College of Education and Health Services

School of Education

Preclinical Handbook

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

Fall 2015

Benedictine University
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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.

School of Education Faculty and Staff

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School of Education
Benedictine University

Benedictine University educators are effective practitioners, committed to scholarship, lifelong inquiry, leadership and social responsibility.

CONCEPTUAL FRAMEWORK INTRODUCTION
The Conceptual Framework of the School of Education at Benedictine University reflects a shared view of what the unit and its partners believe to be the best practices for preparing teacher candidates to deliver instruction and services to students, families, schools, and communities. Benedictine University’s School of Education equips candidates with the knowledge, skills, and dispositions that will shape and influence learning through critical thinking, research-based decisions, and best practices. As an integrated whole, the conceptual framework contains the overarching purpose of the unit: to create effective practitioners who are committed to Scholarship, Lifelong Inquiry, Leadership, and Social Responsibility. These enduring outcomes are the critical elements necessary to ensure readiness for every teacher candidate to positively impact student learning through reflective practice. This requires that teacher candidates develop a comprehensive foundation in the knowledge and practice of state and national teaching standards in culturally diverse learning environments. These practices support a system that produces outcomes for teacher candidates to become highly effective practitioners who actively engage with content to promote critical thinking skills, innovatively manage the learning environment, and consistently monitor student progress to adjust curriculum delivery while collaborating with others to positively impact students, the community, and the professional field.

COMPONENTS OF THE CONCEPTUAL FRAMEWORK
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 (S)
Benedictine University’s education program requires that candidates have a firm understanding of the subject matter and a solid foundation in pedagogical principles that promote understanding of the content. Candidates acquire the knowledge that shapes and influences learning through critical thinking, research-based decisions, and best practices utilizing technological advances and innovative strategies.

Lifelong Inquiry (LI)
Candidates regularly engage in learning through self-reflection by questioning and critically reflecting upon their current understandings. They seek out information, both individually and collaboratively, to formulate an in-depth knowledge base, grounded in research that informs their thinking and decision-making. Candidates incorporate information learned from professional development opportunities and are actively involved in professional groups and organizations.

Leadership (L)
Candidates are prepared to assume leadership roles that enable them to affect change and improve professional practice through the application of educational theory and ethical principles. Candidates learn how to be flexible, supportive, ethical and responsible and they use their knowledge to promote effective educational initiatives that influence learning environments. Through the development of interpersonal and communication skills, candidates pursue opportunities to collaborate with others to positively impact students, the community, and the professional field.

Social Responsibility (SR)
Candidates are dedicated to creating fair and equitable environments that support and enhance the learning of all students. They seek diversity of thought and practice from students and other professionals. Candidates demonstrate honesty and integrity in their actions and communication with others.
OVERVIEW of TEACHER EDUCATION PRECLINICAL EXPERIENCES OBJECTIVES

According to 23 Illinois Administrative Code Part 25.610, clinical experiences are "part of the professional preparation program enabling candidates preparing for licensure to acquire practical experience along with theoretical knowledge prior to entering into the full responsibilities of the role for which they are seeking licensure. These practical and structured experiences include pre-student teaching field experiences and student teaching and insure gradual and sequential introduction to, and eventual assumption of, the full range of experiences associated with a role for which a professional educator license is required. At appropriate times the candidate shall demonstrate mastery of skills and techniques necessary for effective performance as a beginning practitioner and to enable evaluation by qualified personnel. The sequence of experiences brings the candidate into contact with a variety of populations and educational situations, including public school settings, encountered by practitioners.” (http://isbe.net/rules/archive/default.htm)

The Teacher Education Program Preclinical component enables candidates seeking licensure to acquire practical experience prior to student teaching. The preclinical experience:

- Provides an opportunity 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

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<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? |
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<tr>
<td>1. Plan for Differentiated Instruction, Content, and Pedagogy</td>
<td><em>(1) Teaching Diverse Students</em> – 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. <em>(2) Content Area and Pedagogical Knowledge</em> – 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. <em>(3) Planning for Differentiated Instruction</em> – 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? 2. What are some ways to plan for differentiated instruction that enhance every student’s learning experience? 3. What is pedagogy? 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><em>(5) Instructional Delivery</em> – 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? 2. How were your lesson plans altered as you delivered instruction?</td>
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<tr>
<td>4. Understand and Exhibit Professionalism</td>
<td><em>(9) Professionalism, Leadership, and Advocacy</em> 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? 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 Program Checkpoints. 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 Preclinical Experience Level 1 (EDUC 200), 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;
- Meet the licensure testing requirements:
  - Non-Transfer Students: Basic Skills Requirements and pass minimum of two subtests of the Test of Academic Proficiency (TAP)
  - Transfer Students: Basic Skills Requirements and pass minimum of two subtests of the TAP (TAP exception at the discretion of the Director/Chair)
  - Illinois State Board of Education (ISBE) will accept ACT Plus Writing official score reports (minimum composite score of 22 and minimum combined English/Writing score of 19) or SAT official score reports (minimum composite on the critical reading + mathematics of 1030 and minimum score on the writing of 450) in lieu of the TAP. The official score report can be no older than 10 years at the time of submission to ISBE. Scores must be submitted by the candidate to ISBE. For more information on how to submit your ACT/SAT scores, go to [http://www.isbe.net/licensure/default.htm](http://www.isbe.net/licensure/default.htm)
- Successful Ratings on Professional Behaviors/Dispositions; any ratings below three will require a plan for professional growth. Professional Behaviors/Disposition review will occur in all courses, all preclinical experiences, and student teaching;
- 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).

