



CECILIA J. LAUBY

TEACHER EDUCATION CENTER

Illinois State University

Cooperating Teacher Handbook for Student Teaching

2022-2023

Cecilia J. Lauby Teacher Education Center
Office of Clinical Experiences and Licensure Processes
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Fall 2022

Dear Cooperating Teacher,

It truly “takes a village” to prepare a teacher. We appreciate the role you play this semester as a cooperating teacher. You are sharing your classroom, your students, your time, your talents, and your energy. Thank you on behalf of the *Cecilia J. Lauby Teacher Education Center* and the 28 undergraduate teacher education programs at Illinois State University. We cannot do our work of fostering culturally responsive classroom environments where all students are valued, seen, and heard without you.

ISU teacher candidates come to you with strong content knowledge, thoughtful pedagogy course work, rich clinical experiences, a passion for making a difference in the lives of others, and an eagerness to learn and grow from you, your students, and your community. They will practice what they have learned, demonstrate teacher professionalism, and experience relationship building in and outside the classroom. You will coach them along the way.

We appreciate you joining us in the exciting adventures of teacher preparation. The journey is long, it is rigorous, but it is life changing. The path to becoming a teacher is varied but the destination the same. Perhaps you remember your student teaching experience and how it shaped you. Together you are *Citizen Teachers*, advocating for the profession, exploring the field, and making a difference in the lives of others. You are co-collaborators using data, lived experiences, and civic/community engagement to inform and improve the art and science of teaching, learning, and assessment.

Thank you for “paying it forward,” by hosting a student teacher; you are shaping the profession profoundly. You will mentor, model, demonstrate, engage, challenge, and help support the pedagogy, content knowledge, skills, disposition, and readiness of your future colleague.

Together we are helping a student realize their educational goals of becoming a teacher leader in a career we recognize is challenging, rewarding, and invaluable for a democratic society. We are proud to work together this semester and look forward to continued collaboration and district partnerships. Please reach out if we can be of any assistance to you or your team.

Let's Go EdBirds,

Monica Noraian, Ph.D.

Acting Director, *Cecilia J. Lauby Teacher Education Center*

Illinois State University, Campus Box 5440, DeGarmo 56, Normal, IL 61790

Phone: (309) 438-3541

Email: mcnora2@ilstu.edu

Introduction

Student teachers officially begin their work on the first day of your district's teaching staff attendance at the beginning of the fall and spring semesters. If your student teacher does NOT report on the scheduled day/time, please call the appropriate Placement Coordinator in The Cecilia J. Lauby Teacher Education Center (**Appendix A**). Your student teacher must adhere to the absence reporting protocol used in your school district. The student teacher must also report their absence to their university supervisor. The Cooperating Teacher Handbook contains information related to ISU policies and the University's expectations for our student teachers. You can find additional information can be found at the [Lauby Teacher Education Center - Cooperating Teacher](#) webpage.

Special Note: Due to COVID 19, the responsibilities listed below will need to be adapted to meet the type of learning delivery in your school district including face-to-face, hybrid and online. You, the ISU university supervisor, and the student teacher will need to communicate closely and make modifications as the school year progresses. At least once every two weeks an ISU university supervisor will conduct a virtual visit with you and the student teacher. The university supervisor will notify you of their virtual visit in advance. During a typical student teaching experience, the university supervisor will observe your student teacher and will confer with both of you following the observation of the student teacher's lesson.

Please know that several Illinois State University teacher education programs hold a seminar that the student teacher is required to attend. Your student teacher should provide you with these **seminar dates during your first meeting**. If you have not heard from an Illinois State University

supervisor within the first week of student teaching, again, please call the Placement Coordinator listed on page 1 of your “Student Teaching Confirmation Letter,” or on **Appendix A** of this document.

SUGGESTED COOPERATING TEACHER RESPONSIBILITIES

Please consider:

Special Note: Due to COVID 19, ISU recognizes these responsibilities will need to be adapted based on the type of learning delivery in your district.

