

EDUCATOR LICENSURE PROGRAMS
College of Liberal Arts and Sciences

Final Clinical and Student Teaching Handbook



**Northern Illinois
University**

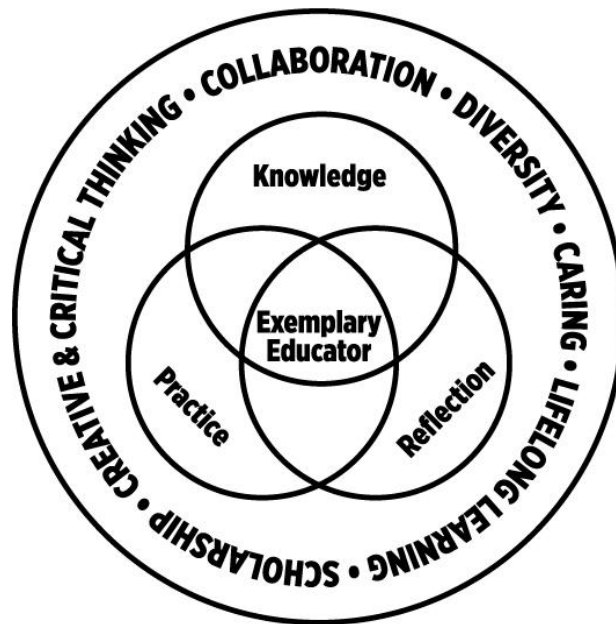


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Educator Licensure Programs
College of Liberal Arts and Sciences
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Biology Chemistry English Earth and Space Sciences
Environmental Sciences Mathematics Physics History/Social Sciences
World Languages (French, German, and Spanish)

I. Introduction

As members of the Northern Illinois University Community of Learners, the Educator Licensure Programs in the College of Liberal Arts and Sciences (CLAS) are built upon the central tenets of Knowledge, Practice, and Reflection. These programs are based upon the belief that effective teachers must be knowledgeable of the subject matter they teach; possess a solid foundation in pedagogy; demonstrate dispositions appropriate to the teaching of students from diverse cultural, social, and economic backgrounds; and show a willingness to continually develop teaching skills through self-analysis, receptiveness to constructive criticism, and engagement in professional development activities.

KNOWLEDGE:

Candidates are required to demonstrate proficiency in content knowledge in their major discipline. CLAS Educator Licensure Programs require a major in the content area. Candidates must demonstrate teaching proficiency through the successful completion of required professional education coursework, three clinicals, and a student teaching experience. Candidates must complete the general education course work required for the baccalaureate degree at NIU. Candidates are also required to demonstrate excellent communication skills that will allow them to function at a high level of proficiency in the teaching field. Candidates must demonstrate the ability to communicate clearly in speech and writing.

Outcomes (Knowledge)

Upon completion of their educator licensure program, candidates will be able to meet the following Illinois Professional Teaching Standards (IPTS):

1. Demonstrate comprehensive knowledge of one or more discipline(s). IPTS 2D, 2F
2. Communicate this knowledge effectively to students and the school community at large. IPTS 6E, 8A, 8D, 8E

PRACTICE:

NIU-CLAS Educator Licensure Programs require candidates to complete course work and experiences that provide them with strategies and skills to become effective practitioners. Upon completion of the program, candidates are expected to demonstrate the following strategies and skills:

1. An understanding of the variety of ways students learn
2. A willingness to actively engage students in their own learning
3. The ability to plan effective lessons
4. The ability to create and maintain a productive and positive learning environment
5. The ability to assess student learning through multiple means.

Candidates must also demonstrate that they have met CAEP, ISBE, and national professional organization standards. All candidates must complete at least one course in the methods of instruction in their teaching field; a three-semester clinical sequence; and a student teaching experience which focuses on the application of the content knowledge and pedagogy learned over the course of the entire licensure program.