To be eligible for consideration for enrollment in Preclinical Experience Level 2, the candidate must have fulfilled the following:

- Successful completion of Preclinical Experience Level 1 (exception for transfer students at the discretion of the Direction/Chair);
- TAP passed or evidence of acceptance by ISBE of ACT or SAT in lieu of TAP
- A Benedictine University GPA of 2.75 and a 3.0 in his/her major and no grade lower than a “C” in any major or cognate courses;
- Successful Ratings on Professional Behaviors/Dispositions; any ratings below three will require a plan for professional growth. Professional Behaviors/Disposition review will occur in all courses, all preclinical experiences, and student teaching;
- 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).
To be eligible for consideration for enrollment in Preclinical Experience Level 3, the candidate must have fulfilled the following:

- Successful completion of Preclinical Experience Level 2 (exception for transfer students at the discretion of the Direction/Chair);
- TAP passed or evidence of acceptance by ISBE of ACT or SAT in lieu of TAP
- A Benedictine University GPA of 2.75 and a 3.0 in his/her major and no grade lower than a “C” in any major or cognate courses;
- Successful Ratings on Professional Behaviors/Dispositions; any ratings below three will require a plan for professional growth. Professional Behaviors/Disposition review will occur in all courses, all preclinical experiences, and student teaching;
- 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 and Preclinical Coordinator make 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.

Additionally, candidate must withdraw from the course per Benedictine University policy. Approval to withdraw from a course or to change registration in any way can be processed by Enrollment Services (Ben Central) or through BenUConnect. Not attending class does not constitute a legitimate withdrawal. A student may withdraw from a course before completion of four-fifths of the course by filing the proper form with Enrollment Services (Ben Central) or by using BenUConnect. For reasons of a compelling personal nature, a student may request a course withdrawal after the completion of four-fifths of the course. A written statement from the student, including supporting documentation, must be submitted to the Associate Registrar to justify this late course withdrawal.

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 90-100%, “B” letter grade is 80-89%, “C” letter grade is 70-79%, “D” letter grade is 60-69%, “F” letter grade is 59.9% and below. Teacher candidates must receive the equivalent of a “C” letter grade (70%-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 (70%-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 and Ethical Behavior**

The search for truth and the dissemination of knowledge are the central missions of a university. Benedictine University pursues these missions in an environment guided by our Roman Catholic tradition and our Benedictine heritage. Integrity and honesty are therefore expected of all University students. Actions such as cheating, plagiarism, collusion, fabrication, forgery, falsification, destruction, multiple submission, solicitation and misrepresentation are violations of these expectations and constitute unacceptable behavior in the University community.

To access the complete Academic Honesty Policy, which includes student responsibility, responsibility and authority of faculty, violations, reporting and communicating, responsibilities of the provost, appeals, composition of the academic appeals board, procedures of the academic appeals board, and records, please visit www.ben.edu/ahp.

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;
- fulfills required site visits;
- attends and fully participates in all Preclinical Experience seminars requested by this course;
- exhibits 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, but are not limited to:

- 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.

PC Handbook 08/06/15
Illinois Educator Code of Ethics ([isbe.net/rules/archive/pdfs/22ARK.pdf](isbe.net/rules/archive/pdfs/22ARK.pdf)) 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.

**Professional Dispositions**

All teacher candidates are evaluated on the dispositions after every course. Any candidate who receives a rating of two or below, in any criteria may be placed on probation or provisional status relative to Admissions and Advancement in their program. A plan for improvement will be developed and implemented by the designated School of Education Committee. Failure of the candidate to meet the requirements of the plan for improvement within the provided time line may result in dismissal from their program. Candidates are encouraged to work with their program advisor to remediate any disposition concerns that have been filed. This assessment process is designed to document both positive performance aligned demonstrating the Conceptual Framework and act upon a pattern of negative performance. The Teacher Education Unit stipulates that candidates with four or more unresolved disposition concerns will not be permitted to progress through the checkpoints for admission to professional studies, admission to student teaching, and exit from student teaching. The chart below identifies the assessment of candidates’ dispositions demonstrated, as described in the unit’s conceptual framework. This information is submitted electronically using LiveText.
Benedictine University educators are effective practitioners, committed to scholarship, lifelong inquiry, leadership and social responsibility. These qualities or enduring outcomes are nurtured and enhanced throughout all education programs through many venues so that upon completion of their program, our graduates possess the knowledge, skills and professional behaviors we expect of an effective practitioner.

Directions: In order to determine if the candidate is developing the professional dispositions of an effective practitioner, please indicate the rating for each criterion below.

**Professional Dispositions**

**Scholarship**

Benedictine University’s education program requires that candidates have a firm understanding of the subject matter and a solid foundation in pedagogical principles that promote understanding of the content. Candidates acquire the knowledge that shapes and influences learning through critical thinking, research-based decisions, and best practices utilizing technological advances and innovative strategies.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 Unsatisfactory</th>
<th>2 Emerging</th>
<th>3 Proficient</th>
<th>4 Exemplary</th>
<th>Scholarship may be demonstrated by the following behaviors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/field participation</td>
<td>Inattentive in class. May fall asleep, read off-task material, work on outside projects, text/use cell phone or attend to other materials not related to class/field experience. Rarely participates in class discussions. May distract others in the class with behaviors (e.g., talking; creating noise; etc.)</td>
<td>Attention is inconsistently focused on class/field related materials and activities. Responds appropriately when called on, but does not volunteer. Does not distract others in the classroom.</td>
<td>Actively engaged and interested in class/field experience activities. Volunteers to respond to questions. Participates in discussions. Typically stays focused and on-task. Sometimes refers to previous course/field materials during current discussion and coursework.</td>
<td>Shows initiative in class activities and field experiences. Is attentive and on-task. Actively participates in class/field experience activities. Applies knowledge to new situations and makes connections with previous learning. Seeks to extend understanding to higher-level thinking. Asks questions showing intellectual interest.</td>
<td>Asking questions related to course/field materials. Showing initiative and remaining attentive and on-task. Actively seeking out and incorporating ideas of others, as well as sharing information and ideas with others. Accurately referring to previous course/field materials during current discussion and coursework. Gathering and assessing relevant information to develop a well-reasoned conclusion/solution, and effectively communicating findings orally and/or in writing.</td>
</tr>
</tbody>
</table>
**Class/field preparation**  
[Code of Ethics for IL Educators 22.20: b.1, b.4]  
Dispositions 20.130 [a,b,e]

<table>
<thead>
<tr>
<th>Criteria</th>
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<th>3 Proficient</th>
<th>4 Exemplary</th>
</tr>
</thead>
</table>

**Lifelong Inquiry**

Candidates regularly engage in learning through self-reflection by questioning and critically reflecting upon their current understandings. They seek out information, both individually and collaboratively, to formulate an in-depth knowledge base, grounded in research that informs their thinking and decision-making. Candidates incorporate information learned from professional development opportunities and are actively involved in professional groups and organizations.

