

# **DOMINICAN UNIVERSITY**



## **CLINICAL PRACTICE HANDBOOK**

**School of Education**

*Scholarship, Leadership, Service*

August 2017



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## **Acknowledgment**

The **Dominican University School of Education Clinical Practice Handbook** has been developed by the faculty of Dominican University's School of Education to assist and guide the Clinical Practice Team that includes the candidate (student teacher), cooperating teacher (mentor teacher), and university supervisor (field supervisor). This handbook is available on our website. All questions about the contents should be directed to the university supervisor of the individual candidate, the candidate's academic advisor, the division chair, and the Dean of the Dominican University School of Education, in that sequence. In addition to this handbook, candidates are governed by the policies and procedures outlined in the **Dominican University Bulletin under which the candidate matriculated, the School of Education website and those of Dominican University.**

## ***Vision and Mission*** **Of Dominican University's** **School of Education**

While Dominican University continues to grow, its core values continue to guide it. The commitment of the university to Caritas and Veritas (love and truth) is articulated in the School of Education values of scholarship, leadership, and service. It is through the embodiment of these values that candidates live the mission of the university.

### **Vision of the University**

True to its mission, the university has identified the following university vision: Dominican University aspires to be a premier, Catholic, comprehensive teaching university of approximately 4,000 students.

### **Vision of the School of Education**

Consistent with the university vision, the School of Education aspires to the following as it grows in both size and quality: to foster responsive programs that prepare candidates to work with diverse and ever-changing student populations supported by a mission-driven learning environment that fosters excellence, dedicated faculty who are current in their fields, allocation of resources including technology, and the expansion of opportunities for partnerships that mutually serve the community and candidates.

### **Mission of the University**

As a Sinsinawa Dominican-sponsored institution, Dominican University prepares students to pursue truth, to give compassionate service, and to participate in the creation of a more just and humane world. The university motto, *Caritas et Veritas*, characterizes the essence of this mission.

### **Mission of the School of Education**

The School of Education, rooted in the Catholic and Dominican tradition of excellence, prepares educators to make a difference by their commitment to fostering the values of **scholarship**, **leadership**, and **service** within themselves and their students.

#### **Scholarship**

Scholarship is embodied in a lifelong willingness to learn. It flows from intellectual curiosity and is marked by critical thinking. As a scholar, the Dominican educator recognizes that with knowledge comes moral responsibility.

#### **Leadership**

In the work of teaching and learning, the Dominican educator, as “servant leader”, seeks the responsibilities and opportunities of leadership for the sake of student learning and achievement. The Dominican educator empowers groups bringing diverse perspectives to achieve common goals through the capacity for reflective practice, the ability to integrate innovation, and the skill of collaboration.

### **Service**

To enable all students to achieve, the Dominican educator brings professional pedagogical skills, creates communities of diverse learners, and serves as a role model for learning. The Dominican educator upholds the dignity and rights of others, provides opportunities for all students to experience participation in a democratic, educational setting, and is committed to making the world more just and humane through the ministry of education.

## ***Goals of the School of Education***

In fostering scholarship, leadership, and service, the School of Education and its faculty are committed to the following goals:

1. Align programs with standards of specialized professional associations and standards of the State of Illinois (**scholarship**)
2. Model research-based teaching practices (scholarship and service)
3. Promote and model respect and appreciation for diversity of all kinds (**leadership and service**)
4. Integrate technology as a source of knowledge, tool for teaching, and an avenue for collaboration (**leadership and service**)
5. Foster candidate understanding and application of the connection between theory and practice (**scholarship and service**)
6. Prepare candidates to demonstrate competence in their respective content area (scholarship)
7. Collaborate with the Rosary College of Arts and Sciences in preparation of candidates (**scholarship**)
8. Challenge candidates to reflect on their teaching and learning experiences (**scholarship and leadership**)
9. Provide field and clinical practice experiences that engage candidates in diverse school settings through partnerships and collaboration with K-12 schools (**service**)
10. Develop partnerships with elementary and secondary school teachers and administrators who serve on the unit's advisory groups (**leadership**)
11. Seek out and provide service opportunities for candidates within and beyond school communities (**service and leadership**)

## *Dispositions for All Candidates*

The faculty members of the School of Education have identified and defined a set of dispositions expected of professionals and reflective of its commitment to the values of scholarship, leadership, and service. These dispositions are expected from all candidates in all programs. Candidates are expected to demonstrate these dispositions in their work with their professors, colleagues, families, peers, and students. These dispositions are linked to the candidate proficiencies/outcomes which provide a further means of measuring and assessing dispositions within our candidates. The dispositions, definitions, and links to the Education’s core values are presented in the chart below.

<b>Dispositions</b>	<b>Definitions</b>
<b>Critical Thinking</b>	Using an analytical approach in reading, writing, research and in the practice of one’s profession ( <b>scholarship</b> )
<b>Ethical Behavior</b>	Maintaining confidentiality for students and their family, following the code of ethics appropriate to programs of study, following the university policy on academic integrity ( <b>leadership and service</b> )
<b>Commitment to Social Justice</b>	Using analysis and response to inequities in the human experience by challenging social inequalities, ensuing fairness and demonstrating the belief that all children can learn ( <b>leadership and service</b> )
<b>Respect for Diversity</b>	Valuing differences as adding to the richness of the human experience and creating opportunities for the integration of the contributions of all members of society ( <b>scholarship and service</b> )
<b>Acceptance of Responsibility</b>	Embracing the tasks and duties that accompany the leadership and service role of an educator ( <b>leadership</b> )
<b>Value of Community</b>	Understanding one’s interconnectedness with others in the school environment and engaging in active outreach both inside and outside the school community ( <b>leadership and service</b> )
<b>Flexibility</b>	Demonstrating an awareness and a pro-active stance in considering the perspectives of others in making decisions that serve the interests of a diverse population ( <b>service</b> )
<b>Collaboration</b>	Working together to plan and solve problems and creating new opportunities for growth ( <b>leadership and service</b> )
<b>Reflection</b>	Practicing thoughtful self-evaluation as a process for continued professional growth ( <b>leadership</b> )
<b>Generosity</b>	Reaching out to meaningfully engage all students by creating a positive and inclusive learning environment ( <b>service</b> )
<b>Professional Behavior</b>	Conducting and communicating in a manner that is appropriate for the audience and setting (including timeliness, attendance, dress, language, respect, and other related professional behaviors) ( <b>leadership</b> )