- Arranging to meet with your student teacher before the official start of the experience.
- Introducing your student teacher to other faculty members, support personnel and administrators.
- Providing a tour of the school including staff work areas, staff lounge, adult restrooms, etc.
- Posting your student teacher’s name (Ms./Mr. Smith) along with your name near the classroom door.
- Sending a note to families to let them know you will have a student teacher with you for the next several weeks.
- Providing a desk or designate a work area for your student teacher with supplies and copies of necessary manuals, textbooks, etc.
- Providing a picture of the class or individual students to help your student teacher learn names more quickly.
- Reviewing policies that directly impact your student teacher: the length of the school day, school security, emergency plans, where to park, etc.
- Explaining any staff activities or special events that your student teacher could choose to participate in or attend. However, *if it is an event you are required to attend; your student teacher must be in attendance as well.*
- Reviewing your classroom rules and expectations for student behavior as well as acceptable rewards and consequences. Provide the student handbook for review.

- Discussing a timetable for immersion of your student teacher into full-time teaching responsibilities.
- Working closely with your student teacher in planning initial lessons. Require a detailed lesson plan for each class until your student teacher shows by her/his performance that it is possible to operate successfully with less **written** details. Please know that Illinois State University Teacher Education Programs *require detailed written plans throughout the student teaching experience.*
- Discussing the lesson plan with your student teacher before the lesson is taught and again after it is completed. Observe the lesson and help your student teacher evaluate it in terms of whether the objectives were met, and how it could be improved. A key reflective question might be “If you had the opportunity to re-teach this lesson, what would you do differently?”
- Allowing your student teacher to try various teaching methods and techniques, even though you may choose not to use them.
- Planning for your student teacher to assume full teaching responsibility for at least three or more weeks or as indicated by department preference.
- Providing your student teacher with verbal and written feedback. Highlight their basic strengths as well as identifying areas needing improvement. Both informal and formal conferences will be beneficial.
- Notifying your university supervisor if your student teacher is unable to complete the required work. Please identify any concerns you have regarding your student teacher early in the semester, so these concerns may be resolved as soon as possible. Please use the Disposition Concerns form as a remediation tool to help concerns be resolved. This form can be found at:
 - <https://education.illinoisstate.edu/downloads/teacher/dispositionassessment.pdf>
 - An example of a **completed disposition concern form can be found in Appendix B.**
- Returning any Illinois State University evaluation forms and other specified materials to your student teacher’s university supervisor.

PLANNING WITH YOUR STUDENT TEACHER AND UNIVERSITY SUPERVISOR

- Please schedule time to develop plans jointly, providing for a range of well-balanced activities and experiences.
- When your university supervisor is scheduled for an observation, please schedule a time when you may meet with the university supervisor and student teacher.
- Supervision of your student teacher requires a great deal of planning. Pre-planning on the part of the classroom teacher and university supervisor creates a great learning atmosphere and may alleviate any potential problems before they arise.

CONFERENCING RESPONSIBILITIES FOR STUDENT TEACHERS, COOPERATING TEACHERS, AND UNIVERSITY SUPERVISORS

The degree of success realized in building and maintaining cooperative working relationships during the student teaching experience is dependent upon the ability of the student teacher, cooperating teacher and university supervisor to plan and conduct conferences throughout the student teaching semester.

To ensure the full benefits from the supervised student teaching experience, the student teacher and supervisory personnel (e.g. Cooperating Teacher and University Supervisor), should frequently hold conferences throughout the student teaching placement. Conferences help establish rapport, maintain relationships and prevent the compounding of minor issues frequently caused by a lack of communication. Conferences provide a means for continuous evaluation of the student teacher's growth during this learning experience. This is a standard practice in the teaching profession.

Informal conferences between the student teacher and their cooperating teacher are held as needed. When specific feedback is given by the cooperating teacher, your student teacher can apply this information as soon as possible.

Formal conferences should be scheduled weekly and have a planned agenda. During this meeting, the student teacher should receive information from the cooperating teacher as to their specific observed strengths, as well as areas in need of improvement with strategies for implementation.

Initial Conference

At the beginning of the semester, the university supervisor will meet virtually with the cooperating teacher and student teacher to discuss the student teaching program and the responsibilities of each participant.

Subsequent Visits

Should allow for formal observations, written feedback and individual conferences with the student teacher and the cooperating teacher by the university supervisor. If necessary, a three-way conference may also be arranged. That decision is left to the discretion of the three people involved and will depend, in part, upon time availability as well as other variables. The main principle is that an evaluation should take place for the benefit of and with the student teacher, whose work is being evaluated.