<table>
<thead>
<tr>
<th>Lifelong Inquiry may be demonstrated by the following behaviors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently seeking suggestions and input from others to improve work. Routinely engaging in critical thinking and self-reflection. Making necessary changes and improving work, when given feedback from instructors and supervisors.</td>
</tr>
</tbody>
</table>
### Commitment to Ongoing Learning/Professional Development

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never makes use of information from professional organizations, publications, and educational resources. Shows little interest in growing professionally. Does not engage in professional growth and development, unless required to do so.</td>
<td>Occasionally makes use of information from professional organizations, publications, and educational resources. Recognizes the importance of professional growth. Demonstrates some interest in professional growth and development, beyond class and field requirements.</td>
</tr>
</tbody>
</table>

### Leadership

Candidates are prepared to assume leadership roles that enable them to affect change and improve professional practice through the application of educational theory and ethical principles. Candidates learn how to be flexible, supportive, ethical and responsible and they use their knowledge to promote effective educational initiatives that influence learning environments. Through the development of interpersonal and communication skills, candidates pursue opportunities to collaborate with others to positively impact students, the community, and the professional field.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 Unsatisfactory</th>
<th>2 Emerging</th>
<th>3 Proficient</th>
<th>4 Exemplary</th>
<th>Leadership may be demonstrated by the following behaviors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Responsibility and Initiative</td>
<td>Is largely a passive observer during class and/or field activities, often relying upon direction from others. Is generally unaware of professional organizations, professional publications and/or other sources of current information in the field. Shows little or no interest in professional activities or events.</td>
<td>Participates in class and field activities, to the degree required of the group as a whole. Demonstrates a basic awareness of professional organizations and their publications. Occasionally participates in professional activities or events.</td>
<td>Actively participates in class and field activities, contributing novel ideas and suggestions. Makes reference to and uses professional organizations and their publications. Willingly participates in professional activities or events. Belongs to at least one professional organization, group, or club.</td>
<td>Assumes a leadership role and supports others, during class and field activities. Participates in activities of one or more professional or BU organizations, groups, or clubs. Seeks opportunities to be involved in professional activities or events at BU and/or in the field of Education. Takes a leadership role in a professional group or organization.</td>
<td>Assuming responsibility for key elements of class and field activities, beyond that which is required of the group as a whole. Demonstrating an awareness of professional organizations, professional publications and/or other sources of current information in the field of Education. Being an active member in a professional and/or BU organization Assuming a leadership role in an on- or off-campus group or organization. Engaging in professional service (e.g., offering assistance for class and/or field activities and events; volunteering at schools; tutoring children at schools and agencies; offering support to professional organizations; etc.).</td>
</tr>
</tbody>
</table>
Collaboration
[Code of Ethics for IL Educators
22.20: b.1, b.2, b.4, c.1, c.4]

<table>
<thead>
<tr>
<th>Criteria</th>
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<th>2 Emerging</th>
<th>3 Proficient</th>
<th>4 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value of Diversity</td>
<td>Usually works only with those of similar ability, race, gender, or ethnicity. Rarely interacts with others, especially those different than self. Main concern appears to be for self, with little concern for others. Does not listen well. Exhibits low expectations for the accomplishments of varied groups of students.</td>
<td>Accepts others, despite differences in ability, race, gender, or ethnicity. Interacts with others in a polite, courteous, and professional manner. Shows awareness of others’ needs. Listens to others and strives to understand them. Inconsistently exhibits high expectations for diverse groups of students.</td>
<td>Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback from and interaction with others. Shows genuine concern for others and their needs. Listens carefully to others and demonstrates respect for their values and viewpoints. Generally exhibits high expectations for all students.</td>
<td>Actively seeks opportunities to work with those of different ability, race, gender, or ethnicity. Openly seeks interaction and feedback from diverse people. Demonstrates concern for others, often putting their needs ahead of his/her own. Actively listens to and values the opinions of others. Consistently exhibits high expectations for all students.</td>
</tr>
</tbody>
</table>

Social Responsibility
Candidates are dedicated to creating fair and equitable environments that support and enhance the learning of all students. They seek diversity of thought and practice from students and other professionals. Candidates demonstrate honesty and integrity in their actions and communication with others.

| Social Responsibility may be demonstrated by the following behaviors: | Courteously interacting with peers and others, regardless of ability, race, gender or ethnicity, during class activities and field experiences. Openly sharing and incorporating ideas of others, during class activities and field experiences. Seeking diversity of thought and practice from others, during class activities and field experiences. Using inclusive practices and demonstrating a belief that all students are capable of learning and attaining outcomes of significance. Treating all adults and students equally. |
### Ethical Practice and Academic Integrity

[Code of Ethics for IL Educators 22.20: b.4]

| Criteria | 1 Unsatisfactory | 2 Emerging | 3 Proficient | 4 Exemplary | Professional Conduct may be demonstrated by the following behaviors:

#### Attendance and Punctuality

[Code of Ethics for IL Educators 22.20: b.1, b.2, b.4]

- Reveals personal and professional confidences. Engages in actions such as cheating, plagiarism, fabrication, falsification, and/or misrepresentation in courses, field experiences, and/or in interactions with others.
- Inconsistently keeps personal and professional confidences. Unevenly follows mandates of the BU student Academic Honesty Policy and the Code of Ethics for IL Educators in courses, field experiences, and in interactions with others.
- Can be counted on to keep personal and professional confidences. Follows most mandates of the BU student Academic Honesty Policy and the Code of Ethics for IL Educators in courses, field experiences, and in interactions with others.
- Can be counted on in all circumstances to keep personal and professional confidences. Follows all mandates of the BU student Academic Honesty Policy and the Code of Ethics for IL Educators in courses, field experiences, and in interactions with others.
- Maintaining confidentiality in the field and in the classroom. Including appropriate reference citations and copyright information in assignments. Following the BU student Academic Honesty Policy and demonstrating truthfulness in word and deed within courses, field experiences, and in interactions with others.