Outcomes (Practice)

Upon completion of their educator licensure programs, candidates will be able to

1. Plan and execute lessons that are well paced, logically sequenced, and focused in accordance with clearly stated objective and course goals. IPTS 2C, 3B, 3D, 3G
2. Implement a variety of teaching strategies that reflect current and relevant educational
3. research to meet the needs of diverse learners. IPTS 1A, 1C, 1D, 2F, 3C, 3G
4. Integrate assessment and instruction and utilize a variety of assessment instruments.
5. IPTS 6H, 7A, 7C, 7E, 7F
6. Create and maintain a productive, respectful, and positive learning environment.
7. IPTS 4A, 4C, 4D, 4G, 9H
8. Incorporate available school educational technology into classroom practice to meet
9. instructional objectives and goals. IPTS 4A, 4C, 4D, 4G, 9H

REFLECTION:

NIU-CLAS Educator Licensure Programs instill the value of reflection as a means of continually improving one's teaching effectiveness. Beginning with the first clinical experience and continuing throughout the clinical and student teaching experience, candidates are expected to evaluate their own suitability for the teaching profession. Candidates reflect upon lesson preparation to ensure that all students receive opportunities to learn and apply their learning so that they may build confidence and competence as learners. Candidates also reflect on formative and summative assessment results to determine the impact of their teaching upon their students and ways to build on student learning. Candidates are introduced to the diversity of student populations in today's schools and are expected to develop attitudes and behaviors that are non-judgmental and that demonstrate respect for the backgrounds and abilities of all students. NIU-CLAS Educator Licensure Programs emphasize the

importance of the teaching profession and require candidates to maintain standards of professional conduct. Finally, as they participate in clinicals and their student teaching experience, candidates reflect upon their professional strengths and needs so they may become more effective professional educators.

Outcomes (Reflection)

Upon completion of their educator licensure programs, through reflection, candidates will be able to:

1. Perform duties in a professional manner to improve the overall learning environment for students. IPTS 4E, 5H, 6E, 8A, 9H
2. Review past and present performance with an eye toward continued professional growth. IPTS 9A, 9D, 9E, 9G, 9H
3. Develop sensitivity to community and cultural norms. IPTS 1A, 1F, 1G, 3C, 9H
4. Value students' varied talents and perspectives. IPTS 1A
5. Respect students as individuals with differing personal and family backgrounds. IPTS 1A, 1F, 3C, 9H
6. Maintain professional conduct with colleagues and community. IPTS 6E, 8A, 8B, 8D, 8E, 8F, 9B, 9E, 9G, 9H

Discipline Coordinators and Departmental Advisors for Educator Licensure

CLAS offers secondary licensure in Biology, Chemistry, English, Earth and Space Sciences, Environmental Sciences, Mathematics, Physics, History/Social Sciences, World Languages (French, German, and Spanish). Students' primary advisors throughout their educator licensure program are listed below. They are available to discuss any questions or concerns you may have concerning the student teacher or the program requirements.

Discipline	Contact Person	E-mail
Sciences (Initial inquiries for all sciences and advising)	Paul Fix Director	pfix@niu.edu
Biology & Environmental Sciences	Paul Fix Director	pfix@niu.edu
Chemistry & Physics	Dr. Michael Eads Associate Director	meads@niu.edu
Earth & Space Sciences	Dr. Nicole LaDue Associate Director	nladue@niu.edu
English	Dr. Beth McFarland-Wilson Coordinator	bmcwilson@niu.edu
World Languages	Dr. Karen Lichtman Director	klichtman@niu.edu
	Kathy Kuschman Assistant Director	kkuschman@niu.edu
History/ Social Sciences	John Alcalde Director	jalcalde1@niu.edu
	Frank Bell Advisor	fbell@niu.edu
Mathematics	Renee Olsen Coordinator	rolsen2@niu.edu
	Paul Stevenson Coordinator	pstevenson@niu.edu

II. Final Clinical Experience

(BIOS 401, CHEM 401, ENGL 482, ENVS 401, FLMT 401, GEOL 401, HIST 401, MATH 401, or PHYS 401)

All NIU-CLAS Educator Licensure Programs require three semesters of clinical experience and at least one course in discipline-specific teaching methods.

Clinical observation and participation in the secondary schools are among the most important experiences teacher candidates will have while pursuing their degree and completing their educator licensure program. The knowledge, skills and dispositions required to become an exemplary educator are complex and varied and take time to develop. Teaching skills and dispositions develop most fully in real-world classroom settings. For this reason, candidates in the NIU-CLAS Educator Licensure Programs participate in three semesters of practical secondary school experience prior to student teaching under the supervision of qualified public school personnel. Candidates gradually move from the role of novice observer to one of beginning practitioner during this three-semester sequence.

Clinical hours: Minimum of 40 hours with the same cooperating teacher(s) in the same school where the candidate will student teach the following semester.