## *Candidate Proficiencies*

The faculty of the School of Education, informed by SPA Standards and the Illinois State Board of Education Standards has identified candidate proficiencies or outcomes that are shared across all programs. Outcomes are linked to the three critical conceptual framework elements of **scholarship, leadership and service** and reflect the unit dispositions. Through courses, field experiences, and clinical practice, candidates develop and demonstrate mastery of these outcomes. These outcomes provide the foundation for each of the individual programs’ outcomes.

1. Candidates demonstrate competence in their respective content area and/or area of certification in combination with competence in liberal arts and sciences. (**scholarship**)

2. Candidates engage in reflective practice in their coursework and experiences in the field. **(scholarship)**
3. Candidates demonstrate the ability to design, deliver, and interpret the various forms of assessment/evaluation appropriate to their roles in the educational setting. **(scholarship)**
4. Candidates demonstrate knowledge of research-based teaching practices appropriate to their content area and proficiency with a variety of effective instructional methodologies. **(scholarship, leadership and service)**
5. Candidates address socio-cultural differences in acknowledgement of the impact of diversity on student learning and behavior, differentiate and create modifications appropriate for the academic, motivational, behavioral and interests of students. **(leadership and service)**
6. Candidates demonstrate the ability to use technology for administrative and instructional tasks. **(leadership and service)**
7. Candidates demonstrate the ability to plan effective instruction, learning experiences and classroom environments that allow all students to achieve. **(scholarship and service)**
8. Candidates demonstrate leadership in collaborating with colleagues, families, and students in responding to real life problems in a multicultural society. **(leadership and service)**

### ***Clinical Practice Goals***

Clinical Practice is considered the capstone experience in the teacher certification process. Clinical Practice is a form of unpaid internship established by Illinois statute calling for full teaching responsibility in an instructional setting. During the course of the experience, the candidate demonstrates mastery of techniques and skills including, but not limited to, planning, organization, assessment, family relations, and competence in content areas. The experience is carried out under diligent, systematic, and cooperative supervision by university and local school personnel.

Clinical Practice is a period of guided, professional practice during which the candidate takes increasing responsibility for the learning of students over a period of consecutive weeks while under the guidance of a cooperating teacher and a university supervisor. The distinctive value of such an experience rests in opportunities for self-evaluation, self-analysis, and reflection leading to the development of teaching competencies while under professional direction. Clinical Practice also affords the candidate the opportunity to both witness and experience the link between theory and practice in order to further develop his or her skills in the art and science of teaching all children.



## *Clinical Practice General Objectives*

The Dominican University School of Education has developed the following general objectives for Clinical Practice. These objectives apply to candidates in each of the certification programs and are linked to the Illinois Professional Teaching Standards and to the Illinois Learning Standards. With professional guidance in an approved school setting, the candidate will do the following:

1. Develop a sound philosophy of education appropriate for a democratic society as a result of the study of educational theory and its application in practice. (IPTS 1, 10, 11) [**scholarship**]
2. Demonstrate the ability to create and foster a collaborative, constructive, positive learning environment. (IPTS 1, 7, 9) [**leadership**]
3. Analyze learning situations in terms of backgrounds and needs of individual students, including any exceptionalities or cultural differences which might affect learning and instruction. (IPTS 1, 2, 3, 5) [**scholarship and leadership**]
4. Plan lessons to meet the individual needs and abilities of all students. (IPTS 1, 2, 3, 4, 5, 6) [**leadership**]
5. Employ a variety of techniques to achieve instructional objectives for all students. (IPTS 1, 2, 3, 4, 5, 6) [**leadership and service**]
6. Employ sound assessment techniques to measure student growth in terms of stated cooperating school objectives. (IPTS 8) [**leadership and service**]
7. Employ acceptable, effective techniques for classroom management and maintain a positive classroom climate. (IPTS 1, 2, 3, 4, 5, 6, 7) [**service**]
8. Demonstrate personal and professional characteristics which promote effective relationships with students and staff. (IPTS 9, 10, 11) [**leadership and service**]
9. Fulfill his/her responsibilities to the students, to the school, to the school district, and to Dominican University in a completely professional manner. (IPTS 9, 10, 11) [**leadership and service**]

The activities of the candidate will evolve during the course of the Clinical Practice experience, from observation, to participation, to **full-time actual teaching**. The time to start periods of actual teaching is determined collaboratively by the candidate, the cooperating teacher, and the university supervisor based on the candidate's readiness (see **Terms** on page 21). Actual teaching should generally not start before two weeks have been spent in observation, participation, collaboration, communication, and planning with the cooperating teacher. The objective for the candidate is to complete as nearly as possible all the experiences and responsibilities of a superior teacher. This should include full, consecutive days of teaching and

assisting with co- and extra-curricular activities, participating in school-community functions such as parent-teacher meetings, and attending faculty workshops and meetings. Throughout the clinical experience, the candidate follows the cooperating school's calendar—not the Dominican University calendar—in terms of dates contracted with the cooperating district.

### *Responsibilities of the Cooperating Teacher*

The cooperating teacher is key to the success of the Clinical Practice experience. The cooperating teacher demonstrates commitment to the profession in accepting and working with the candidate and provides effective, constructive criticism coupled with daily formative assessment necessary for the professional skills development of the prospective educator.