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**Professional Conduct**

Candidates recognize the value of their participation in scheduled meetings, and show their respect by arriving on time and remaining attentive throughout the duration of each event. They strive to provide their students with consistent and effective learning experiences and are accountable for any absence they may experience from that instruction. They are conscientious in their use of respectful and grammatically correct conventional language within and across all situations and environments. Their appearance and demeanor are consistently professional and appropriate for the settings in which they work.

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| Criteria | 1 Unsatisfactory | 2 Emerging | 3 Proficient | 4 Exemplary | Professional Conduct may be demonstrated by the following behaviors:

#### Attendance and Punctuality

[Code of Ethics for IL Educators 22.20: b.1, b.2, b.4]

- Exhibits a pattern of unpunctuality or absence. Fails to contact instructor, supervisor, and/or cooperating teacher (as appropriate) in advance of absences and/or to make arrangements for missed work. Gives no reason for absences. Sometimes disrupts class or field setting by arriving late.
- Occasionally misses class and/or field experiences. Makes an attempt to notify instructor, supervisor, and/or cooperating teacher (as appropriate), in advance of absences. Inconsistently contacts instructor following a missed class. Sometimes gives a reason for absence.
- Consistently attends class and field experiences and arrives on time. Usually notifies instructor, supervisor, and/or cooperating teacher (as appropriate), in advance of absence. Arranges to meet instructor, following a missed class, to make arrangements for missed work. Usually gives a valid reason for absence.
- Arrives at class and field experiences early. When possible, makes prior arrangements, if an absence is necessary. May submit assignments prior to scheduled absences. Arranges with instructor or supervisor to make up missed work. Arranges with classmates, instructor, or supervisor to secure handouts or materials presented in class, seminars, and/or scheduled meetings.
- Consistently attending scheduled classes, seminars, and field experiences, as per syllabus guidelines. Dependably contacting instructor, supervisor, and/or cooperating teacher (as appropriate), in advance of any absences. Making arrangements with instructor or supervisor to make up missed work. Arriving at classes and field experiences early, prior to the commencement of activities. Consistently providing a valid reason for unpunctuality and absences.
<table>
<thead>
<tr>
<th>Oral and Written Communication Skills [Code of Ethics for IL Educators 22.20: b.4]</th>
<th>Frequently uses incorrect grammar in oral and/or written communications. Typically has spelling and punctuation errors in written work. May use slang, profanity, inappropriate vocabulary, or offensive language. Does not express ideas clearly. May display distracting language habits (e.g., repetition of words or phrases, such as “yah,” &quot;okay&quot; or &quot;like&quot;).</th>
<th>Inconsistently uses correct grammar in oral and/or written communication. Frequently has spelling and punctuation errors in written work. Generally uses language that is appropriate and respectful. Can convey ideas accurately.</th>
<th>Typically uses correct grammar in oral and written communication. Uses correct spelling and punctuation in most written work. Communication is free of offensive or inappropriate language. Uses oral and written language to effectively and respectfully express ideas and opinions</th>
<th>Speaking and writing is consistently grammatically correct. Uses correct spelling and punctuation in all written work. Language usage is conventional and respectful. Is articulate and persuasive when expressing ideas.</th>
<th>Using correct grammar in personal oral and written communication, in class and field activities and in assignments. Utilizing correct spelling and punctuation in written class and field assignments and lessons. Using conventional, respectful, and persuasive oral and written language, when communicating with others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate Professional Appearance [Code of Ethics for IL Educators 22.20: b.4]</td>
<td>Appearance and dress typically do not follow generally accepted standards for the classroom and/or field setting. Often exhibits a lack of cleanliness and hygiene in his/her person and actions.</td>
<td>Appearance and dress inconsistently follow generally accepted standards for the classroom and/or field setting. Inconsistently exhibits cleanliness and hygiene in his/her person and actions.</td>
<td>Appearance and dress usually follow generally accepted standards for the classroom and/or field setting. Usually exhibits cleanliness and hygiene in his/her person and actions.</td>
<td>Appearance and dress consistently follow generally accepted standards for the classroom and field setting. Always exhibits cleanliness and hygiene in his/her person and actions.</td>
<td>Consistently exhibiting appearance and dress appropriate for classroom and field situations and settings. Displaying cleanliness and hygienic practices in his/her person (e.g., body; clothing; etc.) and actions.</td>
</tr>
<tr>
<td>Emotional Responsibility [Code of Ethics for IL Educators 22.20: b.4]</td>
<td>Demonstrates unpredictable display of emotions. May lose temper and display outbursts of anger or cry easily. Acts disrespectfully toward others and/or their opinions. Does not take responsibility for personal emotions and behavior. Blames others or outside circumstances for behavior and loss of emotional control.</td>
<td>May lose emotional control in some situations, but generally has emotions under control. Is not responsive to the perspectives of others. Does not consistently accept responsibility for personal actions and behavior.</td>
<td>Maintains basic control of emotions across settings and situations. May show an emotional reaction to a situation, but does not lose temper or emotional control. Demonstrates a respect for the perspectives of others. Takes responsibility for personal emotions and behavior.</td>
<td>Displays a steady emotional temperament, even in potentially volatile or highly emotional situations. Is receptive to the viewpoints and suggestions of others. Holds self accountable for personal emotions and behavior. Displays a sense of humor and a willingness to get along with others.</td>
<td>Consistently maintaining composure, regardless of the circumstances. Respecting the viewpoints of others and treating all persons with dignity, even when not in agreement with them. Being accountable and responsible for personal emotions and behavior. Maintaining an even temperament and sense of humor.</td>
</tr>
</tbody>
</table>
II. Comments

Please comment on any items rated at 1 or 2.