Cooperating teachers: Usually 1-2

Course overview: This course is the final discipline-based clinical experience preceding student teaching and takes place in the school in which the candidate will student teach the following semester. The course prepares candidates for the student teaching experience by allowing them to familiarize themselves with their cooperating schools and to gain experience in preparing and presenting lessons to secondary-level students. Some of these lessons may be used by the student to complete a practice edTPA prior to student teaching. Candidates develop an understanding of their school and their subject area department and establish professional working relationships within that department.

Final Clinical Experience Course Objectives:

Note: These are the general objectives for the course. Each discipline may differ in the way in which the course objectives are realized. Students should share a copy of the course syllabus with their cooperating teacher early in the semester, so that the two can plan together for fulfillment of course assignments.

Students in the Final Clinical will:

- Further develop their philosophy of teaching.
- Identify and observe learning and teaching styles in their major field.
- Build relationships and rapport with students.
- Develop ways to motivate students to learn and apply concepts in the subject area to be taught.
- Promote a positive and productive learning environment
- Adapt lessons to meet the needs of students' different learning styles.
- Practice classroom management techniques.
- Establish a professional working relationship with colleagues.
- Use technology in the classroom.
- Become familiar with the school's curriculum and the particular subject matter most likely to be taught during student teaching.
- Acquaint themselves with the department's/school's general policies and rules of procedure concerning attendance, academic honesty, classroom disruptions, and the like.
- In consultation with the cooperating teacher, develop and present several full-length lessons.
- Complete a practice edTPA, which includes videotaping multiple full-length lessons as required.

List of Suggested Activities, Final Clinical Experience

While it is not intended that everyone should have all of the suggested experiences, the following list is a guide for the student and their cooperating teacher(s) as they plan for involvement in the classroom. This list is not intended to be exhaustive. Ideally candidates would have direct contact with students approximately **70%** of the time. The remaining time should be spent becoming acquainted with other tasks and responsibilities associated with classroom teaching.

1. Work with an individual student or group of students on a special problem.
2. Assist the cooperating teacher(s) in administering a test.
3. Supervise small group work.
4. Correct tests, daily papers/homework, worksheets, or essays. Discuss grading policies with the cooperating teacher(s) and become familiar with record-keeping procedures.
5. Help individual students with make-up work.
6. Check understanding of individual students or groups for clarification of assignments.
7. Use available technology, including document camera, projector, SMART board, etc.
8. Co-plan and co-teach with the cooperating teacher(s).
9. Teach the whole class for short periods under the supervision of the cooperating teacher(s).
10. Plan and execute a teaching activity which calls for collaborative learning groups.

11. Read school manuals and policy statements regarding such issues as attendance, student behavior, curriculum, and emergency procedures. Later, discuss these thoroughly with the cooperating teacher(s).
12. Attend a PLC, faculty, department, or schoolboard meeting.
13. Tour the building and meet with support staff such as the media specialist, ESL/bilingual teacher, guidance counselor, dean of students, school nurse, assistant principal, and principal.
14. Learn how to adapt materials for diverse student needs by consulting with special education or other intervention professionals in your building.
15. Read the school report card and ask appropriate questions regarding the information included in that document.

III. Student Teaching Overview

Goals of Student Teaching

Upon completion of the NIU-CLAS Educator Licensure Programs, candidates will be able to:

1. Demonstrate comprehensive knowledge of one or more discipline(s). IPTS 2D, 2F
2. Communicate this knowledge effectively to students and the school community at large.
3. IPTS 6E, 8A, 8D, 8E
4. Plan and execute lessons that are well paced, logically sequenced, and focused in accordance with clearly stated objectives and course goals. IPTS 2C, 3B, 3D, 3G
5. Implement a variety of teaching strategies that reflect current and relevant educational research to meet the needs of diverse learners. IPTS 1A, 1C, 1D, 2F, 3C, 3G
6. Integrate assessment and instruction and utilize a variety of assessment strategies. IPTS
7. 6H, 7A, 7C, 7E, 7F
8. Create and maintain a productive, respectful, and positive learning environment. IPTS 4A,
9. 4C, 4D, 4G, 9H
10. Incorporate available school educational technology into classroom practice to meet instructional objectives and goals. IPTS 4A, 4C, 4D, 4G, 9H
11. Maintain professional conduct with students, colleagues, and community. IPTS 6E, 8A, 8B, 8D, 8E, 8F, 9B, 9E, 9G, 9H
12. Perform duties in a professional manner to improve the overall learning environment for students. IPTS 4E, 5H, 6E, 8A, 9H
13. Reflect upon past and present performance with an eye toward continued professional growth. IPTS 9A, 9D, 9E, 9G, 9H
14. Develop sensitivity to community and cultural norms. IPTS 1A, 1F, 1G, 3C, 9H
15. Understand the value of students' varied talents and perspectives. IPTS 1A
16. Respect students as individuals with differing personal and family backgrounds. IPTS 1A, 1F, 3C, 9H