Final Conference

Our university supervisor will conference virtually and individually with the student teacher and the cooperating teacher to discuss the student teacher's work and to determine the grade the student teacher will earn. The university supervisor is responsible for submitting the completed assessment and all student teaching documentation to their assigned coordinator in The Cecilia J. Lauby Teacher Education Center.

GENERAL INFORMATION

Absences

When illness occurs, the student teacher has the responsibility to immediately contact their Cooperating Teacher, their assigned school and the University Supervisor. The student teacher must follow the same procedures expected of the classroom teacher for reporting absences. In addition to reporting an absence to school officials, the student teacher must immediately contact their cooperating teacher and university supervisor. If the student teacher is absent to attend any University-sponsored activity, such as a student teaching seminar, she/he should decide well in advance with the cooperating teacher for the absence.

Appearance

Appropriate professional dress and conduct are expected of all Illinois State University student teachers. As a rule, student teachers should be guided by the dress code of their assigned school.

Attendance

Regular attendance is expected of all student teachers. Attendance and promptness are factors reflecting the professionalism of the student teacher. Unauthorized or lengthy absences may require an extension of the student teaching experience.

The student teacher's workday is the same as their cooperating teacher. Student teachers are expected to arrive early each morning to allow ample time for planning and organizing before classes begin. Likewise, they are expected to remain a short time after dismissal to allow time for planning and conferencing.

Calendar

Student teachers are expected to follow the calendar of the school district in which they teach, **not** the university calendar. Exceptions should be discussed and approved by school personnel and the university supervisor.

Corporal Punishment

Student teachers are not permitted to administer corporal punishment.

Observations by University Supervisors

Our university supervisor will plan to observe the student teacher virtually every two weeks during the student teaching practicum. The purpose of each virtual observation is to watch the candidate's performance and to confer with the cooperating teacher. After each observation, the student teacher should plan to spend time in conference with their university supervisor.

Observations by Student Teachers

When possible, student teachers should have the opportunity to observe teachers in other classrooms/major content area. The purpose for such observations is to broaden the student teacher's perspective related to teaching styles, classroom environments and methods of classroom management. It also helps acquaint student teachers with responsibilities teachers have across the curriculum. Arrangements should be made by the student teacher in consultation with the cooperating teacher and the principal.

Outside Activities

Attempts to work or to carry on responsibilities outside of student teaching are not encouraged by Illinois State University, as such activities usually mean that the long hours of preparation demanded in student teaching may not be met.

Student Teaching Seminars

Student teachers may be required by their program to attend seminars throughout the student teaching semester. Cooperating teachers should be informed of these seminars, in advance, by the student teacher and/ or university supervisor.

Work Stoppage and/or Strikes

Student teachers will assume a neutral role and maintain an uninvolved status with respect to a work stoppage. In the event a work stoppage continues for a week or more, the university may make arrangements for an extended experience or an alternate placement in another agency.

REQUIRED STUDENT TEACHER ASSIGNMENT: edTPA *Due to the Governor's disaster declaration due to public health emergency, the edTPA as a licensure requirement has been suspended for the 2022 Fall semester and the 2023 Spring semester.*

What is edTPA? edTPA (educational Teacher Performance Assessment) is a national performance-based assessment that is designed to assess a student teacher's readiness to teach. The edTPA was developed by faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE) and has a design and review team of more than 120 members including university faculty, national subject-matter organization representatives, and K-12 teachers. 39 states and the District of Columbia are currently participating in edTPA.

What is edTPA based on?

edTPA is based on the concept that effective teachers do the following things:

- Engage students in active learning
- Create intellectually ambitious tasks
- Use a variety of teaching strategies
- Assess student learning

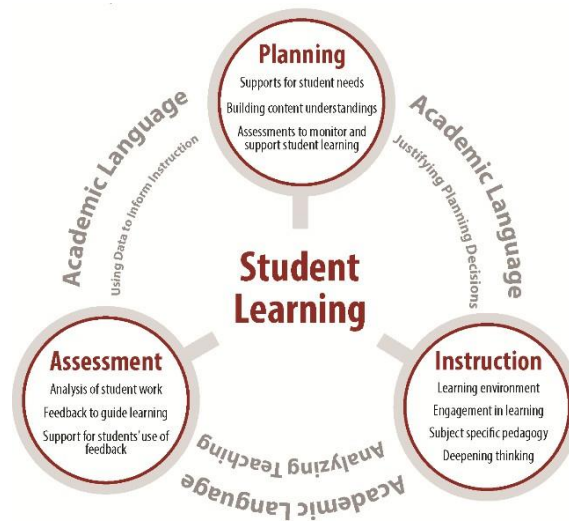
Continuously adapt teaching to student needs:

- Create effective scaffolds and supports
- Provide clear standards, constant feedback, and opportunities for revising work
- Develop and effectively manage a collaborative classroom in which all students have membership

edTPA assesses student teachers' ability to do these things at the beginning teacher level. This is referred as the Core of Effective Beginning Teaching (CEBT).

~~**edTPA is a requirement for teacher licensure in Illinois and for completion of a teacher education program at Illinois State University.**~~

Core of Effective Beginning Teaching (CEBT)



What do student teachers need to do?

To complete the edTPA, student teachers must submit a portfolio that consists of three tasks: Planning for Instruction and Assessment, Instructing and Engaging Students in Learning, and Assessing Student Learning. Within this portfolio, students are asked to submit artifacts (lesson plans, video clips*, student work samples, etc.) to show evidence of their teaching and commentaries to describe the thinking behind their work. All of the artifacts and commentaries must come from the same learning segment (3-5 interconnected lessons). Specific instructions for each task and related artifacts/commentaries can be found in the edTPA handbooks, which are subject specific.

**Candidates are expected to complete video recording for the video clips within the first 8 weeks of their student teaching experience.*

How are student teachers assessed?

edTPA portfolios are assessed based on 15 rubrics (5 per task), each of which looks at a different aspect of effective teaching. Based upon training materials developed by SCALE, official scoring is done by trained content experts who are hired, trained, and supervised by Pearson.

The rubrics are designed on a progressive scale of 1 to 5, with a “1” representing a struggling teacher candidate and a “5” representing a stellar candidate. A “3” represents an acceptable level for the beginning teacher.

The student teacher's work in the three tasks is judged on five components of teaching practice:

1. Planning
2. Instruction
3. Assessment
4. Analyzing Teaching
5. Academic Language

How does edTPA benefit student teachers?

edTPA allows student teachers to show their readiness to teach as well as preparing them for the teacher evaluation system that they will encounter as they embark on their careers.

What role does edTPA play in teacher preparation at Illinois State University?

Student teachers are solely responsible for the contents of their edTPA portfolio and submitting their portfolio for scoring in a timely manner. Teacher candidates must pass the edTPA to complete their teacher education program at ISU and be recommended for licensure in the State of Illinois.

Teacher candidates can get more information regarding the edTPA resources provided by ISU from their program faculty or at <https://education.illinoisstate.edu/teacher/gateways/edtpa.php>.

FINAL EVALUATION OF STUDENT TEACHING

The final evaluation is summative in nature and serves to indicate the quality of the student teacher's total performance. The final grade is determined by the university supervisor and should reflect the combined judgment of the cooperating teacher and the university supervisor. The following standards are prepared for arriving at final grades in student teaching. Illinois State University does not use plus and minus with letter grades, however, several programs use split grades for the hours earned in student teaching. The university supervisor will provide the criteria to be used when this is an option to assigning a single letter grade.

1. The "A" student teacher demonstrates beginning level competencies to such a degree that they can be recommended without reservation to a prospective employer.
2. The "B" student teacher demonstrates beginning level competencies to such a degree that they can be highly recommended to a prospective employer.
3. The "C" student teacher demonstrates potential beginning level competencies which would allow them to be recommended with certain reservations to a prospective employer.

4. The “D” student teacher demonstrates such limited potential for teaching that they will not be recommended for teacher licensure.
5. The “F” student teacher is completely ineffective as a teacher, will not be awarded any college credit for student teaching, nor be recommended for teacher licensure.

COOPERATING TEACHER STIPEND or GRADUATE TUITION WAIVERS: For MENTORING ISU STUDENT TEACHERS

In July 1981, the Board of Regents governing Illinois State University granted permission to the University to issue tuition waivers for graduate study as a means of acknowledging and compensating teachers and supervisors who work with ISU students in educational experiences.