The Dominican University School of Education has developed the following guidelines and role expectations. The cooperating teacher will do the following:

1. Help the candidate achieve faculty status in the eyes of the students, faculty, administration, staff, and parents/guardians.
2. Describe and monitor the use of school policies and procedures to be followed by the candidate.
3. Inform the candidate, in advance of actual teaching, which units the candidate will be expected to teach, thus providing sufficient time for thorough, collaborative planning and preparation.
4. Encourage the candidate to experiment with techniques and procedures different from his/her own in order to assist the candidate in identifying and developing a personal style of teaching.
5. Provide daily, formative feedback regarding planning and instruction based on ongoing classroom observation and direct supervision.
6. Review the lesson plans submitted to the cooperating teacher on a day and time designated by the cooperating teacher each week **prior** to the implementation of the lesson.
7. Support the candidate through the planning and implementation of the edTPA.
8. Encourage an increasingly non-directive relationship with the candidate. If school policy permits, **leave the candidate alone** with the class for agreed upon periods of time when the candidate has demonstrated the ability to teach without constant, direct supervision. Some evidence suggests that a candidate benefits from assuming full responsibility at increasingly frequent intervals and for increasing lengths of time.

9. Assess the candidate's written lesson plans and teaching using formative, daily feedback regarding the implementation of each lesson in relation to student achievement.
10. Encourage observation of and feedback to the candidate by other school personnel such as the principal, associate principal, assistant principal or department chairperson.
11. Confer regularly with the university supervisor about the candidate's progress and areas of need.
12. Evaluate the candidate's performance for the entire Clinical Practice time period, including a mid-term and final evaluation. Links to complete the online evaluations will be emailed to the cooperating teachers by the Office of Clinical Practice. Both evaluations must be completed online by the designated date.
13. Upload to the link provided, a letter of recommendation on behalf of the candidate.
14. Upon receipt of both of the evaluations, the letter of recommendation, and submission of the State Evaluation form (which will be provided via email near the end of the student teaching assignment), then Evidence of Completion form for 30 PDs will be sent to the cooperating teacher(s).

**The candidate may never serve as a substitute teacher for the cooperating teacher in the absence of the cooperating teacher. The cooperating school must provide a substitute teacher for these instances.** In these cases, the cooperating teacher should communicate to the substitute teacher which responsibilities fall upon him or her and those for which the candidate will be responsible.

### ***Responsibilities of the University Supervisor***

The university supervisor serves as professional link between the university, the student teacher and the cooperating teacher. The university supervisor will:

1. Utilize the course Canvas site for your Clinical Practice section, for communication with candidates and to provide, read and respond to candidates' weekly reflections, to access and review candidates' lesson plans, and to complete midterm and final evaluations (more detail for each of these areas to follow).
2. E-mail student teachers and cooperating teachers to introduce yourself as soon as you receive the information from the Office of Clinical Practice. Set up your Introductory Meeting visit within the first two weeks of your student's start date. The sooner the better.
3. Visit the student teacher a minimum of five times during the Clinical Practice experience. For candidates needing extra support more visits will be necessary.

4. Observe, and confer with the candidate and the cooperating teacher during the Clinical Practice experience.
5. Guide (using up-to-date, research-based methods) the candidate and will point out strengths and challenges as they become evident.
6. Share the results of the observation with the candidate and the cooperating teacher.
7. Confer regularly with the cooperating teacher, and concerns expressed by the cooperating teacher will be discussed with the candidate.
8. Prepare and post on the course Canvas site weekly the prompts for the candidates' reflection piece. Some prompts will be general to the experience and others will be individual formed to meet the needs of each candidate. Supervisors will read and respond on a weekly basis via email to the candidates' reflections. *This will be all done via your course's Canvas site.*
9. Support the planning and implementation of the candidate and seminar instructor through the edTPA.
10. Evaluate the candidate's performance for the entire Clinical Practice time period, including a mid-term and final evaluation. Links to complete the online evaluations should be accessed and completed on your course's Canvas site. Both evaluations must be completed online by the designated date.
10. Upload to the link provided, a letter of recommendation on behalf of the candidate.
11. Supervisors may also be involved in the concurrent Clinical Practice Seminar.

### ***Responsibilities of the Candidate***

The following as well as any tasks as directed by the candidate's university supervisor/cooperating teacher are the responsibilities of the candidate. The candidate will perform the following:

1. Demonstrate knowledge about how students grow, learn, and develop; demonstrate a disposition toward lifelong study and learning about the art and science of teaching. **[scholarship]**
2. Develop and demonstrate knowledge in the content area(s) that s/he is to teach and show familiarity with current developments in the content field(s). **[scholarship]**
3. Show familiarity with and demonstrate the ability to plan and implement daily, weekly, and unit lessons. **[leadership and service]**

4. Show daily, written, detailed evidence of preparation for daily instructional activities as prescribed by your cooperating teacher. [**scholarship** and **service**]
5. Demonstrate interest in learning to teach, actively seek feedback and suggestions for improvement, and willingly experiment and innovate with the approval and guidance of the cooperating teacher. [**scholarship**]
6. Assume responsibility for non-teaching activities at the discretion of the cooperating teacher and university supervisor. As a student teacher, s/he is required to follow the same schedule as the cooperating teacher. [**service**]
7. Keep all data concerning the school and students confidential. [**leadership**]
8. Demonstrate awareness that s/he is acting in the capacity of a teacher and, therefore, must be professional at all times in relationships with students. [**leadership**]
9. Understand that s/he enjoys only as much authority in the classroom as is delegated by the cooperating teacher. [**service**]
10. Respect the dignity and professional rights of the cooperating teacher, as well as all other faculty and staff members of the school. [**service**]
11. Arrange for conferences between the university supervisor and cooperating teacher and other school personnel. [**leadership**]
12. Be well groomed in a manner clearly identifying him/her as a professional teacher. [**leadership**]
13. Attend each clinical practice seminar and complete all seminar requirements including, but not limited to, a Philosophy Statement, a Résumé, Weekly Reflections, a Professional Development Plan, and edTPA. [**scholarship** and **leadership**]
14. Coordinate observations with the cooperating teacher and the university supervisor. [**leadership** and **service**]
15. Complete and sign the edTPA Confidentiality Agreement.
16. Access and use the Clinical Practice course Canvas site for submission of weekly reflections and all lesson plans and completion of midterm and final self-evaluations.