Duration of Student Teaching

The actual starting and ending dates for the student teaching experience will be determined according to the needs and/or desires of the cooperating teacher(s), in consultation with the student teacher's discipline coordinator. The starting and ending dates will be delineated in the "401/Student Teaching Placement Confirmation Report" (PCR), which will be completed the semester prior to student teaching. This form is to be signed by a building administrator, the cooperating teacher(s), and the student teacher. Any changes in cooperating teachers should be reported to both the discipline coordinator and the Placement Office as soon as possible.

The duration of the student teaching experience will be from fourteen to sixteen weeks, depending on the program. Consult the discipline director/coordinator (see page 5) for your program's requirements.

Recommended Timeline for the Student Teaching Team

While an exact timetable of experiences appropriate for all student teachers cannot be specified, the following guidelines are an approximate model based on past experience.

Each student teacher is expected to adhere to the cooperating teacher's school day for their school. In general, this means being at school at least 20 minutes before the first period and staying at least 30 minutes after school dismissal for the day.

Development of a Phase-In and Phase-Out Strategy

Each content-area program has its own set of guidelines for length of the student teaching experience and for the specific schedule to be followed for phasing in to student teaching. What follows is a set of general guidelines that apply to most student teaching experiences in the CLAS.

Phase-In Period:

Student teachers should begin the process of "phasing-in" by teaching the first preparation as soon as their student teaching semester begins. The student teacher and cooperating teacher should also construct a tentative schedule to follow as the student teacher progresses from teaching one class to a full load. The university supervisor should be informed of this schedule as quickly as possible to facilitate the arrangement of class visitations.

When the student teacher takes over the primary responsibility for a class, they may choose to distribute a written statement of their academic and behavioral expectations to the students and parents. Student teachers should discuss these statements carefully with their cooperating teachers in order to prevent abrupt changes in teaching styles, procedures, or policies that may detract from learning. This procedure should be repeated for each preparation assumed.

Student teachers should continue adding classes per the agreed upon phase-in schedule until reaching a **full load**, which is defined as five classes with two-three distinct preparations. [Note: If your school is on a block schedule, a full load will be defined as two to three classes per day, to be determined by the cooperating teacher and university supervisor.] In addition, student teachers may also be expected to assume one additional duty period, such as study hall.

Teaching a Full Load:

Student teachers are expected to fulfill all teaching responsibilities, including setting objectives, developing lesson plans, correcting homework, developing quizzes and tests, and evaluating student performance. The cooperating teacher should remain in the classroom for each period until the day that they feel comfortable leaving. The cooperating teacher might begin by leaving the classroom for a short period of time, progressing to leaving the room for the entire hour while remaining nearby. The student teacher typically teaches a full course load independently for 6-9 weeks with consultation rather than constant supervision from the cooperating teacher. During this time, cooperating teachers should encourage student teachers to ask questions about everything, and give advice and feedback, both written and oral, freely.

Phase-Out Period:

Toward the final weeks of student teaching, the student teacher should begin to shift teaching responsibilities back to the cooperating teacher. These shifts should occur at obvious breaking points

in the content when possible (i.e. end of unit, after a test). This period should also provide additional opportunities for the student teacher to see other teaching and learning situations at their school. Student teachers should take advantage of the phase-out period to observe other classrooms both in and outside their fields of expertise. Classes taught by a school's exemplary teachers are appropriate for observation, provided that the teachers consent.

IV. Roles and Responsibilities of the Student Teaching Team: Student Teacher, Cooperating Teacher, and University Supervisor

In order for a student teacher to have a successful experience, each member of the student teaching team must understand their role. In addition to the following general responsibilities, team members should familiarize themselves with each department's specific guidelines.