Please Note:
Any candidate who receives a rating of 2 or below in any criteria may be placed on probation or provisional status relative to Admissions and Advancement in their program. A plan for improvement will be developed and implemented by the designated School of Education Committee. Failure of the candidate to meet the requirements of the plan for improvement within the provided time line may result in dismissal from their program.

Signature of individual completing the assessment is required:

Evaluator’s Signature:___________________________ Title:____________________ Date:____________

Candidate’s Signature:__________________________ Date:____________

Faculty Advisor:_______________________________ Date:____________
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:

- 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;
- Comply with the Illinois Educator Code of Ethics (http://www.isbe.net/rules/proposed/pdfs/22wf.pdf);
- 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.

Academic Accommodations for Religious Obligations
A student whose religious obligation conflicts with a course requirement may request an academic accommodation from the instructor. Students must make such requests in writing by the end of the first week of the class. Upon receiving such a request, the instructor will offer reasonable academic accommodations, whenever feasible, and communicate this to the student. However, the course requirements listed in the syllabus remain in effect if accommodations cannot be offered.

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;

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• 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.

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:
      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.

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://researchguides.ben.edu/apa](http://researchguides.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 ______________

PC Handbook 08/06/15
REMEDIATION PROCESS

The purpose of a remediation plan is to provide the Teacher Candidate with an opportunity to modify actions that do not meet with the expectations of the experience. These actions may include, but are not limited to:

- Arriving late or leaving early from site visits
- Failure to meet with the host school policies
- Submitting assignments late
- Missing preclinical seminars
- Lack of communication with cooperating teacher and/or university supervisor
- Poor quality assignments

If a remediation plan is warranted, the University Supervisor will initiate a meeting with the Teacher Candidate and Cooperating Teacher to work through the identified issue(s) and complete the formal Remediation Plan (see below). Any attendee at the meeting may invite another (e.g., if the Cooperating Teacher would like the Department Chair present, he/she may invite him/her). Copies of the plan will be provided to the Cooperating Teacher, Teacher Candidate, University Supervisor, and Preclinical Coordinator. The Preclinical Coordinator will place a copy in the candidate’s university file.

For the agreed upon “check-in” date, the University Supervisor will initiate communication with the Teacher Candidate and Cooperating Teacher. If additional remediation is necessary, another plan may be put into place. If the Teacher Candidate has not met the conditions of the Remediation Plan, the University Supervisor will schedule a meeting with the Teacher Candidate and the Preclinical Coordinator. The School of Education Department Chair will be invited as needed. Failure to meet the terms of a Remediation Plan can result in termination of the experience.
Candidate Remediation Plan
Preclinical/Student Teaching Experience

Semester: ___________________ Year: ________

Today’s Date: ___________________

Candidate: ___________________

Candidate ID: ___________________

Cooperating Teacher: ___________________

University Supervisor: ___________________

Cooperating School: ___________________

Subject/Grade/Level: ___________________

Candidate Major: ___________________

Experience Level (circle one): PC1  PC2  PC3  ST

The remediation plan should be completed collaboratively via three way conference between the teacher education candidate, university supervisor, and cooperating teacher. Additional concerned parties may attend the conference at the invitation of any participant. This conference will be led by the university supervisor.

State the purpose for meeting:

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Specific Area(s) for Remediation

IPTS 1*: Teaching Diverse Students

☐ Analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement

   EdTPA Tasks (Numbers refer to specific rubrics)
   ☐ Pi2 – Planning to Support Varied Student Learning Needs
   ☐ Pi3 – Using Knowledge of Students to Inform Teaching and Learning
   ☐ Pi4 – Identifying and Supporting Language Demands
   ☐ In10 – Analyzing Teaching Effectiveness
   ☐ As15 – Using Assessment to Inform Instruction

☐ Stimulates prior knowledge and links new ideas to already familiar ideas and experiences

   EdTPA Tasks (Numbers refer to specific rubrics)
   ☐ Pi1 – Planning for Content Understandings
   ☐ In7 – Engaging Students in Learning

☐ Differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs

   EdTPA Tasks (Numbers refer to specific rubrics)
   ☐ Pi2 – Planning to Support Varied Student Learning Needs
   ☐ Pi3 – Using Knowledge of Students to Inform Teaching and Learning
   ☐ Pi4 – Identifying and Supporting Language Demands

☐ Facilitates a learning community in which individual differences are respected

   EdTPA Tasks (Numbers refer to specific rubrics)
   ☐ In6 – Learning Environment

☐ Uses information about students’ individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students

   EdTPA Tasks (Numbers refer to specific rubrics)
   ☐ Pi3 – Using Knowledge of Students to Inform Teaching and Learning

☐ Other:

General Comments (include the candidate’s area(s) of strength):

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IPTS 2*: Content Area and Pedagogical Knowledge

- Evaluates teaching resources and materials for appropriateness as related to curricular content and each student’s needs
  
  *EdTPA Tasks (Numbers refer to specific rubrics)*
  
  - PI1 – Planning for Content Understandings
  - PI2 - Planning to Support Varied Student Learning Needs
  - PI3 - Using Knowledge of Students to Inform Teaching and Learning

- Uses differing viewpoints, theories, and methods of inquiry in teaching subject matter concepts
  
  *EdTPA Tasks (Numbers refer to specific rubrics)*
  
  - In9 – Subject-Specific Pedagogy

- Engages students in the processes of critical thinking and inquiry and addresses standards of evidence of the disciplines
  
  *EdTPA Tasks (Numbers refer to specific rubrics)*
  
  - PI1 – Planning for Content Understandings
  - In8 – Deepening Student Learning
  - In9 – Subject-Specific Pedagogy

- Demonstrates fluency in technology systems, uses technology to support instruction and enhance student learning, and designs learning experiences to develop student skills in the application of technology appropriate to the disciplines