### ***Evaluation***

Assessment of the candidate's teaching is both a summative and a formative process. Through observations, conferences, and evaluation instruments, the candidate is given feedback about

his/her progress and constructive criticism for improving instructional skills in the art and science of teaching. The clinical practice grade is determined by the university supervisor based on **observation combined with input from the cooperating teacher and the candidate** during the Clinical Practice experience. **The university supervisor bears the ultimate responsibility for the final course grade of satisfactory or unsatisfactory for the candidate.**

All candidates will be evaluated using the evaluation instrument designed by the School of Education. The university supervisor, the cooperating teacher(s) and the candidate will complete and evaluation at the midterm and final periods of the Clinical Practice Experience. Reviewing this would allow you to become more familiar with the instrument used to evaluate student teachers. ***Mid-term and final evaluations*** by the candidate's cooperating teacher and university supervisor will be submitted to the university according to the calendar established by the School of Education. In addition, the university supervisor will write a letter of recommendation for the candidate. The letter will be submitted online. The midterm and final evaluations will be completed on the course's Canvas site. Both the letter of recommendation and the final evaluations must be submitted with the candidate's evaluations no later than the last day of the candidate's Clinical Practice. Only online submissions will be accepted. Again, the university supervisor is also responsible for assigning the final grade for Clinical Practice.

### ***Early Termination of Student Teaching***

In order to successfully complete the student teaching experience, candidates are required to receive a passing grade in seminar as well as on their final Clinical Practice evaluation. A passing grade is required for licensure. Failure to earn a passing grade in each course will require the candidate to repeat both courses. The candidate must resubmit his or her application for consideration on the specified date prior to the semester s/he plans to take these courses.

### ***Course Load During Clinical Practice***

Due to the fact that Clinical Practice is considered a full-time assignment, during the Clinical Practice semester, candidates are not allowed to register for any course other than the Clinical Practice Seminar without prior approval from the academic advisor and the Director of the School of Education. Such registration should not be necessary in that all students are required to demonstrate all general education competencies and complete all professional education course work prior to Clinical Practice.

### ***Student Teaching Absences***

As a student teacher, **100%** attendance is expected to fulfill requirements for state certification. **Any** absences can result in the lowering of the final student teaching grade or termination of the experience. During the student teaching semester, if a student teacher experiences significant illness, death in the family, or other critical incidents, the Office of Field Experience along with the Director of the School of Education will determine (on a case-by-case basis) whether or not to continue the experience. Students who are aware of outstanding obligations that require

absences during the student teaching experience should defer their student teaching to another semester.

All absences, all tardies, and all partial non-attendance days will be recorded and signed off on by the candidate, the Cooperating Teacher and the University Supervisor at each supervisor visit. In order to prevent discrepancies, please remember to follow “Absence Reporting Procedures” specified in your handbook. Failure to do so may result in disciplinary action.

Any absence during clinical practice should be reserved for extreme situations. **Two unauthorized absences may result in removal from clinical practice.** If candidates find themselves in need of being absent, they must do the following:

- Inform their **cooperating teacher and their school** by telephone immediately (prior to the day of absence, if possible). All lesson plans must be provided, in detail, to the cooperating teacher prior to the beginning of the school day.
- and**
- **Email the Coordinator of Field Experience as well as your University Supervisor by 8:30 A.M.**

The following are valid reasons for **requesting** an excused absence:

1. Unavoidable, **significant** serious personal illness or medical emergencies.
2. Unavoidable, **significant** serious illness of a spouse or child.
3. Death of an immediate family member.

**However, even a number of excused absences (reviewed on a case-by-case basis) may result in the extension of the student teaching semester and/or possible termination.**

### ***Dress Code***

**“Dress as you would like to be addressed”**

Our Goal: Look and act professional at all times.

Dressing for success has three main effects for a teacher:

1. Maintains respect
2. Establishes credibility
3. Establishes yourself as an authority figure

#### **DO:**

- ❖ Find out and Follow the school rules regarding:
  - Cell phones
  - Computer/Internet usage
- ❖ Ask for a copy of the school’s dress code for teachers
- ❖ Dress as if you’re going to an interview everyday...you are!
- ❖ Iron your clothes-wrinkles don’t enhance the classroom setting
- ❖ Be conservative with your jewelry and make-up

- ❖ Cover your tattoos
- ❖ Remove piercings
- ❖ Arrive at least at the same time as your CT.
- ❖ Stay at least as late as your CT
- ❖ Present yourself as an authority figure-not a friend
- ❖ Maintain confidentiality

**DON'T:**

- ❖ Wear gym Shoes
- ❖ Wear leggings, track pants or sweatpants
- ❖ Gossip
- ❖ Whine about all your work
- ❖ Ask your CT personal questions
- ❖ Lounge around in the teachers' lunch room...it isn't a dorm!

***Suggested Observation and Participation Guide***

(Duration: Approximately **Two Weeks Prior** to Actual Teaching)

**“Observation” and “Participation”** refer to approximately the first two weeks of Clinical Practice. The candidate uses this time to observe the professionals, specifically the candidate's cooperating teacher at work, to learn the culture and climate of the school and the assigned classroom. The candidate will then reflect upon the experience as it relates to the next few weeks.