Student Teacher Expectations and Responsibilities

Student teachers are expected to be dependable, enthusiastic, and cooperative. They need to demonstrate initiative, flexibility, and emotional maturity. They must have a strong background in subject content and educational philosophy and theory. They must also have a strong commitment to meeting the needs of all learners. Student teachers must recognize the importance of establishing and maintaining lines of communication with their cooperating teachers and with their university supervisors.

Exemplary student teachers arrive at school well in advance of the students and stay as needed at the end of the school day. They prepare their lessons thoroughly and try to provide variety in their instructional approach. They listen carefully to the suggestions of their cooperating teacher and university supervisor. They collaborate, when appropriate, with colleagues, administrators, and parents to meet the needs of their students. And perhaps most importantly, they are reflective practitioners who are not afraid to admit shortcomings and to adjust plans and behavior accordingly.

Successful student teachers specifically:

- Complete the edTPA.
- Demonstrate knowledge, skills, and dispositions of a beginning practitioner.
- Attend pre-student teaching conferences and seminars as deemed appropriate by the school or district.
- Learn about the various physical facilities of the school building, the resources available in the school system, and the resources of the community as they relate to the student teaching assignment.
- Prepare adequate lesson plans and submit them to the cooperating teacher for approval well in advance of actual classroom teaching and to the university supervisor as required.
- Promptly report to class and maintain regular attendance. **All absences should be cleared by the cooperating teacher and university supervisor, especially in the case of extended absence.**

- Become familiar with school policies and procedures prior to the student teaching semester.
- Communicate honestly, openly, and regularly with the cooperating teacher and with the university supervisor.
- Maintain a high level of professionalism and ethical conduct (including but not limited to dress, communication, and behavior).
- Participate in professional activities such as staff meetings, committee meetings, and parent conferences.
- Understand the role of other professionals in the building or district such as the guidance counselor, dean of students, special education teacher, reading specialist, principal, and assistant principal.
- Invite and apply constructive recommendations from their cooperating teachers and university supervisors for improving teaching performance.

Cooperating Teacher's Expectations and Responsibilities

The cooperating teacher's willingness to encourage, advise, support, and share ideas helps form the student teacher's view of the profession. It is the cooperating teacher's responsibility to work with the student teaching team in designing an experience which best prepares the candidate to be a professional teacher while maintaining instructional quality. Therefore, the cooperating teacher is expected to:

- Ensure adequate continuity, class contact, and supervision of the student teacher.
- Explain clearly the nature and scope of the student teacher's duties and responsibilities. In particular, the cooperating teacher should clarify their expectations regarding writing formal lesson plans, securing and organizing instructional materials, and evaluating student work.
- Ensure that the student teacher's induction into actual teaching is at a rate that seems appropriate for that student teacher.
- Conduct **at least** weekly scheduled conferences to keep the student teacher informed of their progress and to offer suggestions and constructive criticism.
- Remind the student teacher of the necessity of keeping student information and records confidential.
- Communicate regularly, honestly, and openly with the university supervisor regarding the progress of the student teacher.
- Assist the student teacher in setting goals for continued growth and development during beginning, middle, and final stages of student teaching.
- Encourage the student teacher to develop the teaching style best suited to them as an individual.
- Arrange a time for the university supervisor to talk to the student teacher before or after each observation, and a time to talk with you, the cooperating teacher.
- Facilitate the completion of the student teacher's edTPA as required.
- Complete midterm and final evaluations and review each with the student teacher.

During the early weeks of student teaching, cooperating teachers should observe frequently and give plenty of feedback. Once student teachers have taken on a full load, however, they need to be left alone with their classes on a routine basis. If the cooperating teacher feels unwilling to leave the classroom, undoubtedly the student teacher has not made sufficient progress and the university supervisor needs to be contacted immediately.

University Supervisor's Expectations and Responsibilities

The supervisor and the cooperating teacher will need to confer regularly throughout the semester to establish common goals and to monitor the progress of the student teacher. The university supervisor is expected to:

- Assist the student teacher and cooperating teacher in planning for the edTPA, as required.
- Hold periodic meetings with the student teacher and cooperating teacher.
- Observe the student teacher approximately once every two weeks and confer with them as soon as possible after the observation. Observation reports, which should evaluate the teaching observed and make suggestions for improvement, should be made available to both the student teacher and the cooperating teacher.
- Act as a liaison between the student teacher and the university.
- Complete a midterm and final evaluation form and disposition survey, and review each with the student teacher.