- Uses a variety of explanations and multiple representations of concepts that capture key ideas to help each student develop conceptual understanding and address common misunderstandings
  
  *EdTPA Tasks (Numbers refer to specific rubrics)*
  
  - PI2 – Planning to Support Varied Student Learning Needs
  - In8 – Deepening Student Learning
  - In9 Subject-Specific Pedagogy
  - As14 – Analyzing Students’ Language Use and Literacy Learning

- Facilitates learning experiences that make connections to other content areas and to life experiences
  
  *EdTPA Tasks (Numbers refer to specific rubrics)*
  
  - PI3 – Using Knowledge of Students to Inform Teaching and Learning

- Designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities
  
  *EdTPA Tasks (Numbers refer to specific rubrics)*
  
  - PI2 – Planning to Support Varied Student Learning Needs

- Adjusts practice to meet the needs of each student in the content areas
  
  *EdTPA Tasks (Numbers refer to specific rubrics)*
  
  - PI2 – Planning to Support Varied Student Learning Needs
  - PI3 – Using Knowledge of Students to Inform Teaching and Learning
  - Pl4 – Identifying and Supporting Language Demands
  - In10 – Analyzing Teaching Effectiveness
  - As15 – Using Assessment to Inform Instruction

- Applies and adapts an array of content area literacy strategies to make all subject matter accessible to each student
  
  *EdTPA Tasks (Numbers refer to specific rubrics)*
  
  - Pl4 – Identifying and Supporting Language Demands
  - As14 – Analyzing Students’ Language Use and Literacy Learning

- Other:

**General Comments (include the candidate’s area(s) of strength):**

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IPTS 3*: Planning for Differentiated Instruction

- Establishes high expectations for each student’s learning and behavior
  - *EdTPA Tasks (Numbers refer to specific rubrics)*
  - Pl1 – Planning for Content Understandings
  - In6 – Learning Environment

- Creates short-term and long-term plans to achieve the expectations for student learning

- Uses data to plan for differentiated instruction to allow for variations in individual learning needs
  - *EdTPA Tasks (Numbers refer to specific rubrics)*
  - Pl3 – Using Knowledge of Students to Inform Teaching and Learning
  - In10 – Analyzing Teaching Effectiveness
  - As15 – Using Assessment to Inform Instruction

- Incorporates experiences into instructional practices that relate to a student’s current life experiences and to future life experiences
  - *EdTPA Tasks (Numbers refer to specific rubrics)*
  - Pl3 – Using Knowledge of Students to Inform Teaching and Learning

- Creates approaches to learning that are interdisciplinary and that integrate multiple content areas

- Develops plans based on student responses and provides for different pathways based on student needs
  - *EdTPA Tasks (Numbers refer to specific rubrics)*
  - Pl2 – Planning to Support Varied Student Learning Needs
  - As15 – Using Assessment to Inform Instruction

- Accesses and uses a wide range of information and instructional technologies to enhance a student’s ongoing growth and achievement

- When planning instruction, addresses goals and objectives contained in plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), individualized education programs (IEP) (see 23 Ill. Adm. Code 226 (Special Education)) or individual family service plans (IFSP) (see 23 Ill. Adm. Code 226 and 34 CFR 300.24; 2006)
  - *EdTPA Tasks (Numbers refer to specific rubrics)*
  - Pl2 – Planning to Support Varied Student Learning Needs
  - Pl5 – Planning Assessment to Monitor and Support Student Learning

- Works with others to adapt and modify instruction to meet individual student needs

- Develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction
  - *EdTPA Tasks (Numbers refer to specific rubrics)*
  - Pl2 – Planning to Support Varied Student Learning Needs
  - Pl3 – Using Knowledge of Students to Inform Teaching and Learning
  - Pl4 – Identifying and Supporting Language Demands
  - As15 – Using Assessment to Inform Instruction

- Other:

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IPTS 4*: Learning Environment

☑ Creates a safe and healthy environment that maximizes student learning
   EdTPA Tasks (Numbers refer to specific rubrics)
   ☐ In6 – Learning Environment

☑ Creates clear expectations and procedures for communication and behavior and a physical setting conducive to achieving classroom goals
   EdTPA Tasks (Numbers refer to specific rubrics)
   ☐ In6 – Learning Environment

☑ Uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities
   EdTPA Tasks (Numbers refer to specific rubrics)
   ☐ In6 – Learning Environment

☑ Analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement
   EdTPA Tasks (Numbers refer to specific rubrics)
   ☐ In6 – Learning Environment

☑ Organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities

☑ Engages students in and monitors individual and group-learning activities that help them develop the motivation to learn
   EdTPA Tasks (Numbers refer to specific rubrics)
   ☐ In7 – Engaging Students in Learning
   ☐ As13 – Student Use of Feedback

☑ Uses a variety of effective behavioral management techniques appropriate to the needs of all students that include positive behavior interventions and supports
   EdTPA Tasks (Numbers refer to specific rubrics)
   ☐ In6 – Learning Environment

☑ Modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics

☑ Analyzes student behavior data to develop and support positive behavior.