- **Three one credit hour Illinois State University graduate tuition waivers can be issued to cooperating teachers who specifically request them in lieu of the stipend.**
****Please note: This is dependent upon your School District/Agency’s contract stipulation.**
- **Cooperating teachers wishing to receive the graduate tuition waivers in lieu of the stipend, must contact the Teacher Education Center at teacheredcenter@ilstu.edu or 309-438-3541, within the first four weeks of your student teacher’s experience.**
- Graduate tuition waivers granted for student teaching compensation are issued in the name of the cooperating teacher and may only be used by that teacher. Graduate tuition waivers are **non-transferable**.
- Graduate tuition waivers must be redeemed by the following usage dates: fall semester- September 15, spring semester- February 15, summer semester- July 1.
- Graduate tuition waivers submitted after the due date cannot be accepted.
- **If tuition waivers are not requested, depending upon the school district's/agency's contract a stipend will be issued.**

Tuition Waiver Redemption :

Deadline submission dates are identified on the waivers and on the cooperating teacher website linked below.

If you have not submitted graduate tuition waivers in the past year, please be sure to follow all directions. Please be sure to read the information below and visit our Cooperating Teacher web page: <https://education.illinoisstate.edu/teacher/cooperating/>

Guidelines & Policies for Cooperating Teachers Utilizing Graduate Tuition Waivers

Thank you! We truly appreciate you mentoring our student teachers, and we are pleased to provide you with three one-hour graduate tuition waivers. Please know that Graduate Tuition Waivers are a form of Financial Aid.

Cooperating teachers wishing to redeem an Illinois State University graduate tuition waiver, please know:

Policy #1: Waivers must be submitted to the *Cecilia J. Lauby Teacher Education Center* ***after registering for the course, but before the due date identified on the waiver.*** Late waiver submissions will not be accepted.

Policy #2: Expired waivers cannot be reissued **and** are non-transferable.

Policy # 3: Eligibility Requirements/ Criteria - Tuition waivers will be accepted for any traditional graduate course offered by Illinois State University provided:

- The *cooperating teacher has been accepted* into Illinois State University as a graduate student with the designation “Fully admitted to a degree program” or “Visiting Graduate Student.”
- The *cooperating teacher* downloads and completes the “Tuition Waiver Application and Checklist Form” found on our website at: <https://education.illinoisstate.edu/teacher/cooperating/>
- The *authorized district agent and the cooperating teacher* complete their respective portions of the tuition waiver(s)
- The cooperating teacher returns the Tuition Waiver Application **and** the *completed and signed tuition waiver(s)* to:

**The Cecilia J. Lauby Teacher Education Center
Illinois State University
Campus Box 5440
Normal, IL 6179-5440
Attn: Grad. Tuition Waiver**

- Each tuition waiver used will reduce your bill by *one* semester hour of tuition charged.
- *Fees are not covered* by the tuition waiver and will need to be paid to Illinois State University.
- Payment for the remainder of your bill (e.g. fees and any additional semester hours charged) must be paid to the *Student Accounts Office*. Please review their website for payment options.
- In order to obtain a refund, in the event of withdrawal from the course(s), official withdrawal through the *Office of the University Registrar* must be made by the university’s withdrawal deadline. The tuition waiver dollar equivalent will not be refunded, and the waiver coupon will not be returned; coupons are void once they are turned into the university. However, if the above conditions are met, any personal monies expended for registration will be refunded.

Policy #4: Use your ISU Email Account

- **Please be sure to use and regularly check your Illinois State University email account.**
 - The *University's main form of communication is through your ISU Email Account*. Students have the obligation to check and respond to their ISU email address.
- If our office needs to contact you regarding your graduate tuition waivers, we will only do so through your ISU email account.

PROFESSIONAL DEVELOPMENT HOURS FOR MENTORING A STUDENT TEACHER

Cooperating teachers wishing to earn professional development hours for mentoring a student teacher please use the following link: <https://education.illinoisstate.edu/teacher/cooperating/> to review the four step process to earn PD hours through ISU.

Go to the heading: **Earning Professional Development for Mentoring a Student Teacher,** and complete the four-step process.

Please all steps of the process using the above link, before your student teacher begins their placement.

Reviewing the process at the beginning of the semester will ensure you properly document your mentoring activities throughout the semester using the “Cooperating Teacher Professional Development Log Sheet.”