Visits by the university supervisor are arranged in advance. Student teachers should take responsibility for making mutually satisfactory arrangements for these visits. For these visits, the student teacher should supply the university supervisor in advance with detailed lesson plans, tests, quizzes, and other materials needed for the lesson.

Evaluation

Evaluation should occur continuously throughout the student teaching experience. The primary purpose of all evaluations during the experience should be to identify the student teacher's areas of strength and to analyze where continued growth is needed. Evaluation should be related to performance, planning, attitude, and personal characteristics of the student teacher.

1. Informal Evaluation (Feedback and Constructive Criticism)

Feedback and constructive criticism should be given on a regular basis so that the student teacher continues to grow in their professional practice. The cooperating teacher should make their expectations clear to the student teacher at the beginning of student teaching and should continue to do so throughout the student teaching experience. It is important that the lines of communication be kept open at all times to avoid misunderstandings. If any difficulties arise between the cooperating teacher and the student teacher, the university supervisor should be notified immediately so they can work with the appropriate student teaching team members to help resolve the problem(s).

Serious concerns about a student teacher's behavior and conduct should be addressed using the CLAS dispositions process.

<https://www.niu.edu/clas-educator-licensure/cooperating/index.shtml>

2. Formal Evaluation

Formative evaluations:

Formative evaluations include the Visitation Reports that are completed at each of the University Supervisor's visits. This report evaluates the observed teaching and makes appropriate suggestions for improvement. The student teacher should be encouraged to continually evaluate their own growth as a teacher. Opportunities for the student teacher to discuss this growth and areas of strength and weakness should be provided regularly throughout the semester with both the cooperating teacher and the university supervisor.

Summative evaluations:

One of the most important (and often most difficult) responsibilities of the cooperating teacher and of the university supervisor is submitting a final assessment of the student teacher's performance. The midterm and final evaluations are completed by both the cooperating teacher and the university supervisor. Taken in combination, these evaluations reflect the combined judgment of those who have observed the student teacher's professional growth throughout the semester. The final evaluation should be the most positive evaluation possible for the student teacher. Any weaknesses mentioned in it should be classified as to whether they are due to lack of experience or are symptomatic of a general weakness that would continue to affect the teacher's performance. Both the cooperating teacher's and the university supervisor's final evaluations will be submitted to the student's department.

Note: The final evaluation may be returned to the university supervisor at the final visit or may be submitted electronically. The student teacher's semester is incomplete until both the university supervisor's and the cooperating teacher's final evaluations have been submitted.

The student teacher will have access to both the university supervisor's and the cooperating teacher's final evaluations.

V. CLAS Policies related to Student Teaching

- 1. Student Teaching Placement Policies:** The College of Liberal Arts and Sciences at NIU offers a variety of student teaching placements throughout northern Illinois. Every effort is made to place student teachers in schools which best meet their needs. Placements are made in the order of application submission with late submissions being considered for the upcoming semester **ONLY** if placements are available. Otherwise, late submissions will be considered for the subsequent semester. Indication of a placement preference on application, does **NOT** guarantee confirmed field experiences in that region or district. Students are not to attempt to make their own arrangements with schools for student teaching assignments; this leads to misunderstanding among all parties involved. Also, except in unusual circumstances, students will not be allowed to student teach in a school from which they have graduated or a school in which a relative is a student, staff member, or board member. Every effort will be made to place students in a location that is no more than 60 miles from their indicated place of residence during student teaching. Transportation to this placement is the responsibility of the student. If a student believes that an accommodation is necessary for them to successfully complete the experience, the student must request accommodation through the NIU Disability Resource Center and direct them to reach out to the Director of Teacher Preparation and Development at the time of the application submission.
- 2. Criminal Background Check (CBC):** NIU requires all initial licensure students who will be placed in a school for a clinical or student teaching experience to submit to a criminal background check in a timely manner and according to district policies. Districts may refuse to accept an NIU student based on the results of the criminal background check. Any fees related to the criminal background check are the responsibility of the student.
- 3. Pre-student Teaching Testing Requirement:** The Illinois State Board of Education (ISBE) and NIU require all student teachers to pass the appropriate ILTS Content-Area Test prior to the beginning of student teaching.
- 4. Physical Exam:** The ISBE requires a physical exam within 90 days of the start of student teaching.
- 5. Substitute Teacher Responsibility:** Using the student teacher as a substitute teacher in any capacity during the student teaching placement is strongly discouraged. If the cooperating teacher is absent for any reason during the student teacher's period of student teaching, the district is responsible for finding, and paying for, an appropriate substitute teacher.