☑ Other: ____________________________________________________________________________________________

General Comments (include the candidate’s area(s) of strength):

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IPTS 5*: Instructional Delivery

- Uses multiple teaching strategies, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities
  - EdTPA Tasks (Numbers refer to specific rubrics)
    - In7 – Engaging Students in Learning

- Monitors and adjusts strategies in response to feedback from the student
  - EdTPA Tasks (Numbers refer to specific rubrics)
    - In10 – Analyzing Teaching Effectiveness
    - As15 – Using Assessment to Inform Instruction

- Varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students

- Develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and presenting diverse perspectives to encourage critical and creative thinking
  - EdTPA Tasks (Numbers refer to specific rubrics)
    - Pl2 – Planning to Support Varied Student Learning Needs
    - In7 – Engaging Students in Learning
    - In8 – Deepening Student Learning

- Uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences
  - EdTPA Tasks (Numbers refer to specific rubrics)
    - In6 – Learning Environment

- Uses technology to accomplish differentiated instructional objectives that enhance learning for each student

- Models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

- Uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student
  - EdTPA Tasks (Numbers refer to specific rubrics)
    - In10 – Analyzing Teaching Effectiveness
    - As15 – Using Assessment to Inform Instruction

- Uses effective co-planning and co-teaching techniques to deliver instruction to all students

- Maximizes instructional time (e.g., minimizes transitional time)

- Implements appropriate evidence-based instructional strategies
  - EdTPA Tasks (Numbers refer to specific rubrics)
    - In7 – Engaging Students in Learning
    - In8 – Deepening Student Learning
    - In9 – Subject-Specific Pedagogy

- Other:________________________________________________________________________

General Comments (include the candidate’s area(s) of strength):

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IPTS 6*: Reading, Writing, and Oral Communication

- Knows and models standard conventions of written and oral communications
- Selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, and struggling and advanced readers)

**EdTPA Tasks (Numbers refer to specific rubrics)**
- PI4 – Identifying and Supporting Language Demands
- Uses assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction

**EdTPA Tasks (Numbers refer to specific rubrics)**
- PI4 – Identifying and Supporting Language Demands
- As14 – Analyzing Students’ Language Use and Literacy Learning
- Facilitates the use of appropriate word identification and vocabulary strategies to develop each student’s understanding of content

**EdTPA Tasks (Numbers refer to specific rubrics)**
- PI4 – Identifying and Supporting Language Demands
- As14 – Analyzing Students’ Language Use and Literacy Learning
- Teaches fluency strategies to facilitate comprehension of content

**EdTPA Tasks (Numbers refer to specific rubrics)**
- PI4 – Identifying and Supporting Language Demands
- Uses modeling, explanation, practice, and feedback to teach students to monitor and apply comprehension strategies independently, appropriate to the content learning

**EdTPA Tasks (Numbers refer to specific rubrics)**
- PI4 – Identifying and Supporting Language Demands
- In9 – Subject-Specific Pedagogy
- Teaches students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts, including electronic resources
- Teaches students to develop written text appropriate to the content areas that utilizes organization (e.g., compare/contrast, problem/solution), focus, elaboration, word choice, and standard conventions (e.g., punctuation, grammar)
- Integrates reading, writing, and oral communication to engage students in content learning

**EdTPA Tasks (Numbers refer to specific rubrics)**
- PI4 – Identifying and Supporting Language Demands
- Works with other teachers and support personnel to design, adjust, and modify instruction to meet students’ reading, writing, and oral communication needs
- Stimulates discussion in the content areas for varied instructional and conversational purposes

**EdTPA Tasks (Numbers refer to specific rubrics)**
- In8 – Deepening Student Learning
- Other: ______________________________________________________

**General Comments (include the candidate’s area(s) of strength):**

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IPTS 7*: Assessment

- Uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes

  *EdTPA Tasks (Numbers refer to specific rubrics)*
  - In10 – Analyzing Teaching Effectiveness
  - As11 – Analysis of Student Learning
  - As13 – Student Use of Feedback
  - As15 – Using Assessment to Inform Instruction

- Appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of an individual student and the class as a whole

  *EdTPA Tasks (Numbers refer to specific rubrics)*
  - PI5 – Planning Assessment to Monitor and Support Student Learning
  - As11 – Analysis of Student Learning

- Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning

  *EdTPA Tasks (Numbers refer to specific rubrics)*
  - As12 – Providing Feedback to Guide Further Learning
  - As13 – Student Use of Feedback

- Maintains useful and accurate records of student work and performance

- Accurately interprets and clearly communicates aggregate student performance data to students, parents or guardians, colleagues, and the community in a manner that complies with the requirements of the Illinois School Student Records Act [105 ILCS 10], 23 Ill. Adm. Code 375 (Student Records), the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) and its implementing regulations (34 CFR 99; December 9, 2008)

- Effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress

- Collaborates with families and other professionals involved in the assessment of each student

- Uses various types of assessment procedures appropriately, including making accommodations for individual students in specific context

  *EdTPA Tasks (Numbers refer to specific rubrics)*
  - PI5 – Planning Assessment to Monitor and Support Student Learning

- Uses assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students

  *EdTPA Tasks (Numbers refer to specific rubrics)*
  - PI5 – Planning Assessment to Monitor and Support Student Learning

- Other: ________________________________________________________________

General Comments (include the candidate’s area(s) of strength):

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IPTS 8*: Collaborative Relationships

- Works with all school personnel (e.g., support staff, teachers, paraprofessionals) to develop learning climates for the school that encourage unity, support a sense of shared purpose, show trust in one another, and value individuals
- Initiates in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students
- Uses digital tools and resources to promote collaborative interactions
- Uses effective co-planning and co-teaching techniques to deliver instruction to each student
- Participates in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students
- Participates in the design and implementation of appropriate assessment and instruction for designated students;
- Develops professional relationships with parents and guardians that result in fair and equitable treatment of each student to support growth and learning
- Establishes respectful and productive relationships with parents or guardians and seeks to develop cooperative partnerships to promote student learning and well-being
- Uses conflict resolution skills to enhance the effectiveness of collaboration and teamwork
- Uses digital tools and resources to promote collaborative interactions
- Initiates collaboration with others to create opportunities that enhance student learning
- Establishes respectful and productive relationships with parents or guardians and seeks to develop cooperative partnerships to promote student learning and well-being
- Uses conflict resolution skills to enhance the effectiveness of collaboration and teamwork
- Uses digital tools and resources to promote collaborative interactions

*EdTPA Tasks (Numbers refer to specific rubrics)*

- Pl2 - Planning to Support Varied Student Learning Needs
- Pl3 - Using Knowledge of Students to Inform Teaching and Learning
- Pl4 – Identifying and Supporting Language Demands
- Pl5 – Planning Assessment to Monitor and Support Student Learning
- In10 – Analyzing Teaching Effectiveness
- As13 – Student Use of Feedback
- As14 – Analyzing Students’ Language Use and Literacy Learning
- As15 – Using Assessment to Inform Instruction