Included in “participation”, the candidate should do the following:

1. Learn students' names.
2. Read the cooperating school's faculty and student handbooks; discuss policies and procedures with the cooperating teacher.
3. Learn the school's regulations, policies, and procedures for students and teachers; learn how they are to be implemented.
4. Become familiar with the curriculum and with instructional materials and resources.
5. Learn to operate any unfamiliar instructional equipment.
6. Become familiar with the school calendar and with all class schedules.
7. Become familiar with and begin practicing the cooperating teacher's classroom routines.
8. Become familiar with the cooperating teacher's instructional methods, e.g., lecture, lecture-discussion, discussion, recitation, laboratory, problem solving, projects, cooperative groups,



and dyads. Discuss with the cooperating teacher how and why each works for a particular assignment.

9. Become familiar with the cooperating teacher's instructional techniques, e.g., informing, questioning, problem setting/solving, demonstrating. Discuss with the cooperating teacher how and why each works for a particular assignment.
10. Distinguish among learning experiences developed in whole-class settings, groups, and individuals.
11. Determine how groups are formed and roles are assigned.
12. Identify and discuss with the cooperating teacher those students who appear to have special needs. Learn how individual student needs are to be accommodated.
13. Observe relationships between students, e.g., leadership roles and expectations.
14. Observe students in a variety of school settings both classroom and co-curricular.
15. Observe other teachers within the school, especially those of the same level or content area(s).
16. Learn expectations for assessing student work.
17. Learn expectations and policies/procedures for communicating with other school personnel.
18. Learn expectations and policies/procedures for communicating with students' families.
19. Plan and prepare the first, and all lessons, collaboratively with the cooperating teacher.
20. Become totally immersed and acclimated in the field setting.
21. Observe and participate in the planning and preparation which takes place prior to the first day of school.
22. Observe the manner in which the cooperating teacher uses the first few days of school to establish a relationship with students and to set the tone of the class for the year.

### ***Observation of School Personnel's Adaptation(s) for Individual Student Needs***

Attention to individual differences among students has always been an important goal of responsible educators. Emphasis on individual student needs focuses on two groups of students: those who have been identified as having an exceptionality and those whose culture is different from the predominant culture represented in the school. National and state legislation mandates specific procedures and guidelines to which educators must adhere to meet the needs of students

with exceptionalities. Candidates are expected to attend to the diversity of the classroom on a daily basis through planning and instruction so that all students may learn.

The following questions are designed to assist candidates in becoming acquainted with how their assigned school provides for the individual needs of students.

### **Students with Cultural Differences**

1. What is the diversity of the teachers, staff, and administration?
2. What curriculum designs and programs have been created to enhance awareness of cultural diversity?
3. What materials related to the histories, experiences, and culture of different ethnic groups are available in the classroom, library, and learning resource center?
4. What resources are visible within the classrooms that represent the histories, experiences, and cultures of different ethnic groups?
5. What is the socioeconomic makeup of the students in the school and among the students assigned to the mentor teacher?
6. What is the diversity among students assigned to the mentor teacher?
7. How is the value of cultural and social diversity manifested within the school and among the students assigned to the mentor teacher?

### **Students with Exceptionalities**

1. Which students have been identified as having special needs?
2. What types of exceptionalities have been identified?
3. What types of accommodations have been made to meet the individual needs of students identified with exceptionalities?
4. What techniques are being used to address the needs of students with exceptionalities?
5. What concerns exist about meeting the needs of students with exceptionalities?

## Clinical Practice Lesson Plan Requirements

Lesson plans are the key to successful instruction. A well thought-out lesson allows the teacher to attend to the unexpected without interfering with the learning process in general. Thorough planning encompasses the use of time, lessons, and classroom climate leading to student achievement. During the weeks of actual teaching, candidates are expected to:

1. Prepare **written lesson plans using the Dominican Lesson Plan format (edTPA lesson plan format)** for the first **10** lessons **they teach** in their setting. Note: Any handouts that would be used in the lesson or any homework pages that would be distributed must be included with these lesson plans. These lesson plans should be **uploaded to the Canvas site** (per directions on the Canvas site) for the Clinical Practice course.
2. After completion of 10 (long) lesson plans candidates may move to using the school's lesson plan format or an abbreviated lesson plan format **following the guidelines** listed below. These lesson plans should also be uploaded to the Canvas site (per directions on the Canvas site) for the Clinical Practice course.
3. Prepare written lesson plans **using the Dominican Lesson Plan format (the edTPA lesson plan format) for the lessons the day before and the day of an observation by their university supervisor** (for all observation visits throughout the semester). Again, any handouts that would be used in the lesson or any homework pages that would be distributed must be included with these lesson plans. These lesson plans should also be uploaded to the Canvas site (per directions on the Canvas site) for the Clinical Practice course.

### **“Abbreviated Lesson Plan” Guidelines**

After completion of 10 lesson plans using the Dominican Lesson Plan Format (extended/long lesson plan), candidates may use the lesson plan format of the school. **However, since school lesson plan formats vary greatly we have identified required elements for each short lesson plan.**

These required elements are:

- a. Topic and Focus
- b. Objectives and Standards
- c. Narrative Description of the Lesson Activity-  
This narrative should include identification of an opening to the lesson, the body of instruction and a specific closing to the lesson. Simply listing page numbers or chapter(s) is not acceptable.
- d. Planned accommodations and modifications
- e. Assessment or evaluation procedures for this lesson.