NIU Policy for Candidates with a Short-term Substitute License

At NIU, the approved policy for candidates who obtain a short-term substitute license is as follows:

- Candidates enrolled in an educator preparation program at NIU who obtain a short term substitute teaching license may choose to substitute teach prior to student teaching but do so without NIU approval or support.
 - While enrolled in an educator preparation program, substitute teaching does not count towards clinical hours.
 - Candidates can only substitute teach during their student teaching experience with prior approval from designated university personnel and cooperating teacher. Candidates cannot be a paid substitute teacher in their school building on more than three occurrences during their student teaching experience.
 - Candidates cannot miss any days of their student teaching experience in order to be a paid substitute teacher in another school or school district.
1. **Extra Responsibilities:** The district may not assign student teachers responsibilities other than those in the regular classroom teacher’s job description.
 2. **Working/Taking Courses:** While student teaching, the student’s primary responsibility should be the student teaching assignment. Student teachers are strongly discouraged from holding employment or taking any additional coursework during the semester of student teaching. If students do so and this choice interferes with effective student teaching, students may be asked to choose between student teaching and the outside activity.
 3. **Calendar:** During the student teaching semester, the student follows the school district’s calendar regarding breaks and holidays, NOT the NIU calendar.
 4. **Mismatch between Student Teacher and Cooperating Teacher:** Should the cooperating teacher or the student teacher suspect a personality “mismatch” or other potential problem, the university supervisor should be contacted immediately. A successful student teaching experience is based upon having a good working relationship between the cooperating teacher and the student teacher.
 5. **Absences, Cooperating Teacher:** When the cooperating teacher is absent, the student teacher should be notified, and the certified substitute teacher becomes the supervisor for the student teacher. If the cooperating teacher has a prolonged absence (more than two consecutive days of absence) or frequent absences, the university supervisor must be notified in order to maintain the integrity of the experience for the student teacher.
 6. **Absences, Student Teacher:** NIU requires student teachers to attend orientation and other on-campus functions, which should be excused by the cooperating teacher. When the student teacher is absent, notification must be given to the cooperating teacher and to the university supervisor. All lessons and materials should be provided to the cooperating teacher. If the absences during the student teaching experience are excessive (number of days to be determined by the program coordinator), make-up time or other necessary steps will be mandatory.

12. **Temporary Disability/Medical Condition during Student Teaching:** If a student teacher's classroom performance is affected by a temporary disability or medical condition (i.e., physical, mental, emotional), the university supervisor shall consult with the cooperating teacher, the major department, and any other outside experts necessary to determine the resolution of the case. Should the decision be made to terminate the student teaching experience, the professional opinions of the cooperating teacher and university supervisor should be discussed with the major department before termination.
14. **Class Responsibility of Cooperating Teacher:** Classes being taught by the student teacher are ultimately the responsibility of the cooperating teacher. The cooperating teacher has been generous to share teaching of these classes with the student teacher, but the cooperating teacher is held responsible for material the classes will be taught and the final evaluation of the students.
15. **Definition of School Day:** Student teachers are expected to adhere to the cooperating teacher's school day. In general, this means being at school at least 20 minutes before the first period and staying at least 30 minutes after school dismissal for the day. However, the schedule at the cooperating school takes precedence. Student teachers are expected to attend department and faculty meetings, parent conferences, institute/in-service days and other such activities.
16. **Extra-curricular Activities:** A student teacher's primary responsibility is to the classroom. Interested student teachers may help with extra-curricular activities if they continue to meet their classroom responsibilities and if their help is desired. A student teacher's participation in extra-curricular activities is optional (at the discretion of the university supervisor and discipline coordinator) and cannot be made mandatory for a student teacher.
17. **Harassment: Action in Response to a Hostile Work Environment**

Teaching is a demanding job. During student teaching, you are likely to encounter some common issues related to classroom management, grading, and curriculum decisions. You will also form new relationships with cooperating teachers, school personnel, and students. These new relationships can be challenging just as any new encounters might be, and developing strong working relationships requires some effort and flexibility. In most cases, these relationships will be positive and productive. In some rare instances, however, a cooperating teacher or other school personnel, may create a hostile work environment that seriously impedes a teacher candidate from completing duties in a positive and constructive way. In such cases, a candidate should not have to endure intolerable situations, and staff at NIU are available to help.

