While these activities are scheduled, please feel free to change their dates.** BU realizes that your time is limited and that you are most important focus is your students. If an activity does not fit into your schedule or does not benefit your students, please offer another suggestion and the teacher candidate and university supervisor will be happy to work with you and your students.

While many of these are only required once, you are welcome to have the teacher candidate do them more frequently as well as to be engaged in other activities that would benefit you and your students.

You are welcome to use the teacher candidate as your assistant. This should benefit you and your students as well as the teaching candidate;

- allow the teacher candidate to assist you in lessons. Help arrange observation opportunities for the preclinical candidate in a grade level older than your students and, if possible, younger than yours. For example, a third grade teaching candidate would observe in a second and fourth grade classroom. A freshman biology student would observe in a sophomore science class. Please assist your teacher candidate with these class observations by recommending which class or teacher to observe and when;

- use and initial the PC Schedule: Seminar, Site Visit & Performance Activities when the activity is completed. Do this as often as you can, so that these performance activities can be accounted for. If you are not sure whether an activity has been completed or not, put an X in place of your initials. Ask the university supervisor about any concerns with the activities, their completion;

- use the PC Observation Analysis for Teacher Candidate Lesson to analyze lessons taught by teacher candidates;

- complete the PC Evaluation of Growth at both midterm and at the end of the term;

- provide direct supervision and advisement to the preclinical teacher candidate. Please give them both positive and support for improvement. Notify the university supervisor if this candidate needs additional support from the university or is not conforming to expectations; and

- sign the Attendance Log sheet indicating that all Site Visit hours were completed.
The Preclinical Handbook was emailed to you. Most **immediately** important to you are the **following sections**:

- Preclinical Site Visit Log
- PC Schedule: Seminar, Site Visit & Performance Activities
- during which he/she formally assists you in a lesson
- PC Supervisor Observation of Teacher Candidate’s Classroom Performance
- PC Evaluation of Growth for both midterm assessment and final grades
- Recommendation for continuance in the BU Education Program with signatures

The university supervisor will visit at least four times during the term: once during the 1st two weeks, twice in the middle to observe various classroom activities, and once at the end of the term to observe growth. If your schedule allows, it is in the best interest of the teacher candidate for the midterm and final evaluations be completed during the same lesson and then discussed with the teacher candidate.

The university supervisor and cooperating teacher are responsible for the assessment of candidate performance during the Preclinical Experience. We rely on the cooperating teachers to assist in this role for assessing candidate progress, performance, and promise. Please notify the university supervisor if you have concerns about a candidate’s aptitude, desire, motivation, personality and/or organizational skills that would impede their ability to be in the teacher education program. Our goal is to prepare candidates to be prepared to teach at the initial level upon graduation.

**NOTE: Preclinical students may not teach a formal lesson or assume supervisory tasks in the absence of a Cooperating Teacher or other certified school personnel.**

The host school and you, the cooperating teacher, can expect BU Teacher Candidate’s to consistently exhibit the following behaviors as designated in the IPTS 9 and Benedictine Policies as listed below. If the teacher candidate violates any of these, please speak with the teacher candidate and notify the university supervisor. The teacher candidate:

- models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect (IPTS 9I);
- participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development (IPTS 9O);
- is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4] (IPTS 9R);
- models digital etiquette and responsible social actions in the use of digital technology (IPTS 9S);
- exhibits behavior, attitude and dress (BU dress code) in all situations that exemplifies the highest professional standards, in both conduct and demeanor;
- fulfills the appropriate number of Site Visit hours. If a Site Visit is missed for medical or emergency reasons those site visits must be made up. These should be communicated to you and the university supervisor immediately; and
- the teacher education candidate will attend and participate in preclinical campus seminars.

Finally, by taking on this special role you too are showing fulfillment of the IPTS: Professionalism, Leadership and Advocacy. Benedictine University and its students have always depended upon the expertise and support of the schools and teachers who give so generously to our programs and students. A copy of the completed Student Time Log will give you the evidence needed to qualify for CPDUs. And please know that we thank very much for your time and effort with this teacher candidate’s experience.