**NOTE - If the school lesson plan includes all of these elements then using the school lesson plan format is fine. If the school lesson plan format does not include all these elements then the candidate must add the missing elements to the school's lesson plan format.**

## *Weekly Reflections*

Writing reflections has been established as “Good Practice” to better prepare individuals for subsequent teaching experiences. Writing reflections aids and enhances communication between the candidate and university supervisor. The structure and prompts for each week will be provided by your university supervisor. They will generally allow you to reflect on the the successes and strategies of the week. Therefore, beginning with the **first week and ending with the last week of student teaching** the candidate will keep weekly reflections of his/her experiences. These reflections **must be submitted weekly** to the Clinical Practice course Canvas site and to the seminar instructor. The university supervisor will read and respond to the entries via Canvas each week. **Failure to submit weekly reflections will negatively affect your grade.**

## **Weekly Guide for Student Teaching Semester**

### **FIRST TWO WEEKS**

- Student Teacher should access the Clinical Practice course Canvas site.
- Student Teacher observes in classroom (interacting where appropriate).
- DU Supervisor makes Introductory Visit to school to schedule four formal evaluation dates.
- Students begin e-mailing Weekly Reflections to supervisor and seminar instructor at the end of Week 1.
- Cooperating Teacher and Student Teacher meet daily.

### **THIRD WEEK**

- Student teaches one or two lessons per day.
- First university observation occurs, followed by a meeting with the Cooperating Teacher (CT) & Student Teacher (ST).
- Student’s lesson plans (following the guidelines listed above) are submitted on Canvas.
- The first evaluation is completed. (No ratings are required, but complete the Observation Note Form or a similar form.)
- Cooperating Teacher and Student Teacher meet daily, minimally once a week.

### **THIRD or FOURTH WEEK THROUGH the SECOND-to-LAST WEEK**

- Student Teacher takes over (CT’s daily lessons; full-time by the fifth week).
- Minimally, three formal visits by the University Supervisor occur during this time period.
- CT and ST meet at least once a week during this time period.
- CT completes online Mid-Term Evaluation for discussion with the ST and with the DU Supervisor. Student Teachers and University Supervisors complete the evaluations using the Clinical Practice course Canvas site.
- DU Supervisor conducts third visit.
- After the fourth visit, the supervisor, student teacher and cooperating teacher complete a Final Evaluation online, which is a summary of the entire semester. **The Cooperating Teacher’s letter of recommendation should be uploaded to the final evaluation.**

### **FINAL WEEK**

#### **Student Teacher:**

During the last week of clinical practice, the ST slowly relinquishes teaching to the CT. The ST spends time bringing the clinical practice experience to a close with the assistance of the CT. (The time period for each stage of “actual teaching” will be unique for each ST). The student teacher completes the online final evaluation prior to the end of this last week. Weekly Reflections continue to be sent to the

University Supervisor and seminar instructor through this week.

Cooperating Teachers:

During the last week of clinical practice, the CT completes an online Final Evaluation (of the entire semester) and provides a letter of recommendation on school letterhead to the DU Supervisor at the time of the last visit. **The CT will then receive an email with a State Evaluation form; upon our receipt of it, the CT(s) will be issued an Evidence of Completion form for 30 PDs.**

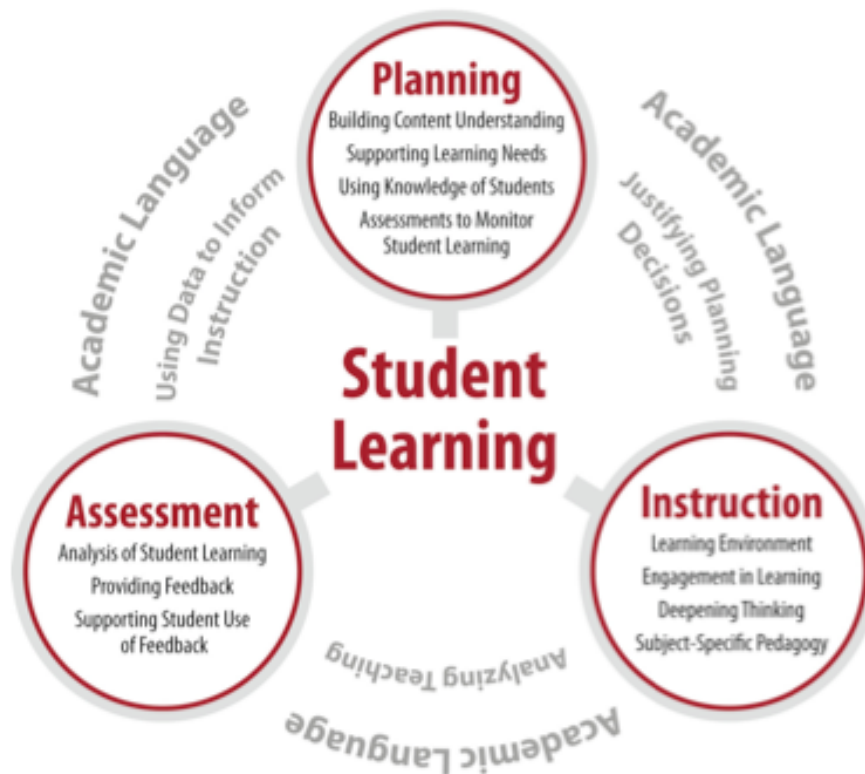
DU Supervisors:

At this time, the Supervisor prepares a final letter of recommendation on DU stationery to submit with their Final Evaluation(s).

## *edTPA*

The edTPA is a nationally available performance assessment of readiness to teach for novices. You will complete the edTPA during your clinical practice. The assessment is designed with a focus on student learning and principles from research and theory. Successful teachers

- develop knowledge of subject matter, content standards, and subject-specific pedagogy
- develop and apply knowledge of varied students' needs
- consider research and theory about how students learn
- reflect on and analyze evidence of the effects of instruction on student learning



As a performance-based assessment, edTPA is designed to engage you in demonstrating your understanding of teaching and student learning in authentic ways.