In these rare instances, perceived hostile actions—e.g., racial or ethnic slurs or taunts, sexual harassment, bullying—may be serious enough to require corrective action. In such circumstances, the teacher candidate should report the concern to the university supervisor and to the discipline director/coordinator for the specific program. The university supervisor and the discipline director/coordinator will be available to help by intervening in conflicts and by advising about what further steps to take. In some cases, the supervisor or

director/coordinator can advocate on the behalf of the student teacher. With help always available, a student teacher should not hesitate to report a problem and seek assistance.

When some difficult circumstances call for extensive intervention, the supervisor and director/coordinator will help the student by following protocols established within the College and the hosting institution to correct conflicts between a student teacher and a cooperating teacher or other school personnel. The university supervisor and the discipline director/coordinator, in consultation with administration in the host institution, will investigate the situation, consult with the student teacher about experiences at the host school, and advise the student teacher about what further steps to take. The specific steps will depend on the situation and can include: (1) advocating on the behalf of the student teacher to correct a distressing situation, (2) supporting the candidate in not only seeking relief but in connecting with mental health professionals or other related resources on campus, and (3) seeking an immediate change to the placement or directing an alternative experience to complete the student teaching requirement. For the student teacher, the most important consideration is that the candidate reports the concerns as soon as possible and relies on the advice and support from the university supervisor and the discipline director/coordinator so that corrective action may be taken.

In these rare but serious circumstances, the student teacher should know that the staff of the university is committed to advocate, support, and advise for the benefit of the teacher candidate. For the student teacher, the important steps to remember are *Report, Consult, and Act*.

18. Litigation during Student Teaching: If a student is involved in litigation of any kind that may impact their ability to perform as a student teacher, they will be asked to submit a written statement regarding such litigation to their discipline coordinator. After review of the written statement by the discipline coordinator, the student will be given an opportunity to make an oral statement concerning the litigation if appropriate. The student's discipline coordinator, in consultation with the NIU legal counsel and the student's major department, shall decide whether the student teacher will be allowed to continue student teaching at that time.

19. Striking Public Schools: In the event that a work stoppage action is taken by some or all of the school employees during the time when student teachers are assigned to a school, student teachers must assume the role of neutral persons.

- Student teachers shall not be required by any union to participate in picketing or other work stoppage actions.
- Student teachers shall not be required by the school district to cross picket lines or to report for work when such action would constitute a breaking of the work stoppage.
- If, in any event, the student teacher participates on either side of the work stoppage, such participation shall be as an individual, not as a university agent, and Northern Illinois University disclaims any liability or responsibility for any action or the consequences of any action taken by such individual as a result of their participation.

- Student teachers placed in school districts where such a work stoppage has occurred are required to notify their discipline coordinators as soon as they receive notice of the work stoppage. It is the student teacher's responsibility to maintain contact with the discipline coordinator regarding the ongoing status of any such work stoppage.
- In the event that the work stoppage continues for a week or more, the university may make arrangements for an extended experience or an alternate placement.

20. **Liability Insurance for Student Teachers:** Illinois statutes expressly include student teachers in both indemnification and insurance provisions for school personnel. 105 ILCS 5/10-20.20 provides that the board has a statutory duty to “indemnify and protect [the] student teacher against civil rights damage claims and suits, constitution rights damage claims and suits, and death and bodily injury and property damage claims and suits” when such claims arise out of alleged negligent or wrongful conduct committed in the scope of employment or under the direction of the board. Student teachers should not be placed in schools that do not carry liability insurance that covers student teachers.

21. **Waivers:** In exchange for hosting NIU Teacher Candidates, the University Office of Educator Licensure and Preparation (UOELP) issues tuition waivers issued by the institution and professional development hours (PDHs). These waivers will be issued to district offices biannually. Interested parties should reach out to the UOELP for further information: <https://www.niu.edu/educator-licensure/index.shtml>

Cooperating teachers may also receive information electronically regarding Professional Development Hours (PDHs) from the University Office of Educator Licensure and Preparation. An email will be forwarded to cooperating teachers from teachercertification@niu.edu at the end of the term in which the placement occurred. The number of hours awarded will either be 30 hours for a student teacher, or 12 hours for all other placements.

If an observer/student teacher does not begin the placement, no waivers or PDHs may be assigned. If a student does not complete the placement, the length of time will be assessed, and waivers/PDHs will be assigned accordingly.