Identifies and utilizes community resources to enhance student learning and to provide opportunities for students to explore career opportunities

Other: 

General Comments (include the candidate’s area(s) of strength):

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IPTS 9*: Professionalism, Leadership, and Advocacy

- Evaluates best practices and research-based materials against benchmarks within the disciplines
- Knows laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in the classroom and school
- Understands emergency response procedures as required under the School Safety Drill Act [105 ILCS 128/1], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life-saving techniques)
- Identifies paths for continuous professional growth and improvement, including the design of a professional growth plan
- Is cognizant of his or her emerging and developed leadership skills and the applicability of those skills within a variety of learning communities
- Understands the roles of an advocate, the process of advocacy, and its place in combating or promoting certain school district practices affecting students
- Understands local and global societal issues and responsibilities in an evolving digital culture
- Understands the importance of modeling appropriate dispositions in the classroom
- Models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism, and respect
- Maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family
- Reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth

*EdTPA Tasks (Numbers refer to specific rubrics)*

- In10 – Analyzing Teaching Effectiveness
- As15 – Using Assessment to Inform Instruction
- Communicates with families, responds to concerns, and contributes to enhanced family participation in student education
- Communicates relevant information and ideas effectively to students, parents or guardians, and peers, using a variety of technology and digital-age media and formats
- Collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students’ learning and school improvement
- Participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development
- Uses leadership skills that contribute to individual and collegial growth and development, school improvement, and the advancement of knowledge in the teaching profession
- Proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom
- 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]
- Models digital etiquette and responsible social actions in the use of digital technology
- Models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- Other:

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Cooperating Teacher Comments: __________________________________________________________
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Additional Comments: Name: ___________________________ Role: ____________________________
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General Comments: _____________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

The areas checked above jeopardize the candidate’s successful completion of this preclinical/student teaching experience and must be remediated as outlined. Failure to successfully remediate as scheduled will result in removal from the preclinical/student teaching experience.

University Supervisor – Date

Cooperating Teacher – Date

Candidate – Date

Other – Date

Department Chair – Date

Director of Student Teacher Placements – Date
(if applicable)

Copies to: Candidate, University Supervisor, Cooperating Teacher, Director of Student Teaching Placements (if applicable), and Academic Advisor. Original to be placed in candidate’s advising file.
Benedictine University - School of Education
Candidate Remediation Plan Follow-Up Report

Semester: ______________ Year: ______ Today’s Date: __________________________
Candidate: __________________________ Candidate ID: __________________________
Cooperating Teacher: __________________________ University Supervisor: __________________________
Cooperating School: __________________________ Subject/Grade/Level: __________________________
Candidate Major: __________________________ Experience Level (circle1): PC1 PC2 PC3 ST
The Preclinical/Student Teacher Remediation Plan was completed on __________________________.

The results of the remediation steps were:

_____ The remediation steps are in progress.
_____ The remediation steps were successfully completed.
_____ The remediation steps were not successfully completed and the candidate:

_______ withdrew from preclinical/student teaching experience with a grade of ________.
_______ was removed from preclinical/student teaching experience with a grade of ________.

Cooperating Teacher’s Comments:
________________________________________________________
________________________________________________________
________________________________________________________

University Supervisor’s Comments:
________________________________________________________
________________________________________________________
________________________________________________________

Additional Comments: Name: __________________________ Role: __________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

University Supervisor – Date Candidate – Date
Cooperating Teacher – Date Other – Date
Department Chair – Date Director of Student Teacher Placements – Date
(if applicable)

Copies to: Candidate, University Supervisor, Cooperating Teacher, Director of Student Teaching Placements (if applicable), and Academic Advisor. Original to be placed in candidate’s advising file.
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 (e.g., 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. This should be a 3-way conference between the University Supervisor, Teacher Candidate, and Cooperating Teacher.

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 and Formal Observation of Teacher Candidate’s Classroom Performance appropriate to the experience level. 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 Evaluation of Growth and Formal Observation of Teacher Candidate’s Classroom Performance appropriate to the experience level. As a follow-up to this observation, schedule a 3-way conference between the University
Supervisor, Teacher Candidate, and Cooperating Teacher to discuss the evaluations completed by each person.

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

7. identifying any need for remediation and completing the appropriate steps, including filing an “Early Warning Notice” through People Soft and initiating a 3-way conference with the Teacher Candidate and Cooperating Teacher to complete the Remediation Plan;

8. notifying the Preclinical Coordinator immediately if a candidate is not meeting the requirements of the experience, either in the classroom or with assignments. This includes Early Warning Notifications, Remediation Plan meetings, and any other instance during which the teacher candidate is not meeting his/her responsibilities;

9. 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.

10. 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;

11. 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;

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

13. 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;

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

15. 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

16. 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.

All preclinical experiences are completed under the active supervision of a cooperating teacher who is licensed and qualified to teach in the area, has at least three years of teaching experience in a public school or nonpublic school recognized pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools), has received a proficient or above performance rating in his or her most recent evaluation and is directly engaged in teaching subject matter or conducting learning activities in the area of student teaching.

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 Formal Observation of Teacher Candidate’s Classroom Performance to analyze lessons taught by teacher candidates;
- complete the Evaluation of Growth and Formal Observation of Teacher Candidate’s Classroom Performance at both midterm and at the end of the term;
- participate in a 3-way conference at the beginning of the semester with the University Supervisor and Teacher Candidate to go over the Preclinical handbook, discuss performance activities, and policies;
- participate in a 3-way conference at the end of the semester with the University Supervisor and Teacher Candidate to review the Evaluation of Growth and Formal Observation of Teacher Candidate’s Classroom Performance;

- 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
- Formal Observation of Teacher Candidate’s Classroom Performance
- 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
- attends and participates 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.

PC Handbook 08/06/15