As illustrated in the graphic, the edTPA is divided into 3 tasks: 1) Planning for Instruction and Assessment; 2) Instructing and Engaging Students in Learning; and 3) Assessing Students' Learning represent a cycle of effective teaching. The planning task documents your **intended** teaching. The

instruction task documents your **enacted** teaching. The assessment tasks document the **impact** of your teaching on student learning and how that analysis informs further planning. These tasks and the evidence you provide for each are framed by your understandings of your students and their learning. As you develop, document, and teach your lessons, you will reflect upon the cyclical relationship among planning, instruction, and assessment, with a focus on your students' learning needs. You will provide video of you delivering a learning segment of 15 minutes (as a part of a larger learning segment), and prepare commentary narratives about your plans and the analysis of your teaching.

Your Seminar Instructor will be the primary support person to guide you through the preparation of the edTPA. Your Cooperating Teacher and your University Supervisor will guide and support the process as well. However, as a culminating assessment of your readiness to teach, you hold the responsibility for preparing and submitting a high-quality evidence of your work. During your clinical practice orientation, we will walk you through each of the edTPA tasks, and the expectations for what you will write, submit and document throughout the edTPA.

Each of the required handbooks and templates required to complete the edTPA can be found on the SOE website. A helpful support guide, called [Making Good Choices](#) will guide you toward selecting an appropriate learning segment to document in your edTPA submission.

Because you will be submitting materials and video about students in your clinical practice setting, it is essential that you fully understand and comply by the confidentiality expectations for work in schools today. Failure to comply with this agreement is a serious violation of professional standards, our University values, and your responsibility as a teacher candidate; and could ultimately result in your removal from clinical practice and in some circumstances, result in University sanctions. The Confidentiality Agreement (as follows) should be read and signed by the conclusion of your clinical practice orientation session.

Please feel free to contact John Snakenborg at [jsnakenborg@dom.edu](mailto:jsnakenborg@dom.edu), (708) 524-6532, for further information or support on the edTPA.



## ***Confidentiality Agreement for Teacher Candidates in Clinical Practice edTPA***

**Name:** \_\_\_\_\_  
**Program:** \_\_\_\_\_  
**School/District:** \_\_\_\_\_  
**Semester:** \_\_\_\_\_

I understand that in the course of my experience as a student teacher I will encounter information about students, schools, districts, teachers and families. I understand that information learned during my student teaching experience is subject to legal and ethical parameters of confidentiality.

I understand that any personal, identifiable information regarding the school community where I am working is not to be shared verbally, electronically, or in written form with any audience other than those who need to know. In light of this, I have read and understand my professional responsibilities regarding confidentiality including, but not limited to, submission of my edTPA materials. Nothing that would identify the school, the district, the cooperating teacher, other teachers or administrators in that school or district, the university supervisor, the students in the classroom or their families should be shared verbally, in hard copy or in any electronic or social media format. The collection of information and artifacts is to aid in my development as a competent beginning teacher and are intended for reflection and evaluation purposes only.

I agree to use only student first names or pseudonyms in the video segments, on the samples of student work and within the narrative commentaries that I write. I understand that parents/guardians must give permission for their children to be visible in the video segments, and that I may not include work samples for students for whom I do not have permission. I understand that it is my responsibility to work with my cooperating teacher, school administrator and district personnel in order to secure these release forms and that it is my responsibility to be sure that only students for whom I have permission are included in the video and work samples.

I understand and agree to the aforementioned requirements to ensure confidentiality and respect for the school community where I am engaged as a student teacher.

Teacher Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*cc: Cooperating Teacher; Building Principal*

## *Clinical Practice Seminar*

A Clinical Practice Seminar is held weekly and concurrently with the Clinical Practice semester. The seminar begins with the **mandatory** Student Teacher Orientation Meeting **and continues through with the Student Teacher Dinner being the last meeting of Seminar**. The Orientation Meeting will be held for all students in Clinical Practice. Specific requirements regarding student teaching will be shared. **Failure to attend this meeting may result in consequences up to and including withdrawal from Student Teaching.** Candidates are **required** to attend and complete **all** seminar assignments as prescribed in the syllabus established by the university seminar leader. Failure to have assignments in on time will result in a negative impact on the candidate's grade.

## *Employment During Clinical Practice Semester*

Due to the fact that clinical practice is a full-time pursuit, candidates should not plan on being employed during the clinical practice semester.

## *Liability*

Illinois State Law expressly includes candidates in all insurance protections afforded to certified staff. Candidates in clinical practice are indemnified against civil rights damage claims and suits, constitutional rights damage claims and suits, as well as death, bodily injury and property damage claims and suits. (The School Code of Illinois, Sec. 10-20-20)



## ***Criteria for Recommendation for Illinois Teacher Licensure***

### Qualification of Teachers

“No one shall be certified to teach or supervise in the public schools of this State who is not of good character, good health, a citizen of the United States and at least 19 years of age, except that citizenship shall not be required provided the individual has filed a Declaration of Intent to become a citizen of the United States. (The School Code of Illinois, Article 21)”

The successful completion of clinical practice does not automatically lead to licensure. Dominican University will entitle for Illinois state teacher licensure those candidates who have completed all major/level, general education and professional education competencies and requirements and who meet the following criteria:

1. Maintain a cumulative grade point average of minimally 2.75 for undergraduates and 3.0 for graduates.
2. A grade of “C” or above is required for all major level, general education and professional education courses. (Illinois law effective 2-1-2012)
3. Complete a file of documents indicating completion of all requirements.
4. Receive a positive evaluation of the clinical practice experience from the cooperating teacher and university supervisor.
5. Show evidence of good character.

## *State Teacher Exams*

Candidates are responsible for meeting **state testing requirements**. Undergraduate candidates must pass the TAP (Test of Academic Proficiency) **prior** to admission to the Teacher Education Program. Graduate students are required to pass the basic skills test **prior** to admission to the Graduate Program. The content test must be passed prior to applying for Clinical Practice by the date specified each year. The edTPA must be passed **prior** to licensure.