This documentation is a requirement of ISBE as part of their Professional Development process to help show your growth in mentoring an ISU student teacher.

Thank you for all you do for our student teachers!

THE FAMILY AND EDUCATIONAL RIGHTS PRIVACY ACT OF 1974 (FERPA)

Below, please find information related to the Family and Educational Rights Privacy Act (FERPA). FERPA is a federal regulation. Unlike a PK-12 setting, University personnel (including Cooperating Teachers) cannot share information related to a college student, in this case your student teacher, without the student teacher's written consent (FERPA waiver). This includes the student teacher's parents. The FERPA waiver must be on file in the Registrar's Office at ISU.

WHAT IS FERPA?

FERPA, the *Family and Educational Rights and Privacy Act of 1974*, is a federal law that sets forth requirements regarding the privacy of student records. It allows students to view and request correction to their education records. **FERPA also limits what information can be disclosed about a student's record.**

WHAT ARE EDUCATION RECORDS?

Under FERPA, education records are any records, files, documents, or other material which contains information directly related to a student and is maintained by the institution, **or a person acting on behalf of the institution**. The following items are not considered education records – medical records, law enforcement records, employment records (unless employment is conditional upon individual being a student, i.e. Teaching/Graduate Assistants), alumni records and sole possession documents. An example of a sole possession document would be a private note maintained by a staff member who is the maker of the note and kept in his/her sole possession and not accessible to others. It is designed to aid the memory of the maker. If the note is shared with another person, it is probably no longer considered sole possession. Once shared, the note could be considered part of the student education record. Sole possession documents do not include items such as grades, grade books or student evaluations.

WHAT IS DIRECTORY INFORMATION AT ILLINOIS STATE UNIVERSITY?

Directory information at Illinois State University includes the following: student's name, address (local & home), telephone listing (local & home), electronic email address, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (e.g. undergraduate or graduate, full-time or part-time), participation in officially recognized activities or sports, weight or height of members of athletic teams, target graduation date, degrees, honors and awards received, and the most recent educational agency or institution attended. Unless a student has placed a request on file to withhold directory information with the Office of the University Registrar then, at its discretion, Illinois State University may provide directory information in accordance with the provisions of FERPA.

WHAT IS NON-DIRECTORY AT ILLINOIS STATE UNIVERSITY?

All information that does not fall under directory information that is directly related to a particular student is considered non-directory information; including but not limited to: University Identification Number, Social Security Number, grades, GPA (semester and cumulative), class schedule, number of hours enrolled and/or earned and class rank.

WHAT SHOULD I SAY ABOUT A STUDENT THAT HAS RESTRICTED THEIR INFORMATION TO SOMEONE OUTSIDE THE INSTITUTION?

If a student has restricted the directory information on their record and a faculty or staff member is asked about the student by an outside entity, they should respond as they normally would if the individual in question never attended the University, *“I have no information on that individual.”* If you are unsure as to a student’s restriction status, please contact the Office of the University Registrar at (309) 438-2188 to verify if the student’s information is restricted.

WHEN CAN FACULTY OR STAFF SPEAK TO PARENTS ABOUT A STUDENT RECORD?

Faculty and staff **should not** speak to parents without first checking with the Office of the University Registrar to verify that the student has signed a FERPA Waiver. Explain that federal law (FERPA) requires the institution to hold education records as confidential unless the student signs this release form or unless other specific tax requirements are met. If a signed release is on file, Registrar staff will indicate what parts of the student record may be discussed and with whom this information may be shared with. Before discussing a student’s progress or record, it is a courtesy to inform the student.

CAN FACULTY AND STAFF SHARE PERSONAL OBSERVATIONS REGARDING THE STUDENT?

It is important to first check with the Office of the University Registrar to check if the student’s record is restricted. If the student’s record is not restricted, observations regarding the student can be shared so long as they do not contain non-directory information. For example, you cannot report that Reggie Redbird has received an “A” in your class. However, you can offer the personal observation that Reggie Redbird is a hard worker.

DO I NEED A WRITTEN RELEASE FOR LETTERS OF RECOMMENDATION?

If personally identifiable information (such as a grade, GPA, class rank) is included in the letter, then a written release is required. A release form for letters of recommendation can be found on the Office of the University Registrar website at www.registrar.ilstu.edu/ferpa. Letters of recommendation that only contain personal observations or knowledge, or directory information about the student, do not require a written release from the student as long as he/she has not restricted his/her directory information.