Registration materials and information about the tests are available at [www.icts.nesinc.com](http://www.icts.nesinc.com).

## *Grievance and Appeal Policy and Procedures*

Education students have the same academic rights and responsibilities as do all Dominican University students (see the Dominican University Handbook). However, in addition, students participating in the teacher education program may institute a grievance procedure with respect to any of the following:

- A. Admission to or dismissal from the teacher education program, a field experience, or student teaching program;
- B. Evaluation of student academic performance or dispositions in coursework, field experiences or student teaching or any other regularly provided or required activity having a direct bearing on the student's being recommended for certification or for employment;
- C. Failure to recommend the student for state certification, when required, in a timely fashion;
- D. Dismissal from Dominican University for teacher education related matters.

Students wishing to file an appeal based on the evaluation of academic performance or grade must do so no later than the end of the subsequent semester.

Decisions concerning graduate teacher education issues at Dominican University are based on policies approved by the Dominican University Graduate Committee ("GC"). Students who consider that they have been treated unfairly in the situations specifically mentioned above may consider the following course of action in order;

1. Confer, first, with the faculty member responsible for the decision;
2. If the grievance remains unresolved after step 1 above, confer with the division chair in the School of Education who attempts to mediate the dispute;

3. If the grievance remains unsolved after step 2 above, confer with the Dean of the School of Education. Present a written narrative explanation of the grievance.

Appeal of the decision of the Dean of the School of Education may be made, in writing, to the Graduate Committee. The Graduate Committee serves as the first appeal board for graduate student academic grievances. The procedure for such an appeal is as follows:

1. The student appealing a grievance decision from a graduate school should file a petition to appeal with the Graduate Committee at the Office of the Provost. The petition should include the name of the student grievant, and the school where the grievance was filed, with a request that a copy of the grievance record be transferred to the Graduate Committee. The petition should be filed within one month of receiving the final grievance decision of the graduate school.
2. The Graduate Committee will meet to decide the appeal within one month of receiving the petition for appeal. Parties to the appeal will appear before the Graduate Committee at the discretion of the committee.
3. The Graduate Committee will notify the parties to the appeal of its decision within one week of its final deliberation.

### *Terms*

All activities of Clinical Practice are conducted under the continuous, collaborative supervision of the cooperating teacher, serving as mentor, and the university supervisor. Daily dialogue between the cooperating teacher and the candidate is meant to encourage and allow the candidate to ask questions and the cooperating teacher to provide input and instruction.

**“Observation” and “Participation”** refer to approximately the first two weeks of Clinical Practice. The candidate uses this time to observe the professionals (specifically the candidate’s cooperating teacher) at work, to learn the culture and climate of the school and specifically the assigned classroom and reflect upon the experience as it relates to the next few weeks. During this time, the candidate should participate in the classroom in the role of a facilitator. This participation includes, but is not limited to, giving individual help to students, preparing teaching materials collaboratively as directed by the cooperating teacher, working with small groups of students, **assisting** in the assessment of student work, preparing bulletin boards, **assisting** in the preparation and administration of tests, conferencing with the cooperating teacher and university supervisor, and engaging in other activities which identify the candidate as a professional.

All of these experiences are in preparation for the “actual teaching” portion of Clinical Practice. At the end of the Clinical Practice experience, candidates should also observe other teachers throughout the setting to gain insights about varied instructional methods.

**“Actual teaching”** refers to the period when the candidate assumes full responsibility in the instructional setting demonstrating mastery of subject matter, planning, organizational skills, assessment skills, and other teaching skills under the guidance of the cooperating teacher and university supervisor. Candidates **spend at least 14 weeks during one semester working with**

**the cooperating teacher.** During the **first two weeks**, the candidate is immersed in the cooperating school and begins to prepare, under the supervision of the cooperating teacher, for the first days of teaching. This begins during approximately the third week of clinical practice. Slowly, the candidate assumes full responsibility for increasing portions of the cooperating teacher's schedule until the candidate is preparing for and teaching the entire school day. This continues for **approximately twelve weeks**. During the last week of Clinical Practice, the candidate slowly relinquishes daily teaching back to the cooperating teacher and spends time bringing the clinical practice experience to closure with the assistance of the cooperating teacher and the field supervisor. (NOTE: The time period for each stage of "actual teaching" will be unique for each candidate.)

**"Candidate"** refers to the individual who is completing Clinical Practice, a.k.a. "student teacher."

**"Cooperating school"** refers to an accredited school neither controlled nor supported by Dominican University that has contracted with the university and School of Education to provide facilities for Clinical Practice experiences for the teacher certification program.

**"Cooperating teacher"** refers to a certified person who is employed by a school district, is directly engaged in teaching students, and is immediately responsible for a candidate (a.k.a. "mentor teacher").

**"Seminar leader"** refers to the individual who leads the classroom seminar in which the candidate is concurrently enrolled during the Clinical Practice semester.

**"Student teacher"** refers to the university candidate who is engaged in the capstone field experience of Clinical Practice.

**"Clinical practice"** is a form of internship established by Illinois statute calling for "close and competent" supervision. Clinical Practice entails preparation for full responsibility in an instructional setting. The Clinical Practice assignment is a full-semester, full-day, consecutive-day experience. In the course of the experience, the teaching-certificate candidate demonstrates mastery of techniques and skills including, but not limited to, planning, organization, and assessment of instruction, parent/guardian relations, and competence in content area(s). This capstone experience is carried out under the diligent, continuous, and systematic supervision of Dominican University and local school personnel.

**"University supervisor"** refers to an individual(s) employed by Dominican University to supervise candidates at the cooperating school and participate in the concurrent seminar. This individual may or may not also be the "seminar leader."