CAN I POST GRADES OR RETURN ASSIGNMENTS IN A PUBLIC PLACE?

Posting of non-directory information, including but not limited to grades, in a public place without the written consent of the student is a violation of the law. Grades should not be posted in hallways and graded assignments should not be left in hallways. Acceptable methods of notifying students about grades can be found at:

<http://www.registrar.ilstu.edu/downloads/StudentPrivacyandPostingGrades.pdf>

CAN I CIRCULATE A CLASS LIST FOR ATTENDANCE?

A list should not be used if it contains non-directory information such as the student's UID number.

WHAT IF THERE IS A HEALTH OR SAFETY EMERGENCY THAT REQUIRES A RELEASE?

If possible, contact the University Police at (309) 438-8631, who can contact a member of the University's Critical Incident Response Team (CIRT). You may release information directly in a health or safety emergency.

WHERE CAN I FIND OUT MORE ABOUT FERPA?

You can find out more information regarding FERPA by visiting [Office of the University Registrar](#).

Appendix A

The Office of Clinical Experiences and Licensure Processes Directory

<u>Director:</u>	Phone Number	Email
Monica Noraian	309-438-3541	mcnora2@ilstu.edu
<u>Associate Directors:</u>		
Troy Hinkel	309-438-5056	thinkel@ilstu.edu
Gary Higham	309-438-2682	gahigha@ilstu.edu
<u>Clinical Coordinators:</u>		
Gary Higham	309-438-2682	gahigha@ilstu.edu
Jena Hobbs	309-438-5055	jgmower@ilstu.edu
Terry Jackson	309-438-3271	jdjack12@ilstu.edu
Jill Janes	309-438-3549	jejanes@ilstu.edu
Carolyn Rutherford	309-438-5024	caruthe@ilstu.edu
<u>Teacher Education Assessment Coordinator:</u>		
Laurie Sexton	309-438-3202	lasext2@ilstu.edu
<u>Electronic Portfolio Coordinator:</u>		
Barb Jacobsen	309-438-3971	bdjacob@ilstu.edu
<u>Lauby Teacher Education Center Main Line:</u>		309-438-3541

Appendix B

Example: Completed Disposition Concerns Assessment Form

The following two pages are an example of a completed Disposition Concerns Assessment Form

The Disposition Concerns Assessment form is located under “Cooperating Teacher Resources” at [Lauby Teacher Education Center - Cooperating Teacher](#)

Disposition Concerns Illinois State University

To the Teacher Candidate: A primary focus of teacher education at ISU is helping candidates transition from their role as student to their role as teacher and professional educator. The process of becoming an educator, who consistently demonstrates proficient practice of professional behaviors and dispositions, begins with admission to teacher education and continues through student teaching to graduation, licensure, and career entry. Because the development of professionalism is critical to a teacher candidate's success, these behaviors and disposition indicators are monitored and evaluated throughout the teacher preparation program. To ensure that all teacher candidates are developing, demonstrating, and improving collaboration skills, reflection, responsibility, and other professional behaviors, the "Disposition Indicators" listed below are regularly assessed by ISU faculty, staff, cooperating teachers, and school partners. A Disposition Concern documents behaviors or actions that do not meet expectations of professionalism. The disposition concern documentation will be addressed with the individual teacher candidate. Earning even a **single disposition concern** is a very serious matter, but this process is meant to be instructive for professional growth rather than punitive. When the disposition concerns are identified, they should be remediated by the teacher candidate.

Disposition Indicators

Collaboration Issues: The ability to work together, especially in a joint intellectual effort.

Honesty/Integrity: The ability to demonstrate truthfulness to oneself and to others; demonstrate moral excellence and trustworthiness.

Respect: The ability to honor, value, and demonstrate consideration and regard for oneself and others.

Reverence for Learning: Respect and seriousness of intent to acquire knowledge.

Emotional Maturity: The ability to adjust one's emotional state to suitable level of intensity in order to remain engaged with one's surroundings.

Reflection: The ability to review, analyze, and evaluate the success of past decisions in an effort to make better decisions in the future.

Flexibility: The willingness to accept and adapt to change.

Responsibility: To act independently, demonstrating accountability, reliability and sound judgment.

